



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2026-185

To : Chief Education Supervisors (CID & SGOD)
Public Schools District Supervisors (Secondary)
Education Program Supervisors
Public and Private Secondary School Heads
Senior High School Coordinators
Concerned Public and Private Senior High School Teachers
All Others Concerned

Subject : **DISSEMINATION OF THE FREQUENTLY ASKED QUESTIONS ON THE STRENGTHENED SENIOR HIGH SCHOOL PROGRAM**

Date : July 23, 2026

Pursuant to Regional Memorandum CLMD-2026-214, this Office disseminates the enclosed **Frequently Asked Questions on the Strengthened Senior High School Program** for the information, guidance, and appropriate action of all concerned implementers.

The Frequently Asked Questions were developed in relation to the conduct of the **5th Online Check-In Meeting with Field Implementers of the Strengthened Senior High School Program** held on May 20–21, 2026.

The enclosed Frequently Asked Questions provide clarifications and guidance on the following concerns:

- Monitoring and evaluation of the Strengthened Senior High School Program;
- Unauthorized offering of elective subjects;
- Learner Information System tagging, the Landas Toolkit, and the Grade 12 pilot implementation;
- Graduation requirements, Work Immersion, and Field Exposure; and
- Arts Apprenticeship.

School Heads are directed to disseminate and discuss the enclosed Frequently Asked Questions with Senior High School teachers, focal persons, class program coordinators, guidance personnel, and other field implementers concerned.

School Heads shall also ensure that the implementation of the Strengthened Senior High School Program is consistent with existing policies, approved curriculum requirements, official class programming guidelines, and authorized elective offerings.

The Curriculum Implementation Division, through the concerned Education Program Supervisors and Public Schools District Supervisors, shall provide the necessary technical assistance to schools in addressing implementation concerns and ensuring proper compliance with the clarified guidelines.

Queries and requests for technical assistance may be coursed through the Strengthened Senior High School Secretariat at strengthenedshs@deped.gov.ph.

Other details and specific instructions are provided in the enclosed Regional Memorandum and Frequently Asked Questions.

Immediate dissemination of and compliance with this Memorandum are directed.

MELANIE P. ESTACIO, PhD, CESO V
Schools Division Superintendent

DepEd Schools Division of Digos City
RECORDS SECTION
RELEASED
DATE: 24 III 2026
BY: [Signature]

For and in the absence of SDS

MARIA GENEVIEVE T. FRANCISQUETE, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge Officer

Enclosures:

- 1. Regional Memorandum CLMD-2026-214
- 2. Frequently Asked Questions on the Strengthened Senior High School Program

Reference: Regional Memorandum CLMD-2026-214

CID/ifs



Republic of the Philippines
Department of Education
 DAVAO REGION



May 25, 2026

REGIONAL MEMORANDUM
 CLMD-2026-214

DISSEMINATION OF THE FAQs OF THE STRENGTHENED
 SENIOR HIGH SCHOOL PROGRAM

To: Assistant Regional Director
 Schools Division Superintendents

1. Relative to the conduct of the 5th Online Check-In Meeting with Field Implementers of the Strengthened Senior High School (SSHS) Program on May 20-21, 2026, this Office, through the Curriculum and Learning Management Division, disseminates the enclosed Frequently Asked Questions (FAQs) for the guidance of all concerned SSHS implementers.
2. The FAQs provided in the enclosure raised clarifies on:
 - a. clarifications on SSHS monitoring and evaluation;
 - b. unauthorized elective offerings;
 - c. LIS tagging, Landas Toolkit, Grade 12 pilot implementation,
 - d. graduation requirements, Work Immersion, Field Exposure; and
 - e. and Arts Apprenticeship.
3. Schools Division Offices are requested to disseminate the FAQs to concerned SSHS pilot schools, school heads, teachers, focal persons, and field implementers, and provide the necessary technical assistance in addressing implementation concerns.
4. Queries and requests for technical assistance may be coursed through the SSHS Secretariat at strengthenedshs@deped.gov.ph.
5. Immediate dissemination of this Memorandum is desired.

DEPARTMENT OF EDUCATION RO
 RECORDS SECTION
RELEASED

ALLAN G. FARNAZO
 Director IV

Encl.: As stated
 ROC8/msa

By: *[Signature]*
 Date: *June 01, 2026*
21103



Address: F. Torres St., Davao City (8000)
 Telephone Nos.: (082) 291-0051
 Email Address: region11@deped.gov.ph
 Website: www.depedroxi.ph





Republic of the Philippines
Department of Education
DAVAO REGION

Frequently Asked Questions (FAQs) of the Senior High School Program Pilot Implementers

QUESTIONS	ANSWER
Will the results of M&E be shared with schools and stakeholders?	Yes, results of the SSHS M&E will be shared with the participating pilot schools and stakeholders through regular meetings (i.e., Check-in meetings), and upon email request through the strengthenedshs@deped.gov.ph email.
How will M&E results be used to improve curriculum delivery and learner outcomes?	The findings will serve as a basis for continuous improvement of the curriculum delivery and learner outcomes. Specifically, the results will be analyzed to identify strengths in implementation, highlight areas that need support, and recommend adjustments to curriculum delivery.
Are there separate M&E tools for Grade 11 and Grade 12?	The SSHS implementation will utilize existing tools and reports to track progress of G11 and G12 learners. Aligned to DM 03, s. 2026, we will continue to utilize the SSHS MT and existing administrative data; however, additional tools may be deployed as deemed necessary.
What technical assistance is available for schools encountering difficulties in accomplishing the MT?	Schools may reach out to the official email of the SSHS Secretariat to (strengthenedshs@deped.gov.ph) for any questions, concerns, or request for assistance.
How often should schools conduct monitoring and evaluation activities? And how will this be conducted?	Conduct of M&E should be conducted regularly by schools. This includes compliance with existing monitoring mechanisms (e.g., SSHS MT, learner assessments, teacher monitoring, tracking of LRs and other materials, etc).
UNAUTHORIZED SSHS OFFERING	
What is considered an “unauthorized elective offering” under the SSHS curriculum?	Unapproved/Unauthorized elective offerings are electives that were offered without official uploaded DepEd curriculum guides on the SSHS DepEd website.
Can schools offer electives without an official Curriculum Guide (CG)?	No, only electives with an uploaded CG in the SSHS DepEd Website should be offered



Republic of the Philippines
Department of Education
DAVAO REGION

If electives listed in the Shaping Paper but without CGs are offered, is this considered authorized or unauthorized?	Electives listed in the Shaping Paper but without official CGs uploaded in the DepEd website are considered as unauthorized elective.
Can SSHS pilot schools offer electives in G12 even if not previously approved?	For the SSHS pilot implementation, schools can only offer electives that they indicated during their application for pilot implementation in the SSHS curriculum. These electives were considered as approved/authorized.
What will happen to learners and schools if unauthorized electives were already offered?	If your school has offered an unapproved/unauthorized elective, kindly inform your SDO and RO as the Central Office is consolidating reports regarding offered unapproved/unauthorized electives. Unapproved/unauthorized electives will not be reflected in the school's EBEIS and LIS, but should be credited to the Grade 11 learner who took it and reflected in their School Forms.
LEARNER INFORMATION SYSTEM (LIS) TAGGING	
Why are the electives/clusters not appearing in the LIS dropdown or show "no options available"?	This can mean any of the following: • The elective is not included in the officially approved Strengthened SHS Curriculum Offering of your school. • The elective does not yet have an official Curriculum Guide (CG), making it an unauthorized offering of the elective. • The school offering (cluster and elective) was not yet updated in your school's EBEIS by the Regional Planning Office (RPO).
What should schools do if their approved/authorized electives are not reflected in LIS?	Schools should: Coordinate with their Schools Division Office (SDO) and Regional Office (RO); and Request clarification/recommendation from their SSHS focal and/or Curriculum and Learning Management Division (CLMD).
Will unapproved/unauthorized electives be reflected in EBEIS/LIS?	No, only approved and authorized electives will be reflected in the school's EBEIS and LIS.



Republic of the Philippines
Department of Education
DAVAO REGION

Is elective tagging done per semester, per term, or once per school year?	Tagging should follow the actual implementation schedule of the elective subject in the school. Since the G11 pilot implementation is semester-based, tagging should be done and aligned per semester.
When will the new formats for school forms (SF9, SF10, E-Class Record) and reports be released?	The target date of release for updated SF9, SF10 and E-Class Record for SSHS is before the end of Term 1 in SY 2026-2027.
LANDAS TOOLKIT	
What is the Landas Toolkit and what is its main purpose in SHS implementation?	This is a career guidance resource that can help learners choose appropriate SSHS tracks and electives based on interests, strengths, and career plans/pathways.
Who should facilitate the Landas Toolkit—teachers, advisers, or guidance counselors?	Facilitators of the Landas Toolkit can be School Counselors, School Counselor Associates, Career Advocates, Homeroom Guidance Teachers, and Classroom Advisers.
When is the best time to administer the toolkit (Grade 9, Grade 10, or before SHS enrollment)?	While the Landas Toolkit can be used from Grades 9–12, it is best introduced in Grade 9 to support the ongoing process of career reflection and self-discovery. SSHS pilot schools can use Landas Toolkit for their incoming Grade 11 learners, and their current Grades 11-12 learners.
Will schools receive printed copies, or are they required to reproduce/print the toolkit themselves?	Funding has been allocated to Regional Offices for public SSHS pilot schools, with reproduction handled through the RO/SDO/school level depending on fund downloading arrangements by the RO. Public schools are also allowed to reproduce additional copies of the Landas Toolkit using their school MOOE, subject to existing budgeting, accounting, and procurement rules and regulations. On the other hand, private schools may reproduce the toolkit using their own resources.
Will the Grade 12 SSHS pilot follow a 2-semester or 3-term (tri-term) system?	The SSHS Grade 12 pilot implementation will be in a 3-term school calendar format.
What electives can be offered in the Grade 12 SSHS pilot implementation?	For Grade 12 SSHS pilot implementation, schools can offer all the electives indicated in their approved application. Pilot schools can also offer any elective in any cluster (even if it was not indicated in their approved application), provided that they have the necessary permit to offer these.



Republic of the Philippines
Department of Education
DAVAO REGION

How many electives/hours should SSHS learners take to complete the pilot of the SSHS Curriculum?	Learners in the Academic/TechPro Track shall complete a combination of core subjects and elective(s) distributed across Grades 11 and 12. The Grade 11 core subjects and Electives were offered on a semestral basis during SY 2025-2026, while the Grade 12 electives shall be delivered on a three-term basis for SY 2026-2027.
Should SSHS learners pass all taken/chosen electives?	Learners who choose to enroll in more than the required minimum number of subjects must pass all subjects taken to graduate. Regardless of whether they have already met the minimum required number of electives, learners who fail any elective must undergo appropriate remediation and comply with the requirements of the subject before they can be cleared for graduation.
How many hours per elective subject (Academic and TechPro) will be implemented under the 3-term school calendar system?	For 80-hour Academic electives: • 1.5 hrs a day, 5x a week and 30 mins. asynchronous per subject; OR • 2 hrs a day, 4x a week For 160-hour Academic electives: 4 hrs a day, 4x a week For 320-hour TechPro electives: 6 hrs a day, 5x a week
When will the Curriculum Guides (CGs) and Budget of Work (BOW) for Grade 12 electives be released?	For Grade 12 academic electives, no Budget of Work (BOW) will be provided since these courses are offered on a term basis. The upload for Grade 12 Techpro electives is currently being finalized, but some electives are already available here: https://sites.google.com/depd.gov.ph/lsguide/budgets-of-work/grade-12 Official Curriculum Guides (CGs) will be released and uploaded to the DepEd website before the start of SY 2026-2027.
SSHS WORK IMMERSION, FIELD EXPOSURE, AND ARTS APPRENTICESHIP	
Are there prerequisites before learners can take Work immersion?	Yes. Academic Track learners who choose to undertake Work Immersion must first complete the required prerequisite electives to determine appropriate industry sectors prior to deployment. TechPro Track learners should have completed at least 1 TechPro elective before taking Work Immersion.
How will schools identify and approve partner institutions or industries for Work	Schools shall conduct industry mapping. These partners should have the alignment of the electives offered by the school. A formal partnership shall take place through a Memorandum of Agreement (MOA). Partner institutions for Arts Apprenticeship may include



Republic of the Philippines
Department of Education
DAVAO REGION

Immersion, Field Exposure, and Arts Apprenticeship?	established organizations, institutions, recognized artists, qualified practitioners, or field experts of the country or local community who can provide authentic and meaningful artistic learning experiences, subject to school approval and existing policies.
How will learner performance be assessed, graded, and monitored during Work Immersion, Field Exposure, and Arts Apprenticeship?	Work Immersion: A Training Plan shall be the basis of the Work Immersion Focal for both the school and the industry partner. Distribution of grade shall be 80 % from industry and 20 % from Immersion teacher. A weekly Kumustahan session will be conducted by the immersion teacher to monitor the progress and well being of learners while they are outside the school premises. Field Exposure: Learner performance in Field Exposure (Off campus) is assessed through performance tasks (70%), written works (15%), and an end-of-term assessment (15%). Arts Apprenticeship: Learner performance in Arts Apprenticeship is assessed through performance tasks (70%), written works (15%), and an end-of-term assessment (15%).
How will safety, child protection, and risk management be ensured for learners undergoing Work Immersion?	During suspensions and holidays learners shall not render work immersion. Kumustahan session shall be observed.
How will teacher loading be computed for Work Immersion/Field Exposure/Arts Apprenticeship teachers/supervisors, and what are their roles and responsibilities?	Work immersion teacher shall not be given Teaching load, instead Work Immersion Focalship will be considered as 6 teaching load in a specified term. This will allow the immersion teacher to facilitate the monitoring of learners in their immersion venues on a daily basis.
Can TechPro teachers also serve as immersion supervisors, or should another teacher be assigned?	Not as a supervisor but can be a Work Immersion Focal for a specified term.
How are learners assigned to Work Immersion/Field Exposure/Arts Apprenticeship sites, and can they choose their own partner institutions?	While learners may express their type of institution, the final placement should still be within the school's approved partner institutions to ensure compliance with school policies, learner safety standards, and program objectives.



Republic of the Philippines
Department of Education
DAVAO REGION

What happens if schools have limited industry partners and cannot accommodate all learners?

The school may distribute Work Immersion schedules into the 3 Term to allow partners cater learners per batch. A contingency plan shall be designed for learners that will be delayed in their deployment.

Graduation Requirements for Academic Track of SSHS Pilot Schools from SY 2025 - 2026 and SY 2026 - 2027

Purely Academic Track			
Grade Level	Subject Type	Number of Subjects	Number of Hours
Grade 11 (Semestral)	Core Subjects	5	800
	Academic Electives	4	320
Grade 12 (Three-Term)	Academic Electives	9-12	960
Total		18-21 subjects	2,080

Graduation Requirements for the Technical Professional Track of SSHS Pilot Schools from SY 2025 - 2026 and SY 2026 - 2027

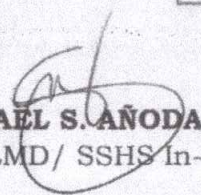
Purely Technical Professional Track			
Grade Level	Subject Type	Number of Subjects	Number of Hours
Grade 11 (Semestral)	Core Subjects	5	800
	TechPro Electives	1	320
Grade 12 (Three-Term)	TechPro Electives	1-2	320 or 640
	Work Immersion	1	320 (1-term model) or 640 (2-term model)
Total		8-9 subjects	2,080



Republic of the Philippines
Department of Education
DAVAO REGION

Technical Professional Track with Cross-Track			
Grade Level	Subject Type	Number of Subjects	Number of Hours
Grade 11 (Semestral)	Core Subjects	5	800
	TechPro Elective	1	320
Grade 12 (Three-Term)	TechPro Elective	1	320
	Work Immersion	1	320
Grade 12	*Academic Elective (cross-track)	4	320
Total		12 subjects	2,080

Prepared by:


MICHAEL S. ANODA, EdD
EPS, CLMD/ SSHS In-Charge

Noted:

MARY JEANNE B. ALDEGUER, EdD
Chief Education Supervisor, CLMD



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph

