



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

February 2, 2026

REGIONAL MEMORANDUM

NO. **122** s. 2025

**CONDUCT OF EARLY REGISTRATION FOR SY 2026-2027 AND
REITERATION OF DEPED ORDER NO. 017,
SERIES OF 2025**

To: Schools Division Superintendents
Regional Office Division Chiefs
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to the indicative opening of SY 2026-2027, as reflected in DO No. 012, s. 2025 (Multi-Year Implementing Guidelines on School Calendar and Activities), this Office, hereby announces the Conduct of Early Registration for Incoming Kindergarten, Grades 1, 7, and 11 for SY 2026-2027 on **January 31, 2026 to February 27, 2026**. The advocacy materials relative to this can be accessed through this link https://bit.ly/EarlyRegistrationAdvocacyMaterials_SY2026-2027.
2. This Memorandum also reiterates the DO No. 017, s. 2025 titled the Revised Basic Education Enrollment Policy to ensure uniformity, strict adherence, and smooth conduct of the said activity in both public and private schools.
3. Schools Division Offices are instructed to conduct in-person monitoring of early registration, provide prompt technical support, and gather comprehensive feedback on the process. Offices shall document issues encountered, identify best practices, and submit weekly monitoring reports (every Friday) through the online sheet accessible via this link: <https://bit.ly/EarlyRegistrationSY2026-2027Report>.
4. All public and private elementary and secondary schools are required to update the Early Registration Facility daily with prospective enrollees for non-entry grade levels (Grades 2-6, 8-10, and 12). Updates shall be based on previous school enrollment data to ensure a comprehensive projection of expected enrollment for the upcoming school year.
5. Immediate dissemination of and strict compliance with this Memorandum are desired.

RONELO AL K. FIRMO CESO IV

Assistant Regional
Officer-in-Charge
Office of the Regional Director



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Enclosures: As stated

References: As stated

To be indicated in the Perpetual Index under the following subjects:

EARLY REGISTRATION ENROLMENT

PPRD-HNC



Republic of the Philippines
Department of Education

APR 15 2025

DepEd ORDER
No. **012**, s. 2025

**MULTI-YEAR IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR
AND ACTIVITIES**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
State/Local Universities and College Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Multiyear Implementing Guidelines on the School Calendar and Activities** to enable schools and community learning centers (CLCs) to effectively and efficiently implement school activities and maximize instructional time, cognizant of the goals and objectives of the **Eight-Point Socioeconomic Agenda** of President Ferdinand R. Marcos, Jr., and the **Five-Point Reform Agenda** of DepEd.
2. In accordance with Republic Act (RA) No. 7797, titled An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days, as amended by RA 11480, titled An Act Amending Section 3 of RA 7797, the school year (SY) shall consist of not more than 220 class days and shall start on the first Monday of June but not later than the last day of August.
3. Private schools, Philippine Schools Overseas (PSOs), and state/local universities and colleges (SUCs/LUCs) may adopt these multi-year implementing guidelines on the school calendar but shall follow the provisions stipulated under RA 7797, as amended by RA 11480, concerning the required number of class days and the opening of the SY. The schools shall report any inevitable deviation from these guidelines in advance to their respective regional offices.
4. The SY 2025–2026 shall formally open on Monday, **June 16, 2025**, and shall end on Tuesday, **March 31, 2026**. It shall consist of 197 class days inclusive of the End-of-School-Year (EOSY) Rites, or as may be determined by subsequent issuances in case of changes in the school calendar due to unforeseen circumstances. For the succeeding school years, DepEd shall issue a memorandum before the start of every SY, providing the specific schedule of school activities and other celebrations/observances.



5. All Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
6. This Order shall take effect immediately upon its approval, issuance, and publication on the DepEd website. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
7. For more information and inquiries, all concerned may contact the **Bureau of Learning Delivery-Office of the Director**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.od@depd.gov.ph or at telephone numbers (02) 8536-6540 or 8537-4347.
8. Immediate dissemination of and strict compliance with this Order is directed.


SONNY ANGARA
Secretary

Encl.:

As stated

References:

DepEd Order No. (009, s. 2024)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS AND OFFICES
CALENDAR
CLASSES
LEARNERS
POLICY
SCHOOLS
TEACHERS





MULTIYEAR IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES

I. RATIONALE

1. The Department of Education (DepEd) ensures the effective and efficient implementation of the basic education curriculum aligned with the goals and objectives of the 5-Point Reform Agenda of DepEd and the Eight-Point Socioeconomic Agenda of President Ferdinand R. Marcos Jr., in accordance with RA No. 7797, **as amended by RA 11480**.
2. This Order shall empower schools and community learning centers (CLCs), schools division offices (SDOs), and regional offices (ROs) to continuously improve management and operations in facilitating school activities and enriching the teaching-learning experience. Additionally, this order shall enable the SDOs and ROs to provide technical assistance (TA) to schools, particularly in areas of teaching and learning, progress monitoring and evaluation (M&E), and planning their respective activities related to curricular operations and other national and local celebrations/observances within the required number of class days.

II. SCOPE OF THE POLICY

3. The **Multiyear Implementing Guidelines on the School Calendar and Activities** shall apply to all public elementary and secondary schools, including CLCs. However, they shall comply with the provisions stipulated under RA 11480, particularly the requirement of 180-day mandatory contact days for teachers and learners, as stipulated in DO 22, s. 2024.
4. These guidelines shall take effect starting SY 2025-2026 and shall be implemented in subsequent years. DepEd shall issue a memorandum before the start of every school year, providing the specific schedule of school activities and other celebrations/observances.

III. DEFINITION OF TERMS

5. For this policy, the following terms are operationally defined as follows:
 - a. *Alternative Delivery Mode (ADM)* refers to flexible learning delivery programs designed to provide adaptable and inclusive learning experiences, particularly for learners in the formal system who face challenges in accessing traditional schooling. These programs allow learners to pursue their education in ways that suit their circumstances.
 - b. *Blended Learning* refers to the thoughtful integration of classroom face-to-face or in-person learning experiences with online learning experiences (Garrison and Kanuka, 2004).

- c. *Brigada Eskwela Week* refers to the week dedicated to the Brigada Eskwela activities to prepare the school for the opening of classes (DO 24, s. 2008, *Institutionalization of the Brigada Eskwela Program or the National Schools Maintenance Week*).
- d. *Career Guidance Program* refers to a program designed to help learners explore their choices and make responsible decisions relevant to their career pathing. This includes planning for their track in Senior High School, choosing their curriculum exits (Higher Education, Employment, Entrepreneurship, and Middle-Level Skills Development), and planning for their future.
- e. *Class Days* refer to the days when curricular and co-curricular activities are conducted within or outside school premises, including the home, devoted to attaining learning objectives and ensuring effective curriculum delivery.
- f. *Co-curricular Activities* refer to voluntary and non-graded in-or-off-campus activities organized by DepEd to reinforce curriculum delivery. They are considered extensions of formal learning experiences as they are anchored on curriculum content and standards and enrich the diverse intelligences and skills of learners.
- g. *Community Learning Center (CLC)* refers to a physical space to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and the improvement of people's quality of life (RA 11510, *Alternative Learning System Act*).
- h. *Curricular Activities* refer to opportunities and experiences undertaken by the learners in the classrooms, laboratories, workshops, homes, and out-of-school activities conducted to ensure learners' acquisition of the K to 12 learning standards and 21st-century skills.
- i. *Distance Learning Delivery Modality (DLDM)* refers to a learning delivery modality where learning takes place while the teacher and the learners are geographically remote from each other, e.g., Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVI), and Radio-Based Instruction (RBI).
- j. *Education in Emergencies (EiE)* refers to quality learning opportunities for all ages in situations of crisis (*International Network for Education in Emergencies*). It is an intervention that ensures learning continuity in the event of a declaration of suspension or cancellation of in-person classes by authorized offices (National or Local Government Units - LGUs) due to natural or human-induced disasters or calamities and other emergencies.
- k. *Exit Assessment* refers to a standardized set of tests to determine if Grades 4, 6, 10, and 12 learners are meeting the learning standards in the K to 12 Basic Education Program (DepEd Order No. 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*).

- l. *Hazard* refers to a dangerous phenomenon, substance, human activity, or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihood and services, social and economic disruption, or environmental damage (RA 10121, *An Act Strengthening the Philippine Disaster Risk Reduction and Management System Providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Disaster Risk Reduction and Management Plan Appropriating Funds Therefor and for other Purposes*).
- m. *Learner Government Elections* refers to the democratic process of electing learner leaders for Supreme Elementary Learner Government and Supreme Secondary Learner Government positions, conducted annually as part of the school calendar.
- n. *Modular Distance Learning (MDL)* refers to self-directed learning where learners are provided with self-learning modules (SLMs) and other learning resources to aid them in the completion of learning tasks within a given time frame.
- o. *Online Distance Learning (ODL)* refers to a learning delivery modality that allows the teacher to facilitate learning, synchronously or asynchronously, and to engage learners' active participation using various technologies accessed on the internet while they are geographically remote from each other.
- p. *Oplan Kalusugan sa DepEd (OK sa DepEd)* refers to the convergence of DepEd's health and nutrition initiatives for effective and efficient implementation at the school level, in partnership with various stakeholders. Programs under the *OK sa DepEd* include Medical, Dental, and Nursing Services (MDNS), National Drug Education Program (NDEP) and Comprehensive Tobacco Control Program, Adolescent Reproductive Health Program (ARHP), School Mental Health Program (SMHP), School-Based Feeding Program (SBFP), Nutrition-Sensitive Programs, and the Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program.
- q. *Supreme Elementary Learner Government (SELG)* refers to the recognized learner government body in elementary schools, tasked with representing learners and promoting leadership and civic engagement.
- r. *Supreme Secondary Learner Government (SSLG)* refers to the official learner government body in secondary schools, responsible for fostering leadership, governance, and active participation in school initiatives.

IV. POLICY STATEMENT

6. The DepEd issues the **Multiyear Implementing Guidelines on the School Calendar and Activities** to support schools and CLCs in planning and continuously improving their management and operations, ensuring compliance with the required number of class days. The guidelines aim to enhance the teaching-learning process and effectively implement school activities. Furthermore, these guidelines empower SDOs and ROs to provide

technical assistance to schools, focusing on curriculum implementation and related programs and projects that improve learning outcomes.

V. GENERAL GUIDELINES

7. Pursuant to RA 7797, as amended by RA 11480, the School Year (SY) shall consist of **not** more than two hundred twenty (220) class days and shall start on the first Monday of June but **not** later than the last day of August.
8. For the Alternative Learning System (ALS), learning intervention shall formally commence on the same date as public formal basic education. However, enrollment shall remain open throughout the school year. The duration and completion of the ALS program intervention shall depend on the learner's entry-level assessment results, Individual Learning Agreement (ILA), and Recognition of Prior Learning (RPL).

A. Learning Delivery Modalities

9. The in-person learning delivery modality shall remain the primary learning delivery modality in all schools.
10. In the event of a declaration of suspension or cancellation of in-person classes by authorized offices due to emergencies and hazards, as stipulated in DO 22, s. 2024, *Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies*, schools and CLCs shall automatically implement EIE-ADM, following their respective Learning and Service Continuity Plan (LSCP) through Distance Learning Delivery Modalities (DLDMs), whether Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVI), Radio-Based Instruction (RBI), or blended learning.
11. A separate omnibus policy on flexible learning delivery will be issued to provide standards for using DLDMs for learners: (a) enrolled in schools with classroom shortages, (b) engaged in co-curricular activities for a specific period, (c) with disabilities, and (d) in other difficult circumstances.

B. National and Local Celebrations and Holidays

12. Schools and CLCs shall observe national and authorized local holidays declared by law and local ordinances. To optimize instructional time, the significance of these observances may be integrated into relevant learning areas. Schools and CLCs shall adhere to DO 9, s. 2005, *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*.

C. Preparations for the Opening of Classes

13. In preparation for the opening of classes, public schools shall conduct the following activities:

- a. **Early Registration of Learners.** Early registration of incoming Kindergarten learners, learners entering basic education for the first time (such as out-of-school youth and adults [OSYA]), transferees into public schools, incoming Grades 1, 7, and 11, and potential ALS learners shall be conducted from the last Saturday of January to the last Friday of February of every year or on a schedule determined by the Department. In cases of activities or unforeseen circumstances that may affect the preferential period, the SDO may extend early registration. Incoming learners for Grades 2 to 6, 8 to 10, and 12 are considered pre-registered.
- b. **Enrollment.** The enrollment period shall be conducted one week before the official start and opening of classes. DepEd shall issue supporting memoranda providing specific activities and schedules related to enrollment.
- c. **Brigada Eskwela.** DepEd, through the External Partnerships Service (EPS), shall implement the Brigada Eskwela Program a week before classes begin. All regions shall hold a simultaneous nationwide kickoff on their agreed date. The SDOs may hold their own kickoff ceremonies and advocacy activities during the same week to launch and promote Brigada Eskwela in their respective areas.
- d. **Conduct of Mandatory Learners' Health Assessment.** All learners shall undergo a mandatory health assessment during Brigada Eskwela and up to three weeks after the start of classes, to be conducted by the designated health personnel of the school in coordination with class advisers. The assessments include a general physical examination, as well as evaluations of all systems, vision and hearing screening, oral health examination, immunization status, and review of medical and family history. Schools may also perform catch-up activities during *OK sa DepEd*, a designated Health Week in July, for any missed assessments during this period.
- e. **Oplan Balik Eskwela (OBE).** DepEd, through the Public Affairs Service, shall spearhead the OBE a week before and after the opening of classes. This effort ensures the proper enrollment of learners in public and private schools and addresses common problems and concerns through the OBE Task Force. The ROs will conduct an OBE Conference on any day during the enrollment week to engage agencies, organizations, and other stakeholders in providing support for a seamless and orderly opening of classes.

D. System and Classroom Assessment

14. System assessment shall be administered nationally on class days. The Bureau of Education Assessment (BEA) shall manage the test implementation process and the dissemination and utilization of assessment data, pursuant to DepEd Order No. 27, s. 2022, DepEd Order No. 29, s. 2017, DepEd Order

No. 55, s. 2016, and other future policies. The administration of system assessments shall be considered class days.

15. Classroom assessment allows teachers to identify learners' progress, adjust their teaching, and keep learners and their parents/guardians informed. To monitor learners' progress toward learning competencies and provide targeted instructional support, teachers shall regularly conduct formative and summative assessments throughout the school year.

E. Co-Curricular Activities

16. Co-curricular activities shall be conducted on class days, preferably after school hours. However, schools have the flexibility to reduce the standard time allotment for each learning area by up to ten (10) minutes once every two weeks to conduct co-curricular activities.
17. DepEd, through the Bureau of Learner Support Services (BLSS), offers various career guidance activities, which schools and community learning centers (CLCs) implement to help students make informed decisions about their future. These activities, conducted throughout the school year, include career assessments, counseling, and fairs to support junior high school (JHS) learners in choosing their senior high school (SHS) track and to guide SHS learners in their curriculum exits.
18. Celebrations and observances indicated in Enclosure No. 3 may be integrated into curricular activities, provided they are deemed reasonable and appropriate, reinforce the attainment of target learning competencies, and do not compromise the total number of class days.

F. School Health and Nutrition Activities and Services

19. Schools shall provide learners with access to health and nutrition services throughout the school year, following established guidelines and in coordination with local partners. These services include medical, dental, nursing, and immunization services; nutrition services such as school-based feeding, nutritional assessments, and micronutrient supplementation; and mental health services, including psychosocial assessments, mental health first aid, psychological first aid, and guidance and counseling.
20. The schedule for these services is outlined in Enclosure 2 and will be announced in annual supporting memoranda.

G. Learner Government Elections

21. The school-based elections for the Supreme Elementary Learner Government and Supreme Secondary Learner Government shall take place immediately after the 3rd Quarter Examination, with a two-week period allocated for preparation, campaigning, and voting. Following these elections, another two weeks shall be designated for planning and conducting the District, Division,

and Regional Federation Elections. The schedule for the National Federation of Supreme Secondary Learner Government (NFSSLG) elections shall be issued separately.

22. After the SELG and SSLG elections, the school's Commission on Elections and Appointments (COMEA) shall oversee the elections of other recognized clubs and organizations.

H. General Assembly and Parent-Teacher Conferences

23. Schools shall hold a general assembly with stakeholders at the beginning of the school year to orient them on DepEd's vision, mission, core values, curriculum, and ancillary services that support learners' development.
24. Parent-Teacher Conferences (PTCs) shall be conducted to distribute report cards, inform parents/legal guardians about their children's learning progress and performance, and encourage parental involvement in school activities. PTCs shall be scheduled on a Saturday, one to two weeks after quarterly examinations, except for the last quarter, which may be held on a weekday as determined by the school.

I. Mid-School Year Break

25. The mid-school year break, scheduled for the last week of October or as determined, provides learners with an opportunity to recharge and engage in non-academic activities. This break allows them to bond with their families, participate in sports and hobbies, and foster creativity and well-being.
26. For teachers, the mid-school year break serves as a period for performance review, refinement of professional development plans, and participation in targeted activities to enhance their practice. Teachers shall reflect on their progress, adjust their plans as needed, and engage in professional development sessions.

J. Professional Development of Teachers

27. The results of the midyear performance review and evaluation shall inform and refine teachers' professional development plans, addressing areas for improvement and supporting the achievement of individual and school goals.
28. Teachers shall engage in targeted professional development activities, including collaborative expertise sessions, learning action cells, and school-based in-service training (INSET) activities, aligned with their individual development plans to enhance their practice, address challenges, and improve learning outcomes.

K. Holiday Break and Resumption of Classes

29. The holiday break occurs during the last two weeks of December, with classes resuming within the first week of January of the following year.

L. End-of-School-Year (EOSY) Activities

30. The School Awards Committee shall deliberate on awards and recognitions at least five calendar days before the EOSY rites to determine the learners eligible for recognition and awards.
31. The EOSY rites shall be conducted in accordance with the schedule released by DepEd.
32. Public schools are strictly prohibited from requiring learners to accomplish EOSY financial clearances, in compliance with DepEd Order No. 19, s. 2008, *Implementation of the No Collection Policy in All Public Elementary and Secondary Schools*.
33. The last class day of the school year shall be clearly indicated on all relevant school forms requiring such entry. This includes, but is not limited to, academic reports, and other official school documents. Additionally, this date must be communicated to students, parents, and school personnel in a timely manner to ensure clarity and seamless coordination.

M. National Learning Intervention Program

34. DepEd shall implement the Academic Recovery and Accessible Learning Program (RA 12028), a national learning intervention program, during the regular school year. It may also be implemented during the EOSY break to support learners in Kindergarten to Grade 12 in achieving mastery of essential learning competencies and recovering from learning losses.
35. Additional intervention programs may be implemented throughout the school year, including the EOSY break. Learners who meet the minimum proficiency levels may be allowed to enroll in supplemental classes during the EOSY break.

VI. FUNDING REQUIREMENT

36. The conduct of activities in the School Calendar shall be funded from authorized and available sources, in accordance with existing laws, rules, and regulations on budgeting, accounting, auditing, and procurement.

VII. MONITORING AND EVALUATION

37. The CT Strand, through the Bureau of Learning Delivery (BLD) for formal basic education and the Bureau of Alternative Education (BAE) for Alternative Learning System (ALS), in coordination with the ROs, through the Curriculum and Learning Management Division (CLMD) and Curriculum Implementation

Division (CID) shall lead the M&E of this Order's implementation. Each governance level shall prepare a plan to guide the conduct of M&E.

VIII. EFFECTIVITY AND TRANSITORY PROVISION

38. This Order shall take effect starting SY 2025-2026 and years after upon issuance and publication on the DepEd official website. Certified copies of this DepEd Order shall be registered with the University of the Philippines- Office of the National Administrative Register (UP-ONAR), UP Diliman, Quezon City.

39. All related issuances inconsistent with this Order are hereby repealed, rescinded, and modified accordingly.

IX. REFERENCES

Department of Education. (2005). DepEd Order No. 9, s. 2005, *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*.

Department of Education. (2008). DepEd Order No. 19 s. 2008, *Implementation of No Collection Policy in all Public Elementary and Secondary Schools*.

Department of Education. (2008). DepEd Order No. 24 s. 2008, *Institutionalization of Brigada Eskwela Program of the National Schools Maintenance Week (NCMW)*.

Department of Education. (2016). DepEd Order No. 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*.

Department of Education. (2022). DepEd Order No. 27, s. 2022, *School Calendar for School Year 2022-2023*.

Department of Education. (2022). DepEd Order No. 29, s. 2017, *Policy Guidelines on System Assessment in the K to 12 Basic Education Program*.

Department of Education. (2022). DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework*.

Department of Education. (2024). DepEd Order No. 22, s. 2024, *Revised Emergencies Reduction and Management System and Appropriating Funds Therefor*.

Garrison, D.R., & Kanuka, H. (2004). *Blended Learning: Uncovering Its Guidelines on Class and Work Suspension in Schools During Disasters and*

Republic Act No. 10121. (RA 10121, *An Act Strengthening the Philippine Disaster Risk Reduction and Management System Providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Disaster Risk Reduction and Management Plan Appropriating Funds Therefor and for other Purposes*).

Republic Act No. 11480. *An Act Amending Section 3 of Republic Act No. 7797, Otherwise Known As "An Act to Lengthen the School Calendar from Two*

Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days.

Republic Act No. 11510. *An Act Institutionalizing the Alternative Learning System in Basic Education For Out-Of-School Children in Special Cases and Adults and Appropriating Funds Therefor.*

Republic Act No.12028. *An Act Establishing an Academic Recovery and Accessible Learning (ARAL) Programs and Appropriating Funds Therefor. Transformative Potential in Higher Education.*



Monthly School Calendar of Activities for School Year 2025-2026

Month	Activity																																																		
April																																																			
7 & 8	Fourth Academic Quarter Examination	April 2025 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	SA			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
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9	The Day of Valor (Regular Holiday)																																																		
10 & 11	EOSY Deliberation of Honors																																																		
14 & 15	EOSY Rites																																																		
16	Start of 30-day Teachers' EOSY Break																																																		
17	Maundy Thursday (Regular Holiday)																																																		
18	Good Friday (Regular Holiday)																																																		
19	Black Saturday (Additional Special Non-Working Holiday)																																																		
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1	Labor Day (Regular Holiday)	MAY 2025 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	SA					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
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12	National and Local Election Day																																																		
13	Start of Literacy Remediation, Learning Camp, and Remedial Programs by Regions																																																		
13 to 16	Operation Linis																																																		
19-23	NSPC and NFOT																																																		
24-31	Palarong Pambansa																																																		
1-31	Start of Training Window for Teachers, School Leaders, and Teaching Related-Personnel (e.g. Grades 2, 3, 5, 8, & 11 Pilot; ARAL tutors)																																																		
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1	End of 30-day Teachers' EOSY Break	JUNE 2025 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table> Class days: 11	S	M	T	W	T	F	SA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												
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6	End of Training Window for Teachers, School Leaders, and Teaching Related Personnel (e.g. Grades 2,3,5, & 11 Pilot; ARAL tutors)																																																		
6	End of BBM, Summer Remedial Classes, Literacy Remediation, Learning Camp, and Remedial Programs by Regions																																																		
9	Start of Mandatory Health Learners' Health Assessment																																																		
9-13	Brigada Eskwela, Enrollment Period																																																		
9-20	Oplan Balik Eskwela																																																		
12	Independence Day (Regular Holiday)																																																		
16	Beginning of School Year																																																		
16	Start of Academic Quarter 1																																																		

Class days: 11

16	Start of Testing Window for BoSY Assessments (CRLA, RMA, Phil IRI, Phil ECD, MFAT etc)																																																		
16-30	Gathering and Submission of Data needed for the New School Year (e.g. Class Program, School Forms, etc.)																																																		
23	DepEd's Founding Anniversary : Flag Raising Ceremony and Opening of Activity (Nationwide)																																																		
24	DepEd's Founding Anniversary : Anniversary Proper																																																		
July																																																			
4	End of Mandatory Learners' Health Assessment	JULY 2025																																																	
16	End of Testing Window for BoSY Assessments (CRLA, RMA, Phil IRI, Phil ECD, MFAT, etc)	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>Sa</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>31</td><td>31</td><td></td><td></td></tr></table>	S	M	T	W	T	F	Sa			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	31	31									
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15-17, 22- 24, & 29-31	Instructional Leadership Enhancement Training for Effective Implementation of the K to 12 Curriculum (3 Batches)	Class days: 23																																																	
21-25	National Federation SELG and SSLG Election Activities																																																		
28 - 31	Start of Testing Window for ELLN																																																		
August																																																			
1	End of Testing Window for ELLN	AUGUST 2025																																																	
20 & 22	Academic Quarter 1 Examination	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	SA						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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31																																																			
21	Ninoy Aquino Day (Non-Working Holiday)	Class days:20																																																	
22	End of Academic Quarter 1																																																		
25	National Heroes Day (Reg. Holiday)																																																		
26	Start of Academic Quarter 2																																																		
26-29	Start of Testing Window for NAT Grade 10																																																		
30	Parent Teacher Conference and Distribution of Report Cards																																																		
September																																																			
1	End of Testing Window for NAT Grade 10	SEPTEMBER 2025																																																	
5	Start of National Teachers' Month Celebration	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	SA		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30											
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8 - 26	Testing Window for NCAE	Class days:22																																																	

October			OCTOBER 2025						
5	Culmination of National Teachers' Month Celebration,		S	M	T	W	T	F	SA
5	World Teachers' Day					1	2	3	4
12	PEPT (Luzon Cluster)		5	6	7	8	9	10	11
19	PEPT (VisMin Cluster)		12	13	14	15	16	17	18
23 & 24	Academic Quarter 2 Examination		19	20	21	22	23	24	25
24	End of Academic Quarter 2		26	27	28	29	30	31	
27-31	Mid-School Year Wellness Break of Learners and Teachers								
31	All Saints' Day Eve (Additional Special Non-Working Holiday)		Class days:23						
November			NOVEMBER 2025						
1	All Saints' Day (Non-Working Holiday)		S	M	T	W	T	F	SA
2	All Souls' Day (Holiday)								X
3	Start of Academic Quarter 3		2	3	4	5	6	7	8
8	Parent Teacher Conference and Distribution of Report Cards		9	10	11	12	13	14	15
27	Araw ng Pagbasa		16	17	18	19	20	21	22
30	Andres Bonifacio Day (Regular Holiday)		23	24	25	26	27	28	29
			30						
			Class Day:21						
December			DECEMBER 2025						
8	Feast of Immaculate Conception (Special Non-Working Holiday)		S	M	T	W	T	F	SA
20-31	Year End Break			1	2	3	4	5	6
24	Christmas Eve (Additional Special Non-Working Holiday)		7	8	9	10	11	12	13
25	Christmas Day (Regular Holiday)		14	15	16	17	18	19	20
30	Rizal Day (Regular Holiday)		21	22	23	24	25	26	27
31	Last Day of the Year (Special Non-Working Holiday)		28	29	30	31			
			Class days:14						
January			JANUARY 2026						
1	New Year's Day (Holiday)		S	M	T	W	T	F	SA
5	Resumption of Classes						X	X	X
19	Start of Testing Window for NAT Grade 12		4	5	6	7	8	9	10
22-23	Academic Quarter 3 Examination		11	12	13	14	15	16	17
23	End of Academic Quarter 3		18	19	20	21	22	23	24
26	Start of Academic Quarter 4		25	26	27	28	29	30	31
31	Start of Early Registration for Incoming Kinder, Grades 1, 7, 11, OSCYA and Transferees		Class days: 21						
31	Parent Teacher Conference and Distribution of Report Cards								

February		FEBRUARY 2026																																																	
2-6	End of Testing Window for NAT Grade 12	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr></table>	S	M	T	W	T	F	SA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28														
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17	Chinese New Year (Regular Holiday)	Class days: 19																																																	
18	Start of Testing Window for EoSY Assessments (CRLA, RMA, Phil. IRI, Phil ECD, etc.)																																																		
22	Accreditation and Equivalency (A&E Test)																																																		
27	End of Early Registration for Kinder, Grades 1, 7, 11, OSCYA, and Transferees																																																		
March		MARCH 2026																																																	
9-20	Administration of EOSY CRLA, RMA, and Phil-IRI	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	SA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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18	End of Testing Window for EoSY Assessments (CRLA, RMA, Phil. IRI, Phil ECD, etc.)	Class days: 23																																																	
19-20	Academic Quarter 4 Examination																																																		
23-27	EOSY Deliberation of Honors																																																		
30-31	EOSY Rites																																																		
April		APRIL 2026																																																	
1	Parent Teacher Conference and Distribution of Cards	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr></table>	S	M	T	W	T	F	SA				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
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1	Start of 30-day Teachers' EOSY Break																																																		
2	Maundy Thursday (Regular Holiday)																																																		
3	Good Friday (Good Friday)																																																		
9	The Day of Valor (Regular Holiday)																																																		
27-30	NSPC and NFOT																																																		
May		MAY 2025																																																	
1	End of NSPC and NFOT	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>23</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	SA						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	23	25	26	27	28	29	30	31						
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1	End of 30-day Teachers' EOSY Break																																																		
1	Labor Day (Holiday)																																																		
4	Start of EOSY Intervention Program																																																		
4-8	Palarong Pambansa																																																		
June		JUNE 2026																																																	
1-5	Brigada Eskwela, Enrollment Period	<table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>Sa</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr></table>	S	M	T	W	T	F	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30											
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1-12	Oplan Balik Eskwela	Class days: 15																																																	
8	Indicative Opening of SY 2026-2027																																																		
8	Start of Academic Quarter 1																																																		
TBA	Eid al-Adha																																																		

Total Number of School Days

Months	No. of School Days
June	11
July	23
August	20
September	22
October	23
November	21
December	14
January	21
February	19
March	23
TOTAL	197

Legend:

- × - Declared Holidays
- - Days for INSET/Trainings, Co-Curricular Activities, and Home-School Collaboration-Related Activities
- △ - Administration of Quarter Examination



Activities and Celebrations

Month/Date	Activities and/or Observances	Legal Bases
August		
1-31	Buwan ng Wikang Pambansa	Proklamasyong Blg. 1041, s. 1997
	ASEAN Month	Proclamation No. 282, s. 2017
	National Adolescent Immunization Month	Health Calendar 2023 (DOH) https://doh.gov.ph/healthcalendar
	Breastfeeding Awareness Month	RA No. 10028
	National Lung Month	PP No. 1761, s. 1978
	Sight Saving Month	DOH Calendar 2023 https://doh.gov.ph/healthcalendar
	History Month	PP No. 339, s. 2012
1	White Cane Safety Day	RA No. 6759
1 st Week	Sight-Conservation Week	PP No. 40, s. 1954
9	National Indigenous Peoples Day	RA No. 10689
12	Philippine International Youth Day	PP No. 229, s. 2002
7-12	Linggo ng Kabataan	RA No. 10742
19	Commemoration of the Birth Anniversary of President Manuel L. Quezon	RA No. 6741
	World Humanitarian Day	United Nations General Assembly as part of a Swedish-sponsored GA Resolution A/63/L.49
25	National Tech-Voc Day	RA No. 10970
September		
1-30	National Peace Consciousness Month	PP No. 675, s. 2004
	Maritime and Archipelagic Nation Awareness Month	PP No. 316, s. 2017
1 st Week	National Crime Prevention Week	PP No. 461, s. 1994
2-8	Literacy Week Celebration	PP No. 239, s. 1993
8	International Literacy Day	UNESCO in its 14 th Session in November 1966
September 5 – October 5	National Teachers' Month	PP No. 242, s. 2011
21	International Day of Peace in the Philippines	PP No. 1881, s. 2009
10	World Suicide Prevention Day	Health Calendar 2023 (DOH) https://doh.gov.ph/healthcalendar
3 rd Saturday	International Coastal Clean-up Day	PP No. 470, s. 2003
3 rd Week	Linggo ng Kasuotang Pilipino	PP No. 241, s. 1993
4 th Monday	"Salu-salo ng Pamilya Mahalaga" Day	PP No. 1895, s. 2009
Last Week	Family Week	PP No. 60, s. 1992

Month/Date	Activities and/or Observances	Legal Bases
October		
1-31	Consumer Welfare Month	PP No. 1098, s. 1997
	National Indigenous Peoples Month	PP No. 1906, s. 2009
	National Scouting Month	PP No. 1326, s. 1974
1 st Week	Linggo ng Katandaang Filipino (Elderly Filipino Week)	PP No. 470, s. 1994
5	World Teachers' Day	UNESCO
	National Teachers' Day	RA No. 10743
2 nd Week	National Mental Health Week	PP No. 452, s. 1994
13	International Day of Disaster Risk Reduction	Sendai Framework
18-24	United Nations Week	PP No. 483, s. 2003
4 th Week	Juvenile Justice and Welfare Consciousness Week	PP No. 489, s. 2012
November		
1-30	Filipino Values Month	PP No. 479, s. 1994
	Malaria Awareness Month	PP No. 1168, s. 2006
	National Children's Month	RA No. 10661
	Library and Information Services Month	PP No. 837, s. 1991
5	World Tsunami Awareness Day	2015 UN General Assembly
10-16	Deafness Awareness Week	PP No. 829, s. 1991
2 nd Week	Economic and Financial Literacy Week	RA No. 10922
17	National Students' Day	RA No. 11369
19-25	Global Warming and Climate Change Consciousness Week	PP No. 1667, s. 2008
3 rd Sunday	National Day of Remembrance for Road Crash Victims, Survivors, and their Families	RA No. 11468
25	National Consciousness Day for the Elimination of Violence Against Women and Children (VAWC)	RA No. 10398
	National Day for Youth in Climate Action	PP No. 1160, s. 2015
25-Dec 12	18-day Campaign to End Violence Against Women (VAW)	PP No. 1172, s. 2006
27	Araw ng Pagbasa	RA No. 10556
4 th Week	National Week for the Gifted and Talented	PP No. 199, s. 1999
	National Science and Technology Week	PP No. 780, s. 2019
Last Week	National Music Week for Young Artists	PP No. 25, s. 1998

Month/Date	Activities and/or Observances	Legal Bases
December		
1	World AIDS Day	United Nations/UNAIDS
3	International Day of Persons with Disabilities in the Philippines	PP No. 1157, s. 2006
1-31	Firecrackers Injury Prevention Month	Health Calendar 2023 (DOH) https://doh.gov.ph/healthcalendar
4-10	National Human Rights Consciousness Week	RA No. 9201
2 nd Sunday	National Children's Day of Broadcasting	RA No. 8296
2 nd Week	Education Week	PP No. 2399, s. 1985
January		
1-31	Food Conservation Month	PP No. 1398, s. 1975
	Zero Waste Month	PP No. 760, s. 2014
3 rd Week	National Cancer Consciousness Week	PP No. 1348, s. 1974
3 rd Week	Autism Consciousness Week	PP No. 711, s. 1996
23	Commemoration of the First Philippine Republic Day	RA No. 11014
February		
1-28	National Arts Month	PP No. 683, s. 1991
	National Dental Health Month	PP No. 559, s. 2004
	Philippine Heart Month	PP No. 1096, s. 1973
1 st Saturday	Adoption Consciousness Day	PP No. 72, s. 1999
11	International Day of Women and Girls in Science	UN Gen Assembly A/RES/70/212
2 nd Tuesday	Safer Internet Day for Children Philippines	PP No. 417, s. 2018
2 nd Week	National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation	PP No. 731, s. 1996
14-20	National Intellectual Disability Week	PP No. 1385, s. 1975
22-25	EDSA People Power Commemoration Week	PP No. 1224, s. 2007
Last Week	Leprosy Control Week	PP No. 467, s. 1965
March		
1-31	Fire Prevention Month	PP No. 115-A, s. 1966
	Women's Role in History Month	PP No. 227, s. 1998
1 st Week	Women's Week	PP No. 224, s. 1988
8	Women's Rights and International Day of Peace	PP No. 224, s. 1988
4 th Week	Protection and Gender-Fair Treatment of the Girl Child Week	PP No. 759, s. 1996

Month/Date	Activities and/or Observances	Legal Bases
April		
1-30	National Intellectual Property Month	PP No. 190, s. 2017
2	Commemoration of the Birth Anniversary of Francisco 'Balagtas' Baltazar	PP No. 964, s. 1997
9	Commemoration of the Araw ng Kagitingan	EO No. 203, s. 1987
21	Philippine Innovation Day	RA No. 11293
28	International Girls in ICT Day	UNESCO Project-ITU Member States in PLENIPOTENTIARY Resolution 70(Rev. Busan, 2014)
May		
7	Health Workers' Day	RA No. 10069
17	World Telecommunication and Information Society Day	International Telecommunication Union Plenipotentiary Conference in Antalya, Turkey, Nov. 2006
22	Commemoration of the Philippine-Australia Friendship Day	PP No. 1282, s. 2016
22	Philippines' Earth Day	PP No. 1481, s. 2008
May 28-June 12	Display of the National Flag	EO No. 179, s. 1994
28	Flag Day	PP No. 374, s. 1965
31	World No Tobacco Day	Res. WHA 42.19, 1988
June		
1-30	National Dengue Awareness Month	PP No. 1204, s. 1998
	National Kidney Month	PP No. 184, s. 1993
	W.A.T.C.H. (We Advocate Time Consciousness and Honesty) Month	PP No. 1782, s. 2009
	Philippine Environment Month	PP No. 237, s. 1988
	National Information and Communications Technology Month	PP No. 11521, s. 2008
5	World Environmental Day	PP No. 1149, s. 1973
3rd Week of June	National Safe Kids Week	PP No. 1307, s. 2007
23	Department of Education Founding Anniversary	Administrative Order (AO) No. 322, s. 1997
26	International Day Against Drug Abuse and Illicit Trafficking	PP No. 264, s. 1988
30	Commemoration of the Historic Siege of Baler and Philippine-Spanish Friendship Day	RA No. 9187

Month/Date	Activities and/or Observances	Legal Bases
July		
1-31	National Disaster Resilience Month	E.O No. 29, s. 2017
	Nutrition Month	PD No. 491, s. 1974
3 rd Week	National Disability Prevention and Rehabilitation Week	PP No. 361, s. 2000 PP No. 1870, s. 1979
23	Commemoration of Philippines-Japan Friendship Day	PP. No. 854, s. 2005
Last Week	Linggo ng Musikang Pilipino	PP No. 993, s. 2014

Note: Other observances may be included pursuant to prevailing and succeeding issuances.



Republic of the Philippines
Department of Education

JUN 13 2025

DepEd ORDER
No. 017, s. 2025

REVISED BASIC EDUCATION ENROLLMENT POLICY

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
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 **Revised Basic Education Enrollment Policy** for school year (SY) 2025–2026 and the subsequent SYs thereafter, to provide an efficient and inclusive enrollment process in public and private schools and Alternative Learning System (ALS) community learning centers (CLCs).
2. This Order aims to provide the standards and guidelines for enrollment in basic education, where all types of learners, whether school-age, out-of-school children, youth, and adults (OSCYA) shall be accepted in any basic education institution for formal or nonformal education nationwide upon presentation of the minimum documentary requirements.
3. This Order repeals DepEd Order No. 03, s. 2018 titled Basic Education Enrollment Policy. All other related issuances inconsistent with this Order are repealed, rescinded, or modified accordingly.
4. This Order shall take effect upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
5. For further information, please contact the **Policy and Planning Service** or the **Office of the Undersecretary for Operations**, both located at the Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through the following:

Policy and Planning Service

Email Address: ps.od@deped.gov.ph
Telephone Number: (02) 8687-2744

Office of the Undersecretary for Operations

Email Address: ouops@deped.gov.ph
Telephone Numbers: (02) 8631-8492, 8633-5313, or 8633-7242

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


SONNY ANGARA

Secretary

Encl.:

As stated

Reference:

DepEd Order (No. 03, s. 2018)

To be indicated in the Perpetual Index
under the following subjects:



ADMISSION
ALTERNATIVE LEARNING SYSTEM
BASIC EDUCATION
ENROLLMENT
KINDERGARTEN
LEARNERS
POLICY
REQUIREMENTS
SCHOOLS



REVISED BASIC EDUCATION ENROLLMENT POLICY

I. RATIONALE

The Department of Education (DepEd), in fulfilling its constitutional mandate to provide quality and accessible basic education, has established and institutionalized a Basic Education Enrollment Policy that promotes inclusive access for learners with diverse needs and backgrounds. The aforementioned policy was issued to harmonize various enacted laws and policies.

However, implementation and policy issues have been plaguing the enrollment process, specifically issues with the collection and management of enrollment data, compromising the protection of learners' personal information, and issues with the documentary requirements. These problems ranged from learners not being registered after birth, learners losing their school records, schools losing learner documentary requirements due to disasters destroying the schools, and returning learners with a substantial gap in their educational history.

To address the gaps and further streamline the established processes within the Department, there is a pressing need for the alignment of enrollment processes and requirements with pertinent laws. These laws include the Republic Act (R.A.) No. 11909, otherwise known as the "Permanent Validity of the Certificates of Live Birth, Death, and Marriage Act," R.A. No. 11510, otherwise known as the "Alternative Learning Systems Act," and R.A. No. 10173, otherwise known as the "Data Privacy Act of 2012." Thus, this Order is issued to consolidate the various issuances on enrollment and institutionalize a basic education enrollment process to reinforce access to quality basic education.

II. POLICY STATEMENT

This Order establishes the standards and guidelines for enrollment in basic education, which ensure that all types of learners, whether school-age, out-of-school children in special cases, youth, and adults (OSCYA), shall be accepted in any public and private schools, both for formal and nonformal education, nationwide.

Further, this Order hereby allows submission of basic documentary requirements for enrollment in any public schools, and Alternative Learning System (ALS) community learning centers (CLCs), and in DepEd-recognized private schools, including state and local universities and colleges (SUCs/LUCs) offering basic education. Further, admission to

private schools and SUCs/LUCs shall satisfy other conditions that these institutions may require.

III. SCOPE OF THE POLICY

This Order shall provide guidance to school heads, the school's teaching and non-teaching personnel, parents/ legal guardians, and learners in the public and private schools regarding the enrollment process, eligibility, and documentary requirements in the registration, tagging, and enrollment-recording protocols. Further, this Order guides DepEd offices across governance levels in the implementation of enrollment policy, including the reiteration of no collection of fees and in accordance with R.A. No. 10173, its Implementing Rules and Regulations, and the National Privacy Commission's issuances on data privacy.

The procedures and standards set forth under these guidelines shall be adopted by all public and private schools in basic education, including ALS.

These guidelines shall apply starting SY 2025 – 2026 and years after.

IV. DEFINITION OF TERMS

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

- a. **Balik—Aral learner** refers to a learner who went back to school and resumed study after at least a year/s of dropping out or discontinuing study.
- b. **Basic Literacy Program** refers to a program component of ALS that is aimed at eradicating illiteracy among out-of-school children in special cases and adults by developing basic literacy skills of reading, writing, numeracy, and simple comprehension.
- c. **Dropbox Enrollment** refers to a type of remote enrollment strategy where parents/legal guardians may just drop the accomplished Basic Education Enrollment Form in the enrollment drop box or kiosk/booth, whichever is appropriate, located in front of the school gate, in front of the Barangay halls and other strategic locations that are accessible to parents/legal guardians.
- d. **Early registration** refers to the pre-registration of incoming Kindergarten, Grades 1, 7, 11, ALS and SNED learners which takes place prior to the opening of classes.

- e. **Enrollment** refers to the act of registering the learner in any educational institution to receive either formal or nonformal education.
- f. **Formal education** refers to the systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary levels of schooling. At the end of each level, the learner needs a certification in order to enter or advance to the next level.
- g. **Indigenous Peoples (IP) learner** refers to a learner born of either or both parents who are IP as defined in R.A. No. 8371, otherwise known as the "Indigenous Peoples Republic Act of 1997."
- h. **In-person Enrollment** refers to a process of registering learners wherein there is a physical interaction between the teaching or non-teaching personnel, the parent/guardian and/or learner.
- i. **Learner** refers to an individual enrolled in any educational institution offering basic education.
- j. **Learners with Disability** refers to learners in the general early and basic education system who require additional support and related services and adoptive pedagogic methods due to their long or short term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others to develop them to their maximum capability.
- k. **Nonformal Education** refers to any organized and systematic activity carried out outside the framework of the formal education system to provide selected types of learners with a segment of the population.
- l. **Out of School Children in Special Cases** refers to children of the official school age who cannot attend or participate in formal school and have ALS as the only option to access basic education.
- m. **Out of School Children, Youth, and Adult (OSCYA)** refers to persons who are not attending school, have not finished any college or post-secondary course, and are not working.
- n. **Philippine Educational Placement Test (PEPT)** refers to a battery of tests covering five basic subjects for validating and accrediting knowledge and skills in academic areas gained through informal and nonformal means, for re-entry into formal school, job promotion, entry to job training, employment, and self-fulfillment.

- o. **Pre-registered** refers to learners who underwent the early registration process but are not considered officially enrolled.
- p. **Remote enrollment** refers to a process of registering learners conducted without a face-to-face interaction.
- q. **SNED learners** refer to learners with special education needs who require tailored educational support to thrive. These include students with learning disabilities, disabilities, or other conditions that affect their ability to learn in a standard classroom setting.
- r. **Temporarily enrolled** refers to learners who are not officially enrolled due to deficiencies in the submission of documentary requirements.
- s. **Transferred in** refers to learners who entered from one school to another, either public or private, from 1st Friday of the school calendar days until the last day of the 3rd Quarter of the school year.
- t. **Transferred out** refers to learners who left school to enter another school as evidenced by a request for School Form 10 – Learner's Permanent Academic Record (formerly known as "Form 137") from 1st Friday of the school calendar days until the last day of the 3rd Quarter of the school year.

V. **EARLY REGISTRATION**

Early registration is conducted to ensure all new entrants for Kindergarten, Grades 1, 7, and 11 including transferees to public schools and ALS learners for the first time are pre-registered. The process of pre-registration demonstrates new entrants' projection aiding schools in planning and resource allocation. However, participation in early registration does not guarantee official enrollment. The Basic Education Early Registration Form (Annex A) can be used by the schools during the early registration.

Elementary and secondary public school officials shall designate Early Registration Desks or Registration Centers on the school premises and non-teaching personnel who will handle registration.

Each Schools Division Office (SDO) shall coordinate with the Local Government Unit (LGU) to identify areas with a high number of potential enrollees but have schools with a low absorptive capacity.¹ The SDS shall designate a focal person (preferably the Public Schools District Supervisor) to work with the concerned Barangay Chairperson for early registration to

¹ The Second Congressional Commission on Education. (2024, November 22). *Update, Review Housing Policies to Prevent Congestion of Schools*. EDCOM2. <https://edcom2.gov.ph/update-review-housing-policies-to-prevent-congestion-of-schools/>

be done in the barangay. Likewise, SDO shall coordinate with the Local Social Welfare Development Office (LSWDO) on the registration of street children.

A. Schedule

Early registration of incoming Kindergarten learners, learners entering basic education for the first time such as OSCYA, transferees into public schools, incoming Grades 1, 7 and 11, and potential ALS learners shall be conducted from the last Saturday of January to the last Friday of February of each year or in a schedule determined by the Department. In cases of activities or unforeseen circumstances that may affect the preferential period, the Schools Division Office may extend the early registration. Incoming learners for Grades 2-6, Grades 8-10, and Grade 12 are considered pre-registered.

B. Advocacy Campaign

Early registration will provide the school and community ample time to initiate early registration campaigns targeting school-age learners, and OSCYA who may not be aware of the registration schedule due to a lack or absence of information. Specifically, information about early registration shall reach the following:

- a. Learners Living with Disability
- b. Living in an Off-Grid Community
- c. Living in a Barangay Without a School
- d. Living in a Geographically Isolated Area
- e. Displaced due to Natural Disaster
- f. Children in Conflict with the Law
- g. Children in Situations of Armed Conflict
- h. Children Involved in Armed Conflict
- i. Having Chronic Illness
- j. Having Nutritional Problems
- k. Stateless/Undocumented
- l. No Longer in School but Interested in Going Back to School

C. Proof of Eligibility

As the policy adheres to the principle that all types of learners, including OSCYA, shall be accepted, conducting early registration augments this duty by ensuring that all new entrants to Kindergarten, Grades 1, 7, and 11 learners, including transferees to public schools, and ALS learners for the first time are registered. This enrollment procedure shall adhere to existing rules that govern the minimum eligibility and documentary requirements for enrollment to establish the identity of learners.

This presents the eligibility standards and means of verification to establish learner identity. **Although documents shall be required for presentation to early register learners, these documents are not subject to collection and are only for verification purposes.**

LEVEL	ELIGIBILITY CONSIDERATIONS	MEANS OF VERIFICATION
Kindergarten	Shall be based on the existing Kindergarten Education Policy	PSA Birth Certificate or any of the Secondary Documents (refer to Section 7, Documentary Requirements)
Grade 1	Children who have completed or are candidates for completion in the Kindergarten Program in DepEd-authorized schools and centers	- Kindergarten Certificate of Completion, if available at the time of early registration - PSA Birth Certificate or any of the Secondary Documents
	Children who have completed or are candidates for completion in any form of Kindergarten Program in schools without a government permit or recognition (i.e., Home-Schooled Learning Provider).	- Philippine Educational Placement Test (PEPT) Certificate of Rating, if available at the time of early registration - PSA Birth Certificate or any of the Secondary Documents
Grade 7	1. Grade 6 Graduate or; 2. Grade 6 Candidate for Graduation	SF 9 (Formerly Form 138) Grade 6
	PEPT Passer or A&E Elementary Certification Passer	- PEPT or A&E Certificate of Rating / Presentation of Portfolio Assessment (PPA) Certificate - PSA or NSO Birth Certificate or any of the Secondary Documents
Grade 11	1. Grade 10 Completer or; 2. Grade 10 Candidate Completer	SF 9 (Formerly Form 138) Grade 10
	PEPT Passer or A&E Junior HS Certification Passer	- PEPT or A&E Certificate of Rating - PSA or NSO Birth Certificate or any of the Secondary Documents

Balik-Aral Learner (Any Grade Level)	PEPT Passer or A&E Certification Passer	• PSA or NSO Birth Certificate or any of the Secondary Documents • SF 9 (Report Card), School Form 10 (Formerly Form 137), or PEPT/A&E Certificate of Rating/ PPA Certificate
Special Needs Education Program	At least five (5) years old at the beginning of the SY, similar to the considerations for enrollment in the kindergarten level	• PSA or NSO Birth Certificate or any of the Secondary Documents • PWD I.D. or Medical evaluation and diagnosis from a Licensed Medical Specialist, if available
Basic Literacy Program (BLP)		• PSA or NSO Birth Certificate or any of the Secondary Documents • Any most recent academic / school records of the prospective enrollees, such as Report Card, if available
A&E Elementary	BLP completer/passers	• PSA or NSO Birth Certificate or any of the Secondary Documents • Kindergarten Certificate of Completion/ECCD Assessment Result/ PEPT Result, if available/ Most recent SF 9 (report card), if available
A&E Junior High School	1. A&E Elementary Certification Passer 2. Completer of Elementary Education	• PSA or NSO Birth Certificate or any of the Secondary Documents • ANY of the following: ○ Elementary Diploma ○ A&E Elementary Level Certificate of Rating. ○ ALS Form 5 (if available) ○ SF 9 (Report Card) or 10 (if available) ○ PEPT Result (if available)

ALS Senior High School	A&E Junior High School Certification Passer	• PSA or NSO Birth Certificate or any of the Secondary Documents • ANY of the following, if available at the time of early registration: ○ JHS Diploma ○ A&E JHS Certificate of Rating ○ ALS Form 5 (if available) ○ SF 9 (Report Card) or 10 (if available) ○ PEPT Result (if available)
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Prospective enrollees in the ALS who are classified as children in special cases may be admitted, provided that their circumstances are duly verified as special cases and that ALS is the only viable option for them to access basic education.

D. Management and Utilization of Early Registration Data

All early registration data gathered shall be encoded in the Early Registration Facility in the Learner Information System (LIS).

Schools may use the early registration data for planning for the incoming school year in determining the class scheduling, teacher assignment, classroom assignments, etc.

VI. ENROLLMENT PROCEDURES

A. Schedule

The enrollment period shall be conducted one week before the official start and opening of classes or as directed by the Department. Further, the DepEd shall issue supporting memoranda providing specific activities and schedules concerning enrollment.

B. Eligibility and Documentary Requirements

This Order adheres to the fact that all learners shall be accepted in basic education. In this regard, public and private schools, ALS CLCs, SUCs and LUCs offering basic education programs shall adhere to existing rules that govern the eligibility standards to establish the identity of learners.

The following table presents the eligibility standards and minimum documentary requirements to be submitted for each key grade level, both in formal education and ALS:

LEVEL	ELIGIBILITY CONSIDERATIONS	DOCUMENTARY REQUIREMENTS
Kindergarten	Shall be based on the existing Kindergarten Education Policy	Original or Certified True Copy of PSA Birth Certificate or ANY of the Secondary Documents
Grade 1	Children who have completed Kindergarten Programs in DepEd-authorized schools and centers	• Kindergarten Certificate of Completion • PSA Birth Certificate, only for enrollees who did not submit birth certificates during kindergarten, or ANY of the Secondary Documents
	Children who have completed any form of Kindergarten Program in non-DepEd authorized learning centers (i.e., Day Care Centers or Home-Schooled Learning Provider)	• PEPT Certificate of Rating • PSA or NSO Birth Certificate or any of the Secondary Documents
Grades 2 to 6	Completion of the last grade level attended	SF 9 (Report Card) of the last grade level completed
Grade 7	Grade 6 Graduate	Grade 6 SF 9 (Report Card)
	PEPT Passer or A&E Elementary Certification Passer	PEPT or A&E Certificate of Rating / PPA Certificate
Grades 8-10	Completion of the last grade level attended	SF 9 (Report Card) of the last grade level completed
Grade 11	Grade 10 Completer	Grade 10 SF 9 (Report Card)
	PEPT Passer or A&E Junior High School Certification Passer	PEPT or A&E Certificate of Rating / PPA Certificate
Grade 12	Grade 11 Completer	Grade 11 SF 9 (Report Card)
Balik-Aral Learner (Any Grade Level)	PEPT Passer or A&E Test Passer	• PSA/NSO Birth Certificate or ANY of the Secondary Documents • SF 9 (Report Card) or PEPT/ A&E Certificate of Rating/ PPA Certificate

LEVEL	ELIGIBILITY CONSIDERATIONS	DOCUMENTARY REQUIREMENTS
Special Needs Education Program	At least five (5) years old at the beginning of the SY, similar to the considerations for enrollment in the Kindergarten level	- PSA/NSO Birth Certificate or ANY of the Secondary Documents - PWD I.D. or Medical evaluation and diagnosis from a Licensed Medical Specialist, if available
Basic Literacy Program (BLP)		- PSA/NSO Birth Certificate or any of the Secondary Documents ANY of the most recent academic/school records of the prospect enrollees, such as Report Card, if available
A&E Elementary	BLP completer/passers	- PSA/NSO Birth Certificate or any of the Secondary Documents ANY of the following may be submitted upon enrollment, if available: - BLP certification - Kindergarten Certificate of Completion or Attendance/ECCD Assessment Result/ PEPT Result - Most recent report card
A&E Junior High School	A&E Elementary Certification Passer or Presentation Portfolio Assessment Passer	- PSA/NSO Birth Certificate or any of the Secondary Documents ANY of the following may be submitted upon enrollment, if available: - Elementary Diploma - A&E Elementary Certification - ALS Form 5 - SF 9 (Report Card) or SF 10 - PEPT Result

LEVEL	ELIGIBILITY CONSIDERATIONS	DOCUMENTARY REQUIREMENTS
ALS Senior High School	A&E Junior High School Certification Passer	• PSA/NSO Birth Certificate or any of the Secondary Documents • ANY of the following may be submitted upon enrollment, if available: ○ High School Diploma (Curriculum pre-implementation of K to 12) ○ A&E JHS Certification ○ ALS Form 5 ○ School Form 9 (Report Card) or SF 10 ○ PEPT Result

Prospective enrollees in the Alternative Learning System (ALS) who are classified as children in special cases may be admitted, provided that their circumstances are duly verified as special cases and that ALS is the only viable option for them to access basic education.

C. Reiteration of No Collection of Fees

No voluntary fees shall be collected during the early registration and enrollment period as a prerequisite for registration and enrollment in basic education in public schools in accordance with DO 19, s. 2008 (Implementation of No Collection Policy in All Public Elementary and Secondary Schools). Forms to be used in the early registration and enrollment are not for sale and may be duplicated solely for this purpose. Schools may translate the enrollment forms into their local language, as deemed necessary.

D. Enrollment Window

A school may accept late enrollees provided that the learner will be able to meet eighty percent (80%) of the prescribed number of school days for each school year and the quarterly requirement to pass the grade level, as governed by the latest existing applicable DepEd issuances.

If the learner cannot meet the required number of school days and the quarterly requirement, the school head may exercise his/her discretion to accept the enrollee and implement catch-up activities or interventions under acceptable circumstances.

VII. DOCUMENTARY REQUIREMENTS

All learners shall only submit a Birth Certificate ONCE throughout their stay in basic education (K to 12). However, if the learner's PSA/NSO birth certificate is not yet available, **any of the following secondary documents** may be submitted upon enrollment, provided that the birth certificate will be submitted once available:

- a. National ID or any primary government ID (driver's license, passport, postal ID, etc.)
- b. Certificate of Live Birth (Local Civil Registry)
- c. Marriage Certificate
- d. PhilHealth ID
- e. PWD ID
- f. Barangay certification that could establish the child's identity, including name of the child, date of birth, sex, and name of parents
- g. Affidavit of undertaking to be executed by parents
- h. If, upon enrollment, the learner is determined to be a foundling, an NSO or PSA issued Certificate of Foundling may suffice as a substitute for a Birth Certificate.
- i. Baptismal Certificate

In case wherein PSA/NSO-issued birth certificate is not available at the time of enrollment, **any** of the secondary documents may be submitted **until the 31st of October of the current School Year**, as the accuracy of the learner's information is vital for the official enrollment data in DepEd.

Moreover, all documents, either PSA/NSO birth certificate or secondary documents that were collected shall be treated with utmost confidentiality and in alignment with the Data Privacy provisions of this order.

a. Requirement for Transferees

Learners from public or private schools in the Philippines who will transfer shall submit their SF 9 (Report Card), signed by the School Head or a letter certifying the last grade level the learner completed, signed by the School Registrar. Refer to DO 54, s. 2016 for guidelines on the request and transfer of the learner's school records.

b. Special Cases

In special cases, additional documents may be required for submission. Below are such cases:

SPECIAL CASES	MINIMUM DOCUMENTARY REQUIREMENTS	ADDITIONAL REQUIREMENTS FOR SUBMISSION DURING THE SCHOOL YEAR
Learners from International schools with congressional franchise or Presidential Decree.	Original or Certified True Copy of PSA/NSO Birth Certificate or any secondary documents; or Authenticated birth certificate from the country of origin if the learner is a non-Filipino citizen	Latest SF 9 (report card) or any equivalent academic record. NOTE: PEPT Certificate of Rating is not required.
Learners from: Philippine Schools Overseas (any grade level) Foreign Schools Abroad	Original or Certified True Copy of PSA or NSO Birth Certificate or any of the Secondary Documents; or Authenticated birth certificate from the country of origin if the learner is a non-Filipino citizen	• Apostille of any academic record (i.e., Transcript of Records, Report Card) • PEPT Certificate of Rating for learners who have not completed the school year abroad, and for learners who need grade-level standards assessment Accepting school shall have the discretion to determine the appropriate grade level in which to place the learner (DO 26, s. 1994). Further, the school may seek assistance from the SDO in determining the appropriate grade level.

Learners from schools without a government permit or recognition (at any grade level)	1. PEPT Certificate of Rating 2. Original or Certified True Copy of Birth Certificate from the PSA/NSO or any of the secondary documents	None
Displaced learners due to calamities and conflicts	Any proof of identity (Birth Certificate from the PSA/NSO or any of the secondary documents) The receiving school shall request the SDO to search for the name of the learner in the LIS to verify if the learner's information is already in the system.	SF9 or SF10, if available
Persons Deprived of Liberty (PDLs) enrolled in ALS	Certificate of PDLs' Identity issued by the Warden or any proof of identity shall be provided to the ALS teacher who manages the enrollment of ALS learners in the Bureau of Jail Management and Penology (BJMP) correctional facility	None
Residents of rehabilitation facilities enrolled in ALS	Any proof of identity is to be provided to the ALS teacher assigned in the rehabilitation facilities	None

VIII. ENROLLMENT MODALITIES

To ensure timely enrollment of learners, schools are encouraged to implement an in-person enrollment modality. However, schools may opt for the following enrollment modalities to augment their enrollment or address specific issues/problems that schools may encounter:

All revisions to the enclosed enrollment form and confirmation slip attached shall be issued through a Memorandum.

A. In-person Enrollment

This shall be done in schools where parents or legal guardians and/or learners can physically process the enrollment during the determined

schedule of enrollment. Moreover, in case of learners of minor age, the parents or legal guardians shall accomplish and submit the Basic Education Enrollment Form (BEEF) (attached as Annex B) together with the documentary requirements as stipulated in Section 6.b. Learners of minor age may also opt to enroll themselves, provided that their enrollment form is signed by their parent or legal guardian.

Learners of legal age may enroll themselves by submitting the duly completed and signed BEEF and other documentary requirements.

a. Instruction to Parents/Legal Guardians and Enrollees

- i. *For incoming Kindergarten, Grades 1, 7, and 11*

The parents or legal guardians of incoming Kindergarten, Grades 1, 7, and 11 shall communicate/reaffirm their intent to enroll their children in the school of their choice via physical enrollment.

- ii. *For incoming Grades 2-6, 8-10, and 12 Learners*

Grades 2 to 6, Grades 8 to 10, and Grade 12 learners who have existing accounts in the LIS (i.e., have Learner Reference Numbers [LRNs]) shall only be required to accomplish and submit a confirmation slip (Attached as Annex C).

- iii. *For Balik-Aral Learners*

Learners who have at least a one-year gap in schooling shall only physically submit their SF 9 or report card to their school of choice.

B. Remote Enrollment

Schools shall make the enrollment form and confirmation slip available both in digital and print format. The digital formats of the BEEF and confirmation slip shall be made accessible/downloadable from the official websites of the DepEd Central Office, Regional Offices (ROs), Schools Division Offices (SDOs), and Schools. It shall also be made available on the LIS Support page.

a. Online Enrollment

This can be facilitated by filling out digital forms and sending them through the official email address of the school or any of the

available messaging platforms provided and authorized by the school.

i. *Instruction to Parents/Legal Guardians and Enrollees*

Parents/legal guardians shall fill out a digital copy of the BEEF or confirmation slip and shall be submitted through the official email address or any available messaging platform provided and authorized by the school.

Learners of legal age may enroll themselves by submitting the duly completed and signed BEEF and other documentary requirements.

Grades 2 to 6, Grades 8 to 10, and Grade 12 learners who have existing accounts in the LIS (i.e., have Learner Reference Numbers [LRNs]) shall only be required to accomplish and submit a confirmation slip through the official email address of the school or any of the available messaging platforms provided and authorized by the school.

b. Drop-Box Enrollment

Parents, legal guardians, or learners may access the printed BEEF and Confirmation Slip where the drop-boxes are deployed/situated. After such, they can fill out the forms in their homes and physically submit them through drop boxes where the drop-boxes are deployed/situated. Primarily, drop-boxes are to be situated at the school entrance/gate. However, schools may place drop-boxes in every Barangay Hall, or in any other visible location where parents, legal guardians, or learners can get access to the printed copy of the enrollment form and confirmation slip, and physically submit these accomplished forms and the listed documentary requirements.

The School Enrollment Focal Person (SEFP) shall collect or receive all submitted enrollment forms, confirmation slips, and documentary requirements. The SEFP shall turn them over to grade-level coordinators (if applicable), who shall then distribute them to prospective advisers. Prospective advisers shall encode the enrollment form in the LIS Beginning of School Year (BOSY) Facility.

i. *Instruction to Parents/Legal Guardians and Enrollees*

The parents or legal guardians of Kindergarten, Grade 1, 7, and 11 learners shall communicate/reaffirm their intent to enroll their children in a school of their choice through the accomplishment and submission of the enrollment form

through the deployed/situated enrollment drop-boxes of the school. Learners of legal age may also enroll themselves through the enrollment drop box by submitting the duly completed and signed BEEF and other documentary requirements.

Grades 2 to 6, Grades 8 to 10, and Grade 12 learners who have existing accounts in the LIS (i.e., have LRNs) shall only be required to accomplish and submit a confirmation slip via deployed/situated drop-boxes. Parents or legal guardians needing assistance in filling out the enrollment forms or confirmation slip shall be assisted by the school.

IX. INFORMATION SYSTEM MANAGEMENT FOR ENROLLMENT DATA

A. LIS Encoding Protocols

a. Early Registration

All public elementary and secondary schools shall update or encode in the Early Registration Facility in the Learner Information System (LIS) using the school head or school administrator's account daily. Public elementary and secondary schools shall use printed or electronic copies of the latest BEEF to ensure that necessary information in registering incoming Kindergarten, Grades 1, 7, and 11 learners, and other data are properly captured.

b. Enrollment and Tracking in LIS

Following the same process in updating the enrollment status of learners at the Beginning of the School Year (BOSY) Encoding, the enrollment status of learners in the school's registry shall be updated based on their SF-9.

For this purpose, the class adviser shall encode collected learner data from the BEEF in the LIS.

Public and private schools, SUCs/LUCs, and PSOs shall start updating/encoding the BEEF data in the LIS BOSY module starting the first week of the opening of classes. All schools are directed to register their learners in the LIS.

To ensure timely and accurate reporting of learners' movement from one school to another, the Division LIS System Administrator or the Division Planning Officer is reminded to monitor compliance of private and public schools concerned and maintain proper utilization of LIS, particularly the Tracking System, which is

intended to monitor the physical transfer of learners. Any malicious intent/misutilization of the LIS Tracking System that results in delays or pending transfer transactions between schools shall be reported to the Office of the Schools Division Superintendent for appropriate action, in relation to DO 14, s. 2016.

The receiving class adviser/ALS teacher, through the School Head, shall request the SDO Planning Officer to verify the transferred learner's education profile and history in the LIS to avoid duplication of LRN. If the learner has no record in the system, the learner shall be provided with an LRN.

If the International school is not registered in the LIS, the receiving school shall grant the learner an LRN upon transfer acceptance.

i. *Transferring from one school to another*

Learners transferring from one school to another in the Philippines shall submit the latest SF9 (Report Card) upon enrollment.

The receiving school shall coordinate with the originating school to verify the grade level and last quarterly grade of the learner. Refer to DO 54, s. 2016 for guidelines on the request and transfer of the learner's school records. Learners who fail to submit the necessary requirements upon transferring shall be considered temporarily enrolled.

ii. *Transferred out from a private school with unsettled financial obligations*

For learners who transferred out from private schools but still have outstanding financial obligations, the receiving public school is instructed to accommodate the learners and assist the parent/legal guardian in the execution of an affidavit of undertaking. The originating private school, within thirty (30) calendar days upon receipt of electronic notification of transfer through LIS Portal – Tracking/Transfer Facility, is requested to review the validity of the request and take required action by confirming the transfer request and clicking the unsettled account check box to tag/mark in the system that the learners are Temporarily Enrolled in the current school.

iii. *Transferring from the ALS program to Formal*

The class adviser is directed to enroll the learners in LIS as soon as the latter starts attending classes. Enrollment eligibility and presentation of the minimum documentary requirements are still applicable, except for enrollment that requires an A&E Certificate of Rating/Presentation Portfolio Assessment Certificate shall be used for the incoming school year.

iv. *Transferring from Formal to ALS Program*

The ALS teacher is directed to enroll the learners in LIS as soon as the latter starts attending classes. Enrollment eligibility and the minimum documentary requirements are still applicable, except for enrollment that requires the latest SF 9, or progress report card, shall be used.

v. *Transferring within the school year*

Learners coming from other schools who enrolled in the middle of the school year shall be tagged in the system as "transferred in," while learners who were previously enrolled in the school but transferred to other schools in the middle of the school year shall be tagged in the system as "transferred out."

In special cases, learners may transfer in/out from one school to another school anytime during the school year for valid reasons such as, but not limited to, family migration, and disasters, among others.

B. Transfer of Documents

a. Transmittal of Learner School Records (SF 9 & 10)

Only schools and their authorized personnel shall transmit the learners' records, including the original or certified true copy of the PSA/NSO Birth Certificate, whether internally (e.g., between a learner's previous and incoming class adviser) or externally (i.e., between schools). Schools shall not compel learners and/or their parents/legal guardians to take responsibility for the transmission of school records. Moreover, the transfer of documents shall be accomplished **before the end of the first grading period**. For transferred-in learners during the school year, transfer of documents shall be secured thirty days (30) from the first day of their school attendance. This is in accordance with DO 54, s. 2016

or the Guidelines on the Request and Transfer of Learner's School Records.

b. Option to Transmit Electronic Format/Scanned Copy of Credential Document for Specific Grade Level

For Grade 6 graduates and Grade 10 completers who are already enrolled in Grade 7 and Grade 11, respectively, the transmission of the scanned copy of SF 9/ SF 10, together with the minimum documentary requirements or supporting documents to the receiving school is an option, provided that the request was made through the LIS Portal – Tracking/Transfer facility, as instructed in DO 54, s. 2016. The school's official email (schoolid@deped.gov.ph) shall be used in the sending/receiving of the records by both schools. The option to transmit the scanned credentials/documents through the official email, instead of sending the hard copies of the documents, is also applicable for kindergarten completers who opted to transfer and enroll in grade 1 in another school.

ALS Teachers may also use this option in sending electronic/ scanned copies of Certificate of Rating/Presentation Portfolio Assessment for Elementary and Junior HS completers who enrolled in Grade 7 and Grade 11, respectively. The school/ALS teacher who receives the scanned copy of documents is hereby reminded that there is no need for the originating school to compel the submission of the physical copies of the said requirements.

X. DATA PRIVACY

DepEd is committed to protecting the privacy of its learners. Personal information collected, processed, and stored shall be handled with the utmost professional ethics and in accordance with R.A. No. 10173, its Implementing Rules and Regulations, and the National Privacy Commission's issuances on data privacy.

A. Data Collection

Data collected shall be only for specified, explicit, legitimate purposes of enrollment, and efforts congruent to the development of education policies, programs, projects, and activities in DepEd and shall not be further processed in a manner incompatible with the mandate of DepEd.

B. Data Management

All data collected, processed, and stored by DepEd relevant to the enrollment process shall be secured through appropriate technical and

organizational measures. Access to the collected data shall be limited to authorized personnel in schools / ALS CLCs, SDOs, ROs, and CO on a need-to-know basis. Sensitive data, digital or paper-based, shall be treated with utmost confidentiality.

C. Data Dissemination of Personally Identifiable Information and Use

Personally Identifiable Information (PII) collected and processed shall be used solely for the specific purpose for which it was obtained, and shall not be disclosed or disseminated to third parties, including to the public (i.e., social media accounts of the school, teachers, officials) without the explicit consent of the learner and their parents or legal guardian, unless required by law or necessary for the legitimate purposes of the data controller. The school, as a data controller, shall implement appropriate technical and organizational measures to ensure the security and confidentiality of personal data, including measures to prevent unauthorized access, disclosure, alteration, or destruction.

All forms collected during the early registration and enrollment (i.e., confirmation slip and BEEF) shall not be retained for a period longer than one (1) year. After one (1) year, all hard and soft copies of the forms shall be disposed of and destroyed following the Records Management Regulations, Policies, and Guidance of DepEd.

XI. ROLES AND RESPONSIBILITIES

The following are the roles and responsibilities at each governance level during the enrollment process:

A. Central Office

a. Through the Policy and Planning Service and in coordination with the Operations Strand:

- i. In coordination with the Operation Strand, communicate the start of the early registration and enrollment and promote its conduct through official channels;
- ii. Lead the orientation of enrollment guidelines with the assistance of the Bureau of Learning Delivery for eligibility requirements per grade level, the Bureau of Alternative Education for eligibility requirements for ALS learners, Private Education Office for private school matters;
- iii. Lead the monitoring and evaluation of the early registration and enrollment process;
- iv. Ensure data collected is secure and accurate;
- v. Monitor data encoding in the system; and

- vi. Provide necessary support and assistance to the field offices.

b. Through the Public Affairs Service:

- i. Provide information and advocacy materials on the enrollment procedures; and
- ii. Respond to queries received from the public affairs action center hotlines during the enrollment period.

c. Through the Information and Communication Technology Service:

- i. Enhance the LIS to accommodate necessary data requirements.
- ii. Provide technical assistance on the management of the information systems during the early registration and enrollment period to the field offices.

d. Through the Administrative Service Records Division:

- i. Provide guidance in the inventory and disposition of data collection forms including BEEF and other school forms.

B. Regional Office

a. Through the Regional Director, lead and organize a team that will spearhead the advocacy campaign.

b. Through the Policy, Planning and Research Division (PPRD):

- i. Conduct orientation on the enrollment procedures to SDOs;
- ii. Monitor data collection and encoding in the system;
- iii. Provide support and assistance to the SDOs;
- iv. Prepare regular enrollment updates; and
- v. Coordinate with the Curriculum and Learning Management Division for enrollment issues concerning SNED, ALS, and Kindergarten, and the Quality Assurance Division for private school enrollment concerns.

c. Through the Administrative Division - Records Section.

- i. Provide technical assistance in the proper handling, inventory and disposition of enrollment forms in the Regional Office and Schools Division Offices.

C. Schools Division Office

- a. Through the **Schools Division Superintendent**, lead and organize a team that will spearhead the advocacy campaign.
- b. Through the **School Governance and Operations Division (SGOD)**:
 - i. Coordinate with LGU on the conduct of early registration and enrollment;
 - ii. Conduct orientation on the enrollment procedures to schools and CLCs;
 - iii. Monitor school's compliance on enrollment data collection, management, dissemination, and use based on the standards set by this policy; and
 - iv. Provide support and assistance to schools/CLCs in verifying transferred learners' education profile and history in the LIS.
- c. Through the Administrative Section - Records Unit
 - i. Provide technical assistance in the proper handling, inventory, and disposition of enrollment forms at the school level.

D. Schools and CLCs

- a. Conduct information dissemination activities on early registration and enrollment;
- b. Using the early registration data, assess and plan teacher and class schedules;
- c. Ensure the accuracy of learners' information;
- d. Create Learner Profile for new learners and encode/update learners' enrollment in the LIS; and
- e. Ensure compliance with the Data Privacy Act and existing records management related policies on the proper handling, access, disclosure, inventory and disposition of enrollment forms pursuant to RA 9470.

XII. MONITORING AND EVALUATION

The Policy and Planning Service, Operations Strand, and Curriculum and Teaching Strand, in coordination with Regional Office – Policy, Planning, and Research Division (RO-PRDD) and Schools Division Office – School Governance and Operations Division (SDO-SGOD) shall lead the monitoring and evaluation of the implementation of this Order. An M&E plan shall be prepared at each governance level as the basis for the conduct of M&E. A policy evaluation shall be conducted to assess the achievement of its outcome and to further enhance its provisions and effectiveness.

XIII. EFFECTIVITY AND TRANSITORY PROVISION

This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication on the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Registrar (ONAR) at the University of the Philippines Law Center (UPLC), UP Diliman, Quezon City.

This Order repeals DO 3, s. 2018. All other related issuances inconsistent with this Order are hereby repealed, rescinded, and modified accordingly.

XIV. REFERENCES

- DepEd Order No. 20, s. 2018 “Amendment to DepEd Order No. 47, s. 2016, “Omnibus Policy on Kindergarten”
- DepEd Order No. 3, s. 2018, “Basic Education Enrollment Policy”
- DepEd Order No. 54, s. 2016, “Guidelines on the Request and Transfer of Learner’s School Records”
- DepEd Order No. 47, s. 2016, “Omnibus Policy on Kindergarten”
- DepEd Order No. 14, s. 2016, “Updating of Learner Profiles for End of School Year (EOSY) 2015-2016 on the Learner Information System (LIS)”
- DepEd Order No. 19, s. 2008, “Implementation of No Collection Policy in All Public Elementary and Secondary Schools”
- DECS Order No. 26, s. 1994, “Placements of Transferees from Foreign Countries Seeking Admission to Philippine Elementary and Secondary Schools”

**BASIC EDUCATION EARLY REGISTRATION FORM**

THIS FORM IS NOT FOR SALE

Instructions: Print legibly all information required in CAPITAL letters and check all appropriate boxes. Submit accomplished form to the Person-in-Charge/Registrar/Class Adviser. Use black or blue pen only.

1. School Year -

(For Kindergarten Enrollees)

Learner Reference No. (LRN), if applicable:

2. Grade Level to Enroll: ☐ Does the learner have attended any(For SHS) Track & Strand: Early Learning Program? If yes, specify: **3. Learner's Personal Information**Learner's Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Birthdate (mm/dd/yyyy): Age: Sex: ☐ Male ☐ FemaleReligion: Belonging to any Indigenous Peoples (IP) /Indigenous Cultural Community? ☐ No ☐ If yes, please specify: Is the learner a person with disability (PWD)? ☐ No ☐ If yes, please specify: Current Address:

House No.

Sitio/Street

Barangay

Municipality/City

Province

Father's Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Mother's Maiden Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Legal Guardian's Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Contact Number:

I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to process the learner's personal information for the purpose of early registration. The personal information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

Signature Over Printed Name of Parent/Guardian

Date

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1. School Year -

(For Kindergarten Enrollees)

Learner Reference No. (LRN), if applicable:

2. Grade Level to Enroll: ☐ Does the learner have attended any(For SHS) Track & Strand: Early Learning Program? If yes, specify: **3. Learner's Personal Information**Learner's Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Birthdate (mm/dd/yyyy): Age: Sex: ☐ Male ☐ FemaleReligion: Belonging to any Indigenous Peoples (IP) /Indigenous Cultural Community? ☐ No ☐ If yes, please specify: Is the learner a person with disability (PWD)? ☐ No ☐ If yes, please specify: Current Address:

House No.

Sitio/Street

Barangay

Municipality/City

Province

Father's Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Mother's Maiden Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Legal Guardian's Name:

(Last Name)

(First Name)

(Middle Name)

(Extn. Name, if any)

Contact Number:

I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to process the learner's personal information for the purpose of early registration. The personal information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

Signature Over Printed Name of Parent/Guardian

Date

5. Is the Learner under the Special Needs Education Program? ☐ Yes ☐ No

If Yes, check only 1, either from a1 or a2

a1. With Diagnosis from Licensed Medical Specialist:

☐ Attention Deficit Hyperactivity Disorder	☐ Intellectual Disability	☐ Special Health Problem/Chronic Disease
☐ Autism Spectrum Disorder	☐ Learning Disability	☐ Cancer ☐ Non-Cancer
☐ Cerebral Palsy	☐ Multiple Disabilities	☐ Visual Impairment
☐ Emotional-Behavior Disorder	☐ Orthopedic/Physical Handicap	☐ Blind ☐ Low Vision
☐ Hearing Impairment	☐ Speech/Language Disorder	

a2. With Manifestations

☐ Difficulty in Applying Knowledge	☐ Difficulty in Mobility (Walking, Climbing and Grasping)
☐ Difficulty in Communicating	☐ Difficulty in Performing Adaptive Skills (Self-Care)
☐ Difficulty in Displaying Interpersonal Behavior (Emotional and Behavioral)	☐ Difficulty in Remembering, Concentrating, Paying Attention and Understanding
☐ Difficulty in Hearing	☐ Difficulty in Seeing

b. Does the Learner have a PWD ID? ☐ Yes ☐ No

6. For Returning Learner (Balik-Aral) and those who will Transfer/Move In

Last Grade Level Completed	Last School Year Completed						
Last School Attended	School ID <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						

7. For Learner in Senior High School

Semester ☐ 1st ☐ 2nd
Track:
Strand:

8. If the school will implement other distance learning modalities aside from face-to-face instruction, what would you prefer for your child?

Check all that applies:			
☐ Blended (Combination)	☐ Homeschooling	☐ Modular (Print)	☐ Radio-Based Television
☐ Educational Television	☐ Modular (Digital)	☐ Online	

I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to process the learner's personal information to create and/or update his/her learner profile in the Learner Information System.

The personal information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

Signature Over Printed Name of Parent/Guardian

Date



Department of Education

Region: _____

Division: _____

School ID: _____

School Name: _____

CONFIRMATION SLIP

Name of Learner: _____

Learner's Reference No: _____

Grade Level to Enroll: _____

Parent's or _____

Legal Guardian's Name: _____

Contact No.: _____

Do you confirm the enrollment of the learner in this school
for SY ☐ - ☐ ? ☐ YES ☐ NO

Signature over Printed Name of Parent/Legal Guardian

Date



Department of Education

Region: _____

Division: _____

School ID: _____

School Name: _____

CONFIRMATION SLIP

Name of Learner: _____

Learner's Reference No: _____

Grade Level to Enroll: _____

Parent's or _____

Legal Guardian's Name: _____

Contact No.: _____

Do you confirm the enrollment of the learner in this school
for SY ☐ - ☐ ? ☐ YES ☐ NO

Signature over Printed Name of Parent/Legal Guardian

Date



Department of Education

Region: _____

Division: _____

School ID: _____

School Name: _____

CONFIRMATION SLIP

Name of Learner: _____

Learner's Reference No: _____

Grade Level to Enroll: _____

Parent's or _____

Contact No.: _____

Do you confirm the enrollment of the learner in this school
for SY ☐ - ☐ ? ☐ YES ☐ NO

Signature over Printed Name of Parent/Legal Guardian

Date



Department of Education

Region: _____

Division: _____

School ID: _____

School Name: _____

CONFIRMATION SLIP

Name of Learner: _____

Learner's Reference No: _____

Grade Level to Enroll: _____

Parent's or _____

Contact No.: _____

Do you confirm the enrollment of the learner in this school
for SY ☐ - ☐ ? ☐ YES ☐ NO

Signature over Printed Name of Parent/Legal Guardian

Date