



Republic of the Philippines
Department of Education

23 JAN 2015

DepEd MEMORANDUM
No. **3**, s. 2015

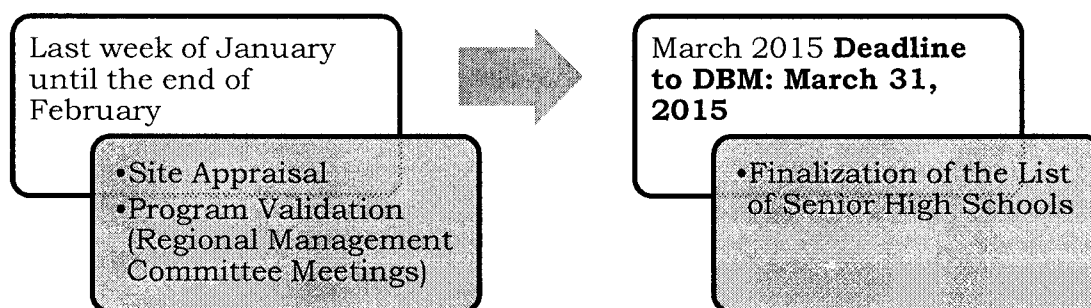
**SENIOR HIGH SCHOOL PREPARATIONS AND DELIVERABLES
FOR QUARTER 1 OF 2015**

To: Undersecretaries
Assistant Secretaries
Regional Secretary, ARMM
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Secondary Schools
All Others Concerned

1. For the information and guidance of all Regional Offices (RO) and Schools Division Offices (SDO), this Memorandum seeks to clarify the next steps and deliverables for Senior High School preparations in the first quarter of 2015.

I. Process Overview and Timeline

In view of the recent Senior High School Implementation workshops conducted from September 2014 to January 2015 for all regions and the outputs submitted to the Senior High School Team, below is the timeline for preparations until March 31, 2015:



II. 2015 SHS Classroom Construction (Site Appraisal Process and Actual Implementation)

1. The DepEd Physical Facilities and Schools Engineering Division (PFSED) will provide all Schools Division Superintendents (SDS), and copy furnish Regional and Division Project Engineers (DPE), with the list of schools to be validated for SHS construction as well as the site appraisal forms (*Annex A*) for the said schools.

2. **Kick-off meeting at all Schools Division Offices** – together with all the concerned staff involved in the site validation (SHS Implementation Team, DPEs, Division Physical Facilities Coordinator (DPFC), and all others concerned), **all Schools Division Superintendents** (SDS) are requested to call for a meeting to review and discuss the following:

- a. Mechanics: site appraisal process, forms, and outputs
- b. Schedule and timelines of appraisal
- c. Appraisal team members and team assignments
- d. Logistical requirements (vehicle/s, travel authorities, transportation expenses, manpower, etc.)
- e. Other support needed by the Appraisal Team to be provided by the Schools Division Office

All Schools Divisions Offices are hereby requested to provide full support to the Site Appraisal process to ensure the efficiency of the process and timeliness of all outputs.

3. **Site Validation Proper**

- a. Upon arrival at the school, the DPE/DPFC and a member of the SHS Implementation Team shall meet with the School Head and request for the **latest site development plan of the school**, in consideration of all ongoing construction projects and/or if there are already pledges/commitments from other sources.
- b. The DPE shall do **environmental scanning** within and outside the school premises to check for available space/potential sites suited for the proposed SHS construction, in consideration of factors such as environmental hazards, etc.
- c. The DPE shall check whether or not the **recommended building designs** can be accommodated within the campus given the standard footprints of the building proposed to be constructed. If the recommended building cannot be accommodated in the identified site, the DPE shall **recommend alternative sites within the school or alternative building designs**. The location of the recommended school buildings shall be **drawn onto the site development plan** provided with the Site Appraisal Form.
- d. After identifying and confirming the appropriate sites for the recommended buildings, the DPE shall identify **other available spaces within the school compound** where additional buildings can be constructed. He shall indicate the type of building that will fit in the available space, given the maximum building footprint.
- e. All findings shall be recorded by the DPE in the Site Appraisal Form. The form shall be signed by the DPE/DPFC/member of SHS Implementation Team and the School Head.

4. **Deliverables and Submissions**

Results of the site appraisal shall be consolidated by municipality and by division, and shall be reviewed and signed by the Schools Division Superintendent for direct endorsement and submission to the

Central Office. **The consolidated reports with signatures shall be submitted to PFSED as a print-out and its soft copy shall be emailed in Microsoft Excel format to shs-siteappraisal@deped.gov.ph by March 7, 2015 or earlier.**

Based on the results of the validation activity, the Central Office shall finalize the program for SHS construction for submission to DPWH and DBM. The DepEd Central Office shall provide the SDOs, copy furnished the ROs, with the final program of SHS construction, instructing them to inform the concerned school heads of the planned construction with indicative timelines for implementation. This information shall be widely disseminated and shall be made available to other stakeholders in the community.

5. **Actual Implementation**

- a. The SDOs, through the DPEs, shall conduct an orientation activity to the concerned school heads to apprise them of the critical stages in construction that need to be monitored closely. The DPFC shall also be instructed to update the status of construction in the Program Management Information System.
- b. The SDO shall inform the Central Office of any changes or deviation from the approved/final program for SHS construction that will necessitate realignment, including but not limited to new commitments from LGUs or other donors for classroom provision or changes in projected enrollment. These changes shall be reported to the Central Office no later than the end of the second quarter of the year (Special Provision No. 21 Project Modification in the 2015 General Appropriations Act)
- c. **All SHS construction should be completed by end-May 2016.** School heads shall immediately report to the SDO, which in turn shall notify the Central Office, of any possible slippage from this deadline.

III. Program Validation Process

1. Regional Management Committee (MANCOM) Meetings

- a. Preparations for Regional Offices (RO) – each Regional Director is requested to organize a Regional MANCOM Meeting and invite the Executive Committee member and SHS Technical Assistants assigned to the region. (*Annex B: Complete List of Assignments per Region*)

To support SDOs in their preparation for the Regional MANCOM Meeting the following information should be disseminated by the Regional Office to all SDOs:

- Schedule and program of the Regional MANCOM
- Instructions to review and refine plans [*refer to Annexes C and D: Manual for Forward Steps and Process Flow for SHS*]

Implementation Planning and Manual on Program Validation and Quality Assurance Process (Red Flags Matrix)]

- Outline of presentation for the Regional MANCOM (see Section IV.1.d below)

Regional Offices must assist divisions in validating and quality-assuring their Implementation Plan

- b. Preparations for Schools Division Offices – through the leadership of each SDS, SDOs are directed to prepare the necessary outputs and adjustments:
 - Review and improve the SDO's SHS implementation plan (Make appropriate changes in Templates 1, 2, and 3) using the Red Flags Matrix
 - Remove Red Flags to make a sound Implementation Plan
 - Accomplish Non-DepED Template
 - Accomplish Program Validation Template
 - Accomplish GAS-Elective Sheet (Template 2)
 - Prepare presentation for Regional MANCOM
- c. Regional MANCOM Meeting Proper – each meeting shall follow this general flow:
 - Presentation by RO of SHS updates and consolidated regional plan
 - Presentation by each SDO
 - Feedback and validation
 - Discussion of next steps
- d. Presentation Outline for SDOs – During the MANCOM Meetings, each SDS shall present their updated plans for SHS through presentations containing the following:
 - Summary figures
 - Updated list of schools to offer SHS
 - Map of school distribution
 - Any changes made in the plans (number of schools, programs, percentage of DepEd and Non-DepEd provisions) vis-à-vis their SHS Implementation Planning post-workshop submissions
 - Result of school inventories (facilities, teachers, etc.)
 - Identified stakeholders (LGU, industry and private sector, local government units, education institutions, etc.)
 - Livelihood opportunities and skills required in the next 3-8 years in the area based on stakeholders' inputs
 - Skills needed based on current demands, and corresponding SHS tracks/strands/specializations
 - Program tracks/strands/specializations offered per school based on the Internal and External Assessment
 - Agreements with Partners
 - Other partnership opportunities (potential)
 - HEIs, SUCs, LUCs, and private schools (Non-DepEd) in the community and amount of fees (tuition, miscellaneous, and all other fees)
 - Issues and Concerns

2. Further Validation

ROs and SDOs, with the support of the Executive Committee member and Senior High School Technical Assistants assigned to the region, may conduct activities for further validation within February 2015.

3. Deliverables and Submissions

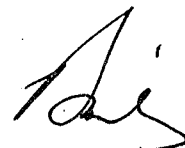
- a. Regional Offices - Regional Consolidated Plan
- b. Schools Division Offices – Updated templates:
 - Shortlist Template
 - Program Template
 - Requirements Template
 - Partnership Template
 - Timetable Template
 - Deliverables Template
 - Decision Template
 - Non-DepEd Template

ROs shall consolidate submissions of their respective SDOs. All submissions shall be in Microsoft Excel format, to be sent via email per region to shs-programs@deped.gov.ph by March 7, 2015 or earlier.

IV. Finalization of the List of Senior High Schools

By March 31, 2015, the Department will have the final list of Senior High Schools for School Year 2016-2017. This shall be submitted to the Department of Budget and Management and implementation shall follow.

2. Immediate dissemination of this Memorandum is desired.



BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:
As stated

References:
DepEd Order: Nos.: 36, 62 and 71, s. 2012

To be indicated in the Perpetual Index
under the following subjects:

POLICY
PROGRAMS
SCHOOLS
SECONDARY EDUCATION
TECHNICAL EDUCATION
VOCATIONAL EDUCATION



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
Physical Facilities and Schools Engineering Division
 DepEd Complex, Meralco Avenue, Pasig City



SITE APPRAISAL FORM FOR SENIOR HIGH SCHOOL (SHS)

School: _____ School ID: _____
 Address: _____
No. Street Barangay City/Municipality Province
 Division: _____
 Region: _____

Name of Principal: _____
 Contact No.: _____
 Division Superintendent: _____

I. CLASSIFICATION OF SENIOR HIGH SCHOOL SITE

Stand Alone SHS (new site)
 Integrated to existing Junior High School
 Within the existing Elementary School Compound

II. SITE INFORMATION

Site Ownership: Titled under the name of Tax Declaration Deed of Donation Presidential Proclamation
 DepED DepED Contract of Usufruct Others
 LGU LGU Deed of Sale
 Others: _____

Lot Area: _____ square meters

Location: Upland Low land Island Coastal Others _____

Topography: Level Sloping Rolling Others _____

Flood Level History: _____ meter/s

Soil Condition: Rocky Sandy Clayey Others _____

Power Supply: NPC Line Cooperative Generator Others _____

Water Supply:

Local Water District

Spring

Others _____

Deepwell

Shallow well

III. RECOMMENDATIONS

(For this section, please indicate the proposed location of the Recommended School Building/s and Additional Buildings by drawing them in the attached School Site Map.)

1. Recommended School Building/s

No. of Units (Building)	Recommended Type of Building*	Building footprint can be accommodated in the available space ?				Remarks
		Yes	Yes, but with demolition	Yes, but with modification in the design	No	

* Recommended Type of Building is based on needs assessment and is subject for validation if building footprint can be accommodated in the available space within the school compound. If space is not sufficient, please indicate in the remarks column the appropriate building type/s or alternate location/s where the Recommended School Building can be accommodated. If the site will require demolition of an old or condemnable structure, specify in the remarks column the type and number of buildings and classrooms to be demolished. If the site will require some modifications in the design, specify in the remarks columns the particular modifications to be made in the design of the building.

2. After identifying and confirming the appropriate sites for the Recommended School Buildings (see Item 1), please indicate other possible sites within the school compound that can be used for future construction. Cite the maximum building footprint that can be accommodated in the said location/s.

Remaining Buildable Lot Area : _____

Remarks: _____

(e.g. Type of Building that can be constructed in the available space)

3. Other Construction Requirements

Ground Floor Elevation: _____ (flood level* + standard plan elevation)

Estimated Additional Cost:

Soil Testing: _____
Site Preparation/Plan Adaptation: _____
Hauling: _____
Total Additional Cost: _____

Appraised by:

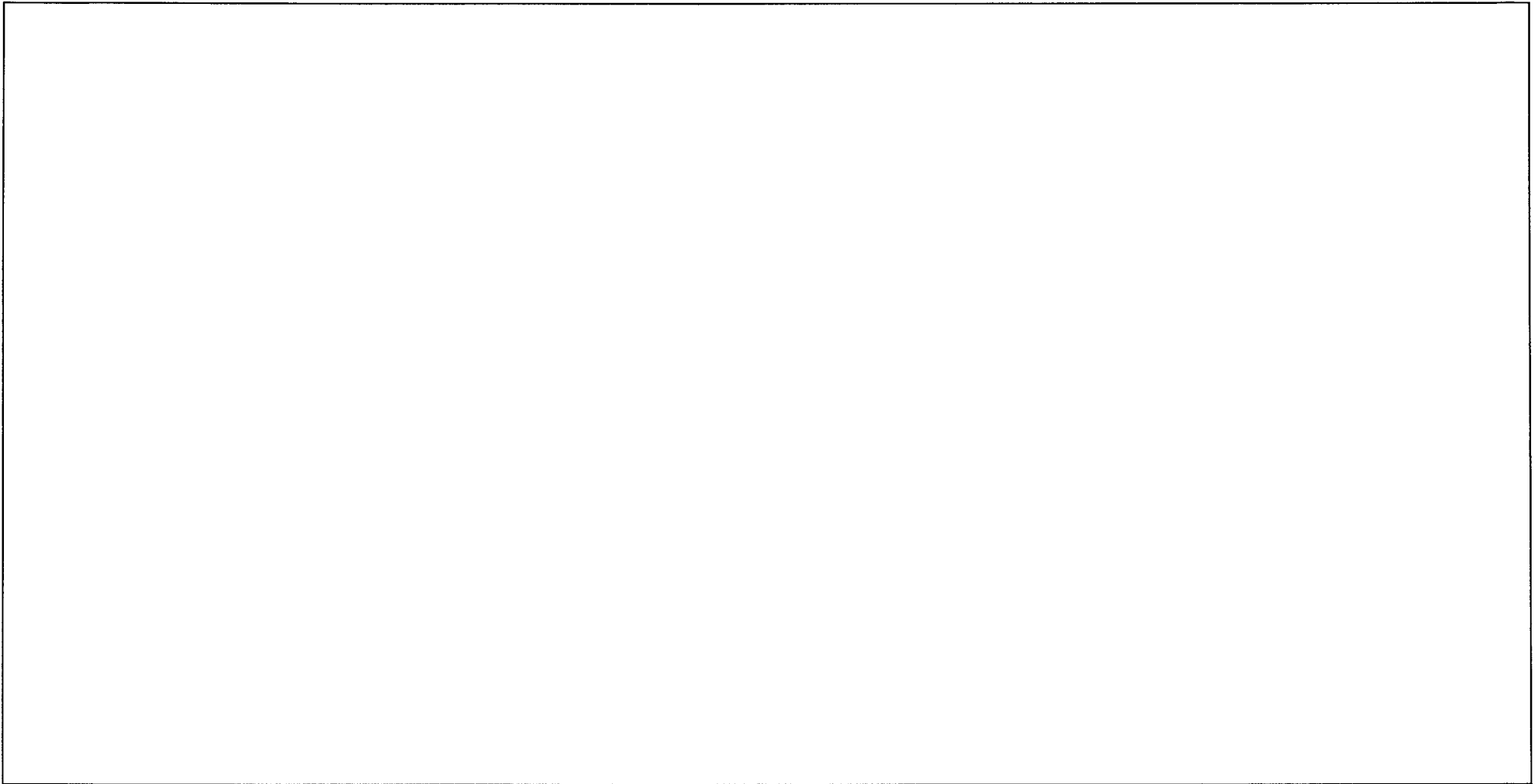
Noted by:

.....
DepEd Project Engineer

.....
School Head

.....
Date of Inspection

IV. SITE DEVELOPMENT PLAN



.....
DepEd Project Engineer

.....
School Head

.....
Date of Inspection

Complete List of Assignments per Region

Region	Executive Committee Member	Coordinator	Lead SHS Technical Assistant (TA)	SHS TA for Data
1	Usec. Albert Muyot	Zyra Cruz	Zyra Cruz	Jess Marlowe Libre
2			Leonard Pizarro	Merry Ann Ilagan
CAR			Annafriami Martin	Esther Pinzon
3	Usec. Dina Ocampo	Leonard Pizarro	Leonard Pizarro	Zyra Cruz
4A			Melanie Libatique	Jason Ongtengco
4B	Asec. Tonisito Umali	Esther Pinzon	Esther Pinzon	Roel Lodronio
7			Esther Pinzon	Jess Marlowe Libre
5	Usec. Mario Deriquito	Jess Marlowe Libre	Annafriami Martin	Keven Galanida
6			Roel Lodronio	Merry Ann Ilagan
8	Asec. Reynaldo Laguda	Roel Lodronio	Keven Galanida	Zyra Cruz
10			Roel Lodronio	Jess Marlowe Libre
9	Asec. Jesus L.R. Mateo	Keven Galanida	Levi Espinosa	Melanie Libatique
12			Melanie Libatique	Jason Ongtengco
CARAGA			Keven Galanida	Zyra Cruz
11	Usec. Francis Varela	Merry Ann Ilagan	Merry Ann Ilagan	Jess Marlowe Libre
ARMM	Usec. Francis Varela Usec. Dina Ocampo (SHS)		Usec. Dina Ocampo	Leonard Pizarro
NCR	Usec. Rizalino Rivera	Annafriami Martin	Annafriami Martin	Roel Lodronio

Contact Details

	SHS Technical Assistant	Email Address
1	Zyra Cruz	zyra.cruz@deped.gov.ph
2	Levi Espinosa	levimespinosa@gmail.com
3	Keven Galanida	keven.galanida@deped.gov.ph
4	Merry Ann Ilagan	merry.ilagan@deped.gov.ph
5	Melanie Libatique	melanie.libatique@deped.gov.ph
6	Jess Marlowe Libre	jesslibre.deped@gmail.com
7	Roel Lodronio	roel.lodronio@deped.gov.ph
8	Annafriami Martin	annafriami.martin@deped.gov.ph
9	Jason Ongtengco	jason.ongtengco@deped.gov.ph
10	Esther Pinzon	esther.pinzon@deped.gov.ph
11	Leonard Pizarro	leonard.pizarro@deped.gov.ph

SENIOR HIGH SCHOOL IMPLEMENTATION PLANNING
Forward Steps and Process Flow of Regional MANCOMs for Program Validation

Objectives:

Complete an SHS ImPlan ready for execution on April 1, 2015

- 1. Determine final list of SHSs in 2016**
- 2. Identify Red Flag regions, divisions, and schools**
- 3. Take course of action to eliminate Red Flag regions, divisions, and schools**
- 4. Finalize programs in each of the SHS**
- 5. Identify building/classroom design that will be constructed in each of the SHS based on ImPlan**
- 6. Update Partnerships and Linkages**

Levels	Pre-Regional MANCOM	Regional MANCOM	Output for Regional MANCOM	Post Regional MANCOM
CENTRAL OFFICE/ SHS TA	<ol style="list-style-type: none"> 1. Analyze submitted plan per SDO 2. Make consolidated Regional Data 3. Provide manual for Forward Steps and Process Flow for SHS Implementation Planning to regions 4. Provide manuals on Program Validation and Quality Assurance Process (Red Flags Matrix) 5. Provide regions and divisions Template 1-Version 2.0 and Template 2-Version 2.0 	<ol style="list-style-type: none"> 1. Comment on the presentations using the prepared analysis and red, green and gold flag matrix 2. Set deadline for submission of Final ImPlan 3. Provide technical assistance to SDOs in validating and refining their ImPlan 	Approval/Certification of the Implementation plan of the divisions	<ol style="list-style-type: none"> 1. Release of SHS DepEd Order 2. Release of policies/ guidelines Updates on <ol style="list-style-type: none"> a. Assessment and Curriculum b. Partnerships c. Voucher System d. Governance 3. Strengthen Internal Communication within the department 4. Validate and monitor Implan of SDOs 5. Construction and monitoring of buildings and classrooms for SHS

	<p>6. Provide regions and divisions copy of Program Validation Template, GAS-Elective Sheet, and Non-DepED template</p> <p>7. Get updates on policies/ guidelines on the following:</p> <ul style="list-style-type: none"> a. Curriculum and Assessment b. Partnerships c. Voucher Program d. Governance e. Site Validation f. School Building/Classroom Design g. Groupings per TVL specializations that could utilize a common workshop h. Classroom Construction and Monitoring i. DepED 2014 and 2015 Budget for SHS Preparations j. Monitoring and Evaluation (M&E) 			
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Annex C

	<p>Framework for K to 12</p> <p>8. Coordinate with RO (Regional Office) in validating ImPlan</p> <p>9. Report to the Undersecretary for Programs and Projects status of Regions and Divisions.</p>			
REGION	<p>1. Release Memo to SDS with ff. content:</p> <p>a. Date of Regional MANCOM</p> <p>b. Instructions to review and refine plans (refer to manual for Forward Steps and Process Flow for SHS Implementation Planning and manuals on Program Validation and Quality Assurance Process (Red Flags Matrix)</p> <p>c. Outline of presentation for the Regional MANCOM</p>	<p>1. Facilitate/moderate Regional MANCOM</p> <p>2. Provide technical assistance to SDOs in validating and refining their ImPlan</p> <p>3. Present SHS updates and consolidated Regional plan</p>	Present Regional Consolidated Plan	<p>1. Establish partnerships and linkages</p> <p>2. Assist in Classroom Construction and Monitoring</p> <p>3. Validate and monitor Implan of SDOs</p>

Annex C

	<ol style="list-style-type: none"> 2. Assist divisions in validating and quality-assuring their ImPlan 3. Collaborate with TAs in validating and quality-assuring divisions' ImPlan 			
DIVISION	<ol style="list-style-type: none"> 1. Review and improve SHS plan (Make appropriate changes in Templates 1, 2, and 3) using the Red Flags Matrix 2. Get rid of Red Flags to make a sound ImPlan 3. Accomplish Non-DepED Template 4. Accomplish Program Validation Template 5. Accomplish GAS- Elective Sheet (Template 2) 6. Prepare presentation for Regional MANCOM 	<p>Presentation of validated and updated SHS plans based on given Outline</p>	<p>Presentation Outline:</p> <ol style="list-style-type: none"> a. Summary figures b. Updated list of schools to offer SHS c. Map of school distribution d. Any changes made in the plans (number of schools, programs, percentage of DepEd and Non-DepEd provisions) vis-à-vis their SHS Implementation Planning post-workshop submissions e. Result of school inventories (facilities, teachers, etc.) f. Identified stakeholders (LGU, industry and private sector, local government units, education institutions, etc.) g. Livelihood opportunities and skills required in the next 3-8 years in the area 	<ol style="list-style-type: none"> 1. Enhance SHS plans 2. Execute plans based on timeframe 3. Continue partnership and linkage-building 4. Provide support for site validation 5. Monitor school building construction 6. Provide technical assistance to school heads for classroom construction

			<p>based on stakeholders' inputs</p> <ul style="list-style-type: none"> h. Skills needed based on current demands, and corresponding SHS tracks/strands/specializations i. Program tracks/strands/specializations offered per school based on the Internal and External Assessment j. Agreements with Partners k. Other partnership opportunities (potential) l. HEIs, SUCs, LUCs, and private schools (Non-DepEd) in the community and amount of fees (tuition, miscellaneous, and all other fees) m. Issues and Concerns 	
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**SHS Implementation Plan
Validation Guide
(Matrix of Red Flags and Suggested Corrective Courses of Action)**

OBJECTIVES/RED FLAGS	Reference (Template/ Column/ Cell)	Courses of Action/ Suggested Corrective Action
Objective: All incoming grade 11 students be accommodated in SHS		
1. On Absorptive capacity		
a) Too high (e.g. 100% and above)	Template 1, Cell K2	1) Ascertain the following: <ul style="list-style-type: none"> • Number of Non-DepEd schools or institutions that will offer SHS • Number of DepEd Schools that will offer SHS 2) Adjust the absorptive capacity in Template 1 3) Make corresponding adjustments to Templates 1, 2 and 3
b) Too low (e.g. below 60% and lower)	Template 1, Cell K2	
c) Unclear Basis (e.g. Unclear or insufficient data on non-DepEd schools that will offer SHS)	SHS National Task Force List; Local Survey;	
2. On Buildable Space		
a) JHS that will offer SHS but did not pass condition C (in terms of the number of buildable space)	Template 1; Total Buildable Space and Excess Classrooms Column	1) Ascertain the presence of sufficient buildable space 2) Consider the following: <ul style="list-style-type: none"> • Construction of SHS classrooms or buildings within the JHS campus • Putting-up Stand-Alone in other sites (e.g. Elementary Schools with buildable space) 3) Make appropriate changes in Templates 1, 2, and 3
b) JHS that will offer SHS, passed condition C, but still has insufficient buildable space for needed classrooms / laboratories / workshop	Template 1; Total Buildable Space and Excess Classrooms Column; Potential Number of SHS Students in Catchment	

	Column (Column T);	
c) Incomplete ownership or right-to-use document(s) for DepEd SHS sites	Template 1; Schools that will offer Senior High School (Coded 1 in Will Offer SHS Column / Column O); Stand-Alone SHS (Indicated below the list of schools in Column C)	<ol style="list-style-type: none"> 1) Secure ownership or right-to-use document(s) for DepEd SHS sites (e.g. tax declaration, land title, usufruct agreement, deed of donation, etc.) 2) Consider putting up Stand-Alone SHS in other sites (e.g. elementary schools with buildable space) 3) Make appropriate changes in Templates 1, 2 and 3
3. On School Population		
a) JHS that will offer SHS but did not pass condition C (in terms of number of students)	Template 1; Total JHS Enrolment (Column G)	<ol style="list-style-type: none"> 1) Consider the following: <ul style="list-style-type: none"> • Construction of SHS classrooms or buildings within the JHS campus • Putting-up Stand-Alone SHS in other sites (e.g. Elementary Schools with buildable space) 2) Make appropriate changes in Templates 1, 2, and 3
4. Number of JHS to offer SHS		
a) All JHS in a Division will offer SHS	Template 1; Column O	<ol style="list-style-type: none"> 1) Ascertain the following: <ul style="list-style-type: none"> • Presence/absence of Non-DepEd schools or institutions that will offer SHS • The need to put up SHS in all the JHS 2) Make appropriate changes in Templates 1, 2, and 3
b) Too Few JHS that will offer SHS	Template 1; Column O	<ol style="list-style-type: none"> 1) Check the No. of Students from Feeder Schools¹ (Col. S) and Potential No. of SHS

¹ Feeder schools are JHS that will not offer SHS

		<p>Students in Catchment (Col.T) if all students have provisions for SHS.</p> <p>2) Ascertain there is enough Non-DepEd schools or institutions that will offer SHS</p>
c) JHS that will offer SHS are concentrated in an area	Template 1; Geographic Mapping of JHS that will offer SHS	<p>1) Ascertain the following:</p> <ul style="list-style-type: none"> • There is a need / enough students to enroll within the area • That the students in other areas also have access / provision for SHS, if not, consider putting up SHS in these areas instead
d) Lone JHS in a municipality will not offer SHS	Template 1; School name with red font color	<p>1) Ascertain that the students will have access to SHS in adjacent Municipalities or City Divisions</p> <p>2) Consider putting up SHS</p>
5. On School Location (Urban/ Rural/ Remote)		
a) Remote JHS that will not offer SHS	Template 1; Column N (Urban/Rural/ Remote Column); Column O; Geographic Mapping of JHS that will offer SHS	<p>1. Ascertain that the students will have access to SHS in adjacent Municipalities or City Divisions.</p> <p>2. It is strongly recommended to put up SHS in remote areas</p>
6. On Stand-Alone SHS		
a) Too many Stand-Alone SHS	Template 1; Stand-Alone SHS (Indicated below the list of schools in Column C)	<p>1) Ascertain the following:</p> <ul style="list-style-type: none"> • There is a need / enough students to enroll • Enough teachers / manpower for the all the Stand-Alone SHS

		<p>2) Consider expanding the JHS that has buildable space to include provisions SHS</p> <p>3) Make appropriate changes in Templates 1, 2 and 3</p>
b) No available ownership or right-to-use document(s) for Proposed Stand-Alone SHS	<p>Template 1; Land Registration Authority (LRA); Bureau of Internal (BIR)</p>	<p>1) Secure ownership or right-to-use document(s) for Proposed Stand-Alone SHS sites (e.g. tax declaration, land title, usufruct agreement, deed of donation, etc.)</p> <p>2) Consider putting up Stand-Alone SHS in other sites (e.g. Elementary Schools with buildable space)</p> <p>3) Make appropriate changes in Templates 1, 2 and 3</p>
7. Feeder Schools		
a) No SHS provision for students from feeder schools	<p>Template 1; Column S (No. of Students from Feeder Schools) and Column T (Potential No. of SHS Students in Catchment)</p>	<p>1) Consider the following:</p> <ul style="list-style-type: none"> • increasing the slots in near catchment schools for students from feeder schools: • increasing non-DepEd provisions for SHS • putting up Stand-Alone SHS
OBJECTIVES/RED FLAGS	Reference (Template/ Column/ Cell)	Courses of Action/ Suggested Corrective Action
Objective: Program offerings should be relevant to the learner's preference and community activities		
A. Region		
1. Regional SHS for STEM Strand		
a) No regional SHS for STEM Strand	<p>Template 2; Column for STEM Track</p>	<p>1) RD should identify one school as the regional SHS for STEM Strand</p>

	offering; Regional Director	2) Mark school by filling the corresponding cell in the school ID column with green
b) More than one Regional SHS for STEM	Template 2; Column for STEM Track offering; Regional Director	1) Ascertain the ff: <ul style="list-style-type: none"> • There is a need for more than one Regional STEM SHS • There are enough feeder schools for more than one Regional STEM • There are enough resources / teachers for more than one Regional STEM SHS • “Quality” will not be compromised
2. Regional SHS for Arts and Design Strand		
a) No regional SHS for Arts and Design Strands	Template 2; Column for Arts and Design Track offering; Regional Director	1) RD should identify one school as the Regional SHS for Arts and Design Strands
b) A province with more than one SHS for Arts and Design Track	Template 2; Column for Arts and Design Track offering; Regional Director	1) Ascertain the ff: <ul style="list-style-type: none"> • There is a need for more than one SHS for Arts and Design Track • There are enough feeder schools for more than one SHS for Arts and Design Track • There are enough resources / teachers for more than one SHS for Arts and Design Track • “Quality” will not be compromised
3. Regional SHS for Sports Track		
a) No regional SHS for Sports Track	Template 2; Column for	1) RD should identify the regional SHS for Sports Track

	Sports Track offering; Regional Director	
b) A province with more than one SHS for Sports Track	Template 2; Column for Sports Track offering; Regional Director	Ascertain the ff: <ul style="list-style-type: none"> • There is a need for more than one SHS for Sports Track • There are enough feeder schools for more than one SHS for Sports Track • There are enough resources / teachers for more than one SHS for Sports Track • “Quality” will not be compromised
B. Division		
1. Program Offerings		
a) Schools that are close to one another and are offering the same strand or TVL specialization	Decision Template; Template 2, sheet 2 (TVL sheet); Geographic Mapping for schools that will offer SHS	<ol style="list-style-type: none"> 1) Ascertain the need for duplication / demand for the same strand or TVL specialization 2) Consider optimizing resources available in every schools 3) Consider diversifying program offerings
b) An academic strand not being offered in a Municipality or City Division	Decision Template; Template 2, schools under the same Municipality or City Division	<ol style="list-style-type: none"> 1) Ascertain students’ access to academic strands and a TVL combination within the Municipality or City Division 2) Ensure the all academic strands and a TVL combination are available in the Municipality or City Division
c) Unavailable TVL Track in a Municipality / City Division	Decision Template; Template 2, TVL sheet	<ol style="list-style-type: none"> 3) Ascertain the presence of

		<p>non-DepEd provision for academic strands and TVL combination not offered by DepEd SHS within the Municipality or City Division</p> <p>4) Ascertain that such academic strands and TVL combination are offered in adjacent Municipalities or City Divisions</p>
d) Program Offerings with no/unclear basis as indicated on the Decision Template ²	Decision Template; Template 2, Slots per Program	<p>1) Review internal and external assessment</p> <p>2) Establish basis for the program offerings</p> <p>3) Make appropriate modifications in templates 2, and 3</p>
C. School		
1. Number of Program Offering Slots		
a) Excessive slots for a single strand (e.g. GAS with more than 10 classes)	Decision Template; Template 2, Slots per Program	<p>1) Ascertain the need/demand for the GAS strand</p> <p>2) Consider another strand</p> <p>3) Consider diversifying the electives under the GAS strand</p>
b) Schools offering more than two Tracks (e.g. Academic, TVL, and Sports)	Decision Template; Template 2, Slots per Program	<p>1) Ascertain that the offering (for Arts and Design and Sports) is directed by the Region</p> <p>2) Ascertain the demand for more than two Tracks (e.g. Academic, TVL and Sports)</p> <p>3) Consider availability of program offerings within the</p>

²Decision Template reflects the basis of Program Offerings

		<p>same Municipality or City Division</p> <p>4) Consider availability of program offerings in non-DepEd schools or institutions within the same Municipality or City Division</p> <p>5) Consider availability of program offerings in the adjacent Municipality or City Division</p>
c) Non-remote schools with slots less than 80 per strand or TVL specialization	Template 2, Slots per Program, and TVL sheet	<p>1) Consider rounding up the number of slots to 80</p> <p>2) Consider transferring the slots to other proposed program</p> <p>3) Make appropriate modifications in templates 2, and 3</p>
d) TVL specializations that exceeds 8 semesters in one combination	Template 2, TVL Sheet	1) Modify offerings so that the number of semesters is equal to 8
e) TVL specializations that is lower than 8 semesters in one combination	Template 2, TVL Sheet	2) Make appropriate modifications in templates 2, and 3
f) TVL combinations include specializations from different strands (e.g. HE-Animal Production and IA-SMAW)	Template 2, TVL Sheet	<p>1) Ascertain availability of qualified teachers</p> <p>2) Consider offering related TVL specializations</p> <p>3) Make appropriate modifications in Templates 2, and 3</p>
g) TVL specializations without pre-requisites	Decision Template; Template 2, TVL Sheet	<p>1) Ascertain pre requisite TVL specializations are offered in feeder JHS</p> <p>2) Consider offering related TVL specializations</p> <p>3) Make appropriate</p>

		modifications in Templates 2, and 3
h) Program Offerings with no basis as indicated on the Decision Template ³	Decision Template; Template 2	<ol style="list-style-type: none"> 1) Review internal and external assessment 2) Establish basis for offering the program 3) Make appropriate modifications in templates 2, and 3

³Decision Template reflects the basis of Program Offerings