Republic of the Philippines
Department of Education
Region I
PANGASINAN SCHOOLS DIVISION OFFICE II
Canarvacanan, Binalonan

January 31, 2025

DIVISION MEMORANDUM
No. 076 s. 2025

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

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Public Schools District Supervisors
School Management Monitoring and Evaluation Unit
Education Facilities Unit
Public and Private Elementary and Secondary School Heads
All others Concerned

APPROVED FOR TRANSMISSION:
REV M. R. PURISIMA
ADMINISTRATIVE OFFICER V

1. The Department of Education – Regional Office I issues the attached guidelines on the application and establishment of Special Curricular Programs (SCPs). It aims to harmonize and standardize the application for an approval of opening of the following SCPs:
   a. Science, Technology and Engineering (STE) Program
   b. Special Science Elementary Schools (SSES) Program
   c. Special Program in Mathematics (SPM)
   d. Special Program in the Arts (SPA)
   e. Special Program in Sports (SPS)
   f. Special Program in Journalism (SPJ)
   g. Special Program in Technical-Vocational Education (SPTVE)
   h. Special Program in Foreign Language (SPFL)

2. All applications and establishments of all SCPs 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

3. Any application that does not meet the documentary requirements and deadline shall not be forwarded to the Regional Office.

4. The division validators will be comprised of the Education Program Supervisor in-charge of the different SCPs, the Engineer, and the School Management Monitoring and Evaluation Specialists.

5. All concerned are hereby instructed to adhere to the guidelines set by the Regional Office.

6. Immediate dissemination and strict compliance are directed.

VIVIAN LUZ S. PAGATPATAN, CESO VI
Schools Division Superintendent

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL
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REGIONAL MEMORANDUM
No. 152, s. 2025

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

To: Schools Division Superintendents

1. The Department of Education – Regional Office I (DepEd RO1) hereby issues the enclosed *Guidelines on the Application and Establishment of Special Curricular Programs (SCPs)* to ensure a uniform and standardized process across all divisions.

2. These guidelines are designed to harmonize and streamline the application, approval, and implementation of Special Curricular Programs, fostering consistency and quality in the delivery of education.

3. These guidelines shall take effect immediately upon issuance and will remain in force until formally revoked or amended.

4. All previously issued Regional Memoranda, provisions, rules, regulations, and other related issuances that are inconsistent with these guidelines are hereby repealed, amended, or superseded accordingly.

5. The immediate dissemination of and strict compliance with these guidelines are hereby directed.

For the Regional Director:

RHODA T. RAZON
Director III

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DepEd RO1 CLMD250183

CLMD/jdcjr/rblj/jra/jps/rap/GuidelinesontheImplementationoftheApplicationandEstablishmentofSCPs
January 27, 2025

I. GENERAL PROVISIONS

SECTION 1. STATEMENT OF THE POLICY

The Philippine Constitution, through Article II, Section 13, emphasizes the State's recognition of the youth's critical role in nation-building, mandating the promotion and protection of their physical, moral, spiritual, intellectual, and social well-being. This constitutional provision underscores the responsibility of the Department of Education (DepEd) to cultivate holistic development among Filipino learners. Supporting this mandate, Republic Act 9155 (Governance of Basic Education Act of 2001) directs the State to encourage local initiatives aimed at improving the quality of basic education and enhancing regional educational standards toward international competitiveness, as stipulated in Section 7 B.3.

In alignment with these legal foundations, DepEd has implemented multiple policies to strengthen specialized curricular offerings, addressing the diverse talents, interests, and abilities of learners while preparing them to meet global challenges. For instance, DepEd Order No. 55, s. 2010 highlights the necessity of strengthening Science and Mathematics education to address the declining performance of Filipino learners in international assessments such as PISA and TIMSS, where the Philippines has ranked among the lowest-performing countries. Similarly, DepEd Order No. 41, s. 2004, calls for a curriculum revision in Science and Technology Oriented High Schools to ensure relevance to learners' needs and to foster innovation and competitiveness.

Special Curricular Programs (SCPs) have been key to addressing learner diversity and enhancing educational outcomes. The Special Science Elementary Schools (SSES) Project under DepEd Order No. 57, s. 2011 focuses on developing learners equipped with scientific knowledge, critical thinking, and lifelong learning skills. The program addresses the national agenda of producing future scientists, engineers, and technology innovators essential for driving economic growth.
Similarly, the Special Program in the Arts (SPA), as outlined in DECS No. 135, s. 2001, nurtures artistically inclined learners through targeted curricula in fields such as dance, music, theater, and visual arts. This program supports the preservation and advancement of Filipino culture while preparing learners to thrive in creative industries, which contribute significantly to the global economy.

The Special Program in Sports (SPS), per DepEd Order No. 25, s. 2015, addresses the need to develop athletic talents by providing learners with specialized training in various sports disciplines. This program aligns with the government's objectives to enhance the country's performance in international sports competitions while promoting physical fitness and discipline.

To support journalism and media literacy, the Campus Journalism Act of 1991 (Republic Act 7079) promotes ethical and responsible journalism, critical thinking, and discipline among Filipino learners. This initiative not only enhances journalistic skills but also contributes to nation-building by developing informed and active citizens.

In response to the demands of the global workforce, DepEd Memorandum No. 560, s. 2008, which established the Special Program in Foreign Language (SPFL), prepares students for linguistic and cultural diversity by teaching foreign languages

such as Spanish, Japanese, and French. This program aligns with global trends that emphasize multilingual competence as a critical skill in the 21st century.

Moreover, DepEd Order No. 67, s. 2012 strengthens the Technical-Vocational Education Program (STVEP), ensuring that learners gain practical skills essential for employment or entrepreneurship. This initiative directly addresses the country's high youth unemployment rate and supports the K to 12 Basic Education Curriculum's goals of producing job-ready graduates.

Given the success and impact of these programs, it is essential to establish cohesive and standardized guidelines for their application and implementation. The Department of Education – Region 1, through its Curriculum and Learning Management Division (CLMD), issues the Policy Guidelines on the Application and Establishment of all Special Curricular Programs (SCPs) to streamline processes, ensure equity in access, and promote the highest standards of educational quality.

This policy will not only reinforce DepEd's commitment to inclusive and relevant education but will also enhance the region's capacity to produce globally competitive learners equipped to contribute meaningfully to the nation and the world. By institutionalizing these guidelines, Region I aims to create a unified framework that supports learner diversity, addresses emerging needs, and advances the Philippines' standing in global education indices.

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).

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 other 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).

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 2023-2024:

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. teachers qualification and profile j. inventory of facilities and needed resources.	Folder containing all the documentary requirements in applying Special Curricular Programs	January to March

Level	Objective	Activities	Documents to be Prepared and Submitted	Timeline
Schools Division Offices (SDOs)	1. To review documents submitted by the schools; 2. To conduct inspection; 3. To Prepare Inspection Report; and 4. 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 b. endorse to the RO.	Division Inspection Report (refer to attached template) Indorsement letter	April to June
Regional Office (RO)	1. To conduct on-site validation. 2. 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 August 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. Schools Division Offices are enjoined to conduct inventory and verification of schools implementing any Special Curricular Programs based on the attached checklist.

4.1.5. The applicant school shall be informed on the deficiencies noted through an indorsement to the SDO, not later than September 30 of the same year the said

application was filed. The school shall be allowed to complete the deficiencies not later than October 31 of the same year.

4.1.6. 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.

4.1.7. Regional Office's approval of the application of a particular Special Curricular Program shall be done until March 30 of every School Year.

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 Interest 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 Interest 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.

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.

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			
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			
Curricular Offering *(A minimum of 5 individual sports and 3 team sports)* Individual Sports ☐ Archery ☐ Arnis ☐ Badminton ☐ Chess ☐ Gymnastics ☐ Table Tennis ☐ Taekwondo ☐ Lawn Tennis Team Sports ☐ Baseball ☐ Basketball ☐ Football ☐ Sepak Takraw ☐ Softball ☐ Volleyball			
Track record of winnings in sports competitions at the division and regional levels for the past three years.			

Standard equipment and facilities: Track and field oval ☐ football pitch ☐ standard track ☐ long and triple jump facility ☐ water jump ☐ javelin throw facility ☐ discuss throw facility ☐ pole vault facility ☐ shot put facility ☐ high jump facility Gymnasium/covered court ☐ Basketball court ☐ Volleyball court ☐ Sepak Takraw court ☐ Swimming pool ☐ Football/softball/baseball field ☐ Spacious playing area ☐ Sports equipment room and cabinets ☐ Sports equipment			
Student Enrollment ☐ Archery ☐ Arnis ☐ Athletics ☐ Chess ☐ Gymnastics ☐ Racket Games ☐ Sepak Takraw ☐ Swimming ☐ Taekwondo ☐ Team Sports			
Teacher Qualification ☐ Bachelor's Degree holder, major in PE/Sports ☐ Athletic/sports participation *(trainer, coach, actual playing)* ☐ Very Satisfactory Performance Rating *(for atleast two school years)* ☐ 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.			
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
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: 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 Plan e. Proposed Budget/Budgetary Requirements 5. 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 past 3 years from the National Education and Testing Research Center (NETRC)/Bureau of Education Assessment (BEA); 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: a) Preliminary Exam; b) SSES Exam from DepEd RO1; and c) 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: a. at least 2 lecture classrooms for SSES classes; 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; 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; 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); 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); 6. Copy of Proposed STE Curriculum; 7. Certified true copies of the Transcript of Records of School Head;			

8. Certified true copies of Certificates of Trainings in Science, Math & Research subjects attended by the School Head; 9. Certification from the School Head on the availability of teachers who will handle the STE Program; 10. List of Teaching and Non-Teaching Personnel for STE; 11. Certified true copies of the Transcript of Records of Science teachers; 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.); 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); 14. Updated Teachers' Profile 15. Copy of Selection and Screening Procedure: a) Preliminary Exam; b) STE Exam from DepEd RO1; and c) Interview; 16. Copy of Selection Committee Members; 17. Certification on the availability of Learning Resources signed by the School Head attested by the SDS; 18. List of facilities such as: a) at least 2 lecture classrooms for STE classes; 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.			

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 3 years from the National Education and Testing Research Center (NETRC)/Bureau of Education Assessment (BEA); 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); 8. Copy of the Proposed SPM Curriculum; 9. Certified true copies of the Transcript of Records of School Head; 10. Certified true copies of Certificates of Trainings in Math & Research subjects attended by the School Head; 11. Certification from the School Head on the availability of teachers who will handle the SPM Program;			

12. List of Teaching and Non-Teaching Personnel for SPM Program; 13. Certified true copies of the Transcript of Records of SPM teachers; 14. Copy of the PRC-LET Ratings of teachers indicating their field of specialization/Concentration (i.e. Mathematics); 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); 16. Updated Teachers' Profile; 17. Copy of Selection and Screening Procedure: a) Preliminary Exam; b) SPM Exam from DepEd RO1; and c) Interview 18. Copy of Selection Committee Members; 19. Certification on the availability of Learning Resources signed by the School Head attested by the SDS; 20. List of facilities such as: a) at least 2 lecture classrooms for SPM classes; b) one special library with adequate books and other materials (apparatus, audio, video) for Mathematics; c) Mathematics and Research books; and d) Mathematics cabinets and storage space; 21. Inventory of Learning Resources prepared by the School's Property Custodian, and Validated by the School's Division Office.			