



Republic of the Philippines
Department of Education
 REGION I
 SCHOOLS DIVISION OF VIGAN CITY

Office of the Schools Division Superintendent

06 JUL 2026

DIVISION MEMORANDUM

No. 515, s. 2026

**DISSEMINATION OF THE PHASE 3 VALIDATION SUMMARY REPORT ON
 THE IMPLEMENTATION OF ADDITIONAL GRADE LEVELS OF SCHOOLS
 OFFERING SPECIAL CURRICULAR PROGRAMS**


To: Asst. Schools Division Superintendent
 Chief Education Supervisors (CID/SGOD)
 School Heads of ISNHS & BMSW
 All Others Concerned

1. Pursuant to Division Memorandum Nos. 370, s. 2026 titled "Phase 3 Validation on the Implementation of Additional Grade Levels of Schools Offering Special Curricular Programs" (SCPs), and its subsequent update under Division Memorandum No. 408, s. 2026, the Schools Division of Vigan City through the Division Review and Evaluation Committee (DREC) conducted the Phase 3 Validation on June 5, 2026 at Ilocos Sur National High School (ISNHS) and Burgos Memorial School West (BMSW). The validation reflects the Division's commitment to implementing SCPs that meet learners' diverse needs, talents, and interests.
2. The validation aimed to assess the extent of implementation of the additional grade levels under the Special Curricular Programs (SCPs), evaluate compliance with established DepEd policies, standards, and guidelines, and identify areas requiring technical assistance and continuous program improvement.
3. Findings from the validation indicate that the implementing schools have demonstrated significant efforts in the implementation of the additional grade levels under the SCPs, particularly in the areas of curriculum implementation, learner performance, and program support mechanisms. However, several areas requiring further enhancement were identified, including teacher specialization, the adequacy of facilities and equipment, availability of instructional resources, and learners' access to enrichment activities and competitions.
4. Concerned schools and program coordinators are advised to review the attached Summary Report on the Conduct of Phase 3 Validation, which outlines key findings, identified issues, best practices, suggestions, and recommendations. Schools are enjoined to take note of these and undertake appropriate interventions to address identified gaps, enhance program implementation, and sustain best practices. The Curriculum Implementation Division (CID), through the Education Program Supervisors in charge of SCPs, shall continue to provide technical assistance, monitor the implementation of committed actions, and ensure the sustainability and continuous improvement of the program.



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5. Immediate dissemination of and compliance with this Memorandum is directed.


VILMA D. BDA, CESO V
Schools Division Superintendent

Enclosure: As stated

References: DM Nos. 370 & 408, s. 2026

CID/ssc/pjaf/nar/fr/apa/pfc/SCP_Phase3Validation_SummaryReport
June 15, 2026





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SUMMARY REPORT
PHASE 3 VALIDATION ON THE IMPLEMENTATION OF ADDITIONAL
GRADE LEVELS OF SCHOOLS OFFERING SPECIAL CURRICULAR PROGRAMS
School Year 2026-2027

The Schools Division of Vigan City conducted Phase 3 Validation on the Implementation of Additional Grade Levels of Schools Offering Special Curricular Programs (SCPS) at Ilocos Sur NHS and Burgos Memorial School West on June 5, 2026. The validation focused on curriculum implementation, teacher qualifications, learning resources, facilities and equipment, learner support mechanisms, commendable practices, and compliance with DepEd policies and guidelines.

I. Enrollment

Enrollment data as of June 5, 2026 indicate sustained learner interest and participation across the various Special Curricular Programs (SCPs) implemented in the Schools Division of Vigan City, with a total enrollment of **1,617 learners**. Overall, the Science, Technology and Engineering (STE) has the highest enrollment while the Special Program in Foreign Language has the lowest.

Key Findings by Program:

- The **Science, Technology and Engineering (STE) Program** recorded the highest enrollment with **304 learners**, indicating strong interest in science and technology education. Female learners (175) outnumbered males (129).
- The **Special Program in Mathematics (SPM)** enrolled 260 learners, with female learners (155) exceeding male learners (105).
- The **Special Program in Journalism (SPJ)** registered 255 learners, reflecting sustained interest in journalism and communication-related disciplines.
- The **Special Program in Sports (SPS)** posted 240 learners, demonstrating strong participation in sports, with male learners comprising the majority.
- The **Special Program in Technical-Vocational Education (SPTVE)** enrolled 233 learners, indicating growing interest in technical-vocational and skills-based education.
- The **Special Program in Foreign Language (SPFL)** registered the lowest enrollment with 64 learners but continues to provide opportunities for foreign language learning and global competence development.
- The **Special Program in the Arts (SPA)** recorded 152 learners, indicating sustained interest in arts and culture education.
- The **Special Science for Elementary Schools (SSES)** enrolled 109 learners, reflecting continued participation in specialized science education at the elementary level.

Overall, the enrollment figures suggest that the Special Curricular Programs remain attractive educational offerings within the division. The strong enrollment in STE, SPM, SPJ, SPS, and SPTVE reflects the growing demand for specialized programs that cater to learners' interests, talents, and career aspirations. However,



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programs with lower enrollment may benefit from strengthened advocacy, learner recruitment initiatives, and enhanced program visibility to encourage greater participation.

II. Program Implementation Highlights

- **Special Program in the Arts (SPA)** provides meaningful artistic learning experiences through recitals, talent showcases, participation in the division, regional & national competitions and specialized teacher training.
- **Special Program in Sports (SPS)** Learners participated in local, regional, national, and international sports competitions.
- **Special Science for Elementary Schools (SSES)** The school carefully screens learners based on established program criteria and strengthens science learning through practical, integrative, and engaging experiential activities.
- **Science, Technology and Engineering (STE)** maintain functional laboratories and qualified teaching personnel. Upgrading of laboratory facilities and development of contextualized learning resources remain priority concerns.
- **Special Program in Technical-Vocational Education (SPTVE)** benefits from teachers with NC II qualifications and industry-related experiences. However, additional certification training and facility repairs are necessary.
- **Special Program in Foreign Language (SPFL)** has available instructional materials but requires enhanced digital access and additional enrichment opportunities.
- **Special Program in Journalism (SPJ)** demonstrates strong participation in journalism-related competitions and utilizes various print and multimedia resources. Additional quality assurance and resource augmentation are recommended.
- **Special Program in Mathematics (SPM)** continues to provide advanced mathematical learning opportunities but requires a dedicated Mathematics Laboratory and additional learning resources.

III. Strengths and Best Practices by Program

Program	Strengths and Best Practices
SPA	<ul style="list-style-type: none"> ✓ Regular showcases and year-end recitals integrated into school events. ✓ Student-led performances supported by skilled teacher mentorship. ✓ Participation in the division, regional & national competitions. ✓ Learner modules are available which were adapted from NCAA; ready-to-print materials were downloaded through the LRMDS portal
SPS	<ul style="list-style-type: none"> ✓ Participation of learners in the local, division, regional, national and invitational competitions.



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	<ul style="list-style-type: none">✓ Conduct regular assessments to monitor learners' development and evaluate the overall effectiveness of the program.✓ Printed Copies of Learner and Teacher Materials are available; ready-to-print digital copies are available for reproduction and stored on external drives
SSES	<ul style="list-style-type: none">✓ Contextualized School-based Screening Process.✓ The school guarantees that qualified teachers with relevant expertise handle SSES subjects, resulting in effective instruction.✓ Procurement of textbooks by the SPTA/ Restructuring of the Science Laboratory by the City Government of Vigan✓ Donation of Laboratory Tables and Chairs by School Alumni.✓ Provision of hands-on activities
STE	<ul style="list-style-type: none">✓ Provision of Classroom-based Experiments✓ Teachers profiling to handle elective subjects✓ Teachers pursue Science-aligned specializations in their post-graduate studies✓ Craft their Budget of Work for the Three-Term School Calendar
SPTVE	<ul style="list-style-type: none">✓ Conduct Institutional /Assessment of learners in Bread and Pastry Production and Agricultural Crop production.✓ Conduct student activities (TEC-VOC Day).✓ Conduct competency-based training for teachers and facilitated industry linkages in Agricultural Crop Production to enhance their technical skills.✓ All SPTVE teachers in Grades 9 and 10 who attended the ACP training passed the competency assessment /NC II certification.✓ Learning tools and equipment were organized, functional and ready to use by the learners for the SY 2026-2027.✓ Presence of Fire extinguishers.✓ Enhances technical skills through certified teachers, industry linkages, and competency-based training.
SPFL	<ul style="list-style-type: none">✓ Conduct a school-wide Chinese New Year celebration featuring parade, cultural exhibit, traditional activities, performances, and the sharing of Chinese customs to promote cultural appreciation and experiential learning.✓ One Grade 8 learner joined the team that competed in the Savor the Flavor Competition during the RFOT and NFOT.✓ Printed Copies of Learner and Teacher Materials are available; ready-to-print digital copies and other non-print LR are available for reproduction and stored on external drives.



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SPJ	<ul style="list-style-type: none"> ✓ Conducted a systematic campaign and screening process to identify qualified and interested learners for the SPJ curriculum ✓ Provided opportunities for all student-journalists to participate in training, contests, and school-based journalism activities ✓ Conducted critiquing sessions and skills enhancement activities to prepare learners for journalism competitions ✓ Recognized winners and participants in Press Conferences competitions and journalism-related activities ✓ Modules, learning activity sheets, Lesson Exemplars and guides are available in print and non-print which were downloaded through the LRMSD portal; teacher-made multimedia presentations were also present which were reviewed and checked by the master teachers and head teacher; learning area references are also available which were procured through the program support fund.
SPM	<ul style="list-style-type: none"> ✓ Use of online and offline apps in teaching Math. ✓ Teacher search the net for supplementary learning materials. ✓ Use of SME tools in the teaching-learning process.
Budget Utilization	<ul style="list-style-type: none"> ✓ Budget were implemented as programmed. Budget were fully utilized. ✓ Supplementary resources were sourced from various channels to support program needs.
Class Programs	<ul style="list-style-type: none"> ✓ Compliant to class organization on class and teacher requirement using enhanced parameters.

The Special Curricular Programs demonstrate strong implementation through dedicated teachers, active learner participation, and authentic learning experiences that support the holistic development of learners.

IV. Issues and Gaps

Despite the notable strengths demonstrated in the implementation of the Special Curricular Programs (SCPs), the validation identified several areas requiring attention and continuous improvement:

Program	Issues/Gaps
SPA	<ul style="list-style-type: none"> • lack of specific rooms for the program (dance studio with mirror, music room, media, theater arts, drafting tables, etc) • Insufficient equipment like piano organ, beat box, mic condenser, rondalla instruments, no DSLR camera for media arts, easels etc. • The downloaded materials are not organized and links for digital access and storage are not in place.
SPS	<ul style="list-style-type: none"> • Insufficient sports equipment (e.g. athletic gears, etc.



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	<ul style="list-style-type: none">• Limited training opportunities for specialized sports due to the use of the field as parking areas and gymnasium as learning spaces.• Access to digital copies of the learner and teacher materials is not observed.• Incomplete documentation, records management, and portfolio organization.
SSES	<ul style="list-style-type: none">• Learning resources aligned with the SSES subjects• Immediate restructuring of the Science Laboratory
STE	<ul style="list-style-type: none">• Not Functional Science Laboratories• Learners transferring to PSHS, resulting to lower than 80 learners in Grades 9 and 10• No textbooks for elective subjects• STE is still under 2010 Basic Education Curriculum
SPTVE	<ul style="list-style-type: none">• Shared facilities, tools and laboratories with the regular class and SPTVE class.• Gaps in teacher qualification compliance particularly in technical drawing.• Need for the repair and rectification of ceiling fans, leaking roofs/ceilings, paint blistering, water marks, and additional lighting and fixtures.
SPFL	<ul style="list-style-type: none">• Limited language-learning equipment and ICT tools• Insufficient specialized training to fully support effective SPFL instruction• Need to review and improve current screening processes to better support learner selection and placement.• Absence of speech lab/radio room• Low student enrollment in the program• No learner-community engagement during celebrations
SPJ	<ul style="list-style-type: none">• Limited journalism equipment and ICT tools• Insufficient specialized training to fully support effective SPJ instruction• Provision of adequate learning area references
SPM	<ul style="list-style-type: none">• No permanent Math lab• Insufficient learning materials for Research and Plane and Analytic Geometry
Budget Utilization	<ul style="list-style-type: none">• Limited funds for the programs.• Preparing proposals only when funds are available could lead to rushed planning and missed opportunities.
Class Programs	<ul style="list-style-type: none">• Absence of finalized and updated class and teacher deployment programs



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V. Technical Assistance Needed

To address the identified gaps and strengthen program implementation, schools require technical assistance in the following areas:

Program	Technical Assistance Needed
SPA	<ul style="list-style-type: none">• Provide guidance to school head on classroom utilization for SCP implementation pending completion of school building projects.• Assist in establishing an organized digital repository for instructional materials• support school leaders in finalizing teacher and class deployment plans.
SPS	<ul style="list-style-type: none">• Assist school in strengthening the implementation of existing partnerships with PGIS and UNP to maximize learner access to sports facilities and training opportunities.• Request from the SH to allocate funds for the procurement of additional equipment.• Provide guidance on designating SCP focal persons responsible for organizing and maintaining program records, photos, and portfolios.
SSES	<ul style="list-style-type: none">• Coordinate with nearby schools offering SSES to borrow textbooks and other learning resources.• Conduct market scoping of textbooks for possible budget allocation.• Follow up with the City Engineering Office regarding the restructuring of the Science Laboratory.
STE	<ul style="list-style-type: none">• Contextualizing the curriculum to the Revised K to 10 Curriculum• Crafting of Budget of Work and Table of Specifications (TOSs) align three-Term School Calendar
SPTVE	<ul style="list-style-type: none">• Funding support for equipment and materials through MOOE or external partnerships.• Conduct regular monitoring to evaluate adequacy, availability, and utilization of tools and laboratories.• Assist the school head in identifying and establishing partnerships with institutions for training in technical drawing and NC II assessment.• Monitor progress and compliance through scheduled reporting and site validation.
SPFL	<ul style="list-style-type: none">• Assist schools in improving and standardizing SPFL screening processes to ensure proper learner selection and placement.• Provide technical assistance in integrating learner-community engagement activities into SPFL celebrations to promote cultural interaction and participation.



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	<ul style="list-style-type: none">• Provide technical assistance in maximizing alternative ICT-based and teacher-made materials to support SPFL instruction.
SPJ	<ul style="list-style-type: none">• Assist schools in improving and standardizing SPJ screening processes to ensure proper learner selection and placement
SPM	<ul style="list-style-type: none">• Request from the SH for the establishments of Math Lab• Request allocation from SEF for the purchase of reference materials for elective subjects
Budget Utilization	<ul style="list-style-type: none">• Enhanced budget planning and resource mobilization from internal and external partners.• Ensure adequate and qualified personnel are assigned to specialized programs based on program requirements.
Class Programs	<ul style="list-style-type: none">• Provide technical assistance in the preparation, review, and finalization of class and teacher deployment plans to ensure the equitable distribution of teaching loads and alignment of teacher qualifications with program requirements.

VI. Recommendations

Based on the validation findings, the following are recommended:

Programs	Recommendations
SPA/SPS	<ul style="list-style-type: none">• The School Head shall allocate dedicated classrooms for the SCPs upon completion of the ongoing building construction and provide budgetary support for the procurement of necessary equipment.• Continue building partnerships with LGUs, HEIs, cultural groups, and sports organizations to create more learning and growth opportunities for learners and teachers.• Establish a systematic digital filing and sharing system for learning materials, with designated personnel responsible for maintaining and updating access links.
SSES	<ul style="list-style-type: none">• Coordinate with nearby schools offering SSES to borrow textbooks and other learning resources.• Conduct market scoping of textbooks for possible budget allocation.• Follow up with the City Engineering Office regarding the restructuring of the Science Laboratory.
STE	<ul style="list-style-type: none">• Follow-up the rehabilitation of the Science Laboratories from City Government of Vigan• Transfer from regular class shall be allowed, provided that the learner passed school evaluation and assessment• Constant monitoring shall be conducted to assist the school in the implementation of the program



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SPTVE	<ul style="list-style-type: none">• The school head should prioritize the allocation of laboratories for SPTVE and provide budgetary support for the procurement of necessary tools and equipment.• Assist the school head in identifying and establishing partnerships with accredited institutions for technical drawing training and NC II assessment.• Encourage teachers to undergo continuous professional development and certification programs aligned with TESDA standards.• Prioritize the repair and rectification of critical infrastructure issues to ensure safety and a conducive learning environment.• Utilize MOOE funds and external partnerships to support maintenance, repairs, and upgrading of facilities
SPFL/SPJ	<ul style="list-style-type: none">• Coordinate with RO Focals on training and workshops for SPFL teachers to improve their knowledge and skills.• Review and improve the screening process to ensure proper learner selection and placement.• Strengthen information and promotion activities to encourage more learners to enroll in the program.• Organize activities that involve both learners and the community during cultural celebrations.
SPM	<ul style="list-style-type: none">• Request from the SH for the establishments of Math Lab to support specialized instruction and learning activities.• Allocate funds and mobilize stakeholder support for the procurement of reference materials and instructional resources for elective mathematics subjects.
Budget Utilization	<ul style="list-style-type: none">• Proposal should be prepared before the start of the schoolyear that should cover the whole school year.• Prioritization should be done once funds are available.
Class Programs	<ul style="list-style-type: none">• Provide technical assistance to Department Heads on teacher deployment and staffing analysis to facilitate the timely preparation, updating, and finalization of class and teacher deployment programs, ensuring alignment with enrollment data and staffing requirements.• Department Heads should regularly sit down together to review staffing needs, discuss deployment concerns, and collaboratively develop class and teacher deployment programs.

VII. Conclusion

The Phase 3 Validation confirms that Special Curricular Programs in the Schools Division of Vigan City are generally compliant with DepEd standards and continue to provide quality specialized learning opportunities to learners. While challenges related to facilities, resources, and teacher specialization remain, schools



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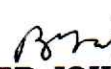
have demonstrated commitment, innovation, and resilience in sustaining program implementation.

Continued support from the Division Office, school leaders, and stakeholders will be essential in addressing identified gaps and ensuring the continuous improvement and sustainability of Special Curricular Programs.


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