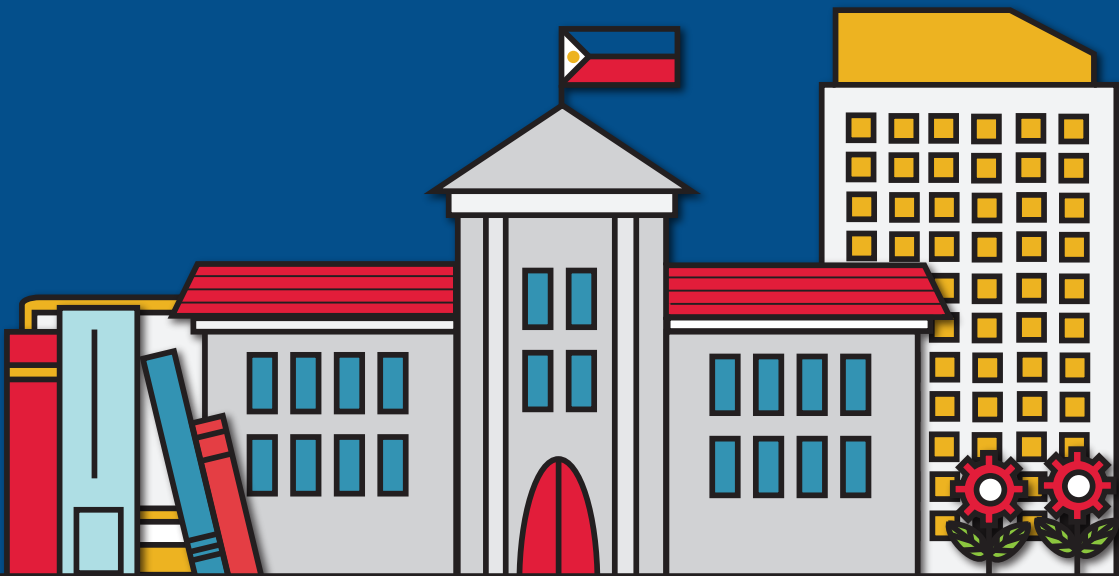


SENIOR HIGH SCHOOL MANUAL OF OPERATIONS

Volume 1: Preparing for the Opening of SHS Classes



SENIOR HIGH SCHOOL MANUAL OF OPERATIONS

Volume 1: Preparing for the Opening of SHS Classes

CONTENTS

PART 1: UNDERSTANDING SENIOR HIGH SCHOOL	1
The goals and importance of Senior High School	2
Envisioning a successful SHS	3
 PART II: UNDERSTANDING YOUR ROLE AS SCHOOL HEAD IN SHS SUCCESS	 7
 PART III: GEARING UP FOR SENIOR HIGH SCHOOL	 11
Planning	12
Organize your SHS Committees	12
Work on your implementation plan	16
Communicate the SHS programs to your stakeholders	19
Implement early registration	21
Continuously improve your implementation plan	24
Setting Up	26
Develop partnerships	26
Assemble your staff	29
Monitor/follow up requirements	33
Adjust your plans	37
Conduct SHS enrollment	41
Finalize school systems and processes	44
Implement <i>Brigada Eskwela</i>	46
Opening of classes	48
The first week	50
The first month	52
 Summary	 54
Timeline	56

ACRONYMS

A&E	Accreditation and Equivalency
AQRF	ASEAN Qualifications Reference Framework
BEFF	Basic Education Facilities Fund
BLR	Bureau of Learning Resources
CAU	Career Advocacy Unit
CGP	Career Guidance Program
DCP	DepEd Computerization Program
EA	External Assessment
EC	Enrollment Committee
EFD	Education Facilities Division
IA	Internal Assessment
IC	Infrastructure Committee
ICT	Information and Communications Technology
LAC	Learning Action Cell
LIS	Learner Information System
LRMS	Learning Resources Management Section
MOA	Memorandum of Agreement
MOOE	Maintenance and Other Operating Expenses
PEPT	Philippine Educational Placement Test
PFP	Partnership Focal Person/s
PQF	Philippine Qualifications Framework
SBP	School Building Program
SDO	Schools Division Office
SIT	School Inspectorate Team
SSC	School Screening Committee
TVL	Technological–Vocational–Livelihood

PART I: UNDERSTANDING SENIOR HIGH SCHOOL





The goals and importance of Senior High School

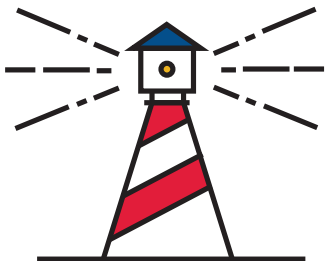
Senior High School (SHS) refers to Grades 11 and 12, the last two years of the K to 12 Basic Education Program. In SHS, students are required to go through a core curriculum and subjects under a track of their choice.

The SHS Curriculum, as part of the K to 12 Program, aims to produce graduates who have the following characteristics:

- Holistically developed;
- Equipped with 21st century skills (i.e., learning and innovation skills, life and career skills, communication skills, and information media and technology skills); and
- Prepared for the future, be it in pursuit of higher education or acquisition of middle-level skills, or geared towards employment or entrepreneurship.

A product of consultations among the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), other government agencies and labor market partners, the SHS curriculum was developed with the learners' livelihood and further education readiness in mind. It recognizes the learners' needs, characteristics, and possible choices while also considering the learners' community, culture, competencies, and career options.

Hence, by establishing an effective SHS, we are ensuring that the learners (1) benefit from an education system suited for the 21st century, (2) are prepared for what they want to be after high school, and (3) are equipped with the knowledge and skills to pursue better lives for themselves, their families, and communities.



Envisioning a successful SHS

SHS is an essential component of the K to 12 Program. Thus, it is difficult to envision a successful SHS without describing the attributes of a successful K to 12 Program.

The K to 12 Program is a transformative vehicle for local and national development. Through the provision of quality education for all, the K to 12 Program intends to develop and harness the skills and competencies of the Filipino youth, leading to the development of self, community, and nation.

The K to 12 Basic Education Program has the following features*:

1. The inclusion of Kindergarten education as part of basic education;
2. The use of the learner's dominant language (mother tongue) as the foundational language of education;
3. The assurance of child-friendly schools and classrooms that protect learners as they develop into well-rounded, happy, and smart individuals;
4. Schools that offer programs for all types of learners;
5. The provision of locally-relevant curriculum concentration areas and student guidance programs that will foster good career decision-making and planning among the students;
6. Provision and utilization of Information and Communications Technology (ICT) as a strategy to improve the access to and quality of education;

* Based from the SHS Implementation Planning Handbook

7. The coherence of the learner outcomes with the prevailing Philippine Qualifications Framework (PQF) and the ASEAN Qualifications Reference Framework (AQRf);
8. The inclusion of Senior High School in the basic education program;
9. The consistency of the curriculum with international benchmarks for outcomes, content, and pedagogies;
10. The assurance of college readiness for all secondary school graduates;
11. The inclusion of Technical-Vocational-Livelihood (TVL) skills development in view of job/industry preparation;
12. The recognition of student interest and talent as well as community culture in the Sports/Arts and Design tracks of Senior High School;
13. Learners have access to all Senior High School tracks, with sufficient and diverse human, institutional, and instructional resources;
14. The DepEd, CHED, TESDA, private schools, industry, and other relevant stakeholders collaborate in planning and implementing K to 12, especially Senior High School;
15. A clearly articulated and well-executed assessment system for all the levels of education, which should include DepEd and TESDA assessments;
16. Eighty percent (80%) hiring or business-launching rate within three months of graduation for learners under the Technical-Vocational-Livelihood track;
17. Continued efforts to improve education outcomes for all Filipinos.

A successful SHS is consistent and aligned with the features stated here. This is what you, as School Head, should work towards and should use as guide as you gear up for SHS.

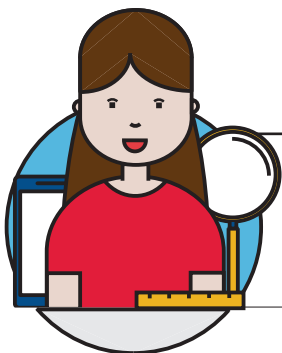
SCHOOL PROCESSES AND K TO 12 FEATURES

SCHOOL PROCESSES (VOL 1)	RELATED K to 12 FEATURES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Planning																	
Organize your SHS committees																	
Work on your implementation plan																	
Communicate the SHS programs to your stakeholders																	
Implement early registration																	
Continuously improve your implementation plan																	
Setting Up																	
Develop partnerships																	
Assemble your staff																	
Monitor/follow up requirements																	
Make adjustments to your plans																	
Conduct SHS enrollment																	
Finalize school systems and processes																	
Implement <i>Brigada Eskwela</i>																	
Opening of classes																	
The first week																	
The first month																	

 Not applicable

PART II: UNDERSTANDING YOUR ROLE AS SCHOOL HEAD IN SHS SUCCESS





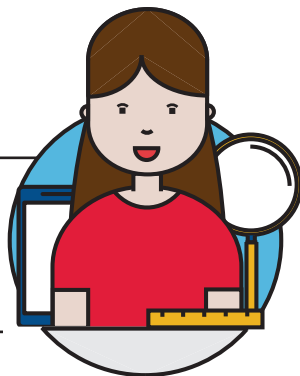
As the School Head, you will lead the SHS implementation in your school. This critical role requires you to carry out the following:**

1. Lead and manage the school and its personnel;
2. Understand K to 12 and the SHS program as a response to the changing environment and educational contexts of the learners, with the child/learner as the center of this curricular reform;
3. Communicate the K to 12 program, especially the SHS component, to all stakeholders to rally support and to promote ownership;
4. Harness the capacity of partners in the implementation of the program;
5. Align school systems and processes with the goals of the curriculum; and
6. Ensure that all teaching and nonteaching personnel are ready.

Your responsibilities as SHS Head begin months before the formal opening of classes. The smooth operation of SHS classes depends largely on the preparations you have undertaken prior to school opening.

** School Heads who are given the task of starting their school's SHS program, those who are tapped to help in starting a standalone SHS, and those who will be hired to manage and lead new SHS.

As the School Head, you should ensure the following before SHS classes begin:

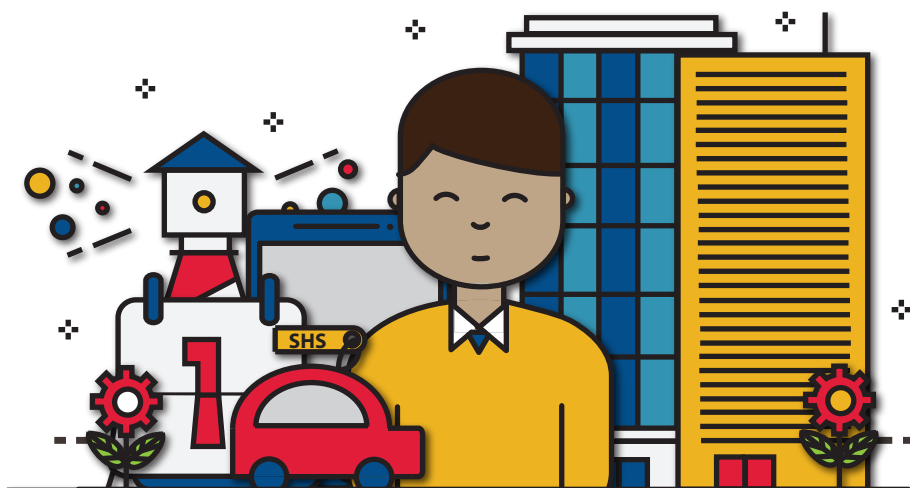


1. All incoming Grade 11 students are enrolled in program offerings based on their preference, needs of the community, current and emerging job markets, and school capabilities;
2. All incoming Grade 11 students are assured of classrooms and facilities, materials and equipment;
3. Qualified staff (teaching and nonteaching) are hired, trained, and organized; and
4. Materials, equipment, and tools are ready and complete.

This *Manual* aims to help School Heads fulfill their four key responsibilities. Along with the guidance of the Schools Division Offices (SDOs), Volume 1 of this *Manual* specifically aims to help School Heads carry out all the necessary preparations before the opening of SHS classes this coming School Year.

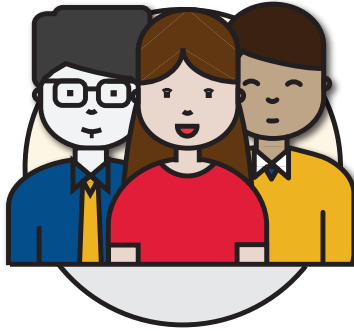
PART III: GEARING UP FOR SENIOR HIGH SCHOOL

Things you need to prepare before the opening of
classes until the first month



The school processes outlined in this section are divided into two categories: **1) Planning** and **2) Setting up**. They were consolidated from policies that had been released to schools earlier. It is important to note that the processes are not in sequential order and are iterative—you can always go back to a process and make changes. Some processes overlap, while some have to be implemented until, or even after, the opening of classes. A timeline*** and a summary are provided for you at the end of this manual.

*** recommended timeline to follow for SY 2016 onwards



ORGANIZE YOUR SHS COMMITTEES

(May - June)

As you gear up for SHS, you will need to constitute teams that can help you attain your goals. Designating the right people in your committees is crucial to the success of your efforts. Below is the list of committees that you may form to take on different tasks. Those marked by an asterisk (*) are committees which you are required to constitute according to policy. The rest are suggestions based on the preliminary work entailed in starting a SHS. You have the flexibility to organize other committees, as the need arises.

○ Partnership Focal Persons (PFP)*

From DepEd Order (DO) 40, s. 2015, the School Head serves as the PFP in the school; however, a teacher may also be designated to assist in partnership-building. Together, they are the social mobilization and networking coordinators. They are responsible for the following: (1) managing the situational analysis on K to 12 partnership resources;

(2) helping mobilize resources; (3) establishing/pursuing partnerships based on internal and external assessments; (4) coordinating with the immersion teachers regarding the immersion placement for SHS; (5) nurturing partnerships based on the results of the monitoring; and (6) facilitating the evaluation of partnerships for policy actions and sustainability.

○ School Inspectorate Team (SIT)*

Receiving and ensuring the completeness of materials and equipment are the functions of the School Inspectorate Team. It is also tasked to receive and to take care of the computers from the DepEd Computerization Program (DCP) as stated in DepEd Memorandum (DM) 106, s. 2015.

It is composed of the following:

- SHS Focal Person
- Student representative
- Parent-teacher representative
- Property custodian

○ School Screening Committee (SSC)*

The School Screening Committee is tasked to ensure an orderly and efficient screening process at the school level under DO 3, s. 2016.

It is composed of the following:

- Head Teacher for core/track
- 3 teachers from different learning areas
- President or authorized representative of the SGC/PTA

○ **Career Advocacy Unit (CAU)**

A career advocacy unit can ensure good implementation of the Career Guidance Program (CGP) module (as stated in DO 41, s. 2015) and other communication and advocacy-related activities.

○ **Infrastructure Committee (IC)**

An infrastructure committee can be tasked to monitor classroom and facilities construction.

○ **Enrollment Committee (EC)**

An enrollment committee can ensure an efficient and orderly enrollment and registration process for SHS.

SUGGESTED QUALITIES OF COMMITTEE MEMBERS:

- Committed
- An advocate of SHS
- Flexible
- Can plan and analyze
- Can work well with a team
- Can handle stress and work under pressure

REFLECTION CHECKLIST:

- ☐ Have you organized your teams?
- ☐ Have you cleared expectations and oriented the teams on their tasks?
- ☐ Did you constitute other committees apart from the ones listed here? What are these other committees? What are their functions?

SUMMARY OF TASKS PER COMMITTEE

	PFP	SIT	SSC	CAU	IC	EC
Planning						
Organize your SHS committees						
Work on your implementation plan	●	●	●	●	●	●
Communicate the SHS programs to your stakeholders	●			●		
Implement early registration						●
Continuously improve your implementation plan	●	●	●	●	●	●
Setting Up						
Develop partnerships	●					
Assemble your staff			●			
Monitor/follow up requirements	●	●			●	
Make adjustments to your plans	●	●	●		●	
Conduct SHS enrollment				●		●
Finalize school systems and processes			●			●
Implement <i>Brigada Eskwela</i>	●					
Opening of classes						●
The first week				●		●
The first month						●

References:

- DO 41, s. 2015 Senior High School Career Guidance Program and Early Registration
- DO 40, s. 2015 Guidelines on K to 12 Partnerships
- DM 106, s. 2015 Implementation of the DepEd Computerization Program (DCP) for Batch 24 (Luzon) and Batches 26, 27, and 28 E-Classroom Packages for Public Elementary and Secondary Schools in Regions I, IV-B, VI, VII, VIII, IX, X, and CAR
- DO 3, s. 2016 Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017



WORK ON YOUR IMPLEMENTATION PLAN

(July - September)

Committee/s: PFP, SIT, SSC, CAU, IC, EC

○ Profile the potential students in your area

You need to check the Junior High Schools (JHS) within your community to determine the number of graduates they produce. If your SHS is integrated, you also need to check the number of your school's JHS graduates. These will allow you to estimate the number of students that may enroll in your SHS. Use these data in your assessment, particularly in regard to your school's absorptive capacity.

○ Conduct an External Assessment (EA)

When you conduct an EA, look at data and information from various sources without actual engagement or discussion with the target or potential partner. You may use the EA tool found in DO 40, s. 2015. You may also do the following:

- » Become familiar with the local development plan of your local government unit (LGU). Ask yourself what track offerings can help achieve the LGU's goals.
- » Map the existing local businesses and available jobs in your community. Analyze what immersion opportunities they present.

○ **Conduct an Internal Assessment (IA)**

When you conduct IA, examine information about your school, students and parents, as well as program offerings and school resources. You may use the IA tool in DO 40, s. 2015. You may also do the following:

- » Map your existing classrooms, facilities, and resources. What track/s can you offer given what you have?
- » Reflect on possible opportunities for partnerships and sponsorships. What track/s can maximize these opportunities?
- » Assess your current teachers' capacities. What track/s can best use their knowledge, competencies, skills, and experience?
- » Consider the results of your Learners Preference Survey and Parents Preference Survey. You may also look at the insights that surfaced during the CGP.

○ **Determine your program offerings**

To decide on the program offerings of your school, consider the results of your EA and IA. The intersection of the preferences of your learners, the needs of the community, the current and emerging local job markets, and your school capabilities (based on your EA and IA) presents you with options on what your school should offer. The features of the K to 12 Program in Part I and the 7Cs (see yellow text box) should guide you in making decisions.

○ **Ensure that your school plan is incorporated in the implementation plan of your Schools Division Office (SDO)**

Your implementation plan is a valuable input to the SDO's own implementation plan. The latter, in turn, will inform the plans of the Regional Offices. Maintain constant communication with your SDO. It can give you a broader perspective, which can inform your work and help you discover other factors that you might have missed. When you have completed your implementation plan, make sure that it is incorporated in the SDO's implementation plan.

Please note that your implementation plan serves as your School Improvement Plan for the first three years of SHS.

K to 12 and SHS were designed with the learners' best interest in mind. They are products of years of research, planning, and consultation that take into account the 7Cs:

- child/learner
- community (its needs and its current and emerging markets)
- curriculum
- culture
- career
- choice
- capability of the school

The learners are at the heart of the SHS curriculum. It recognizes their characteristics, addresses their needs, and values their personal choices.*

The SHS program consists of different tracks, strands and specializations that learners may choose from depending on their aptitude, interests, and the capability and capacity of the school.

As a School Head, you have to be faithful to the spirit of learner-centeredness that the K to 12 Program advocates. Consider the 7Cs in choosing your program offering.

* based on Senior Hi! An Introductory Guide to Senior High School

REFLECTION CHECKLIST:

- ☐ Have you been able to profile the students in your area? What are your insights about this?
- ☐ Have you done your own external and internal assessments?
- ☐ On the basis of your assessments, what program/s should you be offering?
- ☐ Have you constantly communicated with your SDO and collaborated with the office on your implementation plan?

References:

- DO 40, s. 2015 Guidelines for K to 12 Partnerships
- Your school's Template X1 and your Division's Template X2



COMMUNICATE THE SHS PROGRAMS TO YOUR STAKEHOLDERS

(June - October)

Committee/s: CAU, PFP

○ Conduct the Career Guidance Program (CGP)

- » Conduct the Grade 10 Career Guidance modules. The three modules, found in the manual available from DO 41, s. 2015, should be delivered by the class adviser during the weekly Homeroom Guidance period.
- » Distribute the SHS Student Primer to all Grade 10 students before the implementation of module 2.
- » Hold a Parents-Teachers Conference at the end of the program to help families guide their children in choosing the track and strand they want to pursue.

○ Organize a Career Guidance Week

- » Organize a Career Guidance Week.
- » Conduct orientations on the SHS program for parents, teachers, local and barangay officials, civic organizations, and other stakeholders.
- » Join in the division-wide Career Guidance Week.

○ Initiate an information campaign

- » Post your SHS program offerings and the number of enrollment slots available in front of your school.
- » Get local Labor Market Information from the SDO to serve as a guide for students as they choose their tracks.
- » Attend and participate in SHS Summits in your Schools Division.

Incoming Grade 11 students should be properly guided in envisioning what they want to be or the exit they may pursue after SHS. This should be among the more important bases for choosing their track and strand.

It is for this purpose that DepEd provides for the mandatory conduct of the Career Guidance Program (CGP) for all Grade 10 students. The different modules of the CGP aim to help students:

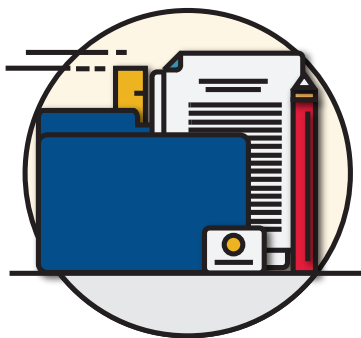
- reflect on their skills, aptitudes, and aspirations;
- understand SHS and its different tracks and strands; and
- eventually decide on the SHS track and strand they want to pursue.

REFLECTION CHECKLIST:

- ☐ What else can you do to campaign for SHS or spread correct information about SHS?
- ☐ Have you promoted SHS to the Alternative Learning System learners and school leavers as well?
- ☐ How else can you tap stakeholders to become advocates of SHS?

References:

- DO 41, s. 2015 Senior High School Career Guidance Program and Early Registration
- DO 48, s. 2015 Amendment to DepEd No. 41, s. 2015 (Senior High School Career Guidance Program and Early Registration)
- SHS Student Primer
- Labor Market Information from the SDO



IMPLEMENT EARLY REGISTRATION

(October - November)

Committee/s: EC

○ Collect the SHS Preference Slip

Upon culmination of the Career Guidance Program (CGP), all Grade 10 students shall submit to their class adviser the accomplished SHS Preference Slip containing their choice of schools and programs (refer to DO 48, s. 2015). It is assumed that students have discussed their preferences with their parents.

○ Register students through the Learner Information System (LIS)

Class advisers shall register their students through the LIS. A procedural guide for its submission can be downloaded from <http://lis.deped.gov.ph/support>. You must ensure the accurate and timely entry of data into the LIS.

○ Submit registration forms of students not covered by the LIS to the Division SHS Coordinator

You may have students who are registered, but are not covered by the LIS, such as Philippine Educational Placement Test (PEPT) and Accreditation and Equivalency (A&E) examination passers, JHS

completers from prior years, and JHS graduates from private schools. In these cases, your role is to consolidate and submit their registration forms, including the summary of their choice of school and tracks (refer to DO 48, s. 2015 for the template), to the SHS Coordinator in your Schools Division.

○ Take stock of prospective enrollees

After the early registration, your school should be able to take stock of all incoming Grade 11 students, including those who want to enroll to other schools and those who will be enrolling from other schools.

○ Conduct child/youth-finding activities

You have to be mindful of other learners who might want to enroll but are in remote/geographically isolated areas, are in difficult circumstances, are from disadvantaged groups, or have left formal schooling but would like to go back to school. Locate, identify, and encourage these learners to enroll. Gather data on these learners and include them in your implementation plan as well.

○ Validate your early registration data and initial implementation plan

You are also encouraged to go back to your initial implementation plan and compare the school's tentative absorptive capacity, available resources, and program offering with your early registration results (i.e., the number and preference of students). If you have changes, make sure to inform the SDO by writing a letter to your Schools Division Superintendent (SDS). The SDO's SHS Team approves then endorses this to the Regional Office. The Regional Office will then endorse this to the Central Office. This is necessary so that all plans are aligned and adjusted.

By this time, the incoming Grade 11 students should already have a clear idea of what they want to pursue and where to enroll for SHS. Your CGP should also be able to help place or find the proper school for students who wish to pursue track and strands other than those offered in your school.

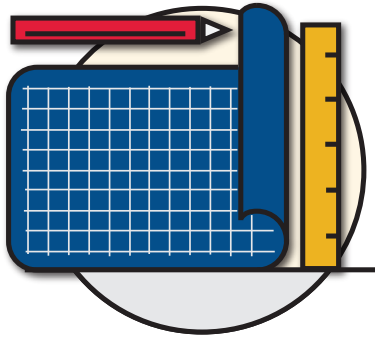
We should ensure that all learners are accounted for and that they have a SHS to go to. It is also important that we actively look for learners who left the education system and inform them of the benefits of pursuing SHS.

REFLECTION CHECKLIST:

- ☐ Through your CGP, were you able to guide your students in discerning the track and strand that they want to pursue?
- ☐ Are you able to encourage your students' families to have a healthy discussion about their preferences in SHS?
- ☐ Are you able to ensure the accurate and timely submission of the early registration data through the LIS?
- ☐ Are you able to accommodate and give time for students not covered by the LIS to register? Are you able to submit their registration forms to the SDO?
- ☐ Did you review your implementation plan and validate it by comparing and analyzing the results of your early registration data?
- ☐ Have you accounted for all incoming Grade 11 students including:
 - those who will transfer to other schools
 - those who will transfer from other schools
- ☐ What efforts have you done to find other learners and to encourage them to enroll to SHS?

References:

- DO 41, s. 2015 Senior High School Career Guidance Program and Early Registration
- DO 48, s. 2015 Amendment to DepEd No. 41, s. 2015 (Senior High School Career Guidance Program and Early Registration)
- Your school's Template X1 and the Division's Template X2
- Child mapping data from your SIP (Annex 1B)



CONTINUOUSLY IMPROVE YOUR IMPLEMENTATION PLAN

(October - December)

Committee/s: PFP, SIT, SSC, CAU, IC, EC

○ Constantly review your implementation plan

As more definitive data and information are collated, particularly on the number of students and their preferences, opportunities present in the community, and available resources, you have to constantly review and update your implementation plan.

○ Maximize resources

Improving your implementation plan also means maximizing available resources to ensure SHS provisions for all incoming Grade 11 students. Analyze what you have and the adjustments that you can do at your level so you can be assured that your school is ready on the first day of SHS.

○ Involve the Schools District and Division Offices

If you have already exhausted all strategies at the school level and there are still unresolved issues, you should involve the Schools District and Division offices. This is why it is important that you maintain communication with key personnel like your SHS Coordinator.

The Schools District and Division offices can help you with the following:

- » DepEd school-to-school partnership arrangements (an option when other schools within the municipality can absorb students from other schools or they can allow your under-loaded SHS teachers to teach in their SHS)
- » Adjusting the slots across schools offering SHS
- » Securing provisions from the LGU and other partners, or at least getting them to shoulder some of the costs
- » Convincing private SHS and state or local universities or colleges that will offer SHS to increase slots or lower their tuition fees to the level of the voucher value or at least to offer affordable fees

REFLECTION CHECKLIST:

- ☐ On the basis of recent data and information, what improvements have you introduced to the implementation plan?
- ☐ Were you able to exhaust and maximize available resources at your level before you elevated them to the Schools District and Division offices?
- ☐ What issues were you unable to resolve for which you needed the help of the Schools District and Division offices? What were the action steps taken to resolve them?

References:

- Your school's Template X1



DEVELOP PARTNERSHIPS

(July onwards)
Committee/s: PFP

○ Revisit your Internal and External Assessments

Partnerships should be entered into only after thorough study and preparation to ensure that these will be beneficial to students and learners, teachers, and the school.

○ Work with other DepEd offices

Partnerships also include building relationships with the DepEd offices you have to work with:

- » The Learning Resources Management Section (LRMS) of the Schools Division and the Bureau of Learning Resources (BLR) at the Central Office for your learning materials
- » The Education Facilities Division (EFD) and the Division Engineer for your classrooms
- » The SDO, especially your SHS Coordinator, for your materials and equipment

○ Identify potential partners

Remember that partners can get involved in the following:

- » Work immersion
- » Teacher training
- » Use of facilities
- » Donation

Identify, qualify, and prioritize potential partners that meet the minimum requirements for partnership. The Qualification Tool found in DO 40, s. 2015 should help you with this.

○ Engage with potential partners

- » Set appointments with potential partners
- » Meet regularly. Make sure that the partner understands the K to 12 Program, especially the SHS component. As with any partnership, there is a need to ensure that the objectives and expectations of each party are clearly articulated.
- » You and your partners should work towards making the school and other venues for learning safe and conducive for education and training.

○ Craft a Memorandum of Agreement (MOA)

All partnerships at the school level must be covered by a MOA. The preparation of any MOA must be guided by relevant existing laws and DepEd issuances, especially those related to child protection. The School Head will be the official signatory of partnership agreements entered into by the school. The MOA will have to be reviewed by the appropriate DepEd legal officers and approved by the relevant office before being signed by the school and the partner.

Sample MOA templates are found in DO 40, s. 2015.

The primary goal of partnership-building is to improve the capability of the DepEd and the public schools to implement the K to 12 Program. Through partnership-building, the DepEd hopes that the partners will be able to provide the DepEd schools work immersion opportunities, hands-on expertise, additional resources, and livelihood opportunities for senior high school graduates.

While partnerships are meant to aid the school in developing students' skills and competencies that are relevant to the needs of the job market in the locality, **these partnerships should not be reduced to mere recruitment tools for the partner.** They should be aimed at helping students qualify for livelihood or work opportunities other than those that are offered by and will benefit the partner.

For Senior High Schools that offer the TVL track but lack facilities, equipment, or materials, they should establish partnerships with Technical-Vocational Institutions for co-delivery of TVL specializations before the school year starts.

REFLECTION CHECKLIST:

- ☐ Did you establish the credibility of your partners? Are their vision and values aligned with those of your SHS? Are they committed to helping you bring quality education to your students?
- ☐ Were you able to craft a clear and comprehensive MOA with the partner? Were the expectations from each party clear and understood?

References:

- DO 40, s. 2015 Guidelines on K to 12 Partnerships



ASSEMBLE YOUR STAFF

(March - April)
Committee/s: SSC

○ Post/publish vacancies

Get the complete list of all vacant SHS positions from the SDO and post this on a noticeable board for at least 10 calendar days.

○ Accept written applications with required documents

- » If your school has teacher shortage or vacancy, accept written applications from interested teachers.
- » Verify the authenticity of the documents submitted and get additional information from your applicants' referees.
- » Make sure that applicants are informed of the schedules, timelines, and deadlines.
- » Please be reminded that ALL applications will be accepted even if they are incomplete or invalid. Just make sure that the applicants are notified so they can resubmit the documents.
- » Take note of the preferred SHS subject group of each applicant.

For details of the complete hiring process, please refer to DO 3, s. 2016.

○ Determine your SHS teacher needs

It is important that you know how many SHS teachers you need per SHS subject group. While there are items for SHS teachers, it is best to maximize your available human resources to determine how many you really need to hire especially during the first year of SHS implementation. It is therefore wise to first look at your pool of under-loaded JHS teachers to check who among them are willing and qualified to teach SHS.

An electronic tool was designed to help you with this challenge. Remember that the e-tool is a management tool — it does not provide you with answers, but rather helps you decide on the best course of action. Reports are automatically generated once you complete and update the e-tool.

A copy of the e-tool and a video tutorial on how to use it can be downloaded from the DepEd website (www.deped.gov.ph). Instructions for using it are in the tab labeled, “Instructions.” We suggest that you read the instructions before using the e-tool.

○ Create the class program

In the e-tool, you have to create the class program before you can determine teacher need. After assigning willing and available under-loaded JHS teachers to classes, the e-tool computes how many classes still require teachers. It shows the number of teachers that the school needs to hire for each subject group.

○ Organize your staff

Take note of the SHS staffing needs and requirements of your school. Organize your staff (teaching and nonteaching) according to the organizational structure of your SHS. Senior High Schools will have different structures depending on the typology of the school. Please refer to DO 19, s. 2016 for the complete information on SHS staffing needs, requirements, and organization.

If you have Master Teachers, designate them as Subject Group Heads. If you have under-loaded teachers in the SHS, assign them to Learner Support functions provided that they have the necessary skills/competencies. If you have no under-loaded teachers, you may assign these roles to your nonteaching staff.

Determine if you will need additional staff (security, utility, messenger services) to be outsourced through the school Maintenance and Other Operating Expenses (MOOE) fund.

○ Orient your staff

Orient your staff on their general roles and functions in the delivery of academic, operational, and learner support services in accordance with DO 19, s. 2016. Include in the orientation regular meetings, Learning Action Cell (LAC) sessions, and other school processes.

○ Set up school operations with your staff

This time presents a good opportunity for you and your staff to work as a team to establish systems and procedures that can facilitate SHS operations. You and your staff can work on mechanisms for communication and feedback-giving, parent engagement, reporting processes, managing financial resources and partners, registration, instructional supervision, and data management, among other procedures.

As far as teacher hiring is concerned, the following are seen as challenges for the schools and SDOs:

1. Determining the number and type (according to subject groups) of teachers to hire based on the school's track/strand offering
2. Ensuring that there are competent and qualified teachers for all SHS subjects
3. Ensuring that all teachers to be hired have sufficient load; that is, full-time teachers must have a teaching load equivalent to six (6) hours per day while part-time teachers must teach a maximum of three (3) hours per day

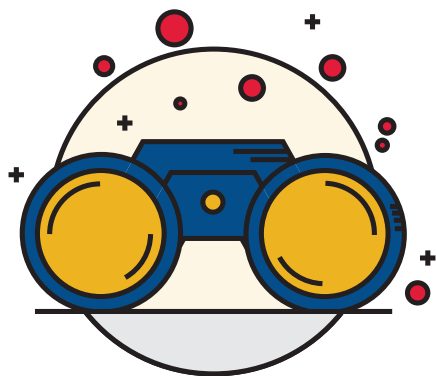
Given these challenges and the finite number of teacher items that can be allocated for all SDOs, teacher hiring for SHS becomes a rather complex process. Hence, an electronic tool has been developed to aid School Heads in crafting a better plan for SHS teacher hiring.

REFLECTION CHECKLIST:

- ☐ Have you analyzed your school's teacher profile to determine who can teach SHS?
- ☐ Have you worked out the number and kind of teachers that your school needs to hire using the e-tool?
- ☐ Are you able to generate the needed number of class programs based on your enrollment and track/strand offering?
- ☐ Do you have a complete staff contingent for SHS?
- ☐ Have you explored different options to ensure that all available human resources are tapped before you put in a request to hire new teachers and staff?
- ☐ Are you able to discuss and establish school operations with your staff?

References:

- DO 3, s. 2016 Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017
- DO 19 s. 2016 Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools (SHS)
- SHS electronic tool



MONITOR/FOLLOW UP REQUIREMENTS

(January - April)

Committee/s: SIT, IC, PFP

○ Classrooms and facilities

All schools that will be implementing SHS have been allocated funds for classroom construction under the 2014, 2015, and/or 2016 Basic Education Facilities Fund (BEFF), with the exception of schools that have extra classrooms. The number of classrooms allocated per school was based on the SHS implementation plans submitted by the SDOs to the Central Office.

As School Head, you should know how many classrooms and other facilities are programmed to be constructed in your school. For this, it is best to talk to the Division Engineer, Facilities Coordinator, or SHS Coordinator. They should be able to provide you with the necessary information. Your role is to monitor the construction of classrooms and other facilities until their completion.

You are expected to report any delay, irregularities, or anything that requires action during any stage of the construction to the Schools Division Engineer, Physical Facilities Coordinator or to the pertinent Division personnel, so that issues are addressed immediately.

DO 28, s. 2008 will guide you in the various aspects of classroom/building construction monitoring and reporting. The relevant monitoring forms are also attached with the Order.

Materials and equipment

- » It is important to monitor the delivery of the **learning materials** through the school's Property Custodian. If the delivered quantities are insufficient, you should send a letter of request to the Learning Resources Management Section of the Schools Division.
- » To receive your **allocated computer package** as part of the DepEd Computerization Program (DCP), please ensure that you have fulfilled the counterpart requirements as listed in DM 106, s. 2015. Check the suggested e-classroom layout in the DM. If you are an integrated SHS, please make sure that there is a separate computer room for SHS. Students are allowed to use the computers of both the SHS and the JHS.

Follow up your computer package through the Information Communication Technology Service office at the Central Office or through the Information Technology Office at the SDO. If the computer packages are ready to be delivered but your school is incapable of meeting the counterpart requirements, you and your Schools Division Superintendent will be required to sign a waiver and a recommendation for the computer package to be transferred to another school.

- » The standards and specifications of **TVL materials and equipment** per specialization are contained in the Senior High School Tools and Equipment Database (as cited in DO 8, s. 2016). Your SDO should have a copy of the database.

The Central Office will transfer funds to your respective Regional Offices, which, in turn, will procure the TVL tools and equipment for your school based on the program data you have submitted. DO 8, s. 2016 states that "the regions shall consult with their Senior High School (SHS) Coordinators and the Divisions concerned regarding the specific requirements of schools per specialization, including details such as quantity per item and points of delivery."

As School Head, you have to make sure that your Schools Division and Region are informed of your TVL equipment and tools needs.

○ Partnerships

The execution of any partnership agreement should be monitored to ensure adherence by the parties to and strict implementation of the agreement. Periodic monitoring and evaluation should be done by the PFP. Monitoring templates are available for your use. These can be found in DO 40, s. 2015.

Monitoring is an important step in ensuring that all incoming Grade 11 students have access to the facilities, materials and equipment they need in SHS. As School Head, you should be able to keep track of timelines and deliverables. This will allow you to anticipate problems and prepare for possible adjustments to your plans if schedules and deliverables are not met.

For most of these provisions, there are monitoring forms available for your use, which are appended in corresponding DepEd Orders.

REFLECTION CHECKLIST:

- ☐ Do you maintain communication with the appropriate DepEd offices to follow up your requests?
- ☐ Have you encountered any delay or irregularities? Were there concerns that needed to be addressed in terms of classroom construction? Were these reported to the proper office?
- ☐ Have you fulfilled your counterpart requirements for the DCP?
- ☐ Have you submitted to the SDO your early enrollment data and informed them of your needs in terms of textbooks, materials, and other equipment?
- ☐ Do you have a system to monitor the delivery of learning materials, equipment, and computer packages (with the help of your School Inspectorate Team)?
- ☐ Do you conduct periodic monitoring and evaluation of your partners? Are the partnership agreements being honored? If not, what steps are you taking to address the problem/s?

References:

- DO 28, s. 2008 Amendments to DepEd Order 77, s. 2003 "Guidelines for Coordination and Monitoring of DPWH-Constructed School Buildings"
- DM 125, s. 2015 Department of Education (DepEd)-Department of Public Works and Highways (DPWH) Coordination Meetings for the School Building Program (SBP)
- DO 40, s. 2015 Guidelines on K to 12 Partnerships
- DO 8, s. 2016 Guidelines for the Procurement of Technical Vocational and Livelihood (TVL) Specialization Tools, Equipment and Materials for School Year (SY) 2016-2017



ADJUST YOUR PLANS

(April - June)

Committee/s: PFP, SIT, SSC, IC

○ Identify options for SHS classrooms and facilities

If there are construction delays or an unexpected surge in enrollment, you may consider the following adjustments to ensure that there are enough classrooms for all incoming Grade 11 students:

- » Make use of extra and/or maximize underutilized JHS classrooms and facilities
- » Use portions of multi-storey classroom buildings that have been constructed and are conducive and safe for learning
- » Link up with other nearby SHS providers including private schools, state or local universities and colleges, and Technical-Vocational Institutions
- » Engage external partners for provision of classrooms and other facilities
- » Adjust class sizes without compromising the quality of instruction (this should be the last resort)

○ Identify options for securing learning materials

If learning materials do not arrive on time, send a letter or call the Bureau of Learning Resources (BLR) at the Central Office. Temporarily, you may also work with your staff to create teacher-made learning materials. DepEd's Learning Resource Management and Development System (LRMDS) can help you create your own learning resources and share them with others. You may also download available learning materials online through the LRMDS website – lrmds.deped.gov.ph. Note that you need your DepEd email address to register or log in.

○ Identify options for procuring materials and equipment

The schools, divisions, and regions are still encouraged to explore other modes of acquiring the necessary tools and equipment as may be allowed by law. These include, among others, partnering with local government units, private institutions, and other stakeholders. All items to be acquired must meet specified standards and must be available in the market, safe for use by high school students, and made of non-toxic materials/substance.

○ Identify options for filling teaching positions

If you find that the number of teacher applicants for your school is not enough or the applicants do not match the subject groups your school needs, you need to make adjustments to ensure that you have qualified teachers on board before SHS classes begin. You may consider doing the following with the help of the SHS e-tool:

- » Review the teaching load of your JHS teachers. You might want to transfer the teaching load of JHS teachers who are qualified to teach SHS to other JHS teachers so that they are free to teach in SHS
- » Check the possibility of over-loading some of your SHS teachers, but ensure additional compensation for them, subject to applicable accounting and auditing rules and regulations.

- » Hire part-time teachers
- » Consider your existing ancillary staff who are qualified to teach in SHS
- » Adjust class sizes without compromising the quality of instruction (as last resort)

Since this is the first year of SHS implementation in the Philippines, expect challenges along the way and exercise flexibility, creativity, and critical thinking in addressing these challenges. The DepEd's main advice is for you to act and decide with the learners in mind. If confusion arises, the learners' welfare should be the foremost consideration.

If, for example, you do not have enough classrooms and therefore you cannot take in any more students, you may link up with nearby SHS providers as stated in the checklist. However, **please remember that endorsing specific public or private SHS providers is prohibited.** DO 1, s. 2016 reminds us that "all providers shall be treated fairly and there should be no bias toward any particular provider." This is because we want to empower students and their families to make informed choices. The final choice should be theirs to make. This is part of considering learners' welfare.

Learners' welfare is also the reason why adjusting class sizes is not recommended—bigger classes might make it less conducive and comfortable for students in the classroom.

Remaining issues pertaining to SHS facilities, materials, equipment and teaching staff, which have not been addressed through school-level adjustments, may require municipal-level, division-level, or regional-level adjustments. Maintain communication with your SDO so they can guide and help you.

REFLECTION CHECKLIST:

- ☐ How confident are you that SHS provisions are sufficient? Which provisions are you most/least confident about?
- ☐ On provisions that you are least confident about, have you considered different scenarios? How would you address such scenarios?
- ☐ Can you say with conviction that you always consider the learners' welfare in deciding on the best course of action?

References:

- DO 41, s. 2015 Senior High School Career Guidance Program and Early Registration
- DO 40, s. 2015 Guidelines on K to 12 Partnerships
- DO 3, s. 2016 Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017
- DO 8, s. 2016 Guidelines for the Procurement of Technical Vocational and Livelihood (TVL) Specialization Tools, Equipment and Materials for School Year (SY) 2016-2017
- SHS Implementation Plan Adjustment Flowchart (see attached)
- SHS electronic tool



CONDUCT SHS ENROLLMENT

(May onwards)

Committee/s: EC, CAU

○ Disseminate information on enrollment schedule

Seek the help of the barangay or community leaders to inform the community of the enrollment schedule. Post advocacy materials and other signage around the school and barangay.

○ Assign class advisers

On the basis of reports and the class programs generated from the e-tool, you will know how many class advisers you need. Have the registrar, together with the Subject Group Heads, prepare the roster of class advisers for the upcoming school year.

○ Conduct enrollment

On enrollment day, ensure a smooth and orderly enrollment by creating a step-by-step process for the students. When students enroll, inform them of the orientation schedule with their parents or guardians.

○ Update the LIS

Please do not forget to update the LIS using the SHS Enrollment Form.

○ **Assist students who are still undecided**

Your CGP should include continuous counseling services for Grade 10 students, especially those who have yet to decide on their track/strand. If a student decides to choose a different track from what he/she initially signed up for and the track is not offered by your school, guide that student and refer him/her to a nearby school that offers the track that he/she prefers. Ensure that your Grade 10 completers have an alternative SHS to go to.

○ **Orient parents and students**

Conduct an orientation seminar for both students and parents to discuss the features of the SHS, rules and regulations of the school, the corresponding disciplinary actions, and other school matters. Discuss the grading system as well based on DO 8, s. 2015. The orientation is also the ideal occasion to invite parents and students to participate in *Brigada Eskwela*.

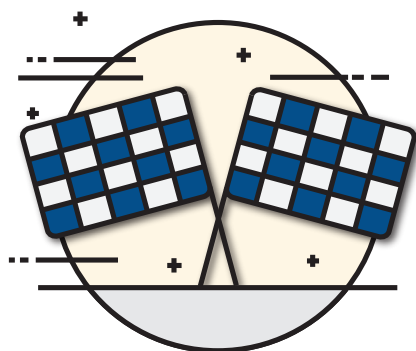
While your school may have existing enrollment procedures, it is still good to review your current enrollment process and plan how you are going to implement this for SHS. Successful enrollment management needs good leadership, cooperation, a well laid-out plan, clear instructions for students, and a ready database.

REFLECTION CHECKLIST:

- ☐ Were you able to maximize different communication channels to inform the community about the enrollment schedule?
- ☐ Were you able to assign class advisers based on the class programs you have created? Were you able to get their commitment?
- ☐ Was your enrollment process efficient and orderly? Do the students know where to go, what to bring, what to do next?
- ☐ Has your LIS been updated?
- ☐ Were you able to draw roughly the same number of students as in the early registration? If not, were you able to do adjustments to the class programs and sectioning?
- ☐ Were you able to lend support to students who prefer a different track from what your school is offering?
- ☐ Did the parents and students understand the school's rules and regulations and the grading system?

References:

- DO 8, s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program
- SHS electronic tool



FINALIZE SCHOOL SYSTEMS AND PROCESSES

(May)

Committee/s: SSC, EC

○ Revisit class programs

When you have more definite enrollment data, revisit your class programs. Validate your initial inputs in the e-tool. Make appropriate changes in the number of sections, teaching load and teacher assignment when necessary. Check that the teaching load/teacher assignment in the e-tool also reflects their ancillary tasks.

○ Organize students into sections

Group your students into sections and match the sections with the class advisers. Make sure that there are enough provisions for each section.

○ Manage logistics

Manage logistics well, especially if SHS is integrated, so that there is smooth inflow and outflow of students when classes begin. Assign personnel who can monitor and ensure the orderly movement of students and even guests in school. Some schools do a walk-through or a dry-run of their logistical arrangements.

○ Disseminate final plans to your staff

To ensure that everything is in place when SHS classes begin, all staff (teaching and nonteaching) should know the changes to the plans and school operations (if there are any) and should be briefed clearly about their roles.

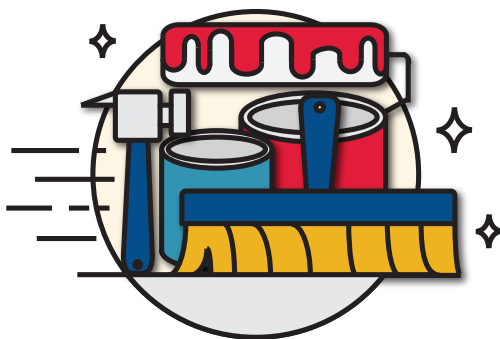
It is nearly the start of SHS classes! With only a few weeks left, you have to ensure that your school is ready on the first day. This is an opportune time to look back and see what else needs to be done and finalized. It is expected that by this time, your team has finalized systems and procedures for an orderly and efficient school operations.

REFLECTION CHECKLIST:

- ☐ Were there any changes that needed to be done in the class program and teaching load and assignment?
- ☐ Were you able to place every student in sections? Were there adjustments that needed to be introduced?
- ☐ Are you confident that your logistical arrangements will ensure an orderly inflow and outflow of students in your school?
- ☐ Were you able to inform all your staff about the finalized plans and school operations? Were you able to brief them about their roles?

References:

- DO 3, s. 2016 Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017
- DO 19 s. 2016 Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools (SHS)
- SHS electronic tool



IMPLEMENT *BRIGADA ESKWELA*

(May - June)

Committee/s: PFP

○ Plan *Brigada Eskwela* activities in your school

Together with your PFP, plan for *Brigada Eskwela* activities in your school. Promote *Brigada Eskwela* by posting on social media, creating posters and other advocacy materials, communicating with the barangay, etc.

○ Coordinate with groups or individuals who are interested to help

Identify school activities where volunteers can help, recruit volunteers, and schedule activities in coordination with these volunteers. Remember that parents' participation in school repair and other maintenance work is not mandatory. Neither is it a condition for children to be accommodated in the school. Moreover, solicitation of fees for *Brigada Eskwela* activities is prohibited.

○ Revisit or review the following materials found in DM 35, s. 2016:

- » School Safety and Preparedness Guide (Annex A of Enclosure No. 1)
- » Stakeholder Engagement Strategy (Annex B of Enclosure No. 1)
- » Kits Menu (Annex C of Enclosure No. 1)

Remember that receiving assistance or support from companies and other players in the tobacco industry for *Brigada Eskwela* is not allowed (as stated in DO No. 6, s. 2012).

○ Participate in the *Brigada Eskwela* caravan in your Schools Division

In line with DM 35, s. 2016, Regional and Schools Division Officers shall hold a caravan to launch the first day of *Brigada Eskwela*. A kick-off ceremony will be held in a public school offering Senior High School. This will also serve as the final stop of the caravan.

○ Arrange service credits for teaching personnel

A complete 6-day participation in the *Brigada Eskwela* shall earn teachers a 3-day service credit entitlement as provided in DO No. 53, s. 2003.

Make sure that your *Brigada Eskwela* activities will help make your school become:

- Disaster-prepared
- Ecologically conscious
- Clean, safe, and conducive to learning

REFLECTION CHECKLIST:

- ☐ Were you able to mobilize your community and other stakeholders to participate in your school's *Brigada Eskwela*? Did your parents and students participate?
- ☐ Have you revisited and reviewed materials found in DM 35, s. 2016?
- ☐ Were you able to participate in the *Brigada Eskwela* caravan in your Division?
- ☐ Did you ensure that teachers who participated were given service credits?

References:

- DM 35, s. 2016 Implementing Brigada Eskwela 2016
- DO 6, s. 2012 Guidelines on the Adoption and Implementation of Public Health Policies on Tobacco Control and Protection Against Tobacco Industry Interference
- DO 53, s. 2003 Updated Guidelines on Grant of Vacation Service Credits to Teachers



OPENING OF CLASSES

(June)

Committee/s: EC

○ **Expect monitoring by the Central Office, Regional Office, and Schools Division Office**

You will most likely be visited by representatives from the Central Office, Regional Office or Schools Division Office. This is to ensure the orderly opening of classes for SHS. Be prepared to show documents such as the enrollment data and the class programs. Do not be afraid to tell them of existing challenges in your SHS. They are there to guide and assist you.

○ **Anticipate and plan for the following:**

- » late enrollees
- » security coordination with the barangay
- » changes in the class schedule
- » class advisers/teachers who are absent

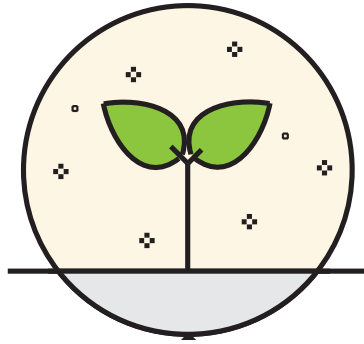
It is important that the opening of SHS is orderly. If you need assistance during the opening of classes, you may contact your SDO. For community concerns, you may contact the barangay.

REFLECTION CHECKLIST:

- ☐ Were you able to prepare complete and updated documents for the CO, RO, and SDO's visit?
- ☐ Did you formulate plans to address late enrollment, security issues, changes in class schedules, and absentee teachers?

References:

- DO 41, s. 2012 Revised Guidelines on the Opening of Classes
- DO 66, s. 2012 Amendments in DepEd Order No. 41, s. 2012



THE FIRST WEEK

Committee/s: EC, CAU

○ Conduct an evaluation

With your team, evaluate the enrollment process and the opening of classes. What do you think went well? What needs to be improved? Evaluation helps you to continually improve your school processes.

○ Finalize school forms

Have the class advisers fill up the following school forms:

1. SF1 School Register
2. SF2 Daily Attendance Report of Learners (should be updated everyday)
3. SF3 Books Issued and Returned

○ Conduct diagnostic tests

There are two diagnostic tests that advisers need to conduct:

- 1) Reading Assessment and 2) the Nutritional Assessment or the appraisal of student height and weight.

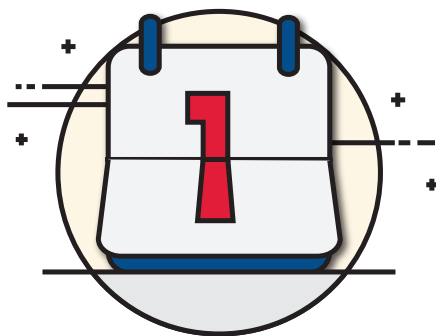
Continue career counselling

Your school's CGP should continue to cater to your Grade 11 students. It is important that the students are guided to see the value of and the career options for their chosen track.

The first week is crucial in establishing certain processes such as regular attendance-checking, implementing school policies (e.g., tardiness, etc.). What you will do during the first week lays down the foundation for the rest of the school year. Since this is the first year of implementation of the SHS, make sure that you have put in place good school processes that will become part of the school culture. Adherence to school policies and processes is necessary to turn the school into an effective and nurturing place of learning.

REFLECTION CHECKLIST:

- ☐ Has your team evaluated the enrollment process and the opening of classes? Were you able to formulate a plan of action to improve these processes?
- ☐ Have your advisers filled up the school forms properly and accurately?
- ☐ Did your school conduct diagnostic tests and were the results analyzed and discussed with your teachers?
- ☐ Do you have continuous CGP for your students?



THE FIRST MONTH

Committee/s: EC

○ **Track your students**

By now, you have your final enrollment data. Compare this with the LIS of the previous school year to look for school leavers. Because education is important, you have to make sure that all learners are accounted for and are enrolled in a SHS. Find or track your school leavers and think of ways to encourage them to finish high school.

○ **Evaluate and make plan adjustments/improvements**

During the first month of SHS, there may be a lot of changes to your original plans—whether it is class schedules or other programs and activities. You may have also encountered challenges that made you reflect on certain school processes. These present opportunities for continuous improvement. Discuss these adjustments and improvement with your committees.

In the first month, SHS operations would have stabilized. It is therefore a good time to look at your data again and make adjustments to your plans. Remember to keep communication lines open with relevant DepEd offices and your partners. Give them updates and monitor and follow up on agreements and deliverables.

REFLECTION CHECKLIST:

- ☐ Have you established mechanisms that track and locate school leavers? Have you encouraged them to continue their SHS education?
- ☐ What plans or processes needed to be adjusted? What plans or processes can be improved?

Gearing Up for SHS

Planning



Organize your SHS Committees

- Partnership Focal Person/s (PFP)
- School Inspectorate Team (SIT)
- School Screening Committee (SSC)
- Career Advocacy Unit (CAU)
- Infrastructure Committee (IC)
- Enrollment Committee (EC)



Work on your implementation plan (PFP, CAU)

- Profile the students in your area
- Conduct external assessment
- Conduct internal assessment
- Determine your program offering
- Ensure that your school plan is incorporated in the implementation plan of your SDO



Communicate the SHS programs to your stakeholders (CAU, PFP)

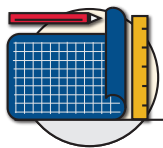
- Conduct the Career Guidance Program
- Organize a Career Guidance Week
- Initiate an information campaign



Implement early registration (EC)

- Collect the SHS Preference Slip
- Register students through the Learner Information System (LIS)
- Submit registration forms of students not covered by the LIS to the Division SHS Coordinator
- Take stock of prospective enrollees
- Conduct child/youth finding activities
- Validate your early registration data and initial implementation plan

Setting Up



Continuously improve your implementation plan (All committees)

- Constantly improve your implementation plan
- Maximize resources
- Involve the District and Division Offices



Develop partnerships (PFP)

- Revisit your internal and external assessments
- Work with other DepEd offices
- Identify potential partners
- Engage with potential partners
- Craft Memorandum of Agreement



Assemble your staff (SSC)

- Post/publish vacancies
- Accept written applications with required documents
- Determine your SHS teacher needs
- Create the class program
- Organize your staff
- Orient your staff
- Set up school operations with your staff



Monitor/follow up requirements (SIT, IC, PFP)

- Classrooms and facilities
- Materials and equipment
- Partnerships

Setting Up



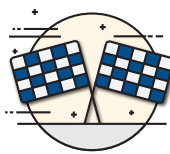
Adjust your plans (SIT, SSC, IC, PFP)

- Identify options for SHS classrooms and facilities
- Identify options for securing learning materials
- Identify options for procuring materials and equipment
- Identify options for filling teaching positions



Conduct SHS enrollment (EC)

- Disseminate information on enrollment schedule
- Assign class advisers
- Conduct enrollment
- Update the LIS
- Assist students who are still undecided
- Orient parents and students



Finalize school systems and processes (EC, SSC)

- Revisit class programs
- Organize students into sections
- Manage logistics
- Disseminate final plans to your staff



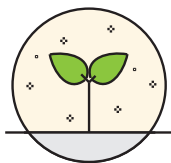
Implement *Brigada Eskwela* (PFP)

- Plan *Brigada Eskwela* activities in your school
- Coordinate with groups or individuals who are interested to help
- Revisit or review materials found in DM 35, s. 2016
- Participate in the *Brigada Eskwela* Caravan in your Schools Division
- Arrange service credits for teaching personnel



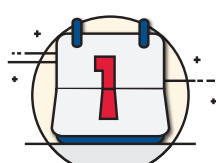
Opening of classes (EC)

- Expect monitoring by the CO, RO, and SDO
- Anticipate and plan for late enrollees, security, changes in class schedule, absent teachers or advisers



The first week (EC, CAU)

- Conduct evaluation
- Finalize school forms
- Conduct diagnostic tests
- Continue career counseling



The first month (EC)

- Track your students
- Evaluate and make plan adjustments or improvements

Timeline

	Planning		Setting Up											
Organize your SHS Committees	MAY	JUN												
Work on your implementation plan			JUL	AUG	SEPT									
Communicate the SHS programs to your stakeholders		JUN	JUL	AUG	SEPT	OCT								
Implement early registration						OCT	NOV							
Continuously improve your implementation plan						OCT	NOV	DEC						
Develop partnerships			JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Assemble your staff											MAR	APR		
Monitor/follow up requirements									JAN	FEB	MAR	APR		
Make adjustments to your plan												APR	MAY	JUN
Conduct SHS Enrollment													MAY	JUN
Finalize school systems and processes													MAY	
Implement <i>Brigada Eskwela</i>													MAY	JUN
Opening of classes														JUN

