

Article 1

GUIDING PRINCIPLES OF TECHNICAL-VOCATIONAL EDUCATION

Section 1: PHILOSOPHY

A Technical-Vocational Secondary Education Program that provides utmost development of the individual as a total person equipped with technical-vocational and academic competencies, proper work ethics and desirable values that will make the person economically-stable, responsible, law-abiding citizen, productive, and competitive in the world of work.

Section 2: VISION and MISSION

VISION

A globally competitive Technical-Vocational Secondary Education Program in a knowledge-based economy.

MISSION

To create opportunities for high school students to acquire the necessary academic competence, technical-vocational skills/employability skills and other life skills needed to cope up with the rapid change of technology in a knowledge-based economy.

Section 3: GOAL and OBJECTIVES

GOAL

A technical-vocational education program that provides opportunities for the secondary education graduates to acquire the necessary competencies and qualification to enable them to pursue college education, post secondary education, venture into entrepreneurship, or be directly absorbed in the world of work.

OBJECTIVES

- a. Provide Career option to students through the “Strengthened Technical and Vocational Education Program.”
- b. Equip students with certifiable technical, vocational, industrial and other relevant skills to be productive citizens of the country.
- c. Improve students’ performance in skills and academic competence, achievement tests, accreditation and equivalency for certification purposes and in the actual world of work.
- d. Upgrade the competency of technical-vocational teachers in the delivery of basic and certifiable skills in the different technical-Vocational courses through skills trainings, seminars and formal studies.

Section 4: CONSTITUTIONAL MANDATE/LEGAL BASES

The legal bases in the implementation of the Technical-Vocational Education (TVE) in the secondary education include the following:

- 4.1 Article XIV, Section 3 of the 1987 Philippine Constitution states that the school shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of the national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broader scientific and **technological knowledge**, and promote **vocational efficiency**.
- 4.2 The Education Act of 1982 or Batas Pambansa Blg. 232 stipulates the following objectives for the secondary education: 1) Continue the general education started in elementary; 2) Prepare the learners for college; and 3) Prepare the learners for the world of work.
- 4.3 *Section 3, Title 6 (Education, Culture and Sports), Book IV, Administrative Code of 1987* provides: “**Section 3. Powers and Functions.** - To accomplish its mandate and objectives, the Department shall have the powers and functions of formulating, planning, implementing and coordinating the policies, plans, programs and projects for the following: (1) Elementary, secondary, physical and international education; (2) Non-formal and vocational or technical education; (3) Higher education; (4) Development of culture; (5) Foreign and locally assisted projects and other activities relative to Subsections (1), (2), (3) and (4); and (6) Perform such other functions as may be provided by law.”
- 4.4 Medium Term Philippine Development Plan (MTPDP) 2004-2010, states that “the secondary level curriculum shall be revised to complement the adjustment in the revised elementary education curricula. The new curricula shall include the following subjects/contents: (a) integrative science; (b) applied mathematics; (c) communication skills; (d) career/work exposure which includes work ethics, vocation/job counseling and seminars/plant/office visits, trends in the job market in the various trades and professions, job prospecting and application, supervised personal career planning, and entrepreneurial possibilities and skills, including agricultural skills and other life skills not included in the existing values formation curricula.”
- 4.5 Philippine Main Education Highway: Towards A Knowledge-Based Economy has included some recommendations on Tech-voc, as follows: a) include DepEd in the harmonization process (on tech-voc education), b) Tech-voc NC1/NC2 in basic education, not just in selected Tech-voc high schools (NC3/NC4 for TV1s), c) design more model curricula to expand the coverage of ladderized programs, and d) ensure constancy or education policy despite changes in administration (national/CHED/TESDA/DepEd).
- 4.6 Enabling Acts
1. Enabling Acts establishing technical-vocational high schools
 2. Legislation and resolutions creating and renaming technical vocational high schools
 3. Legislation converting general high schools into technical-vocational high schools (for general HS that were converted)

Article 2

ADMINISTRATION AND SUPERVISION OF PUBLIC TECHNICAL-VOCATIONAL HIGH SCHOOLS

This article covers the administration and supervision of public technical-vocational high schools in order to ensure their effective and efficient operation. Technical-Vocational high schools are specialized high schools which implement technical-vocational education programs in major areas such as agriculture, fisheries, and arts and trades.

Section 1: ADMINISTRATION AND SUPERVISION

The Central Office, through the National Technical-Vocational Task Force Office (NTVTFO), shall formulate policies, standards and programs, conducts researches and studies to continuously improve the implementation of the tech-voc programs. The said Office is also mandated to oversee the efficient and effective delivery of products and services responsive to the demands of the global and local economy, and develop school models and regulatory guidelines for both private and public schools that will offer TVE Education.

- 1.1 The Regional Office is responsible for the enforcement of policies and guidelines on tech-voc education set at the National Level.
- 1.2 The supervision and monitoring of the implementation of programs and projects of TVHSs shall be under the division level.
- 1.3 The implementation of programs and projects of Public TVHSs shall be done at the school level, headed by a Vocational School Administrator (VSA)/Principal who shall be a vocationally-oriented instructional leader and administrative manager. He/She shall be assisted by the Assistant TVSA/ Department Heads.
 1. **Department Heads.** The tech-voc high schools have two department heads responsible in supervising the academic and technical-vocational programs, which may vary depending upon the number of permanent teachers per department/subject area.
 2. **Faculty.** Faculty members are classified into two categories: vocational and related subject teachers, who shall be under the supervision of department heads.
 3. **The Administrative and Support Staff.** TVHSs shall be supported and assisted by competent administrative and support staff, selected based on the existing Civil Service rules and regulations.

Section 2: DUTIES AND RESPONSIBILITIES OF SCHOOL OFFICIALS AND EMPLOYEES

2.1 Vocational School Administrators (VSA)/Principal

Under general supervision:

1. Exercises general administration and supervision over TVHS.

2. Determines the needs of the school and provides for such needs in the budget which he prepares and submits to higher authorities for approval.
3. Prepares and submits for approval the school programs, assigns teachers and other employees of their respective work, and sees to it that the prescribed curriculum is implemented.
4. Supervises classes and provides the necessary help to the teachers on methods of teaching.
5. Prepares and submits approved requisitions for various school needs and supplies.
6. Plans, executes, coordinates and evaluates all programs, projects and activities in the school and sees to it that they are conducted as desired.
7. Examines the school buildings and cottages, determines how they are used, and sees to it that the buildings are suitable for occupancy and in hygienic condition.
8. Recommends, assigns and evaluates the work done by personnel.
9. Encourages vocationally-trained master teacher to share expertise on Competency-Based Curriculum in the formulation of related In-Service Training program.
10. Reviews and recommends for approval performance ratings of teachers and employees.
11. Acts on communications and attends to such other duties which may be assigned to him from time to time by higher officials.
12. Manages properly all funds, properties and products of the school.
13. Attends conferences, workshops, seminars and other related activities.

2.2 Head Teacher I-VI (Vocational)

Under general supervision:

1. Assists the VSA in the management and operation of the school.
2. Supervises all teachers and other assigned personnel in the department.
3. Prepares and submits required reports.
4. Consults the vocationally-trained Master Teacher regarding Competency Based Curriculum for the best practices implementation.
5. Coordinates with other department heads.
6. Handles classes of absent teachers.
7. Evaluates the performance of teachers and personnel in the department.
8. Conducts training needs assessment as the basis for prioritizing training opportunities of teachers.
9. Conducts school-based training.
10. Motivates and supports teachers to attain outstanding performance.
11. Attends conferences, workshops, seminars and other related activities.
12. Does related work.

2.3 Head Teacher I-VI (Related Subjects)

Under general supervision:

1. Assists the VSA in the management and operation of the school.
2. Supervises teachers in the related subjects department.
3. Prepares program of schedules for teachers in the department.

4. Prepares and submits required reports.
5. Coordinates with other department heads.
6. Handles classes of absent teachers.
7. Evaluates performance of teachers in the department.
8. Conducts training needs' assessment as basis for prioritizing opportunities for teachers.
9. Conducts school based training.
10. Motivates and supports teachers to attain outstanding performance.
11. Attends conferences, workshops, seminars and other related activities.
12. Does related work.

2.4 Teacher I-III

Under general supervision:

1. Prepares effective lesson/session plans.
2. Prepares visual aids and other instructional materials.
3. Checks/records the attendance of students.
4. Keeps parents informed on students' progress.
5. Distributes and retrieves books from the students.
6. Prepares and submits required reports.
7. Keeps updated anecdotal records of students.
8. Implements school rules and regulations.
9. Attends faculty/professional meetings and participates in in-service education trainings.
10. Keeps records of students' performance.
11. Acts as a guidance counselor of students.
12. Maintains and improves the learning environment.
13. Conducts remediation and enrichment programs.
14. Joins professional organizations.
15. Does related work.

2.5 Guidance Counselor I-III

Under general supervision:

1. Conducts student counseling and interviews.
2. Prepares functional annual guidance programs.
3. Conducts follow-up counseling interview for students (students at risk, prospective drop-outs, etc.), when needed.
4. Consults with teachers, parents, and other persons concerning data and information about the students.
5. Helps in the appropriate placement of students as to year and section.
6. Administers testing of students and interprets results.
7. Refers students with problems to appropriate agencies such as the *barangay*, municipal or provincial health office, Department of Social Welfare and Development (DSWD), Philippine National Police (PNP), and other concerned agencies.
8. Gathers and distributes information materials like bulletins, prospectus, and the like about high schools, colleges and universities to guide students in the choice of institution and course.

9. Invites and schedules resource persons to give information about high schools, colleges or universities and various job opportunities.
10. Establishes good relations with the business community and communicates with them from time to time.
11. Prepares forms, inventories, questionnaires, and other instruments needed for gathering information about the students.
12. Conducts case studies on students needing special attention, and ascertains causes of absences, tardiness, dropouts, failures, etc.
13. Conducts dialogues with parents of students at risk.
14. Prepares, maintains and updates guidance records with confidentiality.
15. Does related work.

2.6 School Librarian I-III

Under general supervision:

1. Catalogues, classifies, selects and secures books and other instructional materials.
2. Organizes, directs, and initiates a system by which the library and its materials are accessible to students and teachers.
3. Makes available to students and teachers a well-rounded collection of library materials.
4. Recommends to the principal administrative policies, materials and books for the library.
5. Lists bibliographies of books and other aids in connection with the curriculum.
6. Guides teachers and students in their library work and research.
7. Provides library instruction for students so that continuous and efficient library usage may follow.
8. Stimulates and encourages interest in recreational reading among students.
9. Provides an atmosphere and service in such a way that the library will become a place where students and teachers enjoy their stay.
10. Conducts inventories of library collection and equipment.
11. Plans programs, exhibits, displays, etc., related to Book Week Celebration and other related occasions.
12. Studies and evaluates students' and teachers' use of library resources.
13. Prepares and submits required reports.
14. Does related work.

2.7 Bookkeeper

Under general supervision:

1. Acts as head of a field accounting unit.
2. Supervises the bookkeeping work of accounting clerks.
3. Posts financial transactions from the books of original entry to the general ledger.
4. Prepares trial balance and other required financial statements.
5. Reconciles treasury checking account current.
6. Keeps books of original entry.
7. Prepares correspondence on bookkeeping matters.

8. Does related work.

2.8 Accountant I

Under general supervision:

1. Supervises the keeping of accounting records.
2. Reviews journals and classification of accounts.
3. Supervises and reviews the preparation of financial statements, reconciliation and analysis of accounts, claims and other records.
4. Reviews reconciliation made by assistants and helpers.
5. Assists in the supervision of working groups.
6. Analyzes and verifies the correctness of schedules and financial statements.
7. Implements accounting and auditing rules and regulations.
8. Provides information to operating officials on financial matters.
9. Drafts related correspondence.
10. Reviews prior years' claims and certifies that these are carried in the books as accounts payable.
11. Acts as head of the school accounting unit.
12. Supervises the bookkeeping work of accounting clerks.
13. Posts financial transactions from the books of origin of entry to the general ledger.
14. Prepares trial balance and other required financial statement.
15. Reconciles current treasury checking account.
16. Keeps books of original entry.
17. Does related work.

2.9 School Farming Coordinator I

Under general supervision:

1. Participates in planning, managing and supervising vocational programs and projects.
2. Coordinates all farming activities of teachers, students and other personnel.
3. Gathers, collates and evaluates data and information on farming accomplishments and submits periodic reports.
4. Serves as agricultural consultant to farmers in the service area of the school.
5. Coordinates the extension program of the school.
6. Supervises farming program of adult farmers in the service area of the school.
7. Does related work.

2.10 School Farm Demonstrator

Under general supervision:

1. Takes charge of short term agricultural courses and projects of the school.
2. Prepares teaching and reading materials in agriculture adopted to the locality for use in the program.

3. Conducts conferences, seminars and in-service training programs for out-of-school youth and adult farmers in the service area of the school.
4. Helps farmers establish their farming enterprise.
5. Serves as consultant to the farmers in the community in their farming activities including the preparation and marketing of their products.
6. Prepares and submits reports of activities and accomplishments in their respective area.
7. Conducts research studies and demonstration to improve production.
8. Does related work.

2.11 Master Teacher I-III

Under general supervision:

1. Handles actual classroom teaching.
2. Provides special service to other teachers in the school towards improving their competencies.
3. Takes the leadership in the preparation of instructional materials.
4. Serves as demonstration teacher or serves as consultant in other schools in the district.
5. Assists the principal in such other functions commensurate with his capabilities.
6. Does related work.

2.12 Crafts Education Demonstrator I

Under general supervision:

1. Trains out-of-school youth and employable adults in non-formal short-term courses in home industries.
2. Teaches crafts design and drawing to out-of-school youth and employable adults emphasizing quality control and standardization of finished products for production and marketing purposes,
3. Conducts in-service trainings, workshops and seminars for home coordinators and technologists in cooperation with NMYC, NACIDA, PRRM, ACA, DAR, PACD and other agencies.
4. Appraises and evaluates performance of secondary students and out-of-school youth and employable adults trained in non-formal short-term courses for purposes of determining prior learning's and provision accreditation and certification.
5. Prepares course guides, teaching aids, job sheets, evaluation sheets for different schools and divisions.
6. Conducts surveys and researches related to home industries.
7. Does related work.

2.13 Crafts Education Demonstrator II

Under general supervision:

1. Conducts in-service training programs, workshops, seminars for teachers and other school officials in the country.

2. Trains out-of-school youth, employable adults, teachers and school officials of public and private schools as well as technicians and technologists of other agencies in handicrafts and cottage industries mainly in non-formal short-term training courses.
3. Improvises hand tools and small machines for handicrafts and cottage industries.
4. Prepares and/or revises course guides, teaching aids and devices for use in training programs.
5. Processes raw materials and supplies for use in home industries classes.
6. Undertakes technological researches on materials, supplies and machines used in handicrafts and cottage industries courses.
7. Plans and initiates the making of handicraft models with emphasis on new designs in the making of new products that may be adopted in home industries and schools.
8. Does related work.

2.14 Supply Officer (AO I)

Under general supervision:

1. Supervises a group of personnel engaged in property procurement, storekeeping and property control activities.
2. Determines and prepares requisitions for actual needs of supplies, books and equipment.
3. Checks and accounts deliveries of supplies, materials, books and equipment.
4. Maintains a record of all accountable properties and prepares annual inventory and other required reports.
5. Recommends disposal of unserviceable materials and equipment.
6. Checks affidavits covering property loss and prepares necessary correspondence in connection with the request for relief.
7. Issues clearance to accountable employees and officials.
8. Prepares advertisements for bids.
9. Makes shopping of goods in the open market and prepares corresponding purchase order in case of emergency purchase.
10. Keeps records of bondable officials.
11. Does related work.

2.15 Cashier (AO I)

Under general supervision:

1. Records checks issued to all agencies.
2. Prepares monthly report of accountability.
3. Types checks.
4. Prepares transmittal of stale and/or cancelled checks.
5. Submits duplicate copies of advice to the Bureau of Treasury.
6. Prepares cash advances of bureaus/centers/offices.
7. Does related work.

2.16 Administrative Aide I

Under general supervision

1. Cleans offices and surrounding areas.
2. Keeps office equipment and furniture clean and orderly.
3. Collects segregates and deposits garbage in prescribed area.
4. Opens and closes doors and windows before and after office hours.
5. Keeps toilets and closets clean and sanitary.
6. Occasionally does messengerial and minor clerical work as well as carpentry work in repairing office furniture.
7. Drains and cleans canals, gutters and similar structures.
8. Takes care of plants.
9. Assists in the preparation of training facilities and/or a conference room.
10. Assists in the sorting, binding and disseminating of printed materials.
11. Does related work.

2.17 Security Guard

Under general supervision:

1. Safeguards and protects life, buildings, properties, cash, equipment, supplies, cargoes, firearms, mails and similar items against robbery, theft, pilferage, fire damage and other similar hazards.
2. Guards and checks cargoes and goods being loaded or unloaded and conducts the same to destination.
3. Guards and protects premises, compounds, shops, warehouse/storeroom, and motor pools from unlawful entry.
4. Takes note of persons and vehicles entering and leaving premises or compound and searches and seizes them from contrabands, prohibited articles and stolen properties.
5. Accosts suspicious persons, reports unusual happenings and accidents and maintains order within the vicinity.
6. Escorts paymaster or cashier and government officials to their destination; issues gate passes to authorized persons.
7. Goes on patrol and suppresses riots, fights and acts of violence.
8. Conducts preliminary investigation of disturbances and infractions of the institution's rules and regulations.
9. Guards and protects officials and employees.
10. Does related work.

2.18 Records Officer

Under general supervision:

1. Plans, directs and supervises the activities of a section performing a variety of skilled clerical tasks such as receiving, processing and assigning of incoming correspondence.
2. Checks and classifies official communications for release and filing.
3. Gives assignment to personnel and checks work progress.
4. Assists in establishing and maintaining an actual continuing program on the management preservation and disposition of records.

5. Authenticates copies of documents in his possession.
6. Determines the needs of the unit as to supplies and equipment.
7. Represents the agency in court in answer to subpoena duces tecum.
8. Prepares annual and other required reports.
9. Does related work.

2.19 Industry Linkage Coordinator

Under general supervision:

1. Establishes linkage with industries.
2. Represents the management to any conference/meetings with industries.
3. Arranges promotions with the media.
4. Identifies industries where OJT trainees can be accommodated.
5. Monitors OJT students.
6. Arranges alumni homecomings.
7. Invites industry partners for consultative conferences.
8. Submits quarterly/annual report.
9. Does other related work.

2.20 Computer Technician

Under general supervision:

1. Maintains the day-to-day office and laboratory computers.
2. Evaluates and monitors condition/status of computer unit.
3. Troubleshoots and repairs computer units of the school.
4. Installs programs.
5. Does related work.

Article 3

CURRICULUM AND INSTRUCTION

Section I: COMPETENCY-BASED CURRICULUM

The Technical-Vocational High Schools shall adopt the “Strengthened Technical Vocational Education Program (STVEP” using the Competency-Based Curriculum (CBC). It is a framework or guide for the subsequent detailed development of curriculum and associated methodologies and training and assessment resources. The CBC specifies outcomes which are consistent with the requirements of the workplace as agreed through the industry or community consultations.

Curriculum Design

- a. Following the competency-based curriculum under the “Strengthened Technical Vocational Education Program (STVEP)”, the first year level offering is exploratory focusing on the basic principles and practices in each of the areas of specialization in Arts and Trades, Agriculture and Fishery.
- b. The offering of the specializations starts in the second year and is based on the interest of the students, needs of the community and the capability of the school to offer such specialization.
- c. The teaching strategies or instructions are flexible to accommodate related activities outside the school like practicum in the work environment. Schools are encouraged in this regard to enter into a partnership with local industries for the students’ exposure and work experience.
- d. Fourth year students are encouraged to undergo Supervised Industry Exposure or On-Job-Training (OJT) depending on the availability of industries in the locality.
- e. The unit credit assigned to any TVE subject is three (3) units each.
- f. The competency-based curriculum provides opportunities for students to acquire a National Certificate and/or Certificate of Competency.
- g. The ideal teacher-student ratio in all TVE subjects is 1:20 in a class, subject to teachers availability and resources.
- h. The subject is written in the report card under the nomenclature TVE (Exploratory) for Year I and TVE (Specialization) to be specified by the school for Years II to IV.
- i. The areas of specialization are briefly described in the appendices.
- j. Students are given two options in choosing their area of specialization; it is based from the two highest grades in the exploratory classes. Shifting from one area of specialization to another is not allowed if students are already in their third year and fourth years.

- k. Selection of specialization of students shall be done before enrollment period through an assessment process to be administered by the guidance counselors, vocational head teachers, and teachers with the concurrence of the parents of the students.

Section 2: CONTEXTUAL LEARNING MATRIX

Learning must be designed so that students can carry out activities and solve problems in a way that reflects the nature of such tasks in the real world. In order to achieve this goal, schools are encouraged to create curriculum committee composed of technology and related subject teachers who will:

- a. Identify concepts in related subjects that could be integrated with TVE competencies. (see appendices - CLM Form and Sample Matrix)
- b. Plan learning activities with teachers teaching specialization for better appreciation of the lesson.
- c. Devise ways and means on how to carry out the plan.

Section 3: CURRICULUM OFFERINGS WITH SUBJECTS, UNITS AND TIME ALLOTMENT

SUBJECTS, TIME AND UNIT CREDITS

	I		II		III		IV	
SUBJECTS	Min.	Units	Min.	Units	Min.	Units	Min.	Units
English	300	1.5	300	1.5	300	1.5	300	1.5
Science	360	1.8	360	1.8	360	1.8	360	1.8
Math	300	1.5	300	1.5	300	1.5	300	1.5
Filipino	120	0.6	120	0.6	160	0.8	160	0.8
Aral Pan	120	0.6	120	0.6	160	0.8	160	0.8
MAPEH	120	0.6	120	0.6	120	0.6	120	0.6
Technical Drawing	120	0.6	120	0.6				
Entrepreneurship					120	0.6	120	0.6
ICF (Internet Computer Fundamentals)	120	0.6	120	0.6	120	0.6		
TVE	600	3	600	3	600	3	600	3
Values Ed	60	0.3	60	0.3	60	0.3	60	0.3
CAT							35 hrs	0.3
Total	2220	11.1	2220	11.1	2300	10.86	2180	11.1

- a. First year students, aside from doing exploratory work, shall be provided with Career Guidance Education to guide them in their wise choice of career.
- b. Graduating students shall render a minimum of 35 hours in CAT compliance with the provision of *DepEd Order No. 100, s. 2004*.
- c. Tree planting is a requirement for all students in support to the program of the United Nations on Climate Change.
- d. Entrepreneurship shall be offered as a separate subject in the third and fourth years.
- e. There is an increase in the contact hours in Filipino III and IV and Araling Panlipunan III and IV from 120 to 160 minutes per week.

Section 4: GRADING SYSTEM

The students shall be assessed base on the following criteria with the corresponding percentage weights:

4.1. For Related Subjects

Particulars	Weight
Periodical Test	20 %
Quizzes	10 %
Class Participation/Performance	40 %
Work Attitude	5 %
*Projects/Output	25 %
Total	100 %

** Output of the lesson*

4.2 For TVE Subjects (including Internet Computer Fundamentals and Technical Drawing)

Particulars	Weight
Unit Assessment	20 %
*Performance/Skills Test	50 %
Work Attitude	5 %
Projects/Output	25 %
Total	100 %

**includes either product or process or the combination*

- a. General Weighted Average – Shall be obtained by multiplying the grade in every subject by the number of units and the sum to be divided by the total number of units.
- b. Periodic Grade in TVE – Unit assessment of every module intended for the quarter and the skills/performance test, plus class participation and work attitude.
- c. Performance Test – Practical performance assessment at the end of every module guided by a rubric.
- d. Class Participation – Student’s involvement in the learning process individually and/or in a group; student’s demonstration of a skill or process.
- e. Work Attitude - Students’ discipline towards desirable work habits.

Section 5: SELECTION OF HONOR STUDENTS

- a. Candidates for honors at any year level shall be drawn from the top ten (10) students of the school in scholastic standing (all subjects). They must not have a final grade lower than 80% in any subject.
- b. The top 10 students shall be ranked using the 7-3 point scheme (7 points for scholastic and 3 points for co-curricular activities).

- c. Candidates for honors at any level must have done the entire work of the year level in the school where they are candidates for honors. Thus, students who transfer during the school year shall not be eligible for honors for that curriculum year.
- d. Academic excellence shall be based on the general average of all the subjects, co-curricular activities.
- e. Performance in the co-curricular activities covers the achievements of the candidates in all activities (at school, division, regional, national and international level), active participation in authorized students organization or clubs, and other civic activities.
- f. A student who has been suspended for serious disciplinary actions (e.g. cheating, stealing, smoking, gambling of any sort, involvement in fraternities and drugs, fighting causing injury to others, destruction of school properties, etc.) as defined in Chapter 3, Section 1.1.2 of the 2000 DECS Service Manual shall be disqualified for honors for the curriculum year during which the suspension is imposed.
- g. In case of a tie, candidates may both be declared for the honor ranking, for example, both as valedictorians, salutatorians, first honorable mentions, etc.
- h. Recognition shall be given for the achievement of students in specific academic disciplines (e.g. Science, Mathematics, and English) and in special curricula areas (e.g. athletics, performing arts, campus journalism, skills Olympics and NC passer).
- i. Recognition shall likewise be given to students who demonstrate extraordinary skills in technical/vocational trade.
- j. Any teacher who is related within the second degree of affinity or consanguinity to any candidate for honors shall not be allowed to sit as member of the Selection Committee.
- k. The Head of the School, as Chair of the Selection Committee, shall make the final announcement of honor students. The announcement of the graduating students shall be made not later than (15) working days before the recognition rites/commencement exercises.
- l. Protest, if any, shall be filed with the office of the Principal by the candidates and their parents/guardians within five (5) working days before the recognition rites and shall be settled three (3) days before the graduation day.

Ranking of candidates shall follow this procedure:

- a. Get the composite rank (sum of all the ranks given by the raters) of each candidate;
- b. Rank the candidates from the lowest to the highest sum; and
- c. Multiply the final rank by seven (7) points for scholastic standing and three (3) points for co-curricular activities.

Section 6: PROMOTION AND RETENTION

To be promoted/retained in the Program, the student must:

- a. Not have incurred absences equal to 10% of the total number of school days.
- b. Not have incurred failures of three (3) units or more during the regular school year and is unable to make up for the failed subjects during the summer session.
- c. Physically fit and mentally capable in doing skills activities inside and outside the school.
- d. TVHS shall adopt the provisions of DECS Service Manual of 2000 on Passing Grade of Students.

Section 7: ADMISSION REQUIREMENTS

The students shall be admitted in the Public Technical-Vocational High School upon compliance with the following requirements/qualifications:

- a. Must submit the following documents upon enrolment:
 - Form 138
 - Parental consent for the student to undergo other related activities outside the school
 - Certificate of good moral character from the Elementary school Principal.
 - NSO Certificate of Live Birth.
- b. Must have passed the interview and aptitude test.
- c. Must possess a desirable and healthy attitude towards skills activities.

Section 8: TRANSFER OF STUDENTS

Students from non Technical-Vocational Schools who wish to transfer to Tech-voc schools are allowed to transfer provided the students are still in their second year only.

Attachments:

- Form 138
- Form 137-A
- Certificate of Good Moral Character

Progress Report Card

DepEd Form 138-A 2008	Republic of the Philippines Department of Education Region _____ Division _____ _____ School
Name _____ Age _____ Gender _____	
Year _____ Section _____ Curriculum <u>STVE-CBC</u> _____ School Year	

**PROGRESS REPORT CARD
FIRST YEAR**

SUBJECTS	PERIODIC RATING				Final Rating	Unit	Action Taken
	1	2	3	4			
English							
Mathematics							
Filipino							
Science							
Araling Panlipunan							
TVE - _____							
MAPEH							
Technical Drawing							
ICF (Internet Computer Fundamentals)							
Values Education							
CAT							

General Average _____

**PROGRESS REPORT CARD
SECOND YEAR**

SUBJECTS	PERIODIC RATING				Final Rating	Unit	Action Taken
	1	2	3	4			
English							
Mathematics							
Filipino							
Science							
Araling Panlipunan							
TVE - _____							
MAPEH							
Technical Drawing							
ICF (Internet Computer Fundamentals)							
Values Education							
CAT							

General Average _____

**PROGRESS REPORT CARD
THIRD YEAR**

SUBJECTS	PERIODIC RATING				Final Rating	Unit	Action Taken
	1	2	3	4			
English							
Mathematics							
Filipino							
Science							
Araling Panlipunan							
TVE - _____							
MAPEH							
Entrepreneurship							
Technical Drawing							
ICF (Internet Computer Fundamentals)							
Values Education							
CAT							

General Average _____

**PROGRESS REPORT CARD
FOURTH YEAR**

SUBJECTS	PERIODIC RATING				Final Rating	Unit	Action Taken
	1	2	3	4			
English							
Mathematics							
Filipino							
Science							
Araling Panlipunan							
TVE - _____							
MAPEH							
Entrepreneuership							
Technical Drawing							
Values Education							
CAT							

General Average _____

Report on Attendance

Month Days	June	July	August	September	October	November	December	January	February	March	April	TOTAL
	No. of school days											
Days present												
Days absent												
Days tardy												

Eligible for admission in _____
 With advance units in _____
 Lacks units in _____
 Date _____

Adviser

Principal

Not valid for transfer if there is any alteration/erasure made.

Mahal na Magulang,

Nakapaloob sa kard na ito ang ulat sa pag-unlad ng inyong anak, bilang ng araw na ipinasok, bilang ng liban at pagdating nang huli sa klase at mga pag-uugali at kaasalang ipinamalas niya sa loob ng paaralan.

Mangyari pong makipag-ugnayan sa amin tungkol sa anumang bagay na makakatulong sa pag-unlad ng iyong anak.

Salamat po.

Tagapayo

MGA PUNA NG MGA GURO

Unang Ulat _____

Ikalawang Ulat _____

Ikatlong Ulat _____

Ikaapat na Ulat _____

LAGDA NG MAGULANG

Unang Ulat _____

Ikalawang Ulat _____

Ikatlong Ulat _____

Ikaapat na Ulat _____

KATIBAYAN SA PAGLIPAT NG TAON

Inilipat sa Taon _____ *Pangkat* _____

Pinagtibay _____ *Tagapayo* _____ *Punongguro* _____

PAGPAPAWALANG-BISA SA KARAPATANG LUMIPAT

Inilipat sa Taon _____ *Pangkat* _____

Pinagtibay _____ *Tagapayo* _____ *Punongguro* _____

SAMPLE

CLASS SCHEDULE

FIRST YEAR	
TIME	SUBJECT
6:45 - 7:00	FLAG CEREMONY
7:00 - 8:00	ENGLISH
9:00 - 9:00	SCIENCE
9:00 - 9:20	BREAK
9:20 - 10:20	MATH
10:20 - 11:20	FILIPINO - MT
	ARALING PANLIPUNAN - WTH
	MAPEH - F
11:20 - 12:20	MAPEH - M
12:20 - 1:00	LUNCH
1:00 - 2:00	SCIENCE - TH
	ICT (Internet Computer Fundamentals) - MT
	Technical Drawing - WF
2:00 - 4:00	TVE - I

SECOND YEAR	
TIME	SUBJECT
6:45 - 7:00	FLAG CEREMONY
7:00 - 8:00	MATH
8:00 - 9:00	MAPEH - TH
	TECHNICAL DRAWING - WTH
	VE-M-E
9:00 - 9:20	BREAK
9:20 - 10:20	SCIENCE
10:20 - 11:20	ENGLISH
11:20 - 12:00	LUNCH
12:00 - 2:00	TVE - II
2:00 - 3:00	ARALING PANLIPUNAN -MT
	FILIPINO -WTH
	ICT (Internet Computer Fundamentals) -F
3:00 - 4:00	ICT (Internet Computer Fundamentals) -TH

THIRD YEAR	
TIME	SUBJECT
6:45 - 7:00	FLAG CEREMONY
7:00 - 8:00	MATH
8:00 - 9:00	ENGLISH
9:00 - 9:20	BREAK
9:20 - 11:20	TVE - III
11:20 - 12:00	LUNCH
12:00 - 1:00	FILIPINO - W
	MAPEH - TTH
1:00 - 2:00	SCIENCE
2:00 - 3:00	FILIPINO - TF
	VALUES EDUCATION - TH
	ARALING PANLIPUNAN - M
3:00 - 3:20	BREAK
3:20 - 4:20	ENTREP - WTH
	ARALING PANLIPUNAN - TF
4:20 - 5:20	ICT (Internet Computer Fundamentals) - MT

FOURTH YEAR	
TIME	SUBJECT
6:45 - 7:00	Flag Ceremony
7:00 - 9:00	TVE - IV
9:00 - 9:20	BREAK
9:20 - 10:20	ENGLISH
10:20 - 11:20	FILIPINO - MW
	ENTREP - TTH
	VE - F
11:20 - 12:00	LUNCH
12:00 - 1:00	ARALING PANLIPUNAN - F
	MAPEH - MT
1:00 - 2:00	SCIENCE
2:00 - 3:00	MATH
3:00 - 4:00	FILIPINO - F
	SCIENCE - M
	ARALING PANGLIPUNAN - WTH

Article 4

COMPETENCY ASSESSMENT AND CERTIFICATION

Section 1: COMPETENCY ASSESSMENT

- 1.1 Students who have complied the qualifications covered by a TVE subject shall be encouraged to undertake the competency assessment. However, assessment shall not be a requirement for graduation.
- 1.2 The teacher/assessor is not allowed to assess his/her students for the purpose of gaining a National Certificate (NC) or Certificate of Competency (COC).
- 1.3 TVHSs are encouraged to establish linkage and/or tie-up with the concerned TESDA Offices in their localities to facilitate the assessment of students.

Section 2: CERTIFICATION

- 2.1. TVHSs should vigorously promote to the students and parents the benefits of acquiring a qualification under the Philippine TVET Qualification Framework (PTQF). These benefits may include access to local and foreign employment and credit transfer to TESDA courses and ladderized higher education programs of CHED.
- 2.2. Students who passed all the units of competencies in a qualification shall be awarded a National Certificate (NC), while those who passed only a certain number of units shall be awarded Certificate of Competency (COC).

Section 3: ACCREDITATION OF TEACHERS AS COMPETENCY ASSESSOR AND TVHSS AS ASSESSMENT CENTER

- 3.1. TVHSs teachers are encouraged to apply as TESDA accredited competency assessors.
- 3.2. TVHSs are encouraged to apply as TESDA accredited Assessment Centers to be able to assess students of other TVHSs.

Section 4: ASSESSMENT FEE

- 4.1. Accredited TVHSs are authorized to collect minimal fees in the conduct of competency assessment.

Article 5

PROGRAMS AND PROJECTS

This article provides information on the different programs and projects that can be undertaken by the school. It includes the process of establishing, maintaining and supervising the programs and projects initiated by the school. Another aspect of this article is the inclusion of some co-curricular activities in the school that helps the total development of the students. Schools are encouraged to initiate other programs and projects provided that they are in conformity with existing rules and regulations which govern their establishment and supervision.

Section 1: INDUSTRY EXPOSURE

To enrich the learning experience and skills development of the students, schools are encouraged to orient and expose their graduating students in the field of their specialization in the community. Orientation and exposure to industries should be the culminating activity of the class as a requirement in their chosen area of specialization. Prior to the emersion, a Memorandum of Agreement (MOA) between the school and the industry to be visited shall be signed. This could be initiated by the Industry Linkage Coordinator to the industry. Likewise, a pre-orientation conference with the parents and students should be conducted to inform the purpose and objective of the activity. The student should submit a written report on his/her observations regarding the industry observed. A written permission signed by the parent of each student should be required before the activity. The teacher should likewise exercise utmost care and precaution to avoid any untoward incident during the visitation or exposure activity. In the event that there are few industries where the students could be oriented and exposed, their visit should be made in teams or in batches.

Section 2: ENTREPRENEURSHIP PROGRAM

- 2.1 Skills development and entrepreneurship are considered the twin pillars of economic progress; hence aside from developing the child into a skilled individual, schools should also aim to develop the child into being a productive entrepreneur.
- 2.2 To achieve this objective, all technical-vocational high schools, shall promote the development of entrepreneurship in schools. Entrepreneurial activities of students should be an offshoot of their lessons in the TVE subjects. An orientation and training in entrepreneurship for students should be undertaken before they engage in real entrepreneurial activities. Entrepreneurial activities could be in the form of service rendered, retailing and manufacturing. A business plan, consisting of work and financial plans, is required and should be approved by the school head and the project in-charge before an entrepreneurial activity is started. The TVE teacher should supervise the conduct of this activity whether in school or in the community. Progress and evaluation reports of the project should be submitted to the school head.
- 2.3 In case the school provides the capital for this undertaking, a sharing of 30% for the school and 70% for the students shall be followed after all expenses are deducted. If the capital of the business is provided by the

teachers and students in the form of capital share an equal share of the profit will be followed.

- 2.3 Income of the school derived from this program shall be deposited in a reputable bank under the name of the school with the school head and cashier as signatories. On the other hand, students shall also be encouraged to deposit their income to the same, under their name.

Section 3: INCOME GENERATING PROJECTS

- 3.1. Schools are encouraged to establish income generating projects (IGPs) that serve as practicum of student in the application of the different theories and concepts learned inside the classroom. IGPs should have relevance with the curricular activities in the TVE subjects and should be drawn from the concept of ***earning while learning***. Prior to the implementation of an IGP, a project proposal should be drafted to determine its feasibility and profitability.

The project proposal should be submitted and approved by the principal. Initial capital for the IGP can be sourced from the Maintenance and Other Operating Expenses (MOOE) subject for replacement. Financial and narrative records regarding the operation of the IGPs should be filed. A monthly record on the operation of the IGP should be presented to the faculty and other staff while a yearly financial statement should also be prepared and audited by a representative of the Commission on Audit (COA). After deducting all the expenses incurred in the operation of an IGP the following sharing shall be followed:

Particular	Percentage
Trust Fund for Projects	20 %
Students	45 %
Production, Marketing and Supply Coordinators	30 %
School Head	5 %
TOTAL	100 %

- 3.2. **Income** can be utilized to augment the MOOE and expand or establish new income-generating projects that are feasible in the school.

3.3 *Legal Bases*

- Schools with existing IGPs relative to TVE programs shall be allowed to use the income as a Revolving Fund (RF), subject to Special Provision Number 11 of the 2005 General Appropriation Act.
 - a. Income derived from the IGP shall be placed in a special account separate from the MOOE Funds. The special account shall be opened with an authorized government depository bank, preferably, the Land Bank of the Philippines (LBP). A separate account ledger shall be prepared by the school accountant for this account.

- b. Withdrawal from the account shall be through the joint signatures of the school head and the authorized representatives of the school with at least one duly elected student organization representative.
 - c. The funds may be utilized to cover (i) expenses directly incurred in the said manufacturing and production activities, (ii) expenses necessary to cover student loans essential to support continued and sustained school-student projects or enterprises, and other instructional programs of the school and (iii) to augment scholarship support to students who are directly involved in the manufacturing and production programs of the schools.
 - d. Pursuant to Section 11 of the Special Provision of GAA 2007, TVHSs which possess the technical capabilities shall be given preference in the manufacturing and fabrication of desks, furniture and equipment. Certification from TVHSs that they are not capable in producing the requirements of schools, division and higher offices of the DepED must be first secured before any procurement from other sources can be pursued. Schools without any existing income generating projects are encouraged to explore opportunities to earn and must be given such opportunities by all DepED schools and offices for their furniture and other equipment needs. (DepED Order No. 48, s. 2007).
- LOI No. 872 (June 8, 1979)
 - a. Encouraged agricultural schools, colleges and universities to participate in food production projects.
 - b. Authorized schools to establish revolving projects.
 - NBC 331 (November 27, 1980)
 - a. Authorized the establishment of RF for agricultural schools.
 - b. Provided Guidelines to implement LOI 872 relative to the participation of government schools in the food production program.
 - c. Prescribed rules and procedures concerning the creating of school RF out of the income realized from agricultural projects.
 - d. Created Fund 161.
 - COA Circular No. 84.237 (August 15, 1984)
 - a. Prescribed uniform procedures for proper evaluation, recording and reporting of products acquired or produced by government agencies.
 - DBM Circular Letter No. 94-5 (June 17, 1994)
 - a. Prescribed the guidelines on the use of the income and the creation, operation and maintenance of RF of various agencies.
 - NCC 75 (March 1, 1995)
 - a. Prescribed the rules and procedures in granting honoraria to government officials and government employees involved in special projects.

- General Appropriations Act FY 2000 (Sec. 4 of the General Provision)
 - a. Authorized existing RF to continue their operations except those, which are reflected under “Use of Income.”
 - b. Considered RF as self-perpetuating and self-liquidating.
- DBM Circular No. 7-85 as of July 29, 1985
 - a. Implementing Guidelines to the Operation of the *Sariling Sikap* Program in the National Manpower and Youth Council (NMYC)
- TESDA
 - a. Guidelines on the Operation of the *Sariling Sikap* Program (SSP) Income Generating Program (IGP) effective January 1, 2001.

3.4. Organizational Structure

Generally, there shall be four (4) levels of management in the IGP organization. These are (a) School Head, (b) Production Coordinator, (c) Marketing Coordinator, and (d) Supply Coordinator.

School Heads

- a. The Management of the IGP is headed by the Head of the School. His/her functions and responsibilities in the governance and management of the different IGPS are inherent in his/her position. The head of school shall designate the Supply, Production and Marketing Coordinators.

Production Coordinator

- a. Assists the School Head in the operations of the IGP.
- b. Takes charge in the over-all operation of the IGP.

Marketing Coordinator

- a. Assists the School Head in the operations of the IGP.
- b. Takes charge of the marketing and promotion aspects of the IGP.
- c. Prepares financial records/statements of the project.

Supply Coordinator

- a. Assists the school head in the operations of the IGP.
- b. Takes charge in the procurement of tools, equipment, supplies and other materials needed in the operation of the IGP.

Section 4: COMMUNITY LINKAGES AND SERVICES

The school could not be in isolation. It is a part of the community. To solicit the support of the community, a strong linkage should be established with the community and other stakeholders in education. As technical vocational schools, the following activities could be undertaken to establish strong linkage and promote service to the community.

- a. Participate in various activities of the community.
- b. Conduct information dissemination on the different programs and projects of the school.

- c. Make the school “show window” in the implementation of various projects of the government especially those programs related to TVE (ie. Adopt-a-School Program, *Gulayan sa Paaralan*, etc.)
- d. Conduct training for community people inside and outside the school.
- e. School should offer consultancy services to the community.
- f. Improve school performance both academic and technical-vocational area for community support.
- g. Organize activities in the school where the community can be involved. (Trade Fair, Technology demonstration).
- h. Enlist the assistance of civic spirited people, alumni organization and people of the community working abroad.
- i. Establish linkage with lending institutions.

Section 5: RESEARCH AND DEVELOPMENT

Research and Development (R & D) are indispensable tools of management for the improvement of the performance of the school, catering services and the discovery of new products. It is for this reason that teachers are required to conduct applied research along their line of specialization. All researches conducted should be approved by the Regional Director through the recommendation of the school administrator. All researches made should be utilized on the purpose it was conceived. Result of technical-vocational researches when proven beneficial in a certain school must be tried out in other schools when applicable. When proven applicable and beneficial to try-out schools then, it shall be presented to all technical-vocational schools for country-wide application. To encourage the conduct of researches, an amount should be allocated to support the conduct of said activity. Likewise, teachers undertaking researches should be properly rewarded of the effort exerted in the conduct of said research.

Section 6: ADVOCACY CAMPAIGN

There is a need to disseminate the programs and projects of the school. The advocacy tools/activities may include visiting feeder schools in the area, printing of fliers, announcing school activities in local radio stations or using the print media.

The following shall be undertaken to improve the image of the school:

- a. Demonstrate innovative and best practices designed to create an up-to-date and realistic image of technical vocational careers and program options. Support innovative and demonstration projects that promote positive images of vocational trades and technical programs.
- b. Collaborate with a broad consortium of partner-schools, colleges, universities, business industry and government to promote the importance and benefits of technical-vocational career through publicity and information to students, parents, school and community.
- c. Promote the professional image of technical-vocational career within schools and to the parents.
- d. Link the importance of technical-vocational (skill-based) career to technical-vocational education.
- e. Position technical-vocational education as an integral and equal part of the mosaic of educational choices.
- f. Collect baseline data to determine technical-vocational student program enrolment and competitive rate impact.
- g. Raise the profile of technical-vocational career through a publicity and information dissemination to students, parents, schools and community.

In order to increase enrolment rate in technical-vocational programs, students, parents and community must become aware of the available courses/specializations. The following could be undertaken to achieve this objective:

- a. Share information and practice gained from Demonstration Project activities throughout the community
- b. Organize student and parent focus group to create technical-vocational (TVE) awareness
- c. Encourage school based activities with focus on TVE
- d. Facilitate effective industry-school linkages and students exposure to business and industry
- e. Develop/facilitate teacher/counselor awareness creating activities for TVE and technical-vocational career
- f. Present to professional organizations, school superintendents, principals, teachers' groups, and stakeholders in order to create awareness and understanding of TVE among decision makers and practitioners
- g. Work with teacher education and training facilities to help create awareness of importance and benefits of TVE
- h. Launch and maintain a TVE website and provide appropriate information links.
- i. Increase funding to support TVE programs and projects
 - Have access to the Adopt-A-School Program
 - Enlist support of civic spirited people
 - Enlist support of non-government and government organization
 - Solicit assistance from the Local Government Units
 - Solicit assistance of alumni associations
 - Initiate fund-raising campaigns

Section 7: STUDENT ORGANIZATION

To develop the leadership potential and to build desirable values and character of the child, schools are encouraged to organize student organization. All students are required to be a member of major student organizations like the Student Government Organization while memberships to minor organizations are voluntary in nature. Activities of organization should focus on the development of their wholesome personality. Thus, the school should not allow the organization of fraternities in school that advocate violence and in contrary to **DepEd Order No. 20 s. 2006**. On the membership of organization, no student should be allowed to be president in more than one organization. The permission of parents for the membership of their children to an organization/association should always be sought. Except for membership fees, contributions should always be voluntary in nature and that the grade of the student should not be affected as a result to his/her non-membership or non payment of contribution to a certain organization.

Section 8: SCHOOL PUBLICATIONS

All schools are authorized to collect seventy-five pesos for school publication from student. It shall be solely used for the development and production of school paper for at least twice a year, school based training in journalism and for the participation of students who are qualified to attend the district, division, regional and national press conference.

Other means of generating funds for the said purpose shall be undertaken by the school in order to ensure adequate funds. Funds derived from the collection shall be treated as budget of the organization to be deposited in a separate account preferably in a refutable bank under the name of the paper adviser and the editor-in-chief.

Section 9: ACADEMIC, SPORTS, CULTURAL AND SKILLS COMPETITIONS (CO-CURRICULAR)

All TVHS shall organize academic competitions in the different subject areas to promote academic excellence among students. TVHS shall participate in academic competition initiated by the division, regional and national levels.

Sports activity shall be promoted in technical vocational schools. Physical training must be given a regular space in the school programs. Students in all year levels shall be required to participate in organized games and athletic competitions. All TVHS shall aim to provide basic requirements for the school athletic program.

Programs and projects that shall promote the development and preservation of the cultural heritage of the Filipino people shall be organized.

All TVHS are mandated to organize and participate in skills training and competition in the school, division, regional and national level. It shall provide adequate awareness for exposures in various life skills training in the world of work within the local or international level. To provide a fair and systematic management of said competition, set of guidelines in the conduct of the competition shall be drafted. The Buek International Calculation (BIC) System will be adopted in judging the skills competition in the different areas of technical-vocational education.

Article 6

STUDENT AND ANCILLARY SERVICES

This Article shall govern the benefits, privileges and all other related services specifically for TVHS students.

Section 1: GUIDANCE SERVICES

- 1.1 Help students achieve self-understanding and self-direction necessary to make informal choices and move toward personal goals
- 1.2 Help students respond positively to their personal and social concerns that inhibit individual growth
- 1.3 Assist students in making vocational choice based on their occupational aptitude and interest
- 1.4 Assist students in their academic, vocational, and personal problems
- 1.5 Extend career development program to foster awareness, career alternatives, human relation skills as well as the acquisition and dissemination of related information

Section 2: MEDICAL AND DENTAL SERVICES

2.1 Medical Service

Provides consultation, appropriate first aid treatment, referral, annual physical examination to teachers, employees and students, medicine for minor illness, and diseases, and minor surgical procedures. The Medical Service also coordinates with the health centers and hospitals if needed.

2.2 Dental Service

Provides dental services that include consultation, complete oral examination, extraction of unusable teeth, treatment of carious teeth such as light cure, temporary and permanent filling, and referral when necessary to teachers, employees and students.

Section 3: SCHOOL CANTEEN

- 3.1 The school canteen shall provide quality service and serve nutritious snacks, and lunch supplements for sale affordable to the students.
- 3.2 Serve as food laboratory for the students for their hands-on activity.
- 3.3 Other provisions for canteen services (refer to DepED Order 8, s. 2007).

Section 4: LIBRARY SERVICES

- 4.1 Cater to the students', teachers' and employees' needs from 8:00am – 5:00pm Monday to Friday for their research work

- 4.2 Train students to utilize the card catalog in locating the references needed
- 4.3 Orient students on the proper use of library facilities as well as access in Information Communication Technology (ICT)

Section 5: STUDENT SAFETY AND SECURITY

- 5.1 Prohibits students or visitors to enter/stay inside the school building and the premises after the last class period has ended except for schools with night classes
- 5.2 Prohibits visitors to enter inside the campus during school hours except for valid reasons. They shall be required to sign the logbook
- 5.3 Safeguard life of the students, teachers, employees and school properties
- 5.4 Seek assistance from the Philippine National Police (PNP) and barangay police as the need arises.

Section 6: CAMPUS SECURITY

- 6.1 Provides peace and order as well as the security of the school's officials, teachers and students
- 6.2 Allows only bonafide students in prescribed uniform and school ID to enter the school campus during school hours
- 6.3 Secure pass slips signed by the teacher/s and parents' permits shall be required of students who may not be in uniform but with school ID especially for other official activities not on a school day

Article 7

HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

Human Resource Development refers to a set of systematic and planned activities designed by the Technical-Vocational Education (TVE) institutions to provide its members with the necessary skills to meet current and future job demands locally and internationally. It is a framework for the TVE personnel to develop their personal, professional and organizational skills, knowledge and abilities. It also includes opportunities, such as employee's training, career development, performance management and development, coaching, succession planning, key employee identification, assistance and organization development.

A proper process for structured career planning and development will enhance teaching and non-teaching employees' motivation and morale. A comprehensive understanding of the structured career planning development framework will augment the implementation of developing standard in the technical vocational education. This is designed to help the human resource practitioners implement the best practices, career planning and development.

Section 1: STAFF DEVELOPMENT

1.1 Professional Growth

The TVE officials and employees are assets or resources to be valued, developed and utilized in the delivery of basic services to the public.

Training and Development

- a. The training and development programs shall directly address training needs and priorities of the technical vocational institutions. These shall enhance the administrators, supervisors, teachers and non-teaching staff competencies.
- b. The TVE institutions shall prepare a comprehensive annual training and development plan based on periodic assessment of the organizational needs and inventory of the workforce. This training development plan shall take into consideration the various levels of such skills, knowledge and work attitudes required to deliver effective basic services to the public.
- c. The TVE training and development programs shall be designed, implemented and evaluated in accordance with the implementing guidelines of the Department of Education and in partnership with other agencies.
- d. It shall include the following:
 1. **Induction Program** - refers to the program for new entrants in government to develop their pride, sense of belonging and commitment to public service.
 2. **Orientation Program** – refers to activities and courses designed to inform new employees about agency programs, thrusts and operations on their duties and responsibilities, as well as benefits and privileges.

3. **Re-orientation program** – refers to courses designed to introduce new duties and responsibilities, new policies and programs to employees who have been in the service for quite sometime.
4. **Professional Technical/Scientific Program** – refers to substantive programs in specific professional / technical / scientific areas for enhancement of skills and knowledge of second level personnel in the career service.
5. **Employee Development Program** – refers to courses aimed at maintaining a high level of competence on basic workplace skills among employees at the first level in the career service.
6. **Middle-Management Development Program** – refers to set or series of planned human resource interventions and training courses designed to provide division chiefs and other officials of comparable rank with management and administrative skills and to prepare them for greater responsibilities.
7. **Values Development Program** – refers to courses which are designed to enhance and harness the work ethics and core values to be effective technical-vocational education workers.
8. **Executive Development Program** – refers to activities and experiences, and continuing education intended to enhance the managerial skills of technical vocational education officials or executives who belong to the third level.
9. **Career Pathing Program** – refers to a set of professional activities on the skills and capabilities of an employee to enhance and maximize his professional growth and promotion in the service.

e. Technical-Vocational Education Qualification Framework:

1. Qualification Levels I to IV from Trainer I to Mentor/Master Trainer
2. The qualification level is a combination of competencies in Technology and Methodology/Professional streams
3. The technology levels follow the Technical Vocational Education Qualification Framework (TVEQF), a system of assessment and certification for workers
4. A trainer should have a National Certificate higher than the qualification level of the trade he/she is teaching
5. A Technical Vocational Education Trainer should be certified in at least National Certificate Level II (NCII)
6. Only Mentor/Master Trainers are allowed to handle Training of Trainers

- f. TVE Trainers Qualification Requirements shall be composed of the following:

QUALIFICATION	COMPETENCIES	COMPETENCIES
LEVEL/TITLE	TECHNOLOGY	METHODOLOGY
TQ 1V Mentor/Master Trainer	Highest Level	TM 1V
TQ 111 Senior Trainer	NC 1V	TM 111
TQ 11 Trainer 11	NC 111	TM11
TQ 1 Trainer 1	NC 11	TM 1 (Entry)

- g. TVE Trainers Development Training Design:

- *TRAINING METHODOLOGY I (TM I)*

Core

1. Plan Training Session
1. Deliver Competency Based Technical Vocational Education and Training
2. Conduct Competency Assessment
3. Maintain Training Facilities

- *TRAINING METHODOLOGY II (TM II)*

1. Plan Training Session
2. Deliver Competency-Based Technical Vocational Education and Training
3. Conduct Competency Assessment
4. Maintain Training Facilities
5. Perform work safely
6. Use Audio Visual and Multi-Media Equipment
7. Use Personal Computer in Educational Technology
8. Conduct Career Counseling Session
9. Conduct Feedbacking Session
10. Communicate with Individuals and Groups
11. Work in Team Environment
12. Apply Work Ethics and Values

- *TRAINING METHODOLOGY III (TM III)*

1. Prepare Training Programs
2. Develop Training Curriculum
3. Develop Instructional Materials
4. Apply ICT in Training Delivery
5. Design Assessment Tools
6. Plan Competency Assessment
7. Organize Training Resources

8. Maintain Professional Competence
9. Undertake TVE Research
10. Practice Quality Management
11. Plan and Organize Work
12. Lead Learning Workplace Communication
13. Lead Work Teams
14. Solve Training-Related Problems

• *TRAINING METHODOLOGY IV (TM IV)*

1. Design Training Programs
 2. Prepare Project Proposals
 3. Prepare Instructional Training Plans
 4. Manage Technology-Based Instructional Materials Development
 5. Supervise Maintenance of Training Facilities
 6. Develop Assessment System
 7. Assess Trainer Performance
 8. Communicate with Subordinates and Superiors
 9. Design Marketing and Promotion Program
 10. Supervise Instructional Delivery
 11. Provide Professional Development Support
 12. Maintain Professional Competence
 13. Undertake TVE Research
 14. Practice Quality Management
 15. Plan and Organize Work
 16. Utilize Specialist Communication Skills
 17. Develop Teams
 18. Solve Training-Related Problems
- h. The TVE training and development programs shall provide opportunities and activities which shall include training and scholarship grants both local and foreign. In addition, it shall utilize alternative strategies or approaches for improving job performance such as coaching, counseling, job rotation, on-the-job training and others.
- i. The TVE training and development programs shall include a specific budgetary allocation for human resource development purposes, at least ten percent (10%) of the MOOE annual budget shall be set aside for this purpose; in excess of it shall be charged to other services.

Study Grants/Scholarships

Attendance and participation in relevant training programs, local or foreign, and availment of scholarship grants shall be strongly encouraged.

Guidelines on the Scholarship Programs

There should be an organized scholarship committee to screen and pre-select nominees for specific scholarship programs in compliance with CSC Law and Rules: Book V of E.O. 292 and its Omnibus Rules.

Local and foreign trainings

- a. The local scholarship program is open to all technical-vocational schools' faculty and employees who want to pursue a one-year training program or master's degree and who pass the selection criteria established for the purpose.
- b. Guidelines are set, unless otherwise specified by the donor country/institution, in the case of foreign scholarships.
- c. The age requirement shall be those specified by the sponsoring country or institution.
- d. The nominee must hold a regular appointment and must have served the school/office for at least two (2) years.
- e. The nominee must hold a college degree related to the field of study or has sufficiently demonstrated ability and experience with a very satisfactory performance.
- f. The nominee must have no pending application for scholarship or study grant under another program.
- g. The nominee must meet the requirement set by the training institution and sponsoring country/agency.
- h. For programs that require service contracts, the nominee must have rendered the service obligation required in any prior service contract for training grant before he/she should again be nominated for another course where the field of study is different from that of the previous training; and that service obligation must still be within the nominee's serviceable years.

Criteria for Selection of Nominees

- a. Educational Qualification
- b. Relevant Experience
- c. Training Needs
- d. Performance Appraisal
- e. Physically and Mentally Fit

Section 2: EMPLOYEE'S WELFARE, BENEFITS, INCENTIVES, RECOGNITION AND AWARDS

Benefits and other welfare assistance for outstanding employee's performance shall be recognized.

2.1 Leave Privileges

- 2.1.1 **Leave of Absence.** Officers and employees shall be entitled to leave of absence, with or without pay, as may be provided by law and the rules and regulations of the CSC, in the interest of the service.

Teachers shall not be entitled to the usual vacation and sick leave but to proportional vacation pay (PVP) of seventy (70) days of summer vacation plus fourteen (14) days of Christmas vacation. A teacher who has rendered continuous service in a school year without incurring absences without pay of not more than one-and-half (1½) days is entitled to eighty-four (84) days of proportional vacation pay.

“Other leave benefits of teachers such as study leave and indefinite sick leave are covered by Sections 24 and 25 of R.A. 4670 (Magna Carta for Public School Teachers).

- 2.1.2 **Maternity Leave.** Married women in the government service who have rendered an aggregate of two (2) or more years of service shall, in addition to the vacation and sick leave granted them, be entitled to maternity leave of sixty (60) calendar days with full pay.

In the case of those in the teaching profession, maternity benefits can be availed of even if the period of delivery occurs during the long vacation, in which case, both the maternity benefits and proportional vacation pay shall be received by the teacher concerned.

Maternity leave of those who have rendered one (1) year or more but less than two (2) years of service shall be computed in proportion to their length of service, provided, that those who have served for less than one (1) year shall be entitled to 60-days maternity leave with half pay.

The enjoyment of maternity leave cannot be deferred; it should be availed of either before or after the actual period of delivery in a continuous and uninterrupted manner, not exceeding 60 calendar days.

- 2.1.3 **Paternity Leave.** Every married male employee is entitled to paternity leave of seven (7) working days for the first four (4) deliveries of his legitimate spouse. ‘Legitimate spouse’ refers to a woman who validly entered into a contract of marriage with a male government employee availing of the paternity leave benefits under the law.

Married male employees with more than one (1) legal spouse shall be entitled to avail of paternity leave for an absolute maximum of four deliveries regardless of whichever spouse gives birth.

The first of the four (4) deliveries shall be reckoned from the effectivity of the Paternity Leave Act on July 15, 1996.

Paternity Leave of seven (7) days shall be non-cumulative strictly non-convertible to cash. The same may be enjoyed either in a continuous or in an intermittent manner by the employee on the days immediately before, during or after the childbirth or miscarriage of his legitimate spouse. (Sec. 19, Rule XII, MC No. 41, s. 1998)

- 2.1.4 **Special Leave Privileges.** Teachers who are designated to perform non-teaching functions and who render the same hours of service as other employees shall be entitled to vacation and sick leave.

Teachers’ vacation service credits refer to the leave credits earned for services rendered on activities during summer or Christmas vacation as authorized by proper authority. This vacation service

credits are used to offset absences of a teacher due to illness or to offset proportional deduction in vacation salary due to absences for personal reasons or late appointment. The manner by which service credits may be earned by teachers is subject to the guidelines issued by the DepEd.

Special leave privilege may be availed of by the official employee when the occasion is personal to him and that of his immediate family.

“Immediate family” includes ‘any’ relative within the first degree of consanguinity and affinity living under the same roof and dependent upon the employee for support.

- 2.1.5 **Rehabilitation Leave for Job-related Injuries.** Applications of officials and employees for leave of absence on account of wounds or injuries incurred in the performance of duty extending beyond the available leave credits of the employee concerned must be made on the prescribed form, supported by the proper medical certificate and evidence showing that the wound or injuries were incurred in the performance of duty. The head of the department/agency concerned may direct that absence during any period of disability thus occasioned shall be on full pay, but not to exceed six months. He shall authorize the payment of medical attendance, necessary transportation, and subsistence and hospital fees of the injured person. Absence in the case contemplated shall not be charged against sick leave or vacation leave, if there are any.
- 2.1.6 **Monetization of Leave Credits.** Officials and employees in the career and non-career service whether permanent, temporary, casual, or coterminous, who have accumulated fifteen (15) days are allowed to monetize a minimum of ten(10) days; Provided that at least five (5) days is retained after monetization and provided further that a maximum of thirty (30) days may be monetized during a given year.
- 2.1.7 **Forced/Mandatory Leave.** All technical-vocational high schools’ non-teaching personnel with ten (10) days or more vacation leave credits shall be required to go on vacation leave whether continuous or intermittent for a minimum of five (5) working days annually.
- 2.1.8 **Terminal Leave.** Terminal leave is applied for by an official or an employee who intends to sever his connection with his employer. Accordingly, the filing of application requires a condition *sine qua non*, the employee’s resignation, retirement or separation from the service without any fault on his part. It must be shown first that public employment ceases by any of the said modes of severances.(Please refer to CSC Laws and Rules for details)
- 2.1.9 **On Leaves of Teachers.** Teachers shall not be entitled to the usual vacation and sick leave credits but proportional vacation pay (PVP) during summer and Christmas vacation.

Teachers who have at least seven (7) years of continuous service are entitled study leave of absence with pay not exceeding one (1) school year subject to approval of the head of office (RA 4670).

- 2.1.10 Transfer from teaching to non-teaching service during summer vacation/entitlement to proportional vacation pay.

A teacher who transferred to the non-teaching service or who resigned from the government service ten (10) days before the close of the school year is entitled to proportional vacation pay in as much as his right thereto has already accrued; provided that the service will not be prejudiced and provided further that he fulfills his responsibilities and obligations.

- 2.1.11 **Study Leave.** Officials and employees, excluding those in the teaching profession who are covered by different provisions of law, may be entitled to study leave subject to CSC rules and regulations.

2.2 Welfare Benefits.

2.2.1 *Monetary Benefits*

- a. **Special Hardship Allowance.** Teachers exposed to hardship in commuting to the place of work as determined by the Secretary of Education shall be compensated hardship allowance equivalent to at least 25% of their monthly salary (Section 19, RA 4670 – Magna Carta for Public School Teachers).

Teachers assigned to places declared by the President as calamity areas shall be granted the equivalent of five (5) days additional salary per month but payable only for the duration of the calamity period. (RA 5447 –Special Education Fund Act).

Teachers exposed to hardship or extreme difficulty in the place of work and teachers assigned to handle multi-grade classes as determined by the Secretary of DepED shall be compensated special hardship allowance equivalent to at least 25% of the basic pay.

- b. **Hazard Duty Pay.** This refers to compensation premium or allowance paid to officials and employees actually assigned or stationed in a work area which exposes them to great danger, occupational risks or perils to life.
- c. **Productivity Incentive Benefit.** The incentive pay shall be based on individual personnel productivity and performance as evaluated and determined by the heads of the respective offices/agencies in accordance with the policies and standards set by the CSC.
- d. **Cash Allowance to Teachers.** The provision for cash allowance to teachers for the purchase of chalk, erasers, forms and other classroom supplies and materials directly used shall be paid only to classroom teachers.

- e. **Year-End Bonus and Cash Gift.** All government personnel whether appointive or elective under regular, temporary or casual status, and contractual personnel whose employment is in the nature of a regular employee, who are still in the service as of October 31 each year are granted year-end bonus and cash gift.

2.2.2 *Retirement Benefits*

- a. Modes of Retirement Under R.A. 1616
- b. Under R.A. 660
- c. R.A.8291

2.2.3. *Disability*

- a. Permanent Total Disability
- b. Permanent Partial Disability
- c. Temporary Total Disability

2.2.4. *Medical Care*

- a. Philippine Health Insurance

2.2.5. *Other Benefits*

- a. One-Salary Grade Increase Upon Retirement (RA 4670)
- b. Salary Adjustment
- c. Step Increment
- d. Provident Fund
- e. Shelter Program
- f. Automatic Upgrading of Positions for Eligible Teachers through Equivalent Record Forms Scheme

2.3 Overtime Work Services

Authorized services rendered in excess of six (6) actual classroom teaching hours and eight (8) hours for non-teaching personnel must be properly compensated.

2.4 General Rules

All other existing rules not covered by this Manual, may be referred to CSC Law and Rules - Book V EO 292 and Omnibus Rules, as amended.

Article 8

FACULTY AND PERSONNEL

This Article shall serve as the basis of all TVHS regarding all the matters and concerns on faculty and personnel administration.

Section 1: RECRUITMENT, SELECTION AND APPOINTMENT

1.1. Recruitment and Selection

- a. Publish vacant position/s in the Civil Service Commission, (CSC) bulletin of vacancies or through other modes of publication pursuant to R.A. 7041 (Requiring the Regular Publication of Existing Vacant Positions in Government Offices)
- b. Post the vacant position/s in different strategic places such as school bulletin boards, municipal/city/barangay hall or containing the following relevant information:
 1. Position title with corresponding salary grade and item number
 2. Qualifications
 3. Eligibility
 4. Date of submission of application documents and schedule of interview.
- c. Determine the composition of school selection board and its functions.
 1. The School Selection Board shall be composed of:
 - 1.1 Chairperson (school head/principal) – shall be the facilitator and the presiding officer of all the activities relative to recruitment procedure.
 - 1.2 Members are department heads where the vacancy exists; Administrative Officer, president of faculty/staff club shall assist the chairperson in the conduct of recruitment procedure.
- d. Conduct preliminary evaluation of the qualification of applicants.
- e. Prepare the list of qualified applicants and notify the same of the results.
- f. Rank the applicants based on the following criteria:

1. **TECH-VOC EDUCATION (TVE) TEACHER**

Qualification	Weight/Point
Education	25
LET PBET Rating	10
Interview	10
Demo teaching	15
<i>Assessment:</i>	
a. Written Examination	10
b. Special Skills	5
National Certification (NC Level)	5
Teaching experience	10
ICT Literacy	5
Related trainings	5
TOTAL	100

2. **RELATED SUBJECT TEACHER (RS)**

Qualification	Weight/Point
Education	25
LET PBET Rating	10
Interview	10
Demo teaching	15
Written Examination	10
Specialized Training and Skills	15
Teaching experience	10
ICT Literacy	5
TOTAL	100

3. **ADMINISTRATIVE AND SUPPORT STAFF**

Qualification	Weight/Point
Education	25
Interview	15
<i>Assessment:</i>	
a. Written Examination	15
CS Eligibility related to the vacant position applied for	10
ICT Literacy	10
Related trainings	10
Relevant Experience	15
TOTAL	100

- g. Submit to the Division Office the official result of the ranking.
- h. In the case of academic teachers, DepEd Order No. 4, s. 2007 (Appendix A) shall be applied in determining the scores for the criteria.

1.2 Appointment

- a. Issuance of appointment shall be based on existing civil service laws, rules and regulations.
- b. The School Division Superintendent shall appoint teachers and employees recommended by the school head.
- c. In cases where there are no qualified TVE teachers, School Heads are authorized to hire contractual teachers and non-teaching personnel with appropriate field of specialization whose wages shall be charged against the local school MOOE, savings in the PS, and other sources of funds of the schools stakeholders.
- d. Appointment of tech-voc school heads should be station specific.

Section 2: PROMOTION, UPGRADING AND RECLASSIFICATION

2.1. Promotion

- a. Promotion shall be open to all qualified applicants.
- b. Promotion of tech-voc personnel shall be based on merit, competence, and fitness.
- c. Promotion in the TVHS shall be based on the following criteria:

	Qualification	Weight/Point
1	Performance	25
2	Education	15
3	<i>Innovation</i>	10
4	Experience	15
5	Research/Publication	10
6	Relevant Training	15
7	Potential	10
	TOTAL	100

- d. Promotion to higher rank positions in TVHS shall be based on DepED existing rules and regulations in addition to Section 2.c.

2.2. ***Upgrading/Promotion/Reclassification***

- a. Upgrading of teaching positions shall be based on approved Equivalent Record Form (ERF) and length of service.
- b. In addition to ERF, TVE teachers may be upgraded or promoted to a higher position based on the level of national certificate acquired from TESDA.

NC 1 – 1 point NC 3 – 3 points
 NC 2 – 2 points NC 4 – 5 points

- c. Reclassification of position shall be based on performance and length of service.

Section 3: PERFORMANCE APPRAISAL

3.1. **Performance Appraisal** is the process of determining the level of competency of school personnel which shall be based on the following criteria:

- a. Performance Rating (teaching – yearly; non-teaching – twice a year)
- b. Community Involvement
- c. Significant Accomplishments
- d. Projects
- e. Personality Traits
- f. Attendance and Punctuality

Section 4: ATTENDANCE AND LEAVE

- 4.1. Public office is a public trust. School personnel being public servants are covered by the Civil Service Commission (CSC) rules and regulations. Magna Carta for Teachers specifies special rules and regulations pertaining to attendance and leave. To ensure efficient and effective delivery of public service, tech-voc teachers who are in-charge of project/program implementation for services rendered during holidays, and other vacations such as Saturdays, Sundays, Christmas and summer vacations must be granted service credits/remunerations for extra-judicial duties, e.g. election period, disaster coordination, etc.
- 4.2. Unused special leave privileges should be cumulative.
- 4.3. TVHS teachers who render actual service in performing assigned projects during summer and Christmas vacation are entitled to vacation and sick leave privileges.

Section 5: TRANSFER, REASSIGNMENT AND DESIGNATION

5.1. Transfer and Reassignment

- a. Transfer and Reassignment of TVHS personnel shall generally be based in the CSC Law and Rules.
- b. Aside from Rank, level, or Salary Grade, Field of specialization of TVE teacher shall be considered in the transfer.

5.2. Designation

- a. Designation of Tech-Voc personnel in the school level shall be the discretion of the school head.

Section 6: REWARDS AND BENEFITS

6.1. **Rewards.** Teachers having exemplary performance such as:

- a. Introduction of instructional materials;
- b. Innovations that would redound to increase productivity, better performance, and economy;

- c. Winning coaches, trainers and participants in national and international competitions; and
- d. As a consequence of the above mentioned exemplary accomplishments, a teacher shall be rewarded a plaque of recognition.

6.2. **Benefits.** All authorized benefits provided by CSC and other special laws shall be enjoyed by all TVHS personnel.

Section 7: TEACHING LOAD

TVE teachers shall render a maximum of six (6) hours actual teaching load. Teachers handling more than the required teaching load shall be given service credits or overtime pay.

Section 8: DELEGATION OF AUTHORITY

The school head, given wide latitude of discretion, shall have the authority to delegate routine functions to his subordinates, except fiscal and policy matters, implement efficient, smooth delivery of services, and enhance capacity of school personnel.

Section 9: GRIEVANCE/COMPLAINTS/PROTESTS

- 9.1. School head shall maintain harmonious relationship among school personnel and stakeholders.
- 9.2. Conflicts and protests shall be settled at the school level.
- 9.3. Unsettled conflicts and protests shall be brought to the School's Grievance Committee
- 9.4. The Schools Grievance Committee shall be composed of:
 - a. School Head/Head Teacher/Administrative Officer
 - b. President of the Faculty Club
 - c. A teacher who is acceptable to both parties
- 9.5. In cases of unsettled conflicts in the school level, the rules of procedures shall be observed by the School Grievance Committee.

Article 9

FISCAL MANAGEMENT

This article describes the fiscal management process or the governing general principles of budgeting, accounting and auditing rules and procedures that shall be followed by all Technical-Vocational High Schools (TVHS).

This intends to guide all personnel on the performance of their duties relative to the financial matters of the school. For this purpose, TVHS shall follow the organizational roles and responsibilities, proper allocation and management of expenditures and disbursements, and legal framework as provided for in the National Government Accounting System (NGAS).

Section 1: BUDGET PREPARATION

Budget preparation of TVHS shall be based on the existing rules and procedures as provided for in the General Appropriations Act (GAA) and on the DECS Manual of 2000.

Section 2: SOURCE OF FUNDS

Funds for TVHS, as a general rule, shall be derived from General Appropriation, trust funds, and other sources as may be provided by law.

- 2.1 **General Appropriations.** The appropriation of a TVHS for a specific fiscal year shall be indicated in the General Appropriations Act for the year. The detail shall be spelled out in the comprehensive release for the school. The monthly releases of fund shall be shown in the comprehensive release for Personal Services (PS), Maintenance and Other Operating Expenses (MOOE), and Capital Outlay (CO). Generally, funds from general appropriations shall be deposited in an authorized government depository bank.
- 2.2 **Special Fund** is one which by legislative action, segregates specified revenues for limited purposes.
- 2.3 **Trust Fund.** Money derived by collection from financial assistance in different agencies, income-generating projects and special programs, among others are considered trust fund.

Generally, the disbursement of trust funds shall be allocated for a purpose of which it is collected. To protect the expenditure of this fund, its disbursement shall be subjected to the usual government accounting and auditing rules and procedures.

1. Income
 - Rentals
 - Income-Generating Projects
 - Other Programs and Projects
2. Grants/Donations and other Financial Assistance

Include all aids and contributions in the form of cash or property granted to persons, entities or organization for the purpose of

furthering programs or policies adjudged to be in the interest of the government.

2.4 ***Income-Generating Projects.*** Schools with existing income-generating projects relative to STVEP shall be allowed to use the income as a revolving fund, incentives, honoraria, and others related to school operations subject to the usual government accounting and auditing procedures. ***Schools shall be authorized to use 10% of the school MOOE as seed capital to start an income-generating project.***

2.5 ***School Board Fund (Special Education Fund)***

Special Education Fund (RA 5447) was created to provide additional financial support exclusively for public schools. ***The release of SEF shall be based on the number of schools in the municipality or city.***

Section 3: CAPITAL OUTLAY

The annual appropriations in the national budget for the Department of Education (DepEd) include fund allocations for capital outlays for the acquisition, titling and improvement of school sites as well as equipment for TVHS. The release of funds for capital and equipment outlays shall be requested.

Section 4: COLLECTION AND DISBURSEMENT OF FUNDS

Constitute all collections/cash paid out during a given period either in currency or by check. The basic requirements applicable to all classes of collections/disbursements embodied in budgeting, accounting and auditing rules and regulations.

- a. **Cash Advance.** Cash advances for a certain purpose shall be allowed in accordance with existing government accounting and auditing rules and regulations.
- b. **Petty Cash.** The cashier is allowed to maintain cash on hand but not more than the amount set by Commission on Audit (COA).

Section 5: INTERNAL CONTROL UNIT

One basic principle in internal control is that no single transaction shall be handled by one individual. One person shall not be assigned as cashier and bookkeeper at the same time. The purpose is to establish check and balance in order to avoid anomalies or discrepancies.

Section 6: FINANCIAL REPORTS

The following monthly financial reports shall be required:

1. Trial Balance
2. Status of Common Fund
3. Collection Report
4. Disbursement Report
5. Tax Remittance Advice

Section 7: REMITTANCES

Remittances of the public TVHS shall be as follows:

1. GSIS Membership Premiums
2. Pag-ibig Premiums
3. GSIS Insurance for vehicle and buildings
4. Withholding tax
5. PhilHealth
6. Loans:
 - a. GSIS
 - b. Pag-ibig
 - c. Provident
 - d. PPSTA
 - e. Land Bank
 - f. Other government lending institutions

The insurance for vehicles and buildings shall follow certain procedure such as:

1. Estimation of the insurance premium from the GSIS insurance division.
2. Issuance of voucher for payment
3. Issuance of check for the insurance premium

Section 8: UTILIZATION OF SAVINGS

Savings from Personal Services (PS) may be used to augment employee benefits and others such as

- a. Approved Salary increases
- b. Increment Pay
- c. Other Bonuses
- d. Medical allowances
- e. Honorarium
- f. Contractual teacher/worker
- g. Overtime pay
- h. Budget for Representation and Transportation Allowances (RATA)
- i. Loyalty Pay
- j. Productivity Incentive Benefits/Anniversary Bonus
- k. Uniform Allowance
- l. Chalk Allowance
- m. Hazard Pay
- n. Rehabilitation Pay
- o. Rice Allowance
- p. Other related benefits as may be provided by law

Article 10

PROPERTY AND SUPPLY MANAGEMENT

This Article shall govern the procurement, acquisition, care, utilization, custody and disposal of supplies, materials and equipment as defined herein by all technical-vocational high schools (TVHS).

Section 1: GOVERNING PRINCIPLES ON PROCUREMENT

All procurement activities of Public TVHS shall, in all cases, be governed by the principles as embodied in Section 3 of R.A. 9184, “An Act Providing for the Modernization, Standardization and Regulation of the Procurement Activities of the Government and for Other Purposes” otherwise known as the “Government Procurement Reform Act”, and its Implementing Rules and Regulations as amended.

Section 2: PROPERTY CUSTODIANSHIP

This refers to the care, maintenance, repair and proper handling of all the property and supplies of the school under the custody of the accountable officers. This covers the receipt of the property and supplies and proper handling and disposition with the underlying accountability, responsibility and liability of accountable officers in conformity with law.

In property and supply management, the supply officer shall be in-charge of receiving, storing, recording and issuance of purchased supplies, materials and the like.

2.1 **Storage and storage requirements.** This refers to the systematic and economical receipt, warehousing of materials for their best safekeeping and availability. Best safekeeping means protecting the property against theft, fire and deterioration and by all means making them easily available when needed. Factors to consider in planning for the storage requirements are the following:

- a. Stability
- b. Orderliness
- c. Stacking

➤ **Warehousing.** This refers to the material/ property handling, which is the mobility of supplies for maximum efficiency and economy. The basic steps are the following:

- a. Receipt of materials and equipment accompanied by delivery receipt (DR) or sales invoice (SI);
- b. Arrangement of stocks in warehouse;
- c. Recording in the bin card;
- d. Recording in the stock cards/property cards; and
- e. Care of materials.

2.2 **Issuance and Utilization.** This is the mobility or transfer of the school property and supplies from the Supply Officer/ Property Custodian or Storekeeper to another who is the ultimate end-user or the one responsible and accountable for the handling and/ or safekeeping of said property. The proper utilization of supplies and property can be at the best advantage and

economical on the part of the school if there is an efficient and honest procurement and adequate stock control, proper recording and care of the property.

2.2.1 Preparation of Issuance Document. The Requisitioner shall prepare the Request Issue Slip (RIS) and sign the “requested by” portion to be recommended by the Head of the Department and to be approved by the TVSA. As a common practice, the issuance or distribution of property comes immediately after receipt. However, for supplies and materials maintained in stock, issuance is done when needed or when the stock level of an item on stock needs augmentation.

The following are the issuance documents:

- a. *Requisition and Issue Slip (RIS)* – This is the property form containing the quantity, description of materials needed the purpose, the signature of the requisitioning officer and the authorized approving official concerned.
- b. *Acknowledgment Receipt of Equipment (ARE)* – This is prepared to cover the transfer of property and equipment from the Supply Officer to the end-user.
- c. *Inventory Custodian Slip (ICS)* – This is prepared to cover the transfer of semi-expendable supplies and materials to the end-user.

2.2.2 Physical Inventory of Property. This is an indispensable procedure for checking the integrity of property custodianship. It is undertaken once a year for all property and equipment. For supplies and materials, this is done semi-annually. List of items in book are usually prepared containing description of articles, their unit prices, number of articles on hand and total cost value of cash specific article.

2.2.3 Manner of Inventory Taking. The Property Supply Officer prepares the inventory guidelines that include the following:

- a. Date of Physical inventory
- b. The sequence of counting
- c. The personnel to act as counters and checkers and
- d. The personnel who will supervise and witness the activity

Section 3: DISPOSAL AND CONDEMNATION.

This refers to the status of the school’s assets and property which are unserviceable and/or non-functional.

3.1 The school’s unserviceable property and supplies shall be readily disposed to prevent further deterioration and relieve accountable officers of property accountability and responsibility.

1. The Property Custodian or Supply Officer shall prepare the condemnation form to be submitted to the resident auditor.
2. The resident auditor shall inspect the unserviceable/non-functional school property and supplies.

3. After inspection, the resident auditor shall recommend the condemnation/disposal of the unserviceable/non-functional school property and supplies
4. The property considered for condemnation/disposal shall be grouped as follows:
 - Unserviceable/ non-functional and beyond economical repair
 - Non-functional and obsolete
 - Functional but obsolete
 - Functional but hazardous
 - Functional but no longer required
 - Excess property no longer needed by the school but may be needed by other schools (transfer without cost)

3.2 Mode of Disposal.

The following are the modes of disposal:

- Circulate to other units/agencies, where it is needed
- Return to the vendor, if willing to accept
- Sell to agencies, scrap dealers, etc
- Auction
- Local destruction

3.3 Records/documents on Physical Facilities. Physical facilities shall be properly recorded for safekeeping by all School Heads.

Folder/Files	Description/Content
School Site Document	<ul style="list-style-type: none"> ▪ Documents pertaining to School Site, School Site Card(s)/Technical Description, Tax Declaration, Survey Plan, Notice of Assessment, etc.
School Site Plan (Actual and Future Development Plan)	<ul style="list-style-type: none"> ▪ Actual Layout of the existing building, another sheet of layout plan with the future development of the school Numbering of school building must be reflected in the layout plan represented with the legend
Inventory of School Building/ Similar Structure	<ul style="list-style-type: none"> ▪ Record of existing building, specifying the floor area, year constructed/acquired, number of classrooms/storeys, usage and other information (This shall tally with the entries in the Individual School Building Card and/ or BPS Form 52 and School Site's Layout Plan). Stage, common or detached, comfort room, perimeter ▪ Fence and ancillary buildings can be included but these shall be represented only with the legend separate in the numbering of school buildings
Individual School Building Card (BPS Form 52)	<ul style="list-style-type: none"> ▪ Card intended for each building and similar structure in the school. This shall tally with the school building inventory (item no. 3) and the

	school site plan (item no. 2 as to building number). Each building card must be tallied with the file submitted to the district and division supply offices. Information on demolished buildings must also be provided for record and reference purposes
Demolished School Buildings/Similar Structure	<ul style="list-style-type: none"> ▪ Documents with pictures of the demolished building and similar structure in the school
School Building Record of Repairs/Improvements	<ul style="list-style-type: none"> ▪ Compilation of the program of work, Cost estimates and other related documents for the repair of school buildings in the school. It shall be classified according to the sources of funding
School Building Record of New Constructions	<ul style="list-style-type: none"> ▪ Compilation of the Program of Work. Cost Estimates, Plans, and Drawings of the Constructed Buildings and similar structures in the school. It shall be classified according to the sources of funding.
Calamity/Fire Damaged Report	<ul style="list-style-type: none"> ▪ Documents relative to the damaged buildings caused by fire/other calamities. It would be advantageous if the filing is according to the cause of damage.
School Furniture Records	<ul style="list-style-type: none"> ▪ Separate Folder for each of the following – Desk, Armchairs, Tables, Cabinets, Other Furniture.
Textbook Inventory	<ul style="list-style-type: none"> ▪ List of all received books and other references in the school specifying each allotment. There shall be a summary at the front page of the file.
School Equipment/Information Technology	<ul style="list-style-type: none"> ▪ Documents of the received computers, television sets, equipment, tools, appliances, teaching devices, donated to the school, together with the Parents Teachers Association (PTA) / Parents Teachers Community Association (PTCA) Homeroom projects. There shall be a summery at the front of the file
General Inventory Record of School Properties	<ul style="list-style-type: none"> ▪ List of all the facilities, sites, buildings, tools, equipment, instructional tools/devices, appliances and others. (this is to coordinate with the division supply section). General form No. 13 Revised January 1992 shall be used.
Condemned School Properties	<ul style="list-style-type: none"> ▪ Record of the condemned properties with supporting documents.
Prioritized Facilities needed by the school	<ul style="list-style-type: none"> ▪ List of the proposed facilities needed by the school indicating the status under the remarks column either – accomplished, on-going, pending, etc.
Acquired/Purchased Needed Facilities	<ul style="list-style-type: none"> ▪ Record of Facilities acquired by the school out of the school's initiated income-generating activities and other school funds.
Donated Property to the School	<ul style="list-style-type: none"> ▪ Folder of Documents of the equipment, tools, appliances, teaching devices donated to the school, together with the Parents Teachers Association (PTA)/ Parents Teachers Community Association (PTCA) Homeroom

	projects using the Donation Acknowledgement Receipt Form.
Submitted Reports Pertaining to School Facilities	<ul style="list-style-type: none">▪ File copy of submitted reports regarding facilities
Compilation of Memoranda, Orders and Information regarding Facilities	<ul style="list-style-type: none">▪ File copies of department issuances regarding facilities;▪ File copies of communications received by the school regarding facilities.
School's Establishment Documents	<ul style="list-style-type: none">▪ Records/documents/relative to the establishment of the school including the changes of the name of the school (if necessary).
Other Folders/Files	<ul style="list-style-type: none">▪ Electrification▪ Water connection▪ Communication lines▪ Etc. – monitoring, evaluation, site inspections

Article 11

PHYSICAL PLANTS AND FACILITIES

This Article shall serve as the governing principles and guidelines of all TVHS regarding its physical plants and facilities. This contains and specifies all the standard operating procedures on the installation and maintenance of such physical plants and facilities as provided for in the Educational Facilities Handbook prepared by the Physical Facilities and Schools Engineering Division (PFSED).

Section 1: SCHOOL SITE.

- 1.1. **Location.** The ideal location must be a site that provides an environment conducive to learning, as much as possible far from cockpits, malls, gambling dens, cinema houses, beer and videoke joints, jails, industrial establishments, military quarters, public markets, slaughterhouses, or garbage dumps. A suitable site is one that best serves educational activities and enables the optimum utilization of resources.
- 1.2. **Accessibility.** The school site must be easily accessible to the greater number of students it intends to serve. It must have a suitable frontage on a public road, preferably on a quiet street.
- 1.3. **Topography.** The contour of the land should be level and should have no irregular boundaries.
- 1.4. **Soil Condition.** Agricultural land with sandy loam soil is best for school sites, as the topsoil is properly balanced to support vegetation and permit surface drainage without erosion. The subsoil provides a proper base for economical and substantial foundation of the buildings to be constructed on the site.
- 1.5. **Size.** The size of the school site is largely determined by the size of enrolment, the type of curriculum offered and the location of the school. The ground area occupied by school buildings and other structures should not exceed 40% of the school site in order to provide adequate open spaces for assembly and co-curricular activities as well as to conform with national and local regulations and standards pertaining to set backs and distances between buildings. The minimum standards with regard to size of technical vocational high school shall be as follows:

a	For Arts and Trades High School	<ul style="list-style-type: none">▪ 1.0 ha. for campus▪ 0.5 ha. for projects
b	For Agriculture High School	<ul style="list-style-type: none">▪ 3.0 ha. for campus▪ 10.0 ha. for projects
c	For Fishery High School	<ul style="list-style-type: none">▪ 3.0 ha. campus▪ 1.0 ha. brackish water fishpond▪ 1.0 ha. fresh water fish pen

1.6 The Site Development Plan. The graphic presentation of the Site Development Program is referred to as Site Development Plan.

The overriding principle in the preparation of the Site Development Plan is that the elements with similar functions should be grouped together. The grouping of elements in accordance with the most favorable options for grounds utilization creates functional zones and sets the basic pattern for physical development. In effect, the school site is subdivided, allocating well defined portions for scientific purposes. For example, a school site may have academic, administrative, and vocational zones for portions of land are respectively allocated for buildings and projects as well as future expansions. While the Site Development Plan should be changing situations, such modifications should adhere to the basic physical development pattern.

The layout of building and other structure, which are the most expensive physical facilities in school is critical in preparing the Site Development Plan. School building should be oriented in accordance with the sun path or the east-west course of the sun during the day. Variations in the sun path on certain seasons of the year are negligible. To prevent the direct entry of sunlight into the instructional spaces, buildings should be laid out along with the east-west axis so that windows have a north-south exposure.

In addition to solar orientation, buildings maybe arranged to facilitate cross ventilation by exposing the window sides to the direction on prevailing breezes which are generally northeast-southwest. However, the east-west orientation is sufficient in as much as it allows adequate cross ventilation.

When the site limitations, such as the unfavorable area and/or shape of the site prevent the proper solar orientation of buildings, economical alternatives should be resorted to. For example, trees near the building are effective for minimizing the direct entry of sunlight into instructional spaces.

The distance between buildings should be such that ventilation is not obstructed, natural illumination is not impeded and sound does not carry into nearby buildings. The minimum distance between academic buildings laid out side by side should be 8 meters, and 10 meters for shop buildings.

Circulation elements such as roads, paths, and similar provisions to facilitate movement within the school site should be laid out in the most direct manner. Roads for vehicular traffics should be limited to the main entry and the utility areas for heavy materials maybe necessary. Well-laid out circulation elements help define functional zones.

1.7 Modes of Acquisition of School Sites. A school site maybe acquired through any of the following methods:

Purchase. A school site maybe acquired through direct purchase from the legal owner who voluntarily sells it on an agreed price. The fund maybe taken from Capital Outlays of the DepEd from the funds of the Local School Board, or from appropriations set aside by the local government unit. The purchase must be evidenced by a Deed of Sale duly executed, notarized and registered with the Registry of Deeds. If the school site is purchased using the Capital Outlays of the DepEd, the Deed of Sale should be executed in favor of the Republic of the

Philippines, Department of Education. Authority to purchase should be sought from the President of the Philippines, except when the funds are appropriated components of the school budget, in which case the DepEd grants the authority.

The procedure for the purchase of a school site is as follows:

- a. Preparation of a resolution by an appraisal committee composed of the Provincial/City Assessor as Chairman, and Provincial/City Auditor as member, stating the fair market value of the lot sought to be acquired.
- b. Passage of a resolution by the Local School Board of the Sangguniang Panlalawigan/Panglungsod/Bayan, as to the legality and validity of the purchase.
- c. Consultation with the Provincial/City Fiscal as to the legality and validity of the purchase.
- d. Negotiation and perfection of the purchase.
- e. Certification of the Municipal Treasurer or DepEd Accountant, as the case maybe as the availability of funds to be used for the purchase.
- f. Execution of the Deed of Sale.
- g. Filing of an indemnity bond by the seller, if the land is not registered.
- h. Registration with the Registry of Deeds.

Donation. The donation of a piece of land regardless of the value of land is made through a public document and the acceptance maybe made in the same deed of donation or in a separate public document.

The written opinion of the Fiscal's Office as to the validity of the document must be sought before the deed is registered with the registry of deeds. The DepEd representative may accept the donation for and in behalf of the Republic of the Philippines.

Procedures

- a. Execution by the donor of a Deed of Donation in accordance with the legal form and containing relevant information as to whether the land to be donated is a conjugal or separate property of the donor.
- b. Acceptance of the donation by the Schools Division Superintendent.
- c. Acknowledgment in writing by the donor that he has been notified and has full knowledge of the acceptance of the donation.
- d. Registration of the Deed of Donation with the Registry of Deeds.

Expropriation. Land desired for school programs maybe acquired through expropriation proceedings. The President of the Philippines through the Solicitor or Provincial Governor or City/Municipal Mayor, pursuant to the resolution of the Sanggunian concerned may exercise the right of eminent domain and institute expropriation proceedings.

Just compensation to be paid to the owner is the fair market value of the property or value declared by the owner in the Tax Declaration of the assessed value, whichever is lower.

Barter or Exchange. An existing school site maybe exchanged for a new site for justifiable reasons:

- a. A resolution by the School Governing Council and Sanggunian authorizing the exchange or barter
- b. A statement of agreement from the owner of the lot for proposed exchange which should accompany the resolution
- c. Comment and recommendation from the school authority
- d. Sketches of the school site and the site proposed to be exchanged showing their respective locations, boundaries, improvements therein, if any
- e. Information as to how the lot was acquired.
- f. Deed of Exchange executed by both parties.
- g. Written opinion of the Fiscal's Office as to the legality and validity of the Deed of Exchange.
- h. Approval by the Regional Director or the Schools Division Superintendent.
- i. Registration of the Deed of Exchange with the Registry of Deeds.

Presidential Proclamation

- a. Resolution by the Sanggunian requesting the President of the Philippines to set aside a public land for the school and authority for the survey by the Land Management Services or by a duly licensed private surveyor
- b. A certification by the Local Treasurer or DepEd/School accountant as to the availability of funds for the survey of the land
- c. Certification of the school officials concerned as to the need availability of the land for school purposes
- d. A report showing the average enrolment of the school for the last three (3) years, the area of the land sought to be reserved and a School Site Development Plan
- e. The aforementioned documents should be forwarded to the President of the Republic of the Philippines through channel

Gratuitous Conveyance. Real property belonging to the government when needed for school purposes, maybe conveyed by way of gift, sale, and exchange or otherwise.

In the case of real property belonging to the national government, the President of the Republic of the Philippines is the competent authority to execute the proper conveyance.

Real property belonging to any province, city or municipality which is needed for school purposes, Sanggunian Bayan/Panglunsod/Panlalawigan may authorize by resolution the Provincial Governor/City/Municipal Mayor to execute the conveyance. Such conveyance maybe without monetary consideration if the Board so determines.

Administrators, in coordination with other concerned agencies shall see to it that the acquired school sites shall be immediately surveyed and titled in the name of the Department of Education and secure it from squatters and tenants.

Section 2: BUILDING.

School buildings must be adapted to the ecology of the community. They must be stable and safe from typhoons, earthquakes, fires and secured against thieves, stray animals and other intruders. They must have adequate water supply, lighting, ventilation, and liberal air circulation. Every space should be utilized to the maximum to accommodate the expected enrolment.

2.1. Modes of Implementation. School buildings and other structures of TVHS shall be constructed through any of the following:

- a. **By Contract.** School buildings and other infrastructures to be constructed by a private contractor shall be in accordance with the provisions of Republic Act 9184 (Procurement Law) or the provisions of the Principal-led School Building Program, as the case maybe.
- b. **By Administration.** Buildings and other infrastructure projects could be constructed by administration, provided that the school concerned has the capability to undertake the work and provided further that it is in accordance with the rules and regulations and with the approval of the DepEd.
- c. **By Negotiated Contract.** If after rebidding there shall still be a failure of bidding and the school concerned is not capable of constructing the school building by administration, a negotiated contract maybe entered into by the school with the private agency/contractor indicating arrangements most advantageous to the school.

The technical assistance of the Department of Public Works and Highways (DPWH) on the area may be sought by the school administrator during the construction of the building.

2.2 Requirements in the construction of buildings of a public TVHS are as follows:

- a. Approved Building Plan
- b. Approved Program of Work and Bill of Materials
- c. Availability of Funds (Allotment Release for Capital Outlay - Building Outlay
- d. Building Permits
- e. Approved Contract or Memorandum of Agreement in case of construction by private contract or negotiated contract
- f. Bidding of Materials in case of construction by administration in accordance with RA 9184 and existing COA rules and regulations.

Section 3.: CLASSROOMS.

Regulating space in a school building is expressed by allocating a minimum area per place or station. Instructional places, the area per place is the average area allocated to a student including the furniture and equipments assigned to him or her, adequate circulation space, the space for the teacher and integrated preparation and storage preparation.

3.1 Classroom Standards

- a. Academic Subject Classroom shall be 1.4 sq. m. per place for 45 students per class.
- b. The standard academic classroom size is 63 sq. m. or 7 m. by 9 m.

Section 4: LABORATORY/WORKSHOPS.

Laboratory and workshops as venue for first hand experiences of students shall satisfy all the requirements of each field of specialization. Each should be provided with up-to-date tools, equipment and accessories as to enable them to further develop their expertise on the functions, use, and capabilities. Knowledge and skills to care and keep the usability of those equipment and accessories shall be required.

Minimum Standards

- a. **Science Laboratory** – The minimum space standard for a science laboratory is 2.1 sq. m. per place.

- b. **Shop Rooms**

Practical Arts	2.50 sq. m. per place
Girls Trades/Homemaking	2.50 sq. m. per place
Wood Trades	2.50 sq. m. per place
Metal Trades	5.00 sq. m. per place
Mechanical Trades	5.00 sq. m. per place
Electrical Trades	7.00 sq. m. per place
Computer Laboratory	4.00 sq. m. per place
Audio-visual Room	1.40 sq. m. per place
Drafting/Drawing	2.50 sq. m. per place

The minimum standards set by the PFSED shall be considered in terms of the dimensions and the latest building designs suited to the needs of TVHS.

- c. Other Instructional Space

- 1. Library – 2.4 sq. m. per place for a minimum capacity of 15% of enrolment.
- 2. Gymnasium/Multi-purpose Building – minimum capacity of 500 persons.

Section 5: SANITARY FACILITIES

- 5.1 Provide classrooms and shop rooms with clean and properly maintained toilets.
- 5.2 Provide toilets and urinals for boys and girls separately.
- 5.3 Abundant potable water.

Section 6: EQUIPMENT AND FURNITURE

Equipment are fixed or movable non-consumable property which have a normal life span of more than 2 years based on existing procurement regulations. In the school plant, the following equipments shall be provided: tools, utensils, apparatus, teaching aids and materials, furnishings, instruments, machines, and similar property needed for the successful implementation of curricular, co-curricular and administrative functions and processes.

Section 7: SCHOOL FACILITIES REPAIR AND MAINTENANCE PROGRAM

7.1 School-Based Repair and Maintenance Committee. TVHSs shall maintain a School Based Repair and Maintenance Committee (SBRMC) in charged of all repairs and maintenance work in school. It shall be composed of the following:

- | | | |
|-----------------|---|----------------------------------------|
| <i>Chairman</i> | - | School Head |
| <i>Members</i> | - | School Physical facilities Coordinator |
| | - | Property Custodian |
| | - | PTCA President |

7.2 Maintenance of School Buildings. A school building is the most important component among the physical facilities of the school. Accordingly, it should be given priority attention in a school physical facilities maintenance program. The following parts of the school building should be inspected regularly and necessary repair and replacement should be made:

- a. Roofs, for loose nails in caps on roof sheet, side lapse, ridge rolls, etc.
- b. Ceiling for plywood warps and loose nails, etc.
- c. Windows, for loose jalousie clips and jamb joints.
- d. Doors, for broken door lock and hinges.
- e. Wall partition, for water seepage.
- f. Flooring and floor framing, for deteriorating joist, broken floors, crack in concrete slabs, etc.
- g. Porch and corridors, for holes, cracks in concrete slabs.
- h. Stairways, for rusty and slippery portions.
- i. Kitchen/Toilets for clogged plumbing fixtures and septic tanks.
- j. Electrical installations or electrical wirings.

7.3 Other Maintenance Jobs

- a. Wooden components of the building should be regularly inspected for the presence of termites and wood-boring insects.
- b. Deteriorated ones and less damaged parts should be treated with chemicals.
- c. Hard wood in door and window jambs should be used.
- d. Buildings should be painted at least once a year.
- e. The inside part of overhead water tank should be cleaned and water content be replaced regularly.
- f. Full septic tank should be dredged, as necessary.
- g. Proper care should be taken for all electrical appliances and equipment on the basis of the Manual of Instruction (D.O. NO. 103, s. 1992).

7.4 Repair.

- a. Repair involves remedial work done on any damaged or deteriorated portion or portions of a building to restore its original condition. Prompt attention on repair jobs will cut down maintenance cost. (D.O. No. 47, s. 1999)
- b. Minor repairs involving not more than P50,000.00 maybe undertaken by the school head through the school administration, utilizing the Industrial Arts classes teachers and /or community labor. Upon the completion of the repair work, the school head should submit to the district/city engineers a project accomplishment and expenditure report with pictures.
- c. School building which has been blown down by typhoon, destroyed by an earthquake or ruined by flood maybe rehabilitated if the estimated cost of rehabilitation is considered economically practical.
- d. The Engineering Division of the DepEd Central Office through the division's Physical Facilities Coordinator shall act promptly on the request for repair of school buildings of Technical-Vocational Schools.

7.5 Renovation. Renovation is applied to old school buildings which have weathered the years, and remained sturdy, but need some face lifting to restore their original condition.

7.6 Insurance of School Buildings.

All government school buildings which are permanent in structure shall be insured with the General Insurance Fund, under the administration of the Government Service Insurance System (GSIS), against fires, floods, typhoons, and other natural calamities at a package rate of one percent (1%) of their appraised values (D.O. No. 76, s. 1994).

The Physical Facilities coordinator shall take charge of making the necessary arrangements for the insurance coverage of all government buildings. The Insurance Fund should be furnished with a report on all insurable school buildings, containing the following data for each building:

- a. Location of building (Name of school, sitio/barrio, municipality, province or city)
- b. Kind of building (academic, home economics, shop, office, etc.)
- c. Type of construction (concrete, semi-concrete, steel, wooden, etc.)
- d. Size of building and number of storey
- e. Number of rooms
- f. Total floor area
- g. Date and cost of construction
- h. Latest appraised value of the building
- i. Other pertinent data.

In order that claims for damages or losses to school properties could be maximized, school heads shall submit all necessary documents to GSIS-PRF, giving attention to provision of 90-day period (form day of occurrence of loss or damage) for the NOTICE OF CLAIM to be received at the GSIS Headquarters (D.O. No. 58, s. 1997).

Section 8: HEALTH AND RISK REDUCTION MEASURES

Health and Safety Standards. The health and safety review shall center around six (6) areas: *fire safety, structural soundness, sanitation adequacy, housekeeping quality, accessibility and use by the handicap, and miscellaneous concerns.*

- a. **Fire Safety.** Install fire alarm systems, provide adequate fire exits, safeguards in dangerous areas such as kitchens, shops and laboratories, and choose the construction type to conform with respect to combustion.
- b. **Condition of Fire Extinguishers** - adequacy of storage and combustibles; general storage practices; and condition of electrical service.
- c. **Structural Soundness.** An engineering concern. Note any visible deterioration (cracking, leaning or bulging of walls; rotting or damage to wood; weakening of mortar in masonry). Any areas of serious concern shall be further evaluated by a structural engineer.
- d. **Sanitation Adequacy.** Considerations include location, condition, number of toilets; adequacy of drinking fountains/areas; and quality of water supply.
- e. **Housekeeping Quality.** The general cleanliness of the building - freedom from unsightly storage, control of rodents and vermins, worms, insects, etc.)
- f. **Accessibility and Use by the Handicap.** Provision for physically-challenged/handicapped persons in accordance to Batas Pambasa (BP) 332 (such as installation of rail ramps, etc.) Such persons should get into, and make use of the building and its facilities without undue barriers.
- g. **Miscellaneous Concerns.** In addition to items already identified, inadequacy of stair tread, obstruction in traffic patterns, slippery floors, etc. should also be addressed.

Article 12

MONITORING AND EVALUATION

Monitoring and evaluation are essential components of the implementation of the STVEP. Monitoring serves as the measurement through time that indicates the progress of the program toward its objectives, targets and actual accomplishments. It ensures quality, efficiency and effectiveness. It provides information about the status, processes and trends of the program. It also identify some gaps during the implementation for appropriate remediation or action.

It is a means of learning from past experiences, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability.

On the other hand, evaluation is the basis for decision making. It is where the learning occurs, questions answered, comments addressed, improvements suggested, and recommendations made.

Therefore, Monitoring and Evaluation (M & E) of TVHSs shall be undertaken for this purpose to ensure quality assurance and quality control.

Section 1: OVERALL OBJECTIVES OF THE MONITORING AND EVALUATION

- 1.1. Conduct monitoring and evaluation of TVHSs to measure progress over time and determine whether or not the desired objectives of the program are properly and effectively implemented. For this purpose, identified officials of the Department and other stakeholders shall be tapped to conduct periodic monitoring and evaluation of the program.
- 1.2. Constitute monitoring teams to gather relevant information regarding the implementation of the STVEP, measure their level of adherence to the program objectives, provide feedback to the program implementers and stakeholders, and recommend possible solutions to further improve the extent of quality delivery of the program and services.

Section 2: MONITORING TEAM COMPOSITION

The Monitoring and Evaluation Team of TVHSs shall be represented by one from the following level:

- 2.1. **National Level (as need arises)**
 - a. TVE Task Force Members
- 2.2. **Regional Level**
 - a. Regional Director/ ARD
 - b. TVE Education Supervisor II
 - c. Regional Tech-Voc Association President
 - d. Regional Technical-Vocational Education Task Force
- 2.3. **Division Level - (any of the three (3))**
 - a. Division Superintendents/ASDS
 - b. TVE Education Supervisor I
 - c. Tech-Voc Association President

2.4. **School Level**

- a. Technical-Vocational School Administrator/Department Head
- b. Vocational Department Head
- c. Related Subjects Department Head
- d. Guidance Counselors
- e. Administrative Officer
- f. School Governing Council (i.e. PTCA President, LGU, NGO, Industry Representative, Student and Faculty President)

Section 3: DUTIES AND FUNCTIONS

The Monitoring and Evaluation Team shall:

- 3.1 Formulate and enforce management systems and mechanisms to measure and evaluate performance of technical-vocational high schools such as the **formulation of a standard monitoring and evaluation instruments** to measure standard school-based performance.
- 3.2 Conduct regular monitoring and evaluation of the TVHSs in terms of the efficiency of its programs and projects. This may include the conduct of **ocular school visits, surprise monitoring, dialogue conferences and/or other related activities.**
- 3.3 Initiate and oversee the implementation of the policy guidelines and projects pertaining to monitoring and evaluation phase of TVHSs.
- 3.4 Collect all relevant information, identify patterns, trends, potential problems, possible interpretations regarding the information gathered.
- 3.5 Analyze and organize data collected.
- 3.6 Recommend possible solutions based on the findings.
- 3.7 **Submit periodic evaluation to DepEd Central Office** through the Technical-Vocational Task Force. Copy furnish the regional office, division office and the school.

Section 4: COMPONENTS OF THE MONITORING AND EVALUATION

- 4.1. Monitoring team shall identify the *status, processes, trends* as well as the *strengths and weaknesses* of TVHS in terms of quality, efficiency and effectiveness of the programs.
- 4.2. **Assessment and Evaluation Report** shall be utilized as a tool in identifying the best performing schools and those that need further assistance for improvement.
- 4.3. **Online database** for TVHS shall be one of the outputs of this monitoring and evaluation to check the school's progress, trends and outcomes.

Section 5: QUALITY ASSURANCE AND QUALITY CONTROL

To ensure and sustain the quality, efficiency and effectiveness of the program, a Quality Assurance (QA) person shall be designated for the quality assurance and control to be regularly undertaken in the school.

Article 13

SEPARABILITY, REPEALING AND EFFECTIVITY CLAUSES

Section 1: SEPARABILITY CLAUSE

If for any reason any portion or provision of this Manual of Operations for Public Technical-Vocational High Schools is declared invalid or unconstitutional, other parts or provisions hereof which are not affected thereby shall remain in full force and effect.

Section 2: REPEALING CLAUSE

DepEd orders, memoranda, internal office memoranda, office orders, issuances, bulletins, circulars, parts or provisions thereof inconsistent with the provisions of this Manual are hereby repealed or modified accordingly.

Section 3: EFFECTIVITY CLAUSE

This Manual of Operations for Public Technical-Vocational High Schools shall take effect fifteen (15) days after its approval and filing at the UP Law Center and shall be published in DepEd Newsletters, both in Central and Regional Offices.

REFERENCES

- DEPED ORDER NO. 4, S. 2007 (dated 1/29/07). Revision to the Hiring Guidelines for Teacher I Position.
- DEPED ORDER NO. 48, S. 2007 (dated 7/19/07). Decentralizing Management of the Strengthened Technical-Vocational Education Program (STVEP).
- DEPED ORDER NO. 8, S. 2007 (dated 2/6/07). Revised Implementing Guidelines on The Operation and Management of School Canteens In Public Elementary and secondary Schools.
- DEPED ORDER NO. 20, S. 2006 (dated 5/18/07). Guidelines in the Voluntary Collection of Fees from Students of Public Elementary and Secondary Schools.
- DEPED ORDER NO. 1, S. 2003 (dated 1/6/03). Promulgating The Implementing Rules and Regulations (IRR) Of Republic Act No. 9155 – otherwise known As Governance of Basic Education Act of 2001.
- DEPED ORDER NO. 16, S.2005. Guidelines On Recruitment, Evaluation, Selection & Appointment of Teachers in Public School.
- REPUBLIC ACT NO. 4670 (dated 6/18/1966). Magna Carta for Public School Teacher.
- REPUBLIC ACT NO. 5447 (DATED 9/25/1968). Special Education Fund Act.
- REPUBLIC ACT NO. 9184 – An Act Providing for the Modernization, Standardization & Regulation of the Procurement Activities of the Government and for other Purposes-known as the Government Procurement Reform Act.
- REPUBLIC ACT NO. 7041. Requiring the Regular Publication of Existing Vacant Position in Government Offices.
- NATIONAL BUDGET CIRCULAR NO. 331. To Retain as Revolving Funds the Income Realized from the Agricultural Projects.
- CSC-MC NO. 41, S.1998. Amendments to Rules I and XVI of the Omnibus Rules Implementing Book V of the Administrative Code of the Administrative Code of the 1987 (Executive Order No. 292)
- CSC-MC NO. 40, S.1998. Revised Omnibus Rules on Appointment and other Personnel Actions.
- CSC-MC NO. 20, S.2002. Revised Policies on the Temporary Appointment and Publication of Vacant Position.
- CSC-MC NO. 6, S.2005 Guidelines on Designation.
- DBM-BC NO. 10 (DATED 3/29/96). Prescribing and Updating the Guidelines and Procedures on the Rendition of Overtime Services with Pay of Government Personnel.
- ARTICLE XIV, Section 3 of 1987 Philippine Constitution.
- BATAS PAMBANSA Bilang 232 – The Education Act of 1982.
- SECTION 3, Title 6 (Education, Culture & Sports), Book IV, Administrative Code Of 1987

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