



Republic of the Philippines  
**Department of Education**  
REGION X-NORTHERN MINDANAO  
DIVISION OF MALAYBLAY CITY

DM2020-5-200  
DEPED MALAYBALAY CITY DIVISION  
RELEASED  
DATE: MAY 29 2020  
BY: [Signature]

**DIVISION MEMORANDUM**

No. 200 series of 2020

**TO:** Assistant Schools Division Superintendent  
Chief Education Supervisors SGOD and CID  
This Division

**FROM:** **VICTORIA V. GAZO, PhD, CESO V**  
Schools Division Superintendent

**DATE:** May 29, 2020

**SUBJECT: DISSEMINATION OF DepEd Order 008 s. 2020 RE: GUIDELINES ON ENROLLMENT FOR SCHOOL YEAR 2020-2021 IN THE CONTEXT OF THE PUBLIC HEALTH EMERGENCY DUE TO COVID-19**

1. For the information and guidance of all concerned, this Office hereby disseminates the herein **DepEd Order 007 s. 2020 RE: GUIDELINES ON ENROLLMENT FOR SCHOOL YEAR 2020-2021 IN THE CONTEXT OF THE PUBLIC HEALTH EMERGENCY DUE TO COVID-19** for implementation of all schools and community learning centers.

2. Attached is the DepEd memorandum 008 s. 2020 for reference. Immediate and wide dissemination of this memorandum is highly desired.

3. Queries related to this can be relayed to **Vince G. Sanmiguel**, Senior Education Program Specialist, Planning and Research Section at 09778091156.

Encls.: As stated

Reference: DO 008 s. 2020

**TO BE POSTED IN THE WEBSITE**



Purok 6, Casisang, Malaybalay City  
Telefax (088) 314-0094  
Email: Malaybalay.city@deped.gov.ph



Republic of the Philippines  
**Department of Education**

28 MAY 2020

DepEd ORDER  
No. **008** s. 2020

**GUIDELINES ON ENROLLMENT FOR SCHOOL YEAR 2020-2021 IN THE CONTEXT OF  
THE PUBLIC HEALTH EMERGENCY DUE TO COVID-19**

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

1. Amid the public health emergency due to COVID-19, the Department of Education (DepEd) remains committed to find ways to provide learning opportunities to all Filipino learners for School Year (SY) 2020-2021. In its Basic Education Learning Continuity Plan (BE-LCP) titled **Learning Opportunities Shall Be Available: The Basic Education Learning Continuity Plan in the Time of COVID-19**, DepEd announced a greater emphasis on multiple learning delivery modalities such as blended learning, distance learning, and homeschooling, on top or to replace face-to-face learning modality in order to reduce possible exposure of learners and teachers to COVID-19.
2. In this light, DepEd issues this enclosed policy guidelines providing schools various options for implementing a modified regular 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).
3. These modified enrollment guidelines, anchored on DepEd Order (DO) No. 03, s. 2018 (Basic Education Enrollment Policy), shall guide parents, legal guardians, and teachers in the enrollment of learners for SY 2020-2021. This policy provides a range of options to facilitate the enrollment of learners for all public schools in basic education and Alternative Learning System programs nationwide.
4. These guidelines shall govern only the SY 2020-2021 enrollment. DO No. 03, s. 2018 remains in effect, but its provisions inconsistent with these guidelines are suspended for SY 2020-2021.
5. For more information, please contact the **Education Management and Information Systems Division-Planning Service, Department of Education Central Office** through email at [ps.emisd@deped.gov.ph](mailto:ps.emisd@deped.gov.ph).
6. Immediate dissemination of and strict compliance with this Order are directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary



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DEPED-OSEC-433157

Encl.:

As stated

Reference:

DepEd Order No.: (03, s. 2018)

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

ADMISSION  
CHANGE  
ENROLLMENT  
LEARNERS  
POLICY  
REQUIREMENTS  
SCHOOLS

SMMA, APA, MPC, JoBM, DO Policy Cover Enrollment Guidelines  
May 26, 2020

(Enclosure to DepEd Order No. **008**, s. 2020)

**GUIDELINES ON ENROLLMENT FOR SCHOOL YEAR 2020-2021 IN THE CONTEXT OF THE PUBLIC HEALTH EMERGENCY DUE TO COVID-19**

**I. Rationale**

The Coronavirus Disease 2019 (COVID-19) pandemic has engendered massive shifts in the functioning of governments and societies around the world. While much remains unknown about COVID-19, it is clear that the virus is highly contagious, and can be lethal to certain vulnerable groups. As such, governments must manage its spread to prevent it from overwhelming national public health systems.

Chief among these management strategies is the implementation of physical distancing and community quarantine measures, which present a significant challenge for the basic education sector given its reliance on the traditional mode requiring face-to-face interaction between learners and their teachers. But while the current public health emergency suspends the conduct of business as usual, DepEd remains committed to realizing the constitutional right to education by ensuring that learning opportunities shall continue to be provided in School Year (SY) 2020-2021. In its Basic Education Learning Continuity Plan (BE-LCP) titled **Learning Opportunities Shall Be Available: The Basic Education Learning Continuity Plan in the Time of COVID-19**, DepEd offers multiple learning delivery modalities such as blended learning, distance learning, and homeschooling, either on top or in place of the face-to-face learning modality.

Still, for learners to be able to formally avail of the learning opportunities, their enrollment is essential. DepEd can also utilize the enrollment process to generate learner and household information and data critical for designing the learning delivery strategies and approaches, and for planning, resource allocation, and policy formulation. However, the enrollment and data collection process must take into consideration the health and safety of its personnel and learners.

In this light, DepEd issues this policy providing schools and community learning centers (CLCs) various options for implementing a modified enrollment process that adheres to the guidelines and standards set by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF), the Office of the President, and the Department of Health, and the direction of the BE-LCP.



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## II. Policy Statement

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

All learners who elect to enroll in public schools nationwide must be accepted and enrolled upon compliance with DepEd Order (DO) No. 03, s. 2018 or the Basic Education Enrollment Policy, as modified by these guidelines for SY 2020-2021.

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

## III. Scope

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

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

These guidelines shall apply only for SY 2020-2021. DO No. 03, s. 2018 remains in effect, but its provisions inconsistent with these guidelines are suspended for SY 2020-2021.

## IV. Definition of Terms

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

- a. **ALS Form 2 (Enrollment Form)** – a basic information sheet of individuals who signified interest to enroll in ALS Program
- b. **Balik-Aral Learner** - a learner who went back to school and resumed study after year/s of dropping out or discontinuing study



- c. **Enrollment Focal Person (EFP)** - teachers without advisory class designated/appointed by the school head responsible for accommodating kindergarten, transferee, and *Balik-Aral* enrollees.
- d. **Enrollment Booth/Kiosk** - a dedicated place/space for enrollment within the school and Barangay. It need not to be manned by school personnel for as long as necessary information materials and LESFs are readily available to the public. This will strictly be set up upon exhausting all means to remotely reach parents/guardians and/or learners for the enrollment.
- e. **Learner Enrollment and Survey Form (LESF)** - 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 modes (i.e., available devices, possible facilitators, etc).
- f. **Previous Adviser** – class advisers of learners during SY 2019-2020 who will facilitate the remote enrollment for SY 2020-2021
- g. **Remote Enrollment** - a process of registering learners conducted without face-to-face interaction

## V. Enrollment Procedures

In keeping with strict physical distancing measures, enrollment for SY 2020-2021 shall primarily be administered remotely. Physical enrollment in schools or other similar activity shall be highly discouraged, even in low risk areas. The first two weeks shall completely be remote enrollment, where there will absolutely be no face-to-face. SDOs and schools shall exhaust all possible means to conduct remote enrollment. Unless otherwise necessary, any form of physical submission of enrollment data shall only be done on the 3rd week of the enrollment period, which shall be done in coordination with local government units (LGUs). Implementing remote enrollment shall take into consideration the resource inequalities and differing circumstances that exist among learners and teachers.

The implementation of a modified enrollment procedure this school year shall primarily be facilitated by previous advisers, **who will collect and enter the enrollment and survey data into the End-of-School-Year Learner Information System (EOSY-LIS), except for kindergarten, transferees and Balik-Aral enrollees.**

Thus, parents and/or enrollees shall submit Learner and Survey Forms to their previous class advisers. In addition, new data shall be collected this school year to capture information that will be relevant in assessing the capacity of the basic education system, and the appropriate targeting of learners, for the continuing delivery of learning in the context of constraints and opportunities presented by the physical distancing measures.



## **A. Instruction to Parents/Guardians and Enrollees**

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

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

Making physical appearance in school for enrollment purposes shall be the last option for parents/guardians and/or learners. Such appearances shall be guided by the minimum health and safety protocols in the locality, and properly coordinated as to date and time, and with LGU officials up to the barangay level.

### **2. For incoming kindergarten enrollees**

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

### **3. For transferees**

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

### **4. For *Balik-Aral* enrollees**

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

### **5. For ALS enrollees**

ALS enrollees may communicate their intent to enroll via digital and/or physical enrollment platforms established by schools and barangays with community learning centers (CLCs). The form to be used is ALS Form 2 (*Annex B*) based on DepEd Order No. 58, s. 2017. This will be made available in digital and physical format.

## **B. Protocol for Modified General Enrollment**

This section guides teachers and school administrators in determining how to implement modified general enrollment considering health risk in their locality. This section identifies three major stages in this process -



pre-data collection, data collection, and data retrieval - and provides procedures for each.

## **1. Pre-Data Collection**

### **a. Designate teachers to facilitate enrollment**

Class advisers shall be assigned to facilitate the remote enrollment of learners in their advisory class from the previous school year (i.e. SY 2019-2020). This assumes that schools have conducted Early Registration in accordance with the provisions of Section V-A of DepEd Order No. 03, s. 2018, where data gathered (e.g., learners' contact information) can be utilized.

### **b. Appoint Enrollment Focal Person**

Teachers without advisory classes shall be appointed as Enrollment Focal Persons (EFPs). Schools must ensure that each grade level has an appointed EFP to accommodate kindergarten, transferees and *Balik-Aral* enrollees. ALS teachers shall act as EFPs in order to accommodate ALS enrollees.

EFPs' contact information shall be publicly posted to be easily accessed by prospective enrollees.

### **c. Disseminate information on enrollment procedures and Learner Enrollment and Survey Forms (LESF) (Annex A)**

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

SDOs and schools shall make Learner Enrollment and Survey Forms (LESFs) (Annex A) available either in digital or print format (whichever is safest to access).

Digital format shall also be made accessible/downloadable from the websites of the Central Office (CO), Regional Offices (ROs), School Division Offices (SDOs) and Schools. It shall also be made available in the Learner Information System (LIS) homepage.





ROs and SDOs shall also establish hotlines in line with Operation *Balik Eskwela* to disseminate information and respond to queries on enrollment procedures.

**d. Defer 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 required under Section V-A of DO No. 03, s. 2018 shall be deferred to December 2020. This shall apply in 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.**

**e. Encourage stakeholder participation**

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

Parents shall be encouraged to proactively communicate with previous teachers of their child during the enrollment period, **except** for incoming kindergarten, transferees, *Balik-Aral* and ALS enrollees.

**2. Data collection**

Collection of Learner Enrollment and Survey Form or LESF shall adopt various means to ensure safety of all involved parties such as phone call, SMS messaging, and online submission. Parents/guardians shall only use printed LESFs as a last resort for enrolling their child in school.

**a. Through class advisers**

Class advisers shall contact each learner in their advisory class from SY 2019-2020 using the contact information found in the SF1 and data obtained from early registration.

Contact shall as much as possible be done remotely, with priority given to phone calls, short message service (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 appointed EFPs.

Once contacted by the parents/guardians of prospective enrollees, appointed EFPs shall collect the necessary data stipulated in these guidelines.

EFPs shall accommodate inquiries and facilitate data collection as remotely as possible, whether via phone call, short message service (SMS) and social media (e.g., Facebook Messenger), whichever is mutually convenient to both parties.

In the event that parents/guardians are not able to submit enrollment data through the established remote platforms, schools, in close coordination with LGUs, shall set up physical platforms (i.e. kiosk/booth) to collect LESFs. This shall be done in strict compliance with the minimum health and safety standards. Instructions to submit through these physical platforms shall be announced through multimedia platforms (i.e. radio, TV, social media).

Teachers may encode their LESF data upon collection in the provided template while waiting for their respective LIS encoding schedules. The digital format of the enrollment form and the encoding template can be accessed through the LIS.

For teachers without laptops and internet connectivity, any physical reporting to schools to encode LESF data shall strictly adhere to the minimum health and safety standards. If conditions will not allow for physical reporting in school, filled-out hard copies of the LESF will be compiled until the LIS opens for encoding.



Teachers with existing medical conditions shall be provided with assistance during data collection.

### **LIS Encoding**

#### **a. For Existing Learners**

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

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

#### **b. For Incoming Kindergarten, Transferees, *Balik-Aral*, and ALS Learners**

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

LIS encoding may be scheduled once the system experiences congestion. Encoding schedules and instructions shall be posted on the LIS.

SHs shall ensure that all teachers have the means and support to encode LESF data. SHs shall also extend encoding assistance to teachers who have existing medical conditions and are not permitted to leave their homes.

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

### **3. Data retrieval**

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



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### C. 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
<p>Central Office</p>	<p><u>Policy and planning</u></p> <ul style="list-style-type: none"> <li>• Issue guidelines on enrollment procedures</li> </ul> <p><u>Data and resource management</u></p> <ul style="list-style-type: none"> <li>• Design the LESF and offline encoding for data collection</li> <li>• Modify LIS to accommodate new data requirements</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Provide information materials on the modified enrollment procedures</li> <li>• Disseminate information on the enrollment</li> </ul>	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>• Monitor data encoding in the system</li> </ul> <p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Provide necessary support and assistance to the field</li> </ul>	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>• Retrieve necessary data from the LIS</li> <li>• Process results from the LESF</li> <li>• Assess how these results may inform related policies and programs</li> </ul>
<p>Regional Office</p>	<p><u>Policy and planning</u></p> <ul style="list-style-type: none"> <li>• Issue regional policy document echoing national policy as necessary</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Disseminate information on the enrollment</li> <li>• Conduct orientation on the modified enrollment procedures</li> </ul>	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>• Monitor data collection and encoding in the system</li> </ul> <p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Provide support and assistance to SDOs</li> </ul>	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>• Access summary of results from the LESF</li> <li>• Assess the implications of results on learning delivery</li> </ul>



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<p>Schools Division Office</p>	<p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Print enrollment form and excel template for data collection</li> </ul> <p><u>Coordination and linkages</u></p> <ul style="list-style-type: none"> <li>• Coordinate with the LGU on the conduct of modified enrollment</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Disseminate information on the enrollment</li> <li>• Conduct orientation on the modified enrollment procedures</li> </ul>	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>• Monitor data collection and encoding in the system</li> </ul> <p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Provide support and assistance to schools</li> </ul>	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>• Access summary of results from the LESF</li> <li>• Assess the implications of results on learning delivery.</li> </ul>
<p>School</p>	<p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Ensure that all teachers have facility and assistance in data collection and LIS encodings</li> </ul> <p><u>Coordination and linkages</u></p> <ul style="list-style-type: none"> <li>• Coordinate with the LGU on the conduct of modified enrollment</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Disseminate information on the enrollment especially to parents/guardians</li> </ul>	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>• Monitor data collection and encoding in the system</li> </ul> <p><u>Technical support</u></p> <ul style="list-style-type: none"> <li>• Provide support to teachers during data collection and encoding</li> </ul>	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>• Assess summary of results from the LESF</li> <li>• Assess how these results may affect the learning delivery.</li> </ul>

**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 SHs 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 (PS) 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 Educational Management Information System Division (EMISD) and the School Effectiveness Division (SED) – BHROD; the Policy, Planning, and Research Division (PPRD), Quality Assurance Division (QAD) of the Regional Offices; and the School Governance Operations Divisions (SGOD) of Schools Division Offices shall conduct monitoring, provide technical assistance, and gather issues, best practices, and feedback, provided that these activities shall be done remotely.

## **VIII. Effectivity**

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

## **IX. References**

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

**DepEd Order No. 32, s. 2018** - Policy Guidelines on the Collection of Data/Information Requirements for Beginning of School Year (SY) 2018–2019 in the Learner Information System (LIS) and Enhanced Basic Education Information System (EBEIS)

**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



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## 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. Basahing mabuti ang mga tanong at sagutan ang mga angkop na espasyo at isulat nang maayos sa MALALAKING TITIK ang iyong 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  A3.  Returning (Balik-Aral)

A4. Baltang na nais ipatala: \_\_\_\_\_ A7. Huling paaralang pinasukan: \_\_\_\_\_ A8. ID ng Paaralan: \_\_\_\_\_ A11. Paaralan kung saan nais i-enrol ang mag-aaral: \_\_\_\_\_ A12. ID ng Paaralan: \_\_\_\_\_

A5. Huling baltang na natapos: \_\_\_\_\_ A9. Adres ng Paaralan: \_\_\_\_\_ A13. Adres ng Paaralan: \_\_\_\_\_

A6. Huling natapos na taon sa paaralan: \_\_\_\_\_ A10. Uri ng Paaralan  Pampubliko  Pribado

PARA LAMANG SA SENIOR HIGH SCHOOL:

A14. Samesbe (1<sup>st</sup>/2<sup>nd</sup>): \_\_\_\_\_ A15. Track: \_\_\_\_\_ A16. Strand (if any): \_\_\_\_\_

### B. IMPORMASYON NG ESTUDYANTE

B1. - Numero na nakalagay sa Sertipiko ng Kapanganakan (Birth Certificate) mula sa PSA (kung may dalang 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: \_\_\_\_\_

#### 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 kaalagan 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

B18. Numero ng bahay at kalye

B19. Subdivision/ baryo/ purok/ sitio

B20. Barangay

B21. Lungsod/ Munisipalidad

B22. Probinsiya/ Lalawigan

B23. Rehiyon

### C. IMPORMASYON NG MAGULANG/TAGAPAG-ALAGA

AMA

C1. Buong pangalan (Apelyido, Pangalan, Gitnang Pangalan)

INA

C6. Buong pagkadalagang pangalan (Apelyido, Pangalan, Gitnang Pangalan)

TAGAPAG-ALAGA

C11. Buong pangalan (Apelyido, Pangalan, Gitnang Pangalan)

C2. Pinakamataas na antas na natapos sa pag-aaral

Elementarya  
 Sekondaryo  
 Kolehiyo  
 Bokasyonal  
 Degring Masteral at Doktorado  
 Hindi nakapag-aral  
 Iba pa: \_\_\_\_\_

C7. Pinakamataas na antas ng pag-aaral na natapos

Elementarya  
 Sekondaryo  
 Kolehiyo  
 Bokasyonal  
 Degring Masteral at Doktorado  
 Hindi nakapag-aral  
 Iba pa: \_\_\_\_\_

C12. Pinakamataas na antas ng pag-aaral na natapos

Elementarya  
 Sekondaryo  
 Kolehiyo  
 Bokasyonal  
 Degring Masteral at Doktorado  
 Hindi nakapag-aral  
 Iba pa: \_\_\_\_\_

C3. Katayuan sa trabaho

Full time  
 Part time  
 Self-employed (hal.: negosyong pampamilya)  
 Nawalan ng trabaho dahil sa community quarantine  
 Hindi nagtatrabaho

C8. Katayuan sa trabaho

Full time  
 Part time  
 Self-employed (hal.: negosyong pampamilya)  
 Nawalan ng trabaho dahil sa community quarantine  
 Hindi nagtatrabaho

C13. Katayuan sa trabaho

Full time  
 Part time  
 Self-employed (hal.: negosyong pampamilya)  
 Nawalan ng trabaho dahil sa community quarantine  
 Hindi nagtatrabaho

C4. Nagtatrabaho sa bahay dulot ng <i>community quarantine</i> ? <input type="checkbox"/> Oo <input type="checkbox"/> Hindi	C9. Nagtatrabaho sa bahay dulot ng <i>community quarantine</i> ? <input type="checkbox"/> Oo <input type="checkbox"/> Hindi	C14. Nagtatrabaho sa bahay dulot ng <i>community quarantine</i> ? <input type="checkbox"/> Oo <input type="checkbox"/> Hindi
C5. Numero sa telepono ( <i>cellphone/telephone</i> )	C10. Numero sa telepono ( <i>cellphone/telephone</i> )	C15. Numero sa telepono ( <i>cellphone/telephone</i> )

C16. Kabilang ba ang inyong pamilya sa 4Ps ng DSWD?  Oo  Hindi

### D. KAPASIDAD AT KAPARAANAN NG TAHANAN PARA SA DISTANCE LEARNING

D1. Paano pumapasok ang bata sa paaralan? Piliin ang lahat ng naaangkop.

naglalakad  sumasakay sa pampublikong sasakyan (panlupa o pantubig)  may sasakyang pampamilya  may tagahatid

D2. Ilang miyembro sa inyong tahanan (kabilang na ang i-eeenrol) ang mag-aaral ngayong taong panuruan 2020-2021? Ilagay kung ilan sa bawat baitang.

Kindergarten _____	Baitang 4 _____	Baitang 8 _____	Baitang 12 _____
Baitang 1 _____	Baitang 5 _____	Baitang 9 _____	iba pa: _____
Baitang 2 _____	Baitang 6 _____	Baitang 10 _____	<small>(Hati, Kolehiyo, bokasyonal at iba pa.)</small>
Baitang 3 _____	Baitang 7 _____	Baitang 11 _____	

D3. Sino-sino sa miyembro ng inyong tahanan ang maaaring tumulong sa *distance learning* na pag-aaral ng bata? Piliin ang lahat ng naaangkop.

magulang o tagapag-alaga  iba pa (tutor, katulong)  
 nakatatandang kapatid  wala  
 lolo o lola  may kakayahang mag-aaral ang bata nang mag-isa  
 iba pang kamag-anak

D4. Anong mga kagamitan sa tahanan ang magagamit ng bata para sa pag-aaral?

cable TV  radio  
 non-cable TV  desktop computer  
 basic cellphone  laptop  
 smartphone  wala  
 tablet  iba pa: \_\_\_\_\_

D5. Mayroon ka bang paraan para maka-connect sa internet

Mayroon  
 Wala  
 Kung WALA, laktawan ang D6.

D6. Paano ka nakaka-connect sa internet? Piliin ang lahat ng naaangkop.

sariling mobile data  Sa iba pang lugar sa labas ng bahay na may connection ng internet tulad ng silid-aklatan, barangay/munisipyo, kapitbahay o kamag-anak  
 sariling DSL, WIFI o satellite  wala  
 computer shop

D7. Ano-anong pamamaraan ng "distance learning" ang nais mo para sa iyong anak? Piliin ang lahat ng naaangkop.

online learning  pagkatutong modular  
 telebisyon  magkahalong pagtuturo sa silid-aralan at ang apat na nabanggit sa taas  
 radyo  iba pa: \_\_\_\_\_

D8. Anong mga hadlang ang maaaring makaapekto sa proseso ng pagkatuto ng iyong anak gamit ang *distance education*? Piliin ang lahat ng naaangkop.

kawalan ng gadgets/kagamitan  may mga kasabay na ibang gawaing bahay  
 kakulangan sa budget para sa load/data  kawalan ng lugar para sa pag-aaral  
 Hindi maayos na koneksiyon sa cellphone/internet  mga sagabal sa pag-aaral(hal. social media, ngay mula sa komunidad/kapitbahay)  
 may suliraning pangkalusugan  nawalan o lumpat ng tirahan dahil sa community quarantine  
 nahihirapang mag-aral nang mag-isa  iba pa: \_\_\_\_\_

Aking pinatutunayan 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 learning information system. Ang mga impormasyon dito at dapat na ituring na kumpidensiyal at naaayon sa Data Privacy Act of 2012.

Lagda sa ibabaw ng Pangalan ng Magulang/Tagapag-alaga \_\_\_\_\_ Petsa \_\_\_\_\_

Para lamang sa empleyado ng Paaralan. Saagutan ng Gurong Tagapayo

PETA NG UNANG ARAW NG PAGDALO \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
(Month/Day/Year)

Baitang \_\_\_\_\_ Track (para sa SHS) \_\_\_\_\_





# 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 (Baik-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 (1<sup>st</sup>/2<sup>nd</sup>): \_\_\_\_\_ 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 Community/Indigenous Cultural Community (IP)  Yes  No

B11. If yes, please specify: \_\_\_\_\_

B12. Mother Tongue: \_\_\_\_\_

B13. Religion: \_\_\_\_\_

**For Learners with Special Education Needs**

B14. Does the learner have special education needs? (i.e. physical, mental, developmental 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: \_\_\_\_\_

**ADDRESS**

B18. House Number and Street \_\_\_\_\_ B19. Subdivision/ Village/ Zone \_\_\_\_\_ B20. Barangay \_\_\_\_\_

B21. City/ Municipality \_\_\_\_\_ B22. Province \_\_\_\_\_ B23. Region \_\_\_\_\_

### C. PARENT/ GUARDIAN INFORMATION

Father	Mother	Guardian
C1. Full Name (last name, first name, middle name)	C6. Full Maiden Name (last name, first name, middle name)	C11. Full Name (last name, first name, middle name)
C2. Highest Educational Attainment <input type="checkbox"/> Elementary graduate <input type="checkbox"/> High School graduate <input type="checkbox"/> College graduate <input type="checkbox"/> Vocational <input type="checkbox"/> Master's/Doctorate degree <input type="checkbox"/> Did not attend school <input type="checkbox"/> Others: _____	C7. Highest Educational Attainment <input type="checkbox"/> Elementary graduate <input type="checkbox"/> High School graduate <input type="checkbox"/> College graduate <input type="checkbox"/> Vocational <input type="checkbox"/> Master's/Doctorate degree <input type="checkbox"/> Did not attend school <input type="checkbox"/> Others: _____	C12. Highest Educational Attainment <input type="checkbox"/> Elementary graduate <input type="checkbox"/> High School graduate <input type="checkbox"/> College graduate <input type="checkbox"/> Vocational <input type="checkbox"/> Master's/Doctorate degree <input type="checkbox"/> Did not attend school <input type="checkbox"/> Others: _____
C3. Employment Status <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Self-employed (i.e. family business) <input type="checkbox"/> Unemployed due to community quarantine <input type="checkbox"/> Not working	C8. Employment Status <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Self-employed (i.e. family business) <input type="checkbox"/> Unemployed due to community quarantine <input type="checkbox"/> Not working	C13. Employment Status <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Self-employed (i.e. family business) <input type="checkbox"/> Unemployed due to community quarantine <input type="checkbox"/> Not working
C4. Working from home due to community quarantine? <input type="checkbox"/> Yes <input type="checkbox"/> No	C9. Working from home due to community quarantine? <input type="checkbox"/> Yes <input type="checkbox"/> No	C14. Working from home due to community quarantine? <input type="checkbox"/> Yes <input type="checkbox"/> No
C5. Contact number/s (cellphone/ telephone)	C10. Contact number/s (cellphone/ telephone)	C15. Contact number/s (cellphone/ telephone)

**D. HOUSEHOLD CAPACITY AND ACCESS TO DISTANCE LEARNING**

D1. How does your child go to school? Choose all that applies.

- walking     public commute (land/ water)     family-owned vehicle     school service

D2. How many of your household members (including the enrollee) are studying in School Year 2020-2021? Please specify each.

Kinder	Grade 4	Grade 8	Grade 12
Grade 1	Grade 5	Grade 9	Others (ie college, vocational, etc) _____
Grade 2	Grade 6	Grade 10	
Grade 3	Grade 7	Grade 11	

D3. 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	

D4. 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: _____

D5. Do you have a way to connect to the internet?

Yes  
 No  
 (If NO, proceed to D7)

D6. 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

D7. 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: _____

D8. 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"/> No or lack of available space for studying
<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	

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

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

DATE OF FIRST ATTENDANCE  
 (Month/Day/Year)

/  /

Grade Level \_\_\_\_\_

Track (for SHS) \_\_\_\_\_

**D. HOUSEHOLD CAPACITY AND ACCESS TO DISTANCE LEARNING**

D1. How does your child go to school? Choose all that applies.

- walking     public commute (land/ water)     family-owned vehicle     school service

D2. How many of your household members (including the enrollee) are studying in School Year 2020-2021? Please specify each.

<u>        </u> Kinder	<u>        </u> Grade 4	<u>        </u> Grade 8	<u>        </u> Grade 12
<u>        </u> Grade 1	<u>        </u> Grade 5	<u>        </u> Grade 9	<u>        </u> <i>Others (ie</i>
<u>        </u> Grade 2	<u>        </u> Grade 6	<u>        </u> Grade 10	<u>        </u> <i>college, vocational,</i>
<u>        </u> Grade 3	<u>        </u> Grade 7	<u>        </u> Grade 11	<u>        </u> <i>etc.)</i>

D3. 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 |  |

D4. 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: _____    |

D5. Do you have a way to connect to the internet?

- Yes  
 No  
(If NO, proceed to D7)

D6. 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

D7. 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: _____                                     |

D8. 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"/> No or lack of available space for studying                       |
| <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   |   |

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

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

DATE OF FIRST ATTENDANCE  
(Month/Day/Year)

/   /

Grade Level \_\_\_\_\_

Track (for SHS) \_\_\_\_\_



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/City) _____	
• 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: _____		• Indigenous People (IP) Community (Specify ethnic group): _____	
		• Mother Tongue: _____ PWD: <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 :  K  G-1  G-2  G-3  G-4  G-5  G-6

Secondary :  G-7  G-8  G-9  G-10

• Why did you drop out of school? (For OSY only)

No school in Barangay  School too far from home  Needed to help family

Unable to pay for miscellaneous and other expenses Others: \_\_\_\_\_

• Have you attended ALS learning sessions before?  YES  NO

If Yes:

Name of the Program: \_\_\_\_\_ Level of Literacy:  Basic  Elem.  Sec.  In/Ed

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?  Walking  Motorcycle  Bicycle  Others (Pls. Specify) \_\_\_\_\_

• When can you attend your Learning Session?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What specific time can you be at your Learning Center?							

Facilitator: Signature and Date \_\_\_\_\_

Learner: Signature and Date \_\_\_\_\_