Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

**Office of the Schools Division Superintendent**

**9 November 2022**

DIVISION MEMORANDUM
No. 508, s. 2022

**POLICY GUIDELINESS ON THE HARMONIZATION OF SPECIAL SCIENCE PROGRAM IMPLEMENTATION**

To: Chief Education Supervisors
Education Program Supervisors
Public and Private School Heads
All Others Concerned

1. The majority of the rules governing Special Science Programs (SSP) were created prior to the implementation of the K to12 Basic Education Curriculum. To ensure the alignment of the special curriculum to the current curriculum policy guidelines are updated.

2. The Regional Office, through the Curriculum and Learning Management Division (CLMD), provides guidelines for the harmonization of the SSP implementation, specifically in Special Science Elementary Schools (SSES), Regional Science High Schools (RSHS), Legislated Science High Schools (LSHS), and Science, Technology and Engineering (STE). These guidelines provide a clear process flow on how to address concerns raised at the school level to the School Division Office and Regional Office about learner mobility, subject offerings, assessments, applications and admissions.

3. Further the official subject under the Special Science Program is **Creative Technologies**, instead of Computer Science. The curriculum guides for Grade 7 to 10 Creative Technologies can be accessed using this link: https://bit.ly/G7G10CreativeTech.

4. This Office shall adhere to Equal Opportunity Principle (EOP) in the steps undertaken for this purpose. Hence, all decisions and actions shall be based on guidelines set forth, with no discrimination on the account of age, gender, identity, sexual orientation, civil status, disability, religion, ethnicity or political affiliation.

5. Immediate and wide dissemination of this memorandum is desired.

**OLGA C. ALONSABE, PhD, CESO V**
Schools Division Superintendent

*Attch: As Stated*
*To be indicated in the Perpetual Index under Science*

*CID/ mjac*

Republic of the Philippines
**Department of Education**
REGION X – NORTHERN MINDANAO

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. X
RELEASED
5012
By: _____ Date: 8/30/22

August 18, 2022

REGIONAL MEMORANDUM
No. 528, s. 2022

POLICY GUIDELINES ON THE HARMONIZATION OF SPECIAL SCIENCE PROGRAMS IMPLEMENTATION

To: Schools Division Superintendents
Assistant Schools Division Superintendents
Division Education Program Supervisors
Public and Private School Heads
All Others Concerned

1. The majority of the rules pertaining to Special Science Programs (SSP) were developed prior to the K to 12 Basic Education Curriculum. Some of the rules in the implementation of SSP-related recommendations became inconsistent and outdated in light of the special curriculum changes from the previous curriculum to the present one.

2. The Department of Education (DepEd)-Central Office (CO) has instructed all implementers to maintain status quo in the administration of the SSP while the curriculum reforms are worked out. Due to the lack of a clear reference point, Schools Division Offices (SDOs) implemented SSP in various ways. Since schools have a difficult time taking quick action to address their problems, concerns about student mobility, subject offers, assessment, applications, and admissions are typically brought up at the school level to the SDOs and Regional Office (RO).

3. With these, the Regional Office, through the Curriculum and Learning Management Division (CLMD), provides guidelines for the harmonization in the implementation of SSP specifically the Special Science Elementary Schools (SSES), Regional Science High School (RSHS), Legislated Science High Schools (LSHS), and Science, Technology and Engineering (STE).

4. This Office directs the immediate and wide dissemination of this Memorandum.

**DR. ARTURO B. BAYOCOT, CESO III**
Regional Director

CLMD/nick

Attachment to Regional Memorandum No. 528, s. 2022

# POLICY GUIDELINES ON THE HARMONIZATION OF SPECIAL SCIENCE PROGRAMS IMPLEMENTATION

## I. LEGAL BASES

Policies and Guidelines on S&T-oriented Curriculum in Basic Education DO 69, s. 1993 - Science High Schools

Science high schools have enriched Science, Mathematics, and English Curriculum. Newly hired teachers should be superior graduates of teacher education institutions, or should have scored well in the test given by the Professional Board of Examiners for Teaching. In any case, teachers with appropriate master's degree will be preferred. Science high schools should not have more than 40 students in any class.

DO 44, s. 1995 – Establishing Provincial Science High Schools

A policy encouraging the establishment of Science High Schools, initially among public high schools on a regional basis, expanded to refer to the establishment on a provincial basis. It is desired that science high schools shall be established in all provinces over a five year period beginning school year 1995-1996. The guidelines on the nature of science high schools, curriculum, student admission and retention, teacher hiring procedures, class size, facilities and appointment of school head/administrator promulgated in DECS Order No. 69, s. 1993.

Republic Act (RA) 9155, also known as the Governance of Basic Education Act of 2001, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school based management within the context of transparency and local accountability.

DO 49, s. 2003 - The 2003 Curriculum of the Regional Science High Schools

This Memorandum indicates the time allotment and the unit credits of the subjects comprising the curriculum for RSHS. Course decryption for additional subjects like Earth and Environmental Science, Research I (Technical Writing and Basic Statistics), and Computer Education I.

DO 41, s. 2004 - Revised Curriculum of the 110 S&T Oriented (ESEP) High Schools

This issuance contains the time allotment and the unit credits of the subjects comprising the revised ESEP curriculum. The Course Description is provided, and the program is implemented in at least 2 classes per year level, each with utmost 40 students per class. Admission shall be opened to First Year High School students with honors and upper 20 percentile rank of qualifiers of the High School Readiness Test (HSRT).

DO 41, s. 2005 - Implementing Guidelines in the Admission, Retention, Grading System and Selection of Honor Students in the Regional Science High Schools

Only students who have maintained the grade requirement set for the RSHS shall be allowed to transfer laterally, that is, from one RSHS to another. Transfer from a general high school to the RSHS shall not be allowed in any curriculum level.

DO No. 55, s. 2010 - Policy Guidelines on Strengthening Science and Mathematics Education at the Secondary Level

Type A are the 197 schools offering Special Science Classes which were formerly referred to as the Engineering and Science Education Program (ESEP) of the S&T Oriented High Schools. Type B are the additional 600 selected regular secondary schools that will establish one Special Science Class in each curriculum level. Course Description for all elective subjects are enclosed in the issuance.

DO No. 104, s. 2010 - Revised List of Science and Technology (S&T)-Oriented High Schools Implementing the Engineering and Science Education Program (ESEP)

School Heads of these implementers are required by the DO to submit annual Progress Report.

DO No. 57, s. 2011 - Policy Guidelines in the Implementation of the Special Science Elementary Schools (SSES) Project

The Bureau of Elementary Education (BEE) implemented SSES Project in 2007 to 57 public elementary schools. This project has expanded to 43 more schools in 2009. This is a research and development project of the BEE that aims to: (1) provide learning environment to the gifted and talented through special Mathematics and Science curricula; (2) provide the gifted and the talented learners with avenues, opportunities and exposures for developing necessary skills and aptitudes; (3) capacitate school heads and teachers in implementing and managing SSES; and (4) develop SSES program for both the regular schools and SPED centers. For SY 2011-2012, the Project is expanded to 100 more public schools which consist of SPED centers. Each school is provided with subsidy to fund the program.

DO No. 38, s. 2013 - Guidelines on the Utilization of Support Fund for Schools Implementing the Science, Technology and Engineering (STE) Program

The Bureau of Secondary Education (BSE) implemented the STE to 112 schools in 2004. This program formerly known as ESEP, is initially piloted by Science Education Institute (SEI) of the Department of Science and Technology (DOST) in 1994. The program has expanded to additional 86 schools offering two classes per year level in selected general high schools with large enrollment. Each implementing school is given Php 144,000.00 fixed allocation to fund the program.

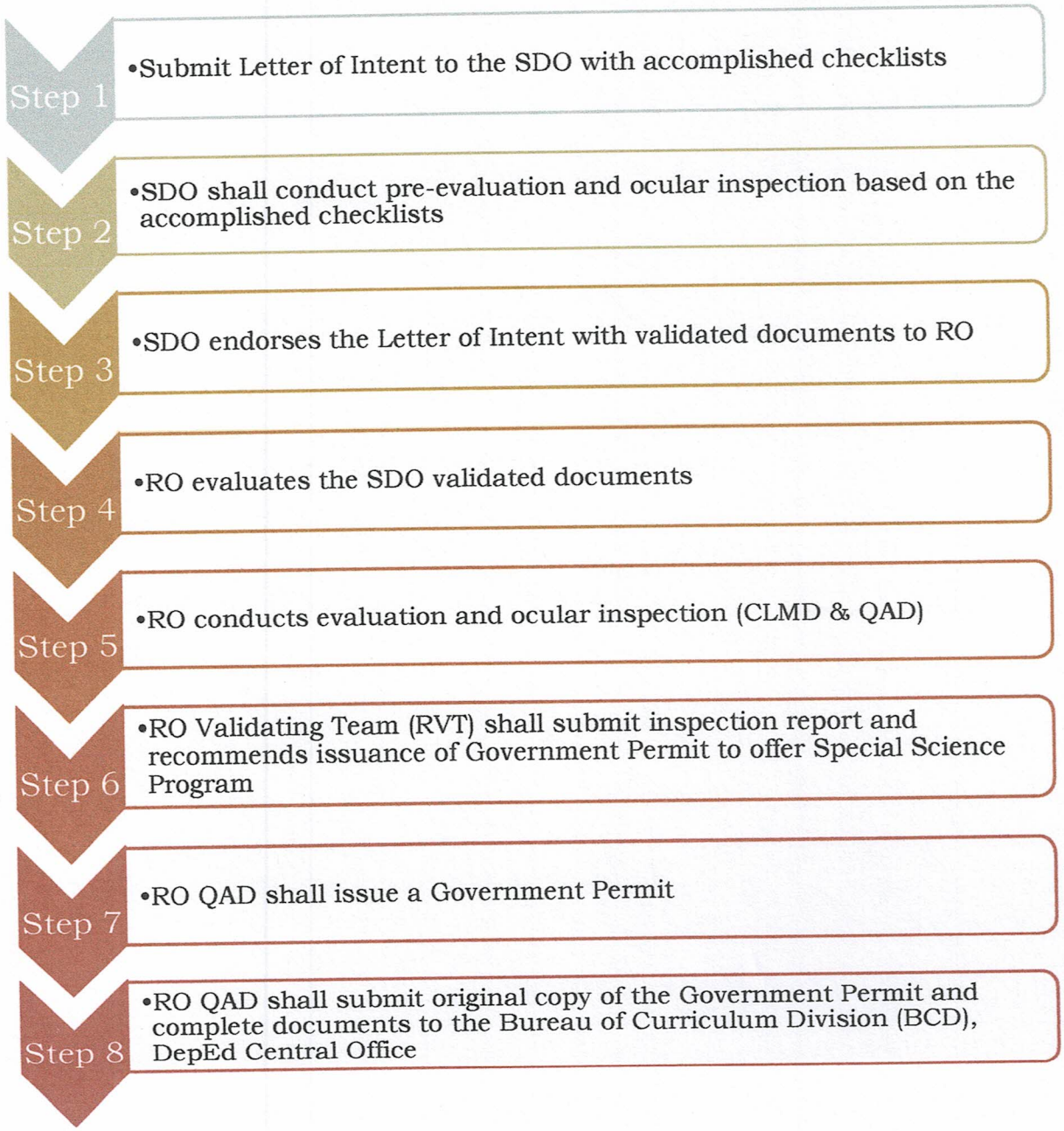
DO No. 13, s. 2016 - Implementing Guidelines on the Direct Release and Use of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools, Including Other Funds Managed by School
- Budgets for special curricular programs will no longer be downloaded from the Central Office (CO) and are now part of the regular school MOOE.

DO 021, s. 2019 – Policy Guidelines on the K to 12 Basic Education Program

## II. GOVERNANCE

2.1. Application Process for Special Curricular Programs in Science

**Application Process FLOW CHART for Special Curricular Programs in Science**



2.1.1 **Evaluation Sheet for the Application on the Implementation of Special Curricular Programs in Science for Elementary Schools**

| | | | |
|---|---|---|---|
| School Name | | | |
| Address | | | |
| School ID # | | Date Applied | |
| Division | | District | |
| School Head | | Contact No. | |
| SSES Coordinator | | Contact No. | |

**CHECKLIST OF REQUIREMENTS**

| No. | Parameters | MOVs | / or X | Remarks |
|---|---|---|---|---|
| **A. Admission Process** | | | | |
| 1 | The school widely disseminates information on SSES curriculum and its admission process. | Photos of posters, information drive, web posts, etc. | | |
| 2 | The school conducts pre-screening and shortlisting of learner-aspirants through document evaluation. | Accomplishment report | | |
| 3 | The SDO conducts admission exam as prescribed by the Regional Office. | Accomplishment report and evaluation results | | |
| 4 | The school conducts interview to qualified learners and parents | Accomplishment report and evaluation results | | |
| 5 | The school conducts mental ability test (optional). | Evaluation results | | |
| **B. Class Management** | | | | |
| 6 | The school has a maximum of 35 pupils per class/ section with at most two sections. | List of learners per section | | |
| **C. Curriculum and Instruction** | | | | |
| 7 | The class schedule provides longer instruction time for Mathematics and Science with inclusion of Computer Science and Research. | Approved class program from Grades 4 to 6 | | |
| 8 | The grading system shall be based on DepEd Order No. 8, s. 2015 and DepEd Order No. 31, s. 2020 | Class record | | |
| 9 | To remain in the program, the learner should obtain a general average of<br>85% in Science, Mathematics & English and 83% in the rest of the subjects without grade lower than 80% in any grading period. (DepEd Order No. 55, s. 2010) | Report card or SF9 | | |

| | | | | |
|---|---|---|---|---|
| 10 | Periodical tests are constructed using Table of Specifications. | TOS and TQ approved by School Head | | |
| 11 | Conducts School-based Science and Technology Fair | Narrative report with photos | | |
| 12 | Participation of pupils in development activities such as leadership training workshops, seminars, and conferences related to the program. | Narrative report with photos | | |
| 13 | The school has student interest and academic clubs and organizations like Campus Journalism, Science Club, Mathematics Club, etc. | List of club officers, club action plans or implemented projects | | |
| 14 | The school conducts intervention activities to pupils who need special attention to be able to cope with the program requirements. (If not yet observed by the school, label cell with "N/A".) | Accomplishment report with photos for the conducted remedial activity | | |
| 15 | The school can accommodate transferees from other SSES implementing schools provided that there are still available slots. | School Memorandum (parallel memo) | | |
| **D. Human Resources** | | | | |
| 16 | SSES teachers teaching Science and Mathematics have specialization in either Science and Math and/or relevant trainings. | Relevant certificates | | |
| 17 | SSES teachers have participated in program- related seminars, conferences, and workshops. | Relevant certificates | | |
| 18 | The School Head created a committee for SSES Admission Process. | School Memorandum | | |
| 19 | The School Head allocates MOOE budget for the implementation of SSES. | Approved WFP, APP, and SIP. | | |
| 20 | The School Head maintains active partnership with GOPs and NGOs for the continuous implementation of the program. | Documentation on school and external stakeholder partnerships dedicated for SSES | | |
| **E. Physical Resources** | | | | |
| 21 | The school has potential Science and Mathematics Laboratory with apparatuses and equipment. | STEM Laboratory | | |
| 22 | The school has functional Computer Laboratory. | ICT Laboratory | | |

| | | | | |
|---|---|---|---|---|
| 23 | The school has functional Learning Resource Center. | Learning Resource Center materials | | |
| 24 | The STEM Laboratory is regularly utilized for Science and Mathematics activities. | Filled logbook | | |
| Evaluation: | [ ] Complete | [ ] Not Complete | | |
| Summary of Findings: | | | | |
| Recommendations: | | | | |

Evaluated by: _____ Date: _____

Name/Designation/Signature

2.1.2 **Evaluation Sheet for the Application on the Implementation of Special Curricular Programs in Science for Secondary Schools**

| | | | |
|---|---|---|---|
| School Name | | | |
| Address | | | |
| School ID # | | Date Applied | |
| Division | | District | |
| School Head | | Contact No. | |
| STE Coordinator | | Contact No. | |

**CHECKLIST OF REQUIREMENTS FOR STE/RSHS/LSHS**

| No. | Required Documents | MOVs | / or X | Remarks |
|---|---|---|---|---|
| **A. Admission Process** | | | | |
| 1 | The school widely disseminates information on RSHS, LSHS, or STE admission. | Photos of posters, information drive, web posts, etc | | |
| 2 | The school conducts pre-screening and shortlisting of learner-aspirants through document evaluation. | Accomplishment report | | |
| 3 | The SDO conducts admission exam as prescribed by the Regional Office. | Accomplishment report and evaluation results | | |
| 4 | The school conducts interview to qualified learners and parents | Accomplishment report and evaluation results | | |
| 5 | The school conducts mental ability test (optional). | Evaluation results | | |
| **B. Class Management** | | | | |
| 4 | STE schools should have a maximum 40 students per class/section, while RSHS and LSHS should have a maximum 35 students per class/section. | List of learners per section | | |
| 5 | STE schools shall have at least two sections, while RSHS and LSHS can offer more sections depending on the sufficiency of resources. | | | |
| **C. Curriculum and Instruction** | | | | |
| 6 | The class schedule provides longer instruction time for Enhanced Science and Enhanced Mathematics subjects. | Approved class program from Grades 7 to 10 | | |

| | | | | |
|---|---|---|---|---|
| 7 | The program includes Creative Technology and Research per grade level. | | | |
| 8 | The school has produced scientific research either as outputs and/or as entries for research competitions/ presentations/ publications. | Research papers | | |
| 9 | The grading system shall be based on DepEd Order No. 8, s. 2015 and DepEd Order No. 31, s. 2020. | Class record | | |
| 10 | Periodical tests are constructed using Table of Specifications. | Approved TOS and TQ | | |
| 11 | Participation of students in development activities such as leadership training workshops, seminars, and conferences related to the program. | Accomplishment report | | |
| 12 | The school has student interest and academic clubs and organizations like Campus Journalism, Science Club, Mathematics Club, Research Club, etc. | List of club officers, club action plans or implemented projects | | |
| 13 | To remain in the program, the learner should obtain a general average of 85% in Science, Mathematics & English and 83% in the rest of the subjects without grade lower than 80% in any grading period. (DepEd Order No. 55, s. 2010) | Randomly evaluated report card or SF9 | | |
| 14 | The school conducts intervention activities to students who need special attention to be able to cope with the program requirements. (If not yet observed by the school, label cell with "N/ A".) | Accomplishment report with photos for the conducted remedial activity | | |
| 15 | The school can accommodate transferees from other SSP implementing schools provided that there are still available slots. However, RSHS could only accommodate transferees from Philippine Science System or other RSHS. | Regional Memorandum | | |
| **D. Human Resources** | | | | |
| 16 | Teachers teaching Science, Mathematics, and Research have specialization in either Science and Math and/or relevant trainings. | TOR and Relevant certificates | | |
| 17 | Class advisers should either be Mathematics or Science major. | Teachers' Profile, Approved Class Program | | |
| 18 | Teachers participate in program-related seminars, conferences, and workshops. | Relevant certificates | | |

| | | | | |
|---|---|---|---|---|
| 19 | The school has Scientific Review Committee. | Approved list of SRC Officers/ Members (School Memorandum) | | |
| 20 | The School Head created a committee for SCP- Science Admission Process. | School Memorandum | | |
| 21 | The School Head allocates MOOE budget for the implementation of SSP. | Approved WFP, APP, and SIP. | | |
| 22 | The School Head maintains active partnership with GOPs and NGOs for the continuous implementation of the program. | Documentation on school and external stakeholder partnerships dedicated for SSP | | |
| **E. Physical Resources** | | | | |
| 23 | RSHS and LSHS have separate laboratories for Physical Sciences, Life Sciences, and Mathematical and Computational Sciences. | Physical, Life, and Mathematical and Computational Science Laboratories | | |
| 24 | RSHS and LSHS have functional research centers. | Research center with equipment for scientific research | | |
| 25 | STE schools have functional Science and Mathematics Laboratory. | STEM Laboratory | | |
| 26 | The school has functional Computer Laboratory. | ICT Laboratory | | |
| 27 | The school has functional Learning Resource Center with sufficient print resources for all subjects. | Learning Resource Center | | |
| 28 | The STEM Laboratory is regularly utilized for Science and Mathematics activities. | Filled logbook | | |
| Evaluation: | [ ] Complete | [ ] Not Complete | | |
| Summary of Findings: | | | | |

Recommendations:

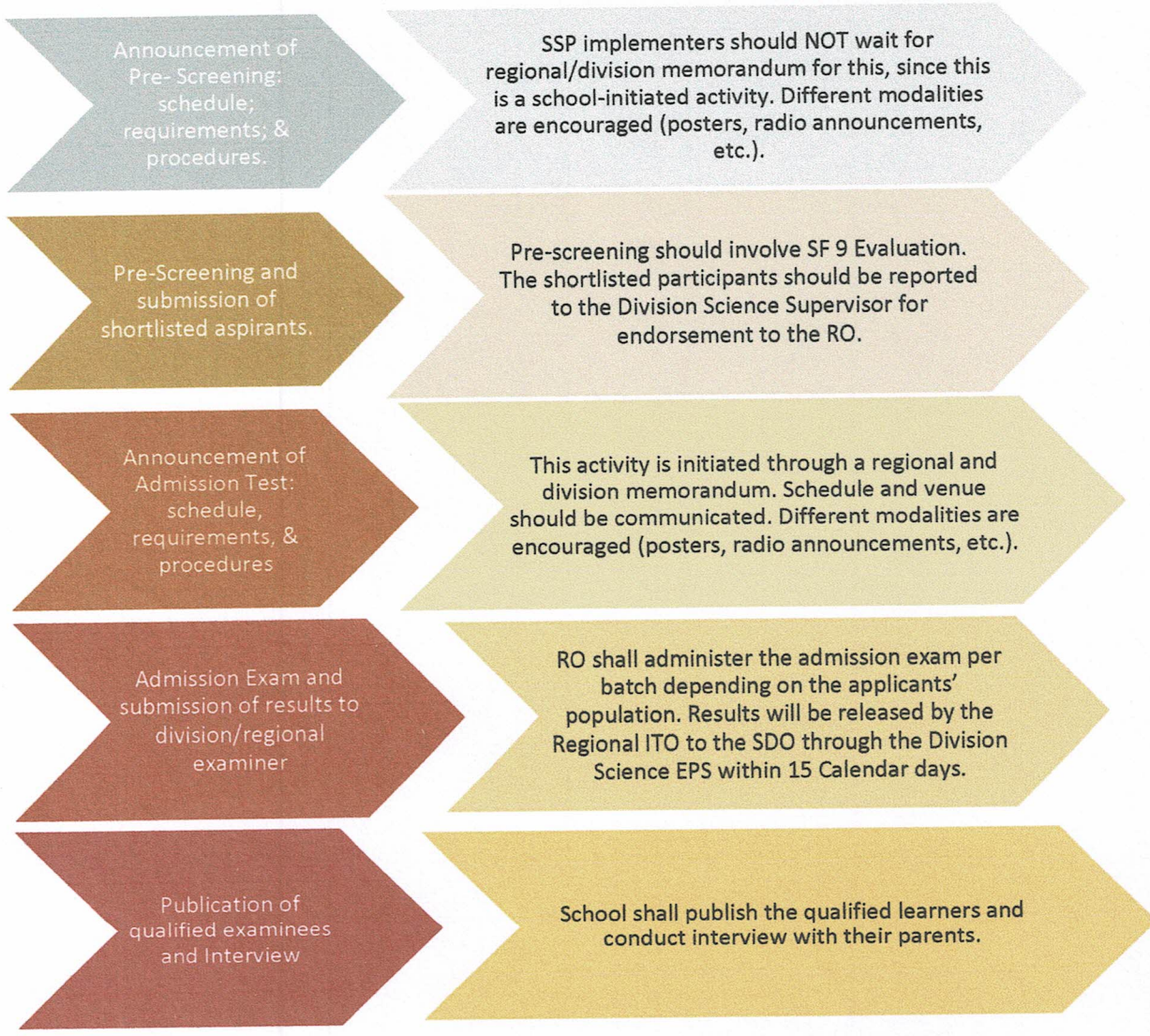
Evaluated by: _____ Date: _____

Name/Designation/Signature

## 2.2 Learner Admission Process

### 2.2.1 Conduct of Admission Exam for SCP-Science

Admission process for SSES is open for all incoming Grade 4 pupils while RSHS, LSHS, and STE is open for all incoming Grade 7 students. The admission process is divided into two: (1) pre-screening (school-initiated); and (2) admission exam. SCP implementers have the prerogative to design their own pre-screening process to shortlist the aspirants. The shortlisted aspirants shall then be subjected to admission test initiated by the RO. Below is the process flow for SSES, RSHS, LSHS, and STE Admission:



2.2.2 Pre-Screening and Screening Process

a. SF 9 Evaluation – Learners with general average grade of 85 with no grade lower than 85 for Science, Math, and English shall qualify for the pre-screening activity.
b. RSHS and LSHS - shall endorse number of test takers based on their absorptive capacity.
c. SSES - for schools opening 1 section, the school shall endorse a maximum of 70 test takers and 140 for 2 sections.
d. STE – a maximum of 80 test takers per section shall be endorsed to the SDO.

2.2.3 SSP Admission Test (SAT) – computer-based admission test prepared by RO administered simultaneously by SDO

2.2.4 Publication of test results and interview with the learners and parents

2.2.5 Timeline of the Screening Process:

| **Activity** | **Time Frame** | **Persons Involved** |
|---|---|---|
| Pre-Screening | 3 weeks after the 2nd Quarter Exam | School Screening Committee |
| Submission of Test-takers List | 2 weeks after the Pre-Screening | School Screening Committee |
| Administration of SAT | 2 weeks after the 3rd Quarter | School Screening Committee |
| Posting of Results | 2 weeks after the administration of SAT | School Screening Committee |
| Interview | 2 weeks after the administration of SAT | School Screening Committee |
| Mental Ability Test (Optional) | 2 weeks before the end of the SY | School Screening Committee |
| Posting of Class Lists | 1 week before the end of the SY | School Screening Committee |

2.3 Student Transfer

Per issuances on the implementation of Special Curricular Programs in Science, the following guidelines shall be observed by all implementers in terms of student transfer.

**RSHS**. Gusa Regional Science High School shall only accept transferee

students coming from other recognized RSHS and DOST-Philippine Science High Schools (PSHS) in the country provided that there are still available slots.

**LSHS/STE**. Legislated Science High Schools shall only accept transferee students from SSP implementing schools provided that there are still available slots.

**SSES**. Implementers shall only accept transferee pupils from other SSP implementing schools provided that there are still available slots.

## III. CURRICULUM AND INSTRUCTION

3.1 Subject Distribution and Elective Subjects

Below are the subjects and time allotment for SSP in elementary and secondary based on DepEd Order No. 31, s. 2012 (Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum Effective School Year 2012-2013), while the elective subjects and enhanced Science and Mathematics are based on Polices and Guidelines on the Implementation of the Science, Technology and Engineering (STE) Program at the Secondary Level, and DO No. 57, s. 2011 (Policy Guidelines in the Implementation of the Special Science Elementary Schools Project).

3.1.1 Subjects and time allotment

| **GRADE 4 (SSES)** | | **GRADE 5 (SSES)** | | **GRADE 6 (SSES)** | |
|---|---|---|---|---|---|
| Subjects | Mins / Week | Subjects | Mins / Week | Subjects | Mins / Week |
| Homeroom Guidance | 60 | Homeroom Guidance | 60 | Homeroom Guidance | 60 |
| EsP | 150 | EsP | 150 | EsP | 150 |
| EPP | 250 | EPP | 250 | EPP | 250 |
| Araling Panlipunan | 200 | Araling Panlipunan | 200 | Araling Panlipunan | 200 |
| MAPEH | 200 | MAPEH | 200 | MAPEH | 200 |
| Filipino | 250 | Filipino | 250 | Filipino | 250 |
| English | 250 | English | 250 | English | 250 |
| Enhanced Math* | 300 | Enhanced Math* | 300 | Enhanced Math* | 300 |
| Enhanced Science* | 300 | Enhanced Science* | 300 | Enhanced Science* | 300 |
| Computer Science** | 80 | Computer Science** | 80 | Computer Science** | 80 |
| Research** | 120 | Research** | 120 | Research** | 120 |

Legend: *Longer instruction time
**Elective subjects

| GRADE 7 (RSHS, LSHS, & STE) | | GRADE 8 (RSHS, LSHS, & STE) | | GRADE 9 (RSHS, LSHS, & STE) | | GRADE 10 (RSHS, LSHS, & STE) | |
|---|---|---|---|---|---|---|---|
| Subjects | Mins/ Week | Subjects | Mins/ Week | Subjects | Mins/ Week | Subjects | Mins / Week |
| Homeroom Guidance | 60 | Homeroom Guidance | 60 | Homeroom Guidance | 60 | Homeroom Guidance | 60 |
| EsP | 120 | EsP | 120 | EsP | 120 | EsP | 120 |
| Araling Panlipunan | 180 | Araling Panlipunan | 180 | Araling Panlipunan | 180 | Araling Panlipunan | 180 |
| MAPEH | 240 | MAPEH | 240 | MAPEH | 240 | MAPEH | 240 |
| Filipino | 240 | Filipino | 240 | Filipino | 240 | Filipino | 240 |
| English | 240 | English | 240 | English | 240 | English | 240 |
| Enhanced Math* | 400 | Enhanced Math* | 400 | Enhanced Math* | 400 | Enhanced Math* | 400 |
| Enhanced Science* | 400 | Enhanced Science* | 400 | Enhanced Science* | 400 | Enhanced Science* | 400 |
| Computer Science** | 240 | Computer Science** | 240 | Computer Science** | 240 | Computer Science** | 240 |
| Research** | 240 | Research** | 240 | Research** | 240 | Research** | 240 |

Legend: *Specialized subjects
**Elective subjects

3.2 Distribution of Teaching Loads

- Science specialists will do rotation instruction among four (4) domains in regular Science subjects (example: Physics major will teach the domain for Force and Motion). The domain for Earth and Space can be taught by BSE- General Science teachers.
- Only teacher specialists can teach elective subjects. Cases where a BSE- General Science teacher teaches elective subject can only be possible if he/she has background experiences (example: a BSE-General Science teacher teaching research because of his/her research experiences).
- In cases where teacher resources in the JHS are limited, JHS-STE can tap specialists from SHS-STEM to teach specific domains in the regular Science subjects and/or elective subjects.
- Schools, as much as possible, distribute Research subjects to either Science or Math majors.

3.3 Public School Research Centers and Laboratory Management

3.3.1 Establishment of School Research Center

RSHS, LSHS, and STE schools are encouraged to establish their research centers by:

1. organizing JHS Research Club (for students);
2. creating Scientific Review Committee (an ad hoc committee in school that reviews all research papers for outside presentation and/or publication, could be students' Science Investigatory Projects and/or

teachers' action and/or basic researches, this committee shall sign official ISEF Forms for SIP entries either for local or international competitions); and

3. purchasing laboratory equipment and or apparatuses related to the chosen research field

School Scientific Review Committee shall be composed of six (6) teaching personnel who have background in research. Specifically, their roles are as follows:

| Members | Roles |
|---|---|
| Chair | The **chairman** evaluates the correctness and coherence of information declared in the ISEF Forms vis-a-vis research methodology. The chairman is preferably having experiences in SIP contest. |
| Vice Chair | The **vice chairman** evaluates the overall rigor of research and provides assistance to data analytics (quantitative and qualitative). The vice chairman is preferably a master's degree holder. |
| Ethics Reviewer | The **ethics reviewer** checks the integrity of the research processes, claims, copyrights, data anonymity and confidentiality. |
| Plagiarism Checker | The **plagiarism checker** evaluates the originality of the research paper using online plagiarism checkers. He/she ensures that all research entries for regional, national, and international research fairs are 100% original. |
| Bibliography Tracer | The **bibliographic tracer** ensures that all cited authors in the research paper are duly recognized in the reference or bibliography section. He/she ensures that all sources are formatted to correct and prescribes referencing style. |
| Technical Expert | The **technical expert** checks all syntaxes, grammars, structures, and overall format of the research by providing annotations and/or marginal comments in the manuscript. |

Note: *Schools have the freedom to establish their own SRC vis-a-vis school context.*

### 3.3.2 Laboratory Use and Management

All SSP implementers should maximize the use of their laboratories to develop the 21st-century skills of the learners by providing them with laboratory activities coherent to the required performance standards. To ensure that all learning laboratories are properly managed, the following suggested measures shall be taken by the school implementers:

- JHS-STE and SHS-STEM should have a separate science laboratory.
- These laboratories, as much as possible, should be exclusively used for science laboratory activities, at the same time function as research center in schools.

- JHS-STE can use the equipment and resources from SHS-STEM laboratory and vice versa. However, no equipment (especially sensitive balances and equipment) shall be transferred out to another laboratory, except for cases that are reasonable.
- Each laboratory has a designated Lab in-charge who is/are trained with laboratory management (Basic Laboratory Procedures Training) or who has/have background in laboratory management.

3.4 Grading System and Assessment

Regular subjects and elective subjects should follow the grading system and assessment guidelines found in DepEd Order No. 08, series of 2015 Re: Policy
Guidelines on Classroom Assessment for the K to 12 Basic Education Program. In light of public emergency, assessment shall adhere to DepEd Order No. 31, s. 2020 or Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan.

All test questionnaires (TQ) used for periodical exams should be designed carefully using a Table of Specifications (TOS). The distribution of the items per cognitive levels should be coherent with recent issuances on assessments. Strictly, no TOS no printing of TQ policy. TOS alongside with TQ shall be checked by teachers' immediate head who is delineated by the School Principal to carry out the task. Monitoring and Evaluation Tool for the checking of TOS and TQ is found in PIRF 4 in this manual.

## IV. MONITORING AND EVALUATION

4.1 Program Implementation Review

For monitoring and evaluation, all schools shall conduct a PIR not later than fifteen (15) days after the last day of the School Year. SDOs shall consolidate PIR Reports of SSP schools for submission to RO. An annual Regional PIR shall be conducted thirty (30) days after the last day of the School Year. Any findings that are evaluated shall be communicated to the concerned school implementer or personnel as technical assistance.

Below are the forms to be filled and reported during the PIR Division and Regional PIR for SCP-Science:

PIRF 1: Enrollment

The empty cells in PIRF 1 should contain the population of learners according to sex, with a summative under the "Total" column. SDO may disseminate the same matrix to the schools for SDO PIR.

A. SSES

| Grade Level | SY _____ | | | SY _____ | | | SY _____ | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | | | | | | |
| Grade 6 | | | | | | | | | |
| Total | | | | | | | | | |

B. RSHS, LSHS, and STE

| Grade Level | SY _____ | | | SY _____ | | | SY _____ | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Grade 7 | | | | | | | | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | | | | | | |
| Grade 10 | | | | | | | | | |
| Total | | | | | | | | | |

PIRF 2: Learners' Academic Proficiency

The empty cells in PIRF 2 should contain the number of learners who belong to the various proficiency levels segregated by sex. Users of this tool should refer to the quarterly general average in the SF9. Table A should contain the consolidated data from Grades 4 to 6. Likewise, Table B should contain the contain the consolidated data from Grades 7 to 10. SDO may disseminate the same matrix to the schools for SDO level PIR.

A. SSES

| Proficiency Levels | | No. of learners in each proficiency bracket | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SY _____ | | | | SY _____ | | | | SY _____ | | | |
| | | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| Did not meet expectation 60 - 74 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Fairly Satisfactory 75 - 79 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Satisfactory 80 - 84 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Very Satisfactory 85 - 89 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Outstanding 90 - 100 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |

B. RSHS, LSHS, and STE

| Proficiency Levels | | No. of learners in each proficiency bracket | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SY _____ | | | | SY _____ | | | | SY _____ | | | |
| | | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| Did not meet expectation 60 - 74 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Fairly Satisfactory 75 - 79 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Satisfactory 80 - 84 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Very Satisfactory 85 - 89 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |
| Outstanding 90 - 100 | M | | | | | | | | | | | | |
| | F | | | | | | | | | | | | |
| | T | | | | | | | | | | | | |

PIRF 3: Learning Delivery

The first column should contain the list of subjects per grade level. Each quarter has three columns: Number of Learning Competencies (LCs); Number of Covered LCs; and Number of Uncovered LCs. If the uncovered LC is zero, then there is no need to supply the causes or reasons of the uncovered LCs in the last column. This table shall be accomplished by grade level. To qualify a certain LC as uncovered, a school with the highest number of uncovered LCs shall be considered in SDO-level reporting. Example, if there are 2 SSES in an SDO and one of the SSES implementers declared that they have 2 uncovered LCs in Quarter 1 while the other is zero, then at SDO level of consolidation, the 2 uncovered LCs shall be reflected.

| **Subjects** | **Quarter 1** | | | **Quarter 2** | | | **Quarter 3** | | | **Quarter 4** | | | **Reasons of the Uncovered LCs** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of LCs | Covered LCs | Uncovered LCs | No. of LCs | Covered LCs | Uncovered LCs | No. of LCs | Covered LCs | Uncovered LCs | No. of LCs | Covered LCs | Uncovered LCs | |
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PIRF 4: Assessment Development

PIRF 4, Table A shall be used in consolidating data collected using the Table C. In Table B, subjects should be enumerated in column 1. The proceeding columns under Quarters 1 to 4 shall reflect the number of developed TOS and TQ. Take note that the maximum number of TOS and TQ developed should be according to the number of schools implementers and teachers handling the subjects. The last column in Table B shall qualitatively discuss the challenges in the development and administration of quarterly assessment. To consolidate, the EPS shall add the total number of TOS and TQ developed per subject per quarter.

A. For School Use

| Name of Teachers | Subjects | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | | Observations on the Developed Assessment |
|---|---|---|---|---|---|---|---|---|---|---|
| | | TOS | TQ | TOS | TQ | TOS | TQ | TOS | TQ | |
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NOTE: PIRF 4, Table A shall be used by Science Department Head of designated teaching personnel who is assigned to peruse the developed TOS and TQ. The first column should contain the name of the teacher, while the second column contains the subject he or she is teaching. The name of the teacher may recur few times depending on the number of subjects he or she is handling. In the columns for TOS and TQ from Quarters 1 to 4, the checker shall put check marks if the teacher submits TOS and TQ. Observations in the perused TOS and TQ including delays in the submission and other issues shall be qualitatively recorded in the last column. This M&E tool shall be reported to the SDO in either annual or quarterly basis depending on the decision of the EPS.

B. For SDO Use

| Subjects | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | | Challenges in the Development of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | TOS | TQ | TOS | TQ | TOS | TQ | TOS | TQ | |
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NOTE: PIRF 4 can only be used when quarterly examinations are implemented. For remote and emergency situations where quarterly examinations are suspended, PIRF 4 shall be exempted in the annual Regional PIR.

**PIRF 5: Issues and Concerns in the Implementation of SSP**

The tables below should capture qualitative data on areas like instructional management, assessment of learning, and learning resource management and development. Table A is for elementary and Table B Secondary.

A. SSES

Schools Division Office: _____
No. of SSES Implementers: _____

| Objectives/ Targets | Strategies/ Activities | Persons Involved | Resources Needed | Time Frame | Expected Output |
|---|---|---|---|---|---|
| KRA 1: Instructional Management | | | | | |
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| KRA 2: Assessment | | | | | |
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| KRA 3: Learning Resource Management and Development | | | | | |
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Prepared by:

_____
EPS-Science

Noted by:

_____
CID Chief

B. RSHS, LSHS and STE

Schools Division Office: _____
No. of RSHS Implementer: _____
No. of LSHS Implementers: _____
No. of STE Implementers: _____

| Objectives/ Targets | Strategies/ Activities | Persons Involved | Resources Needed | Time Frame | Expected Output |
|---|---|---|---|---|---|
| KRA 1: Instructional Management | | | | | |
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| KRA 2: Assessment | | | | | |
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| KRA 3: Learning Resource Management and Development | | | | | |
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**Effectivity and Revisions**

This harmonized policy guidelines for SSP shall take effect once this Regional Memorandum will be signed by the Regional Director. If there are changes in the manual concerning Curriculum and Instruction, especially in part 3.1 (Subjects and Time Allotment), changes shall take effect in the proceeding School Year.

If there are revisions and/or issuances from the Central Office, the Regional Office shall adapt the latest issuance(s).