



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

08 Jan 2026

DIVISION MEMORANDUM
No. 016, s. 2026

SENIOR HIGH SPECTACULAR 2026: THE GRAND CULMINATION

TO: Assistant Schools Division Superintendent
Chief – Curriculum Implementation Division (CID)
Chief – School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
School heads – Private and Public Secondary (Senior High)
All Others Concerned

1. The *Batangan* Mother Program, a guiding framework in SDO Batangas Province, is dedicated to fostering learners' achievements by promoting inclusive, equitable, and holistic quality education. Grounded in the core values of being *Inklusibo, Determinado, at Positibo*, the program harmonizes efforts across schools to ensure that every learner is empowered to reach their full potential. By aligning initiatives such as intensified literacy and numeracy programs, character-building activities, and innovative teaching strategies, *Batangan* seeks to address diverse learning needs and challenges. Through this unified approach, learners are equipped with 21st-century skills, resilience, and academic excellence, paving the way for their success in a rapidly evolving world.
2. In line with its commitment to excellence, SDO Batangas Province takes pride in celebrating the achievements of its learners and recognizing the invaluable contributions of its teachers. Through programs and events such as recognition ceremonies, academic festivals, and teacher appreciation activities, the province fosters a culture of gratitude and encouragement. These initiatives highlight the dedication of educators in shaping young minds and the perseverance of learners in overcoming challenges. By honoring both students' milestones and teachers' unwavering efforts, Batangas Province reinforces its belief that education is a collaborative journey, where every success story is a testament to the collective work of the community.
3. With this, on its 6th year, Senior High Spectacular 2026 will serve as a grand celebration dedicated to the achievements of Senior High learners and the unwavering dedication of their teachers in Batangas Province. This milestone event will spotlight the talents, skills, and accomplishments of Senior High students, showcasing their academic excellence, leadership potential, and creative endeavors. At the same time, it will honor the tireless efforts of teachers who have guided these learners toward success. Senior High Spectacular 2026 reinforces the province's commitment to nurturing a culture of excellence and collaboration, affirming that every Senior High learner's triumph is a shared victory for the entire educational community.
4. For this year, 2026, culminating activities in respective schools can be



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optionally held. Senior High learners can have a display of their various outputs produced and achieved throughout the school year 2025–2026, highlighting their talents and accomplishments. This should be done in the 3rd to 4th week of February, 2026. Following this, the Congressional Districts can hold discussions to select and determine the outputs and skills they will showcase at the division level, under the supervision of their respective district supervisors.

5. Furthermore, on the 3rd to 5th of March 2026, a Division Display will be held at Balayan Senior High School, from 8:00 AM to 5:00 PM. With this regard, this issuance sets the guidelines and mechanics regarding the said activity, fostering these objectives.

a. Showcasing Academic and Experiential Achievements

Highlight the academic excellence, skills, and real-world experiences of Senior High students through displays and presentations.

b. Promoting Inclusivity and Community Engagement

Recognize diverse achievements and encourage community involvement in impactful projects.

c. Recognizing and Improving Teaching Practices

Celebrate effective teaching methods and evaluate best practices to enhance teaching and learning.

d. Facilitating Community and Investor Engagement

Provide a platform for learners to showcase their potential and connect with the community and potential investors.

6. To reiterate, the Senior High Schools from different congressional districts will collaborate and display their best works in SHS Spectacular Division Display. For the purpose of categorization and organization, outputs will be divided into nine (9) zones. These zones are:

- a. Creative Showcase Pavilion;
- b. Innovation Hub and Tech Lounge;
- c. Scientific Discovery Gallery;
- d. Experience and Engagement Plaza;
- e. Skills Showcase Arena;
- f. Entrepreneurship Avenue; and
- g. Scholar's Symposium Nook
- h. Mind Masters Zone
- i. Rhythm and Wellness Dance Pavilion



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Details regarding these zones are discussed in the *General Guidelines on Senior High Spectacular Division Display* (Attachment A) of this memorandum.

7. With this, the SHS School Head, both from public and private schools, is required to register his school to confirm its participation through this link: <https://tinyurl.com/SeniorHI2026>. Failure to register until February 21, 2026, 3pm means non participation of the said culminating activity.



8. Schools and sub-offices will be given recognition for their exemplary participation. Likewise, the exemplary sample outputs from different senior high schools will also be recognized as they will be gauged through sets of criteria (see Attachment B). The sample exemplary outputs for special recognition will be:

1. Best Work Immersion Program
2. Innovative Entrepreneurial Product/Service/Food
3. Best Business Pitch
4. Best Capstone Based Output/Prototype
5. Best Research Team
6. Best SHS Innovation
7. Best Community Involvement Project Showcase
8. Best HOPE Dance Squad
9. Best Booth theme
10. Best Showcase Pavilion
11. Best Innovation Hub and Tech Lounge
12. Best Scientific Gallery
13. Best Experience and Engagement Plaza
14. Other special recognitions

9. Additionally, in the Division Display, different committees are also assigned to the activity, whose names are listed as attachment together with the technical working group that will assist them in the said assigned events.

10. Technical Working Group Members will have pre-working days starting February 18 – 20, 2026 in the Division Office Conference Room, 8:00 am onwards. Another pre-work day will be on March 2, 2026 in Balayan Senior High School together with all the senior high schools who will be joining the culmination.

11. For more information and inquiries about the aforementioned activity, the division office, specifically the Curriculum Implementation Division (CID) through DR. MA. LETICIA JOSE C. BASILAN, EPSvr 1, Senior High Coordinator, can be reached at 09997831488 and 09171496643, or by email at maleticiajose.basilan@deped.gov.ph. There will also be meetings regarding this activity in SDO Conference Hall with the schedule as follows:

CD 1 and 2 Senior High School Heads and PSDS with TWG: February 10, 2026
CD 3 and 4 Senior High School Heads and PSDS with TWG: February 11, 2026

12. The official entries of each school and congressional district will be acknowledged through an official entry form signed by the district supervisors. This




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will be submitted on February 20, 2026, at exactly 3:00 pm. Encoders should make sure of the correctness of the entries, including names of the learners, schools, and categories, among others, to avoid erroneous certificates and other technical issues.

13. All expenses relative to the conduct of this activity shall be charged to the school MOOE and/or other local funds (food, travel, materials, etc.), subject to the usual auditing and accounting rules and regulations.

14. Further, this memorandum serves as the travel order for all the participants and personnel involved.

15. Immediate dissemination and strict compliance with this Memorandum are earnestly desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

dmr

Encl. 1 As Stated

Reference: None

To be indicated in the Perpetual Index under the following subject:

Issuances- Division Memorandum

MLJCB/SENIOR HIGH SPECTACULAR 2026: THE GRAND CULMINATION/R2-148371/01/08/2026



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Attachment A

**Guidelines on Senior High Spectacular 2026
Division Display**

For Zones 1 to 4

Detail 1:

Senior high schools from different congressional districts will collaborate to gather some of the learners' best outputs in the Division Spectacular Display. The scheme of selecting the best outputs will be at the discretion of the district supervisors and school heads, with the suggestions of subgroup heads and teachers.

Detail 2:

Each congressional district will be designated with one classroom for the division display. Room assignments will be coordinated on Day 0.

Detail 3:

The room display will be categorized into four (4) zones. The zones are:

1. Creative Showcase Pavilion

Featuring Project Showcases, Portfolio Displays, and Art and Creative Works, this zone celebrates the creative and academic achievements of Senior High School students.

2. Innovation Hub and Tech Lounge

Showcasing Innovations and Technology, Interactive Displays, and Multimedia Presentations, this zone highlights the technological prowess and interactive elements of the Senior High School program.

3. Scientific Discovery Gallery

Focused on Research and Scientific Posters, this zone provides a space for scientific exploration and the display of research findings.

4. Experience and Engagement Plaza

Featuring Experiential Learning, Community Engagement, Cultural Displays, Achievement Wall, Reflection Spaces, Environmental Initiatives, and Inclusive Displays, this zone offers an immersive experience that emphasizes engagement, reflection, and community impact.

Detail 4:

Each zone is allowed to have one learner-presenter to guide the viewers while benchmarking the display. This means that each congressional district is allowed to have a maximum of four (4) learners per room displayed. The learner-presenter should be well versed in explaining the displayed outputs from different schools. The learner-presenter should provide the school head with a letter of consent from their



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parents to join the said activity. Without this permit, the learner-presenter cannot join the activity.

Detail 5:

Each Congressional district can decide on the concept or theme they want to project in their displays.

Detail 6:

Each CD will be responsible for putting up and dismantling the said zones. They should keep the assigned area clean and orderly.

For Zone 5

Zone 5 will be held in the Balayan Senior High School gymnasium (half).

Detail 1:

For learners to demonstrate their learning in different content areas in the chosen tracks and strands, their innovations, products, and services, among others, will be displayed in Zone 5.

Skills Showcase Arena

Highlighting skills and physical demonstrations and products (hard and soft), this zone provides a platform for participants to showcase their acquired skills and physical abilities in different subjects.

Detail 2:

This will be limited to five (5) entries per CD. Each entry is allowed to maximize space within 1.5 meters by 2 meters of the designated area.

Detail 3:

Each entry should be presented by the two (2) learner-presenters, who might be the: proponent, innovator, or inventor, member or the team leader if the output is a team effort.

The learner-presenters should be well versed in explaining the displayed output. The learner-presenters should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-presenters cannot join the activity.



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Detail 4:

Entry should be submitted by the Congressional District **on or before February 20, 2026, until 3:00 p.m.** in the Division Office, CID, A4, Bookman old style font style, 11 font size, and 4 copies (for the panel's pre-browsing) following these color-coded folders:

- CD 1: Red (label entries as nos. 1 to 5)
- CD 2: Orange (label entries as nos. 6 to 10)
- CD 3: Green (label entries as nos. 11 to 15)
- CD 4: Blue (label entries as nos. 16 to 20)

The documents should be limited to 2 pages only and should contain:

- a. Name of the Output
- b. A brief description of the output, including the subject from which it was derived and the learning competencies met by the output (200–250 words only)
- c. Pictures of the Output

For Zone 6

Zone 6 will be held in the Balayan Senior High School gymnasium (other part).

Detail 1:

For learners to demonstrate their learnings in different content areas in the chosen track and strands related to entrepreneurship and business development, among others, they will be displayed in Zone 6.

Entrepreneurship Avenue

Showcasing Entrepreneurial Ventures, this zone focuses on projects related to entrepreneurship and business development, providing insights into innovative business ideas and initiatives.

Detail 2:

This will be limited to one booth per senior high school only. Each entry is allowed to maximize space within 1.5 meters by 2 meters of the designated area.

Detail 3:

Each entry is allowed to have a maximum of two (2) learners or presenters. The learner-presenter should be well versed in explaining the developed business ideas and initiatives. The learners and presenters should provide the school head



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with a letter of consent from their parents to join the said activity. Without this permit, the learner-presenter cannot join the activity.

Detail 4:

Entry should be submitted by the Congressional District **on or before February 20, 2026, until 3:00 p.m.** in the Division Office, CID, A4, Bookman old style font style, 11 font sizes, and 4 copies (for the panel's pre-browsing) following these color-coded folders:

- CD 1: White
- CD 2: Yellow
- CD 3: Pink
- CD 4: Violet

The document should be limited to **1 page only** and should contain:

- a. Name of the Output
- b. A brief description of the output, including the subject from which it was derived, the learning competencies met by the output, capital expense, number of products produced per capital expense, health and sanitization concerns, ingredients, and/or materials used (200–250 words only)
- c. Pictures of the Output

For Zone 7

Detail 1:

Scholar's Symposium Nook

This zone showcases entries for the following categories, providing a space for in-depth discussions and sharing of best practices:

- Best Work Immersion Program***
- Best Capstone-Based Output/Prototype
- Best Community Involvement Project Showcase
- Best Business Pitch
- Best Research Skills

***Among these categories, only the Best Work Immersion Program is not a learner's output, but rather how the school implemented their work immersion for all tracks and strands. The special recognition will be given to the school, not to the learners. Note that the Best Work Immersion Program is document based, no booth required.



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Detail 2:

All senior high schools are candidates for these categories, yet each Congressional District is allowed to have **one entry** only per category. The school heads, together with their district supervisors, can decide whose learners' outputs deserve special recognition.

Detail 3:

Criteria for appreciation are attached (**ATTACHMENT B**).

Detail 4:

All entries will be submitted on Day 0 in the Division Display Venue. It will be displayed separately in Zone 7. The appreciation of committee will happen in the aforementioned zone. For the submission, look for Dr. Cristy M. Reyes and Mrs. Emily M. Abanes.

Detail 5: For Community Involvement Project Showcase and CAPSTONE BASED OUTPUT/PROTOTYPE ONLY

Each congressional district representative is allowed only one (1) booth for CIP and another for CBO. The entry must fit within a designated space of 1.5 meters by 2 meters. Schools are encouraged to maximize the space for an effective presentation of the output/prototype and Community Involvement Project.

Detail 6:

Each entry may have a maximum of two (2) learner-presenters. Presenters should be well-prepared to explain their project, its development process, and its relevance to learning competencies. A letter of consent from parents must be submitted through the school head. Learner-presenters without this consent will not be allowed to participate.

Detail 7: For Best Research Skills: On-the-Spot Making of Capsulated Research Proposal

- a. Each Congressional District will send team composed of learners from the same school with outstanding research skills to participate in the on-the-spot making of a capsulated research proposal. Each group may have a maximum of four (4) learners who will collaboratively develop a concise research proposal during the activity.
- b. The output of each group will be subjected to Turnitin. The submission must meet the following requirements:



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Similarity index: 20% or below

AI content: Not lower than 15% AI-free but not higher than 20 %

- c. Each group of learners should prepare a capsulated research proposal (maximum of 15 pages with complete research proposal parts); slide deck summarizing their capsulated proposal for a 10-minute presentation.
- d. The on-the-spot research proposal making and presentation will be conducted immediately after the opening program on March 3, 2026, in Zone 7. Learners should be ready to present their proposal clearly and concisely, demonstrating their understanding of research concepts, creativity, and teamwork.

Note:

- All participants must submit a parental consent letter through their school head. Without this, learners will not be allowed to join. Without this permit, the learner-researcher cannot join the activity
- The proposal should be originally developed during the activity and reflect the collaborative effort of all group members.
- The learners will bring their own laptops, internet connectivity/data for internet connection, A4 coupon bonds to print outputs

For Best Research Team, look for **Mr. Ernie G. Santoyo**.

Detail 8: For Best Case-Based Business Pitch

- a. Each Congressional District shall send one (1) team composed of learners from the same school with demonstrated competence in Accounting and Business Management (ABM) to participate in the Business Pitch and Financial Defense. Each team shall consist of a maximum of four (4) learners who will collaboratively analyze a given business case and prepare a business pitch during the activity.
- b. A standardized business case and data set shall be provided by the organizers on the day of the activity. All outputs shall be originally developed on-site and shall be subjected to Turnitin or an equivalent originality checker, adhering to the following requirements:

Similarity Index: 20% or below

AI Content: Not lower than 15% AI-free but not higher than 20%

- c. Each team shall prepare a capsulated Business Pitch package, aligned with the official assessment criteria.



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- d. The on-the-spot business analysis, pitch preparation, and presentation shall be conducted immediately after the opening program on March 3, 2026, in Zone 7. Each team shall be given adequate time to analyze the case, prepare outputs, and present their business pitch within the allotted presentation time. Learners are expected to demonstrate a clear understanding of business and financial concepts, analytical skills, creativity in presentation, and effective teamwork.
- e. Each team shall be given:
Ten (10) minutes for the Business Pitch presentation; and Five (5) minutes for the Financial Defense and Question-and-Answer portion. All team members are encouraged to participate actively in both the presentation and defense.

For Best Business Pitch, look for **Kathleen Vrigin D. Cupo**

For Zone 8

Detail 1: Mind Masters Arena

Mind Masters Arena is a platform where Senior High School learners showcase their intellectual prowess through a culmination of activities such as the Debate. This event provides an opportunity for students to apply their knowledge and skills acquired from curriculum subjects like Oral Communication in Context, English for Academic and Professional Purposes, and other related disciplines. The arena fosters critical thinking, effective communication, and confidence, highlighting the learners' academic achievements and readiness for real-world challenges.

There will be one (1) event in the Mind Masters Arena: The Debate.

Detail 2:

Debate Mechanics

1. Format and Time Limits

- a. Each team will consist of three members from different schools within their CD. (Note: 2 teams per CD, 6 learners per CD). There will be 2 simultaneous sessions for this, having 2 teams to culminate in the final round.
- b. Each speaker has a time limit of 5 minutes to present their arguments.
- c. The rebuttal phase will last for 2 minutes per team member.
- d. The debate will be conducted in a structured format, with opening statements, rebuttals, and closing arguments.

2. Speaking Order

- a. Teams will alternate speaking, beginning with the proposition side.
- b. The first speaker will present the opening argument, followed by the second speaker.
- c. After the rebuttal rounds, the final speakers will give the closing statements.



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3. Judging and Scoring
 - a. Judges will assess each speaker's performance based on the criteria provided.
 - b. Scores will be assigned for content, organization, delivery, persuasiveness, and teamwork.
 - c. The team with the highest cumulative score will be declared the winner.
4. Code of Conduct
 - a. Participants are expected to maintain respectful discourse at all times.
 - b. Personal attacks, inappropriate language, and interruptions are prohibited.
 - c. Teams should adhere to the time limits and structure of the debate.

Debate Judging Criteria and Pointing System
Total Points: 100

1. Content (30 points)

Definition and Relevance of Arguments (10 points):

Are the arguments well-defined and relevant to the motion? Are they based on credible evidence?

9-10: Exceptional relevance and clarity, supported by strong evidence.

7-8: Clear and mostly relevant arguments with sufficient evidence.

5-6: Adequate arguments but with gaps in clarity or evidence.

3-4: Weak relevance or lack of evidence.

1-2: Poor or irrelevant arguments.

Depth of Analysis (10 points):

Does the team explore the issue in depth, covering multiple dimensions of the topic?

9-10: In-depth analysis with multiple perspectives.

7-8: Solid analysis but could cover more angles.

5-6: Basic analysis; limited depth.

3-4: Shallow analysis.

1-2: Very superficial or no analysis.

Use of Evidence and Examples (10 points):

Are examples and evidence accurate, relevant, and effectively integrated?

9-10: Consistently strong and relevant evidence/examples.

7-8: Good use of evidence but with minor gaps.

5-6: Sufficient examples but not always relevant.

3-4: Weak or poorly chosen examples.

1-2: No or irrelevant evidence/examples.

2. Organization (20 points)



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Logical Flow (10 points):

Is there a clear, logical progression of ideas throughout the speech?

- 9-10: Excellent structure; arguments flow seamlessly.
- 7-8: Good structure with minor lapses.
- 5-6: Basic structure but with noticeable gaps.
- 3-4: Disorganized and hard to follow.
- 1-2: No discernible structure.

Clarity of Points (10 points):

Are the main points easy to understand and emphasized clearly?

- 9-10: Crystal clear points with strong emphasis.
- 7-8: Clear but could be more concise or emphasized.
- 5-6: Some clarity but occasionally vague.
- 3-4: Often unclear or hard to discern.
- 1-2: Very difficult to understand.

3. Delivery (20 points)

Confidence and Poise (10 points):

Is the speaker confident and composed throughout the speech?

- 9-10: Exceptional confidence and poise.
- 7-8: Confident with minor hesitation.
- 5-6: Moderate confidence but occasional uncertainty.
- 3-4: Hesitant and lacking poise.
- 1-2: Nervous or uncomfortable delivery.

Voice Modulation and Clarity (10 points):

Does the speaker vary their tone effectively and speak clearly?

- 9-10: Dynamic tone and perfectly clear delivery.
- 7-8: Good tone and clarity with minor lapses.
- 5-6: Basic clarity but monotone delivery.
- 3-4: Hard to hear or understand at times.
- 1-2: Poor voice modulation and unclear speech.

4. Persuasiveness (20 points)

Effectiveness of Arguments (10 points):

Are the arguments compelling and convincing?

- 9-10: Extremely convincing and well-articulated.
- 7-8: Mostly persuasive with minor weaknesses.



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- 5-6: Somewhat persuasive but lacks impact.
3-4: Weakly persuasive or unconvincing.
1-2: Not persuasive at all.

Emotional Appeal (10 points):

Does the speaker connect emotionally with the audience?

- 9-10: Excellent emotional engagement.
7-8: Good emotional connection but not consistent.
5-6: Limited emotional appeal.
3-4: Weak emotional engagement.
1-2: No emotional connection.

5. Teamwork (10 points)

Coordination and Role Fulfillment (5 points):

Do team members support each other and fulfill their roles effectively?

- 5: Seamless teamwork; roles are clearly fulfilled.
4: Good teamwork with minor lapses.
3: Moderate teamwork but lacks coordination.
2: Poor teamwork; roles are not clear.
1: No teamwork evident.

Consistency of Arguments (5 points):

Are the arguments cohesive and aligned across the team?

- 5: Strong alignment and consistent arguments.
4: Mostly aligned with minor inconsistencies.
3: Some alignment but noticeable gaps.
2: Poorly aligned arguments.
1: Completely inconsistent arguments.

Criteria Points

Content	30
Organization	20
Delivery	20
Persuasiveness	20
Teamwork	10
Total	100



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Zone 9: Rhythm and Wellness Dance Pavilion

Detail 1:

This activity is aligned with the HOPE 12 Content Standard, where learners demonstrate understanding of dance in optimizing one's health, as a requirement for physical activity performance assessment, and as a potential career opportunity. It also addresses the Performance Standard, emphasizing leadership, proficiency, confidence, independence, and positive influence on others.

Detail 2:

Learners shall plan, organize, and lead a dance activity or event that promotes physical fitness, wellness, and safe movement practices. The dance must have been previously performed and learned during PE classes and Contemporary Arts to ensure familiarity, mastery, and safety.

Detail 3:

Each dance activity must involve a minimum of fifteen (15) and a maximum of twenty-five (25) participants, excluding the learner-leaders, to ensure proper supervision and safety.

Detail 4:

Each Congressional District is allowed a maximum of two (2) participating groups only. No additional entries beyond this limit will be accepted.

Detail 5:

Only improvised costumes are allowed. The use of extravagant, branded, or expensive costumes is strictly discouraged. Costumes must be appropriate, comfortable, and safe for movement.

Detail 6:

To prevent injury and ensure learner safety, the following are strictly prohibited:

- Liftings, stunts, acrobatics, and partner-supported movements
- High-risk jumps, flips, forced splits, or extreme flexibility routines
- Unsafe choreography, props, equipment, or footwear
- All performances must include proper warm-up and cool-down routines.

Detail 7:

Learners with known medical conditions may participate only with prior clearance. Activities must promote respect, inclusivity, and positive body image. Performances must not cause physical harm, emotional distress, or discrimination.

Detail 8:

All entries' required documentation will be submitted on Day 0 in the Division Display Venue. Each group shall submit a brief documentation including:

- a. Title and description of the dance activity
- b. Certification that the dance was previously performed in PE and/or



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- Contemporary Arts classes
- c. Number of participants (15–25)
 - d. Safety measures observed
 - e. Short reflection on health benefits and leadership experience

Assessment will be based on alignment with HOPE 12 standards, leadership and confidence, safety compliance, and positive influence on participants.

Detail 9:

The learner-presenter should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-presenter cannot join the activity.



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Attachment B

Best Work Immersion Program General Guidelines and Mechanics

Objective:

To recognize and celebrate the most exemplary work immersion program among participating public senior high schools, showcasing the value of work immersion program in professional development and career readiness of learners.

Eligibility:

Open to all public and private senior high schools who have completed a work immersion program within the academic year 2025-2026. **Note: The Work Immersion Program, which received an award at the division level last year, is NOT allowed to participate for the next two school years.**

Entry Requirements:

Each senior high school participant must submit and showcase the portfolio of their Work Immersion Program anchored to the following:

- Relevance
- Educational Value
- Safe and Well-being
- Assessment and Evaluation

Judging Criteria:

Entries will be judged based on the following criteria:

1. Relevance:	MOVs	15%
<ul style="list-style-type: none">• Alignment with Student Interests and Career Aspirations: The program should offer placements aligned with students' interests and potential career paths, maximizing engagement, and fostering meaningful learning experiences.	<ul style="list-style-type: none">• Approved WIP Deployment Plan• Students' output and/or partner institution's feedback about students' performance (DO no. 30 s. 2017)	8%
<ul style="list-style-type: none">• Industry Partnerships and Real-World Experience: Collaborations with reputable companies and organizations provide authentic work environments, exposing	<ul style="list-style-type: none">• List of Partner Institutions and their nature of business vs students' specialization (DO no. 30 s. 2017)• Organized compilation of MOAs (DO no. 30 s. 2017)	7%



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students to actual industry practices and challenges.		
2. Educational Value:		30%
<ul style="list-style-type: none"> Learning Objectives and Outcomes: Clearly defined learning objectives aligned with curriculum standards and desired skills ensure the program contributes to academic development. 	<ul style="list-style-type: none"> Class schedule and students' output/portfolio (DO no. 30 s. 2017) 	10%
<ul style="list-style-type: none"> Structured Supervision and Mentorship: Dedicated supervisors and mentors should guide students, provide feedback, and facilitate learning during the immersion. 	<ul style="list-style-type: none"> Prescribed Template of Students' Activities and Matrix of Students' Competencies per specialization (DO no. 30 s. 2017) Evaluation of students' readiness for Work Immersion which should be tailored to the context of the school (DO no. 30 s. 2017) Students' evaluation with stated remarks and plan of action on the part students (DO no. 30 s. 2017) 	10%
<ul style="list-style-type: none"> Integration with Classroom Learning: Opportunities to connect work experiences with classroom learning through assignments, presentations, and reflections solidify understanding and transfer knowledge. 	<ul style="list-style-type: none"> Students' statement of personal goals in the Work Immersion vs list of competencies an activity that will be identified together with the partner institution supervisor (DO no. 30 s. 2017) 	10%
3. Safety and Well-being:		15%
<ul style="list-style-type: none"> Safe and Secure Work Environment: The program must prioritize student safety and provide appropriate health and safety training, adhering to relevant regulations and ensuring student well-being. 	<ul style="list-style-type: none"> Insurance documents of the students and the budgetary allotment (DO no. 30 s. 2017) Documentation of students and parents' orientation on Work Immersion (DO no. 30 s. 2017) Compiled Parental Consent (DO no. 30 s. 2017) Documentation of School and partner Institution's compliance to MOA (DO no. 30 s. 2017) 	5%



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<ul style="list-style-type: none"> Work-Life Balance and Reasonable Workload: The program should ensure students have adequate rest and manage their workload effectively, avoiding excessive pressure or exploitation. 	<ul style="list-style-type: none"> Approved WIP Deployment Plan Documentation of School and partner Institution's compliance to MOA (DO no. 30 s. 2017) 	5%
<ul style="list-style-type: none"> Support System and Grievance Mechanism: A readily accessible support system and clear grievance procedures empower students to address concerns and receive assistance if needed. 	<ul style="list-style-type: none"> Contingency Plan Matrix of issues and concerns from the reports and actions taken Documentation of School and partner Institution's compliance to MOA (DO no. 30 s. 2017) 	5%
4. Assessment and Evaluation:		10%
<ul style="list-style-type: none"> Ongoing Monitoring and Feedback: Regular monitoring by supervisors, mentors, and school personnel ensures the program meets its objectives and provides students with constructive feedback. 	<ul style="list-style-type: none"> Documentation of students' orientation about the assessment of their performance (DO no. 30 s. 2017) Documentation of conference with the students re their performance (DO no. 30 s. 2017) 	5%
<ul style="list-style-type: none"> Student Evaluation and Reflection: Formative and summative assessments, including student reflection activities, evaluate the program's effectiveness and provide valuable insights for improvement. 	<ul style="list-style-type: none"> Students' Portfolio Students' checklist of competencies with remarks of the partner institution supervisor. (DO no. 30 s. 2017) Matrix of Monitoring Results and the actions taken Minutes of the meeting and Post conference documentation (DO no. 30 s. 2017) 	5%
5. Program Impact and Improvement:		30%
<ul style="list-style-type: none"> Regular program evaluation based on student feedback, employer assessment, and achievement of learning objectives should inform continuous improvement and refinement. 	<ul style="list-style-type: none"> Monitoring Plans of School Head, School Partnership focal person, and Work Immersion Teacher (DO no. 30 s. 2017) Documentation of the actual monitoring, which includes utilized budget, venues visited, monitoring results, and the like (DO no. 30 s. 2017) Documentation of teachers and personnel training with the 	10%



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	attached utilized budget (DO no. 30 s. 2017)	
<ul style="list-style-type: none">• Encourage:<ul style="list-style-type: none">- TVL learners to acquire NC- HUMSS learners to produce a quality portfolio on culminating activity- STEM learners to write a quality research capstone project- ABM learners to simulate business enterprise	<ul style="list-style-type: none">• List of NC holders with corresponding certificate• Students output such as:<ul style="list-style-type: none">- creative portfolio (DO 39 s. 2018)- research capstone project paper (DO 39 s. 2018); and- business plan/feasibility study (DO 39 s. 2018)	

References:

Council on Standards for International Education Tourism. (2018). Standards for quality in work-integrated learning. Author. <https://www.csiet.org/csiet-standards/>

Department of Education. (2017). DepEd Order No. 30, s. 2017: Guidelines for the senior high school work immersion program. Author. <https://www.deped.gov.ph/2017/06/05/do-30-s-2017-guidelines-for-work-immersion/>



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Best Case-Based Business Pitch General Guidelines and Mechanics

Objective:

To enable Senior High School ABM students to apply their knowledge and skills in accounting, finance, and business management by analyzing a given business case, preparing financial projections, conducting cost-benefit and risk assessments, and professionally defending their recommendations, thereby demonstrating competence in critical thinking, financial decision-making, and effective communication in a real-world business context.

Eligibility:

Open to all public and private senior high schools who offered ABM Strand/Academic Track within the academic year 2025-2026.

Judging Criteria:

Entries will be judged based on the following criteria:

Criteria	Means of Verification (MOVs)	Percentage
Accuracy of Financial Computations	Completed financial working papers, sales forecast, income statement, cash flow projection, break-even computation	30%
Financial Analysis & Interpretation	Analysis of cost structure, profitability, and financial feasibility; clarity of assumptions	20%
Cost-Benefit & Risk Assessment	Sensitivity analysis, risk matrix, cost-benefit summary, justification of financial decisions	15%
Pitch Presentation Skills	Pitch deck presentation, use of visuals, clarity, organization, professional communication	15%
Financial Defense & Q&A	Panel questioning, logical reasoning, defense of computations and recommendations	20%
TOTAL:		100%

*Deduction of 15 points when the paper did not pass the allowable Similarity Index

* Deduction of 15 points when the paper did not pass the allowable AI percentage



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Best Capstone Based Output/Prototype General Guidelines and Mechanics

Objective:

To identify and recognize the best research or capstone project paper focusing on their outputs/prototype conducted by STEM senior high school learners.

Eligibility:

Open to all STEM learners enrolled in public or private senior high schools who finished their research or capstone projects during the 2025–2026 school year. Each entry must consist of a maximum of 4 members. The research or capstone projects must undergo a review process conducted by the school scientific review committee to ensure their quality.

Entry Requirements:

Each entry must submit a complete technical report or scientific paper that can be applied or basic research problems.

Judging Criteria:

Entries will be judged based on the following criteria:

Criteria	Means of Verification (MOVs)	Percentage
Innovation & Creativity	Originality of the idea, novelty of design, unique approach in solving a problem	20%
Functionality & Technical Accuracy	Prototype works as intended; technical correctness; adherence to design specifications	25%
Research & Scientific Basis	Proper application of STEM concepts; evidence-based design; references/documentation	20%
Design & Presentation Quality	Neatness, organization, visual appeal, clarity of diagrams or models; effective pitch or demonstration	15%
Impact & Relevance	Addresses real-world problem; potential benefit to community, environment, or industry	10%
Defense & Justification	Ability to explain, justify, and defend design choices and scientific rationale during Q&A	10%
TOTAL		100%

References:

K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013



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Best Research Team General Guidelines and Mechanics

Objective:

To identify and recognize the research skills demonstrated by Senior High School learners across different strands as they apply their knowledge and competencies in various research subjects such as Practical Research 1, Practical Research 2, and Inquiries, Investigation, and Immersion.

Eligibility:

Open to all learners enrolled in public and private senior high schools SY 2025–2026 with outstanding research skills. The group should be limited into 4 members and has the mastery of the research format stipulated in Division Memorandum No. 453, s. 2020 – Guidelines for Research Subjects in Senior High School to Foster Academic Ease.

Judging Criteria:

Entries will be judged based on the following criteria:

1. Research Process and Content	MOVs	50%
<ul style="list-style-type: none">Research Question/Topic Is the research question/topic clear, focused, and relevant to the student's academic field?	<ul style="list-style-type: none">Background of the problemResearch Hypothesis (for quantitative research)Statement of the problemDefinition of termsSignificance of the StudyScope, limitations, and delimitation	10%
<ul style="list-style-type: none">Literature Review Does the paper demonstrate a comprehensive and critical review of relevant literature on the chosen topic?	<ul style="list-style-type: none">Review of Related Literature and Research Literature <p>(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)</p>	15%
<ul style="list-style-type: none">Methodology Are the research methods appropriate, clearly explained, and ethically sound?	<ul style="list-style-type: none">Research designResearch EnvironmentRespondent/Subject of the StudyData Gathering procedures	10%



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	(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)	
<ul style="list-style-type: none"> Research Gap 	<ul style="list-style-type: none"> Has the learner clearly identified gaps in the existing literature or prior studies? Is the gap significant, relevant, and well-justified? 	15%
	(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)	
2. Writing and Presentation		30%
<ul style="list-style-type: none"> Clarity and Organization Is the paper well-organized, with a clear logical flow and transitions? 	<ul style="list-style-type: none"> Written Research Report 	10%
	(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)	
<ul style="list-style-type: none"> Grammar and Mechanics Does the paper adhere to proper grammar, punctuation, and spelling guidelines? 	<ul style="list-style-type: none"> Written Research Report 	10%
	(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)	
<ul style="list-style-type: none"> Referencing and Citations Are sources properly cited and referenced in APA format? 	<ul style="list-style-type: none"> Bibliography 	10%
	(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)	
<ul style="list-style-type: none"> Originality and Creativity Does the paper demonstrate critical thinking, insightful analysis, and a unique perspective on the chosen topic? 	<ul style="list-style-type: none"> Written Research Report 	
	(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)	
3. Impact and Applicability		20%
<ul style="list-style-type: none"> Contribution to Knowledge Does the research contribute new knowledge or understanding to the field? 	<ul style="list-style-type: none"> Written Research Report 	10%



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<ul style="list-style-type: none">• Potential Applications Are the findings applicable to real-world problems or situations?	(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)	10%
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*Deduction of 15 points when the paper did not pass the allowable Similarity Index

* Deduction of 15 points when the paper did not pass the allowable AI percentage

References:

Division Memorandum No. 453, s. 2020 – Guidelines for Research Subjects in Senior High School to Foster Academic Ease.

K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013



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Guidelines and Mechanics for Best Community Involvement Project Showcase

Objective:

To recognize the most exemplary community involvement project among participating public senior high schools, showcasing the methodologies and approaches of community actions and involvements and community-action initiatives of the learners.

Eligibility:

Open to all public and private senior high schools represented by one group with a maximum of two (2) student - presenters who have conducted a community involvement project under the Community Engagement, Solidarity, and Citizenship subject within the academic year 2025-2026.

Entry Requirements:

Each school must submit a narrative report of their Community Involvement Project prepared by the group (maximum of four students) anchored to the following:

- **Community Action Plan**
- **Partnership**
- **Involvement**
- **Impact**
- **Sustainability**

Judging Criteria:

Entries will be judged based on the following criteria:

1. Community Action Plan	MOVs	15%
<ul style="list-style-type: none">• Develop a community action plan using participatory approaches demonstrating working with a core group of leaders to develop a participatory action plan.	<ul style="list-style-type: none">• Community Action Plan explaining the processes, and methodologies in applied social sciences related to community study (action plan may include: Name of Project, Rationale, Community Profile, Objectives, Specific Activities, Target Date for completion or each activity's beginning and ending dates, Responsible Persons/Organizations/Committees/Groups, and Resources Needed)• Minutes of the meeting with photo documentation showing the participation of the core group leaders in planning.	10%



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<ul style="list-style-type: none"> Identify the needs of the community through research. Describe the critical need in the community the program addresses and how it will provide the solution by applying systematic social research methods in conducting a community study. 	<ul style="list-style-type: none"> Community Needs Assessment 	5%
2. Partnership:		15%
<ul style="list-style-type: none"> Exhibit Community Partnerships. Describe how the partnership contributed to the program's success and the extent of connection with community leaders and partner organizations to promote engagement. 	<ul style="list-style-type: none"> List of Partner Institutions and their nature of business Organized compilation of MOAs (DO no. 30 s. 2017) Narrative report on MOA signing and meeting with partners. Narrative report on partners' engagement and how the partnership contributed to the program's success 	15%
3. Involvement:		20%
<ul style="list-style-type: none"> Students participate directly in the implementation of the community project. 	<ul style="list-style-type: none"> Attendance of the students with respective signatures Certificates of participation and/or recognition 	10%
<ul style="list-style-type: none"> provide opportunities for students and partners to meet and interact before, during, and after the project. 	<ul style="list-style-type: none"> Narrative of students' participation in the community project with photo documentation 	10%
4. Impact:		30%
<ul style="list-style-type: none"> Describe the impact that the group's efforts made on the community and how the project has affected the lives of those it was intended to help. 	<ul style="list-style-type: none"> Narrative report with photo documentation of before and after the project 	15%
<ul style="list-style-type: none"> Indicate Success Indicators. The results show what measurable success the program achieved and how the outcomes of the program are beneficial to the community. 	<ul style="list-style-type: none"> Success Indicators with actual results 	15%
5. Sustainability		20%
<ul style="list-style-type: none"> Develop initiatives that promote any of the following: income generation entrepreneurship, access to education, job opportunities, and financial 	<ul style="list-style-type: none"> Narrative report with photo documentation on resilience and self-reliance 	10%



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services to enhance the community's resilience and self-reliance.		
<ul style="list-style-type: none">• Incorporate sustainable practices and environmental conservation into community development initiatives.	<ul style="list-style-type: none">• Narrative report with photo documentation on environmental conservation	5%
<ul style="list-style-type: none">• Regularly monitor and evaluate the impact of the initiatives to measure progress, identify challenges and assess sustainability.	<ul style="list-style-type: none">• Monitoring and evaluation tool with results and interpretation	5%
TOTAL:		100%

References:

Alter, D., Frumento, H., Shufstall and Whitmer (2017) Community engagement for collective action: a handbook for practitioners. Invasive Animals CRC, Australia.



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**Guidelines and Mechanics for
Most Innovative Entrepreneurial Product/Service/Food**

Objective:

To identify and award the public senior high school learners who innovatively apply their enhanced knowledge and skills in different learning competencies in Entrepreneurship.

Eligibility:

Open to all public senior high school learners in DIFFERENT STRANDS who have completed their Entrepreneurial Project within the academic year 2025-2026.

Since Entrepreneurship is Applied Subject, **the project must be aligned with the learners' strand.**

Entry Requirements:

Each senior high school participant must submit a **COMPLETE BUSINESS PLAN** and **COMPREHENSIVE TERMINAL REPORT OF BUSINESS OPERATION** adhering to the following:

- Innovation
- Market Potential
- Impact
- Feasibility

Judging Criteria:

Entries will be judged based on the following criteria:

1. INNOVATION	MOVs	30%
<ul style="list-style-type: none">• Novelty: Is the concept demonstrably new or a creative modification of an existing one?	<ul style="list-style-type: none">• Detailed Business Plan (Entrepreneurship Curriculum Guide, Performance Standard 1, p. 1)• Business Vicinity Map reflective of potential market in one's locality or town (Entrepreneurship Curriculum Guide, Performance Standard 2, p. 2)	10%
<ul style="list-style-type: none">• Uniqueness: Does it present a distinctive advantage over competitors, addressing needs in a new way?		10%
<ul style="list-style-type: none">• Originality: Does it showcase an inventive approach, demonstrably different from existing solutions?		10
2. Market Potential		40%



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<ul style="list-style-type: none"> • Target market: Is there a well-defined and sizable target audience with unmet needs or purchasing power? 	<ul style="list-style-type: none"> • Business Vicinity Map reflective of potential market in one's locality or town (Entrepreneurship Curriculum Guide, Performance Standard 2, p. 2) 	15%
<ul style="list-style-type: none"> • Market demand: Is there demonstrable evidence of demand for the product, service, or food? 		15%
<ul style="list-style-type: none"> • Growth potential: Can the business scale to reach a wider market or offer additional products/services? 		10%
3. IMPACT		15%
<ul style="list-style-type: none"> • Social impact: Does the business address a social or environmental issue, creating positive change? 	<ul style="list-style-type: none"> • Comprehensive Terminal Report of Business Operation (Entrepreneurship Curriculum Guide, Performance Standard 3, p. 5) 	5%
<ul style="list-style-type: none"> • Economic impact: Does it create jobs, promote local sourcing, or contribute to economic development? 		5%
<ul style="list-style-type: none"> • Customer impact: Does it significantly improve the lives of customers, offering value and satisfaction? 		5%
4. FEASIBILITY		15%
<ul style="list-style-type: none"> • Financial viability: Is the business model sustainable, generating profit and managing costs effectively? 	<ul style="list-style-type: none"> • Terminal Report of Business Operation (Entrepreneurship Curriculum Guide, Performance Standard 3, p. 5) 	5%
<ul style="list-style-type: none"> • Operational feasibility: Can the product, service, or food be produced, delivered, and maintained efficiently? 		5%
<ul style="list-style-type: none"> • Management capability: Does the team have the skills, experience, and network to successfully run the business? 		5%
		100%



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References:

DepEd (2013). K to 12 Senior High School Applied Track - Curriculum Guide for Entrepreneurship.



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Best HOPE Dance Squad

Objective

The Best HOPE Dance Squad aims to provide learners an opportunity to demonstrate their understanding of dance as a means of promoting physical fitness, wellness, and leadership, while fostering teamwork, creativity, and self-confidence. Through safe and previously practiced routines from PE and Contemporary Arts classes, learners are expected to lead performances with proficiency and positive influence, highlighting dance as both a health-promoting activity and a potential career pathway, all while emphasizing resourcefulness, inclusivity, and adherence to safety standards.

Eligibility

Open to all public senior high school learners. Each Congressional District may send a maximum of two (2) dance squads, with each squad consisting of 15–25 participants, excluding learner-leaders. Each squad may have 1–4 learner-leaders who will lead the performance. The dance routine must have been previously performed and learned in PE classes and Contemporary Arts.

Entry Requirements

1. The squad must perform a dance routine that promotes health, fitness, and wellness, demonstrating leadership, coordination, and teamwork.
2. Only improvised costumes are allowed; extravagant or expensive costumes are strictly discouraged.
3. Liftings, stunts, acrobatics, or high-risk movements are strictly prohibited.
4. Proper warm-up and cool-down routines must be observed.
5. Each squad must submit a brief documentation including:
 - o Title and description of the dance routine
 - o Number of participants
 - o Certification that the routine was previously performed in **PE and Contemporary Arts classes**
 - o Safety measures observed

Criteria	Description	Weight
Execution & Technique	Mastery of movements, precision, rhythm, and coordination	30%
Leadership & Confidence	Ability of learner-leaders to guide the group and influence participants	25%
Creativity & Presentation	Originality, expression, and effective use of space and improvised costumes	20%



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Criteria	Description	Weight
Health & Safety Compliance	Adherence to safety rules, warm-up/cool-down, and risk-free choreography	15%
Impact & Engagement	Ability to engage the audience and positively influence participants	10%
Total		100%



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Attachment C

**Technical Working Group
Senior High Spectacular 2026**

	Name	School
1	Ma. Alona T. Dimaculangan	Sico 1.0 Integrated National High School
2	Marisol T. Punzalan	San Pascual Senior High School 1
3	Emily M. Abanes	Bauan Technical Integrated High School
4	Cynthia I. Vidal	Taal Senior High
5	Maria Fe H. Sangalang	Bauan Technical Integrated High School
6	Vrigin Kathleen D. Cupo	Balayan Senior High School
7	Carlo D. Prigo	Balayan Senior High School
8	Cristy M.Reyes	Lemery Senior High School
9	Marlon B. Arenas	San Juan Senior High School
10	Angelica R. Villostas	Taal Senior High
11	Emma Noralyn L. Lacdao	San Juan Senior High School
12	Ernie G. Santoyo	Rosario Integrated National High School
13	Maribeth Maristela Coro	Payapa Senior High School
14	Ma Leticia Jose C Basilan	SDO Batangas Province
15	Erron De Torres	SDO Batangas Province
16	Jay R L. Simara	Lemery Senior High School
17	Julius Eduard P. Dela Rosa	Lemery Senior High School
18	Jester Pagkaliwagan	Taal Senior High



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Committees on Senior Spectacular Division Display

Zone	Chairperson/s	Members	Technical Working Group Assigned
Creative Showcase Pavilion	Dr. Loreta V. Ilao	External Member/s	Jay R L. Simara
Innovation Hub and Tech Lounge			Emily M. Abanes
Scientific Discovery Gallery			
Experience and Engagement Plaza			
Best Division Display			
Skills Showcase Arena Best SHS Innovation	Alfred James Ellar	Dr. Elizabeth Tolentino External Member/s	Maria Fe H. Sangalang
Entrepreneurship Avenue Most Innovative Entrepreneurial Product, Service, Food	Macaria Carina C. Carandang	External Member/s	Marisol T. Punzalan
Scholar's Symposium Nook			
Best Work Immersion Program	Dr. Ma. Leticia Jose C. Basilan	External Member/s	Kathleen Vrgin D. Cupo
Best Community Project Involvement Showcase	Dr. Mercy R. Villanueva	Emmanuel Villalobos External Member/s	Dr. Cristy M. Reyes
Best Capstone Based Output/Prototype	Emerson B. Dalangin	Riza T. De Villa Dionisio Cruzat External Member/s	Ernie G. Santoyo



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Best Research Team	Alfred James Ellar	Dr. Miguel B. Ulate External Member/s	Ma. Alona T. Dimaculangan
Business Pitch	Ronald L. Generoso	External Panelists	Maribeth Maristela Coro
Mind Masters Arena			
Debate	Ma. Alona T. Dimaculangan	Movita O. Cruzat David M. Nuay	Ma. Alona T. Dimaculangan Emily M. Abanes
	Emily M. Abanes	Rosalinda A. Mendoza Lorilyn Ebreo	
Rhythm and Wellness Dance Pavilion Other Special Awards	Jimmy J. Morillo	External Judges	Maria Fe H. Sangalang Julius Eduard P. Dela Rosa



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**SENIOR HIGH SPECTACULAR: THE GRAND CULMINATION
 OFFICIAL ENTRY SHEET**

<https://tinyurl.com/OFFICIALISTSPECTACULARENTRY>

**NOTE: SUBMIT HARD COPY ON OR BEFORE FEBRUARY 20, 2026 IN
 SDO BATANGAS -CID
 SOFT COPY IN THE LINK ABOVE**



CD _____

ZONE	ENTRY/IES	NAME OF LEARNER- PRESENTERS	SCHOOL	REQUIRED DOCUMENT	SUBMISSION DATE /PLACE
DESIGNATED ROOM					
1	CD COLLABORA TION	1		NONE	NONE
		2			
2		1			
		2			
3		1			
		2			
4		1			
		2			
5		SKILLS SHOWCASE ARENA HALF OF THE BALAYAN SHS GYMNASIUM/5 ENTRIES ALLOWED PER CD			
	1	1		CID, A4, Bookman old style font style, 11 font size, and 4 copies (for the panel's pre-browsing) following these color-coded folders: CD 1: Red (label entries as nos. 1to 5) CD 2: Orange (label entries as nos. 6 to 10) CD 3: Green (label entries as nos.11 to 15) CD 4: Blue (label entries as nos. 16 to 20) The documents should be limited to 2 pages only and should contain: a.Name of the Output b.A brief description of the output, including the subject from which it was derived and the learning competencies met by	On or before February 20, 2026; 3pm; SDO-CID
		2			
	2	1			
		2			
	3	1			
		2			
	4	1			
		2			

Address: Provincial Sports Complex, Bolbok, 4200 Batangas City

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	5	1		the output (200-250 words only) c. Pictures of the Output	
		2			
ZONE	ENTRY/IES	NAME OF LEARNER-PRESENTERS	SCHOOL	REQUIRED DOCUMENT	SUBMISSION DATE/PLACE
6	ENTREPRENURSHIP AVENUE BALAYAN SHS GYMNASIUM OTHER HALF/ONE ENTRY PER SENIOR HIGH SCHOOL/2 LEARNER-PRESENTERS PER SCHOOL/ONE PRODUCT AS OFFICIAL ENTRY BUT CAN HAVE OTHER PRODUCTS AVAILABLE				
		1	Name of Senior High School	Detail 2: This will be limited to one booth per senior high school only. Each entry is allowed to maximize space within 1.5 meters by 2 meters of the designated area.	Entry should be submitted by the Congressional District on or before February 20, 2026, until 3:00 p.m. in the Division Office,
		2			
		1	Name of Senior School	Detail 3: Each entry is allowed to have a maximum of two (2) learners or presenters. The learner-presenter should be well versed in explaining the developed business ideas and initiatives. The learners and presenters should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-presenter cannot join the activity.	
		2			
		1	Name of Senior High School	Detail 4: CID, A4, Bookman old style font style, 11 font sizes, and 4 copies (for the panel's pre-browsing) following these color-coded folders: CD 1: White CD 2: Yellow CD 3: Pink CD 4: Violet	
		2			
				The document should be limited to 1 page only and should contain: Name of the Output	
				A brief description of the output, including the subject from	

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				which it was derived, the learning competencies met by the output, capital expense, number of products produced per capital expense, health and sanitization concerns, ingredients, and/or materials used (200-250 words only) Pictures of the output	
ZONE	ENTRY/IES	NAME OF LEARNER-PRESENTERS	SCHOOL	REQUIRED DOCUMENT	SUBMISSION DATE/PLACE
7	SCHOLARS' SYMPOSIUM NOOK				
	BEST WORK IMMERSION PROGRAM/ONE SCHOOL REPRESENTATIVE PER CD				
	1	NONE		WIP DOCUMENTATION SY 2025-2026	MARCH 2, 2026 (DAY 0) BALAYAN SHS
	FOR BEST CAPSTONE BASED OUTPUT/PROTOTYPE				
	1	1		Each congressional district representative is allowed only one (1) booth for CIP and another for CBO. The entry must fit within a designated space of 1.5 meters by 2 meters. Schools are encouraged to maximize the space for an effective presentation of the output/prototype and Community Involvement Project.	MARCH 2, 2026 (DAY 0) BALAYAN SHS
		2		Detail 6: Each entry may have a maximum of two (2) learner-presenters. Presenters should be well-prepared to explain their project, its development process, and its relevance to learning competencies. **A letter of consent from parents must be submitted through the school head. Learner-presenters without this consent will not be allowed to participate.	



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COMMUNITY INVOLVEMENT PROJECT SHOWCASE					
	1	1		Each congressional district representative is allowed only one (1) booth for CIP and another for CBO. The entry must fit within a designated space of 1.5 meters by 2 meters. Schools are encouraged to maximize the space for an effective presentation of the output/prototype and Community Involvement Project. Detail 6: Each entry may have a maximum of two (2) learner-presenters. Presenters should be well-prepared to explain their project, its development process, and its relevance to learning competencies. **A letter of consent from parents must be submitted through the school head. Learner-presenters without this consent will not be allowed to participate.	MARCH 2, 2026 (DAY 0) BALAYAN SHS
		2			
FOR BEST RESEARCH SKILLS/TEAM: ON THE SPOT MAKING OF CAPSULATED RESEARCH PROPOSAL					
1	1			Detail 7: Each Congressional District will send team composed of learners from the same school with outstanding research skills to participate in the on-the-spot making of a capsulated research proposal . Each group may have a maximum of four (4) learners who will collaboratively develop a concise research proposal during the activity. The proposal should be originally developed during the activity and reflect the collaborative effort of all group members. The learners will	NONE
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				bring their own laptops, internet connectivity /data for internet connection, A4 coupon bonds to print outputs **All participants must submit a parental consent letter through their school head. Without this, learners will not be allowed to join. Without this permit, the learner-researcher cannot join the activity	
FOR BEST CASE-BASED BUSINESS PITCH					
	1	1		All outputs shall be originally developed on-site The learners will bring their own laptops, internet connectivity/data for internet connection, A4 coupon bonds, spread sheets, accounting materials (to print outputs)	NONE
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8	MIND MASTERS ARENA/ DEBATE/ 2 TEAMS PER CD				
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		2			
		3			
	2	1			
		2			
		3			
9	FOR RHYTHM AND DANCE WELLNESS PAVILION/THE HOPE DANCE SQUAD/ 2 GROUPS PER CD/MINIMUM OF 15-MAXIMUM OF 25				
	1	1		Each group shall submit a brief documentation including: a.Title and description of the dance activity b.Certification that the dance was previously performed in PE and/or Contemporary Arts classes c.Number of participants (15–25) d.Safety measures observed e.Short reflection on health benefits and leadership experience	MARCH 2, 2026 (DAY 0) BALAYAN SHS
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