



Republic of the Philippines
Department of Education
 REGION IV-A CALABARZON
 CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS


09 FEB 2023

DIVISION MEMORANDUM
 No. 007 s. 2023

**GUIDELINES ON THE IMPLEMENTATION OF CLASS MIGRATION AND
EXTENDED LEARNING ACTIVITIES**

To: OIC-Assistant Schools Division Superintendent
 Chief Education Supervisors
 Education Program Supervisors/Public Schools District Supervisors
 School Heads, Public Elementary and Secondary
 Unit Heads
 All Others Concerned

1. In reference to Basic Education Development Plan (BEDP) 2023 and Division Learning Recovery Program, this Office issues the Guidelines on the Implementation of Class Migration and Extended Learning Activities.
2. The guidelines will ensure that all learners receive quality and relevant education despite various circumstances and encourage participation and active involvement of the family, community and stakeholders to share their responsibility in the Learning Recovery Program.
3. For the complete details refer to Enclosure 1.
4. Immediate dissemination of and strict compliance to this Memorandum is directed.


NATIVIDAD P. BAYUBAY, CESO VI
 Schools Division Superintendent



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Enclosure 1

**GUIDELINES ON THE IMPLEMENTATION OF CLASS MIGRATION AND
EXTENDED LEARNING ACTIVITIES**

I. RATIONALE

The City Schools Division of City of Tayabas remains faithful to its commitment to the quality delivery of the Curriculum set at a national level in order to contribute to the nation building and ensure global competitiveness of the Tayabasin learners. It continuously supports and upholds the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all (Republic Act 9155).

The Department of Education (DepEd) upholds the principle of promoting the welfare, safety, and security of learners and personnel at all times (DepEd Order No. 37 s. 2022). It also prioritizes learning continuity to ensure that all learners are given equal opportunities in completing their basic education regardless of the situation they encounter as it is a guaranteed right of every Filipino mandated by the constitution. Furthermore, the Basic Education Development Plan (BEDP), through the issuance of DepEd Order No. 24, s. 2022, adopts the medium-term plan for basic education which focuses on addressing the needs of the Basic Education Sector (BES) that emphasizes access, quality, equity, resiliency and wellbeing through enabling mechanisms in order to ensure that learning will continuously happen even in times of abrupt disruption or unexpected events. These disruptions of classes largely contribute to the learning poverty being experienced by the learners. In this regard delivering quality education includes ensuring continuing instruction despite both foreseen and unforeseen interruptions such as disasters.

Migration and extended learning, being a system that will ensure learning continuity, is a prime mechanism which can be adopted in times where classes need to continue through various forms. The 1987 Constitution states in Article XIV, Sections 1 and 2, viz:

Section 1. The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.

Section 2. The state shall:

- (1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;*
- (2) Establish and maintain a system of free public education in the elementary and high school levels.*



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Pursuant to the above-cited constitutional provisions, as well as Executive Order No. 292 or the Administrative Code of 1987, Republic Act No. (RA) 9155 or the Governance of Basic Education Act of 2001, and RA 10533 or the Enhanced Basic Education Act of 2013, DepEd is mandated to protect and promote the right of every Filipino to access quality basic education.

In accordance with its legal mandate, DepEd has promulgated issuances on flexible learning and materials, specifically, DepEd Order No. 21 s. 2019, or the Policy Guidelines on the K to 12 Basic Education Program. It sets forth Flexible Learning Options (FLOs), which includes alternative delivery modes and its corresponding learning resources that are responsive to the need, context, circumstances, and diversity of learners.

With all the legal foundations provided, the City Schools Division of the City of Tayabas herein issued this policy on class and modality migration and extended learning to ensure that learning continuity will happen amidst emergencies and other related contexts. It also provides specific guidelines on the adoption of migration strategies and extended learning for learners at risk of dropping out and learners at risk of attending schools by virtue of distance, danger and safety.

II. SCOPE

These guidelines shall be adopted and implemented by all public elementary and secondary schools, learning centers and SDO functional units. Private schools may adopt these guidelines as deemed necessary and applicable to them. Likewise, it supports and promotes the safety and protection of learners and personnel from unnecessary physical dangers that they may be exposed to during natural disasters, man-made disasters, and calamities. Further, it aims to ensure that their constitutional rights to life, health, safety, and property are always protected in addition to the equally important right of the learners to complete basic education as provided by the government. Finally, the issuance of this policy is guided by the principle that learning should take place even in the midst of class disruption due to natural, man-made hazards or other activities of the Department of Education.

Specifically, it covers the following contexts:

- a. all contexts guaranteed by DepEd Order No 37 s. 2022 such as, but not limited to typhoon, heavy rainfall, flood, earthquakes, power outages/ power interruptions/ brownouts and all other related contexts of man-made and natural hazards; and
- b. individual migration of learners due to learners participation in co-curricular and extracurricular activities, family conflict, sickness, temporary transfer of abode or home, death of a family member and other acceptable reasons, as assessed by the school head, in allowing learners to be migrated.



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III. DEFINITION OF TERMS

For purposes of this policy, the following terms are defined:

Alternative Learning refers to alternative learning activities provided to schoolchildren which includes preparation of modules and other materials as reference and support materials to teaching-learning activities during migration of classes.

Extended learning refers to opportunities for students to consolidate, enrich and extend their learning outside the classroom to improve academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps. Sometimes it is referred as extended learning time.

Home Learning Partners refers to household members or any volunteer from the community who participate in learning during migration. He/ She may facilitate to help the learners accomplish the learning task during migration or extended learning.

Community Learning Facilitators include the identified and capacitated learning partners in the community who will work collaboratively with the teachers as learning facilitators in times of migration in learning and extended learning.

Emergency refers to unforeseen or sudden occurrence, especially danger, demanding immediate action.

Familial obligation refers to any activity initiated by the family to promote and strengthen family values and strong family ties and to sustain its socio-cultural practices.

Flexible Learning Options (FLOs) refers to a menu of possible learning interventions and pathways that are responsive to the needs, context, circumstances, and diversity of learners.

Formative Assessment refers to a process that involves the teachers using evidence about what learners know and can do to inform and improve their teaching. It is informal and is intended to help students identify their strengths and weaknesses in order to learn from the assessment experience.

Learners with Special Educational Needs refers to learners who for a variety of reasons encounter problems of special circumstances that need relevant and appropriate programs and services to address their learning needs during their educational career and are in need of additional support.

Learning Center refers to a learning area within the barangay or other designated area where the learners can accomplish the learning activities for the day. It can also serve as a multipurpose area which may contain a classroom setup, a library or a venue where the learning facilitator can conduct hands-on exercises/activities.

Migration in Learning refers to a movement of learning from the school to home or community learning spaces consistent with the constitutional mandates and the DepEd Orders relative to relevant and quality learning delivery in times of natural disasters, man-made calamities and unforeseen events causing learning gaps. This utilizes various and appropriate learning modalities relevant to the needs, resources and capabilities of the learners.

Mitigation means to reduce risks from disasters, eliminate the probability of disaster occurrence, or reduce the effects of unavoidable disasters. In short, it focuses on long-term measures for reducing risk.

Monitoring refers to continuing and systematic process of collecting, analyzing, interpreting and reporting information relevant to planning, implementation, evaluation and adjustment of plans, policy, programs and projects in support of decision-making of management and key stakeholders to improve delivery of outputs and sustainability of results.

Preparedness refers to efforts taken by you, the school head, to help create awareness among your school stakeholders to reduce, to the minimum level possible, the loss of human lives and damage to build and natural infrastructure. This can be done through quick and efficient actions if a disaster strikes your school or its surroundings. Another important consideration would be the identification of temporary learning spaces where alternative delivery mode of education can be done to ensure the continuing education of affected school children.

Temporary Learning Spaces refers to child-focused and child-friendly environment in which children continue their cognitive development and participate in activities that can give them opportunities to learn.

Unforeseen circumstances refers to something unexpected to happen that will prevent the activity or event to happen or continuing normally

IV. POLICY STATEMENT

It is the policy of the City Schools Division of the City of Tayabas to uphold and promote the welfare, safety, and security of the learners and personnel at all times (DepEd Order No. 14 s. 2020). It aims to minimize the health and safety risks brought about by disasters and other natural calamities, including all other man-made calamities, and to continuously deliver basic education services regardless of these events. Accordingly, in times of disasters and calamities, safeguarding the learners and personnel from unnecessary physical dangers that they may be exposed to, and protecting their constitutional rights to life, health, safety, and property, shall remain to be the schools division's paramount consideration.



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Specifically, the following standards shall be used in implementing this policy:

1. This policy shall be in accordance with the complete implementation and alignment to the Basic Education Development Plan 2030 as the blueprint of the Department of Education in implementing its mandate.
2. This policy shall be used in ensuring that the Division Education Development Plan (DEDP) 2022 - 2028 will be implemented and all its priorities shall be addressed.
3. This policy shall promote compliance to the learning continuity principle in order to ensure that the learners' life will still remain normal and augmented by school guidance to achieve and complete the basic education as mandated by the Philippine Constitution.
4. This policy shall guide the schools and learning leaders in designing various migration and extended learning programs to ensure that all learners will remain in schools and that no children are left behind.
5. The implementation of this policy shall promote the safety and protection of learners and personnel from unnecessary physical dangers that they may be exposed to during natural and man-made disasters.
6. The implementation of this policy shall minimize the health and safety risks brought about by disasters and other natural calamities and that the suspension of classes and work during emergencies may still provide a favorable atmosphere to the wellbeing of learners and personnel alike.
7. The implementation of this policy shall also provide alternative migration and extended learning of individual learners who are experiencing family conflict, sickness, temporary transfer of abode, and other related and acceptable reasons, as assessed by the school head.

V. PROCEDURES

The following contexts shall be considered in the implementation of migration and extended learning experiences:



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1. In compliance with and alignment with Basic Education Development Plan 2030 as the blueprint of the Department of Education in implementing its mandate, the following specific guidelines shall be implemented:
 - a. Schools shall integrate the guidelines herein stipulated to their respective school plans and policies. Adoption of this policy at the school level shall be supported by a school-based memorandum.
 - b. All other issuances of the City Schools Division of the City of Tayabas shall consider this policy in migration and extended learning in all other issuances which may affect the conduct of regular classes in schools and learning centers.
2. No migration of classes or learning experience shall be allowed in the following cases as stipulated in DepEd Order No. 37 s. 2022:
 - a. Typhoon

In-person, online classes and work from Kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically cancelled in schools situated in Local government units (LGUs) issued with Tropical Cyclone Wind Signals (TCWS) 1, 2, 3, 4, or 5 by the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA)

If the TCWS is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, schools are obligated to keep the students and personnel safely in school if travelling has become unsafe.

Local Chief Executive shall decide on the cancellation or suspension of classes where there are strong winds in specific or all areas of the LGU but are not issued a TCWS.

- b. Heavy Rainfall

In-person, online classes and work from Kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically cancelled in schools situated in LGUs issued with Orange and Red Rainfall Warning by the PAGASA.

If the warning is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, schools are obligated to keep the students and personnel safely in school if travelling has become unsafe.

- c. Flood



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In-person, online classes and work from Kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically cancelled in schools in specific areas issued with a Flood Warning by PAGASA.

If the Flood Warning is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, schools are obligated to keep the students and personnel safely in school if travelling has become unsafe.

Local Chief Executives shall decide on the cancellation or suspension of classes in cases where there is flooding in specific or all areas of the LGU but is not issued a Flood Warning by PAGASA.

d. Earthquakes

In-person, online classes and work from Kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically canceled in schools situated in LGUs where the Philippine Institute of Volcanology and Seismology (PHILVOCS) declare an earthquake with PHILVOCS Earthquake Intensity Scale (PEIS) V or above.

Local Chief Executives shall decide on the cancellation or suspension of classes in cases where the PEIS is IV and below.

School Principals can cancel classes at any Intensity Scale if in their assessment, buildings and other structures are seen to be in danger of collapsing or are found to have major damage.

The School Disaster Risk Reduction and Management (DRRM) Team Head should clear the return of students and personnel in buildings and other structures.

3. Migration of classes or learning experience shall be conducted in cases of the following context, without contradicting the above-mentioned guidelines as per DepEd Order No 37 s. 2022:

a. Localized Heavy Rainfall

Schools situated in areas which are not under the ORANGE and RED rainfall warning issued by the PAGASA shall be migrated upon assessment of the school head on the situation. The School Disaster Risk Reduction and Management (DRRM) Team Head may declare migration of classes if the locality experienced continuous 24 hours of heavy rain-fall that would endanger the students and the personnel.

b. Flood

Schools in specific areas which were not issued a Flood warning by PAGASA but experienced localized heavy rainfall that resulted in flooding may migrate the modality of classes depending on the assessment of the school head. The



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School Disaster Risk Reduction and Management (DRRM) Team Head may declare migration of classes if the locality experienced flooding that would endanger the students and the personnel.

c. Emergency

The School Disaster Risk Reduction and Management (DRRM) Team Head may declare migration of classes due to unforeseen or sudden occurrence, especially danger, demanding immediate action and in cases where school serves as evacuation center.

d. Power Outages /Power Interruptions/Brownouts

There will be automatic migration of classes in the event that there are prolonged power outages/power interruptions/brownouts in schools. If power outages/power interruptions/brownouts have resulted in a poor learning environment, school officials can cancel or suspend classes at their own discretion.

e. Children in Armed conflict

A school where it is located wherein there are armed confrontations occurring between government forces and one or more armed groups, or between such groups arising in the Philippine territory shall be migrated. These shall include activities which may lead to, or are undertaken in preparation of armed confrontation or armed violence that put children's lives at risk and their rights violated.

f. Pandemics / Epidemics

The school may declare migration of classes when epidemics such as COVID-19 and other related problems may pose hazards to the life of the students and school personnel. All health hazards that results to epidemics that may endanger life of learners shall be declared by higher health authorities.

4. *Curriculum Content.* — The migration of classes shall adhere to the K to 12 Enhanced Basic Education Curriculum using the standards and learning competencies of different subject areas of the program. The focus of learning shall be based on the Most Essential Learning Competencies (MELCs) as provided in DepEd Order No. 12, s. 2020. Learning tasks shall be communicated to learners during migration of classes. Learning activities will be provided to the learners either in soft copy or hard copy format. In cases where migration is scheduled, hard copy shall be provided to the learners. In cases where migration takes place where there was no issued hard copy of learning activities, the teacher shall communicate to the learners through any communication platforms the soft copy or learning instruction which shall be undertaken.

5. Instruction

5.1 Learners

Various types of learners whose Home/Community Learning Partners (H/CLPS) prefers to have their children educated at home or identified learning centers for reasons including, but not limited to, the following shall be migrated to other modality:

5.1.1 Learners who need to do household chores and support family livelihood;

5.1.2 Learners with special educational needs;

5.1.3 Learners at risk of dropping out;

5.1.4 Learners who are under medication, unpleasant experience that affect their health and wellbeing in the regular school (pregnancy, problems with eating or sleeping, depressions);

5.1.5 Learners whose parents and learning partners have jobs that require them to constantly travel;

5.1.6

Learners whose studies are interrupted due to relocation of parents/guardians (within the Philippines or as Overseas Filipino Workers (OFWs)

5.1.7. Learners who are going to attend to familial obligation.

5.1.8 Learners who are going to participate in co-curricular and extra curricular activities and other representation as needed

5.2. Teachers and Staff

Teachers and staff shall ensure that the learners who migrate their classes or undergo extended learning shall have the complete learning resources and provide learning support in whatever modality that may be applicable. In some cases, some teachers and staff might take on roles such as evaluating the students' psychosocial needs and planning activities that might help them cope with the ill effects of the disaster.

5.3 Learning Resources

All learning resources which shall be utilized during migration of classes must be aligned to the K to 12 Basic Education Curriculum. These may include text-based materials such as textbooks and printed or digital copies of learning modules, as well as non-text-based materials or



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manipulatives as supplements to the teaching-learning process, digitized learning materials, video lesson and other supplementary materials from various sources, as well as learning materials for performance-based tasks.

All learning activity sheets shall be quality assured by the Learning Resource Management and Development Section (LRMDS) of the CID. Resources can be accessed through the division's local LRMDS portal.

The school and identified learning partners shall have a copy of a teaching-learning package which may include following contents:

- (a) Budget of Work
- (b) Modules (to be used in any modality)
- (c) PhBL syllabus
- (d) PrBL
- (e) LAS
- (f) Supplementary Reading materials
- (g) WHLP
- (h) Aguyod for Learning Handbook
- (i) Books
- (j) Video Lessons
- (k) Assessment Tools

The school head shall allocate budgetary provisions in their respective medium term and annual plans which may be used for the printing and reproduction of learning resources to support migration and extended learning. The expenses on printing and reproduction may be charged to school MOOE, canteen funds and other sources, subject to accounting and auditing rules and regulations. There shall be NO COLLECTION to be made from the learners, teachers, and learning partners.

5.4 Learning Environment

Migration of classes and extended learning takes place either in barangay hall or identified learning centers or at home with the parents or guardians or community learning facilitator volunteers. The school head is in charge of turning alternative venues for education (AVEs) into temporary learning spaces (TLS). If school buildings are destroyed by the disaster and there are community facilities that can be used as alternative venues for instruction, the school head may coordinate with the local government in order to set up temporary learning spaces. Private organizations may also volunteer resources for TLS.

Every school shall identify possible learning centers where schools are located in their jurisdiction or learning catchment area. They shall partner with the local LGUs to take the lead in the identification of learning centers. All identified learning centers shall promote an environment which is safe and secured.



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6. Assessment

Classroom Assessment

Aligned to DepEd Order No. 8, s. 2015, the learners will be assessed using formative and summative assessments including authentic and performance-based assessment.

Regular assessment shall be done to the learners, subject for migration and expanded learning to ensure that all the required competencies and skills are met and mastered.

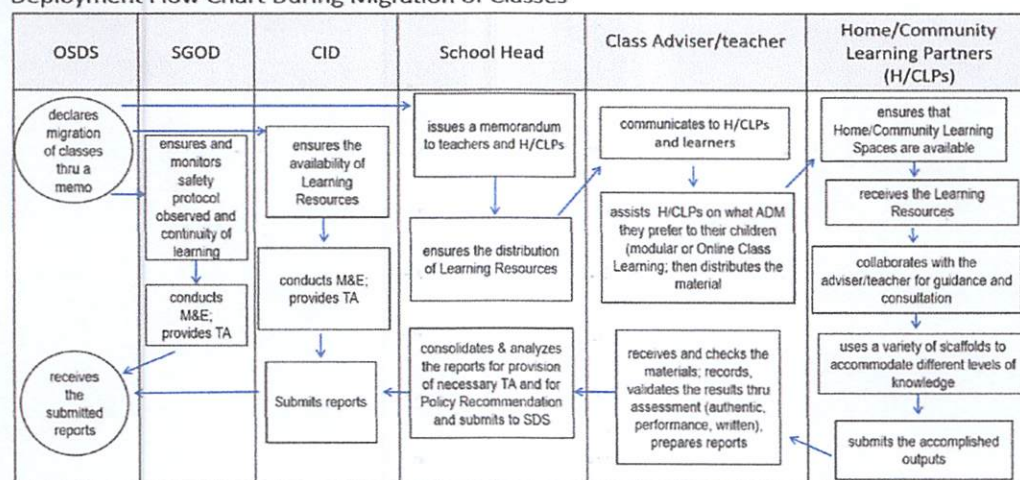
Formative assessments shall be administered primarily by the teacher upon resumption of onsite classes to assess if the written learning tasks and intended learning competencies were learned by the learner during the migration of classes. Results of the formative assessment will be the basis for class instruction upon resumption of face to face classes and will not be recorded.

A portfolio, paper and pencil tests, and other assessment strategies shall be conducted by the teacher to ensure that learning progress aligned with the desired learning competencies are mastered by the learners while under the migration of learning.

7. Process during migration of classes

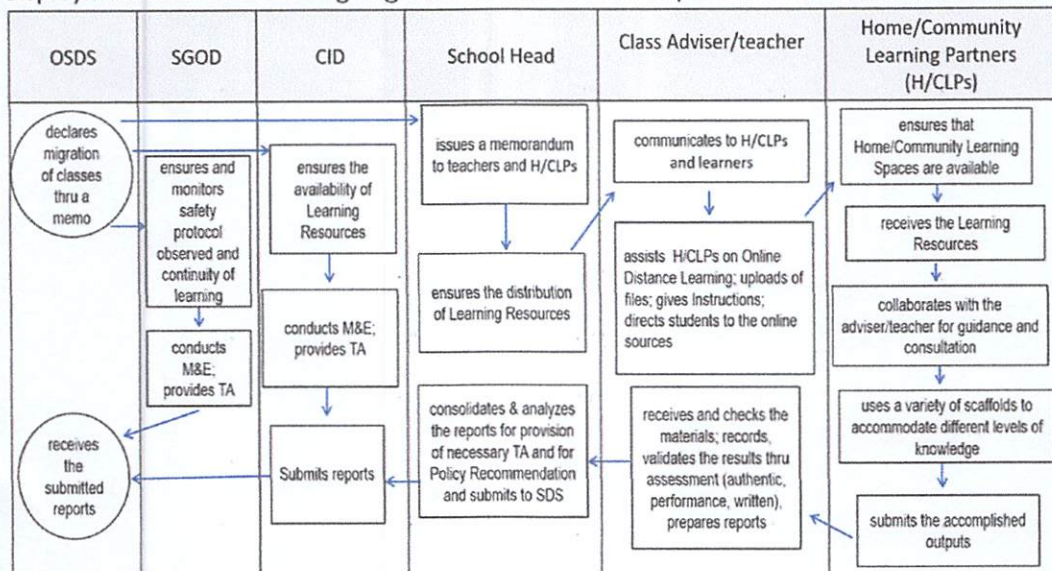
The deployment chart below shows the process to be observed during migration of classes

Deployment Flow Chart During Migration of Classes



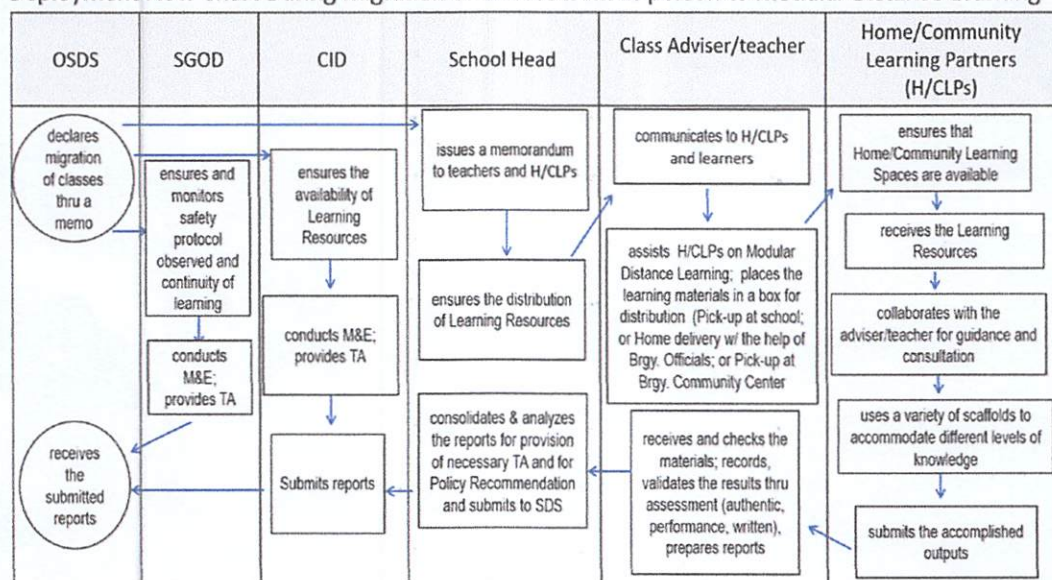
Education must continue!

Deployment Flow Chart During Migration of Classes from In-person to Online Distance Learning



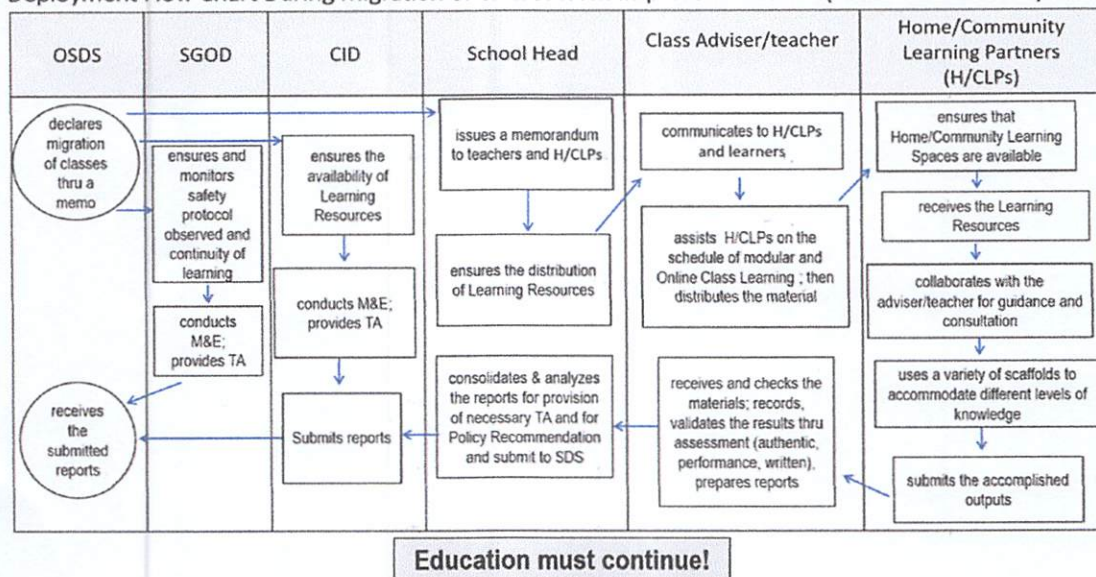
Education must continue!

Deployment Flow Chart During Migration of Classes from In-person to Modular Distance Learning



Education must continue!

Deployment Flow Chart During Migration of Classes from In-person to Mixed (Online and Modular) Class



8. Extended Learning

Extended learning opportunities are any performance-based activities aligned with the school competencies performed by the learners at home, in the community, or other alternative learning environments which are monitored by the teachers through the assistance of the parents and other community members. It shall be unstructured in nature but shall form part of the learner's performance portfolio as a proof of learning engagement.

Schools shall device a monitoring mechanism for extended learning activities such as, but not limited to, performance checklist, engagement agreement, competency accomplishment checklist and other related tools.

9. To support migration and extended learning, the following activities shall be undertaken:

9.1 Capacity Building of School Heads, Teachers, and Learning Facilitators –

The SGOD in partnership with CID shall be responsible for the capacity building of all School Heads, Teachers and identified Learning Facilitators. Capacity building shall be done in coordination with the LGUs: as major support in identifying the learning facilitators from the community. Series of capacity building activities for

the identified learning facilitators will be done to ensure smooth implementation of migration and extended learning.

9.2 All School Heads will be provided technical assistance by the SGOD through Education Facilities and DRRM Unit in the identification of community learning centers for migration of classes to ensure that it follows Safety Seal requirements for certification.

9.3 Social mobilization in partnership with Division Information Officer and ICT may conduct advocacy activities, collaborate and forge partnership with identified stakeholders for mobilization of human and material resources to support the implementation of migration of classes and extended learning.

9.4. The school can make up for lost school days by holding make-up classes, extending class sessions, and condensing and merging curriculum lessons and activities. Life skills can also be incorporated into the merged lesson.

9.5 *All School Heads, teachers and identified volunteer learning facilitators shall be provided technical assistance while under migration of classes and extended learning to ensure that the physical and mental well-being of learners and all other personnel involved are taken care of.*

9.6 Capacity Building for School Heads and select teachers on the provision of socio-emotional development interventions or psychosocial support to learners, teaching and non-teaching personnel who are affected by unexpected hazards or events. This shall be facilitated by YFD Section in coordination with DRRMS and School Health and Nutrition Section to ensure the continuity of migration of classes and extended learning in SDO Tayabas City.



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VI. MONITORING AND EVALUATION

The effectiveness of the migration and extended learning will be regularly monitored and evaluated through the following indicators:

- a. Number of school heads, teachers and volunteer learning facilitators trained on the implementation of migration and extended learning;
- b. Percentage of learners under the migration and extended learning who shows mastery of the learning competencies
- c. Percentage of learners under the migration and extended learning promoted to the next level.
- d. Reasons for migration of learning
- e. Feedback from the internal and external stakeholders
- f. Classroom assessment results

The Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD) shall monitor the compliance of the schools and learning centers with the provisions of these guidelines. A monitoring and evaluation plan with a monitoring tool shall be crafted and issued.

VII. REFERENCES

DepEd Order No. 37, s. 2022. *Guidelines on the Cancellation or Suspension of Classes.*

DepEd Order No. 24, s. 2022. *Adoption of the Basic Education Development Plan 2030.*

DepEd Order No. 14, s. 2020. *Guidelines on the Required Health Standards in Basic Education Offices and Schools.*

DepEd Order No. 21, s. 2019. *Policy Guidelines on the K to 12 Basic Education Program*

DepEd Order No. 33, s. 2021. *School-based Disaster Preparedness and Response Measures for Tropical Cyclones, Flooding, and Other wWeather Disturbances and Calamities*

Executive Order No. 292. *Instituting the Administrative Code of 1987.*

Republic Act No. 9155. *An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for Other Purposes.*



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Republic Act No. 10533. *Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013.*

Republic Act no. 11188. *An Act Providing for the Special Protection of Children in Situations of Armed Conflict and Providing Penalties for Violations Thereof*

Republic Act No. 10665. *An act establishing the Open High School System in the Philippines and Appropriating Funds Therefor*

VIII. EFFECTIVITY/TRANSITORY PROVISION

These guidelines shall take effect upon its publication in the official website of the City Schools Division of the City of Tayabas through a Division Memorandum duly signed by the Schools Division Superintendent.



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