



Republic of the Philippines
Department of Education
Region X – Northern Mindanao
DIVISION OF MALAYBALAY CITY



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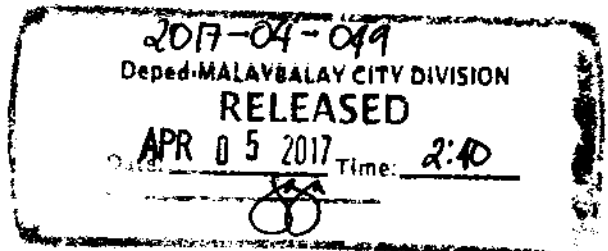
April 3, 2017

DIVISION MEMORANDUM

No. 191 s. 2017

**ORGANIZATION OF HEADSTART CLASSES FOR THE GIFTED AND TALENTED
PRESCHOOLERS AND FAST LEARNER CLASSES FOR GRADE 1 ENTRANTS AT
MALAYBALAY CITY CENTRAL SCHOOL - SPED CENTER**

**TO: Division Education Chief, CID and SGOD
Education Program Supervisors/Specialists
Public Schools District Supervisors
Public Elementary School Heads
Special Education (SPED) Teachers
All Others Concerned
This Division**



1. Pursuant to the enclosed DepED Order No. 32, s. 2012 entitled *Implementing Rules and Regulations of Republic Act No. 10157 otherwise known as "The Kindergarten Education Act"*; DepED Order No. 21, s. 2012 entitled *Policies and Guidelines on the Implementation of the Universal Kindergarten Education Program, Enclosure No. 1 letter D, paragraph 4*, and DepED Order No. 99, s. 2009, the Headstart Program for the gifted and talented children is now institutionalized. It refers to a comprehensive program for the gifted and talented pupils in public elementary schools designed to address the educational, aesthetic, and social needs of children who manifest superior intelligence beyond their chronological age.
2. In relation thereof, **this Office hereby encourages the regular schools particularly Malaybalay City Central School – SPED Center to organize and or open Headstart Classes for the gifted and talented preschoolers and Fast Learner Classes for Grade 1 entrants for this SY 2017 - 2018.**

3. Enclosed are the guidelines in the organization of the Headstart Program intended for the gifted and talented preschoolers under the Kindergarten Education Program for Children with Special Needs; Flow Chart on Recruitment, Screening and Identification; Steps for the recruitment, screening and identifying the gifted and talented preschoolers; and Headstart Form No. 1 to 3 for information, reference and strict compliance.
4. The conduct of advocacy activities/public information campaign and orientation for the Headstart Program and organization of Fast Learner classes for Grade 1 entrants shall be done within the month of April. The recruitment, screening and identification of prospective preschoolers and Grade 1 entrants must immediately follow using the prescribed instrument or mental ability and creativity tests and procedure.
5. Fast Learner classes for Grade 1 shall use the Learning Continuum for the Gifted (paragraph 4.1.3 of DepED Order No. 21, s. 2012).
6. Parents, relatives and guardians of the interested preschoolers and Grade 1 entrants are requested to visit Malaybalay City Central School – SPED Center and look for the School Principal to inquire regarding the schedule of the orientation and the submission of the entry requirements enumerated in Step 1 to the recruitment committee. (Please see Enclosure No. 2)
7. The screening of prospective gifted and talented preschoolers and grade 1 entrants shall be done by the Screening/Assessment committee composed of SPED Supervisor, Guidance Counselor, selected Key Teacher, SPED Teacher and the School Principal as the Head of the Assessment Team.
8. The informal and formal assessment shall be administered on the dates to be announced and posted later at the SPED center.
9. The final list of qualifiers will be posted for information of all concerned before the classes start.
10. Immediate dissemination of and compliance with this Memorandum is desired.


EDILBERTO L. OPLENARIA, CESO VI
OIC, Schools Division Superintendent *ja*




SEP 10 2009

DepED ORDER
No. **99**, s. 2009

**ORGANIZATION OF HEADSTART CLASSES FOR THE GIFTED
AND TALENTED PRESCHOOLERS**

To: Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary Schools

1. The pursuit of excellence is an integral goal of the educational system. Consequently, qualitative and relevant education program and services for the gifted and talented pre-schoolers are the basic aspects of the Headstart Program.
2. The Headstart Program for the Gifted and Talented Preschoolers in Public Elementary Schools is a preparatory program for 4-5 years old children who manifest superior intelligence beyond their chronological age. The program provides appropriate educational services, train teachers, administrators and supervisors on the early identification of gifted and talented preschoolers, and develops an enriched curriculum that nurtures, challenges and hones the multiple intelligences of these children, imbued with desirable values.
3. The main goal of the program is to ensure that all gifted and talented preschoolers are given the necessary support to attain the highest standard of achievement that matches with their abilities, intelligence and skills. Specifically, the program aims to:
 - a. offer the services for the mastery of the basic skills and development/enhancement of the multiple intelligences at a pace and depth appropriate to the capabilities of the gifted and talented preschoolers;
 - b. provide an environment that encourages and challenges the gifted preschoolers in the development of creativity, originality, fluency, flexibility and elaboration in their thought processes; and
 - c. provide opportunities for the gifted/talented preschoolers to explore and develop their unique abilities.
4. The program which was piloted in March 2006 has organized 44 classes with 1,600 pupils. This year 2009, during its Orientation on the Expansion of the Headstart Program, 45 new classes are expected to be organized by the teachers, schoolheads and supervisors who attended the activity.
5. Enclosed are the Guidelines on the Organization of the Headstart Program; Flow Chart on Recruitment, Screening and Identification; Steps for the Recruitment, Screening, and Identifying the Gifted and Talented Preschoolers; and Headstart Form Nos. 1 to 3.
6. Immediate dissemination of and compliance with this Order is directed.


RAMON C. BACANI
Undersecretary
Officer-in-Charge

Encls:

As stated

Reference:

None

Allotment: 1--(D.O. 50-97)

To be indicated in Perpetual Index
under the following subjects:

CLASSES
PRESCHOOL EDUCATION
PROGRAMS
PUPILS
SCHOOLS
SPECIAL EDUCATION

Shella, MPPD-TS, DO Headstart Classes for the Gifted
September 16, 2009

GUIDELINES ON THE ORGANIZATION OF THE HEADSTART PROGRAM

The guidelines in the organization of the Headstart Program follow that of the regular preschool program as stipulated in DepEd Order No. 106, s. 1989 (Standards for the Organization and Operation of Preschools) except that it uses an enriched curriculum intended for the gifted and talented preschoolers.

A. *Selection of Preschool Teachers (In reference to DepEd Order No. 57, s., 2007, Guidelines on Hiring and Deployment of Preschool Teachers)*

1. The applicant must be LET/PBET eligible, not more than 45 yrs. Old, computer literate and has obtained any of the following degrees:
 - BS in Preschool Education or
 - BEEd major in Preschool Education/Early Childhood Education (ECE) Special Education or
 - BS Psychology with at least 18 units in Preschool Education or
 - BSEd with 21 units in Preschool Education/Early Childhood Education/SPED
 - BEEd with specialized training in Preschool Education or SPED for the gifted/FL and Talented.
 - BEEd major in Teaching Early Grades
 - BSEEd with 21 units in Early Childhood Education or Preschool/SPED
2. Teacher-Applicants with teaching experience in handling classes for the gifted/FL or Talented must be given preference/priority.
3. Shall possess the characteristics of an effective teacher for the Gifted Learners (Chapter VI of the Handbook - The Headstart Teacher)

B. *Organization of Preschool Classes for the Headstart Program*

Advocacy

1. The conduct of advocacy activities/public information campaign for the Headstart Program shall be done as early as *January* of the current school year.

Screening and Identification

2. The screening and identification of prospective Headstart enrollees/preschoolers should be done as early as **March** of the current school year following the Screening and Identification Procedure. (Please see Inclosure No. 2)
3. Instrument and procedure used in data collection must be valid and reliable for their intended use.
4. The headstart teacher may recommend the exceptional children for acceleration to Department of Education Central Office through channels .

Grading System

5. Descriptive grading system with numerical equivalent shall be used. Exceptional children however, shall have Individualized Educational Plan.

Acceleration

6. Decision to proceed to limit the grade acceleration must only be considered after a thorough assessment.

Graduates of the Headstart class now compose the Fast Learners for Grade I Class.

Class size

7. A Headstart class shall be composed of minimum of 15 and a maximum of 25 pupils.

Orientation

8. Orientation of parents of Headstart Preschoolers shall be done in April of the current school year following the suggestions for the conduct of orientation day and giving emphasis to the ABCs for Parent Involvement (Chapter VII of the Handbook – Parents and Stakeholders)

Teacher

- a. The Headstart Teacher shall use the enriched curriculum in teaching the gifted/fast learners/talented.
- b. Teacher aid maybe hired to assist the Headstart teacher if feasible.

- c. The teacher shall handle two classes /sessions a day. However, if only one class is organized, he or she may be given load in the regular preschool as the case maybe.

SPED Centers

10. SPED centers with programs for the gifted/talented/fast learners shall organize a Headstart class/classes.
11. Regular schools with SPED programs and services for the G/FL and Talented are also encouraged to organize Headstart class/classes.

C. Roles and Functions

1. DepEd Central Office

- a. Releases funds for instructional materials/work texts for the headstart classes

2. Regional Offices

- a. Implement the program to the Division level
- b. Supervise and monitor the program implementation
- c. Evaluate/Assess the program in the different divisions
- d. Submit accomplishment report to the central office on the last week of April of every school year

3. Division Offices

1. Hire teachers for Headstart classes and conduct orientation – training to Headstart teachers.
2. Supervise Headstart classes
3. Monitor if instructional materials are distributed and properly utilized.
4. Submit accomplishment report to the Regional Office on the second week of April

RECRUITMENT, SCREENING AND IDENTIFYING THE GIFTED AND TALENTED PRESCHOOLERS

STEP 1

Recruitment – A division memorandum from the Division Superintendent will be issued to the field for dissemination re: recruitment, screening and identification of gifted and talented preschoolers. Recruitment of pupils from the different barangays, public and private preschools, Day Care centers will be done through day care and preschool teachers. Any child who exhibits exceptional ability in any academic or non-academic areas (arts, music, leadership skills, social skills, etc.) may be considered in the recruitment of the gifted and talented preschoolers.

ENTRY REQUIREMENTS

1. Submission of a duly accomplished information sheet with 2 x 2 picture of the child
2. Birth Certificate
3. Medical/Dental Record
4. Accomplished Parent's Checklist / Questionnaire on Identifying Gifted and Talented Preschooler

The Recruitment Committee shall be composed of the SPED Supervisor, guidance counselor, principal, key teacher, and a SPED teacher.

STEP 2

Screening – screening of prospective gifted and talented preschoolers shall be done by the Screening Committee composed of the SPED Supervisor, guidance counselor, and selected key teacher and SPED Teachers. Information sheet and other pertinent papers submitted will be evaluated. Interview of prospective gifted and talented preschoolers will be conducted based on the papers submitted.

STEP 3

Assessment/identification – The informal assessment of gifted and talented children will be multi-dimensional and multi-factored. Informal assessment using the *Parent's Checklist and Questionnaires (Headstart Form 2)* and *Pupil Interview Guide (Headstart Form 3)* will be used including the SPED teacher-made mental ability and creativity tests by the assessment team.

The formal assessment using standardized mental ability tests will be taken by the child on the merit of the informal assessment results. It is however, suggested that administration and interpretation of these tests be done by a psychologist. Hence the Assessment Team has to develop linkages with schools or institutions that may have any, but not limited, to the following commonly used mental ability and creativity tests for children:

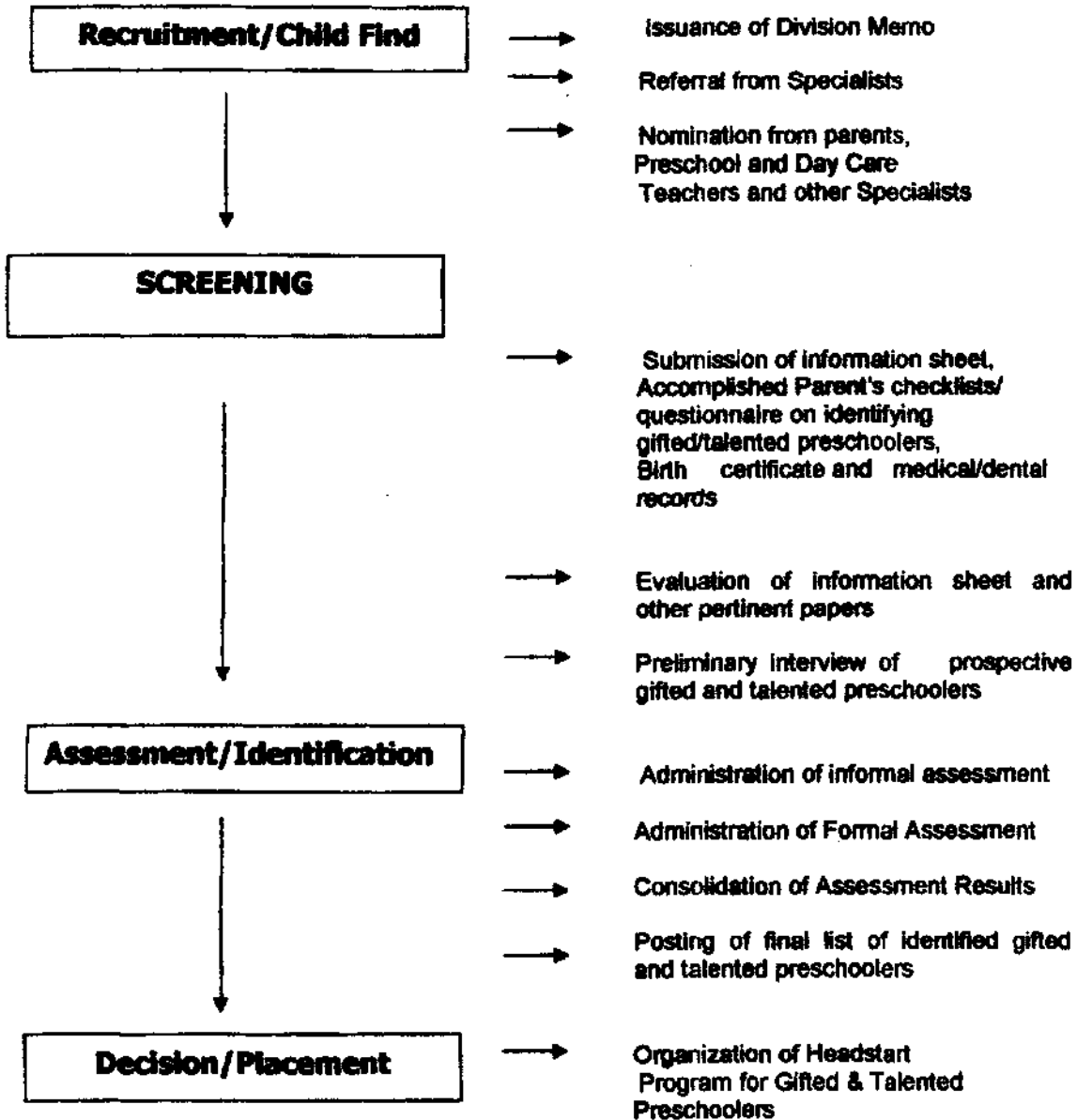
- Standard Progressive Matrices (Raven's Test)
- Wechsler Intelligence Scale for Children (WIS-C)
- Wechsler Pre-School and Primary Scale of Intelligence (WPPSI)
- Otis-Lennon Mental Ability Test (OLMAT)
- Otis-Lennon School Ability Test (OLSAT)
- Philippine Indigenized Pre-School and Primary Intelligence Test (PIPIT)
- Philippine Creative Thinking Tests adapted from E. Paul Torrance
- Figural Tests A and B by E. Paul Torrance
- Creativity Test by Enriquez

Consolidation of Assessment Results The Assessment Team meets to consolidate results of informal and formal appraisals done, agrees and submits the assessment report with the corresponding recommendations to the Principal. All applicants who are ranked 1 – 30 are qualified for admission to the Headstart Program for the Gifted and Talented Preschoolers. The final list of qualifiers will be posted for information of all concerned. The Principal being the Head of the Assessment Team will inform the parent/guardian that his/her child qualifies to the Headstart Program. Parents of qualified pupils will be interviewed and given orientation regarding the program.

STEP 4

Decision/Placement Pre-schoolers who are identified gifted and talented are now officially enrolled in SPED Centers and regular schools with Headstart Programs.

FLOW CHART ON RECRUITMENT, SCREENING AND IDENTIFICATION



Child's Profile/Information Sheet

1. Name of Child: _____ Sex: _____
2. Date of Birth : _____ Age: _____
3. Place of Birth: _____
4. Home Address: _____
5. Name of Father: _____ Occupation: _____
6. Name of Mother: _____ Occupation: _____
7. No. of children : _____ Ordinal Position: _____
8. Previous School Attended (if any): _____
Include the Level: _____
9. Language/Dialect Spoken at Home: _____
10. Religion: _____
11. Exceptional Skills:

Name of Parent/Guardian

Date

**Teeklis at mga Katanungan para sa Magulang upang Makilala
Ang mga Batang May Natatanging Talino at Kakayahan**
(Parents' Checklist Questionnaire on Identifying Gifted and Talented Preschooler)

Pangalan ng Bata: _____	Gulang: _____
Petsa ng Kapanganakan: _____	
Tirahan: _____	Telepono: _____

Sa mga Magulang: Ang teeklis at mga katanungan na napapaloob dito ay tungkol sa mga katangian at kakayahan ng inyong anak. Hinihiling po na pag-isipan nang lubusan at sagutin nang buong katapatan ang mga tanong. Layunin po nito na malaman kung ang inyong anak ay may natatanging talino at kakayahan, at mabigyan siya ng angkop na tulong upang ang mga ito ay higit na mapaunlad at mapayaman.

(To Parents: The checklist and questions are designed to help identify a giftedness and talents of your preschool child. They are aimed to determine the appropriate learning interventions that will help promote your child's exceptionality. Please answer honestly.)

- I. Mga Katangian ng Bata:** Lagyan ng tsek (✓) ang mga kahon na naglalarawan sa inyong anak. (Check all the characteristics that describe your child).

A. Sa Pagsasalita / Pagsusulat

- nakasusulat nang higit kaysa karaniwang bata, hal.: walang tinutularan/kinokopyahan, maayos, malinis, tuwid, nababasa, at may kahulugan/saysay (write better than average for his/her age)
- nakalilikha ng mga kuwento at mga biro ayon sa sariling pang-unawa (spins tall tales or tells jokes and stories)
- kinagigiliwan ang pagbabasa (enjoys reading books)

- higit na maraming alam na salita kaysa karaniwang bata
(has a good vocabulary for his/her age)
- mahilig makipag-usap, makipagtalakayan at makipagtalastasan
(loves to communicate to others in a highly verbal way)
- natatandaan ang mga pangalan ng tao, lugar, petsa at mga pangyayari
(has a good memory for names, places, dates and events)

B. Sa Pagbibilang

- palatanong o maraming itinatanong
(asks a lot of questions)
- nakapagkukwenta sa isip
(adds numbers mentally)
- kinagigiliwan ang mga larong may kinalaman sa pag-iisip tulad ng pagbibilang, at mga laro sa kompyuter *(enjoys counting games and Math lessons, computer games)*
- mahilig mag -eksperimento o mag-imbento
(likes to perform simple experiments)
- kinagigiliwan ang paglalaro ng "chess", "checkers" at mga larong ginagamitan ng istrategiya *(enjoys playing chess, checkers, and other strategy games)*
- madaling makaintindi at makaunawa ng bunga at sanhi ng mga pangyayari
(has a good grasp of cause-effect relationship of events)

C. Sa Palalarawan

- nakapagkukwento nang maayos at malinaw
(tells stories clearly)
- nakababasa/nakaunawa ng mga mapa, tsart at iba pang tulad nito
(reads maps, charts, and diagrams)
- madalas mangarap nang gising
(daydreams more often than others)

- mahilig manood ng pelikula, at iba pang panoorin
(likes to watch movies, slides, or other visual presentations)
- kinagigiliwan ang pagsasagot ng "puzzles" at iba pang palaisipan
(enjoys doing puzzles and mazes)
- higit na nakapagbibigay- kahulugan sa mga nakikitang larawan kaysa nababasang mga salita
(gets more out of pictures than words while reading)

D. Sa Pagkilos

- nagagaya nang may kahusayan ang kilos at gawi ng iba
(cleverly mimics other people's gestures or mannerisms)
- mahilig paghiwa-hiwalayin ang isang bagay at muling ibalik ito sa dating kaayusan
(loves to take things apart and put them back together again)
- kinagigiliwan ang pagtakbo, paglundag, pakikipagbuno at iba pang kilos tulad nito
(enjoys running, jumping, wrestling and similar activities)
- may madamdamin/malikhainag pagpahayag ng sarili
(has a dramatic way of expressing himself/herself)
- nakakikitaan ng iba pang gawaing pisikal habang nag-iisip o gumagawa
(can do different physical activities while thinking or working)
- kinagigiliwan ang ano mang gawaing may kinalaman sa paggamit ng kamay, tulad ng pagpinta at paghulma
(enjoys working with hands or materials such as clay or paints)

E. Sa Pagtugon sa Tunog

- nasasabi kung ang awit o tugtog ay wala sa tono
(tells you when music sounds are off key or is disturbing)
- madaling makatanda ng himig o tono ng awit
(remembers melodies of songs)

- mahilig at mahusay umawit
(likes and is good at singing)
- kinagigiliwan ang pagtugtog ng ano mang instrumentong at pagsali sa maramihang pag-awit *(enjoys playing a musical instrument or singing in a group or choir)*
- sinusundan ang indayog ng musikang naririnig o pinapatok ang mesa habang may ginagawa *(taps rhythmically on the table or desk as he/she works)*
- sensitibo sa mga tunog na naririnig sa kapaligiran
(is sensitive to environmental noises such as rain on the roof)

F. Sa Pakikisalamuha sa Kapwa

- kinagigiliwan ang pakikihalubilo sa kapwa bata
(enjoys socialization with peers)
- nakakikitaan ng pagiging pinuno o madalas manguna sa ano mang gawain
(seems to be a natural leader)
- nagbibigay ng payo sa kaibigan
(gives advice to friends who have problems)
- kinagigiliwan ang pagtuturo sa ibang bata
(enjoys informally teaching other kids)
- nakakikitaan ng pagmamalasakit sa kapwa
(has a good sense of empathy or concern for others)
- marami ang may gusto na makasama siya
(others seek his/her company)

G. Sa Pagkilala sa Sarili

- nagpapakita ng katatagan ng kalooban at pagsasarili
(displays a sense of independence or a strong will)
- alam o batid niya ang sariling mga kahinaan at kalakasan
(has a realistic sense of his/her strengths and weaknesses)
- nakapagialaro at nakapag-aaral nang maayos kahit nag-iisa
(does well when left alone to play or study)

- may iba pa siyang kinagigiliwang gawain o *interests* na hindi niya sinasabi
(*has an interest or hobby that he/she doesn't talk much about*)
- mas gustong gumawa nang nag-iisa kaysa may kasama
(*prefers working alone than working with others*)
- lubusang naipakikita ang ano mang nararamdaman
(*accurately expresses how he/she is feeling*)

H. Sa Pag-uuri ng Kalikasan

- naiibigan ang mga gawain na ukol sa kalikasan tulad ng paghahalaman at pamamasyal sa mga pook na may likas na yaman
(*likes outside activities such as gardening or nature walks*)
- matalas ang pakiramdam sa mga bagay na nakikita, naririnig, naaamoy, natitikman at nahihipo sa kapaligiran (*has a strong sense of sight, sound, smell, taste and touch*)
- madaling nakikilala ang pagkakaayos, pagkakatulad at pagkakaiba ng mga bagay sa paligid
(*easily recognizes patterns, similarities and differences in the things in his/her surroundings*)
- mahilig sa pag-aalaga at may malasakit sa mga hayop at halaman (*is interested in and cares about animals or plants*)
- mahilig mangolekta ng mga bagay-bagay tungkol sa kalikasan
(*likes to keep collections and scrapbooks about natural objects*)
- nakagigiliwan ang mga palabas, aklat at mga kwento tungkol sa halaman, hayop at kalikasan (*enjoys shows, books, stories about animals or nature*)

II. Mga Interes at Gawi ng Bata

1. Anu-ano ang mga kinagigiliwang gawain at naiibang interes ng inyong anak?
(*What are your child's special hobbies and interests?*)

2. Anu- ano ang mga paboritong babasahin ng inyong anak o gustung-gusto niyang binabasa sa kanya? *(What are your child's reading interests, such as the kind of books he/she enjoys reading or being read to him/her?)*

3. Anu-ano ang mga natatanging talento ng inyong anak? *(What are your child's special talents?)*

4. Anong mga pagkakataon na ang naibigay ninyo sa inyong anak tulad ng paglalakbay, pag-aaral ng musika, sayaw at iba pang tulad nito? *(What special opportunities have been provided to your child such as trips, music lessons, dance lessons, etc.?)*

5. Sa inyong palagay, ano pa ang pangangailangan ng inyong anak upang lubos siyang matuto? *(What are your child's special needs and concerns so that he will learn more and better?)*

Pangalan ng Magulang/Tagapag-alaga

Petsa

GUIDE FOR INTERVIEWING THE GIFTED AND TALENTED PRESCHOOLER

Name of Parent/Guardian _____ Date of Interview: _____

Name of Child _____ Age _____

Address _____ Telephone No. _____

To the interviewers: Be sure to read the filled-up Headstart Form 2 or the Parents' Checklist and Questionnaire for your baseline information before interviewing the child. Ask the child to execute the instruction or answer questions. Please probe on the responses given. *Use separate answer sheet(s) to record responses.* All the written responses of the child will be attached to this form. You must proceed to the next task/question if the child does not respond within five (5) seconds after giving the instruction(s) twice.

1. Can you write your name? Will you write it for me, please?
2. Now, can you draw your house? Can you color it, please?
3. What are the colors you used? Can you write the names of the colors you used?
(Ask the child to write other colors he/she knows.)
4. Can you sing/recite a rhyme or poem? Please sing/recite it for me.
If the child cannot immediately think, say... "How about the alphabet song?"
5. Can you write the letters of the alphabet? Please write them.
6. What is your favorite game/sports?
7. How is it played?
8. Ask the child to name the numbers you will point to or write.
(Note the highest possible number the child can identify.)
9. Ask the child to repeat a series of four to six numbers after hearing them once, e.g., 4987, 27548, (Give 5 trials, note the successful recall made.)
10. Using different shapes, ask the child to compare, reason out and identify their attributes.
(Ask him/her also to write the names of the shapes being presented.)

11. What do you usually do if you are angry/happy?
12. How do you react when you have a friend who is hurt?
13. Ask the child to read a book or a picture book with a one -liner story.

Interviewers' General Comments:

1. Does the child speak clearly and respond to the task accurately and promptly?

2. Describe the handwriting and the correctness of responses for tasks nos. 1, 2, 3, 5 and 10.

3. How are words/letters pronounced for tasks nos. 3, and 4, 8, 9 & 13?

4. How is the logic of the child's responses for tasks 6, 7, 11 and 12?

5. Note the general performance of the child for all the tasks given.



Republic of the Philippines
Department of Education

DepEd ORDER
No. **21**, s. 2012

MAR 20 2012

**POLICIES AND GUIDELINES ON THE IMPLEMENTATION OF THE UNIVERSAL
KINDERGARTEN EDUCATION PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Schools Division/City Superintendents
All Others Concerned

1. The Department of Education (DepEd) shall continue with its commitment to the Millennium Development Goals (MDGs) particularly MDG No. 2, which is to attain universal primary education by 2015, and Education for All (EFA) objectives, particularly Critical Task No. 2, to expand the coverage of the Early Childhood Care and Development (ECCD) Program to yield more EFA benefits giving priority to those who are in vulnerable, disadvantaged and underserved areas.

2. Beginning School Year (SY) 2011-2012, this Department has intensified efforts to attain universal Kindergarten coverage through different modalities and in coordination with concerned agencies on health, welfare, and education of five (5)-year old children. Providing universal Kindergarten will prepare children physically, emotionally, socially and mentally for Grade I Curriculum which increases their chances of surviving and completing elementary education, reducing dropout and ensuring better school performance.

3. For SY 2012-2013, the schedule for the opening of classes shall conform with the regular grades/level. Pursuant to the **Republic Act No. 10157** approved on January 20, 2012 otherwise known as "**An Act Institutionalizing the Kindergarten Education Into the Basic Education System and Appropriating Funds Therefor,**" the **Policies and Guidelines on its Implementation** as provided in Enclosure No. 1 will be guided by the following components:

- | | |
|--|---|
| a. Overall Principle; | g. Instructional Support to Kindergarten; |
| b. Objectives of the Program; | h. Contingency Measures; and |
| c. Enrolment Requirement; | i. Monitoring and Evaluation (M & E). |
| d. Kindergarten Education Program; | |
| e. Curriculum and Training; | |
| f. Teacher Deployment and Provision of Classrooms; | |

4. The annual funding allocation is chargeable to the Kindergarten Education for All Children per General Appropriations Act (GAA), which shall be downloaded to regions/divisions nationwide. This will support the implementation of various activities embedded in the above indicated components e.i. payment for compensation of Kindergarten teachers/volunteers, orientations/trainings, monitoring, and other related activities subject to the usual accounting and auditing rules and regulations.

5. To facilitate release of funds, all regions and divisions are required to submit physical and financial report. Enclosure No. 2 contains the format of the Report on the Utilization of the Downloaded Kindergarten Funds, duly certified true and correct by the schools division/city superintendents (SDSs) and the regional directors (RDs) to be forwarded to the Central Office (CO), attention: Budget Division and copy furnished Bureau of Elementary Education (BEE).

6. All previous policies and issuances inconsistent with the herein policies are hereby rescinded or modified accordingly.

6. These guidelines shall remain in force and in effect during the succeeding school years until revised or repealed.

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


BR. ARMIN A. LUISTRO FSC
Secretary 

Encls.:

As stated

References:

DepEd Order: (Nos. 23, 37 and 51, s. 2011; 99, s. 2009 and 49, s. 2008)
DepEd Memorandum: No. 25, s. 2012

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

**BUREAUS & OFFICES
CURRICULUM
POLICY
KINDERGARTEN EDUCATION
TEACHERS**

**POLICIES AND GUIDELINES ON THE IMPLEMENTATION OF THE UNIVERSAL
KINDERGARTEN EDUCATION PROGRAM**

- A. Overall Principle** is promoting inclusive education in reaching all five-year old children.
- B. Objectives of the Program:** The following objectives of this program set forth in DepEd Order 37, s. 2011 will still be pursued in School Year (SY) 2012-2013:
1. to reach out all five-year old children particularly those in the poorest household, vulnerable, disadvantaged and underserved areas; and
 2. to improve their readiness and foundational skills to be ready for primary grades.
- C. Enrolment Requirement**
1. This Department has issued DepEd Order No. 4, s. 2012 entitled **Declaring January 28, 2012 as the Early Registration Day for SY 2012-13 to Achieve the Millennium Development Goals (MDGs) and the Objectives of Education for All (EFA)** in order to strengthen advocacy and likewise address the above-mentioned objectives; and
 2. All regional directors (RDs), schools division/city superintendents (SDSs) and school principals/heads of all public elementary schools are directed to accept children in accordance with the following guidelines:
 - a. Only children who are 5-years old by **June** and until **October 2012** will be eligible for enrolment;
 - b. A certificate of Live Birth will be required for submission until December of the same school year;
 - c. Six (6)-year old children who were not able to attend the Kindergarten Summer Program (KSP) shall be enrolled in Grade 1 and will undergo the Eight (8)-Week Curriculum on readiness and foundational skills.
 - d. It is stressed that **no five year old child shall be refused enrolment**; and
 - e. All school principals and school heads shall submit to the Division Office (DO) the official list of enrolment in the different Kindergarten programs using the enclosed required forms. The duly certified true and correct enrolment report shall be forwarded to the Regional Office (RO) which in turn shall indorse the same to the Central Office (CO), addressed to the Bureau of Elementary Education, Attention.: Curriculum Development Division, **not later than the following dates of every year:**

Early Registration	-	March 16
Kindergarten Summer Program	-	March 16
Kindergarten Regular/Volunteer	-	August 15
Kindergarten under LGU/DCCs/Private	-	August 30

The said report must be submitted in hard and electronic copies through e-mail address: kindergartenproject@yahoo.com.ph.
- D. Different Kindergarten Programs**
1. **Kindergarten Regular Program (KRP).** This is a ten (10) month program provided for regular children and those with special needs; the gifted and those with disabilities handled by teachers with permanent items. The KRP for regular children follows the standards for 5-year old children and the National Kindergarten Curriculum Guide (NKCG).

To maximize the utilization of permanent teachers handling these classes, school heads (SHs) shall ensure that each kindergarten teacher handles two (2) classes with twenty-five to thirty (25-30) enrollees per class.

2. **Kindergarten Volunteer Program (KVP).** This is also a ten (10) month program which shall be organized for five (5)-year old children who cannot be accommodated in the KRP following the same standards and NKCG:
 - 2.1 The KVP classes shall be handled by volunteer teachers who will meet the qualifications mentioned in DepED Order No. 37, s. 2011 reiterated below:
 - Bachelor's degree holder in education or education related courses;
 - Preferably resident of the community where the school is located, and
 - Registered as volunteer in the school and/or division office.
 - 2.2 A volunteer teacher shall be allowed to handle two (2) classes of twenty-five to thirty (25-30) pupils per class/session and shall be paid an honorarium of Three Thousand Pesos (PhP3,000.00) per month for each class.
 - 2.3 In cases when enrolment is ten (10) or less or in multigrade (MG) schools, the volunteer who handles the class shall be paid an honorarium of Two Thousand Pesos (PhP2,000.00) per month. However, when enrolment is only five (5) or less, the children should be made to attend the KSP class.
 - 2.4 Day Care Workers who meet the qualification requirements can serve as volunteer teacher after their classes for the three to four (3-4) years old children. They shall be paid an honorarium of Three Thousand Pesos (PhP3,000.00) per month for handling separate session with eleven to thirty (11-30) pupils or One Thousand Five Hundred Pesos (PhP1,500.00) for handling ten (10) or less but not less than five (5) pupils.
3. **Kindergarten Summer Program (KSP).** This is an eight (8)-week program for five-year old children who have not availed of the ten (10)-month program either through the KRP or the KVP. This is for prospective Grade I enrollees who are supposed to be provided with readiness and foundational skills for them to be able to tackle formal Grade I work. For Summer 2012, classes will be on **April 9, 2012 until June 1, 2012.**
 - a. A permanent and a volunteer teacher shall handle one (1) or two (2) classes and shall be paid Six Thousand Pesos (Php6,000.00) per month for two (2) classes or Three Thousand Pesos (PhP3,000.00) for a single class.
 - b. A KSP class shall have an enrolment of twenty to thirty (20-30) children for 3 1/3 hours daily using the Eight Week Curriculum.
4. **Kindergarten Education Program for Children with Special Needs**
 - 4.1 **Headstart Program for the Gifted**
 - 4.1.1 All Special Education Centers are encouraged to organize Headstart Program for the Gifted and Talented children. Implementation of this program shall follow the policies and guidelines set forth in DepED Order No. 99, s. 2009.

- 4.1.2 Regular schools are also encouraged to organize Fast Learners class.
- 4.1.3 These classes shall use the Learning Continuum for the Gifted.

4.2 Early Intervention Program for Children with Disabilities

- 4.2.1 Upon registration children with disabilities shall be identified and enrolled in an Early Intervention Program shall be given to any age child as soon as disability is detected in any of the following:
 - a. nearest school with special education class;
 - b. kindergarten class in the SPED Center; and
 - c. regular class with inclusive education setting.
- 4.2.2 The Implementation of the Early Intervention Program shall follow the policies and guidelines issued by the Central Office.

E. Curriculum and Training

- 1. The **Kindergarten Education Program (KEP)** shall continue to use the following curriculum materials:
 - 1.1 **Standards and Competencies for Five-Year Old Children**
This material contains standards and competencies expected of 5-year old children along the different domains for growth and development.
This should served as guide for teachers in tracking the development of children along each of the seven domains.
 - 1.2 **National Kindergarten Curriculum Guide (NKCG)**. This contains daily learning activities developed in thematic integrated manner for all the four (4) grading periods. Teachers should familiarize themselves with the learning activities to ensure that they are able to use them to develop the competencies. Although there are learning materials such as stories and games, included in NKCG, teachers are encouraged to add or localize the activities they believe can be best taught using local resources.
 - 1.3 **Eight (8)-Week Summer Curriculum (EWSC)**. This curriculum material contains learning activities in which the children will develop confidence and gain readiness for formal Grade I curriculum. This will be used during summer and during the first 8 weeks in Grade 1 for children who were not accommodated in the KRP or KVP.
- 2. **Medium of Instruction (MOI)**. Teacher shall use the Mother Tongue as MOI in developing the competencies for Kindergarten learners.
- 3. **Training and Orientation**. Teachers shall be provided with training and/or orientation on the use of the various curriculum materials and the mother-tongue-based by trained trainers designated by the division and region.

F. Teacher Deployment and Provision of Classrooms

- 1. Schools Division/City Superintendents (SDSs) shall ensure the following:
 - 1.1 strict adherence to the policy on the deployment of teacher items identified for Kindergarten teachers;
 - 1.2 exploration of all possible options to provide classrooms for Kindergarten equipped with appropriate facilities such as the school library, home economics building, learning resource center, and other available spaces; and
 - 1.3 prompt action on the bidding for the construction of Kindergarten classroom allocated for the division and ensure that the specifications for said building are adhered to.

2. In cases where classrooms and alternative spaces are not available, SHs are encouraged/urged to link with the LGUs for use of existing facilities as K classrooms.

G. Instructional Support to Kindergarten

1. To support the delivery of the different thematic-learning activities, the Department of Education (DepEd) shall provide the Basic Instructional Package for Kindergarten classes and children.

Package 1: **Instructional Materials for Teachers Use** (one per teacher)

Contents:

- a. Standards and Competencies for Five-Year Old Children
- b. National Kindergarten Curriculum Guide (NKCG)
- c. Eight-Week Curriculum

Package 2: **Instructional Materials for Children**

Contents: Readiness Skills Workbook (Activity Sheets by Quarter) (1 per pupil)

Package 3: **Instructional Materials for the Class**

Contents:

- a. manipulatives (table blocks, lacing beads, tangrams, counting frame, picture dominoes, puzzles, etc. (at least 1 set per class composed of twenty-five to thirty (25-30) learners)
 - b. supplementary reading materials (story books of at least fifty (50) titles per class)
 - c. songs, rhymes, in CD/DVD with player (at least 1 cd/dvd of 25 titles with teachers guide per class)
2. The Budget and Finance Office shall download funds for the construction of standard Kindergarten classrooms, training of teachers, volunteers, and allowances of volunteer teachers, incentives for teachers and other expenses which maybe authorized by DepEd Management.

H. Contingency Measures: In cases where there are no volunteers for Kindergarten classes, Grade I teachers shall be utilized without jeopardizing their functions as Grade I teachers. Their incentive pay follows the number of pupils indicated in 2.2.2 and 2.3.

I. Monitoring and Evaluation: Regional directors (RDs) and schools division/city superintendents (SDSs) shall ensure that:

1. all schools shall continuously administer the School Readiness Assessment (SRA) and use the results as basis for planning and formulating appropriate interventions of the children's needed educational development;
2. close monitoring shall be undertaken to ascertain compliance to the herein policies and guidelines; and
3. within three (3) months from the issuance of this Order, all DepED regional and division offices shall submit the required enrolment reports using the enclosed forms to other support DepEd Offices and Bureau of Elementary Education, DepEd Central Office, 2nd Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City or at e-mail address: kindergartenproject@yahoo.com.ph.