



February 14, 2018

**DIVISION MEMORANDUM**

No. 142 s. 2018

**ELIGIBILITY OF HOME SCHOOLS PUPILS/STUDENTS  
TO PARTICIPATE IN DEPED PALARO**

**To: Assistant Superintendents  
SGOD/CID Chiefs  
Education Program Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads  
Heads, Private Elementary and Secondary Schools**

1. Attached is Regional Memorandum No. 0073 s., 2018, entitled "Eligibility of Home Schools Pupils/Students to participate in DepEd Palaro".
2. Immediate and wide dissemination of this Memorandum is directed.

  
**RHEA MAR A. ANGTUD, Ed. D., CESO VI**  
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent: (032) 255-6405  
Asst. Schools Division Superintendent: (032) 414-7457  
Accounting Section: (032) 254-2632  
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Dr. Vanalve

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REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
KAGAWARAN NG EDUKASYON  
DEPARTMENT OF EDUCATION  
REHIYON VII, GITNANG VISAYAS  
REGION VII, CENTRAL VISAYAS  
Sudlon, Lahug, Cebu City



FEB 02 2018

REGIONAL MEMORANDUM  
No. 0073, s. 2018

**ELIGIBILITY OF HOME SCHOOLS PUPILS/STUDENTS TO PARTICIPATE IN DEPED PALARO**

To: Schools Division Superintendents  
Officers-in-Charge of Regular and Interim Divisions  
Regional and Division School Sports Officers/Coordinators  
All Others Concerned

1. For information and guidance of all concerned, attached is DepEd Palarong Pambansa Board Memorandum No. 4, s. 2017, entitled, "Eligibility of Home School Pupils/Students to Participate in DepEd Palaro", which is self-explanatory.
2. For details, refer to the attached Memorandum.
3. Immediate dissemination of this Memorandum is desired.

*Juliet A. Jeruta*  
JULIET A. JERUTA, PH.D., CESO IV  
Director III  
Officer-in-Charge

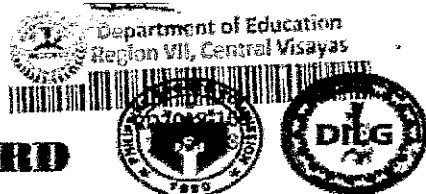
ESSD  
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Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542  
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323  
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239  
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030;  
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367  
Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

" ESD 2015: Kawapitan ng Lahat, Panangalan ng Lahat "



Republic of the Philippines  
 Department of Education  
**PALARONG PAMBANSA BOARD**



School Sports Division

3/F Mabini Bldg. DepEd Complex, Meralco Avenue, Pasig City

168

Office of the Secretary-General

14 November 2017

**PALARONG PAMBANSA BOARD MEMORANDUM**

No. 4, s. 2017

DEPARTMENT OF EDUCATION  
 RECORDS DIVISION

555  
 JAN 18 2018

**ELIGIBILITY OF HOME SCHOOL PUPILS/STUDENTS  
 TO PARTICIPATE IN DEPED PALARO**

To: Regional Directors  
 Regional and Division School Sports Officers/Coordinators  
 All Others Concerned

This is in reference to the provision in the Implementing Rules and Regulations (IRR) of Palarang Pambansa Act of 2013, specifically Rule V, Section 22, Paragraph (e) which prescribes the documentary requirements for athletes under the Alternative Delivery Modes (Home Study Program or Modified In School Out School Approach or Open High School Program) and qualifies pupils/students under this category to participate in DepEd Palang Pambansa from school, cluster, district, division and regional levels up to the Palarang Pambansa.

However, the same provision did not specifically provide as to where the right to participate of ADM pupils/students can be enjoyed, in cases of ADM pupils/students enrolled under the Home Study Program or the Open High School Program considering that the location of their school, in most cases, may be different from the location of their homes where they are engaged in (actual schooling). Under this set-up, such pupils/students who excel in sports may lose their chance and be disqualified since they may not be affiliated with any of the competing regular schools, districts, divisions or regions where their homes are located.

Hence, consistent with and upholding the principles of "inclusive education"; "equal opportunity to excel in sports"; and "best interest of the child being given more importance in the interpretation of any rule in case of ambiguity", this memorandum is issued informing the field that athletes enrolled under Alternative Delivery Modes (ADM) who excel in any of DepEd-recognized sports, shall not be denied participation if they so desire, subject to the following conditions:

1. that they complied with all other requirements of the Palang Pambansa as to eligibility;

DEPARTMENT OF EDUCATION  
 RECEIVED  
 JAN 18 2018


2. should they be adopted by any of the schools within their home locality, their participation should start from the school level palaro, otherwise their participation starts at the Division level palaro;
3. in case said athletes start at the Division level Palaro, their parents shall designate a qualified coach, subject to the approval of the Schools Division Superintendent; and
4. home locality, for purposes of this memorandum, shall mean the place of residence of the ADM pupil/student-athlete as indicated in his/her school records.

In no case shall an athlete be disqualified solely by reason of being a pupil/student under the Alternative Delivery Mode.

All Regional Screening and Accreditation Committee (RSAC) and the National Screening and Accreditation Committee (NSAC) are hereby directed to include the above guidelines on the eligibility of home school pupils/students to participate in DepEd Palaro in their respective screening and accreditation rules, guidelines and policies. This memorandum should not prejudice any inconsistent ruling by any RSAC or the NSAC in the screening and accreditation of an ADM pupil/student-athlete prior to the issuance and effectivity of this memo.

This memorandum shall take effect immediately.

For your kind information and strict compliance.

  
**TONISITO M.C. UMALI, Esq.**  
Undersecretary  
Secretary-General

TEACHER'S COMMENTS/REMARKS

<p>First Quarter (Weeks 1 - 10)</p>      <p>Parent or Guardian's Signature</p>	<p>Second Quarter (Weeks 11 - 20)</p>      <p>Parent or Guardian's Signature</p>
<p>Third Quarter (Weeks 21 - 30)</p>      <p>Parent or Guardian's Signature</p>	<p>Fourth Quarter (Weeks 31 - 40)</p>      <p>Parent or Guardian's Signature</p>

ATTENDANCE RECORD

	Q1	Q2	Q3	Q4
Days Present				
Days Absent				
Days Tardy				
Days Incomplete				

This is to certify that \_\_\_\_\_ of \_\_\_\_\_ has developed the general competencies based on the Kindergarten Curriculum Guide.

\_\_\_\_\_  
Teacher's Signature Date

\_\_\_\_\_  
School Head's Signature Date

	Q1	Q2	Q3	Q4
Compares and arrange objects according to a specific attribute (e.g., size, length, quantity, or duration)				
Recognizes and extends patterns				
Tells the names of days in a week				
Tells the months of the year				
Distinguishes the time of day and tells time by the hour (using analog clock)				
Rate counts up to 20				
<i>The child can count up to: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Others: _____</i>				
Counts objects up to 10				
<i>The child can count up to: 1 2 3 4 5 6 7 8 9 10 Others: _____</i>				
Recognize numerals up to 10				
<i>The child can recognize numerals up to: 1 2 3 4 5 6 7 8 9 10 Others: _____</i>				
Writes numerals up to 10				
<i>The child can write numerals up to: 1 2 3 4 5 6 7 8 9 10 Others: _____</i>				
Sequences numbers				
Identify the placement of objects (e.g. 1st, 2nd, 3rd, etc.) in a given set				
Solves simple addition problems				
Solves simple subtraction problems				
Groups sets of concrete objects of equal quantities up to 10 (i.e. beginning multiplication)				
Separates sets of concrete objects of equal quantities up to 10 (i.e. beginning division)				
Measures length, capacity, and mass of objects using nonstandard measuring tools				
Recognizes coins and bills (up to PHP 20)				
<i>The child can recognize the following coins and bills: 5 centavos 10 centavos 25 centavos 1 peso 5 pesos 10 pesos 20 pesos</i>				
<b>Understanding the Physical and Natural Environment</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Identifies body parts and their functions				
Records observations and data with pictures, numbers and/or symbols				
Identifies parts of plant and animals				
Classifies animals according to shared characteristics				
Describes the basic needs and ways to care for plants, animals and the environment				
Identify different kinds of weather				

**RATING SCALE**

Rating	Indicators
Beginning (B)	Rarely demonstrates the expected competency
	Rarely participates in class activities and/or initiates independent works
	Shows interest in doing tasks but needs close supervision
Developing (D)	Sometimes demonstrates the competency
	Sometimes participates, minimal supervision
	Progresses continuously in doing assigned tasks
Consistent (C)	Always demonstrates the expected competency
	Always participates in the different activities, works independently
	Always performs tasks, advanced in some aspects

	Q1	Q2	Q3	Q4
Infer character traits and feelings				
Identify simple cause-and-effect and problem-solution relationship of events in a story listened to or in a familiar situation				
Predict story outcomes				
Discriminates objects/pictures as same and different, identifies missing parts of objects/pictures, and identifies which objects do not belong to the group				
<b>Speaking</b>				
Uses proper expressions and polite greetings in appropriate situations				
Talks about details of objects, people, etc. using appropriate speaking vocabulary				
Participates actively in class activities (e.g. reciting poems, rhymes, etc.) and discussions by responding to questions accordingly				
Asks simple questions (who, what, where, when, why)				
Gives 1 to 2 step directions				
Retells simple stories or narrates personal experiences				
<b>Reading</b>				
Identifies sounds of letters (using the alphabet of the Mother Tongue)				
<p>The child can identify the following letter sounds:</p> <p>/a/ /b/ /c/ /d/ /e/ /f/ /g/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /o/ /p/ /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ /z/</p>				
Names uppercase and lower case letters (using the alphabet of the Mother Tongue)				
<p>The child can name the following uppercase and lower case letters:</p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p>				
Matches uppercase and lower case letters (using the alphabet of the Mother Tongue)				
Identifies beginning sound of a given word				
Distinguishes words that rhyme				
Counts syllables in a given word				
Identifies parts of the book (front and back, title, author, illustrator, etc.)				
Shows interest in reading by browsing through books, predicting what the story is all about and demonstrating proper book handling behavior (e.g., flip pages sequentially, browses from left to right, etc.)				
Interprets information from simple pictographs, maps, and other environmental print				
<b>Writing</b>				
Writes one's given name				
Writes lower case and upper case letters				
Express simple ideas through symbols (e.g. drawings, invented spelling)				
<b>Mathematics</b>				
Identifies colors				
Identifies shapes				
Sorts objects according to shape, size, and/or color				

**TEMPORARY PROGRESS REPORT CARD FOR KINDERGARTEN**

Learner Reference No. (LRN)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Name: \_\_\_\_\_ School Year: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Section: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
Years Months

Dear Parent/Guardian:

Your child is only temporarily enrolled due to deficiencies in submission of documentary requirements. As such your child will not be issued an official progress report card. This temporary progress report card is issued only to monitor the progress of your child. Official academic records shall not be released by this school until submission of the required documents (SF 10 formerly Form 137 / School Permanent Record) from the previous school. This temporary progress report card is inadmissible for transfer and enrollment purposes.

Each competency will be marked with: *Beginning (B)*; *Developing (D)* or; *Consistent (C)*

<b>Health, Well-Being, and Motor Development</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Demonstrates health habits that keep one clean and sanitary				
Demonstrates behaviors that promote personal safety				
Demonstrates locomotor skills such as walking, running, skipping, jumping, climbing correctly during play, dance or exercise activities				
Demonstrates non-locomotor skills such as pushing, pulling, turning, swaying, bending, throwing, catching, and kicking correctly during play, dance or exercise activities				
Demonstrates fine motor skills needed for self-care / self-help such as toothbrushing, buttoning, screwing and unscrewing lids, using spoon and fork correctly, etc.				
Demonstrates fine motor skills needed for creative self-expression/ art activities, such as tearing, cutting, pasting, copying, drawing, coloring, molding, painting, lacing, etc.				
Traces, copies, or writes letters and numerals				
<b>Socioemotional Development</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
States personal information (name, gender, age, birthday)				
Expresses personal interests and needs				
Demonstrates readiness in trying out new experiences, and self-confidence in doing tasks independently				
Expresses feelings in appropriate ways and in different situations				
Follows school rules willingly and executes school tasks and routines well				
Recognizes different emotions, acknowledges the feelings of others, and shows willingness to help				
Shows respect in dealing with peers and adults				
Identifies members of one's family				
Identifies people and places in the school and community				
<b>Language, Literacy, and Communication</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<i>Listening and Viewing</i>				
Distinguishes between elements of sounds e.g. pitch (low and high), volume (loud and soft)				
Listens attentively to stories/poems/songs				
Recalls details from stories/poems/songs listened to				
Relate story events to personal experiences				
Sequence events from a story listened to				



# TEMPORARY PROGRESS REPORT CARD FOR SHS

Learner Reference No. (LRN)

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Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
 Sex: \_\_\_\_\_ Grade: \_\_\_\_\_ Section: \_\_\_\_\_ School Year: \_\_\_\_\_

Dear Parent/Guardian:

Your child is only temporarily enrolled due to deficiencies in submission of documentary requirements. As such your child will not be issued an official progress report card. This temporary progress report card is issued only to monitor the progress of your child. Official academic records shall not be released by this school until submission of the required documents (SF 10 formerly Form 137 / School Permanent Record) from the previous school. This temporary progress report card is inadmissible for transfer and enrollment purposes.

### REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

Subjects	Quarter		Semester Final Grade
	1	2	
<b>Core Subjects</b>			
General Average for the Semester			

Subjects	Quarter		Semester Final Grade
	1	2	
<b>Core Subjects</b>			
General Average for the Semester			

### REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
1. Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others. Shows reverence to religious principles by speaking truth to is sensitive to spiritual, social, and cultural differences.				
2. Makatao	Demonstrates courteous behavior. Cares for the environment and values resources wisely, judiciously and economically.				
3. Makatakasalan	Demonstrates pride in being a Filipino, exercises the rights and responsibilities of a Filipino citizen.				
4. Makabansa	Demonstrates appropriate behavior in carrying out activities at the school, community and country.				

Marking:  
 AO Always Observed  
 SO Sometimes Observed  
 RO Rarely Observed  
 NO Not Observed

Outstanding	80-100	Passed
Very Satisfactory	75-89	Passed
Satisfactory	60-74	Passed
Fairly Satisfactory	75-79	Passed
Did not meet expectations	Below 75	Failed

### REPORT ON LEARNER'S ATTENDANCE

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
No. of absent days													
No. of days present													
No. of days absent													

Reported by: \_\_\_\_\_  
 Signature Over Printed Name of Class Adviser

To the Parent or Guardian:

Please carefully read the comments below on your child's performance. Sign on the space provided to signify that you have received this. We encourage you to consult with the Class Adviser for any concern.

QUARTER	COMMENTS	PARENT'S/GUARDIAN'S SIGNATURE
First		
Second		
Third		
Fourth		

TEMPORARY PROGRESS REPORT CARD FOR ELEMENTARY AND JHS

Learner Reference No (LRN)

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
 Sex: \_\_\_\_\_ Grade: \_\_\_\_\_ Section: \_\_\_\_\_ School Year: \_\_\_\_\_

Dear Parent/Guardian:  
 Your child is only temporarily enrolled due to deficiencies in submission of documentary requirements. As such your child will not be issued an official progress report card. This temporary progress report card is issued only to monitor the progress of your child. Official academic records shall not be released by this school until submission of the required documents (SF 10 formerly Form 137 / School Permanent Record) from the previous school. This temporary progress report card is inadmissible for transfer and enrollment purposes.

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT						REPORT ON LEARNER'S OBSERVED VALUES							
Learning Areas	Quarter				Final Grade	Remarks	Core Values	Behavior Statements	Quarter				
	1	2	3	4					1	2	3	4	
Filipino							1. Makabansa Expresses one's opinion/ beliefs while respecting the spiritual beliefs of others						
English							Shows awareness of critical processes by applying truth to persons in individual, social, and cultural differences						
Mathematics							2. Makatao Demonstrate contributions toward solidarity						
Science							3. Makatawagang Care for the environment and utilize resources wisely, judiciously, and sustainably						
Araling Panlipunan (AP)							4. Makabansa Demonstrate appropriate behavior in carrying out activities in the school, community and country						
Edukasyon sa Pagpapaliwanag (EaP)													
Technology & Livelihood Education (TLE)													
MAPEH													
Music													
Arts													
PE													
Health													
General Average													

Descriptors Outstanding Very Satisfactory Satisfactory Fairly Satisfactory Did not meet expectations	Grading Scale 90-100 85-89 80-84 75-79 Below 75	Remarks Passed Passed Passed Passed Failed
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Marking AD SO NO NO	Non-numerical Rating Always Observed Sometimes Observed Rarely Observed Not Observed
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REPORT ON LEARNER'S ATTENDANCE

	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
No. of school days												
No. of days present												
No. of days absent												

Reported by: \_\_\_\_\_  
Signature Over Printed Name of Class Adviser

To the Parent or Guardian:

Please carefully read the comments below on your child's performance. Sign on the space provided to signify that you have received this. We encourage you to consult with the Class Adviser for any concern.

QUARTER	COMMENTS	PARENT'S/GUARDIAN'S SIGNATURE
First		
Second		
Third		
Fourth		

AFFIDAVIT OF UNDERTAKING

ANNEX 3

I, \_\_\_\_\_ of legal age, a resident of

Name of Parent/Guardian

\_\_\_\_\_

Address

and the parent/guardian of \_\_\_\_\_

Name of Learner

hereby signs this document freely and with full understanding of its contents.

The present circumstances are:

1. I choose to enroll my child at \_\_\_\_\_  
Name of School
2. I certify that my child was previously enrolled at \_\_\_\_\_  
and passed the grade level of \_\_\_\_\_  
Name of Previous School
3. Due to \_\_\_\_\_ I cannot submit the transfer  
credentials of my child to this school.
4. I understand that my child shall be temporarily enrolled because I have not submitted  
the required credentials.

With these circumstances, I undertake to:

1. Do what is legally permissible for the release of the credentials of my child from the  
previous school.
2. Submit the transfer credentials of my child on or before \_\_\_\_\_
3. I agree that the official record from this school shall only be released until the submission  
of school credentials from the previous school.
4. I understand that the school shall only issue a temporary progress report card signed  
by the adviser to monitor the progress of my child and that it is inadmissible for transfer  
and enrollment purposes.

Without the transfer credentials of my child I fully understand that:

1. My child is only temporarily enrolled.
2. My child cannot be officially promoted to a higher grade level.
3. My child cannot officially graduate from this school.
4. Should my child attain the qualifying average and other criteria for academic honors,  
he/she will not be recognized.

With all the foregoing, I shall hold free from any liability, whether civil, criminal or administrative,  
DepEd Personnel who are involved in the acceptance and enrollment of my child, and the  
enforcement of any law or rule and the obligations provided in this document.

Attested this \_\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_.

\_\_\_\_\_  
Signature Over Printed Name of Parent/Guardian

Gov't ID Presented: \_\_\_\_\_  
ID Number: \_\_\_\_\_  
Date Issued: \_\_\_\_\_

Ivatan	Manobo Matigsalug	Sambal, Bicolan
I-wak	Manobo Western Bukidnon	Sangir
Kagayanen	Manobo, Ata	Sangir
Kalagan	Manobo, Dibabawon	Sinurigaonon
Kalagan, Kagan	Manobo, Ilanen	Sonogonon, Northern
Kalanguya	Manobo, Matigsalug	Sonogonon, Southern
Kalinga, Butbut	Manobo, Obo	Spanish
Kalinga, Limos	Manobo, Rajah Kabunswan	Subanen Eastern
Kalinga, Lubuagan	Manobo, Sarangani	Subanen Northern
Kalinga, Mabaka Valley	Manobo, Western Bukidnon	Subanen, Central
Kalinga, Majukayang	Manobo Ilanen	Subanen, Southern
Kalinga, Southern	Mansaka	Subanon, Kolibugan
Kalinga, Tanudan	Mapun	Subanon, Western
Kalahan, Kayapa	Marano	Sulod
Kalahan, Keley-i	Masbateño / Masbate	Taand'g
Kalahan, Tinoc	Matigsalug	Tadyawan
Kamayo	Minamanwa	Tagabawa
Kankasey	Minanobo, Agusan / Sungao	Tagakaulo
Kankanay, Northern (aplaiy)	Molbog	Tagalog
Kapampangan	Nihongo (Japanese)	Tagbanwa
Karao	Others	Tagbanwa, Calamian
Kastiguranin	Palawano, Brooke's Point	Tagbanwa, Central
Katabaga	Palawano, Central	Tarakaon / Tagaon-on
Kinamayo	Palawano, Southwest	Tausug
Kinamaya	Pampangan / Kapampangan /	Tawbuid, Eastern
Leyteno	Pampangan	Tawbuid, Western
Lumad	Pangasinan	Tboli
Mabaka	Pangasinense	Teduray
Maguindano	Paranan	Tigwahanon
Maguindanaon	Philippine Sign Language	Umayamnon
Malaueg-Rizal	Ratagnon	Waniy
Mandaya	Rombomanon	Yakan
Mende	Sama, Balangingi	Ybanag
Manobo	Sama, Central	Yogad
Manobo Agusan	Sama, Pangularan	Yvao
Manobo Ata	Sama, Southern	
Manobo Kinamiguin	Sambal	

Source : Learner Information System (LIS)

Maranao	Salegag	Tau-Bod
Masadiit	Sama	Tausug
Masbateño/Masbateñon	Sama Badjao	Taut-Bato
Matigsalug	Sama Banging	Tboli
Mayudart	Sama Laut	T-boli
Molbog	Samal	Teduray
Naneng	Sangil	Tigwahanon
Negrilo	Sibuyan Mangyan-Tagabukid	Tinananon
Obu-Mantuvu	Subanen	Tinggilan
Pala wan	Sulod/Budiknon	Tinggilan
Palawani	Sumadel	Tinglayan
Palawan-o	Tebangon	Tinguan
Palawanon	Tadyawan	Tirunay
Pan-ayanon	Tadyawan Mangyan	Tonglayan
Panay-Bukidnon	Tagabawa	Tulgao
Pangasinan/Panggalato	Tagakaolo	Tuwali
Parananum	Tagalog	Ubo Manobo
Pugot	Taganua	Ubo-Manobo
Pulangian	Tagawahanon	Umayamnon
Pulangyan	Tagbanua	Waray
Pullon	Tagbanua/Kalamianon	Yakan
Ratagnon	Tahandig	Yapayao
Ratagnon Mangyan	Talaingod	Yogad
Remontado	Talaingod, Langkan	Yugad
Sadanga	Talocok	Zambal
Sakki	Teot bato	

**Mother Tongue - The language first learned by a learner**

There are 19 major languages identified by DepEd which are: Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaon, Maranao, Chabacano, Ybanag, Ivatan, Sambal, Aklanon, Kinaraya, Yakan, and Surigaonon.

Adasen	Balete	Derawenyo
Agta, Alibet Island	Bentagon, Aai	Dumaget, Remontado
Agta, Cagiguran Dumaget	Batak	English
Agta, Central Cagayan	Bawang	Filipino
Agta, Dacamay	Bikol	Gaddang
Agta, Dupaninan	Bikol Partido	Gangan
Agta, Isarog	Bikol, Buhinon	Gubang
Agta, Mt. Iriga	Bikol, Central	Hanusco
Agta, Paharan	Bikol, Libon	Higaynon
Agta, Pudtol	Bikol, Miraya	Hiligaynon
Agta, Umiray Dumaget	Bikol, Northern Catanduanes	Ibaloi
Agta, Villa Viciosa	Bikol, Rinconada	Ibanag
Agutaynen	Bikol, Southern Catanduanes	Ibatan
Akeanon Bukidnon	Bikol, West Albay	Iugao, Amganod
Akeanon/Aklanon/Inakeanon	Binuid	Iugao, Batac
Aklanon	Bisakol	Iugao, Mayoyao/Ayangan
Alangan	Blaan	Iugao, Tuwali
Alta, Northern	Blaan, Sarangani	Ilocano
Alta, Southern	Bol-anon	Iloko
American Sign Language	Bolinao	Ilongot
Arabic	Buhid	Inabaknon
Arta	Butuanon	Inonhan
Ati/Inati	Cakuyanon	Iranun
Atta, Fairs	Capiznon	Iraya
Atta, Pamplona	Cebuano	Iransi
Ayta, Abelen	Cebuano / Sinugboanong	Isnag
Ayta, Ambata	Binisaya	Itneg
Ayta, Mag-antai	Cebuano/Kana/Sinugboanong	Ihawi
Ayta, Magbukun	Binisaya	Ineg, Banao
Ayta, Mag-Indi	Chabacano	Ineg, Binongan
Ayta, Sorsogon	Chinese Cantonese	Ineg, Iriao
Ayta, Tayabas	Chinese Fookien	Ineg, Maeng
Beg-o	Chinese Mandarin	Ineg, Masadit
Batangao	Cuyanon	Ineg, Muyadan

Reference Table

Indigenous People - A group of people or homogenous societies identified by self-asciption and ascription by others, who have continuously lived as an organized community on communally bounded and defined territory.

Abeling	Caiinga	Bom
Abelien	Capizeo	Iwak
Abelling	Cariveho	Jama Mapon
Aberling	Cebuano	Kabayukan
Abiyon (aeta)	Chavacano	Kabihug
Adasan	Chinese	Kadaklan/Kachakan
Aeta	Cimaron	Kailawan/Kaylawan
Aggay	Cotabato	Kalagan
Agta	Cotabato-Chavacano	Kalangaya-Ayangan
Agta-Agay	Cuyunon	Kalangaya
Agta-Cimaron	Cuyunon	Kalangaya-Kalahian
Agta-Dumagat	Dacalan	Kalibugan
Agta-Tabangnon	Dagaynen	Kalibugan/Kolubugan
Agta-Taboy	Danek	Kalinga
Agutaynon	Danenao	Kamayo
Akeanon	Davao-Chavacano	Kamigin
Alab	Davaoeho	Kapangan
Alangan	Diangan	Karukon
Alangan Mangyan	Dibabawon	Karukon
Amkela	Dibabawon Molitan	Karukon-Ibonguel
Apayao	Dibeben	Karukon-Iyaplay
Appai	Direrayan	Kapampangan
Aromanen-Manobo	Dulangan	Karao
Aromanon	Dumagat	Karnak
Ala	Dumagat-Ala	Karunao
Ala-Manobo	Dumagat-Ramonado	Kaunara
Ali	Escaya	Ken-ey
Ayangan	Geddag - it	Kirantekan
Badjao	Gubang	Klata
Badjao, Sama Laut	Gubangon	Konglong
Bagkalot	Gubangon Mangyan	Korkonan
Bago	Gulangon	Lahitanen
Bagobo	Gulayan	Lambangan
Bagobo-Tagabawa	Guluanang	Lambangan
Balango	Halawodnon	Langitan
Balatoc	Hanunuo	Liyunganen
Baliwon	Hanunuo Mangyan	Ilngot
Baluga	Henanga	Lubo
Banso	Higaonon	Lubuagan
Bangon	Higaonon-Nonggo	Mabaka
Bantobanon	Iabanag	Maeng
Banwanon	Ibaloy	Magahat
Barig	Ibanag	Mag-anti
Basao	Ibatan	Mag-antsi
Batak	Ibugo	Magbelin
Batangari	Kalahian	Magbukon
Batangari Mangyan	Ilaud	Mag-inda
Belwang	Ilanen	Magkunana
Bikol/Bicol	Ilocano	Maguindanao
Binongan	Ilngot	Mejokayong
Bisaya/Binisaya	Iranon	Melawag/Malawag
Blaan	Iraya	Melborg
Boholano	Iraya Mangyan	Mananwa
Bontoc	Isarog	Mandaya
Bontok	Iainai	Mandak-ey
Bugkalot	Isnag	Mandukayan
Bugerot	Isnai	Mengali
Buhid	Isneg	Manguangan
Buhid Mangyan	Isoroken	Manobo
Bukidnon	Irawa	Manobo-Sit
Butbut	Irawis	Manobo-Dulangan
Cagkuan	Ibayal-Ivatan	Manobo-Ubo
Cagayanen	Itneg	Mensaka



**BASIC EDUCATION ENROLLMENT FORM**

THIS FORM IS NOT FOR SALE.

Check the appropriate box only:

School Year:  -   No LRN  With LRN  Returning (Back-Arr)

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

**STUDENT INFORMATION**

PSA Birth Certificate No.

Learner Reference No. (LRN)

LAST NAME

FIRST NAME

MIDDLE NAME

EXTENSION NAME e.g. Jr., III (if applicable)

DATE OF BIRTH  /  /  SEX:  MALE  FEMALE AGE

Belonging to any Indigenous Peoples (IP) Community/Indigenous Cultural Community?  No  Yes If Yes, please specify: \_\_\_\_\_

Mother Tongue \_\_\_\_\_

ADDRESS   
House Number and Street

City/Municipality/Province/County \_\_\_\_\_

Zip Code

**PARENT'S/GUARDIAN'S INFORMATION**

Father's Name (Last Name, First Name, Middle Name) \_\_\_\_\_ Mother's Maiden Name (Last Name, First Name, Middle Name) \_\_\_\_\_

Guardian's Name (Last Name, First Name, Middle Name) \_\_\_\_\_

Telephone No. \_\_\_\_\_ Cellphone No. \_\_\_\_\_

**For Returning Learners (Back-Arr) and Those Who Grad, Transfer/Move in**

Last Grade Level Completed \_\_\_\_\_ Last School Year Completed \_\_\_\_\_

School Name \_\_\_\_\_ School ID

School Address \_\_\_\_\_

Semester  1st Sem  2nd Sem For Learners in Senior High School

Track \_\_\_\_\_ Strand (if any) \_\_\_\_\_

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 use my child's details to create and/or update his/her learner profile in the Learner Information System. The information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

Signature Over Printed Name of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

For use of DepEd Personnel Only. To be filled up by the Class Adviser.

DATE OF FIRST ATTENDANCE  /  /

Grade Level \_\_\_\_\_ Track (for SHS) \_\_\_\_\_