Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF BOHOL
City of Tagbilaran

Behold...
BOHOL

March 11, 2019

DIVISION MEMORANDUM
No. 104, s. 2019

ASSIGNMENT OF CHECKERS OF FORMS

TO: *OIC, Assistant Schools Division Superintendent*
Chiefs- CID & SGOD
Public Schools District Supervisors/Acting PSDSs
Public and Private Elementary and Secondary School Heads & Teachers
All Others Concerned

1. Pursuant to DepEd Order No. 25, s. 2018, the last day of classes for School Year 2018-2019 will be on April 5, 2019. For our Division, please be guided of the following schedule for the checking of school forms, to wit:

- Checking of Forms for Graduating Students (Kinder, Grade 6, Grade 10 and Grade 12) - March 18-22, 2019

- Checking of Forms for Non-Graduating Students – April 22-26, 2019

2. The Division Checking Committee (DCC) is composed of Curriculum Implementation Division (CID) to be represented by the Public Schools District Supervisors and the staff from the School Governance and Operations Division (SGOD).

3. The CID shall focus on the areas of enr ment eligibility and assessment which include promotion/retention or acceleration to ensure that the most recent policies are strictly observe. The SGOD shall validate the enrolment count, nimber of school leavers (dropped out), number of learners who transferred in/out, were promoted/retained and other enrolment related indicators. The SGOD shall also conduct spot checks or head counts of learners vis-à-vis the SF1 and SF5 as necessary.

4. Attached please find is the assignment of Checkers of Forms and schedule for your guidance and information.

5. Private Schools are advised to follow the schedule and submit the Forms at the District Office for the Checking of Forms.

6. For the Guidelines on the Preparation and Checking of School Forms, you can refer to the attached DepEd Order No. 11, s. 2018.

7. Simple food or refreshments served during the checking of forms may be charged against school MOOE or school canteen funds subject to the usual accounting and auditing rules and regulations. Under no circumstances that the checking of forms place undue financial burden on the teachers or learners, and no contribution in any form shall be collected from them.

8. Transportation expenses incurred by the checkers will be provided or may be reimbursed against SDO funds subject to the usual accounting and auditing rules and regulations.

9. Widest dissemination of this Memorandum is desired.

NIMFA D. BONGO, Ed.D., CESO V
Schools Division Superintendent

SGOD/dvd

Enclosure Number 1 to Div. Memo. No 104, s. 2019

LIST OF CHECKERS OF FORMS for SY 2018-2019

Monday, March 18, 2019

DISTRICT	PSDS/Acting PSDS	SGOD Representative
V-hire No. 1:		
1. *Alicia*	*Bonifacio Timbal*	*Marina Bernasor*
2. *Ubay 1*	*Maya Tumalon*	*Aian Dolauta*
3. *Ubay 2*	*Victor Bautista*	*Angelette Remolador*
4. *Ubay 3*	*Antonio Buaya*	*Elizabeth Pido*
5. *Pres. C. P. Garcia*	*Philip Nelson Galo*	*Antonietta Lazara*
V-hire No. 2:		
6. *Clarin*	*Rowena Balduman*	*Mildred Piquero*
7. *Inabanga South*	*Felipeneri Calape*	*Marites Cimeni*
8. *Inabanga North*	*Noel Duavis*	*Evelyn Marapao*
9. *Buenavista*	*Juan Torregosa*	*Ma. Maulitte Yap*
10. *Getafe*	*Miguel Pogoy*	*Debra Sabuero*
11. *Talibon 2*	*Percy Torres*	*Analiza Laurel*
12. *Talibon 1*	*Amelita Credo*	*Amelia Cortidor*

Tuesday, March 19, 2019

DISTRICT	PSDS/Acting PSDS	SGOD Representative
V-hire No. 1:		
1. *Dagohoy*	*Susan Morgia*	*Ma. Maulitte Yap*
2. *San Miguel*	*Exequiel Cifra*	*Evelyn Marapao*
3. *Trinidad*	*Lourdes Aguiman*	*Analiza Laurel*
4. *Bien Unido*	*Edilberto Avenido*	*Amelia Cortidor*
V-hire No. 2:		
5. *Loboc*	*Estrellita Barajan*	*Marites Cimeni*
6. *Sevilla*	*Rosanna Dablo*	*Antonietta Lazara*
7. *Bilar*	*Marcelo Dapar, Jr.*	*Mildred Piquero*
8. *Batuan*	*Renato Calamba*	*Angelette Remoldor*
9. *Carmen East*	*Mildred Buga*	*Aian Dolauta*
10. *Carmen West*	*Nestor Villas*	*Marina Bernasor*
11. *S-Bullones*	*Samuel Casing*	*Philip Marcelo Vigonte*
12. *Pilar*	*Juana Oracion*	*Elizabeth Pido*

Wednesday, March 20, 2019

DISTRICT	PSDS/Acting PSDS	SGOD Representative
1. Loay	Evelyn Codilla	Antonietta Lazara
2. Lila	Lolita Kibir	Elizabeth Pido
3. Dimiao	Antonia Ranario	Evelyn Marapao
4. Valencia	Isidora Codilla	Ma. Maulitte Yap
5. G-Hernandez	Sergia Palaca	Marina Bernasor
6. Jagna	Ma. Petra Ocio	Angelette Remolador
7. Duero	Marcelo LLoren	Aian Dolauta
8. Guindulman	Danilo Aton	Analiza Laurel
9. Anda	Urbano Bernasor	Philip Marcelo Vigonte
10. Candijay	Marifel Bernales	Marites Cimeni
11. Mabini	Maura Cunado	Mildred Piquero

Thursday, March 21, 2019

DISTRICT	PSDS/Acting PSDS	SGOD Representative
1. Dauis	Cesaria Yecyec	Aian Dolauta
2. Panglao	Martina Aguilar	Antonietta Lazara
3. Baclayon	Vitaliano Luga	Angelette Remolador
4. Alburquerque	Sergio Ranque	Ana Liza Laurel
5. Sikatuna	Eugenia Villaver	Elizabeth Pido
6. Corella	Gina Castillo	Philip Marcelo Vigonte
7. Cortes	Gemma Ladroma	Marina Bernasor

Friday, March 22, 2019

DISTRICT	PSDS/Acting PSDS	SGOD Representative
V-hire No. 1:		
1. Balilihan	Alice Raganas	Marina Bernasor
2. Catigbian	Sarah Mortejo	Ma. Maulitte Yap
3. San Isidro	Teresita Alampayan	Elizabeth Pido
4. Sagbayan	Felix Cosap	Ana Liza Laurel
5. Danao	Niceforo Suric	Philip Marcelo Vigonte
V-hire No. 2:		
1. Maribojoc	Milueda Escabarte	Marites Cimeni
2. Antequera	Enriqueta Vigonte	Mildred Piquero
3. Loon South	Agustina Deligero	Antonietta Lazara
4. Loon North	Margarito Estose	Evelyn Marapao
5. Calape	Alberta Patulin	Angelette Remolador
6. Tubigon West	Ma. Mel Belano	Aian Dolauta
7. Tubigon East	Alberto Mangaron	Debra Sabuero

Republic of the Philippines
Department of Education

07 MAR 2018

DepEd ORDER
No. 11 , s. 2018

GUIDELINES ON THE PREPARATION AND CHECKING OF SCHOOL FORMS

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Preparation and Checking of School Forms** for the preparation, updating and evaluation of school forms in basic education starting end of School Year 2017-2018.

2. The mechanisms and simplified procedures prescribed by these guidelines are anchored on the principles of accountability, accuracy and reliability of data, and efficiency. They shall reduce the time and effort of school personnel spent for clerical tasks and records management without compromising the accuracy of the learners' information and quality of school forms.

3. All existing Orders, Memoranda, and related issuances inconsistent with this Order are hereby repealed, rescinded, or modified accordingly.

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

LEONOR MAGTOLIS BRIONES
Secretary

Encl: As stated
References: DepEd Order: Nos. 33, s. 201; 34, s. 2014; 36, s. 2016; and 58, s. 2017
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION	LEARNERS
DATA	POLICY
FORMS	SCHOOLS

(Enclosure to DepEd Order No. 11, s. 2018)

Guidelines on the Preparation and Checking of School Forms

I. Rationale

The preparation and checking of school forms, undertaken to ensure the quality and consistency of learner information, are among the critical activities conducted at the end of every School Year (SY). Prior to the issuance of DepEd Order (DO) No. 4, s. 2014 entitled "Adoption of the Modified School Forms (SFs) for Public Elementary and Secondary Schools Effective End of School Year 2013-2014", the preparation of forms was tedious and took up a significant amount of time and effort on the part of teachers. This burden was substantially lessened with the issuance of the said policy which replaced the manual preparation of forms with the introduction of streamlined and electronic school forms made available for download from the Learner Information System (LIS). Since the electronic school forms utilized in all schools nationwide are pre-loaded with auto-generated information based on the most recent available records and are not to be modified or edited outside the system or through a spreadsheet, the consistency and accuracy of reporting school data were significantly improved.

Using the system-generated forms in both the preparation and checking of school forms, which involves manual reading and checking of encoded learner's information, shall likewise standardize and simplify the process. The findings from these activities such as errors in prior input of learner information shall also guide the entry of updates in the LIS. This ensures the consistency and reliability of the system in generating forms which contain information that is accurate, updated, and useful for evidence-based assessment, planning, and allocation of resources.

II. Statement of the Policy

The Department of Education (DepEd) hereby prescribes the standard process and protocols in the preparation, evaluation, and updating of school forms conducted at the end of every school year to provide a reliable assurance mechanism of learner information, ensure the quality and timeliness of school reports, and reduce the resources spent for clerical and records management. This Policy adheres to the Department's vision, mission, and core values, and subscribes to the principles of accuracy and reliability of data, efficiency, and accountability.

III. Scope of the Policy

This Policy shall guide personnel involved in the preparation, checking, and updating of school forms through the LIS in DepEd offices across governance levels, public and private schools, and state and local universities and colleges (SUCs/LUCs) offering basic education.

This Policy also provides an assurance mechanism to ensure that data and information being managed and generated through the LIS are updated and validated at both the School and Division levels.

IV. Definition of Terms

For purposes of this Policy, the following terms are defined and understood as follows:

1. Enhanced Basic Education Information System (EBEIS) – The official website and portal of DepEd that maintains a database of education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers
2. Learner Information System (LIS) – A web-based system for registering, enrolling, tracking, and maintaining data on learners in formal and non-formal systems of basic education
3. Learner Reference Number (LRN) – A unique twelve-digit identification number generated from the LIS and assigned to a learner to keep track of his/her progress through the basic education cycle, regardless of transfer to another school or learning center in the public or private sector and promotion/moving up from the elementary to the secondary level
4. Transferred in – Learners from a different school enrolling into the school within the school year
5. Transferred out – Learners from the school enrolling into a different school within the school year
6. Moved in – Learners from another school enrolling into the school between school years
7. Moved out – Learners from the school enrolling into a different school between school years
8. Temporarily enrolled – Learners who are not officially enrolled due to deficiencies in submission of documentary requirements
9. School Form 1 (SF1) School Register – A list of learners who are officially enrolled and attending classes
10. School Form 2 (SF2) Daily Attendance Report of Learner – A list of the learners' daily attendance
11. School Form 3 (SF3) Books Issued and Returned – A list of books and other reading materials issued to the learners, and returned to the issuing authority
12. School Form 4 (SF4) Monthly Learner's Movement and Attendance – A summary number of learners who transferred in/out and dropped out during the month and cumulative count from previous months
13. School Form 5 (SF5) Report on Promotion and Level of Proficiency – A list of the learners' academic performance and result of assessment by the end of the school year
14. School Form 5K (SF5K) Report on Promotion and Level of Proficiency for Kinder – A list of the learners' result of assessment by the end of the school year for Kindergarten
15. School Form 6 (SF6) Summarized Report on Promotion and Level of Proficiency – A summary number of learner status by the end of the semester and/or school year
16. School Form 10 (SF10) Learner's Permanent Academic Record (formerly Form 137) – The official record of an individual learner's academic achievement as he or she progresses through the basic education cycle
17. Schools Division Office (SDO) – The governance unit accountable for supervising the operations of all public and private elementary, secondary and integrated schools, and learning centers at the division level
18. Division Checking Committee (DCC) – The committee at the Schools Division Office responsible for the conduct of the annual checking of forms to ensure the consistency and quality of school forms

19. School Checking Committee (SCC) – The committee at the school level responsible for the review and preparation of learners' records in preparation for the annual checking of forms conducted by the DCC
20. School Forms Checking Report (SFCR) – A report in a matrix format summarizing the results of the checking activity at the school, district, and division levels
21. Individual Performance Commitment and Review Form (IPCRF) – The form that shall reflect the individual commitments and performance, which shall be accomplished by individual employees

V. Procedures

A. Before Checking of Forms

1. At the Division Level

1.1 Composition of the Division Checking Committee (DCC)

To facilitate the timely, consistent, and quality checking of school forms, all Schools Division Offices (SDO) shall create a DCC which shall be composed of the following:

Table 1. Composition of the DCC

Chair:	Chief of Curriculum Implementation Division (CID)
Vice Chairs:	Chief of School Governance and Operations Division (SGOD) and Public Schools District Supervisor (PSDS)
Members:	Education Program Supervisors (CID) to be identified by the Chair Senior Education Program Specialist for Planning and Research (SGOD) Division Planning Officer (SGOD) Other Division or School Personnel to be identified by the Chair and Vice Chair

The PSDS can be appointed as vice chair only to his/her assigned School District. There is no need for an additional vice chair if the district is not being supervised by a PSDS.

The CID and SGOD may deputize school personnel as representatives to cover all schools in their Division within the given schedule.

1.2 Roles and Functions of the DCC

The CID shall focus on the areas of enrollment eligibility and assessment which include promotion/retention or acceleration to ensure that the most recent policies are strictly observed.

The SGOD shall validate the enrollment count, number of school leavers (dropped out), number of learners who transferred in/out, were promoted/retained and other enrolment-related indicators. The SGOD shall also conduct spot checks or head counts of learners vis-à-vis the SF1 and SF5 as necessary. The Division System Administrator, who may be the Planning Officer or the Senior Education Program Specialist for Planning and Research,

shall validate the presented SF1 and SF5 with the actual online record of the school in the LIS.

There will be **no checking of forms at the District Level**. But if the District has a PSDS, he/she shall provide technical assistance to all schools within his/her jurisdiction without duplicating the checking activity at the School Level. Because of the familiarity of the PSDS with the area, the PSDS shall be assigned as provisionary Vice Chair of the DCC in his/her place of assignment to provide general information about the schools and coordinate the activity with the school heads.

1.3 Initial Tasks of the DCC

The DCC shall convene to agree on the specific tasks of each member and the schedule of checking of forms. The schedule of checking should be communicated officially not less than fifteen days (15) days prior to the actual checking schedule.

The schedule of quarterly examination as stipulated in the annual school calendar shall be strictly observed. No internal advance schedule of examination shall be given for graduating/moving up levels (Grade 6 and Grade 10) as the traditional practice of ranking of honors, particularly the instruction to announce the list of honors 15 days prior to graduation is no longer applicable and deemed unnecessary as a consequence of the implementation of DO No. 36, s. 2016.

2. At the School Level

Initial Tasks of the Class Adviser

At the beginning of the school year, the class adviser shall collect supporting documents to establish the identity of each learner assigned to his/her advisory class. Supporting documents or references may include but are not limited to the PSA Birth Certificate, Baptismal Certificate or any equivalent document. If the learner came from another school, the class adviser shall coordinate the transfer of the Learner's Permanent Academic Record and validate its authenticity. The guidelines for the transfer of the learner's academic records as provided in DO No. 54, s. 2016 shall be properly observed. The class adviser shall observe due diligence in encoding the learner's basic information into the LIS to avoid issues in data accuracy and reliability. The learner's academic records shall be the basis of the adviser for enrolling or validating the said learner in the LIS.

After encoding all learner information in the LIS, the class adviser can generate SF1 using his/her system account. This shall become the official enrollment list of his/her class and shall be used as reference in any other reporting that requires the list of officially enrolled learners.

The class adviser shall also download SF2 from the LIS with pre-loaded names of learners. This Learner Daily Attendance Report shall be forwarded to the school head for assessment and consolidation, and to serve as reference for the consolidated report on monthly movements of learners as required in SF4 or the Monthly Learner Movement and Attendance Report.

At the end of the school year, once the computation of final rating for each learning area is done, the class adviser shall transfer these grades from his/her

class record into SF10. Note that **SF10 should not be prepared quarterly** to avoid erasures in the document by ensuring that only final grades are recorded. The validated SF10 will be the basis for updating each learner's status (promoted, conditionally promoted or retained) in the LIS as of end of school year. Provisions stipulated in DepEd Order No. 58, s. 2017 Section IV, paragraphs D & E and DepEd Order No. 69, s. 2016 Section IV, paragraph B shall be strictly observed. SF5 and SF6 or the Report on Promotion and Level of Proficiency and the Summarized Report on Promotion and Level of Proficiency, respectively, for each class can be generated from the LIS using the school level access accounts.

The SF5K shall be used for Kindergarten as validated by the Early Childhood Care and Development (ECCD) Checklist post-test result and the Kindergarten Progress Report. Class advisers in Kindergarten are not required to prepare SF10-ES (formerly Form 137).

These four (4) SFs (SF1, SF4-February & March, SF5 and SF6) generated from the LIS shall be the focus of checking and should be supported by the appropriate documents.

For graduating/moving up levels (Kinder, Grades 6, 10, & 12), the class adviser shall also prepare awards and/or certificates in accordance with DO No. 36, s. 2016 or the most recent applicable guidelines. The learner information on these awards and certificates should be checked against the SF1 for consistency.

2.1 Composition of the School Checking Committee (SCC)

A checking committee shall also be created at the school level with the school head as the Chair. As SCC Chair, the school head shall determine the membership of the SCC. There will be two (2) Vice Chairs at the SCC. The ICT Coordinator or the School System Administrator/s for LIS/EBEIS shall serve as the Vice Chair for Enrollment Counts and Learner Profile. The school head shall also appoint the most capable school personnel as Vice Chair for Curriculum and Assessment. The Vice Chair for Enrollment Count and Learner Profile will focus on LIS-related issues and school report generation while the Vice Chair for Curriculum and Assessment will ensure that the content of school forms and reports are compliant with the policies related to enrollment eligibility, curriculum, promotion, and retention.

There is an advantage if the school Monitoring and Evaluation (M&E) team (if already functional) shall be included in the membership of the SCC.

Schools with three (3) or more sections in each grade level may organize sub-committees comprised of the class advisers and other subject teachers.

2.2 Roles and Functions of the SCC

The SCC is expected to conduct a pre-checking activity involving the thorough review of all learner's records for all classes in preparation for the scheduled checking of forms with the DCC.

The SCC is also tasked to communicate with the DCC regarding the schedule for the checking of forms and other necessary arrangements. It is also the responsibility of the SCC to discuss the result and findings of the DCC during the checking.

Upon completion of all requirements and relevant documents, class advisers and school heads shall perform the following:

Table 2. Summary of Tasks and Reference Documents at the School Level

Responsible Person/s	References (Documents to be Checked)	Output (Reports/Forms to be Validated)
Class Advisers	Compile supporting documents particularly on the learner's eligibility for admission, such as: • PSA Birth Certificate/other equivalent document • SF9 (formerly Form 138) and SF10 (formerly Form 137), or ECCD Checklist, Kindergarten Progress Report, and Certificate of Completion for Kinder • PEPT/PVT/A&E Certificate (if applicable)	Ensure that the following SFs generated from the LIS are correct: • SF1 – School Register • SF2 – Learner Daily Attendance Report (for the months of February and March only) • SF5 – Report on Promotion and Level of Proficiency (including SF5-K, SF5A-SHS and SF5B-SHS for Grade 12)
School Heads	Prepare Summary Report using the following references provided by the class advisers: • SF1 – School Register • SF2 – Learner Daily Attendance Report (for the months of February and March only) • SF5 – Report on Promotion and Level of Proficiency (including SF5-K, SF5A-SHS and SF5B-SHS for Grade 12, as appropriate)	Ensure that the following SFs generated from the LIS are correct: • SF4 – Monthly Learner Movement and Attendance Report (for the months of February and March only) • SF6 – Summarized Report on Promotion and Level of Proficiency

B. During Reading and Checking of Forms

1. At the School Level

Immediately after the tabulation of 4th quarter examination results for grade levels that shall move up/graduate (Kinder, Grades 6, 10, & 12) has been processed and recorded in the appropriate forms, the SCC shall start the school-level checking. This may be done through sub-committees per grade level in large schools or whatever structure deemed efficient in small schools.

The review shall focus on the accuracy of the learner profiles and enrollment eligibility using reliable references such as but not limited to the Birth Certificate, Learner's Permanent Academic Record (SF10 formerly Form 137), or appropriate certifications.

The findings of the SCC should be communicated to the concerned class adviser in order to improve his or her preparation of reports. Commendation should also be given when it is due.

Electronic forms pre-loaded with learner information and their general averages downloadable from the LIS are not subject for editing manually or outside the LIS. Any correction shall be done in the SF1 and eventually in the Learner's Profile module in the LIS. Print layout, order or arrangement of the list of learner's names should likewise not be edited. The format and content of system-generated SFs are considered final and official. **Commercialized electronic school forms** as mentioned in DO No. 58, s. 2017 Section VII (Special Provision), **shall not be recognized nor accepted.** To ensure that only SFs generated from the LIS are being presented during the checking of forms, the designated LIS or ICT Coordinator is required to sign or initial each SF.

SF10 and SF9 (formerly Forms 137 and 138, respectively) shall be manually updated and must be consistent with the SF5 and other documents. For easy reference and cross-checking, beginning SY 2018-2019, the arrangement of learners' names in the SF9 (formerly Form 138) should be written the way it was generated in the SF5. Currently, the system-generated SFs print the name of learners in this order: last name, first name, name extension, and middle name. For uniformity and correct recording, the extension name (if any), must be encoded in LIS in the separate data field for extension name regardless of the order in which it appeared in the Birth Certificate or other related document.

Awards and certificates for learners in graduating/moving up levels (Kinder, Grades 6, 10, & 12) should be checked against the SF1 for consistency.

Once the SCC has completed the checking of forms for all classes in all grade levels, the SCC shall accomplish the School Forms Checking Report (SFCR1) attached as Annex 1a. The data elements description is attached as Annex 2. Errors and inconsistencies observed by the SCC should be communicated to class advisers for adjustment in the LIS. Effective SY 2018-2019, the SFCR of the previous School Year can be used as reference to determine progress or improvement of the current School Year.

The results of the checking as obtained from the SFCR may be used as reference or means of verification (MOV), whenever appropriate, in accomplishing relevant information in the Individual Performance Commitment and Review Form (IPCRF) of teachers.

2. At the Division Level

2.1 Selection of Classes for Checking of Forms

The DCC shall conduct the Division Level Checking of Forms for grade levels that shall move up/graduate (Kinder, Grades 6, 10, & 12) prior to the school's schedule for the moving up ceremony/commencement exercises. The checking for other grade levels may start after the 4th quarter examination until the 2nd week of April. The DCC should also notify the SCC of this schedule.

Kinder, Grade 1, Grade 6, Grade 7, Grade 10, Grade 11, and Grade 12 shall be the priority grade levels for checking. Thus, more sections in these grade levels shall be subjected to the checking of forms. Table 3 below provides a guide on how to determine the number of sections that shall be checked for each school type:

Table 3. School Size Sampling Guide

Size of School* *Based on combined enrollment in the priority grade levels*	**Priority Grade Levels**		**Other Grade Levels** *Minimum No. of Classes*
	Percentage	*Estimated Minimum No. of Classes*	
Very Small (99 and below)	100%	all	2
Small (100 to 299)	50%	4	2
Medium (300 to 499)	30%	5	2
Large (500 to 799)	20%	6	3
Very Large (800 to 999)	10%	7	4
Huge (1,000 and above)	5%	8	5

**The parameter used for this school classification is the combined enrollment of Kinder, Grade 1 and Grade 6 for Elementary School. For Junior High School, it is the combined enrollment of Grade 7 and Grade 10. For Senior High School it is the combined enrollment of Grade 11 and Grade 12. The school classification defined in this policy is intended solely for the grouping of schools for the annual checking activity and shall not affect other existing school classification criteria.*

For schools categorized as Very Small, all classes of priority grade levels shall undergo the checking of forms. The minimum number of classes in other grade levels that shall undergo checking shall be determined through drawing of lots.

For schools categorized as Small, Medium, Large, Very Large, and Huge, the minimum number of classes of priority grade levels that shall undergo the checking of forms shall be determined through drawing of lots. For other grade levels, the classes that will be subjected for checking shall also be determined through drawing of lots as proportioned.

For grade levels with classes less than the required minimum number, no drawing of lots is necessary. All classes shall undergo checking of forms.

Procedure for Drawing of Lots

The DCC shall ensure that all classes in the SF6 are also reflected in the SFCR1 signed by the SCC. All classes in all levels shall be included in the list of classes to be raffled for drawing of lots. The raffle shall be conducted by the DCC, and must be done in the presence of the SCC on the actual day of checking, ensuring the representation of priority and other grade levels as provided in Table 3. No raffle or drawing of lots shall be made prior to the day of actual checking.

2.2 Paramount Considerations in the Checking of School Forms

Since only the LIS-generated school forms shall be presented, it is unnecessary to retype/reformat the name of learners. The format and order of learners' names in the LIS-generated school forms are considered final and official. The system shall also determine the margins, font name, font size and placement of the extension name if any. Modifications such as the insertion of additional column/s is/are not allowed.

For printing, A4 (8.27" x 11.69") or Long/Folio (8.5" x 13") size white bond paper may be used depending on its availability in the school. Forms shall be printed using black ink.

The DCC need not be particular on these "cosmetic" aspects, but should focus instead on the accuracy and consistency of learner information across all reports and against relevant reference documents.

The DCC shall focus on the following:

i. Check the availability of supporting documents for entry grade levels (Kinder, Grade 1, Grade 7, and Grade 11) and learners who transferred in or moved in for other grade levels.

Table 4. Supporting Documents for Entry Grade Levels

Grade Level	Supporting Documents
Kinder	Birth Certificate (5 years old as of August 31)
Grade 1	Kinder Completion Certificate and ECCD Checklist
Grade 7	Elementary Completion Certificate or SF10-ES
Grade 11	JHS Moving Up Certificate or SF10-JHS
Transferred In or Moved In to other grade levels	SF10 with attached Birth Certificate
For Accelerated/DepEd Assessment Passers	PEPT/PVT Rating or ALS A&E Equivalency Certificate

ii. Check the correctness of the following school forms and certificates for Grade 1 and exiting grade levels (Kinder, Grades 6, 10, & 12).

Table 5. Focus Areas for CID

Grade Level	Credentials	Consistency in SFs
Kinder	Information in the SF1 is consistent with what is written in the Birth Certificate.	The Omnibus Policy on Kindergarten (DO 47, s. 2016) or the most recent applicable policies should be strictly observed. LRN printed in the Completion Certificate and ECCD Checklist should be consistent with the LRN in the SF1.
Grade 6		The existing applicable policies on promotion, retention, awarding of honors, and acceleration should be strictly observed. LRN printed in the Completion Certificate, SF5, and SF10-ES should be consistent with the LRN in the SF1.
Grade 10		The existing applicable policies on promotion, retention, awarding of honors, and acceleration should be strictly observed.

Grade Level	Credentials	Consistency in SFs
		LRN printed in the Moving-Up Certificate, SF5, and SF10-JHS should be consistent with the LRN in the SF1.
Grade 12		The existing applicable policies on promotion, retention, awarding of honors, and acceleration should be strictly observed. LRN printed in the Completion Certificate/Diploma, SF5A, SF5B, and SF10-SHS should be consistent with the LRN in the SF1.

Be reminded that the **List of Graduates and documents/reports in relation to the ranking of honors are no longer required**.

Should there be discrepancies in the learner's profile (e.g. Birth Certificate vis-à-vis the SF1), the necessary adjustments must be made by the class adviser/School System Administrator in the LIS. If there are discrepancies between the SF5 and the SF10, the Class Record of the class adviser may be presented for validation. As the Vice Chair of the SCC, the ICT Coordinator or School System Administrator for LIS/EBEIS shall ensure that all discrepancies found during the checking are reconciled and that the corresponding adjustments are applied in the LIS.

iii. Check the information on enrollment count and learner movement.

Table 6. Focus Areas for SGOD

SF Type	Focus of Validation
SF4	For graduating (Grades 6 and 12) and moving up (Kinder and Grade 10) grade levels, the SF2 and SF4 for the month of February shall be used during the checking. Validate the cumulative number of school leavers (dropped out) and learners who transferred out by checking the SF1 and SF2 of each section or grade level. Validate the supporting documents for learners reported to have transferred out to a school abroad, an international school, an ALS program, or tagged as dropped out due to death.
SF5 & SF6	For graduating (Grades 6 and 12) and moving up (Kinder and Grade 10) grade levels, the SF2 and SF4 for the month of February shall be used during the checking. The total number of learners per class as recorded in SF1 should be consistent with the total number of learners who actually reported to school as of March 31 as recorded in SF4. The breakdown of enrollment by grade level in SF4 must be tallied with the breakdown of promoted and retained, disaggregated by grade level in SF6. For graduating grade levels (Grades 6 and 12), the SF4 for the month of February shall be used for the purpose of checking.

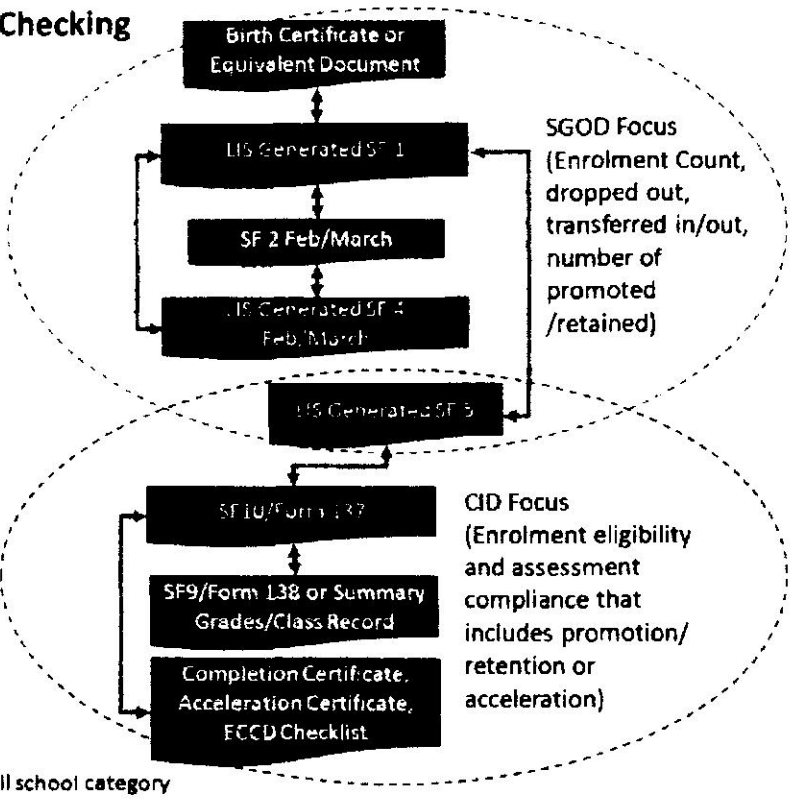
Diagram 1. Focus Areas of Checking and Means of Validation

A. School Level Checking
All classes for all grade levels

B. Division Level Checking
*Priority Grade Levels

- Kinder
- Grade 1
- Grade 6
- Grade 7
- Grade 10
- Grade 11
- Grade 12

Other Grade Levels also included



* Randomly selected except for very small school category

iv. Fill out the School Forms Checking Report (SFCR1).

At the end of the checking of forms, the committee's findings shall be consolidated in an observation report using the SFCR1. The DCC shall prepare an SFCR1 in three (3) copies, reflecting only the classes that they reviewed. The entries in the templates, particularly the level of correctness or accuracy, shall be discussed by the committee en banc before communicating them to the SCC. The summary report shall substantially focus on the following:

1. Number of Learner's Records

   - no. of learner's records examined/reviewed
   - no. of learner's records with inconsistent information in one or more school forms or reference documents
   - no. of learner's records without one or more reference documents such as the Birth Certificate and SF10 (formerly Form 137) from public schools

Note that Temporarily Enrolled learners e.g. have pending transfer of SF10 (formerly Form 137) should not be included in Tables 1 and 2 of the SFCR1.

For transferred/moved in:

- no. of learners with SF10 received within 30 days upon enrollment of the learner
- no. of learners without SF10 from the originating school, indicating the reason for the pending transfer of the said document and the name of the school

All learners who transferred/moved in shall be recorded in Tables 3 and 4 of the SFCR1.Note that PEPT/PVT or ALS-A&E Certificate holders shall not be included in the count.

2. Effective SY2018-2019, the SFCR prepared and signed by the DCC of the previous School Year can be used as reference during checking to determine progress or improvement of the current School Year.

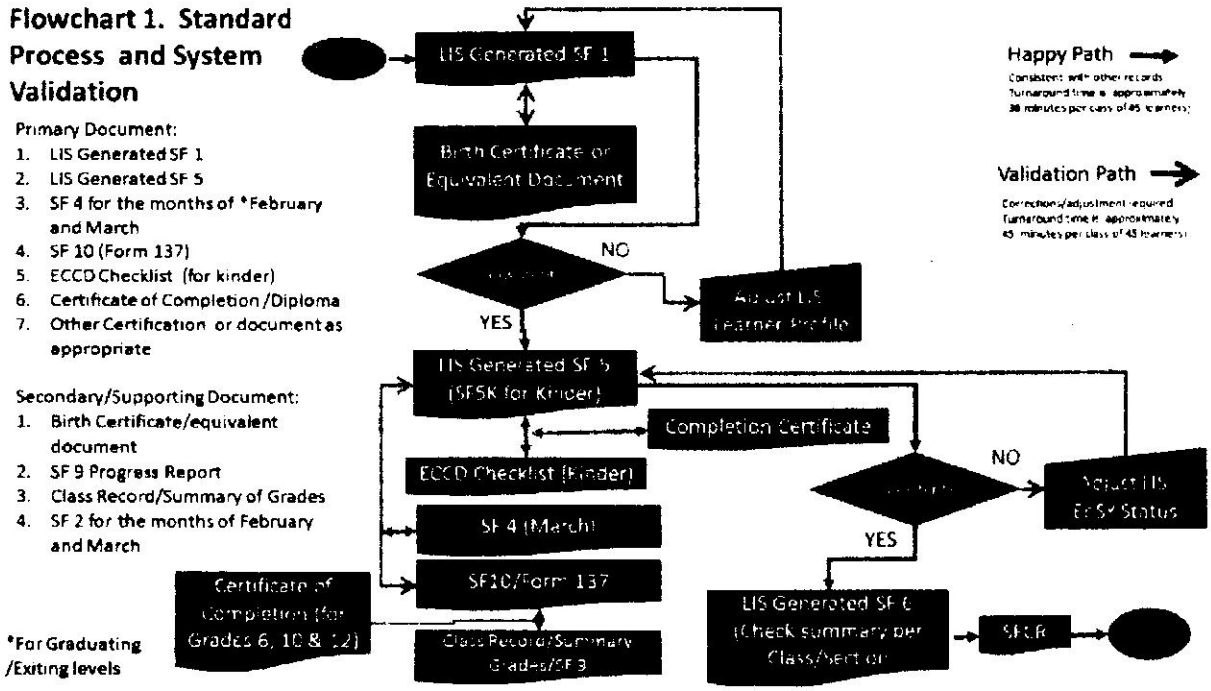
3. Specific Technical Assistance provided by the DCC

   The DCC is required to provide technical assistance to schools with difficulties and ensure that all concerned school personnel are well informed of any development relative to the preparation of school forms. As such, the content of the report should be discussed by the DCC with the SCC and the concerned class advisers as part of the checking activity. A copy of the SFCR1 prepared and signed by the DCC shall be provided to the school and another copy to the PSDS.

4. Summary of Findings and Recommendations

   The DCC should prepare a narrative report of the findings observed in all schools as supported by figures/statistics recorded in the SFCR1. Common issues encountered such as but not limited to late or incomplete submission of supporting documents, transfer of SF10 (formerly Form 137), challenges or confusion caused by a specific provision of a policy related to enrollment, assessment or curriculum, utilization of commercialized and unauthorized electronic school forms, if any, are to be highlighted. The issues shall be presented with recommendations from the committee on how to manage or address the observed challenges. Non-compliance with the special provision of Deped Order 58,s.2017 (Commercialized Electronic Forms) shall also included in this report. If good practices/strategies proven effective in one or more schools are observed, these should also be included in this report. The SCC and the PSDS shall also be given a copy of the report.

The flowchart below illustrates the standard checking process and LIS adjustments to be made, if necessary. Also identified are the supporting documents to be used as reference at each level of validation:



It is important for the DCC to ensure that the checking of forms does not pose additional burden to teachers, but instead enables them to produce quality reports. The SFCR prepared and signed by DCC shall be discussed with the SCC. As the SCC Chair, the school head shall affix his/her signature to signify his/her agreement with the report.

C. Post Checking

1. At the School Level

   Findings, observations, and recommendations from the DCC recorded in the SFCR1 may be included in the agenda for the next school-based Learning Action Cell (LAC) session.

   The school head, with the technical assistance of the School System Administrator, shall ensure that all adjustments made during the checking are reflected in the LIS.

   Within five (5) working days after the checking conducted by the DCC, the school shall submit one duly signed original copy of the SF4, SF5, and SF6. No additional report other than what has been stipulated shall be required from the school for submission to the DCC.

2. At the Division Level

   The PSDS shall consolidate the SFCR1 of all schools in his/her School District and compute the District Accuracy Level to be recorded in Table 1 of the Consolidated District School Forms Checking Report (SFCR2) attached as Annex 1b. For School Districts with no PSDS, the DCC shall prepare the SFCR2. The SFCR2 must be signed by the Chair and members of the DCC.

The SFCR2 for all Districts shall then be consolidated by the DCC. This shall be the basis for computation of the Division Accuracy Level to be recorded in Table 1 of the Consolidated Division School Forms Checking Report (SFCR3) attached as Annex 1c. This may be used as reference in assessment reports pertaining to school data management and LIS/EBEIS housekeeping performance of the school and the SDO. The DCC must submit the SFCR3 with the official report of findings and recommendations to the office of the Schools Division Superintendent not later than the second Monday of May at the end of each school year.

VI. Other Provisions

1. Simple food or refreshments served during the checking of forms by the DCC may be charged against school Maintenance and Other Operating Expenses (MOOE) or school canteen funds, subject to the usual government accounting and auditing rules and regulations. Under no circumstances shall the checking of forms place undue financial burden on the teachers or learners, and no contribution in any form shall be collected from them.

2. Transportation expenses incurred by the DCC or of their deputized representatives may be reimbursed against SDO funds, subject to the usual government accounting and auditing rules and regulations.

3. The SCC and DCC should **NOT** require the class adviser to prepare and submit the following school forms:

   a. Obsolete School Forms

   Forms that were replaced by modified school forms through DO No. 4, s. 2014 are no longer required to be prepared at the school level, such as but not limited to the List of Graduates, Form 18 (Report on Promotion), Form 3 (Principal Report of Enrollment & Attendance), Form 19 (Assignment List of Teachers), and Form 29 (Teacher's Program).

   b. Local Forms for Ranking of Honors

   The SF5 upon validation against the SF10, and if necessary, cross-checked with the class record, can be used to evaluate and determine the learners who are candidates for honors and other citations. Schools are not required to prepare additional local forms for the ranking of honors since, as previously mentioned, the traditional practice of ranking has not been applicable since SY 2016-2017. The provisions stipulated in DO No. 36, s. 2016 or in existing applicable guidelines should be observed.

   c. Additional Requirements

   Locally developed forms with similar data elements to phased out forms should not be required for preparation and submission. Any requirements not stated in this Policy shall first be submitted to the Regional Office – Curriculum and Learning Management Division (RO-CLMD) and to the Policy, Planning, and Research Division (RO-PPRD) which shall communicate their recommendation to the Planning Service at the Central Office for clearance.

4. The definition of Moved In/Out as stated in DO No. 3, s. 2018 Basic Education Enrollment Policy Section IV Definition of Terms (items E & F) is being clarified to refer to migration of learners in and out of the school between school years.

VII. Monitoring and Evaluation

Strict compliance with this Policy and other appropriate provisions in DO No. 4, s. 2014 and with the existing applicable guidelines on school forms shall be jointly monitored by the SGOD – School Management M&E Unit and the CID of all SDOs nationwide. The Policy, Planning, and Research Division (PPRD) at the Regional Office shall also conduct policy compliance monitoring and address policy implementation issues. All unresolved issues on the provisions of this Policy shall be elevated to the Planning Service at the Central Office.

VIII. Effectivity

This policy shall take effect beginning SY 2017-2018 immediately upon publication in the DepEd official website and shall remain in force and effect, unless sooner repealed, amended, or rescinded.

IX. References

DepEd Order No. 3, s. 2018, Basic Education Enrollment Policy

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

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

DepEd Order No. 36, s. 2016, Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program

DepEd Order No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

DepEd Order No. 4, s. 2014, Adoption of the Modified School Forms (SFs) for Public Elementary and Secondary Schools Effective End of School Year 2013-2014

DepEd Order No. 33, s. 2013, Learner Information System (LIS) Data Housekeeping and Implementation for School Year (SY) 2013-2014

Report Code: SFCR1

Anne:

SCHOOL FORMS CHECKING REPORT

SCHOOL NAME: _____ **SCHOOL ID:** _____ **DISTRICT:** _____

Table 1. Learner Records Examined/Reviewed

Grade Level	Section	Name of Adviser	Date Checked	No. of Examined/Reviewed*			No. with Inconsistency or Incomplete Supporting Documents			% Accuracy**
				Male	Female	Total	Male	Female	Total	
			School Total							

Table 2. Learner Records with Inconsistency/ies or Errors

Grade Level	Section	Name of Adviser	No. of Records per Nature of Error*			DCC Observation/Comment or Technical Assistance Provided
			With Incomplete Supporting Documents	With Inconsistency/Error	Total	

*Do not include Temporarily Enrolled Learners as defined in Deped Order No. 3, s. 2018.

**%Accuracy refers to the percentage of correct/consistent records over total records examined or reviewed.

Table 3. For Transferred In/Moved In

Grade Level	Section	Name of Adviser	Transfer of SF10 (formerly Form 137)				DCC Observation/Comment or Technic Assistance Provided
			With SF10		Without SF10*** (For Temporarily Enrolled)		
			Received w/in 30 days	Received beyond 30 days	From Private School	From Public School/SUC/LUC	

****Do not include PEPT/PVT or ALS-A&E Certificate holders.*

Table 4. For Transferred In/Moved In Learners Without SF 10 (formerly Form 137)

Grade Level	Section	Name of Adviser	LRN	Name of Learner	Name of Originating School	School ID	Division/ Regi

Type of Checking Committee: ____ School Checking Committee (SCC) _____ Division Checking Committee (DCC)

Prepared by:

Chair	Vice Chairs	Member	Member	Member

All fields below are solely for the use of the Division Checking Committee (DCC)

Conforme:

School Head/SCC Chair	Date Completed (Division Level)

Report Code: SFCR2

Annex

CONSOLIDATED DISTRICT SCHOOL FORMS CHECKING REPORT

DISTRICT NAME: _____ **PSDS:** _____ **DIVISION:** _____

Table 1. Learner Records Examined/Reviewed

School Name	School ID	Name of School Head	Date Completed	No. of Examined/Reviewed*			No. with Inconsistency or Incomplete Supporting Documents			% Accuracy**
				Male	Female	Total	Male	Female	Total	
			District Total							

Table 2. Learner Records with Inconsistency/ies or Error

School Name	School ID	Name of School Head	No. of Records per Nature of Error*			DCC Observation/Comment or Technical Assistance Provided
			With Incomplete Supporting Documents	With Inconsistency/ Error	Total	

Do not include Temporarily Enrolled Learners as defined in Deped Order No. 3, s. 2018.

***%Accuracy refers to the percentage of correct/consistent records over total records examined or reviewed.*

Report Code: SFCR2

Anne

Table 3. For Transferred In/Moved In

School Name	School ID	Name of School Head	Transfer of SF10 (formerly Form 137)				DCC Observation/Comment o Technical Assistance Provided
			With SF10		Without SF10*** (Temporarily Enrolled)		
			Received w/in 30 days	Received beyond 30 days	From Private School	From Public School/SUC/LUC	

****Do not include PEPT/PVT or ALS-A&E Certificate holders.*

Table 4. For Transferred In/Moved In Learners Without SF 10 (formerly Form 137)

School Name	School ID	LRN	Name of Learner	Name of Originating School	School ID	Division/Regi

All fields below are only for the use of the Division Checking Committee (DCC)

Prepared by:

Chair	Vice Chair	Member	Member	Member

Verified by:

Vice Chair (PSDS)	Date Completed (District Level)

Report Code: SFCR3

Anne

CONSOLIDATED DIVISION SCHOOL FORMS CHECKING REPORT

DIVISION : _____ **SDS:** _____ **REGION:** _____

Table 1. Learner Records Examined/Reviewed

District Name / Cluster	Name of PSDS/In-charge	Date Completed	No. of Examined/Reviewed*			No. with Inconsistency or Incomplete Supporting Documents			% Accuracy
			Male	Female	Total	Male	Female	Total	
		Division Total							

Table 2. Learner Records with Inconsistency/ies or Error

District Name / Cluster	Name of PSDS/In-charge	No. of Records per Nature of Error			DCC Observation/Comment or Technical Assistance Provided
		With Incomplete Supporting Documents	With Inconsistency/Error	Total	

**Do not include Temporarily Enrolled Learners as defined in DepEd Order No. 3, s. 2018.*

***%Accuracy refers to the percentage of correct/consistent records over total records examined or reviewed.*

Report Code: SFCR3

Annex 1

Table 3. For Transferred In/Moved In

District Name / Cluster	Name of PSDS/In-charge	Transfer of SF10 (formerly Form 137)				DCC Observation/Comment or Technical Assistance Provided
		With SF10		Without SF10*** (Temporarily Enrolled)		
		Received w/in 30 days	Received beyond 30 days	From Private School	From Public School/SUC/LUC	

****Do not include PEPT/PVT or ALS-A&E Certificate holders.*

Table 4. For Transferred In/Moved In Learners Without SF 10 (formerly Form 137)

School Name	School ID	LRN	Name of Learner	Name of Originating School	School ID	Division/Regio

All fields below are only for the use of the Division Checking Committee (DCC)

Prepared by:

Date Completed (Division Level):

Chairperson	Vice Chair/s	Member	Member	Member

Endorsed by:

Assistant Schools Division Superintendent

Date Submitted to the Office of the SDS

Important: Deadline of submission to the office of the SDS is on or before the second Monday of May of each SY

Annex 2

SCHOOL FORMS CHECKING REPORT
Data Element Descriptions

Code: SFCR1 for School, SFCR2 for District, and SFCR3 for Division

Schedule: End of School Year

Instructions:
1. This form must be accomplished by the checking committee during or after the checking of school forms.
2. For Table 1 and Table 2, do not include learners who are temporarily enrolled e.g. with pending transfer requests of the SF10 (formerly Form 137).
3. For Table 3 and Table 4, do not include PEPT/PVT or ALS-A&E Certificate holders.
4. For Table 3, indicate the number of temporarily enrolled learners from both public and private schools. Use an additional sheet if needed.
5. For Table 4, list all temporarily enrolled learners without SF10.
6. The results of the checking as obtained from the SFCR may be used as reference or means of verification (MOV), whenever appropriate, in accomplishing relevant information in the Individual Performance Commitment and Review Form (IPCRF) of teachers.
7. The PSDS shall consolidate the SFCR1 of all schools in his/her School District and compute the District Accuracy Level to be recorded in Table 1 of the Consolidated District School Forms Checking Report (SFCR2) attached as Annex 1b. For School Districts with no PSDS, the DCC shall prepare the SFCR2.
8. The SFCR2 for all Districts shall then be consolidated by the DCC. This shall be the basis for computation of the Division Accuracy Level to be recorded in Table 1 of the Consolidated Division School Forms Checking Report (SFCR3) attached as Annex 1c. The duly signed SFCR3 along with the Summary of Findings and Recommendations (narrative report) must be submitted to the Office of the Schools Division Superintendent not later than the second Monday of May at the end of each school year.

	DATA ELEMENT	DESCRIPTION
1	Name of School	Official name of school as registered with DepEd and reflected in the EBEIS
2	School ID	A six (6) digit-number assigned to a school recognized in the EBEIS
3	PSDS	Name of the Public Schools District Supervisor
4	District	Name of the Public Schools District where the school is located as created by DepEd, and in most cases, being supervised by a Public Schools District Supervisor
5	Grade Level	A degree/stage of a learner classified according to age and progress
6	Section	A group of pupils/students convened to receive instruction in a given course or subject
7	Name of Adviser	The person in the school assigned to supervise, guide, and direct a specific class and conduct actual teaching to his/her assigned class and other classes, if there are any.
8	Number of Examined/Reviewed	The number of male, female, and total learners examined/reviewed based on the EOSY count of SF5.

	DATA ELEMENT	DESCRIPTION
9	With Inconsistency/Error	The number of male, female, and total learners whose records were found to have inconsistencies/errors
10	% Accuracy	The rate of precision of the records being examined as computed using the formula: $\%\ \text{Accuracy} = \frac{\text{No. of records examined} - \text{No. of records with inconsistency/error}}{\text{No. of records examined}} \times 100$
11	No. with Inconsistency or Incomplete Supporting Documents	Quantity of learner records that have insufficient supporting documents and inconsistent and/or erroneous information
12	No. of Records per Nature of Error – With Incomplete Supporting Documents	Quantity of learner records that have insufficient supporting documents
13	No. of Records per Nature of Error – With Incomplete Supporting Documents – With Inconsistency/Error	Quantity of learner records that have inconsistent and/or erroneous information
14	DCC or SCC Observation/Comment or Technical Assistance Provided	A narrative of the checking committee's observations, comments, or technical assistance provided
15	Received w/in 30 days	Quantity of SF10 that were forwarded to the receiving school within 30 days upon the enrollment of the learner
16	Received beyond 30 days	Quantity of SF10 that were forwarded to the receiving school beyond 30 days upon the enrollment of the learner
17	From Private School	Quantity of transferred in or moved in without SF10 from originating private school i.e. learners who are temporarily enrolled
18	From Public School or SUC/LUC	Quantity of transferred in or moved in without SF10 from originating public school or SUC/LUC
19	Learner's Reference Number (LRN)	Unique twelve-digit identification number assigned to a learner to keep track of his/her progress through the basic education cycle, regardless of transfer to another school or learning center in the public or private sector and promotion/moving up from the elementary to the secondary level
20	Name of Learner	Learner's name as reflected in the birth certificate issued by the NSO/PSA or any equivalent document recognized by DepEd
21	Name of Originating School	Official name of the school where the learner came from as registered with DepEd and reflected in the EBEIS
22	Division/Region	Name of the Schools Division Office/Regional Office where the learner's originating school is located
23	Chair	Name of the official who heads the checking committee
24	Vice Chair/s	Name of the checking committee vice chairs. For the SCC, vice chairs are the School System Administrator of the LIS/EBEIS and the most capable school personnel assigned by the chair who has the mastery/expertise in curriculum- and assessment-related policies.

	DATA ELEMENT	DESCRIPTION
		For the DCC, vice chairs are the chief of the SGOD and the PSDS supervising the School District that is being checked. The PSDS can be appointed as vice chair only to his/her assigned School District. There is no need for an additional vice chair if the district is not being supervised by a PSDS.
25	Member	Name of a checking committee member
26	School Head	Name of the school head
27	Date of Checking of Forms	Date when the forms are checked
28	Date Completed	Date when the checking activity was completed in the school or in the entire School District