



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION

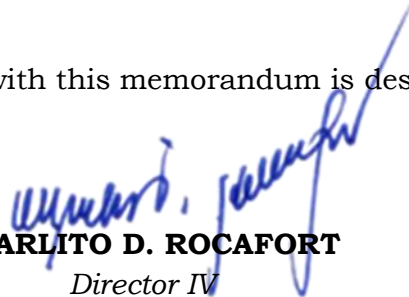
October 10, 2022

REGION MEMORANDUM
CLMD No. 336, s. 2022

PROVISION OF TECHNICAL ASSISTANCE TO SCHOOLS IMPLEMENTING SPECIAL EDUCATION (SPED) PROGRAM

To: Schools Division Superintendents

1. To strengthen and improve the implementation of Special Education (SPED) program in the region, provision of technical assistance shall be conducted to schools implementing SPED program from **October 20, 2022** to **November 25, 2022**.
2. The activity aims to:
 - a. gather data on the implementation of SPED program;
 - b. assess the effectiveness and efficiency of the field implementers in implementing SPED policies, programs and projects; and
 - c. provide technical assistance and support to address the issues and concerns of implementing schools.
3. The regional SPED focal shall coordinate with the division focal of the schools to be monitored and for the specific schedules.
4. Travel and other incidental expenses shall be charged to SPED Program Support Fund (PSF) subject to the existing accounting and auditing rules and regulations.
5. For any inquiries or clarifications, you may contact Cynthia G. Diaz, EPS, at cynthia.diaz@deped.gov.ph.
6. Immediate dissemination of and compliance with this memorandum is desired.


CARLITO D. ROCAFORT
Director IV

Enclosure: Monitoring Tool

Reference: CLMD-OM

Allotment: SPED PSF

To be indicated in the PERPETUAL INDEX under the subject
SPECIAL EDUCATION MONITORING



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*CGD/ CLMD/RM/CONDUCT OF MONITORING AND PROVISION OF TECHNICAL ASSISTANCE TO SCHOOLS
IMPLEMENTING SPECIAL EDUCATION (SPED) PROGRAM/ 352/October 10,2022*

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Monitoring Tool of Schools Implementing Special Education (SPED) Program

Name of School: _____ **School ID:** _____ **SDO** _____

Name of School Head: _____ **Contact Number:** _____

OASS (Organization and Administration of SPED Schools) Scholar:

YES

NO

A. Enrolment (Elementary)

	No. of Enrollment								Self-Contained	Non-Graded	Transition Program	Grand Total	With Medical Assessment	With Manifestation	Total
	Mainstreamed														
	K	G-1	G-2	G-3	G-4	G-5	G-6	Total							
1. VI/Difficulty in Seeing															
2. DH/ Difficulty in Hearing															
3. ID/Difficulty in Remembering and Concentrating															



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4. ASD/Difficulty in Learning Adaptive Skills															
5. LD/Difficulty in Applying Knowledge															
6. SL /LD/ Difficulty in Communication															
7. OH/PH/Difficulty in Mobility															
8. EDB/ Difficulty in Displaying Interpersonal Behavior															
9. Multiple Disabilities															
Total															

A.2 Enrolment (Secondary)

	No. of Enrollment
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	Mainstreamed							Self-Contained	Non-Graded	Transition Program	Grand Total	With Medical Assessment	With Manifestation	Total
	G-7	G-8	G-9	G-10	G-11	G-12	Total							
1.VI/Difficulty in Seeing														
2. DH/Difficulty in Hearing														
3.ID/Difficulty in Remembering and Concentrating														
4.ASD/Difficulty in Learning Adaptive Skills														
5.LD/Difficulty in Applying Knowledge														
6.SL /LD/ Difficulty in Communication														



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n														
7.OH/PH/Diffi culty in Mobility														
8.EDB/ Difficulty in Displaying Interpersonal Behavior														
9.Multiple Disabilities														
Total														



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A. Teachers

Number teachers	Male	Female	Total
1. Number of teachers with SPED items			
2. Number of receiving teachers			
3. Number of teachers attended training on SPED program (Content and Pedagogy, FSL, etc)			
4. Number of receiving teachers without training (Use separate sheet for specific training)			
5. Number of teachers with scholarship (specific training/scholarship) in SPED			

B. Program Implementation/Technical Assistance

Focus Area for Monitoring and TA	Good Practices	Issues and Concerns of the School	Action Taken by the School	TA Inputs/Remarks
1. Enrolment/Advocacy Campaign				



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2. Class Program				
3. Teaching Load and Assignment				
4. Individualized education Plan (IEP), Behavior Intervention Plan (BIR), Individualized Transition Plan (ITP) and Contextualized Learning Materials (DO 44 s.2021)				
5. Daily Lesson Plan and Instructional Materials (CG for LWDs, Transition Curriculum)				



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6. Classroom structuring and learning environment (improvement/modification)				
7. Learning remediation and intervention				
8. Health and safety mechanism				
9. Learning and development (L&D) initiatives				
10. Learning Resources provision to learners				



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11. Stakeholders' (parents' LGUs, NGOs, etc.) engagement for collaboration and support.				
12. SPED Program/Activities/ Initiatives				

Other Issues/Concerns

Prepared by:

Monitor (s)



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