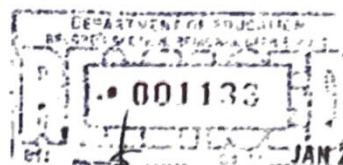




Republic of the Philippines
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REGIONAL MEMORANDUM

No. 102, s. 2025

GUIDELINES ON THE APPLICATION AND ESTABLISHMENT OF ALL SPECIAL CURRICULAR PROGRAMS (SCPs)

To: Schools Division Superintendents

1. The Department of Education- Regional Office I (DepEd RO1) issues the enclosed Policy Guidelines on the Application and Establishment of Special Curricular Programs (SCPs).
2. These policy guidelines aim to harmonize and standardize the application for and approval of opening Special Curricular Programs.
3. All Regional Memoranda, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are hereby replaced, repealed, or amended accordingly.
4. These guidelines shall be effective immediately upon issuance and shall remain in force and in effect until revoked.
5. Immediate dissemination and strict compliance with these guidelines are directed.


TOLENTINO G. AQUINO
Director IV

Encl.: As stated

Reference:

To be included in the Perpetual Index
Under the following subjects:

**POLICY GUIDELINES
APPLICATION AND ESTABLISHMENT
SPECIAL CURRICULAR PROGRAMS**



CLMD/jdc/rblj/jra/jpe/rap/jdd/PolicyGuidelinesontheImplementationoftheApplicationandEstablishmentofSCPs
January 17, 2025



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Effectivity	11.18.2024	Page	1 of 18



January 23, 2025

To: Assistant Schools Division Superintendent
Chiefs of Division (CID SGOD)
Section/Unit Heads
Public Elementary and Secondary School Heads
All Others Concerned

For information and guidance.


VILMA D. EDA, CESO V
Schools Division Superintendent





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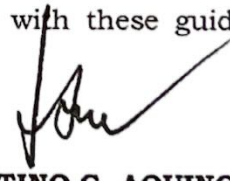
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DepEd RO1



Document 2

CLMD250120

CLMD/jdc/rblj/jra/jps/rap/jdd/PolicyGuidelinesontheImplementationoftheApplicationandEstablishmentofSCPs
 January 17, 2025



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I. GENERAL PROVISIONS

SECTION 1. STATEMENT OF THE IMPLEMENTING GUIDELINE

The constitution specifically Article II, Section 13 of the 1987 Constitution of the Republic of the Philippines stipulates that "The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being." In addition, Republic Act 9155, or the Governance of Basic Education Act of 2001, Section 2 was enacted which clearly states that, "The State shall encourage local initiatives for improving the quality of basic education." Section 7 B.3., states that at the Regional Office, one of this Office's mandate is, "Developing regional educational standards with a view towards benchmarking for international competitiveness".

Anent this, DepEd Order No. 55, s. 2010 on the Policies and Guidelines on Strengthening Science and Mathematics at the Secondary Level states that there is a need to strengthen Science and Mathematics Education in the Philippines. Moreover, DepEd Order No. 41, s. 2004 on the Revised Curriculum of the 110 Science and Technology Oriented High Schools states that there is a need of making the curriculum relevant to the needs of the learners.

Likewise, DepEd Order No. 57, s. 2011 titled the Policy Guidelines in the Implementation of the Special Science Elementary Schools (SSES) Project is implemented in order to develop Filipino children who are equipped with scientific and technological knowledge, skills, and attitudes, creative and have positive values, and lifelong learning skills to become productive partners in the development of the community and society.

It was also embodied in DECS No. 135, s. 2001 that the Special Program in the Arts (SPA) as a nationwide program aims to foster the potentials of artistically-inclined students in public high schools who are selected based on the criteria established by the Department of Education. It implements a secondary education curriculum with an additional subject that is centered in the arts specifically in Dance, Vocal and Instrumental Music, Theater Arts, Visual Arts, Creative Writing and Multi-media Arts.

To address the needs of talented students in the different sports disciplines as embodied in DepEd Order No. 25, s. 2015, the Special Program in Sports (SPS) is implemented in regular high schools, which have the capacity to implement and sustain the program in terms of trained teachers, facilities and equipment.

Republic Act 7079 or the Campus Journalism Act of 1991 stipulates that the State shall uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the State shall undertake various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism.

In support of the implementation of the K to 12 Basic Education Curriculum, DepEd Order No. 67, s. 2012 is issued in order to provide guidelines on the implementation of the Strengthened Technical-Vocational Education Program



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(STVEP) and to provide guidelines on the implementation of Technology and Livelihood Education (TLE) for Junior High School starting School Year (SY) 2012-2013.

Added to this, was the DepEd Memorandum No. 560, s. 2008 stipulates the implementation of the Special Program in Foreign Language (SPFL) to schools whose students have demonstrated competence in English and are capable of learning another foreign language in order to: a) develop students' skills in listening, reading, writing, speaking and viewing as fundamental to acquiring communicative competence in a second foreign language; b) prepare students for meaningful interaction in a linguistically diverse global workplace; and c) develop understanding and appreciation of other people's culture.

Lastly, the Department of Education- Region 1, through the Curriculum and Learning Management Division (CLMD) issues the Guidelines on the Application and Establishment of all Special Curricular Programs (SCPs).

SECTION 2. LEGAL BASES

1. 1987 Constitution of the Republic of the Philippines
2. Republic Act 9155, or the Governance of Basic Education Act of 2001
3. Republic Act 7079, or the Campus Journalism Act of 1991
4. DepEd Order 55, s. 2010 – Policies and Guidelines on Strengthening Science and Mathematics Education at the Secondary Level
5. DepEd Order 41, s. 2004 – Revised Curriculum of the S & T Oriented (ESEP) High School.
6. DepEd Order No. 57, s. 2011 – Policy Guidelines in the Implementation of the Special Science Elementary Schools (SSES) Project
7. DepEd Order No. 25, s. 2015 – Implementing Guidelines on the Special Program in Sports
8. DepEd Order No. 67, s. 2012 – Guidelines on the Implementation of Strengthened Technical-Vocational Education Program (STVEP) and Technology and Livelihood Education (TLE) Curriculum
9. DepEd Memorandum No. 560, s. 2008 – Special Program in Foreign Language

SECTION 3. DEFINITION OF TERMS

Science, Technology and Engineering (STE) Program – a special curricular program for Junior High School that aims to widen access to quality secondary education with the view to develop learners for careers for higher learning in Science, Technology and Engineering (DepEd Order 55, s. 2010).

Special Science Elementary Schools (SSES) Program – a special curricular program for Elementary that aims to provide a learning environment to the gifted and talented learners through a special Science and Mathematics curricula which recognize multiple intelligences that geared towards the development of God-loving, globally competitive, nationalistic, creative, ecologically aware, scientifically and technologically oriented and skilled individuals who are empowered through lifelong learning skills (DepEd Order No. 57, s. 2011).



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Special Program in Mathematics (SPM) – a curricular innovation program of DepEd Regional Office 1 for Junior High School that seeks to develop the innovativeness, critical thinking, problem solving, and investigating skills of mathematically inclined learners (DepEd Order 55, s. 2010).

Special Program in the Arts (SPA) – a nationwide program which aims to foster the potentials of artistically-inclined students in public high schools who are selected based on the criteria established by the Department of Education. It implements a secondary education curriculum with an additional subject that is centered in the arts specifically in Dance, Vocal and Instrumental Music, Theatre Arts, Visual Arts, Creative Writing and Multi-media Arts (RA 10533).

Special Program in Sports (SPS) – a program that aims to address the needs of talented students in the different sports disciplines where it is implemented in regular high schools that have the capacity to implement and sustain the program in terms of trained teachers, facilities and equipment (DepEd Order No. 25, s. 2015).

Special Program in Journalism (SPJ) – the Department of Education's initiative in response to Republic Act 7079 or the Campus Journalism Act of 1991. Its creation aims to introduce journalism to high school students, to boost their skills and competencies in the field and the languages. Its three main goals are: 1) to enrich the journalistic experience of the students; 2) to hone the students' journalistic skills and competencies; and 3) to strengthen free and responsible journalism (Republic Act 7079).

Special Program in Technical-Vocational Education (SPTVE) – a special curricular program offered by specialized techvoc public secondary schools which aims to develop the technical vocational skills of learners specifically in Arts and Trades, Agriculture and Fisheries. It adopts the Competency-Based Curriculum anchored on the TESDA Training Regulations (DepEd Order No. 67, s. 2012).

Special Program in Foreign Language (SPFL) – a program for public secondary schools nationwide which helps learners develop skills in listening, reading, writing, speaking, and viewing that are fundamental in acquiring communicative competence in a second foreign language. It aims to enhance the ability of learners to engage in meaningful interaction in a linguistically and culturally diverse global workplace. It looks to further develop learners' understanding and appreciation of another people's culture. It is intended to provide learners with opportunities that will make them both locally and internationally competitive. Among the languages offered in the program in the region are Spanish, Japanese (Nihongo), and Chinese (Mandarin) (DepEd Memorandum No. 560, s. 2008).



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II. OPERATIONAL GUIDELINES

SECTION 4. RULES AND REGULATIONS

4.1 Before the Establishment

4.1.1. Request for the application and establishment of all Special Curricular Programs (SCPs) such as Science, Technology and Engineering (STE), Special Science for Elementary Schools (SSES), Special Program in Mathematics (SPM), Special Program in the Arts (SPA), Special Program in Sports (SPS), Special Program in Journalism (SPJ) and Special Program in Technical- Vocational Education (SPTVE), and Special Program in Foreign Language (SPFL) shall be submitted one (1) year prior to its implementation following the specified dates below:

- a. Division Office – on or before June 30
- b. Regional Office – on or before August 30

4.1.2. Schools and Schools Division Offices (SDOs) shall observe the following starting SY 2025-2026:

Level	Objective	Activities	Documents to be Prepared and Submitted	Timeline
School	To prepare different documents, resources and facilities needed	Preparation of documentary requirement such as: a. application letter; b. feasibility studies and project proposal; c. list of qualified learners; d. assessment tool in identifying qualified learners; e. assessment results; f. parents' consent; g. proposed class programs; h. proposed teachers' program; i. teacher's qualification and profile j. inventory of facilities and	Folder containing all the documentary requirements in applying Special Curricular Programs	January to March of each year



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		needed resources.		
Schools Division Offices (SDOs)	1. To review documents submitted by the schools; 2. To conduct inspection; 3. To provide technical assistance; 4. To Prepare Inspection Report; and 5. To indorse to the RO	The SDO office shall do the following: a. receive the request letter with the required documents; b. evaluate the documents; c. conduct inspection; d. prepare Division Inspection Report; and endorse to the RO.	Division Inspection Report (refer to attached enclosure) Indorsement letter	April to June of each year
Regional Office (RO)	1. To validate the completeness of the documents on the application of SCPs indorsed by SDO; 2. To conduct on-site validation. 3. To issue indorsement/ approval for the application.	The RO office shall: a. receive the application with required documents; b. review the documents; c. conduct on-site validation and d. issue indorsement or approval.	Accomplished Checklist of Requirements Inspection Report Indorsement/ Approval	July to September of each year October to December of each year January to March of the succeeding year
School	To implement the program	Implement the program	Narrative Report	June of the succeeding year

4.1.3. Any application that does not meet the deadline must not be forwarded to the Regional Office.

4.1.4. The division validators on the application of schools on the different SCPs will be comprised of Education Program Supervisor in-charge of the specific SCP applied for; SGOD personnel in charge of physical facilities and quality assurance.



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4.1.5. Schools Division Offices are enjoined to conduct inventory and verification of schools implementing any Special Curricular Programs based on the attached enclosure.

4.1.6. The applicant school shall be informed on the deficiencies noted through an indorsement to the SDO, not later than August 31 of the same year the said application was filed. The school shall be allowed to complete the deficiencies not later than September 30 of the same year.

4.1.7. Schools Division Offices are expected to provide technical assistance to the concerned schools in meeting the requirements per program to ensure completeness of application documents and compliance to the program standards.

4.1.8. Regional Office's approval of the application of a particular Special Curricular Program shall be done 3 months prior to the implementation.

4.2 During the Implementation

4.2.1. During the implementation, the school shall adhere to all the standards set by the Department of Education in a particular Special Curricular Program.

4.3 Monitoring and Evaluation of the Implementation

4.3.1. The Schools Division Office shall monitor and evaluate the operation of the approved application of the Special Curricular Program of the school at least once in a School Year. Monitoring and evaluation reports shall be submitted to the Regional Office fifteen (15) days before the end of the school year commence.

III. MISCELLANEOUS PROVISIONS

SECTION 5: SEPARABILITY CLAUSE

Any part or provision of this Regional Memorandum which may be held invalid or unconstitutional shall not affect the validity and effectivity of other provisions.

SECTION 6: REPEALING CLAUSE

All prior Regional Memoranda or other issuances, or provisions thereof, which are inconsistent are hereby repealed, revised, or modified accordingly.

SECTION 7: EFFECTIVITY

This Regional Memorandum shall take effect immediately upon issuance.

SECTION 8: MONITORING AND EVALUATION

The division and regional focal person of the different Special Curricular Programs shall conduct monitoring and evaluation in the different implementing schools and shall submit annual report.



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Enclosure

**CHECKLIST OF THE REQUIREMENTS IN THE ESTABLISHMENT
FOR SPECIAL CURRICULAR PROGRAMS**

Schools Division Office: _____
School Name: _____
School ID: _____
School Address: _____
School Head: _____ Contact No. _____

Required Documents	C	NC	Remarks
Application letter			
Feasibility studies and project proposal			
List of qualified learners			
Assessment tool in identifying qualified learners			
Assessment results			
Parents' consent			
Proposed class programs			
Proposed teachers' program			
Teachers qualification and profile			
Inventory of facilities and needed resources			

C – Compliant NC- Not Compliant

Additional Requirements for Special Program in the Arts (SPA)

Required Facilities and Equipment	C	NC	Remarks
Creative Writing			
a. Classroom laboratory			
b. Well-ventilated and lighted room			
c. Computer set with printer and scanner			
d. LCD screen projector or LED TV with HDMI			
e. Reliable internet connection			
f. Book shelves and cabinet			
Dance			
a. Classroom studio			
b. Barres			
c. Cabinets for costumes			
d. Portable sound system			
e. LCD screen projector or LED TV with HDMI			
Drama			
a. Classroom studio			
b. Sound system			
c. Stage lights			



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d. LCD screen projector or LED TV with HDMI			
Media Arts			
a. Classroom studio			
b. Studio lights			
c. Microphones (lapels, boom)			
d. LCD screen projector or LED TV with HDMI			
e. Backdrop curtains			
f. At least 2 Computer sets with printer and scanner			
Music			
a. Music laboratory for instrumental			
b. Music laboratory for vocal			
c. Sound system			
d. Music stools			
e. Drum set			
f. Rhythmic instruments			
Visual Arts			
a. Classroom studio			
b. Workshop tables			
c. Wash area with water, sink and faucet			
d. LCD screen projector or LED TV with HDMI			
e. Paint materials			

C – Compliant NC – Not Compliant

Additional Requirement for Special Program in Sports (SPS)

REQUIREMENTS	C	NC	REMARKS
School application to implement the Special Program in Sports			
Division evaluation result			
Feasibility study			
Resolution endorsing and supporting the establishment of Special Program in Sports of PTA			
Memorandum of Agreement			
Winnings in sports competition (division, regional, national, international levels)			
Teaching and non-teaching staff for SPS			
Teacher's program			
Classroom program			
Proposed Curriculum for SPS (4-year curriculum based on the K-12 Basic Education Program with Specialization in Sports.			
List of enrollments			



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<p>Curricular Offering (<i>A minimum of 5 individual sports and 3 team sports</i>)</p> <p>Individual Sports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archery <input type="checkbox"/> Arnis <input type="checkbox"/> Badminton <input type="checkbox"/> Chess <input type="checkbox"/> Gymnastics <input type="checkbox"/> Table Tennis <input type="checkbox"/> Taekwondo <input type="checkbox"/> Lawn Tennis <p>Team Sports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Baseball <input type="checkbox"/> Basketball <input type="checkbox"/> Football <input type="checkbox"/> Sepak Takraw <input type="checkbox"/> Softball <input type="checkbox"/> Volleyball 			
<p>Track record of winnings in sports competitions at the division and regional levels for the past three years.</p>			
<p>Standard equipment and facilities:</p> <p>Track and field oval</p> <ul style="list-style-type: none"> <input type="checkbox"/> football pitch <input type="checkbox"/> standard track <input type="checkbox"/> long and triple jump facility <input type="checkbox"/> water jump <input type="checkbox"/> javelin throw facility <input type="checkbox"/> discuss throw facility <input type="checkbox"/> pole vault facility <input type="checkbox"/> shot put facility <input type="checkbox"/> high jump facility <p>Gymnasium/covered court</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basketball court <input type="checkbox"/> Volleyball court <input type="checkbox"/> Sepak Takraw court <input type="checkbox"/> Swimming pool <input type="checkbox"/> Football/softball/baseball field <input type="checkbox"/> Spacious playing area <input type="checkbox"/> Sports equipment room and cabinets <input type="checkbox"/> Sports equipment 			
<p>Student Enrollment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archery <input type="checkbox"/> Arnis <input type="checkbox"/> Athletics <input type="checkbox"/> Chess 			



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<input type="checkbox"/> Gymnastics <input type="checkbox"/> Racket Games <input type="checkbox"/> Sepak Takraw <input type="checkbox"/> Swimming <input type="checkbox"/> Taekwondo <input type="checkbox"/> Team Sports			
Teacher Qualification <input type="checkbox"/> Bachelor's Degree holder, major in PE/Sports <input type="checkbox"/> Athletic/sports participation (<i>trainer, coach, actual playing</i>) <input type="checkbox"/> Very Satisfactory Performance Rating (<i>for atleast two school years</i>) <input type="checkbox"/> Winning coach for atleast in the division level			

C – Compliant NC- Not Compliant

Additional Requirement for Special Program for Technical Vocational Education (SPTVE)

REQUIREMENTS	C	NC	REMARKS
Indorsement letter from the SDS of the application to offer the Special Program for Technical Vocational Education (SPTVE) the Regional Director			
Division Inspection Report on the availability of lot for the Special Program signed by the SDS			
Request letter from the School Principal/School Head addressed to the Regional Director through the Schools Division Superintendent (SDS) applying to offer SPTVE			
Feasibility study, duly recommended/endorsed by the Schools Division Superintendent (SDS) with the following: a. Justification on the need to offer SPTVE b. School Environment (Situation Analysis) c. Current and projected enrolment for a period of five (5) years. d. Proposed School Development Plan e. Proposed Budget/Budgetary Requirements			
Resolution Endorsing and Supporting the Offering of SPTVE School by the PTA/Sangguniang Bayan/Municipal/City Mayor with the attached Minutes of the Meeting and Attendance Sheet			
Copy of SPTVE Curriculum			
Certified true copies of NCs of teacher/s to handle the TLE specializations.			



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Certified true copies of Certificates of Trainings in Technology and Livelihood Education (TLE) subjects attended by the School Head			
Certification from the School Head on the availability of teachers who will handle SPTVE List of Teaching and Non-Teaching Personnel for SPTVE			
Certification on the availability of Learning Resources signed by the School Head attested by the SDS			
List of tools and equipment for SPTVE			
Inventory of Learning Resources for the SPTVE prepared by the School's Property Custodian			

Additional Requirement for Special Science for Elementary Schools (SSES) Program

REQUIREMENTS	C	NC	REMARKS
<ol style="list-style-type: none">1. Indorsement letter from the SDS the application of Special Science for Elementary Schools (SSES) Program to the Regional Director;2. Division Inspection Report signed by the SDS;3. Request letter from the School Principal addressed to the Regional Director through the Schools Division Superintendent (SDS) applying for the offering of Special Science for Elementary Schools (SSES) Program in the school;4. Feasibility study, duly recommended/endorsed by the Schools Division Superintendent (SDS) with the following:<ol style="list-style-type: none">a. Justification on the need to offer the SSES Program;b. School Environment (Situation Analysis);c. Current and projected enrolment for a period of five (5) years;d. Proposed School Development Plane. Proposed Budget/Budgetary Requirements5. Resolution Endorsing and Supporting the Establishment of SSES Curriculum by the PTA/Sangguniang Bayan/Municipal/City Mayor with the attached Minutes of the Meeting and Attendance Sheet;6. Certification duly signed by the School Head attested by the SDS on the National Achievement Test (NAT) Results for the			



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<p>past 3 years from the National Education and Testing Research Center (NETRC)/Bureau of Education Assessment (BEA);</p> <ol style="list-style-type: none">7. Certification duly signed by the School Head attested by the SDS on the International/National/Regional/ Division Science Competitions (Attach List and proofs of winnings from Division to National Levels);8. Copy of Proposed SSES Curriculum;9. Certified true copies of the Transcript of Records of School Head;10. Certified true copies of Certificates of Trainings in Science, Math & Research subjects attended by the School Head;11. Certification from the School Head on the availability of teachers who will handle the SSES Program;12. List of Teaching and Non-Teaching Personnel for SSES Program;13. Certified true copies of the Transcript of Records of SSES teachers;14. Copy of the PRC-LET Ratings of teachers indicating their field of specialization/ Concentration (i.e. General Science, Physical Science, Biological Science, Chemistry, etc.);15. Certified true copies of Certificate of Relevant Trainings attended by Teachers (e.g. Certification Program or other related trainings for non-major Science teachers);16. Updated Teachers' Profile;17. Copy of Selection and Screening Procedure:<ol style="list-style-type: none">a) Preliminary Exam;b) SSES Exam from DepEd RO1; andc) Interview;18. Copy of Selection Committee Members;19. Certification on the availability of Learning Resources signed by the School Head attested by the SDS List of facilities such as:<ol style="list-style-type: none">a. at least 2 lecture classrooms for SSES classes;b. at least 2 laboratories (wet and dry) for experiments;c. Laboratory Science Apparatus;			
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d. one special library with adequate books and other materials (audio, video) for the four areas of science; e. Research books; and f. science cabinets and storage space;			
20. Inventory of Learning Resources prepared by the School's Property Custodian, and Validated by the School's Division Office			

Additional Requirement for Science, Technology and Engineering (STE) Program

REQUIREMENTS	C	NC	REMARKS
1. Indorsement letter from the SDS the application of Science, Technology and Engineering (STE) Program to the Regional Director; 2. Division Inspection Report signed by the SDS; 3. Request letter from the School Principal addressed to the Regional Director through the Schools Division Superintendent (SDS) applying for the offering of Science, Technology and Engineering (STE) Program in the school; 4. Feasibility study, duly recommended/endorsed by the Schools Division Superintendent (SDS) with the following: a. Justification on the need to offer the STE Program; b. School Environment (Situation Analysis); c. Current and projected enrolment for a period of five (5) years; d. Proposed School Development Plan e. Proposed Budget/Budgetary Requirements f. Resolution Endorsing and Supporting the Establishment of STE Curriculum by the PTA/Sangguniang Bayan/Municipal/City Mayor with the attached Minutes of the Meeting and Attendance Sheet;			



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<p>g. Certification duly signed by the School Head attested by the SDS on the National Achievement Test (NAT) Results for the past 3 years from the National Education and Testing Research Center (NETRC)/ Bureau of Education Assessment (BEA);</p> <p>5. Certification duly signed by the School Head attested by the SDS on the International/National/ Regional/ Division Science Competitions (Attach List and proofs of winnings from Division to International Levels);</p> <p>6. Copy of Proposed STE Curriculum;</p> <p>7. Certified true copies of the Transcript of Records of School Head;</p> <p>8. Certified true copies of Certificates of Trainings in Science, Math & Research subjects attended by the School Head;</p> <p>9. Certification from the School Head on the availability of teachers who will handle the STE Program;</p> <p>10. List of Teaching and Non-Teaching Personnel for STE;</p> <p>11. Certified true copies of the Transcript of Records of Science teachers;</p> <p>12. Copy of the PRC-LET Ratings of teachers indicating their field of specialization/Concentration (i.e. General Science, Physical Science, Biological Science, Chemistry, etc.);</p> <p>13. Certified true copies of Certificate of Relevant Trainings attended by Teachers (e.g. Certification Program or other related trainings for non-major Science teachers);</p> <p>14. Updated Teachers' Profile</p> <p>15. Copy of Selection and Screening Procedure: a) Preliminary Exam; b) STE Exam from DepEd RO1; and c) Interview;</p> <p>16. Copy of Selection Committee Members;</p> <p>17. Certification on the availability of Learning Resources signed by the School Head attested by the SDS;</p> <p>18. List of facilities such as: a) at least 2 lecture classrooms for STE classes;</p>			
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b) at least 2 laboratories (wet and dry) for experiments; c) Laboratory Science Apparatus; d) one special library with adequate books and other materials (audio, video) for the four areas of science; e) Research books; and f) science cabinets and storage space; 19. Inventory of Learning Resources prepared by the School's Property Custodian, and Validated by the School's Division Office.			
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Additional Requirement for Science Program in Mathematics (SPM)

REQUIREMENTS	C	NC	REMARKS
1. Indorsement letter from the SDS the application of Special Program in Mathematics (SPM) to the Regional Director; 2. Division Inspection Report signed by the SDS; 3. Request letter from the School Principal addressed to the Regional Director through the Schools Division Superintendent (SDS) applying for the offering of Special Program in Mathematics (SPM) in the school; 4. Feasibility study, duly recommended/endorsed by the Schools Division Superintendent (SDS) with the following: a. justification on the need to offer the Special Program in Mathematics (SPM) b. school Environment (Situation Analysis) c. current and projected enrolment for a period of five (5) years; d. proposed School Development Plan e. proposed Budget/Budgetary Requirements 5. Resolution Endorsing and Supporting the Establishment of SPM Curriculum by the Sangguniang Bayan/Panglungsod duly approved by the Municipal/City Mayor with the attached Minutes of the Meeting 6. Certification duly signed by the School Head attested by the SDS on the National Achievement Test (NAT) Results for the past			



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<p>3 years from the National Education and Testing Research Center (NETRC)/Bureau of Education Assessment (BEA);</p> <p>7. Certification duly signed by the School Head attested by the SDS on the International/National/Regional/Division Mathematics Competitions (Attach List and proofs of winnings from Division to International Levels);</p> <p>8. Copy of the Proposed SPM Curriculum;</p> <p>9. Certified true copies of the Transcript of Records of School Head;</p> <p>10. Certified true copies of Certificates of Trainings in Math & Research subjects attended by the School Head;</p> <p>11. Certification from the School Head on the availability of teachers who will handle the SPM Program;</p> <p>12. List of Teaching and Non-Teaching Personnel for SPM Program;</p> <p>13. Certified true copies of the Transcript of Records of SPM teachers;</p> <p>14. Copy of the PRC-LET Ratings of teachers indicating their field of specialization/Concentration (i.e. Mathematics);</p> <p>15. Certified true copies of Certificate of Relevant Trainings attended by Teachers (e.g. Certification Program or other related trainings for non-major Math teachers);</p> <p>16. Updated Teachers' Profile;</p> <p>17. Copy of Selection and Screening Procedure:</p> <p>a) Preliminary Exam;</p> <p>b) SPM Exam from DepEd RO1; and</p> <p>c) Interview</p> <p>18. Copy of Selection Committee Members;</p> <p>19. Certification on the availability of Learning Resources signed by the School Head attested by the SDS;</p> <p>20. List of facilities such as:</p> <p>a) at least 2 lecture classrooms for SPM classes;</p> <p>b) one special library with adequate books and other materials (apparatus, audio, video) for Mathematics;</p> <p>c) Mathematics and Research books; and</p> <p>d) Mathematics cabinets and storage space;</p>			
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21. Inventory of Learning Resources prepared by the School's Property Custodian, and Validated by the School's Division Office.			
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