



Republic of the Philippines
Department of Education



JAN 11 2012

DepEd ORDER
No. **4**, s. 2012

**DECLARING JANUARY 28, 2012 AS THE EARLY REGISTRATION DAY FOR SY 2012-13
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/City Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. With the theme "*Makapag-aral ay Karapatan Mo, Magpalista Ngayong Enero,*" this Department declares **January 28, 2012** as the **Early Registration Day** for the School Year (SY) 2012-2013 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 the out-of-school children (OSC) and the out-of-school youth (OSY), including the children and youth with difficulties*, and the regular pupils and students shall be undertaken at all levels in the Department starting **January 2, 2012**.

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

- a. To reach out to all five (5) year-old and six (6) year-old children to ensure their enrolment for the School Year (SY) 2012-2013 in Kindergarten and Grade 1;
- b. To guarantee enrolment of the out-of-school children (OSC) and the out-of-school youth (OSY) from the disadvantaged groups for the indigenous peoples (IPs) and street children ages 5 to 18 years old in their preferred education delivery system, either formal through alternative delivery mode (ADM) or alternative learning system (ALS);
- c. To establish census of the OSC and OSY with disabilities, ages 5 to 18 years old to provide them with appropriate education interventions;
- d. To enable the different levels (central, regional, division) of this Department to prepare the *Three-Year Catch-Up Plan in Basic Education* from SY 2012-2013 to SY 2014-2015 in order to accommodate the registered learners;
- e. To enable this Department, in collaboration with the local government units (LGUs), *barangay* officials, parents-teachers 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. To support the 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* or the Central Office (CO) that shall prepare advocacy materials that will be made available to other DepEd Offices.
4. The *registration process* shall include the following activities the details of which are found in Enclosure No. 1.
 - a. January 2-28, 2012: Child or Youth Find Activities;
 - b. January 28, 2012: Early Registration Day in All Public Schools;
 - c. January 30-February 03, 2012: School Submission and Coordination of Registration Data; and
 - d. February 6-March 6, 2012: 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, subject to existing accounting and auditing rules and regulations.
6. For inquiries about the early registration, please contact the **Early Registration Help Desk** at any of these telephone nos: (02) 631-5057 or (02) 638-3703, or send a message through e-mail: earlyreg2011@gmail.com.
7. Immediate dissemination of and compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary 

Encls.: As stated
Reference: DepEd Order: No. 2, 2011
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. 4, s. 2012

Activities in Support of Early Registration and the Registration Process

Advocacy Campaign: January 02-28, 2012

1. The *Communications Unit* of the Central Office (CO) shall take the lead in preparing advocacy materials to be 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. School heads must coordinate with the Regional and Division Communications Teams for any activity that will be initiated.

Child or Youth Find Activities: January 02-28, 2012

1. DOs and schools shall lead *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. The schools enrolling 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 division offices to get the profile of the prospective learners.
3. High school principals and staff shall work with the chairpersons of the *barangay* and *Sangguniang Kabataan* 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.

Special Orientation for the Regional Planning Officers on Consolidation of Data Relevant to the Early Registration shall be conducted by the *Office of the Planning Service* on **January 26, 2012**.

Early Registration Day in All Public Schools: January 28, 2012

1. Age qualifications for Grade 1
 - a. All children who are born on October 31, 2007 or earlier shall be eligible for early enrolment in Kindergarten.
 - b. Those who are born on October 31, 2006 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 either in June or within the school year.
 - c. The same document is required for other children and youth who have never been to school.
3. Elementary and high school officials shall designate the Registration Centers within the school premises.
 - a. There should be at least four (4) Registration Centers (RCs) at the elementary level: (1) RC to be manned by preschool teachers; (2) RC to be managed by Grade I teachers; (3) RC to be handled by teachers who will register OSC ages 6 to 8; and (4) RC to be taken care of by teachers who will register OSC ages 9 to 11 years.
 - b. At the secondary level, there should be four (4) Registration Centers, that is, one RC per year level: (1) RC to be manned by the Year I teachers who will register OSY ages 12-13; (2) RC to be manned by the Year 2 teachers to handle the registration of OSY ages 14-15; (3) RC to be manned by the Year 3 teachers to handle the registration of OSY ages 16-17; and (4) RC to be manned by the Year 4 teachers to handle the registration of OSY ages 18 and above. Other teachers shall provide support to the early enrollees.
4. Each division office (DO) 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 in-charge of SPED shall take charge in the overall planning and implementation of the registration process. He/She shall plan with the 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 program;
 - b. Network with organizations/associations of peoples with disabilities (PWDs) or those working for PWDs including government agencies which could 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, ages 5 to 18 years old, who have not been to school.
3. The learners who have dropped out from the elementary or secondary school who want to be enrolled either 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), Drop Out 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 could be presented.
4. The **Form 1** in Enclosure No. 2 shall be used to record the early enrollees.
5. A SPED trained, 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. Those with difficulty in seeing and even with correction, adversely affects their education performance: the blind and the low vision. 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: the deaf and hard-of-hearing. Those who are deaf have a hearing impairment that is so severe that their hearing is non-functional for ordinary purposes in life while the hard-of-hearing have hearing impairment mild enough for them to learn without greater difficulty to communicate by speech and hearing.

- c. Children/Youth with Intellectual Disability. Those with significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior.
- d. Children/Youth with Learning Disability. Those with a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
- e. Children/Youth with Speech/Language Impairment. Those who have communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment.
- f. Children/Youth with Serious Emotional Disturbance. Those who have 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. Those who have developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3.
- h. Children/Youth with Orthopedic Impairment. Those with physical disabilities, permanent or temporary which could be paralysis, stiffness or lack of motor coordination of bones, muscles or joints that results to difficulty in moving about.
- i. Children/Youth with Special Health Problems. Those with limited strength, vitality, or alertness due to chronic or acute health problems.
- j. Children/Youth with Multiple 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 30-February 3, 2012

1. Elementary schools shall submit their completed/accomplished **Form 1** of their prospective Year I students to the concerned high schools.
2. The Early Registration Form which contains lists of children and youth from the disadvantaged groups (IPs and from the street children/youth) shall be submitted to the elementary/secondary school nearest to where these groups are located.
3. **All Early Registration Forms** for Kindergarten, Grades 1 to 6, and Years 1 to 4 and those who would like to avail of the ADM or the ALS shall be submitted to the **Division Planning Officer** on or before **February 03, 2012**.

Planning to Address Resource Gaps and Implementation of Different Program Interventions: February 6-March 6, 2012

1. **School Officials, Teachers, Parents and Other Stakeholders**, with the leadership of the school head, will discuss guidelines *to ensure that early enrollees will report to schools in June 2012.*
2. Likewise, the *School Plan to Address Needs* covering: (a) the additional inputs needed: classrooms, teachers, textbooks, seats; and (b) *differentiated program interventions* for Kindergarten, Grades 1 to 6, as well as Years 1 to 4, and for the OSC or OSY shall be developed together with the stakeholders. The *differentiated program interventions* may include ADMs, ALS, non-conventional school programs/teaching strategies, among others, while assistance needed could be training, honorarium, print or non-print learning resources, and others.
3. This report shall be submitted to the Schools Division/City Superintendent, through the *Division Planning Officer* on or before *March 09, 2012* using **Form 2A: Elementary School Plan to Address Needs** or **Form 2B: Secondary School Plan to Address Needs** as shown in Enclosure Nos. 3A and 3B. This *School Plan* shall be incorporated in their *School Improvement Plan* later on.
4. **Division Offices:** The Schools Division/City Superintendent (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 Division Office.
 - a. The Schools Division/City Superintendent (SDS) shall also identify available resources such as excess teachers, volunteer teachers, textbooks and supplementary materials, seats, Special Education Fund (SEF), among others.
 - b. Moreover, the SDS shall initiate *consultative meeting/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 **Ms. Ester Dijamco**, Chief of the Research and Statistics Division – Office of Planning Service (RSD-OPS), DepEd Central Office on *March 16, 2012*, 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 organize a *Monitoring and Assistance Team* to oversee the implementation of specific activities in the registration process, shall provide

strong support during the consultative meetings or dialogues with the stakeholders organized by the Division Offices, and 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.

- b. He/She shall identify the divisions with a 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 **Ms. Ester Dijamco** on or before **March 25, 2012**.

6. **Central Office:** The Executive Team headed by the Secretary shall convene all the officials of the Bureaus, Centers, and Services in the fourth week of March 2012 to discuss plans on addressing the critical inputs and the assistance needed in the implementation of the appropriate *Differentiated Program Interventions*.

Enclosure No. 2 to DepEd Order No. 4, s. 2012

FORM 1

**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)			
		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/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
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Children with -		(Please indicate number)			
		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/ALS:	
3. Special Education in Inclusive Setting:	

Submitted by:

Name and Signature of School Head

Designation

Cell Phone Number: _____

E-mail address: _____

School Plan to Address Needs

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

Please indicate additional inputs needed.

Year Level	Tentative Enrollment	A. Additional Inputs Needed (Please indicate number)			
		Classroom	Teachers	Textbooks	Seats
1. First Year					
2. Second Year					
3. Third Year					
4. Fourth Year					
TOTAL					

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

Categories of Disability	Tentative Enrolment	C. Additional Inputs Needed (Please indicate number)			
		Classroom	Teachers	Textbooks	Seats
Children with -					
Visual Impairment					
Hearing Impairment					
Intellectual Disability					
Speech/Language Impairment					
Serious Emotional Disturbance					
Autism					
Orthopedic Impairment					
Special Health Problems					
TOTAL					

C. Proposed Differentiated Program Intervention	D. Assistance Needed
1. Formal Delivery System:	
2. ADM/ALS:	
3. Special Education in Inclusive Setting:	

Submitted by:

Name and Signature of School Head

Designation

Cell Phone Number: _____

E-mail address: _____

Consolated Differentiated Program Interventions	Assistance Needed
1.	
2.	
3.	
4.	

Submitted by:

**Name and Signature of City/Division
Schools Superintendent**

Cell Phone 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
1.		

Consolated Differentiated Program Interventions	Assistance Needed

Submitted by:

Name and Signature of Regional Director

Cell Phone Number: _____

E-mail address: _____