



Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION

JUL 14 2023

13 July 2023

**REGIONAL MEMORANDUM**

No. 374-2023

**REITERATION OF REGIONAL GUIDELINES ON THE ORGANIZATION OF NODE CLASSES FOR THE SPECIAL PROGRAM IN THE ARTS**

To: Assistant Regional Director  
Schools Division Superintendents  
All Schools Division Offices  
All Others Concerned

1. Relative to Regional Memorandum No. 48, s. 2021, titled "**Regional Guidelines on the Organization of Node Classes for the Special Program in the Arts**", the Department of Education - Cordillera Administrative Region (DepEd-CAR) through the Curriculum and Learning Management Division (CLMD), reiterates the Regional Guidelines on the Organization of Node Classes for the Special Program in the Arts.
2. The enclosed contextualized guidelines shall provide information on the document needs, program requirements, and roles across governance levels relative to the organization of SPA classes in the public and secondary schools in CAR.
3. All Schools Division Offices (SDOs) are encouraged to organize Node Classes for Special Program in the Arts in schools for this coming School Year 2023- 2024.
4. For inquiries, please contact Rosita C. Agnasi, Officer-in-Charge and Edgar D. Vicente, MAPEH Focal Person at the Curriculum and Learning Management Division through landline number (074) 422-7096 or email address: [clmd.car@deped.gov.ph](mailto:clmd.car@deped.gov.ph).
5. Immediate and widest dissemination of and compliance with this Memorandum is directed.

Digitally signed by  
Carino Estela Leon  
Date: 2023.07.14  
08:33:26 +08'00'

**ESTELA P. LEON-CARINO EdD, CESO III**  
Director IV/ Regional Director

Enclosure: As stated

CLMD/RCA/edu



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DepEd-CAR: Weaver of HOP and Transformation  
"Holistic Opportunities for all to be Performing and Excellent  
Cordilleran Learners"



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## **I. Rationale and Background**

Consistent with Section 2 of the Implementing Rules and Regulations (IRR) of RA 10157, the Department of Education–Cordillera Administrative Region shall provide equal opportunities for all children to develop their full potentials for lifelong learning.

Department Order No. 46, s. 2012, provides policy guidelines on the implementation of the Special Curricular Programs as career pathways in the K to 12 Basic Education Program and as avenues for developing the full potential of diverse learners with multiple intelligence. This guideline includes the Special Program in the Arts.

Moreover, putting up SPA pilot schools was encouraged, and guidance was provided in DO 63, s. 2008 known as the Policy on the Implementation of SPA Pilot schools.

However, in both DepEd issuances, specific guidelines for the organization of SPA Node classes or expansion schools were not specified.

Hence, this regional guideline was developed to communicate direction to public elementary and secondary schools anticipating to offer Special Program in the Arts to be able to cater to all learners who have skills and interests in various Art forms.

## **II. Scope**

This policy shall apply to all public elementary and secondary schools in the region interested in implementing the Special Program in the Arts.

With the inclusion of the elementary in the National Festival of Talents, elementary schools may now offer special program in the arts. Similar to Junior High School, SPA specializations may start from grade 4 for the first year of implementation. SPA period shall be taken during Edukasyong Pantahanan at Pangkabuhayan.

## **III. Definition of Terms**

**Arts** refers to skills and crafts in various languages or forms. These are visual arts, music, dance and movements, media arts, creative writing, and theater.



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ii. Learners with skill in any of the Art forms

**b. Availability of Qualified School Heads and Teachers**

- i. A School Head who is supportive, knowledgeable, and interested in the Arts
- ii. Teacher who has strong interest in the Arts and is willing to be trained.
- iii. Teacher with specialization or training and relevant experiences in the Arts

**c. Availability of Physical and Financial Resources**

- i. School in a strategic location, surrounded by resources such as libraries, museums/Indigenous learning center, instructional materials as well as local artists and musicians.
- ii. Availability of additional classroom to serve as dance studio, drama room, IP centers, music room, practice room, art room with sinks (for Visual Art) and storage space, and computer rooms.

**2. Determination of Curricular Offerings**

The implementation of the Special Curricular Programs shall be progressive starting with grade 4 and grade 7 for the first School Year by adopting at least three specializations (3) or any of the following options for public schools.

To meet the peculiarity of the Cordillera Administrative Region where most of its schools are generally small in populace, suggested options are:

SPA Offering Option 1- Dance, Music, Visual Arts

SPA Offering Option 2 – Dance, Music & Theater

SPA Offering Option 3 – Dance, Music & Media Arts

SPA Offering Option 4 – Cordillera Dances & Music, Theatre & Media Arts

**3. Preparation of Required Documents**

Enclosure 1 includes in detail, the needed documents to be prepared by the School Head, submitted to the Schools Division Office for validation, and endorsed to the Regional Office for monitoring of compliance to requirements.



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#### **4. Organization of Classes**

##### **A. Class Size**

The class shall be composed of not less than twenty (20) learners. For small schools that cannot meet the minimum number of learners per specialization, the Multigrade scheme may be adopted. Likewise, schools have the option to further enrich the curriculum, provided that the requirements of the core curriculum and the special curricular program have been met.

Schools that wish to adopt the skills training offered in the Special Program in the Arts but cannot comply with requirements may open Special Interest Program CLUBS where the skills trainings are done after classes.

##### **B. Enrolment**

Prior to final enrolment, prospect learners shall undergo three stages of screening:

###### **i. Audition**

Audition criteria shall be given a 50% credit and shall depend on the skills required for the specialization. The school may create a team to device their own tool and will serve as screening team. Evaluation sheets are attached in Enclosure 2.

###### **ii. Written Examination**

The school will prepare the written examination in either hard copies or in digital formats for online examination. This shall form 30% of the screening credits for the learner.

###### **iii. Document Assessment**

The school screening committee shall be tasked to determine documentary requirements that the learner applicants should submit. They shall set standards based on their offering. This shall be credited as 20% of the screening procedure.

##### **C. Curriculum**

A separate regional guideline shall be issued to provide details as regards curricular offerings for SPA classes.



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### **5. Roles of Governance Levels**

#### **A. Regional office**

1. Leads in the advocacy, implementation and monitoring and evaluation of the program
2. Issues Regional Memoranda for amendments and clarifications
3. Reports to concerned offices the progress of the program.
4. Conducts on-site or virtual monitoring and evaluation of schools applying for the Special Program in the Arts.
5. Shall form the Regional Evaluation Committee that evaluates the documents endorsed by the SDOs, further validates through field visit if possible or online forum if necessary and recommends approval by the Office of the Regional Director. The committee shall be Chaired by the CLMD Chief, Co-chaired by the EPS focal for MAPEH, with members coming from the EPS focal for TLE, one EPS from FTAD, and one EPS from QAD.
6. Provides needed technical assistance to SDOs and implementing schools.

#### **B. Schools Division Office**

1. Orients EPS, PSDSs and School Heads on this Regional Policy
2. Monitors and Evaluates the Implementation of the Program and tracks the program implementation progress.
3. Provides technical assistance to schools based on the monitoring and evaluation results.
4. Submits to the Regional Office reports with relevant recommendations.
5. Coordinates with the Regional Office on program direction and clarification of existing guidelines.

#### **C. School**

1. Orients Teachers, Parents, Learners, Partners, and other stakeholders on this guideline.
2. Ensures compliance to the requirements in organizing SPA classes.
3. Ensures availability of needed resources to support the program.
4. Submits to the division office reports on the progress and results or outcome of the program.
5. Coordinates with the SDO on program direction and clarification of existing guidelines.
6. Structures the SPA Node Class Organization that shall be responsible in managing and supervising the smooth implementation of the program in the school. The structure and terms of reference are detailed in Enclosure 3.
7. Establishes functional and sustainable partnership in support to the implementation of this program.



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8. The Pilot School, Baguio City National High School, shall serve as provider of technical assistance to the SPA node classes. TA may be in the form of coaching, mentoring, serving as resource speaker, or training facilitator in capability building activities for SPA node classes, benchmark references for SPA structure and standards, and others that may be deemed relevant for the effective implementation of the program.

### **VI. Monitoring and Evaluation**

Schools Division Offices, through the Curriculum Implementation Division shall closely monitor the schools to ensure implementation of this policy in the schools. The Regional Office, through the Curriculum and Learning Management Division in coordination with the Quality Assurance Division shall monitor the SDOs as regards their implementation of this guidelines. Feedback shall be addressed to the SDO-CID or RO-CLMD through their official DepEd email accounts.

### **VII. References**

*DepEd Order No.46,2012- POLICY GUIDELINES ON THE IMPLEMENTATION OF THE SPECIAL CURRICULAR PROGRAMS AT THE SECONDARY LEVEL*

*DepEd Order No. 31, s.2012 Policy Guidelines on the Implementation of Grades 1-10 of the K-12 Basic Education Curriculum (BEC) EFFECTIVE SCHOOL YEAR 2012-2013*

*DO 31, 2001 Policy on the Implementation of SPA Pilot schools.*

*DO 31, 2019 Policy Guideline on the K-12 BEC*

### **VIII. Effectivity**

This guideline shall take effect immediately upon approval and upon publication in the DepEd-CAR website.



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***Culture bearers*** refers to indigenous community elders or culture practitioners. They have in-depth knowledge on the community's culture; the skills; and manifest the values embodied in that culture.

***Diverse learners*** are learners that are racially, ethnically, culturally, economically, and linguistically diverse. They are learners who learn differently from the majority.

***Multiple intelligences*** represent different intellectual abilities characteristic of a learner who approaches a range of tasks categorized in different ways like verbal-linguistic, logical-mathematical, visual-spatial, music, bodily-kinesthetic, intrapersonal, and interpersonal.

***Node classes*** refer to classes in elementary or secondary schools, other than the Pilot school, offering the Special Program in the Arts.

***SPA Coordination-*** can be MAPEH Dept. head or permanent teacher with high interest in arts and who's function is to coordinate all activities related to SPA.

***Teacher Specialist*** is the permanent or regular teacher with special training hired to handle any of the arts discipline.

***Teacher Trainer*** is a hired art practitioner outside DepEd whose services are paid on a contractual basis or honorarium; also included are the culture bearers of the community.

#### **IV. Policy Statement**

Consistent with Section 2 of the Implementing Rules and Regulations (IRR) of RA 10157, the Department of Education shall provide equal opportunities for all learners to develop their full potentials for lifelong learning through the various art forms offered in the Special Program in the Arts.

#### **V. Procedures**

Before organizing SPA classes in the elementary and secondary levels, the following should have been complied with:

##### **1. Environmental Scanning**

###### **a. Interested Learners**

- i. Learners with interest in the Arts and are willing to be engaged with Arts as a career path.



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**Enclosure 1**

**Evaluation Tool for Schools Applying for SPA**

School \_\_\_\_\_

Division \_\_\_\_\_

<b>Requirements</b>	<b>Evident</b>	<b>Not Evident</b>	<b>Remarks/ Agreement</b>
Financial support of the school to the program (SIP/AIP) <i>**Narrative</i>			
Strategically located and surrounded by resources such as libraries, museums, instructional materials as well as local artist and musicians. <i>**Verbatim w/ pictures</i>			
A track record of active participation or winnings in cultural competitions for the past three years. <i>**Narrative w/ attached certificates</i>			
An administrator who is supportive, knowledgeable, and interested in the arts. <i>**Narrative</i>			
A School Coordinator/ Department Head knowledgeable in the arts.			
Teacher specialist/trained in the arts			
Teachers with strong interest in the arts and are willing to be trained			
Additional classroom to serve as dance studio, drama room, music room, practice room, art room with sinks and storage space, and computer rooms.			





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Other observations/ Comments

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Recommendation:

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Evaluator/ Monitored By:

Conformed:

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SPA Focal Person

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School Head



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**Enclosure 2**

**Audition Evaluation Sheets**

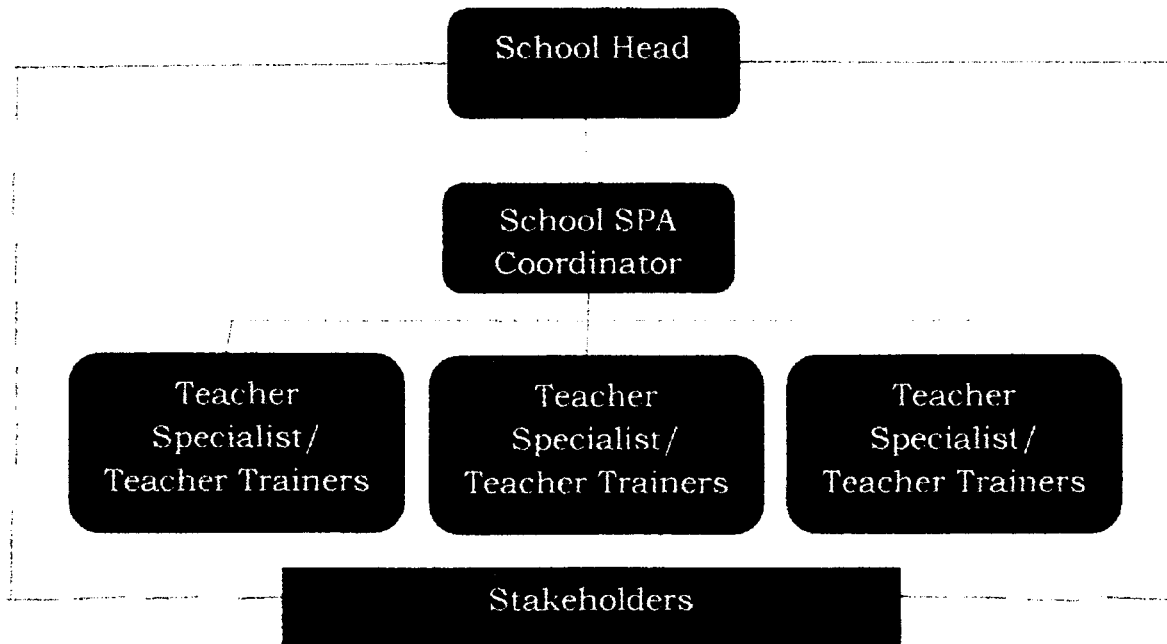
<b>Voice</b>			
<b>Name of Learner</b>	<b>Voice quality (50%)</b>	<b>Stage impact (20%)</b>	<b>Articulation (30%)</b>
<b>Dance</b>			
<b>Name of Learner</b>	<b>Body Posture (50%)</b>	<b>Stage Presence (40%)</b>	<b>Audience Impact (10%)</b>
<b>Visual</b>			
<b>Name of Learner</b>	<b>Skillsmanship (50%)</b>	<b>Theme (40%)</b>	<b>Overall impact (10%)</b>
<b>Theatre</b>			
<b>Name of Learner</b>	<b>Voice quality (50%)</b>	<b>Appropriateness of gestures (20%)</b>	<b>Articulation (30%)</b>



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**Enclosure 3**

**SPA NODE CLASS ORGANIZATIONAL STRUCTURE**



<b>TERMS OF REFERENCE</b>	
<b>ROLE</b>	<b>RESPONSIBILITY</b>
School Head	1. Leads in advocacy of the program 2. Conducts orientation to Teachers, Parents, Learners, Partners, and other stakeholders on the guideline on . 2. Ensures compliance to the requirements in organizing SPA classes. 3. Ensures availability of needed learning resources through the SIP/AIP. 4. Conducts instructional supervision and provides technical assistance to Teacher Specialist/Trainer. 5. Submits to the division office reports on the progress and results or outcome of the program. 6. Establishes functional and sustainable partnership in support to the implementation of this program. 7. Submits program progress report to the Division Office



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<b>School SPA Coordinator</b>	<ol style="list-style-type: none"><li>1. Assists the school head in the implementation of the Special Program in the Arts.</li><li>2. Coordinates with the teacher specialists/trainers in all activities concerning the program.</li><li>3. Prepares program progress report</li><li>4. Assist the school head in sourcing / establishing functional and sustainable partnership in support to the implementation of this program.</li></ol>
<b>Teacher Specialist/Trainer</b>	<ol style="list-style-type: none"><li>1. Prepares instructional plan and appropriate learning resources.</li><li>2. Ensures meaningful learning experiences through varied strategies.</li><li>3. Ensures continuing professional development</li></ol>
<b>Stakeholders</b>	<ol style="list-style-type: none"><li>1. Includes Professional Art Practitioners/ Culture Bearers &amp; SPA Alumni who shall serve as trainers and speakers</li><li>2. Also includes the parents and NGO/LGU who shall provide financial and other form of supports for the implementation of the program.</li></ol>