



Republic of the Philippines
Department of Education
Region VII, Central Visayas



DIVISION OF CEBU PROVINCE

Sudlon, Lahug, Cebu City

DIVISION MEMORANDUM
NO. 033 S. 2014

JAN 23 2014

**DECLARING JANUARY 25, 2014 AS THE EARLY REGISTRATION
DAY FOR SY 2014 -2015 TO ACHIEVE THE MILLENNIUM
DEVELOPMENT GOALS (MDGs) AND THE
OBJECTIVES OF EDUCATION
FOR ALL (EFA)**

**TO: OIC, Assistant Superintendents
Education Supervisors/Coordinators
District Supervisors/ OICs
Elementary and Secondary School Heads**

1. For the information and guidance of all concerned, enclosed is a copy of DepEd Order No. 2 s. 2014, dated January 13, 2014 entitled, “**Declaring January 25, 2014 as the Early Registration Day for SY 2014 - 2015 to Achieve the Millennium Development Goals (MDGs) and the Objectives of Education For All (EFA).**”
2. Relative to this, all School Heads shall observe the activities and the process of this early registration as stipulated in the said DepEd Order.
3. District Supervisors/OICs are advised to oversee and monitor the conduct of the early registration of the schools in their respective districts and municipalities.
4. The accomplished Form I (Enclosure No.2 which is to be used to record the early enrollees) must be submitted to this Office on January 27, 2014 through Mrs, Jane O. Gurrea – EPS I.
5. Immediate and strict compliance to this Memorandum is desired.

ARDEN D. MONISIT, Ed. D.
Schools Division Superintendent



Republic of the Philippines
Department of Education

13 JAN 2014

DepEd ORDER
No. 2, s. 2014

**DECLARING JANUARY 25, 2014 AS THE EARLY REGISTRATION DAY FOR SY
2014-2015 TO ACHIEVE THE MILLENNIUM DEVELOPMENT GOALS (MDGs)
AND THE OBJECTIVES OF EDUCATION FOR ALL (EFA)**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. With the theme *Makapag-aral ay Karapatan Mo, Magpalista Ngayong Enero*, the Department of Education (DepEd) declares **January 25, 2014** as the **Early Registration Day** for the School Year (SY) 2014-2015 in **all public elementary and secondary schools** to achieve universal participation and completion of the cycle. With the special participation of local and barangay officials, a *massive advocacy campaign for the early registration of out-of-school children (OSC) and out-of-school youth (OSY)*, including *children and youth with difficulties*, and regular pupils and students, shall be undertaken at all levels in the Department starting **January 13, 2014**.

2. The **Early Registration Day** generally aims to achieve the Millennium Development Goal (MDG) on Universalization of Primary (Basic) Education and the objectives of the Education for All (EFA). Specifically, this activity has the following objectives:

- a. For incoming Kindergarten and Grade 1 - to ensure that all five years old and six years old children are enrolled for School Year (SY) 2014-2015;
- b. For out-of-school children (OSC) and out-of-school youth (OSY) from disadvantaged groups of indigenous peoples (IPs); street children from 5 to 18 years old; and, adults between 18 to 30 years old - to guarantee their enrollment in their preferred education delivery system, either formal through alternative delivery mode (ADM) or alternative learning system (ALS);
- c. For OSC and OSY with disabilities from 5 to 18 years old - to provide them with appropriate education interventions and to establish their census;
- d. For the different levels (central, regional, division) of the DepEd - to prepare the *Three-Year Catch-Up Plan in Basic Education* from SY 2014-2015 to SY 2016-2017 in order to accommodate the registered learners;
- e. For the DepEd, in collaboration with the local government units (LGUs), *barangay* officials, parent-teacher associations (PTAs), civil society/civic organizations and business sector, among others - to

- make the necessary preparation and to address potential resource needs in time for the opening of classes in June; and
- f. For schools – to support schools in their efforts to provide education interventions to prevent pupils and students from dropping out from school.
3. An advocacy campaign shall be undertaken to encourage the most number of parents to come out for the early registration. Regional and Division Communications Teams shall lead local campaigns supported by schools, parents, local and barangay officials and other stakeholders. They shall be guided by the Communications Unit from the Central Office (CO) in preparing advocacy materials that will be made available to other DepEd Offices.
4. The *registration process* shall include the following activities and the details of which are contained in Enclosure No. 1.

Date	Activity
January 13-24, 2014	Child or Youth Find Activities
January 25, 2014	Early Registration Day in All Public Schools
January 27-31, 2014	School Submission and Coordination of Registration Data
February 3-21, 2014	Planning to Address Resource Gaps and Implementation of Different Program Interventions

5. Expenses related to the Early Registration Day shall be charged to OSec Funds or Local Funds, as appropriate and as authorized and subject to existing accounting and auditing rules and regulations.
6. For inquiries about the early registration, all concerned may contact the **Early Registration Help Desk** at any of these telephone nos: (02) 636-6547 or (02) 636-4879, or send a message through e-mail: earlyreg2014@gmail.com.
7. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
 Secretary

Encls.: As stated
 Reference: DepEd Order: No. 89, 2012
 To be indicated in the Perpetual Index
 under the following subjects:

ADMISSION or ENROLMENT
 DATA (Statistics)
 PUPILS
 SCHOOLS
 STUDENTS

(Enclosure No. 1 to DepEd Order No. 2, s. 2014)

**ACTIVITIES IN SUPPORT OF EARLY REGISTRATION
AND THE REGISTRATION PROCESS**

Advocacy Campaign: January 6-24, 2014

1. The *Communications Unit* of the Central Office (CO) shall take the lead in preparing advocacy materials to be made available to other DepEd Offices.
2. The Regional Offices (ROs) and Division Offices (DOs) shall organize their respective *Communications Teams*, which shall undertake this *massive campaign* activity, including the registration process. Regional and Division Communications Teams must submit their email address to the CO Communications Unit through email to depedcommunications@gmail.com.
3. Schools are enjoined to work with parents, local *barangay* officials, and other stakeholders and students for support. Schools heads (SHs) must coordinate with the Regional and Division Communications Teams for any activity that will be initiated.

Child or Youth Find Activities: January 6-24, 2014

1. DOs and schools shall lead the *Child or Youth Find Activities*, in collaboration with the *barangays*. Reference shall be made to the previous data on *family mapping, and home visits* to the targeted enrollees shall be undertaken by the schools concerned.
2. Schools which accept children from indigenous cultural communities shall be mobilized to ensure early registration of the targeted enrollees. Likewise, street visits shall be conducted by designated education supervisors (ES I) of the DOs to get the profile of the respective learners.
3. High school principals and staff shall work with the chairpersons of the *barangay and Sanggunian Kabataan (SK)* to locate elementary graduates who either have not enrolled in high school or dropped out of school in order to ensure their early registration so that appropriate program interventions could be planned.

Early Registration Day in All Public Schools: January 25, 2014

1. Age Qualifications for Grade 1
 - a. All children who are born on October 31, 2009 or earlier shall be eligible for early enrolment in Kindergarten.
 - b. Those who are born on October 31, 2008 or earlier, with or without Kindergarten experience, shall be eligible for early enrolment in Grade 1.
2. Documentary Requirements:
 - a. The *birth certificate* of the child shall be the documentary basis for early registration.
 - b. If not available during the *Early Registration Day*, the document can be submitted earlier in June or within the school year.

3. Elementary and high school officials shall identify the Registration Centers (RCs) in the school premises.
 - a. There should be at least four RCs at the elementary level: 1) RC to manage enrolment of Kindergarten students; (2) RC to manage enrolment of Grade 1 students; (3) RC to be handled by teachers who will register OSC in Grades 2 to 3; and (3) RC to be handled by teachers who will register OSC in Grades 4 to 6.
 - b. At the secondary level, there should be four RCs, that is, one RC per year level: (1) RC to be manned by teachers who will register OSY in Grade 7; (2) RC to be manned by teachers who will handle the registration of OSY in Grade 8; (3) RC to be manned by teachers who will handle the registration of OSY in Grade 9; and (4) RC to be manned by teachers to handle the registration of OSY in Year IV. Other teachers shall provide support to the early enrollees.
4. Each division office shall identify areas without schools but may have enrollees, and the SDS shall designate the *District Supervisor* to work with the concerned *Barangay Chairperson* so that the *Early Registration Day* can be done in the *barangay hall*. Likewise, *on-site registration of street children* who were identified during the street visits shall be conducted by the DOs.
5. The **Form 1** in Enclosure No. 2 shall be used to record the early enrollees.

Registration of Out-of-School Children and Out-of-School Youth (OSC and OSY)

1. The Division Supervisor who is in-charge of Special Education (SPED), shall facilitate the overall planning and implementation of the registration process. He/She shall plan with SPED Centers and trained SPED teachers, together, with health personnel, on their specific roles in the registration process:
 - a. Conduct an orientation on the screening and identification of children and youth with disabilities in regular schools without SPED programs;
 - b. Network with organizations/associations of people with disabilities (PWDs) or those working for PWDs, including government agencies, which can provide assistance to regular schools; and
 - c. Prepare a deployment schedule of SPED teachers, health personnel, and the NGO, PWD volunteers during the *Early Registration Day*.
2. SPED Centers, trained SPED teachers assigned to regular schools, and all health personnel will assist in locating children and youth with disabilities, from 5 to 18 years old, who have not been to school.
3. Learners who have dropped out from elementary or secondary schools and who want to be enrolled in the formal system through the *Alternative Delivery Mode (ADM)*, such as the *Modified In-School and Off-School Approach (MISOSA)*, *electronic Instructional Management by Parents, Community and Teachers (eIMPACT)* and learners enrolled/registered in the Dropout Reduction Program (DORP) or in the Alternative Learning System (ALS) shall present their *report card* to the Teacher-in-

Charge of the registration. If the report card is not available, a *certification letter* signed by the parent/guardian can be presented.

4. The **Form 1** in Enclosure No. 2 shall be used to record the early enrollees.
5. A SPED-trained personnel, a health personnel, an NGO/PWD volunteer or regular teacher shall be assigned in each school to fill up the column Category of C/Y with Disability. They shall use the following for the screening and identification of children and youth with disabilities, who shall be registered in schools:
 - a. Children/Youth with Visual Impairment. These children/youth have difficulty in seeing, even with the use of eye glasses for correction, adversely affects their academic performance of the blind and low-vision learners. With the use of the E or Snellen chart, those who are blind have a visual acuity of 20/200 or 6/60 or less in the better eye, while those with low vision have a visual acuity of less than 20/60 or 6/18 in the better eye.
 - b. Children/Youth with Hearing Impairment: These children/youth are deaf and hard-of-hearing. Those who are deaf have a severe hearing impairment that their hearing is non-functional for ordinary purposes in life, while those who are hard-of-hearing have a mild hearing impairment that allows learning without greater difficulty to communicate.
 - c. Children/Youth with Intellectual Disability. These children/youth have significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior.
 - d. Children /Youth with Learning Disability. These children/youth have a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest in the an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
 - e. Children/Youth with Speech/Language Impairment. These children/youth who have communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment.
 - f. Children/Youth with Serious Emotional Disturbance. These children/youth have a difficulty in building Satisfactory interpersonal relationships; respond inappropriately behaviorally or emotionally under normal circumstances; demonstrate pervasive mood of unhappiness; or have the tendency to develop physical symptoms of fears.
 - g. Children/Youth with Autism. These children/youth have developmental disabilities that significantly affect verbal and non-verbal communication and social interaction which are generally evident before age three.
 - h. Children/Youth with Orthopedic Impairment. These children/youth have physical disabilities, permanent or temporary, which

can be paralysis, stiffness or lack of motor coordination of bones, muscles or joints, which results in the difficulty to move.

- i. Children/Youth with Special Health Problems. These children/youth have limited strength, vitality, or alertness due to chronic or acute health problems.
- j. Children/Youth with Multiple Disabilities. These children/youth manifest two or more disabilities. Those who manifest two or more disabilities (mental retardation and blindness, etc.). the combination of which requires special accommodation for maximum learning.

Submission and Coordination of Registration Data: January 27-31, 2014

1. Elementary schools shall submit their completed/accomplished **Form 1** of their prospective Grade 6 students to the concerned high schools.
2. The Early Registration Form which contains lists of children and youth from disadvantaged groups such as those from the Indigenous Peoples (IPs) and of street children/youth shall be submitted to the elementary/secondary school nearest to the location of the groups.
3. **All Early Registration Forms** for elementary schools (Kindergarten, Grades 1 to 6), high schools (Grades 7 to 9 and Fourth Year), and those who would like to avail of the ADM or the ALS shall be submitted to the **Division Planning Officer (DPO)** on or before **January 31, 2014**.

Planning to Address Resource Gaps and Implementation of Different Program Interventions: February 3-21, 2014.

1. **For School Officials, Teachers, Parents and Other Stakeholders**, under the leadership of the school head, the guidelines will be discussed *to ensure that early enrollees will report to schools in June 2014*.
2. Likewise, the School Plan to Address Needs that include: (a) the additional inputs needed such as: classrooms, teachers, textbooks and seats, and (b) *differentiated program interventions* of Kindergarten, Grades 1 to 9, Fourth Year, or for the OSC or OSY shall be developed together with the stakeholders. The *differentiated program interventions* may include ADMs, ALS and non-conventional school programs/teaching strategies, among others, while assistance needed may include training, honorarium, print or non-print learning resources, and others.
3. This report shall be submitted to the **Schools Division/City Superintendent (SDS)** through the DPO on or before **March 7, 2014** using **Form 2A**: Elementary School Plan to Address the Needs or **Form 2B**: High School Plan to Address the Needs as shown in Enclosure Nos. 3A and 3B. This *School Plan* shall be subsequently incorporated in their *School Improvement Plan (SIP)/Annual Implementation Plan (AIP)*.
4. **For Division Offices**, The SDS shall designate the District Supervisor and/or the Education Supervisor (ES) I to provide direct assistance to the schools in the planning activity. Likewise, the District Supervisor and/or the ES I is responsible for the submission of the school's plan to the DO.

- a. The SDS shall also identify available resources such as excess teachers, volunteer teachers, textbooks and supplementary materials, seats, and Special Education Fund (SEF).
 - b. Moreover, the SDS shall initiate consultative meetings/dialogues with the LGUs and other stakeholders to discuss possible support that should be provided to priority schools.
 - c. Assistance that will be generated from the stakeholders, together with the Division's available resources shall be considered in the Division Plan using the **Form 3: Division Report on School Needs** in Enclosure No. 4. The accomplished Form 3 shall be submitted to the Officer-in-Charge (OIC) of the Research and Statistics Division- Office of the Planning Service (RSD-OPS), DepEd Central Office on **March 14, 2014**, copy furnished the RO.
5. **Regional Offices**, The Regional Director (RD) shall be responsible for the compliance of the divisions and schools in the implementation of this DepEd Order.
- a. He/She shall enjoin Regional Planning Officers to facilitate the Consolidation of Data Relevant to the Early Registration, which shall be submitted to the Office of the Planning Service (OPS), Research and Statistics Office, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City on or before **January 31, 2014**.
 - b. He/She shall direct the Quality Assurance and Field Technical Assistance Division to oversee the implementation of specific activities in the registration process to provide strong support during the consultative meetings or dialogues with the stakeholders organized by the SDOs.
 - c. He/She shall initiate activities, which will generate support to address the needs of the schools or will recommend *differentiated program interventions* that the RO can support.
 - d. He/She shall identify the SDOs with 5% or more than 5% increase in the enrolment. He/She shall also identify the assistance needed using the **Form 4: Division Report on School Needs**. This form shall be submitted to the OIC, RSD-OPS **on or before March 24, 2014**.
6. **Central Office**: The Executive Team headed by the Secretary shall convene all the officials of the bureaus, centers, and services by the fourth week of March 2014 to discuss plans on addressing the critical inputs and the assistance needed in the implementation of the appropriate *Differentiated Program Interventions*.

DEPARTMENT OF EDUCATION
EARLY REGISTRATION FORM

School ID: _____
School Name: _____

Region: _____
Division: _____
School District: _____

Kindergarten/Grade/Year Level

NAME	SEX	AGE	BIRTHDATE	ADDRESS	CATEGORY OF C/Y WITH DISABILITY** (for children and youth with disabilities only)	REMARKS*

Remarks*:

- 1. For Grade 1 Registrants: Has attended/not attended Kindergarten class
- 2. For ALS: Information whether the child/youth prefers to learn through the ADM = alternative delivery mode (MISOSA, e-IMPACT, DORP) or ALS = alternative learning system

Category of C/Y with Disability**: Visual Impairment, Hearing Impairment, Intellectual Disability, Learning Disability, Speech/Language Impairment, Serious Emotional Disturbance, Autism, Orthopedic Impairment, Special Health Problem, Multiple Disabilities

SCHOOL PLAN TO ADDRESS NEEDS

Name of Elementary School: _____
Division: _____ Region: _____
Date Accomplished: _____

Please indicate additional inputs needed.

GRADE LEVEL	TENTATIVE ENROLMENT			A. Additional Inputs Needed (Please indicate number)			
	M	F	TOTAL	Classroom	Teachers	Textbooks	Seats
1. Kindergarten							
2. Grade 1							
3. Grade 2							
4. Grade 3							
5. Grade 4							
6. Grade 5							
7. Grade 6							
TOTAL							

Learners under the ADMs		Tentative Enrolment	B. Inputs Needs	
			Teacher-Facilitator	Modules
Age 9				
Age 10				
Age 11				
Age 12 and above				
TOTAL				

Learners under the ALS		Tentative Enrolment	B. Inputs Needs	
			Teacher-Facilitator	Modules
Age 9				
Age 10				
Age 11				
Age 12 and above				
TOTAL				

CATEGORIES OF DISABILITY	TENTATIVE ENROLMENT			C. Additional Inputs Needed (Please indicate number)			
	M	F	TOTAL	Classroom	Teachers	Textbooks	Seats
Visual Impairment							
Hearing Impairment							
Intellectual Disability							
Speech/Language Impairment							
Serious Emotional Disturbance							
Autism							
Orthopedic Impairment							
Special Health Problems							
Multiple Disabilities							
TOTAL							

D. PROPOSED DIFFERENTIATED PROGRAM INTERVENTION	E. ASSISTANCE NEEDED
1. Formal Delivery System	
2. ADMs	
3. Special Education in Inclusive Setting	

Submitted by:

Name and Signature of School Head

Designation

Mobile Number: _____

E-mail Address: _____

SCHOOL PLAN TO ADDRESS NEEDS

Name of Secondary School: _____
 Division: _____ Region: _____
 Date Accomplished: _____

Please indicate additional inputs needed.

GRADE/YEAR LEVEL	TENTATIVE ENROLMENT			A. Additional Inputs Needed (Please indicate number)			
	M	F	TOTAL	Classroom	Teachers	Textbooks	Seats
1. Grade 7							
2. Grade 8							
3. Grade 9							
4. Fourth Year							
TOTAL							

Learners under the ADMs		Tentative Enrolment	B. Inputs Needs	
			Teacher-Facilitator	Modules
Age 12				
Age 13				
Age 14				
Age 15 and above				
TOTAL				

Learners under the ALS		Tentative Enrolment	B. Inputs Needs	
			Teacher-Facilitator	Modules
Age 12				
Age 13				
Age 14				
Age 15 and above				
TOTAL				

Impairment					
Serious Emotional Disturbance					
Autism					
Orthopedic Impairment					
Special Health Problems					
Multiple Disabilities					
TOTAL					

D. PROPOSED DIFFERENTIATED PROGRAM INTERVENTION	E. ASSISTANCE NEEDED
1. Formal Delivery System	
2. ADMs	
3. Special Education in Inclusive Setting	

Submitted by:

 Name and Signature of School Head

 Designation

Mobile Number: _____

E-mail Address: _____

CONSOLIDATED DIFFERENTIATED PROGRAM INTERVENTIONS	ASSISTANCE NEEDED
1	
2	
3	
4	

Submitted by:

 Name and Signature of City/Division
 Schools Superintendent

Mobile Number: _____

E-mail Address: _____

REGIONAL REPORT ON SCHOOLS WITH 5% OR MORE INCREASE IN ENROLMENT

Region: _____
 Date Accomplished: _____

NAME OF DIVISION	% OF INCREASE IN ENROLMENT	
	ELEMENTARY	SECONDARY

CONSOLIDATED DIFFERENTIATED PROGRAM INTERVENTIONS	ASSISTANCE NEEDED

Submitted by:

_____ Name and Signature of Regional Director

Mobile Number: _____
 E-mail Address: _____