Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

07 April 2025

Regional Memorandum
No. 264, s. 2025

NOMINATION OF POTENTIAL PILOT SCHOOLS FOR THE STRENGTHENED SENIOR HIGH SCHOOL PROGRAM

To   **Schools Division Superintendents**
      School Heads of Private Schools

1. In cognizant with Joint Memorandum OM-OSEC-OUOPS-2025-01-02265, this Office reiterates the following internal timeline for the Nomination of Potential Pilot Schools for the Strengthened Senior High School (SHS) Program.

Phase	Activity	Governance Level Involved	Indicative Timeline	Inclusive Dates
Phase 1	Communicating the Reform and Conforming Interest	Regional Office (RO), Schools Division Office (SDO), School	1 day	April 7, 2025
Phase 2	Initial Planning Based on Teaching Complement and Learning Resources	School	1 day	April 8, 2025
Phase 3	Guiding Learners in Preparing their Plan of Study	School	5 days	April 10-11 and 14-16, 2025
Phase 4	Selecting and Endorsing Recommended Pilot Schools	RO, SDO, School	2 days	April 17-18, 2025

2. All interested parties are encouraged to refer to the above-mentioned Joint Memorandum for the details.

3. Interested parties may send complete, fully accomplished and signed documentary requirements merged in one (1) Portable Document Format (PDF) to eugeneray.santos@deped.gov.ph. Please use the subject line "POTENTIAL PILOT SCHOOL_<SDO>" *(example: POTENTIAL PILOT SCHOOL_SDO Rizal).* **Incomplete documents and late submissions will not be processed.**

4. For questions and clarifications, you may contact Eugene Ray F. Santos, Education Program Supervisor in-charge of SHS Program via email at eugeneray.santos@deped.gov.ph.

5. Immediate dissemination of this Memorandum is desired.

ATTY. ALBERTO T. ESCOBARTE, CESO II
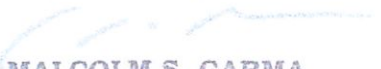Regional Director

cc: clmd/ROC6

JOINT MEMORANDUM
OM-OSEC-OUOPS-2025-01-02265

TO : **UNDERSECRETARIES**
ASSISTANT SECRETARIES
BUREAU AND SERVICE DIRECTORS
REGIONAL DIRECTORS
ALL OTHERS CONCERNED

FROM : **ATTY. FATIMA LIPP D. PANONTONGAN**
Undersecretary and Chief of Staff

MALCOLM S. GARMA
Assistant Secretary, Officer in Charge
Office of the Undersecretary for Operations

SUBJECT : **NOMINATION OF POTENTIAL PILOT SCHOOLS**
FOR THE STRENGTHENED SENIOR HIGH SCHOOL
PROGRAM

DATE : April 4, 2025

1. In preparation for the pilot implementation of the Strengthened Senior High School program in School Year (SY) 2025-2026 for **Grade 11 Learners**, the Department of Education (DepEd) issues the enclosed guidelines on the **Nomination of Potential Pilot Schools for the Strengthened Senior High School (SHS) Program**. These guidelines aim to establish a structured and transparent process for identifying schools that are willing and ready to implement the program. This document also outlines the roles and responsibilities of Regional Offices (ROs), Schools Division Offices (SDOs), and school heads.

2. Selecting schools that are ready and equipped to implement the new curriculum is essential to identify best practices, address challenges early, and refine implementation strategies before a broader rollout. Thus, schools that will be nominated to participate in the pilot should have the necessary

teaching complement, learning resources, and stakeholder engagement to successfully carry out the strengthened SHS curriculum.

3. The **Central Office** will select pilot schools from the nominees provided by regional offices. The selection of pilot schools will be based on the design of the evaluation studies that will be conducted for the pilot implementation of the strengthened senior high school program.

4. To ensure that the pilot schools will have sufficient time to prepare for the incoming school year, the timeline for nomination of the potential pilot schools shall be from **April 4 to April 18, 2025** only. Regional Offices are encouraged to prepare their internal timeline of activities to ensure that they will be able to submit their list of recommended pilot schools by April 18, 2025.

5. The nomination process consists of four phases:

Phase	Activity	Governance Levels involved	Indicative timeline
Phase 1	Communicating the Reform and Confirming Interest	RO, SDO, School	1 day
Phase 2	Initial Planning Based on Teaching Complement and Learning Resources	School	1 day
Phase 3	Guiding Learners in preparing their Plan of Study	School	5 days
Phase 4	Selecting and Endorsing Recommended Pilot Schools	RO, SDO, School	2 days

Phase 1: Communicating the Reform and Confirming Interest

6. ROs will cascade key SHS reforms to SDOs and schools using official materials from the Central Office to ensure consistent presentation. The full suite of materials that may be used for orientation is listed in Annex A of this document. ROs, SDOs, and schools may freely use these materials for information sessions and orientations.

7. ROs, SDOs, and schools will coordinate to identify school heads who are interested in participating based on an initial presentation of key features and subject offerings.

8. Each SDO will compile a list of interested schools per division, which will serve as the basis for further planning. **Schools that did not express interest in participating in the pilot should not be required to accomplish the deliverables for the next phases.**

Phase 2: Initial Planning Based on Teaching Complement and Learning Resources

9. As a general rule, schools should offer electives only if qualified teachers are available to handle the subjects and learning resources are readily available or can be quickly obtained or developed. Thus, to generate an initial list of possible electives that may be offered by the school, the school heads will create an inventory of their available teachers. Please refer to Annex B for the recommended template for the inventory. Schools are advised to refer to their eSF7 as the starting point for this step to avoid repeating the data collection process.

10. Schools must additionally consider the availability of industry partners for work immersion when identifying TechPro electives that they will offer.

11. Schools need to update the **Plan of Study** (contained in Annex C - Landas Toolkit) to reflect only the electives that will be offered by the schools.

12. To help stakeholders visualize the key features of the Strengthened Senior High School program, schools may prepare sample class programs during this phase. Sample class programs are also included in the materials in the consultation packet, contained in Annex A.

Phase 3: Guiding Learners in preparing their Plan of Study

13. Schools will conduct an orientation for parents and learners, which should cover the following at a minimum:
    a. Key features of the program
    b. Indicative list of electives available in the school
    c. Sample class programs (if available)
    d. Process for accomplishing the plan of study

14. During the orientation, schools should document stakeholder feedback and concerns from the orientation and report them to the Regional Office.

15. After the orientation, the learners will be given 3 sessions to accomplish their plan of study, which is a component of the *Landas Toolkit*. Landas (Filipino for "pathway") is a comprehensive toolkit designed to help high school learners navigate career choices, education tracks, and future opportunities through futures literacy, while fostering adaptability, resilience, and a stronger sense of agency. For the purpose of selecting the pilot schools, only *"Skill 4: Planning with purpose and intention"* will be implemented, utilizing the following tools: (1) Course Catalog of Electives, (2) Career/Elective maps, and (3) SHS Plan of Study. Please refer to Annex C for the full description of the *Landas Toolkit* and the session guides for the orientation of learners.

16. The printing of materials for the orientation may be charged against the School Maintenance and Other Operating Expenses (MOOE).

17. Schools will summarize learner preferences as indicated in the plan of study, and align them with the list of available teachers and subjects. From the summary, the school should be able to generate:
    a. The final list of SHS subjects to be offered in SY 2025-2026
    b. A draft class program for Grade 11
    c. A draft of teachers' workload

These details will be submitted using the Report Template, which is attached herewith as Annex D.

18. If schools determine during the preparation process that they lack sufficient teachers or resources to meet learner needs, **they are encouraged to reconsider their participation and withdraw their expression of interest in the pilot.** Such schools will then continue to implement the current version of the Senior High School curriculum in SY 2025-2026. They need not submit their full report to the Regional Office.

Phase 4: Select and Endorse Recommended Pilot Schools

19. School heads will submit a report to the Regional Office, detailing:
    a. The planning process undertaken
    b. The final list of SHS subjects to be offered in SY 2025-2026
    c. The draft Grade 11 class program and the draft of teachers' workload for SY 2025-2026
    d. Any concerns or feedback regarding the curriculum

e. Additional resource requirements, if needed
Please refer to Annex D for the report template.

20. The Regional Office will review the reports and select the final list of recommended/nominated pilot schools per region based on the following rubric:

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
A. Diversity of Electives Offering (30%)	The school offers both Academic and TechPro electives. Within the Academic track, the school offers electives across all 5 clusters. Within the TechPro track, the school offers at least 4 electives.	The school offers only Academic or TechPro electives. Within the Academic track, the school offers electives in 3-4 clusters. Within the TechPro track, the school offers 3 electives.	The school offers only Academic or TechPro electives. Within the Academic track, the school offers electives in 2 clusters. Within the TechPro track, the school offers 2 electives.	The school offers only Academic or TechPro electives. Within the Academic track, the school offers electives in 1 cluster. Within the TechPro track, the school offers 1 elective.
B. Sufficiency of Teachers (40%)	All TechPro elective teachers have NC/TM certification. All teachers have no teaching overload.	Almost all TechPro elective teachers have NC/TM certification. Almost all teachers have no teaching overload.	Half of the TechPro elective teachers have NC/TM certification. Half of the teachers have no teaching overload.	No TechPro elective teachers have NC/TM certification. All teachers have teaching overload.

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
C. Availability of Facilities and Learning Resources (30%)	Facilities and resources are available for all electives and sections.	Facilities are available for all electives and sections, but there are limitations in the learning resources available.	Facilities are available, but may not necessarily be conducive to learning due to limited space. Some electives lack appropriate resources, or quality is inconsistent.	There is a severe lack of learning resources. Facilities are insufficient, such that the school needs to implement double shifting or alternative delivery modes.

Scoring Guide:

- 4.0 - 3.5: Highly Ready
- 3.4 - 2.5: Moderately Ready
- 2.4 - 1.5: Needs Improvement
- Below 1.5: Not Ready

Sample School Scores:

- **Diversity of Electives Offering: 3 (Good)**
- **Sufficiency of Teachers: 2 (Fair)**
- **Availability and Quality of Learning Resources: 4 (Excellent)**

Weighted Computation:

1. **Diversity of Electives Offering** → 3 × 30% = **0.9**
2. **Sufficiency of Teachers** → 2 × 40% = **0.8**
3. **Availability and Quality of Learning Resources** → 4 × 30% = **1.2**

Total Readiness Score:

0.9 + 0.8 + 1.2 = 2.9

Readiness Category:

- **3.4 - 2.5 → Moderately Ready**

21. Regional offices must use the following forms to score and nominate the pilot schools from their regions.

Region	Link to the Nomination Form
Region I	https://bit.ly/SHSPilotRegion1
Region II	https://bit.ly/SHSPilotRegion2
Region III	https://bit.ly/SHSPilotRegion3
Region IV-A	https://bit.ly/SHSPilotRegion4A
Region IV-B	https://bit.ly/SHSPilotRegion4B
Region V	https://bit.ly/SHSPilotRegion5
Region VI	https://bit.ly/SHSPilotRegion6
Region VII	https://bit.ly/SHSPilotRegion7
Region VIII	https://bit.ly/SHSPilotRegion8
Region IX	https://bit.ly/SHSPilotRegion09
Region X	https://bit.ly/SHSPilotRegion10
Region XI	https://bit.ly/SHSPilotRegion11
Region XII	https://bit.ly/SHSPilotRegion12
Region XIII	https://bit.ly/SHSPilotCARAGA
CAR	https://bit.ly/SHSPilotCAR
NCR	https://bit.ly/SHSPilotNCR

To ensure the security of the forms, only 1 representative from the regional offices will be granted access to the forms. The office of the Undersecretary for Operations will reach out to the Regional Directors to request the details of their representative.

Nominated schools must be submitted exclusively through the designated forms. **Submissions via any other channel will not be accepted.** Only the information provided in the forms by April 18, 2025 (EOD) will be considered. No additional schools will be accepted after this deadline.

22. There is no limit on the number of pilot schools a division can nominate. Regions are encouraged to identify and endorse as many suitable schools as possible, provided they follow the guidelines to check for their readiness and willingness.

23. For any related questions or concerns, the **Regional Offices** may reach out to Dir. Maggie Del Valle-Ramoso of the Office of the Secretary through maguia.delvalle@deped.gov.ph.

24. Immediate dissemination of this Memorandum is hereby directed.

Annex A

Orientation Materials for the SHS Pilot Implementation

Materials	Description	Intended User	Intended Audience	Link/s
Key Features of the Strengthened Senior High School Program	This includes the slides and information/consultation packet with the following details: • The salient features • Core Subjects with Course Description • Academic Clusters with Academic Electives • TechPro Clusters with TechPro Electives • Sample Class Programs	Schools Field Offices	All stakeholders	bit.ly/SHS-Pilot-Features
Curriculum Guides	This includes the curriculum guides for the Core Subjects, Academic Electives, and Technical Professional Electives.	Schools Field Offices	Teachers	bit.ly/SHS-Curriculum-Guides

Landas Toolkit	This includes the following:
	• Orientation Slides
	• Course Catalog of Electives
	• Career/Elective Maps
	• Plan of Study Templates
		Schools	Incoming Grade 11 learners	Skill 4 Full toolkit: bit.ly/SHS-Pilot-Landas
				
				• Orientation Slides: bit.ly/SHS-Landas-Orientation
				• Course Catalog of Electives
				   o Printable: bit.ly/SHS-Printable-CC
				   o Link to online: bit.ly/SHS-Course-Catalog
				
				• Career/Elective Maps: bit.ly/SHS-Landas-EM
				• Plan of Study template: bit.ly/SHS-Landas-POS

Annex B

Template for Inventory of SHS Pilot Teachers in SY 2025-2026
Link: bit.ly/SHS-Pilot-Teacher-Inventory

Please refer to your eSF7. This is a sample matrix.

Name of Teacher	Grade Level	Subjects	No. of Sections	Total teaching hours (per week)	Additional Load	Hours of additional load (per week)	NC/ TM qualifications (for Techpro)	Total Hours (per week)
Teacher A	Grade 11	General Science	5	20	N/A	N/A	N/A	28
		Physics 1	2	8	N/A	N/A	N/A	
Teacher B	Grade 11	Life Skills	3	12	N/A	N/A	N/A	24
		Hotel Operations (Front Office Services)	2	8	N/A	N/A	NC III	
	Grade 12	Statistics and Probability	1	4	N/A	N/A	N/A	

Add rows as needed.

Landas Toolkit

Skill 4 Full toolkit: bit.ly/SHS-Pilot-Landas

Landas (Filipino for "pathway") is a comprehensive toolkit designed to help high school learners, with the support of their teachers and parents, make informed career decisions. It guides learners in navigating career choices, education tracks, and future opportunities through futures literacy, while fostering adaptability, resilience, and a stronger sense of agency. By equipping learners with tools for long-term thinking and decision-making, Landas encourages them to shape their futures responsibly, with courage and care.

The Landas toolkit equips learners with 5 essential skills.

1. Skill 1: Imagining multiple pathways and futures
   Learners can imagine and analyze different possible futures instead of a single fixed path.

2. Skill 2: Exploring trends and opportunities
   Learners can stay curious, recognize trends, discover technologies, explore emerging opportunities, and take proactive steps toward their futures.

3. Skill 3: Making decisions amidst uncertainty
   Learners demonstrate how to assess options and make informed decisions without knowing all the answers.

4. Skill 4: Planning with purpose and intention
   Learners align their future plans with their personal values and goals by integrating prior lessons into a flexible and actionable roadmap for their future.

5. Skill 5: Adapting to change
   Learners develop a mindset of learning from setbacks and adjusting to change.

For the purpose of selecting the pilot schools, only **Skill 4: Planning with purpose and intention** will be implemented, utilizing the following tools: (1) Course Catalog of Electives, (2) Career/Elective Maps, and (3) SHS Plan of Study.

Sample Session Guide for Teachers
Skill 4 Full toolkit: bit.ly/SHS-Pilot-Landas

Session	Objectives	Session flow	Materials

1	- Introduce the key features of the SHS curriculum - Orient learners about the tools for Skill 4 of the Landas toolkit, namely: - Course Catalog of Electives - Career/Elect ive Maps - Plan of Study - Present the electives available in the school	**Motivation (5 mins)**
		• Ask learners about their prior knowledge of the SHS curriculum.
		• Provide feedback to connect their responses to the presentation of the current SHS curriculum and its structure.
		
		Direct Instruction (15 mins)
		• Explain the words that the learners will encounter in the new curriculum, such as "core", "electives", "catalog", "course catalog", "prerequisite", "cluster", "curriculum exits", and "NC".
		• Explain the new SHS curriculum and structure relative to the current curriculum and structure.
		• Present the available electives based on the initial planning conducted by the schools in phase 2, and not on the full list of electives in the course catalog.
		• Introduce the Course Catalog, Elective Map, and Plan of Study.
		  ○ The Course Catalog of Electives is a learner-friendly version of the Acad and TechPro electives. This includes 3 parts: (1) What I will learn, (2) Jobs I can explore, and (3) Futures I can envision.
		  ○ The Career/Elective Maps include a learner worksheet for learners to write their preferred electives that align with their chosen career/s. The Maps have elective clusters and the preferred SHS track of learners based on their
			1. Strengthened SHS Program Materials:
			bit.ly/SHS-Pilot-Features
			
			2. School's list of available electives
			
			3. Landas Orientation Slides:
			bit.ly/SHS-Landas-Orientation
			
			4. Course Catalog of Electives
			  a. Printable:
			    bit.ly/SHS-Printable-CC
			  b. Online:
			    bit.ly/SHS-Course-Catalog
			
			5. Career/Elective Maps:
			bit.ly/SHS-Landas-EM
			
			6. Plan of Study template:
			bit.ly/SHS-Landas-POS

Session	Objectives	Session flow	Materials

		selected electives.
		   o The SHS Plan of Study includes the learner's preferred SHS track and electives, and the teacher's assessment.
		
		Activity (25 mins)
		  • Distribute copies of the Course Catalog of Electives, Career/Elective Maps, and Plan of Study. All three may be printed or may be accessed in digital format.
		  • Let learners explore the Course Catalog of Electives and begin listing their preferred electives in their Career/Elective Maps.
		  • Remind learners that the electives available in the school are indicated in the Plan of Study.
		  • Give time for the learners to explore the materials and answer their Career/Elective Maps.
		
		Processing (10 mins)
		Ask learners to discuss in small groups or pairs:
		  • Which electives interested you and why?
		  • How do the electives align with your plans?
		
		Closing Activity (5 mins)
		  • Quick reflection: "One key takeaway from today's session."
		  • Provide a preview of the next session and remind learners to complete their elective maps at home.	

2	• Assist and check the learners' Career/Elective	**Motivation (5 mins)** • Ask learners to bring out their accomplished elective maps.	Career/Elective Maps: bit.ly/SHS-Landas-EM

Session	Objectives	Session flow	Materials

	Maps	• (Check-in) Fist to Five: Ask what the learners felt while answering the elective maps.
		  o If they felt confused, ask which part was confusing and provide clarification and guidance as needed.
		  o If they felt excited, ask which part of the activity they find exciting.
		
		Direct Instruction/Activity (10 mins)
		• Ensure that the learners have written at least 10 electives in their elective maps.
		• Ask learners to rank their 10 chosen electives. Highlight and write the ranking beside the elective title (1 - top priority, 10 - least priority).
		• Determine the students' preferred SHS track based on their chosen electives. Generally, the preferred track is identified by the majority of electives ranked in their top three choices.
		• Remind learners that their preferred SHS track from the Career/Elective Maps can be different from the preferred SHS track in their Plan of Study.
		
		Processing and Closing Activity (10 mins)
		• How did you feel about the results?
		• In small groups, ask learners to share their experience in answering the activity:
		  o Was the indicated SHS track different from your original track preference?
		  o Did the activity help you to prepare and plan in choosing your SHS track and electives?
		  o Do you have any questions or clarifications regarding this activity? (If there's any, ask	

Session	Objectives	Session flow	Materials
		the groups to write it down and submit it to the teacher. The teacher must try to give responses.)	
3	• Assist and check the learners' Plan of Study	**Motivation (5 mins)** • Raise Hands: Ask learners if their track changed from Academic to Technical Professional Track or vice versa. **Direct Instruction (25 mins)** • Direct the learners to access either the printed or online versions of the Plan of Study (POS). Ensure that all learners have their copy of the POS. • Go through Parts I and II together of the Plan of Study. • Let the learners answer the POS on their own. Ensure that all of them were able to answer Part I: Learners' Information and Part II: Learners' Plan of Study. **Processing and Closing Activity (15 mins)** • Quickly recap all the tools that the learners used: Course Catalog of Electives, Career/Elective Maps, and SHS Plan of Study • Share: Ask the learners which tool was the easiest to use and/or difficult to use • Reflection: Ask again who changed their track from Academic to TechPro and vice versa. Was this something that they expected?	Plan of Study template: bit.ly/SHS-Landas-POS

Annex D

Synthesis Report Template for the SHS Pilot Implementation
This report will be accomplished by the school.
Link: bit.ly/SHS-Pilot-Synthesis-Report

A. Demographic Profile

Region: _____   Division: _____   District: _____   School ID: _____

School Name: _____   School Address: _____

School Type: _____   School Size: _____   Classification: _____
       (Urban/Rural)   (Small, Medium, Large, Very Large)   (Grades 7-10 & 11-12, Grades 11-12, etc.)

Private/Public: _____   Number of shifts in SHS: _____

B. Executive Summary

Learners and Parents

Number of parent attendees in the SHS Pilot orientation: _____
 	
Number of learners:
  a. that attended the SHS Pilot orientation: _____
  b. with Career/Elective Maps: _____
  c. with SHS Plan of Study: _____
	Projected total number of Grade 11 learners: _____
	Projected number of learners in:
	  a. Pure Academic Track: _____
	  b. Pure TechPro Track: _____
	  c. Academic with Doorway: _____
	  d. TechPro with Doorway: _____

Teachers

Number of teachers to teach:
  a. Core Subjects only: _____
  b. Academic Electives only: _____
  c. Technical Professional Electives only: _____
  d. Core and Academic Electives: _____
  e. Core and TechPro Electives: _____
  f. Acad and TechPro Electives: _____
  g. Core, Acad, and TechPro Electives: _____
	Number of teachers with:
	  a. NC I: _____
	  b. NC II: _____
	  c. NC III: _____
	  d. NC IV: _____
	  e. NC V: _____
	  f. TM Level 1: _____
	  g. TM Level 2: _____

Resources/Partners and Linkages

Number of:	Number of partners and linkages for work immersion:

a. STEM Laboratories: _____
 b. TechPro Laboratories: _____
 c. Computer Laboratories: _____
 d. total textbooks: _____
     Core: _____   Academic: _____   TechPro: _____
 e. total SLMs: _____
     Core: _____   Academic: _____   TechPro: _____
 f. total Learning Exemplars: _____
     Core: _____   Academic: _____   TechPro: _____
 g. total Online Resources: _____
     Core: _____   Academic: _____   TechPro: _____
 h. total Other Resources: _____
     Core: _____   Academic: _____   TechPro: _____
	a. Local Government Units (LGUs): _____
	 b. Hotels/Restaurants/Bakeries: _____
	 c. Hospitals/Pharmacies: _____
	 d. Shops/Other Businesses/SMEs: _____
	 e. Banks/Cooperatives: _____
	 f. Gyms/Fitness Centers/Leisure Parks: _____
	 g. Theatre House/Galleries/Museums: _____
	 h. Corporations: _____
	 i. Other Agencies/Offices: _____
	 j. Non DepEd Institutions: _____

Name of Partner	Academic/TechPro Elective Offered	How many slots for learners?	When can they accommodate?	What's in It for Them? (include benefits or gains from partnerships)	How Much is the Estimated Cost?

Add rows as needed.

C. List of Subject Offerings for SY 2025-2026

Core Subjects

1.

Academic Electives

1.

Technical Professional Electives

1.

D. Sample Class Program for SY 2025-2026

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Add rows as needed.

E. Teacher's Workload for SY 2025-2026

Name of Teacher	Grade Level	Subjects	No. of Sections	Total teaching hours (per week)	Additional Load	Hours of additional load (per week)	NC/ TM qualifications (for Techpro)	Total Hours (per week)

Add rows as needed.

F. Other concerns/feedback on the new curriculum

General comments may also be added in this section.

G. Need for additional resources

The additional resources needed may be added in this section.