

IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 10665, OTHERWISE KNOWN AS "AN ACT ESTABLISHING THE OPEN HIGH SCHOOL SYSTEM IN THE PHILIPPINES AND APPROPRIATING FUNDS THEREFOR..."

IRR of REPUBLIC ACT NO. 10665, June 30, 2022

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The Department of Education (DepEd) hereby issues the following rules and regulations to implement the provisions of Republic Act No. (RA) 10665, titled "AN ACT ESTABLISHING THE OPEN HIGH SCHOOL SYSTEM IN THE PHILIPPINES AND APPROPRIATING FUNDS THEREFOR," in consultation with the Department of the Interior and Local Government (DILG):

RULE I

PRELIMINARY PROVISIONS

SECTION 1. Title. - These rules and regulations shall be referred to as the Implementing Rules and Regulations (IRR) of RA 10665, otherwise known as the "Open High School System Act."

SEC. 2. Scope and Application . - The provisions of this IRR shall primarily apply to public secondary educational institutions authorized to practice open learning through self-instructional materials, multi-channel learning, and school-family-community partnership, as well as other such institutions that shall be authorized as qualified implementers of the Open High School System (OHSS).

This IRR shall also apply to such other institutions referred to under Section 31 and 32 hereof.

SEC. 3. Declaration of Policy . - This IRR shall be interpreted in light of the Declaration of Policy found in Section 2 of the Act.

SEC. 4. Rationale. - It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution, recognizing this right, mandates that every individual, regardless of age, gender, race, political, or socio-economic status, must enjoy access to quality and relevant basic education delivered through the formal system and the alternative learning system of education.

The OHSS is an alternative delivery mode under the formal system and should be distinguished from the alternative learning system of education. It puts premium on independent, self-pacing, and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems, and those learners who are under difficult circumstances. The OHSS, therefore, shall enable the DepEd to fulfill its mandate in protecting the inalienable right of every Filipino to access and receive quality basic education.

SEC. 5. Goals and Objectives. - The general objectives of the OHSS is to provide learners of high school age access to formal education through an alternative mode of delivery.

The specific objectives of the OHSS are:

- 5.1 to retain in school learners-at-risk of dropping out;
- 5.2 to encourage Out-of-School Youth (OSY) of high school age (12-18) to return to formal school;
- 5.3 to encourage all youth and adult who have finished elementary education, as well as high school qualifiers of the Philippine Educational Placement Test (PEPT) and the Alternative Learning System (ALS) Accreditation and Equivalency A&E) Test to proceed to secondary education; and
- 5.4 to contribute to the accomplishment of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Education 2030 Vision, "No One Left Behind."

For purposes of this IRR, the OHSS is a strategy to extend access to secondary education to qualified learners enrolled in the formal system without prejudice to other delivery modalities such as ALS.

SEC. 6. Definition of Terms. - The following terms shall mean or be understood as follows:

6.1 Act refers to RA 10665 titled, "AN ACT ESTABLISHING THE OPEN HIGH SCHOOL SYSTEM IN THE PHILIPPINES AND APPROPRIATING FUNDS THEREFOR," otherwise known as the "Open High School System Act."

6.2 Alternative Delivery Mode (ADM) refers to an alternative way of delivering education within the formal school system. It caters to learners who are under unique circumstances that hinder them to regularly attend classes inside the classroom.

Aside from the OHSS, the most commonly known ADM strategies for secondary education are the following:

6.2.1 Home School Program provides basic education to learners in a home-based setting with parents, guardians or tutors as teachers. Learners access formal education while staying in an out-of-school environment because of unique circumstance such as illness.

6.2.2 Night High School provides opportunity to learners to finish basic education through evening classes. The program is intended for employed high school learners.

6.3 Alternative Learning System (ALS) is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. ALS includes both non-formal and informal sources of knowledge and skills.

6.4 Community Adviser or Tagapayong Pansamahan refers to the adviser from within the community who helps the open learners harmonize their studies with community service and leisure.

6.5 Formal Education System is instruction managed by licensed and/or trained teachers, usually held inside the classrooms/schools or other areas where the teachers facilitate learning in a structured manner and following defined class schedule. ADM, as defined in Section 6(2) of this IRR, falls under this system.

6.6 Learning Center refers to a room in the mother high school or other designated area where the open learners can conduct researches or gather additional information on topics under study. It can also serve as multipurpose area which may contain a classroom setup, a library or a venue where the Source Person can conduct hands-on exercises/activities.

For purposes of this IRR, it can also refer to a structure where the Open High School Teacher may conduct learning or training sessions or activities, particularly in relation to the implementation of the Senior High School component of the K to 12 Program.

6.7 Mother High School or Inang Paaralan refers to a regular secondary school which maintains full

administrative management and instructional supervision and control over one or more learning centers. It functions, among others, as:

- 6.7.1 Headquarters of the open learners and Open High School Teachers;
- 6.7.2 Center for enrollment, evaluation, direct, or face-to-face instruction and promotion of open learning;
- 6.7.3 Receiver of donations, instructional materials, and reports relative to open learning; and
- 6.7.4 Coordinator of the different learning centers in the community.

6.8 Open High School System (OHSS) is an alternative delivery mode of secondary education. It puts premium on independent, self-pacing, and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social, or family problems. OHSS may also refer to DepEd's Open High School Program (OHSP).

6.9 Open High School (OHS) Teacher refers to a regular secondary school teacher of the mother high school who is in charge of direct instruction, evaluation of the learners' progress and keeping of the records of individual learners.

For purposes of this IRR, an OHS Teacher may also refer to those who are qualified to teach in secondary education as provided under existing relevant laws, including RA 10533 (Enhanced Basic Education Act of 2013) in relation to RA 4670 (Magna Carta for Public School Teachers) and RA 7836 (Philippine Teachers Professionalization Act of 1994) as amended by RA 9293.

6.10 Open Learning refers to the philosophy of learning that is learner-centered and flexible, enabling learners to learn at the time, place, and pace which satisfies their circumstances and requirements.

6.11 Source Person or Gurong Kadluan refers to a resource person with specialized skills in practical or industrial subject such as farming, handicraft, auto-mechanics, tailoring, and other skills.

For purposes of this IRR, this may also refer to a recognized expert for his specialized skills in a particular subject area, field, or discipline. DepEd shall issue an order providing the minimum training, or work experience, among others, that must be satisfied to serve as a Source Person or Gurong Kadluan under the Act.

6.12 Teacher Adviser of Gurong Tagapatnubay refers to a regular secondary school teacher of the mother high school who serves as guidance counselor to the open learners, coordinates with the teachers in evaluating the learners' progress, and prepares and submits reports to the authorities concerned.

For purposes of this IRR, and consistent with Section 9 of RA 10533, and notwithstanding the provisions of Section 27 of RA 9258, otherwise known as the "Guidance and Counseling Act of 2004", a Teacher Adviser or Gurong Tagapatnubay may serve as a career and employment guidance counselor, though not registered and licensed, and may be allowed to conduct career advocacy activities to secondary level students of the school where they are currently employed: Provided, That they undergo a training program developed or accredited by the DepEd. Nothing in this IRR shall be construed to allow a Teacher Adviser or Gurong Tagapatnubay - who is not registered and issued a valid Certificate of Registration and a valid Professional Identification Card by the Professional Regulatory Board of Guidance and Counseling and the Professional Regulatory Commission (PRC) in accordance with Section 3(b) of RA 9258 - shall not perform any act that may fall under the term guidance and counseling as defined under Section 3(a) of RA 9258.

RULE II

ESTABLISHMENT OF THE OPEN HIGH SCHOOL SYSTEM

SEC. 7. Establishment of the Open High School System. - The OHSS is hereby established as part of the DepEd's alternative secondary education program to provide access to secondary education through the open learning modality.

For purposes of this IRR, DepEd shall implement the OHSS in parallel with the ALS secondary education program to increase the opportunity for qualified learners to participate in and complete secondary education..

SEC. 8. Participation in the OHSS. - Public and private secondary schools seeking to implement the OHSS should have, among others, the following:

8.1 In-school learning facilities and equipment (e.g. library room, workshop room, computer laboratory); and

8.2 Learning resources (textbooks, learner materials, self-learning modules, activity sheets, and teacher's guide/manual, and other print and non-print materials approved by DepEd).

Provided, That for purposes of this IRR, if there is a substantial compliance to any of the aforementioned and all other requirements consistent with the other relevant rules and regulations on the establishment of public schools and the grant of a permit to operate or recognition for private schools, and the applicant has a strong partnership with the Local Government Unit (LGU) and/or access to community facilities such as public library, barangay center, learning center, and public sports facilities, the applicant may be allowed to implement OHSS.

SEC. 9. Letter of Intent. - Any public or private secondary school that meets the criteria set forth under this IRR may signify its intention to adopt and implement OHSS through a Letter of Intent (LOI) addressed to the Regional Director (RD) as endorsed by the School Division Superintendent (SDS), and copy furnished the Bureau of Learning Delivery (BLD) of DepEd.

DepEd may issue a separate order providing additional requirements and procedures that a school must satisfy to qualify as an OHSS provided under the Act.

SEC. 10. OHSS Division Coordinator. - The SDS shall designate an Education Program Supervisor under the Curriculum and Instruction Division to serve as the OHSS Division Coordinator.

SEC. 11. Regular Monitoring of the Schools Implementing OHSS. - To ensure the efficient and effective delivery of the OHSS regular monitoring shall be conducted for both public and private secondary schools implementing the OHSS by the division offices, the regional offices, and the Central Office.

SEC. 12. Establishment of Learning Centers. - Every School Division Office (SDO) of the DepEd shall establish learning centers in the authorized mother high schools located in their jurisdiction. LGUs may also take the lead in the establishment of learning centers which shall continue to be under the authority of the recognized mother high school and the division of DepEd.

The specific SDO which has authority over the mother high school shall be responsible in hiring the OHS Teacher who shall manage the day-to-day affairs of the learning center on a full-time basis. The OHS Teacher shall be the coordinator of the learning center and shall facilitate the learning process of the OHS learners.

SEC. 13. Administration and Function. - The DepEd shall administer the OHSS. An OHSS Unit shall be created to assist in performing the following functions:

13.1 Formulate the basic policies of the OHSs;

13.2 Formulate, adopt, and supplement programs that ensure effectivity and productivity of the OHSS;

13.3 Monitor and evaluate existing open learning programs for integration with the OHSS;

- 13.4 Develop and validate prototype instructional materials for open learning;
- 13.5 Consult and collaborate with other DepEd divisions, LGUs, civil society organizations, and other private agencies for the effective operation of the OHSS;
- 13.6 Promulgate the necessary guidelines, rules, and regulations for the effective implementation of the OHSS;
- 13.7 Recommend to the DepEd the annual budget of the OHSS for inclusion in the annual General Appropriations Act; and
- 13.8 Perform such their tasks as may be necessary to attain the objectives of the OHSS.

For purposes of this IRR, the OHSS Unit created under the Act shall be under the jurisdiction of the Office of the Undersecretary in charge of curriculum and instruction.

RULE III

RECRUITMENT AND TRAINING OF PERSONNEL

SEC. 14. Personnel Recruitment and Incentives. - The OHS Teachers and Teacher Advisers who shall render service under the OHSS shall be enlisted from those who are currently teaching in the mother high school that is implementing the program/The Community Advisers and the Source Persons shall be hired by the LGU and shall receive honoraria, to be arranged with the local school board in accordance with the guidelines it shall issue in consultation with DepEd: Provided, That upon full implementation of the K to 12 Curriculum, particularly in Senior High School, the specific SDO of DepEd which has authority over the mother high school, shall be responsible in hiring the Source Persons and in giving their compensation.

DepEd shall prioritize qualified locally-hired teachers who have been performing the functions of OHS Teachers prior to the Act in the hiring of additional OHS Teachers.

In relation to Section 6.9 of this IRR, the hiring and development of OHSS Teachers shall be in accordance with established policies and procedures of DepEd. As for the Source Persons, their hiring and deployment shall follow a set of guidelines to be formulated by DepEd, in collaboration with DILG and the concerned LGU, consistent with Section 6.11 of this IRR.

SEC. 15. Learning and Development Program/Training for OHSS Teaching and Non-Teaching Personnel. - Consistent with Section 10 of the Act, DepEd shall be responsible for the training of the OHS Teachers, Teachers Advisers, and Community Advisers. Training shall be done in coordination with the LGUs and the non-government organizations concerned. Non-teaching stakeholders such as parents and LGU personnel, among others, who are needed to provide support to the OHSS, shall likewise be included in the training/orientation program.

For purposes of this IRR, such trainings or capacity building programs shall be conducted through the SDOs that will meet the requirements of DepEd's teacher professional development program. Teaching-related and non-teaching personnel, such as administrators, and guidance counselors, shall also undergo appropriate training for the OHSS. The SDOs are encouraged to substantially engage public and private partners in the conduct of such training activities.

SEC. 16. Teacher Advisers' Responsibilities. - The teacher adviser, who shall come from the mother high school that is implementing the program as provided under Rule III, Section 14 of this IRR in relation to Section 9 of the Act, shall be assigned to a class to provide support to the learner. The teacher-adviser, in addition to the duties and responsibilities provided under Section 3(g) of the Act, shall monitor learner's progress regularly in coordination with the subject OHSS teachers. They shall:

16.1. Conduct periodic, assessment/review of learner's progress and ensure that the learner has access to learning materials/resources;

16.2 Refer the learner to the appropriate subject area teacher for assistance when necessary;

16.3 Maintain a complete record of the learner's performance;

16.4 Guide the OHSS learners in making informed decisions regarding their choice of track and promote awareness in choosing a strand that suits their skills and interest that matches the available resources and needs of the society in accordance with DepEd's Career Guidance Program;

16.5 Ensure that the OHSS learner is registered in DepEd's Learner Information System (LIS) and is tagged, classified, or identified as such; and

16.6 Perform such other functions as may be delegated by the School Head.

SEC. 17 Teaching Load. - Serving as Teacher Adviser, consistent with the provisions of this IRR, shall be considered as one teaching load. Furthermore, OHSS Teachers handling two (2) classes of 30 minutes each class shall constitute one teaching load.

SEC. 18. Service Credit. - Subject to prevailing policies and guidelines on the grant of service credits, teachers who are regularly handling OHSS during Saturdays shall be granted service credit equivalent to one (1) day or eight (8) hours per day of service: Provided, that such teacher is not under-loaded.

SEC. 19. Duties of the OHS Teacher. - The subject are OHS teacher shall provide academic supervision and guidance to the learner. Specifically, they shall perform the following functions:

19.1. Identify learning needs and the modules to be given to learners;

19.2 Administer the Information Reading Inventory and/or teacher-made assessment tool and other available tools to identify the reading level of the learners;

19.3 Provide intervention(s) and/or remediation to develop prerequisite skills in the subject;

19.4 Provide time for consultation to identify and address learning gaps;

19.5 Assess and provide feedback on learner's progress;

19.6 Follow up learner's performance;

19.7 Keep a complete record of learners' learning profiles;

19.8 Craft/develop the Individual Learning Plan for each OHSS Learner;

19.9 Consult with other learning area/subject area OHSS teachers on the crafting of the Individual Learning Plan; and

19.10 Perform such other functions as may be delegated by the School Head or the Teacher Adviser.

SEC. 20. Teacher Adviser as Guidance Counselor. - Notwithstanding Section 3(g) of the Act designating a Teacher Adviser to serve as guidance counselor to the OHSS learners, the Registered Guidance Counselor (RGC), if the school has any, shall interview the learners and/or parents/guardians upon enrollment and as often as necessary to provide guidance counseling services. If the school has no RGC, the school shall engage the services of a professional guidance counselor, in coordination with the local Department of Social Welfare and Development (DSWD) office or LGU which has jurisdiction over the school, or by collaborating with private partners, to perform the guidance counseling services stated under this Section.

Consistent with the last sentence of the second paragraph of Section 6.12 of this IRR, Teacher Advisers, who may serve as guidance counselors as provided under Section 3(g) of the Act, shall not include guidance counseling services or acts of a registered guidance counselor engaged in providing guidance and counseling services as defined under Section 3 and in relation to Section 27 of RA 9258.

SEC. 21. Training of Teaching Staff. - The DepEd shall be responsible for the training of the OHS Teachers, Teacher Advisers, and Community Advisers. Training shall be done in coordination with the LGUs and the non-government organizations concerned.

Non-teaching stakeholders such as parents and LGU personnel, among others, who are needed to provide support to the OHSS, shall likewise be included in the training program.

RULE V

SCREENING AND ADMISSION REQUIREMENTS FOR LEARNERS UNDER THE OHSS

SEC. 22. Learners of the OHSS. - The OHSS shall be open to all youth and adults who have finished elementary education, as well as high school qualifiers of the Philippine Education Placement Test (PEPT), and the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test.

For purposes of this IRR, the OHSS shall likewise be open to learners who are enrolled in the formal system and/or in other alternative delivery modes and who are unable to complete secondary education due to limited time, geographical accessibility of the school, physical impairment, financial difficulties, and/or social and family problems.

SEC. 23. Requirements for Learners of the OHSS.

23.1 Learner applicants shall present any of the following as an entrance requirement:

23.1.1 High School Report card (in case of drop-out);

23.1.2 Elementary Report Card (for high school entrants); and

23.1.3 A&E or PEPT Certificate (for ALS learners or high school qualifiers).

23.2 Learners may also write a letter addressed to the School Principal of his/her intention to enroll in the program stating their reason/s.

23.3 The learner shall take the Independent Learning Readiness Test (ILRT) to assess the learner's capacity for self-directed learning, and the Information Reading Inventory (IRI) to measure the learner's reading level as basis for class grouping.

23.4 Learning area/subject area teachers may also recommend learners to be included in the Program.

23.5 The learner and/or the parent/guardian shall be interviewed to give the school a complete profile of the learner's socio-economic, health and psycho-social background.

23.6 If necessary, home visitations may also be conducted to validate information presented and gathered during the interview.

23.7 When qualified, the learner and/or the parent/guardian shall be oriented on the Program and on the Individual Learning Plan by the OHSS participating school and sign a learning contract or learning agreement, which includes the following:

23.7.1 What the school expects from the learner;

- 23.7.2 What the school expects from the parent/guardian;
- 23.7.3 Roles and responsibilities of the learners, parents, and teachers ;
- 23.7.4 Communication plan between and among the teachers and parents and learners;
- 23.7.5 Consultation conferences for enrichment/remediation and assessment of learning; and
- 23.7.6 The learning modules to be covered and target dates of completion.

SEC. 24. Number of Enrollees per Class. - Each class in the OHSS shall have a maximum enrollment of twenty (20) learners. Learners shall be grouped or assigned to a class based on the results of the IRI. The grouping of learners per class determines the deployment of teachers for purposes of class supervision.

RULE V

CURRICULUM AND INSTRUCTION AND ASSESSMENT

SEC. 25. Curriculum Content. The OHSS shall adopt the K to 12 Enhanced Basic Education Curriculum using the standards and learning competencies of different subject areas of the program.

SEC. 26. Learner's Participation. - The OHSS shall follow the existing procedures on basic education which include, but not limited to, the following:

- 26.1 Enrollment in the OHSS shall be in accordance with the prescribed enrollment policies and procedures of DepEd.
- 26.2 Learning in the OHSS shall be flexible, multi-channeled, and essentially learner-directed.
- 26.3 For the first semester of the school year, the learner shall be expected to report to the teacher/adviser and the subject area teachers on a weekly basis to establish learner's readiness for independent study. This shall be subsequently reduced to monthly consultations during the second half of the school year when the learner has demonstrated capacity for self-directed learning. Whenever possible, all learning resources other than modules and textbooks shall be made available to the learner.
- 26.4 OHSS learner may be mainstreamed into the regular school, or may shift to another learning modality, if necessary, subject to eligibility requirements of the chosen modality.

SEC. 27. Release of Module. - Modules for the OHSS learners shall be issued and retrieved based on the signed agreement between the school, the learners, and the parent/guardian, as applicable.

In case the learner cannot submit/finish the assigned modules on the time, he/she or the parent/guardian may notify the school about the reason/s for the delay in submission. A new deadline shall be agreed upon between and among them.

SEC. 28. Responsibilities of an OHSS Learner. - An OHSS learner is expected to:

- 28.1 Attend the OHSS orientation program together with the parent/guardian to accomplish pertinent documents, including the learner's and parents'/guardian's agreement, and submit important documents that the school requires.
- 28.2 Study independently or work in groups with or without the supervision of the teacher.
- 28.3 Consult with the subject area teacher or any knowledgeable person in the community on topics or skill areas that may require outside help.
- 28.4 Attend face-to-face classes and/or the asynchronous class or session, as needed, provided that appropriate

health and safety protocols are observed.

28.5 Monitor own progress and assume responsibility for learning.

28.6 Keep and submit quarterly portfolio as basis for evaluating performance tasks done outside the school.

28.7 Complete and submit the assigned modules on time.

SEC. 29. Supervision and Monitoring of Learners. - Close supervision and monitoring of an individual learner's progress shall be conducted by the subject area teacher in coordination with the teacher adviser. Home visitations may also be conducted when necessary and shall be done following health and safety protocols.

SEC. 30. Assessment and Evaluation of Learning. - For the duration of the Program, learners will be assessed following the existing assessment policies of DepEd. All OHSS learners shall take the standardized tests to be prescribed by DepEd which consist of, but not limited to, the National Career Assessment Examination (NCAE) and the National Achievement Test (NAT).

Retention and promotion of the learners in the OHSS shall be in accordance with prevailing DepEd policies and guidelines.

RULE VI

OHSS PARTNERSHIPS AND EXTERNAL LINKAGES

SEC. 31. Private Sector Participation. - Private educational institutions may establish their own privately-funded learning centers following the standards and criteria provided for in the Act for the OHSS, subject to the approval of DepEd.

For purposes of this IRR, private sector participation in OHSS shall comply with DepEd policies and guidelines which require, among others, the execution of a memorandum of agreement between and among parties involved.

SEC. 32. Memorandum of Agreement. - To ensure maximum cooperation towards the success of the OHSS, DepEd and the DILG are encouraged to adopt a Memorandum of Agreement defining their respective roles in the operation of the OHSS pursuant to the Act.

DepEd shall encourage and promote partnership with concerned civil society organizations and other service providers in order to sustain an enabling environment for participatory planning, budgeting, and implementation of the OHSS-related programs and projects.

SEC. 33. Linkages in the OHSS. - The community and the LGU may assist the school in the following ways:

33.1 Refer to the school the OSY of high school age and adults who may participate in the OHSS.

33.2 Advocate the OHSS in the community through the use of any of the following:

33.2.1 Flyers and brochures;

33.2.2 Radio and television announcements;

33.2.3 Community newspapers and/or assemblies; and

33.2.4 Consultation meetings with school officials, Parents Teachers Association (PTA) officers, and the barangay council.

33.3 Identify potential resource persons in the community who can assist the learners.

33.4 Encourage learners to participate in different community activities as an application of learning.

SEC. 34. Responsibilities of the School. - The school, being the primary institution for learning, shall be responsible for the following:

- 34.1 Implement the Program in accordance with the implementing guidelines and requirements set by DepEd;
- 34.2 Designate an OHSS School Coordinator;
- 34.3 Collaborate with the LGU in promoting and sustaining the OHSS in the community;
- 34.4 Identify participants in the OHSS such as learners, partners, resource persons, and others;
- 34.5 Include the Program in the School Improvement Plan and Annual Improvement Plan;
- 34.6 Establish a Learning Management Program (LMP) for OHSS learners to bridge learning gaps and enhance learning;
- 34.7 Coordinate with the community/LGU on the use of community facilities for distance learning;
- 34.8 Conduct monthly school-based evaluation of the OHSS; and
- 34.9 Conduct a one-to-one conference with the learner and home visitations.

SEC. 35. Responsibilities of the SDO. - The SDO shall assist the school in implementing the OHSS by:

- 35.1 Recommending the issuance of Permit to Offer OHSS to schools seeking to offer the Program;
- 35.2 Quality assuring and approving the learning resources (locally made materials) to be used in the Program;
- 35.3 Ensuring compliance of schools to the implementation guidelines set by DepEd for OHSS;
- 35.4 Providing technical assistance to the schools on OHSS implementation;
- 35.5 Providing progress monitoring of the Program on a quarterly basis.
- 35.6 Conducting progress monitoring of the Program on a quarterly basis.

SEC. 36. Responsibilities of the Regional Offices. - The Regional Offices (ROs) shall assist the SDOs in implementing the OHSS by:

- 36.1 Issuing Authority or Permit to Offer OHSS Program to qualified public and private school, as the case may be, which seek to implement this Program as an ADM;
- 36.2 Ensuring the provision of institutional support (i.e., funds, capacity building) for the province wide implementation of the Program;
- 36.3 Providing technical assistance to SDOs with regard to OHSS implementation for effective program delivery; and
- 36.4 Monitoring the implementation of the Program.

RULE VII

EVALUATION AND REVIEW

SEC. 37. Mandatory Evaluation and Review. - For purposes of this IRR, DepEd shall evaluate and review OHSS implementation and may suggest amendments to improve the Program.

The effectiveness of the OHSS shall be regularly evaluated through the following indicators:

- 37.1 Enrollment Rate;

37.2 Reasons for enrollment under the Program (possible reduction of drop-out rate);

37.3 Completion, Promotion, and Graduation rates;

37.4 Feedback from the stakeholders; and

37.5 Assessment results of OHSS learners.

The DepEd shall regularly monitor the compliance of the all implementing units with this IRR, including a review of the OHSS guidelines and procedures, as necessary, to improve program effectiveness.

Areas for research on the OHSS to enhance its implementation shall be encouraged and this shall be the purview of the School Governance and Operations Division (SGOD)-Planning and Research Unit at the division level and the Planning, Policy and Research Division (PPRD) at the regional level.

RULE VIII

FINAL PROVISIONS

SEC. 38. Appropriations. - The amount necessary for the initial implementation of the Act shall be charged against the current year's appropriations of the OHSP of DepEd. Thereafter, the amount necessary for the continued operation of the OHSS shall be included in DepEd's budget in the annual General Appropriations Act.

SEC. 39. Additional Implementing Details/Policies and Guidelines. - DepEd, in consultation with the DILG, may issue such orders enumerating the additional implementing details/policies and guidelines necessary to further implement this IRR.

SEC. 40. Amendments. - Amendments to this IRR shall be issued by DepEd, in consultation with the DILG.

SEC. 41. Separability Clause. - If any clause, sentence, paragraph, or part of unconstitutional, the validity of the remaining provisions hereof shall remain in full force and effect.

SEC. 42. Repealing Clause. - All provisions of existing implementing rules and regulations, circulars, department issuances, and procedures corresponding to laws and any other other law or parts of law inconsistent with this IRR are hereby repealed, amended, or modified accordingly.

SEC. 43. Effectivity. - This IRR shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

This IRR shall be registered with the Office of the National Administrative Register, University of the Philippines Law Center, UP Diliman, Quezon City.

Done this 30[th] day of June 2022.

(SGD.) ATTY. NEPOMUCENO A. MALALUAN

Undersecretary and Chief of Staff

Officer-in-charge

Office of the Secretary

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