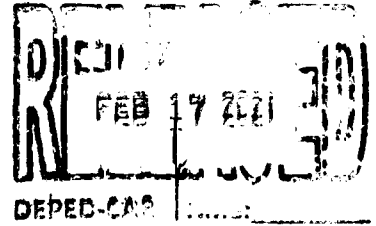




Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION  
Wangal, La Trinidad, Benguet



February 16, 2021

**REGIONAL MEMORANDUM**

No. 063.2021

**GUIDELINES ON THE PILOT RUN OF THE DEVELOPED INSTRUCTIONAL PLAN  
FOR LEARNERS WITH SPECIAL EDUCATION NEEDS AFTER THE CONDUCT OF  
MULTI-FACTORED ASSESSMENT**

TO: OIC-Assistant Regional Director  
Schools Division Superintendents  
All Schools Division Offices  
All Others Concerned

1. Pursuant to the implementation of the BLE -LCP and DO 29, s. 2018 relative to the conduct of Multi-Factored Assessment through the MFA Tool, the Regional Office through the Curriculum and Learning Management Division (CLMD) issues these guidelines on the Pilot Run of the Developed Instructional Plan for LSEs after the conduct of Multi-Factored Assessment.
2. Relative to the pilot run, all Schools Division Offices are requested to identify and submit names of **8** grade 1 teachers to implement the pilot run on or before February 19, 2021 by completing Enclosure 4.
3. The teachers shall conduct the multi-factored assessment and fill-out the Instructional Plan attached in Enclosure 3. After accomplishing the IP, teachers are requested to provide honest feedback to be incorporated in the feedback form in Enclosure 5. The form may be accessed through this link: <https://tinyurl.com/InstructionalPlanFeedback>.
4. Results of the pilot run shall support the development of a regional guideline to provide guidance to grade 1 public elementary school teachers as they provide appropriate interventions specified in the Instructional Plans.
5. In the light of this pandemic, the conduct of Multi-Factored Assessment may be home-based, with strict adherence to health protocols and in consultation with the learner's parents/guardians.

CLMD/CFM/dot



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7. Attached with this Memorandum are the following Enclosures for reference and guidance:

*Enclosure 1: **Procedures in the Completion and Implementation of the Instructional Plan***

*Enclosure 2: **The Process Flow***

*Enclosure 3: **Instructional Plan Template***


*Enclosure 4: **List of Grade 1 Teachers for the Pilot Run***

*Enclosure 5: **Feedback Form Template for Teachers***

*Enclosure 6: **Monitoring Form for SDO Focals***

*Enclosure 7: **Matrix of Activities and Timeline***

8. Immediate dissemination of and strict compliance with this Memorandum is desired.

  
**ESTELA L. CARIÑO EdD, CESO III**  
Director IV/Regional Director  
2/16/2021



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**Enclosure 1**

**PROCEDURES IN THE COMPLETION AND IMPLEMENTATION OF THE INSTRUCTIONAL PLAN**

The process flow attached in **Enclosure 2** illustrates how MFAT will be bridged with the preparation of an Instructional Plan. To clearly explain the process, the following salient steps should serve as reference.

**1. Conduct of multi-factored assessment through the Multi-Factored Assessment Tool**

- a. Follow the provisions or steps in conducting this assessment as stipulated in DO No. 29, s. 2018.
- b. In times of calamity like this pandemic, the teacher may conduct a home-based assessment based on agreed upon schedule with parents strictly observing health protocols.
- c. After analyzing results of assessment based on MFAT, the IP shall be prepared.

**2. Development of an Instructional Plan (IP)**

This plan shall provide solid ground for incorporating accommodations and modifications in curriculum and learning delivery for learners exhibiting learning difficulties. The template to be filled out is attached in **Enclosure 3**. This was modified from the Individualized Educational Plan (IEP) in RM No. 236, s. 2020. Copies of this plan shall be given to the School Head and parents so they can also help track the child's progress.

Primary considerations in the development of the IP shall revolve on the following:

**a. Organization of and Meeting with the IP Core Team**

- i. The IP team shall be composed of persons with working knowledge and understanding of learners with specific learning difficulties or LSEs. The following shall form the core IP team; however, inclusion of other members that may provide educational and medical support to the learner may be considered:
  - (1) Learner's parents/guardians
  - (2) Grade 1 teacher
  - (3) School Head
  - (4) Special Education Teacher in the school or in the nearest school
  - (5) Guidance Counselor or a Guidance Designate
- ii. The team shall do the following preliminaries to be primarily facilitated by the Grade 1 teacher:
  1. Inform parents on the purpose of the meeting.
  2. Orient parents/guardians on the parts and contents of the IP.
  3. Give time for the parents to clarify concerns if there are.



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**b. Gathering and Sharing of Information**

- i. A profile of the learner must be completed. Hence, parents of LSEs as valuable members of the core IP team, shall provide information and collaborate with the IP team in the completion of their child's profile.
  
- ii. The learner's strengths and needs based on the results of the multi-factored assessment shall be carefully shared to the parents for information.

**c. Goal Setting**

Prioritization helps the IP team focus on what to target for the learner for the school year. The team shall establish priorities based on the information that has been gathered from the MFAT.

To determine the priorities, the team may consider accomplishing the following:

- i. List the learner's learning needs.
- ii. Rank the learner's needs based on importance.
- iii. Choose the most important needs for the semester or school year.
- iv. To determine the needs of the learner, the team needs to consider the following guide questions:
  - (1) Does the learner need this skill now?
  - (2) Will this skill be used in other learning areas?
  - (3) Will this skill help the learner become independent?
  - (4) Is the goal appropriate to the learner's age and grade?
  - (5) How useful will the skill be for the learner in another environment?

**d. Determining Objectives**

As part of the team, the parents may suggest ideas and information in achieving the goal/s for the development of learning outcomes. These outcomes usually indicate what the learner may accomplish in a specific learning area or domain and period during the semester or school year.

In this stage the team shall do the following:

- (i) Accomplish the measurable goal and short-term objectives per domain.
- (ii) Explain to the parents/guardians how these objectives will be achieved.
- (iii) Accomplish the remaining parts of the IP and let the parents/guardians affix their signatures as a symbol of their agreement with the goals and objectives set and their willingness to assist in and track their child's progress.



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**e. Implementing and Reviewing the IP**

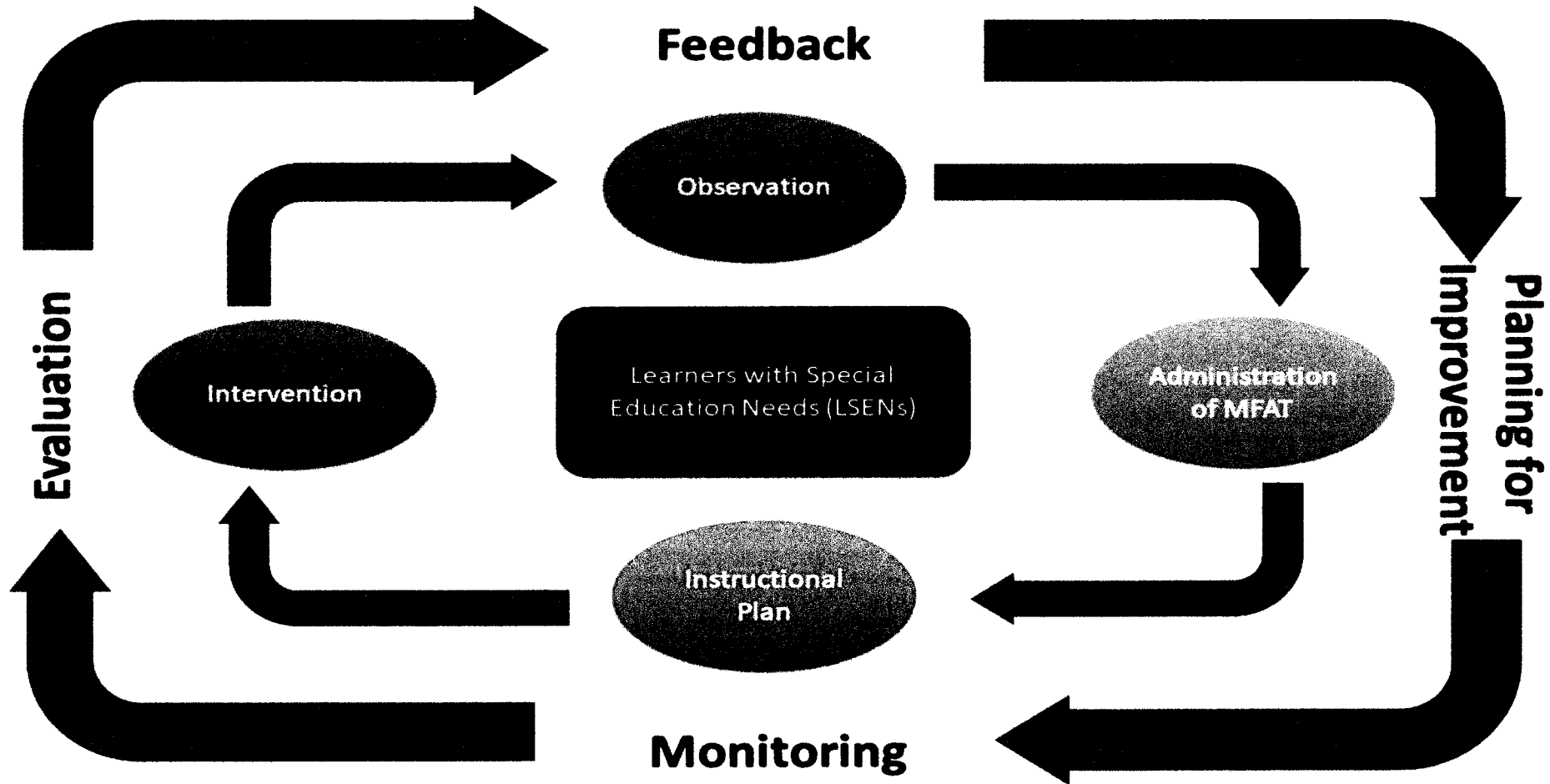
- (i) After the core IP team has developed the instructional plan, the grade 1 teacher shall prepare specific activities to carry out the goal and objectives. These activities shall form part of the teacher's Daily Lesson Plan/Daily Lesson Log/Weekly Home Learning Plan (in the light of this pandemic).
- (ii) On agreed upon review schedules with the IP Core Team, the teacher shall present a progress report to illustrate how the learner is performing vis-à-vis the target goals or objectives. After evaluating the progress report, the IP Core Team shall recommend termination of the IP if attainment of goals reaches 100%; continuation of IP implementation if goal attainment is 75 to 99%; and provision of intensified support if goal attainment is below 75%.
- (iii) The review schedule shall likewise be an avenue in ensuring that the IP is efficiently carried out.



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*Enclosure 2*

**THE PROCESS FLOW**





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 Wangal, La Trinidad, Benguet

**Enclosure 3**

**PARTS OF THE INSTRUCTIONAL PLAN**

*(Modified Instructional Plan based on the Individual Education Plan  
 in RM No. 236, s. 2020)*

**INSTRUCTIONAL PLAN**  
 SY \_\_\_\_\_

**INFORMATION**

<b>LEARNER'S/PARENT INFORMATION</b>	<b>MEETING INFORMATION</b>
Learner's Name: Sex: Birthdate: Grade: LRN: Learner's Primary Language: Address: Learner's Home Address: Parents: Parent Phone: Work: Mobile Phone/ Email: Language Spoken at Home: Emergency Contact/Phone Number: Current School: District:	DATE OF MEETING: _____ DATE OF LAST IP: _____ PURPOSE OF MEETING: ___ First IP ___ Second IP ___ Third IP ___ Revision of IP Date _____ ___ IP Revision Without a Meeting: At the request of _____ Parent  Anticipated Duration of Intervention: _____ IP Review Date: _____ COMMENTS: _____

**IP PARTICIPATION**

Parent/Guardian: Learner's Name : School Head: Special Education Teacher: Regular Education Teacher: Guidance Counselor/Guidance Designate:
--

CLMD/CFM/dot



**Address:** Wangal, La Trinidad, Benguet, 2601  
**Telephone No.:** (074) 422-1318 | **Fax:** (074) 422-4074  
**Website:** [www.depedcar.ph](http://www.depedcar.ph) | **Email:** [car@deped.gov.ph](mailto:car@deped.gov.ph)



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**PROCEDURAL SAFEGUARDS**

\_\_\_ I was provided with information relative to the Instructional Plan. The process, interventions, and benefits were clearly explained in my primary language. I will help and give the basic information needed in this plan.  
 Parent Signature: \_\_\_\_\_

Distribution of Confidential Folder

\_\_\_ Parent/Guardian \_\_\_ School Head \_\_\_ Special Education teacher \_\_\_ Regular Teacher \_\_\_ Guidance Counselor/Guidance Designate

**PRESENT ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE/BEHAVIOR**

Consider results of the initial observation, interview, outputs, anecdotal record and the academic, developmental and functional needs of the learner after assessment through the MFAT, which may include the following areas: academic achievement, language/communication skills, social/emotional/behavior skills, cognitive abilities, health, motor skills, adaptive skills, and other skills as appropriate.

<b>ASSESSMENT CONDUCTED</b>	<b>ASSESSMENT RESULTS</b>		
<b>MFAT</b>	<b><u>EVALUATION</u></b>		
	<b>Remarks</b>	<b>Remarks</b>	
		<b>Strengths</b>	<b>Needs (Weakness)</b>
	<b>1. Let's Talk (Communication Domain)</b>		
	<b>2. Treasure Box (Cognitive Domain)</b>		
	<b>3. My Daily Routine (Daily Living Skills Domain)</b>		
	<b>4. Whether Weather (Socio-Emotional Skills Domain)</b>		
	<b>5A. Work of Hands (Fine Motor Domain)</b>		
	<b>5B. Let's Get Physical (Gross Motor Domain)</b>		
	<b><u>SIGNIFICANT OBSERVATIONS:</u></b>		





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**STRENGTHS, CONCERNS, INTERESTS AND PREFERENCES**

<b>STATEMENT OF THE LEARNER'S STRENGTH</b>
<b>STATEMENT OF PARENTS' EDUCATIONAL CONCERNS</b>
<b>STATEMENT OF LEARNER'S PREFERENCES AND INTERESTS</b>

**CONSIDERATION OF SPECIAL FACTORS**

<p>1. Does the learner's behavior impede his or her learning or the learning of others?    ___ No action needed    ___ Yes, addressed in IP          If yes, team must consider the use of positive behavioral interventions, support, and other strategies, to address behavior.</p> <p>2. Does the learner have limited language proficiency?          ___ No action needed    ___ Yes, addressed in IP          If yes, team must consider language needs of the learner as those needs relate to his or her IP.</p> <p>3. Is the learner blind or visually impaired?          ___ No action needed    ___ Yes, addressed in IP          If yes, team must evaluate reading /writing needs &amp; provide for instruction in Braille unless determined not appropriate for the learner.</p> <p>4. Is the learner deaf or hard of hearing?          ___ No action needed    ___ Yes, addressed in IP          If yes, team must consider communication needs.</p> <p>5. Does the learner require assistive technology devices and services?          ___ No action needed    ___ Yes addressed in IP          If yes, team must determine nature and extent of devices and services.</p>
---

**IP GOALS, INCLUDING ACADEMIC AND FUNCTIONAL GOALS AND BENCHMARKS OR SHORT-TERM OBJECTIVES**

<b>MEASURABLE GOAL</b> (Let's Talk)	<p style="text-align: center;"><b>PROGRESS REPORT</b></p> <p>1. Satisfactory Progress being made (Continue)</p> <p>2. Unsatisfactory Progress being made (need to review/revise)</p> <p>3. Goal met (note date)</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Date	Date	Date	Date				
Date	Date	Date	Date						
<b>BENCHMARK OR SHORT-TERM OBJECTIVES</b>									
<i>First Semester:</i>									
<i>Second Semester:</i>									



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<b>MEASURABLE GOAL</b> (Treasure Box)	<b>PROGRESS REPORT</b> 1.Satisfactory Progress being made (Continue) 2.Unsatisfactory Progress being made (need to review/revise) 3.Goal met (note date) <table border="1" style="width: 100%; margin-top: 5px; border-collapse: collapse;"> <tr> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Date	Date	Date	Date				
Date	Date	Date	Date						
<b>BENCHMARK OR SHORT-TERM OBJECTIVES</b>									
<i>1<sup>st</sup> Semester</i>									
<i>2<sup>nd</sup> Semester</i>									

<b>MEASURABLE GOAL</b> (My Daily Routine)	<b>PROGRESS REPORT</b> 1.Satisfactory Progress being made (Continue) 2.Unsatisfactory Progress being made (need to review/revise) 3.Goal met (note date) <table border="1" style="width: 100%; margin-top: 5px; border-collapse: collapse;"> <tr> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Date	Date	Date	Date				
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<b>BENCHMARK OR SHORT-TERM OBJECTIVES</b>									
<i>1<sup>st</sup> Semester</i>									
<i>2<sup>nd</sup> Semester</i>									

<b>MEASURABLE GOAL</b> (Weather Weather)	<b>PROGRESS REPORT</b> 1.Satisfactory Progress being made (Continue) 2.Unsatisfactory Progress being made (need to review/revise) 3.Goal met (note date) <table border="1" style="width: 100%; margin-top: 5px; border-collapse: collapse;"> <tr> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> <td style="width: 25%;">Date</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Date	Date	Date	Date				
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<i>1<sup>st</sup> Semester</i>									
<i>2<sup>nd</sup> Semester</i>									



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<b>MEASURABLE GOAL</b> (Work of Hands)	<b>PROGRESS REPORT</b> 1. Satisfactory Progress being made (Continue) 2. Unsatisfactory Progress being made (need to review/revise) 3. Goal met (note date) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 25px;">Date</td> <td style="width: 25px;">Date</td> <td style="width: 25px;">Date</td> <td style="width: 25px;">Date</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Date	Date	Date	Date				
Date	Date	Date	Date						
<b>BENCHMARK OR SHORT-TERM OBJECTIVES</b>									
<i>1<sup>st</sup> Semester</i>									
<i>2<sup>nd</sup> Semester</i>									

<b>MEASURABLE GOAL</b> (Let's Get Physical)	<b>PROGRESS REPORT</b> 1. Satisfactory Progress being made (Continue) 2. Unsatisfactory Progress being made (need to review/revise) 3. Goal met (note date) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 25px;">Date</td> <td style="width: 25px;">Date</td> <td style="width: 25px;">Date</td> <td style="width: 25px;">Date</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Date	Date	Date	Date				
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<b>BENCHMARK OR SHORT-TERM OBJECTIVES</b>									
<i>1<sup>st</sup> Semester</i>									
<i>2<sup>nd</sup> Semester</i>									

**METHOD FOR REPORTING PROGRESS**

METHOD FOR REPORTING THE LEARNER'S PROGRESS TOWARD MEETING ANNUAL GOALS (Check all methods that will be used) <input type="checkbox"/> IP Goals <input type="checkbox"/> Report Card <input type="checkbox"/> Parent Conferences	PROJECTED FREQUENCY OF REPORT <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Trimester
--	---

**SPECIAL EDUCATION SERVICES**

SPECIALLY DESIGNED INSTRUCTION	BEGINNING AND ENDING DATES	FREQUENCY OF SERVICES	LOCATION OF SERVICES



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**OTHER RELATED SERVICES**

<b>RELATED SERVICES</b>	<b>SERVICE S TYPE AND/OR DESCRIPTION</b>	<b>BEGINNING AND ENDING DATES</b>	<b>FREQUENCY OF SERVICES</b>	<b>LOCATION OF SERVICES</b>
___ School Health Services				
___ Recreation Therapy				
___ Parent Counseling & Training				
___ School/Division Nurse				
___ Other Services				

Identify: \_\_\_\_\_

**EXTENDED SCHOOL YEAR SERVICES**

Does the pupil require extended School year services?  
\_\_\_ No \_\_\_ Yes If YES, IP goals and benchmarks/short-term objectives and/or related services to be implemented in ESY must be identified. If need for ESY is to be determined at a later date, indicate date by which IP decision will be made.

**RECOMMENDATION FOR FORMAL ASSESSMENT**

Does the learner need to be recommended for formal assessment by medical practitioners and/or psychologist/psychometrician?

\_\_\_ YES \_\_\_ NO

If YES, reasons for formal assessment:



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**IP IMPLEMENTATION**

-----As the parent, I agree with the components of this IP, I understand that its provisions will be implemented as soon as possible after the IP goes into effect

-----As the parent, I disagree with all or part of this IP. I understand that the School must provide me with written notice of any intent to implement this IP. If I wish to prevent the implementation of this IP, I must submit a written explanation for my decision and will not hold the school responsible for the status of development of my child. Otherwise, I may suggest other strategies that may be undertaken to provide intervention as regards my child's learning development.

Parent's Signature:

\_\_\_\_\_





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**Enclosure 5. FEEDBACK FORM TEMPLATE FOR TEACHERS IN THE UTILIZATION OF THE INSTRUCTIONAL PLAN**

*(To be accomplished through Google form via this link:  
<https://tinyurl.com/InstructionalPlanFeedback>)*

Name of Teacher:	Sex: ____ F ____ M
Position: (T1, TII, TIII, MTI, MTII, Others)	Grade Assignment: _____ Total Enrolment: _____
School:	Division:
----With training on the use of MFAT	---Without training on the use of MFAT
If with training, at what level? (CO, RO, SDO, District, School, Virtual, Others)	If without training, how were you guided on the use of the MFAT?
When did you conduct the Multi-factored Assessment?	
How did you conduct the Multi-factored Assessment? (Home-based, Virtual, Others)	
For how many learners did you prepare an Instructional Plan?	

Instruction: Read the questions very well before putting a tick at the column that would represent your response. Additional boxes are provided for your narrative remarks based on your honest observations you have accomplished the Instructional Plan (IP).

Questions	YES	NO
1. Are the parts of the proposed Instructional Plan template complete?		
2. Are the parts organized?		
3. Are the instructions clear?		
4. Are the parts consistent or congruent with the MFAT?		
5. Are there parts that may be deleted?		
6. Are there parts that need to be changed?		
7. Are there parts that need to be included?		
8. Does the IP serve its purpose of guiding teachers in planning for appropriate interventions?		
9. Is the IP easy to accomplish?		
10. Does accomplishing the IP take much of your time?		

**Additional Questions:**

1. What parts need to be deleted?

2. What parts need to be changed? (Please indicate the suggested change)



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3. What parts need to be included as an additional part?

4. What is your OVER-ALL impression of the Instructional Plan?





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**Enclosure 6. MONITORING FORM ON THE PILOT-RUN**  
**(to be accomplished by SDO FOCALS)**

<b>Guide Questions</b>	<b>Response/s</b>
1. Did you provide guidance to the teachers in the accomplishment of the Instructional Plan?	
2. What is the general feedback of the teachers as they were accomplishing the IP?	
3. Does the proposed IP serve its purpose of guiding teachers in planning for appropriate interventions?	
4. What is your general impression of the IP template?	
5. What are your suggestions for the improvement of the IP template?	

*Accomplished by:*

*Date:* \_\_\_\_\_

*Noted and Verified Correct:*

**(CID CES)**

*Date:* \_\_\_\_\_



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**Enclosure 7. MATRIX OF ACTIVITIES AND TIMELINE**

<b>Activities</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Expected Output</b>
Issuance of Regional Memorandum for the Pilot – Run	RO SPED Focal/CLMD	February 15, 2021	Proper guidance to the pilot run implementers in the schools
Virtual Orientation of SDO SPED Focal Person and Identified Teachers	RO SPED Focal/CLMD	February 22, 2021 at 2 PM. Link will be sent through SDO SPED Focals.	Uniform or standard implementation of the pilot run across all implementing schools
Pilot-Run of the IP in all SDOs	SDOs and Schools	February 23 to March 19, 2021	Validated relevance of the instructional plan in providing appropriate intervention to learners exhibiting delays or advancement in learning
	<i>**Conduct of Home-based MFA and recording of results</i>	<i>Feb. 23 to March 5</i>	
	<i>**Accomplishment of Instructional Plan</i>	<i>March 8 to 19</i>	
Gathering and consolidation of feedback at the SDO level	SDO SPED Focals	March 22 to 27, 2021	Accomplished feedback form
Submission of Consolidated report to the RO	SDO SPED Focals	March 29 to 31, 2021	Accomplished feedback consolidation form
Focus Group Discussion for presentation of consolidated feedback and analyzed results from the pilot run; discussion on proposed policy recommendations	RO SPED Focal/CLMD	April 7, 2021	Policy Recommendation
Workshop series on formulation of Regional guidelines based from the policy recommendations of the SDOs after the pilot run	CLMD	April 8 and 9, 15 and 16, 2021	Approved Regional guideline