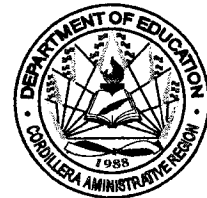





Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Wangal, La Trinidad, Benguet



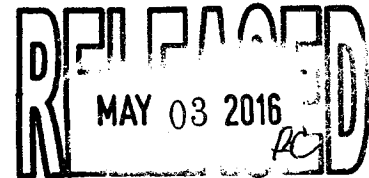
Regional Memorandum
No. 125-2016

To: Schools Division Superintendents
All Divisions

From: 
ELLEN B. DONATO, Ed. D., CESO III
Director IV

Subject: Submission of SPED Inventory

Date: May 2, 2016



DEPED-CAR Time: _____

1. As per requirement by DepEd – Central Office through the Student Inclusion Division, during the recently-concluded Consultation Workshop on SPED framework, policy, and data management, this office ^{above} ~~directs~~ all Schools Division Offices to fill out the attached forms.
2. It is the main purpose of this data gathering endeavor to iron out gaps from previous information collected from the field, which are very relevant in planning for the efficient implementation of the SPED program. Specifically, the objectives are to: a) validate list of SPED implementers in both public and private schools across the 8 divisions; b) survey medical service providers for possible partnership in assessment matters; c) update list of trained teachers and administrators on SPED; and d) map out existing resources being utilized by SPED implementers.
3. Enclosed in this memorandum are the forms to be filled out. Soft copies of which are emailed through your division email addresses.
4. Please submit filled out forms on or before **May 18, 2016** through the Regional Records Office (Attention: SPED, Curriculum and Learning Management Division) or via electronic mail and address to eed_car@yahoo.com.ph
5. Immediate dissemination of and strict compliance to this memorandum is directed.

CLMD/EMG/cjm

Telephone Numbers:

Office of the Director IV	-422-1318	Budget and Finance Division	-422-5155	Cash Section	-309-3017	Record Section	-309-3015
Fax Machine	-422-4074	Elementary Education Division	-422-7096	Physical Facilities Unit/ICT	-309-3011	Payroll Services Unit	-424-3993
Office of the Director III	-309-3013	Alternative Learning System	-422-5187	Regional Planning Unit	-309-1234	Special Services Division	-424-5167
Administrative Division	-422-1804	Secondary Education Division	-309-3014	Supply Unit	-422-2198	Commission on Audit	-422-7434

Enclosure to Regional Memorandum on submission of SPED Inventory

Notes:

1. Tools are different for each level (CO, RO, SDO, schools).
2. Consolidated forms should be submitted at the RO.
3. Data gathering should be done in a workshop and as an ongoing process at various levels.

I. Region Office (Consolidated Forms)

A. List of SPED Centers/Schools based on EBEIS data

<p>Instructions:</p> <ol style="list-style-type: none"> 1. Based on EBEIS data, validate SPED centers/schools in each Division. 2. Update name of school head as needed. 3. Specify programs offered for learners with specific disabilities/difficulties in each SPED center/schools. 4. Separate data for gifted/talented and learners with disabilities. 	<p>Data Requirements:</p> <ol style="list-style-type: none"> 1. Regional data on SPED centers/schools 2. Programs (Program for the gifted, HI, VI, etc.) offered by SPED centers/schools
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* Highlighted parts are from EBEIS.

School ID	Division	Name of SPED center	School Head	Programs offered for learners with specific disabilities/difficulties
				Programs for the Gifted-Headstart
				Program for the Deaf

B. List of SPED centers not found in EBEIS data
 Table B is specific to regional data not found in EBEIS.

Instructions: 1. List down SPED centers/schools validated by the Region in Table B if it is not found in the EBEIS. 2. Specify programs offered for learners with specific disabilities/difficulties in each SPED center/schools. 3. Separate data for gifted/talented and learners with disabilities	Data Requirements: 1. Regional data on SPED centers/schools not found in EBEIS 2. Programs (Program for the gifted, HI, VI, etc.) offered by SPED centers/schools
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School ID	Division	Name of SPED center	School Head	Programs offered for learners with specific disabilities/difficulties
				Programs for the Gifted-Headstart
				Program for the Deaf

Note:
 List down reasons why these SPED centers/schools are not in EBEIS data.

C. List of public schools implementing SPED programs without SPED centers
Regional data must not include schools with SPED centers.

Instructions:		Data Requirements:		
1. List down schools (without SPED centers) implementing SPED programs. These schools may have enrolled SPED learners in their classes.		1. Regional data on schools implementing SPED programs		
2. Specify programs offered for learners with specific disabilities/difficulties.		2. Programs (Program for the gifted, HI, VI, etc.) offered by schools.		
3. Separate data for gifted/talented and learners with disabilities.				
School ID	Division	Name of SPED center	School Head	Programs offered for learners with specific disabilities/difficulties

D. List of private schools implementing SPED programs

Instructions: 1. List down private schools/institutions/centers offering programs for learners with special needs and gifted. 2. Specify programs offered for learners with specific disabilities/difficulties. 3. Separate data for gifted/talented and learners with disabilities. 4. This form should be counter checked with NCDA list.	Data Requirements: 1. Regional data on private schools/institutions/centers implementing SPED programs 2. Programs (Program for the gifted, HI, VI, etc.) offered by schools.
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School ID	Name of schools/institution/centers	School Address	School Head	Programs offered for learners with specific disabilities/difficulties

C. List of Trained Administrators

<p>Instructions:</p> <ol style="list-style-type: none"> 1. Update the list on trained administrators by indicating their current designation and current school/office. 2. If the administrator has been trained but is not found in Table C.1, write the person's details as specified in Table C.2. 3. To validate completion of training, write the proof that the person has. 	<p>Data Requirements:</p> <ol style="list-style-type: none"> 1. List of trained administrators. 2. Data on current designation and office. 3. Proof of completion of training for those not found in the list.
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***Notes:**

1. Highlighted parts are from BEE and BSE data or from terminal reports submitted by the institutions that provided the training.
2. Data will start from which year? 2009-2015?

Table C.1 List of Trained Administrators based on Bureau Data

Division	Name of Trained Administrator	Duration of Training	University	Current Designation	Current School/Office

Table C.2 List of Trained Administrators not found in Table C.1

Division	Name of Trained Administrator	Duration of Training	University	Current Designation	Current School/Office	Proof of Completion
						with certificate of participation signed by the University

D. List of Trained Teachers

<p>Instructions:</p> <ol style="list-style-type: none"> Update the list on trained teachers by indicating their current designation and current school/office. If the teacher has been trained but is not found in Table D.1, write the person's details as specified in Table D.2. To validate completion of training, write the proof that the person has. 	<p>Data Requirements:</p> <ol style="list-style-type: none"> List of trained teachers. Data on current designation and office. Proof of completion of training for those not found in the list.
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***Notes:**

- Highlighted parts are from BEE and BSE data or from terminal reports submitted by the institutions that provided the training.
- Data will start from which year? 2009-2015?

Table D.1 List of Trained Teachers based on Bureau Data

Division	Name of Trained Administrator	Duration of Training	University	Current Designation	Current School/Office

Table D.2 List of Trained Teachers not found in Table D.1

Division	Name of Trained Administrator	Duration of Training	University	Current Designation	Current School/Office	Proof of Completion
						with certificate of participation signed by the University

III. School Data

A. Inventory in schools

Region _____ Division _____ District _____

School ID _____ School Name _____

Programs offered (for learners with specific disability)	Curriculum (Where did the CG come from? CO, region/division/school made?)	Learning materials (Where did the LMs come from? CO/Region/Division? Or teacher-made?)	Assessment (Is the school using standardized tools? Where did these come from? If not, what assessment tools are used? Where did they come from?)
Hearing Impairment			
Visual Impairment			

- a. hardware and software enhancements for using the computer (i.e. JAWS, DAISY, etc)
- b. alternative keyboard and mouse devices
- c. replacing beeps with light signals for the deaf
- d. screen magnifiers and text enlargers, as well as systems that form Braille letters from on-screen text
- e. screen reader
- f. voice recognition

Assistive Technology	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Assistive device (individual)

- a. wheelchair
- b. hearing aid
- c. White cane

Assistive Device	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Equipment	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Tools are non-text based learning resources that facilitate teaching and learning. These instructional aids are usually less expensive than equipment. Examples are hammer, kitchen utensils,

Tools	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Assistive Technology is an umbrella term that includes assistive, adaptive and rehabilitative devices for people with disabilities. It promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks.
 Reference: <http://www.disabled-world.com/assistivedevices/>

Assistive Technology examples:

Professional Development Materials	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Toys or manipulative toys are non-text based learning resources that facilitate teaching and learning. These toys help improve learners motor, cognitive communication and social skills. Some examples are building blocks, jigsaw puzzles and tangrams. (BLR LR Definition and Processes, CLMD Workshop IV).

Toys/Manipulative Toys	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Equipment is a non-text based learning resources that facilitate teaching and learning. These are devices, machines, set of articles, or physical resources that are necessary to teach, learn, or enhance specific lessons/competencies. Examples are sewing machine, microscope, and tractor. (BLR LR Definition and Processes, CLMD Workshop IV).

B. Inventory of Learning Resources

Textbook

1. A book is an exposition of generally accepted principles in one (1) subject, intended primarily as a basis for instruction in a classroom or pupil-book-teacher situation. (Sec 3, RA 8047- Book Publishing Development Act)
2. An instructional material that completely and sufficiently develops the prescribed learning competencies for a specific grade or year level in a specific subject area (i. e. Science, Mathematics). (Manual of Procedures for the Procurement of Manuscripts for Textbooks and Teacher's Manuals (Volume 5)
3. It is written for use by learners. (2015 Call Guidelines for K to 12 Learning Resources. Submission of Grades 5&6 Manuscripts of Textbooks and Teacher's Manuals)

Textbooks	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Other print and reading materials (such as story books or magazines) used by learners in the classroom.

Other Print and Reading Materials	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Professional Development Materials (PDMs) are any digital or non-digital education training and development resource or program designed with a training and development purpose. These are used by teachers or school administrators. (LRMDS Framework)

Professional Development Materials	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Toys or manipulative toys are non-text based learning resources that facilitate teaching and learning. These toys help improve learners motor, cognitive communication and social skills. Some examples are building blocks, jigsaw puzzles and tangrams. (BLR LR Definition and Processes, CLMD Workshop IV).

Toys/Manipulative Toys	Date of acquisition	Amount (how much it costs during the time it was purchased)	Fund Source (Downloaded fund /from external partner/fund generated by	Condition (usable/stored/needs repair/broken)

Equipment is a non-text based learning resources that facilitate teaching and learning. These are devices, machines, set of articles, or physical resources that are necessary to teach, learn, or enhance specific lessons/competencies. Examples are sewing machine, microscope, and tractor. (BLR LR Definition and Processes, CLMD Workshop IV).