

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

**Office of the Schools Division Superintendent**

**07 August 2024**

DIVISION MEMORANDUM  
 No. 309, s. 2024

**UPDATED REGIONAL MEMORANDUM NO.528, S. 2022 (POLICY GUIDELINES ON THE HARMONIZATION OF SPECIAL SCIENCE PROGRAMS IMPLEMENTATION)**

To: Elementary School Heads  
 Secondary School Heads  
 Teachers  
 All Others Concerned

1. In reference to Regional Memorandum No. 567 s.2024 titled "Updated Regional Memorandum No. 528 s. 2024 (Policy Guidelines on the Harmonization of Special Science Programs Implementation)", this office advice all Special Science implementing schools to aligned updated provisions with **DepEd Order No. 10, s.2024**.

a. Subjects and Time Allotment

Subjects	Number of Minutes							Days per week
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
<b>SSP Math</b>	60	60	60	60	60	60	60	5x
<b>SSP Science</b>	60	60	60	60	60	60	60	5x
<b>Other Subjects</b>	45	45	45	45	45	45	45	5x
<b>Research</b>	N/A	N/A	N/A	60	60	60	60	5x
<b>Creative Technology</b>	N/A	N/A	N/A	60	60	60	60	5x
<b>NMP</b>	30	30	30	30	30	30	30	4x
<b>HGP</b>	45	45	45	45	45	45	45	1x

b. Public School Research Centers and Laboratory Management

i. Schools should organize a Research Proposal activity each summer break or during the first quarter of the school year, featuring local experts, to enhance the scope and significance of the research.

ii. Schools should organize School Science and Technology Fair every September while the Division-level Science and Technology Fair should be held in October.







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

c. Laboratory Use and Management

i. There should be a minimum of three dedicated laboratories for the special science program: one for Physical Science, one for Biological Sciences and one for Creative Technology, which will be equipped with computers, robotic kits and other technological tools.

d. Grading System and Assessment


i. The weight of the components for **Creative Technology** shall be as follows:

Grade 7 to 10	Written Works	40%
	Performance Tasks	40%
	Quarterly Assessment	20%

2. All other provision stipulated in the attached Memorandum remain in effect.

3. 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.

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

  
**RANDOLPH B. TORTOLA**  
Schools Division Superintendent  
*R*

Attch: As Stated  
To be indicated in the Perpetual Index  
under Science, Special Science Curriculum

CID/ mjac



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Transforming Schools,  
Forging Partners







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



July 31, 2024

REGIONAL MEMORANDUM  
 No. 0567, s. 2024

UPDATED REGIONAL MEMORANDUM NO. 528, S. 2022 (POLICY GUIDELINES ON THE HARMONIZATION OF SPECIAL SCIENCE PROGRAMS IMPLEMENTATION)

To: Schools Division Superintendents  
 All Others Concerned

1. Regarding the issued **Regional Memorandum No. 528, s. 2022** on the **Policy Guidelines on the Harmonization of Special Science Programs Implementation**, the following are updated provisions on **Curriculum and Teaching** to align with **DepEd Order No. 10, s. 2024**:

a. Subjects and Time Allotment\*

SUBJECTS	Number of Minutes							Days per week
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
SSP MATH	60	60	60	60	60	60	60	5x
SSP SCIENCE	60	60	60	60	60	60	60	5x
OTHER SUBJECTS	45	45	45	45	45	45	45	5x
RESEARCH	N/A	N/A	N/A	60	60	60	60	5x
CREATIVE TECHNOLOGY	N/A	N/A	N/A	60	60	60	60	5x
NMP	30	30	30	30	30	30	30	4x
HGP	45	45	45	45	45	45	45	1x

b. Public School Research Centers and Laboratory Management

- i. Schools should organize a Research Proposal activity each summer break or during the first quarter of the school year, featuring local experts, to enhance the scope and significance of the research.
- ii. Schools should organize their School Science and Technology Fair every September while the Division-level Science and Technology Fair should be held in October.





c. Laboratory Use and Management


- i. There should be a minimum of three dedicated laboratories for the special science program: one for Physical Sciences, one for Biological Sciences, and one for Creative Technology, which will be equipped with computers, robotics kits, and other technological tools.

d. Grading System and Assessment

- i. The weight of the components for **Creative Technology** shall be as follows:

Grades 7 to 10	Written Work	40%
	Performance Tasks	40%
	Quarterly Assessment	20%

2. All other provisions in the attached Memorandum remain in effect.
3. This Office directs the immediate and wide dissemination of this Memorandum.

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

ATCH.: As stated  
To be indicated in the Perpetual Index  
under the following subjects:

AMENDMENT      POLICY      SCIENCE

RE: Policy Guidelines on the Harmonization  
of Special Science Programs Implementation

CLMD/nick





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**

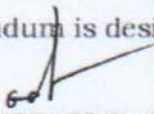

DIVISION MEMORANDUM

No. FDB, 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 to 12 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



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



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



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## **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 description 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

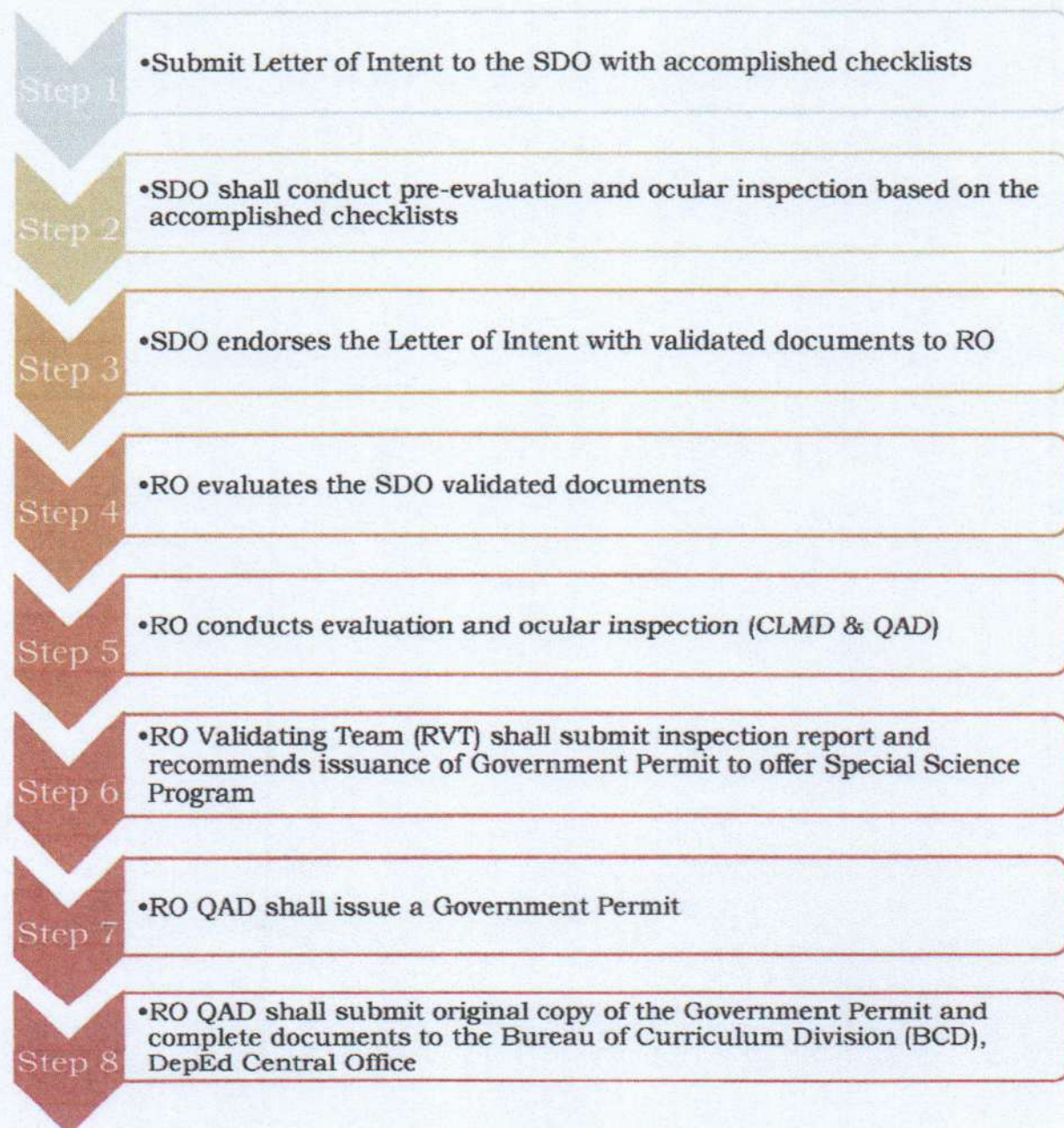
- Budgets for special curricular programs will no longer be downloaded from the Central Office (CO) and are now part of the regular school MOOE.

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.		
<b>CHECKLIST OF REQUIREMENTS</b>				
No.	Parameters	MOVs	/ or X	Remarks
<b>A. Admission Process</b>				
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>B. Class Management</b>				
6	The school has a maximum of 35 pupils per class/ section with at most two sections.	List of learners per section		
<b>C. Curriculum and Instruction</b>				
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	Report card or SF9		
	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)			



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)		
<b>D. Human Resources</b>				
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		
<b>E. Physical Resources</b>				
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:	<input type="checkbox"/> Complete	<input type="checkbox"/> Not Complete		
Summary of Findings:				
Recommendations:				

Evaluated  
by:

\_\_\_\_\_

Name/Designation/Signature

Date: \_\_\_\_\_



**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.		
<b>CHECKLIST OF REQUIREMENTS FOR STE/RSHS/LSHS</b>				
No.	Required Documents	MOVs	/ or X	Remarks
<b>A. Admission Process</b>				
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>B. Class Management</b>				
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.			
<b>C. Curriculum and Instruction</b>				
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		
<b>D. Human Resources</b>				
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		
<b>E. Physical Resources</b>				
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: \_\_\_\_\_

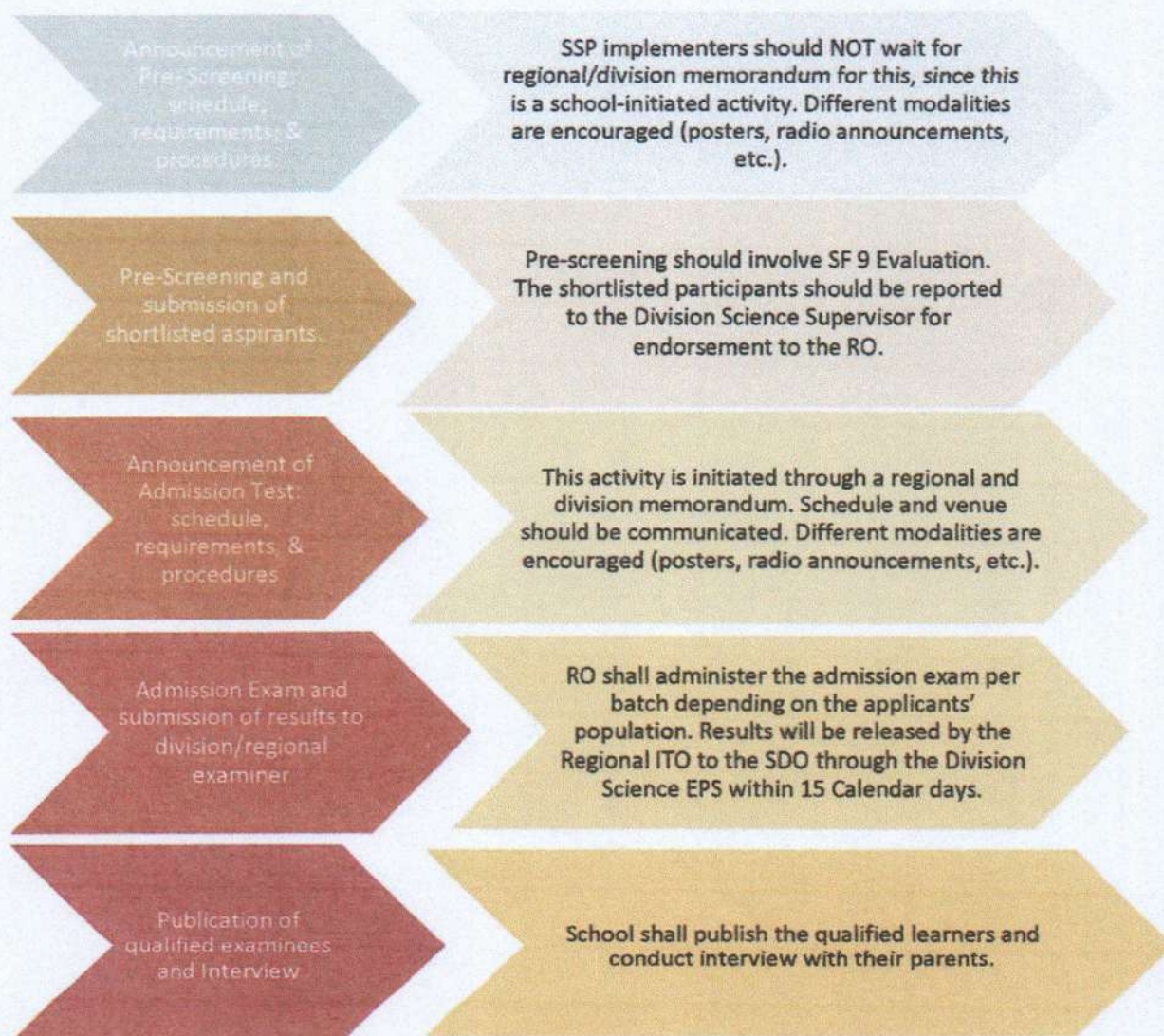
Name/Designation/Signature



## 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:

<b>Activity</b>	<b>Time Frame</b>	<b>Persons Involved</b>
Pre-Screening	3 weeks after the 2 <sup>nd</sup> 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 3 <sup>rd</sup> 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 Kto12 Basic Education Curriculum Effective School Year 2012-2013), while the elective subjects and enhanced Science and Mathematics are based on Policies 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 <b>chairman</b> 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 <b>vice chairman</b> 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 <b>ethics reviewer</b> checks the integrity of the research processes, claims, copyrights, data anonymity and confidentiality.
Plagiarism Checker	The <b>plagiarism checker</b> 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 <b>bibliographic tracer</b> 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 <b>technical expert</b> 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 consolidated data from Grades 7 to 10. SDO may disseminate the same matrix to the schools for SDO level PIR.







B. RSHS, LSHS, and STE

Proficiency Levels		No. of learners in each proficiency bracket											
		SY _____				SY _____				SY _____			
		O1	O2	O3	O4	O1	O2	O3	O4	O1	O2	O3	O4
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	

**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	

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	

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
<b>KRA 1: Instructional Management</b>					
<b>KRA 2: Assessment</b>					
<b>KRA 3: Learning Resource Management and Development</b>					
Prepared by: _____			Noted by: _____		
EPS-Science			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					
KRA 2: Assessment					
KRA 3: Learning Resource Management and Development					

**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).