



Republic of the Philippines
Department of Education
Region VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

**Office of the Schools Division
Superintendent**

July 6, 2020

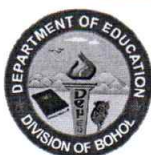
DIVISION MEMORANDUM
No. 258, s. 2020

**ADVISORY ON THE IMPLEMENTATION OF SPECIAL SCIENCE PROGRAM
FOR SCHOOL YEAR 2020-2021 IN LIGHT OF COVID-19 PANDEMIC**

TO: ASDS/OIC SDS
Chiefs CID/SGOD
Education Program Supervisors
Public Schools District Supervisors
School Heads Elementary and Secondary Heads
All Concerned

1. This Office informs and reiterates the Implementation of Special Science Program for School Year 2020-2021 in light of COVID-19 pandemic.
2. Attached is the Regional Memorandum No. 0339, s 2000. For more details. Attention to No. 2 of the said Memorandum.
3. For guidance and strict compliance.


BIANITO A. DAGATAN EdD. CESO V
Schools Division Superintendent 



0050 Lino Chatto Drive, Barangay Cogon, Tagbilaran City, Bohol
Tel Nos.: (038) 412-4938; (038) 411-2544 (038) 501-7550
Telefax: (038) 501-7550 email add: deped.bohol@deped.gov.ph



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS

Dr. Grand

Office of the Regional Director

JUL 3 2020

REGIONAL MEMORANDUM
No. **0339**, s. 2020

**ADVISORY ON THE IMPLEMENTATION OF SPECIAL SCIENCE PROGRAM
FOR SCHOOL YEAR 2020-2021 IN LIGHT OF COVID-19 PANDEMIC**

To: Schools Division Superintendents

1. In support to the Department's national effort to continuously ensure the delivery of quality, accessible, relevant and liberating basic education, this Office also protects the health, safety and well-being of all learners, teaching and non-teaching personnel. Hence, the **Advisory on the Implementation of the Special Science Curriculum for School Year 2020-2021** is hereby issued in light of Covid-19 pandemic.
2. Schools that are offering Special Science Program are still directed to adhere with its implementing guidelines as stipulated in DepEd Order No. 57, s. 2011, "Policy Guidelines in the Implementation of the Special Science Elementary Schools (SSES) Project; DepEd Order No. 55, s. 2010, "Policies and Guidelines on Strengthening Science and Mathematics Education at the Secondary Level; DepEd Order No. 41, s. 2005, "Implementing Guidelines in the Admission, Retention, Grading System; and the enclosure of Regional Memorandum No. 290, s. 2019, "Additional Guidelines in the Implementation of the Special Science Program.
3. However, due to this challenging situation and taking into consideration the policies set forth by the Office of the President and by the Inter-Agency Task Force for the Management of Infectious Diseases, proper assessment and identification of strengths and difficulties in the implementation have been conducted through consultation among all Schools Division representatives to ensure that learners have equitable access to the special science program and shall be provided with appropriate and sufficient learning support with an enriched Science, Mathematics and English curricula in addition to the minimum standards. Hence, curriculum contextualization, adaptations, and modification of the screening process shall be made depending on the learners' abilities and needs, availability of facilities, feasibility of learning modalities and learning goals for the school year 2020-2021.
4. The following items are hereby deliberated by the Schools Division representatives and see enclosure for the details of each item.
 - a. Special Science Curriculum Enhancement and Adjustment with respect to the Most Essential Learning Competencies in the K to 12 Curriculum
 - b. Medium of Teaching and Learning (MOTL) for Grades 1 to 3 in Science subject for the Special Science Elementary Schools (SSES)
 - c. Screening and Admission of Learners in the Special Science Elementary Schools (SSES), Science, Technology and Engineering (STE) Implementing Schools, Regional Science High School and Division-Initiated Science Schools



Address: Doña M. Gaisano St., Sudlon, Lahug, Cebu City
Telephone Nos.: (032) 231:1433; (032) 414-7399
Email Address: region7@deped.gov.ph

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DATE: 7-3-2020
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5. SDOs shall continuously conduct close monitoring and evaluation on the implementation of the specific provisions to ensure effective delivery of the Special Science Program.
6. Immediate dissemination of, and compliance with this Memorandum is directed.



SALUSTIANO T. JIMENEZ JD, EdD, CESO V
Director III
OIC- Office of the Regional Director

STJ/CAE/CLMD/MJCD/CARJ

A. Special Science Curriculum Enhancement and Adjustment with respect to the Most Essential Learning Competencies in the K to 12 Curriculum

- Special Science Program aims to provide learners with the opportunities, encouragement and support to explore their potentials and interest in Science and Technology. Considering the learning goals of this program, enriched Science and Technology-Oriented curriculum was designed and Science shall be offered as a subject starting Grade 1.
- The Most Essential Learning Competencies (MELCs) are what the learners need, considered indispensable in building skills to equip them for the next grade level and for life-long learning.
- In light of this Covid-19 pandemic, School offering Special Science Program is given the discretion to enhance, adjust and contextualize its curriculum depending on the learners' abilities and needs, availability of facilities, feasibility of learning modalities and learning goals.
- Enhancement, adjustment and contextualization shall be made for Grades 1 and 2, and for Grades 3 to 10 the same shall be made provided that the Most Essential Learning Competencies are considered, being the minimum standards.

B. Medium of Teaching and Learning (MOTL) for Grades 1 to 3 in Science and Mathematics subjects for the Special Science Elementary School (SSES)

- Mother Tongue refers to the "language or languages first learned by a child, which he or she identifies with, is identified as a native language user of by others, which he or she knows best, or uses habitually" Section 4 (d), Implementing Rules and Regulations of RA 10533).
- MT shall be strictly used as the sole MOTL in Science and Mathematics curricula. However, to further support evidence-based decision –making, math and science teachers, school heads and SDOs are also enjoined to gather other information from the qualified learners in the Special Science Elementary School with regards to the language they habitually used at home and in school. Gathering of information can be done through research and monitoring and evaluation. Results should be the bases for the MT to be used in the class.
- For the purpose of achieving the learning goals of the Special Science Program, that is, to make learners scientifically and technologically- oriented and skilled individuals who are empowered through lifelong learning skills, Mathematics and Science terminologies shall be used consistently and should retain its language however, teachers are encouraged to do bridging or translanguaging for better understanding.

C. Screening and Admission of Learners in the Special Science Elementary Schools (SSES), Science, Technology, and Engineering (STE) Implementing Schools, Regional Science High School of Region VII and Division-Initiated Science Schools

CONDITIONS	AGREEMENTS
<p>i. Schools which have conducted the complete School Level Screening process (which includes preliminary selection through documentary evaluation to assess the readiness and qualification, interview and entrance/apptitude test).</p>	<p>i. The Top 35 learners shall be automatically admitted in the program based on the results of the School Screening process. Report of such screening including the List of Qualifiers shall be submitted to the Schools Division Office.</p>
<p>ii. Schools which have not conducted the School Level entrance/ aptitude test but have conducted the preliminary selection through documentary evaluation to assess the readiness and qualification.</p>	<p>ii. Learners who have subjected and passed the preliminary selection shall be admitted with a provisional/ conditional status in the Special Science Program. When these learners are already in the classroom (may it be virtual or physical), classroom-based screening assessments shall be conducted as appropriate. In the event that screening will not be possible, the Top 35 or more number of qualifiers shall be determined through:</p> <p>A. For SSES/Division-Initiated Science ES (Grade 1 entrants) -ECD Checklist (Highly Advanced is the Top Priority) -Kindergarten Progress Monitoring Report -PSA Birth Certificate</p> <p>B. For STE/RSHS/LSHS/Division-Initiated Science HS (Grade 7 entrants) -Report Card -Certification of Good Moral Character -Certification that the Students belong to the upper 10 % graduates -PSA Birth Certificate</p> <p>Should there be a need to further validate the learner's cognitive ability, appropriate screening tools maybe used.</p>
<p>iii. Schools creating additional section/s</p>	<p>iii. The opening of additional section/s is dependent on the capacity of the</p>

	school to accommodate and is subject to the approval of the Schools Division Superintendent
iv. Learner's retention process under the New Normal	iv. Learner with provisional status shall be automatically considered as official enrollee to the subsequent grade level provided that the cut-off final grades are met.