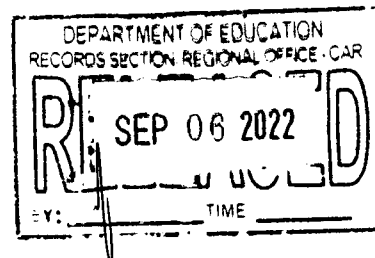




Republic of the Philippines
Department of Education
 Cordillera Administrative Region
 Wangal, La Trinidad, Benguet



September 5, 2022

REGIONAL MEMORANDUM

No. 450-2022

**GUIDANCE IN THE IMPLEMENTATION OF SPECIAL
 EDUCATION (SPED)/INCLUSIVE EDUCATION**

To: Assistant Regional Director
 Schools Division Superintendents
 All Schools Division Offices
 All Others Concerned

1. Pursuant to **Republic Act 11650 entitled Policy on Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing ILRC in all Schools, Districts, Municipalities, and Cities, providing for Standards, Appropriating Funds therefor, and for other purposes** and with reference to the issues/concerns raised by SPED/IE implementers, this Office issues this Memorandum to reiterate essential guidelines that shall be in place starting this school year.

2. For easy reference on SPED/IE concerns, the following issuances shall provide guidance:

Description	Persons/Office Involved/Beneficiaries	Legal Bases
A. Roles and Responsibilities	SPED Teachers, General Education Teachers, School Level and Division Level	DO No. 44, s. 2021
B. On Curriculum		
Transition Curriculum	Learners with Disabilities in the SPED Centers and General Education Classes	DO No. 21, s. 2020
Refined Learning Competencies for Learners with Special Educational Needs	Learners with Disabilities who cannot meet the competencies in the Transition Curriculum	RM No. 236, s. 2020
Additional Curriculum Content for Learners with Visual Impairment	Learners with Visual Impairment enrolled in the SPED Centers and General Education Classes	DM-CI-2020-00
Kindergarten and Grade 1 to 3 Mother Tongue: Most Essential Learning Competencies for Filipino Sign Language	Learners with Hearing Impairment enrolled in the SPED Centers and General Education Classes	DM-CI-2020-00
C. On Assessment		



Tool	Period	Who will conduct?	Recipients	Legal Basis
Multi-Factored Assessment Tool (MFAT)	One-time assessment a month after the opening of classes	Trained Grade 1 teacher on MFAT	Grade 1 Learners in the General Education Classes who may exhibit developmental advancement or delays or with manifestation of learning disability	DO No. 18, 2022

3. The following enclosures shall provide guidance to Schools Division Offices, District offices and schools:

- a. Enclosure 1. Additional Roles and Responsibilities
- b. Enclosure 2. Difference/s between the terms Learners with Disabilities and Learners with Difficulties and Different Classifications (RA 11650, DO No. 42, s. 2021, DO No. 023, s. 2022 and LIS)
- c. Enclosure 3. Educational Placements for Learners with Disabilities (DO No. 44, s. 2021)
- d. Enclosure 4. Organization of Classes for Learners with Disabilities (DO No. 53, 2008 and Handbook on the Policies and Guidelines for Special Education, 1999)
- e. Enclosure 5. Sample Classroom Program/Schedule for Elementary in the General Education Classes that implement Partial Inclusion
- f. Enclosure 6. Sample Classroom Program/Schedule for Elementary in the General Education Classes with Self-Contained Class
- g. Enclosure 7. Sample Classroom Program/Schedule for Transition Program: From School to Functional Life
- h. Enclosure 8. Sample Classroom Program/Schedule for Transition Program: From school to Employment and Entrepreneurship

4. For more details and/or queries, please contact the Regional SPED Focal Denia Tarnate through E-mail: denia.tarnate@deped.gov.ph.

5. Immediate and widest dissemination of and compliance with this Memorandum is directed.


ESTELA P. LEON-CARIÑO EdD, CESO III

Director IV/ Regional Director 

Additional Reference for Roles and Responsibilities

Public Schools District Supervisors

1. Supervise and give technical assistance in the effective implementation of SPED/Inclusive Education in the District they are assigned.
2. Serve as coach or resource speakers during LAC sessions or trainings within their jurisdiction and/or other Districts upon invitation.
3. Collaborate closely with the SDO and RO focal persons in the conduct of the following:
 - a. LAC sessions
 - b. orientations and trainings
 - c. advocacy programs
 - d. smooth implementation of the Inclusive Learning Resource Center
 - e. other related activities
4. Facilitate the data gathering and submission of report.
5. Use the data gathered in planning and allocation of resources for the district.
6. Plan and arrange with the Schools Division Office on how SPED teachers can be mobilized to support schools with no SPED teachers.
7. Ensure that the Special Education Teachers are not assigned to do clerical work for the district but these teachers should focus on ensuring that delivery of instruction for learners with disabilities is efficiently provided.

District SPED/IE Focals

Special Education teachers in the regular schools shall:

1. Have an approved designation from SDS as such in coordination with the District Head.
2. Concentrate only within the District of his or her jurisdiction; but may serve as resource speaker in other Districts upon invitation and proper coordination with District Authorities.
3. Coordinate with his/her school head and District Head in scheduling weekly visits to other schools to provide technical assistance.
4. NOT go to the regular schools within the District to directly teach identified learners with disabilities/difficulties but to provide technical assistance on the following matters only:
 - a. Monitor or track enrolment of learners with disabilities/difficulties.
 - b. Assist general education/receiving teachers in the conduct of educational assessment to determine the strengths and weaknesses of these learners so that appropriate interventions shall be planned to address their educational needs.
 - c. Assist general education/receiving teachers in tagging learners with disabilities/difficulties who were either properly evaluated or were observed with manifestations that consistently and negatively affect their learning performance.
 - d. Assist general education/receiving teachers in preparing plans and learning materials appropriate for the learners they handle.
 - e. Assist the teachers in working on strategies in handling their learners, parents of the learners, and other school stakeholders.

School Heads in Regular Schools:

1. Facilitate the implementation of the policy/guidelines/Republic Acts for SPED/Inclusive Education.
2. Welcome the idea of inclusive education and seek the assistance of the SDO SPED Focal in matters needing relevant and crucial attention.
3. Facilitate the preparation and administration of assessment or identification of learners with disabilities/difficulties, their placement to grades or levels, provision of learning/instructional materials, WFP for the SPED PSF, tagging and updating of Learners with Disabilities/Difficulties in the LIS.
4. Invite the Special Education Teacher to provide technical assistance as mentor, coach, Resource Speaker, and to conduct educational assessment.
5. Conduct meeting to monitor the implementation of the SPED/Inclusive Education Program.
6. Conduct orientation during PTA meeting to ensure that the school community are aware and ready to accept learners with disabilities/diverse needs and background.
7. Supervise and provide Technical Assistance as regards the efficient implementation of the program.
8. Facilitate the organization of classroom program of Special Education Teachers assigned in the schools.
9. Ensure that the Special Education Teachers are not assigned to do clerical work for the school. Rather, shall focus on classroom instruction and deliver effective teaching-learning activities.
10. If needed, organize a session/class for teachers, learners, and parents on Filipino Sign Language and Braille Reading and Writing for them be oriented and to have meaningful and respectful interactions.

School Heads in SPED Centers

1. Give technical assistance to School Heads in the regular schools relative to inclusive education practices.
2. Facilitate arrangement of a schedule for Special Education teachers to provide technical assistance to regular schools within the District and Division on SPED/IE matters. Schedule must be agreed with the District Head and must not jeopardize the main class of the SPED teacher/s.

Reminders to School Heads:

Pull-Out shall be counted as teaching load of the Special Education Teachers (at least 1 or 2 hours a day).

One day shall be allotted for the Special Education Teachers to monitor the progress of learners with disabilities/difficulties who moved to other schools in the general education classes if within the district and give technical assistance to receiving teachers. Schedule as itinerant teacher shall be an agreement between and among the school heads, special education teachers concerned, and PSDSs or DCP.

Special Education Teachers in SPED Centers

1. Welcome and assist general education/receiving teachers who seek information on inclusive education, curriculum, teaching strategies, learning materials, assessment, and others.
2. Accept a broader role as consultant in inclusive education and SPED in general.
3. Share expertise on inclusive education when needed/invited.
4. Ensure availability of quality assured learning/instructional materials for use of learners and for reference of receiving or regular teachers.

5. Facilitate appropriate interactions and social relations with and among learners and parents.
6. Support the school's plans in the smooth delivery of education for these learners.
7. Aside from IEP, lead in designing the learner's iPlan based on the result of the Multi-Factored Assessment, inputs from the learner's family and school iPlan Core team and plan appropriate interventions and activities based on assessment results.
8. Allow flexibility in the following:
 - a. Communication with parents
 - b. Submission of learner's output
 - c. Giving of additional instructions/reminders to parents thru SMS or call, messenger, email, etc.

Teachers in the Regular Schools/Receiving Teachers:

1. Welcome the idea of inclusive education and facilitate the implementation of inclusive education.
2. Support school's plans for inclusive education, smooth delivery of lessons/education to the learners.
3. Establish a wholesome relationship with Special Education Teachers and collaborate closely with them, including nonteaching personnel, Inclusive Learning Resource Center (ILRC) Coordinator and/or Resource Room Teacher, parents, and other professionals who may help in responding to the specific needs and additional support services of learners with disabilities/difficulties.
4. Prepare learning/instructional materials appropriate to the learner's needs.
5. Seek the assistance of the Special Education Teacher in the accomplishment of the following: a) anecdotal records; b) initial assessment checklists; c) Individualized Education Plan (IEP); d) Instructional Plan (iPlan) for grade 1 teachers.
6. Grade I teachers shall administer MFAT for grade 1 learners who exhibit developmental advancement or delays or have manifestations of learning disability.
7. Facilitate appropriate interactions and social relations with and among learners and parents.
8. Serve as receiving teachers for learners with disabilities/difficulties. Rejection of Learners with Disabilities/Difficulties in the general education classroom is against the vision and mission of the Department, hence teachers are cautioned against such discriminatory acts.
9. Practice the principle of Differentiated Instruction in delivering the lesson. There shall be differentiation in the teaching strategies, content, learning materials, number of items in written works, and mode of accomplishing tasks.
10. Ensures participation of learners and give opportunity for the learners with disabilities/difficulties to progress in the class/school/community.
12. Allow flexibility in the following:
 - a. Communication with parents
 - b. Submission of learner's output
 - c. Giving of additional instructions/reminders to parents thru SMS or call, messenger, email, etc.

Difference/s between the terms Learners with Disabilities and Learners with Difficulties and Different Classifications

Learners with Disabilities

- Refer to learners in the general early and basic education system who require additional support and related services and adoptive pedagogic method due to their long or short-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society in an equal basis with others to develop them to their maximum capability
- These learners are formally/medically diagnosed by medical specialists.

Below are the Classifications of Learners with Disabilities:

- ❖ Visual Impairment
- ❖ Hearing Impairment
- ❖ Learning Disability
- ❖ Intellectual Disability
- ❖ Autism Spectrum Disorder
- ❖ Emotional-Behavioral Disorder
- ❖ Orthopedic/Physical Handicap
- ❖ Speech/Language /Disorder
- ❖ Cerebral Palsy
- ❖ Special Health Problem/Chronic Disease
- ❖ Multiple Disabilities

Learners with Difficulties

- Learners who manifest difficulties in particular activities (e.g. cognitive, communication, mobility, hearing, seeing, etc.) required for daily lessons as determined through observation and/or informal assessments and who have NOT undergone a medical assessment conducted by a licensed medical specialist. These difficulties must be manifested to such extent that the learners “require modification of school practices, or special educational services to develop to maximum capacity”.

Below are the Classifications of Learners with Difficulties:

- ❖ Difficulty in Seeing
- ❖ Difficulty in Hearing
- ❖ Difficulty in Applying Knowledge
- ❖ Difficulty in Remembering, Concentrating, Paying Attention and Understanding
- ❖ Difficulty in Applying Adaptive Skills
- ❖ Difficulty in Displaying Inter-personal Behavior
- ❖ Difficulty in Mobility (walking, grasping, climbing)
- ❖ Difficulty in Communicating

Educational Placements for Learners with Disabilities

The inclusion of learners with disabilities in the general education classroom varies depending on their unique needs and other requirements. Therefore, the school shall provide an appropriate placement to better serve the learners with disabilities. Relative to this, learners assessed to be with moderate intellectual disabilities may be placed in educational settings appropriate to their context, with greatest consideration for the availability of support services that would help teachers in maximizing these learners' skill and behavioral improvement.

1. Full Inclusion in the general education classroom

Learners with Disabilities shall be in full inclusion if they can cope with all the required activities with the necessary instructional support within the general education classes. The following provisions shall be provided to enable them to participate actively in all teaching and learning activities with their typically developing peers:

- a. Make appropriate accommodations in the K to 12 Basic Education curriculum in consideration of the learner's IEPs.
- b. Provide appropriate assistive devices and technologies, and/or appropriate learning resources that support their needs and enable the learners with disabilities to fully participate in the activities.
- c. Apply appropriate instructional strategies for specific and additional needs of learners, while they are learning with their typically developing peers.
- d. Ensure the readiness of teachers in the general education classes and their parents in accepting, recognizing, and respecting learners with disabilities. Likewise, make sure that the learning environment, particularly the physical arrangement of the classroom, is ready for the inclusion of learners with disabilities.
- e. Ensure the collaboration of teachers in general education and SPED classes in the preparation of plans and lessons of learners with disabilities based on their needs during regular LAC sessions.
- f. Register the learners with disabilities/difficulties within the general education class; they shall be marked for their performance in consideration of their IEPs. These learners shall be tagged in the Learner Information System (LIS) as learners with disabilities, if medically diagnosed or as learners manifesting difficulties, if not medically diagnosed.
- g. Organize an optional class where the receiving teachers can learn Filipino Sign Language and Braille Reading and Writing as a support mechanism to learners with sensory impairments.
- h. Organize an optional special class for the typically developing learners to be oriented about FSL and Braille Reading and Writing, as well as the characteristics and needs of Learners with Disabilities. This would hopefully result to fruitful, meaningful, and respectful interactions among typically developing learners and Learners with Disabilities.
- i. Ensure an accessible physical environment (i.e., the environment should have access facilities such as ramps, tactile flooring, accessible toilet, hand railings and the like) for learners, especially for those who have mobility impairment.

2. Partial Inclusion with Resource Room Services

Learners with Disabilities who shall be in the partial inclusion are those who can cope with at least 50 to 75% of the required activities in majority of the learning areas.

Most of their learning time in school shall be spent together with their typical peers in general education classrooms. During specific periods, instruction shall be maximized for learning the essential adaptive skills and some components of the adapted K to 12 Curriculum in the resource room. In implementing this educational placement, the following provisions shall be observed:

- a. Adapt/modify the K to 12 Basic Education curriculum based on the learning needs of learners with disabilities as specified in the IEPs.
- b. Ensure collaboration between the receiving teacher in the general education classroom and the SPED teacher for the learning plan and lessons of the learners with disabilities.
- c. Ensure the preparation of the learning environment including physical arrangement of the classroom and the readiness of the typical learners and the teachers in general education classrooms that would highlight acceptance of and respect for learners with disabilities.
- d. Register Learners with Disabilities within the general education class; they shall be marked for their performance in consideration of their IEP. They shall be tagged in the Learner Information System (LIS) as learners with disabilities, if medically diagnosed or as learners manifesting difficulties, if not medically diagnosed.
- e. If possible, organize a class where FSL and Braille Reading and Writing can be learned by the regular teachers. Speech and auditory training, as well as training on orientation and mobility, for teachers shall also be included in the resource room as a support mechanism for learners with sensory impairments.
- f. Organize an optional special class for the typically developing learners to be oriented about FSL and Braille Reading and Writing.

3. Self-Contained Class

The self-contained class is exclusively for those LWDs who are diagnosed or identified to have severe to profound disabilities. They are the non-graded Learners with Disabilities or those who are in the transition program. It shall consider the following provisions:

- a. Learners with Disabilities who are 5 to 14 years old shall be placed in the elementary school environment, while those who are 15 to 24 years old shall be placed in the secondary school environment. Those learners with disabilities who are 25 years old and above shall be referred to other options such as, but not limited to DepEd ALS, DSWD, TESDA and DOLE programs.
- b. Learners with Disabilities in the self-contained class shall be handled by the SPED teacher or a trained general education teacher.
- c. Learners with Disabilities in the self-contained class shall focus on adaptive essential skills (functional literacy and numeracy); self-help and daily living skills; and social and communication skills including prevocational and vocational skills.
- d. Learners with Disabilities in a self-contained class shall be included and involved in school and community activities together with the typically developing learners. Their involvement shall be closely supervised by the teacher and their paren
- e.

Organization of Classes for Learners with Disabilities

Classification of Learners (Exceptionality)	One Grade Level (Self-Contained)	Multi-Grade/ Multi-Level
Gifted or Fast Learners	30-35	15-20
Intellectual Disability (Mentally Retarded)	8-15	8-10
Visual Impairment/Blind	7-10	5-6
Hearing Impairment/Deaf	7-15	6-8
Emotional-Behavioral Disorder (Behavioral Problem)	15-20	7-12
Orthopedic/Physical Handicap (Orthopedically Handicapped)	10-15	10-15
Special Health Problem/Chronic Disease (Health Impairment)		
Speech/Language /Disorder (Speech Defective)	10-15	10-15
Learning Disability (Learning Disabled)	7-10	5-6
Multiple Disabilities (Multiply Handicapped)	5-8	3-6
Autism Spectrum Disorder (Autism)	7-10	3-6

Note:

1. A maximum of only 2 learners (children) with the same or different types of disability (handicapping condition) shall be integrated in a general education/regular class at any given time.
2. In cases where enrolment does not meet the required number, SPED teachers shall still be allowed to handle classes for learners with disabilities preferably in the morning and handle other subject/s in the afternoon for the general education/regular classes. Other feasible arrangements may be made by the school heads, based on school context.

Sample Classroom Program/Schedule for Elementary in the General Education Classes that implement Partial Inclusion

GRADE 2 CLASSROOM PROGRAM/SCHEDULE

for in-person classes

S.Y. 2022-2023

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:00	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony
8:01 – 8:31	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao
8:31 – 9:31	English	English	English	English	English
9:31 – 9:51	Recess				
9:51-10:41	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:41-11:41	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions
	Lunch Break				
1:00-1:40	Filipino	Filipino	Filipino	Filipino	Filipino
1:41-2:31	Araling Panlipunan	Araling Panlipunan	Araling Panlipunan	Araling Panlipunan	Araling Panlipunan
2:31-3:10	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions	Pull-Out or Resource Room sessions
3:10-3:40	Intervention/ Reading Program	Intervention/ Reading Program	Intervention/ Reading Program	Intervention/ Reading Program	Conference/ Meeting with co-teachers/ parents to monitor learner's progress
3:40-4:20	IEP/iPlan	IEP/iPlan	IEP/iPlan	IEP/iPlan	
4:10-5:00	Preparation of lesson plans, instructional materials	Preparation of lesson plans, instructional materials	Preparation of lesson plans, instructional materials	Preparation of lesson plans, instructional materials	Preparation of lesson plans, instructional materials

Note: The schedule may be modified based on the context of the learners.

Sample Classroom Program/Schedule for Elementary in the General Education Classes with Self-Contained Class

**LEVEL 1 CLASSROOM PROGRAM/SCHEDULE
for in-person classes
S.Y. 2022-2023**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:00	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony
8:01 – 8:30	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills
8:31 – 9:15	Communication Skills	Communication Skills	Communication Skills	Communication Skills	Communication Skills
9:16- 9:45	Prevocational Skills	Prevocational Skills	Prevocational Skills	Prevocational Skills	Prevocational Skills
9:45- 10:00	Recess				
10:01- 11:00	Numeracy Skills	Numeracy Skills	Numeracy Skills	Numeracy Skills	Numeracy Skills
11:00- 12:00	Paper Works/Review IEP	Paper Works/Review IEP	Paper Works/Review IEP	Paper Works/Review IEP	Paper Works/Review IEP
12:01- 1:00	Lunch Break				
1:00- 1:30	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills	Motor Recreational/ Social Skills
1:31- 2:15	Communication Skills	Communication Skills	Communication Skills	Communication Skills	Communication Skills
2:16- 2:30	Supervised Snack/Recess				
2:31- 3:00	Prevocational Skills	Prevocational Skills	Prevocational Skills	Prevocational Skills	Prevocational Skills
3:01- 3:30	Numeracy Skills	Numeracy Skills	Numeracy Skills	Numeracy Skills	Numeracy Skills
3:31- 4:00	Review/ Adjustment of IEP	Review/ Adjustment of IEP	Review/ Adjustment of IEP	Review/ Adjustment of IEP	Review/ Adjustment of IEP
4:01- 5:00	Paper Works	Paper Works	Paper Works	Paper Works	Paper Works

Note: The schedule may be modified based on the context of the learners.

Enclosure 7 to RM No. 450.2022

**SAMPLE CLASSROOM PROGRAM/SCHEDULE
FOR TRANSITION PROGRAM**

for in-person classes

S.Y. 2022-2023

From School to Functional Life

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:40 - 8:00	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Ceremony
8:01- 8:45	Life Skills: Communication	Life Skills: Communication	Life Skills: Communication	Life Skills: Communication	Life Skills: Communication
8:46 - 9:45	Life Skills: Community Orientation & Mobility Skills	Life Skills: Community Orientation & Mobility Skills	Life Skills: Community Orientation & Mobility Skills	Life Skills: Community Orientation & Mobility Skills	Life Skills: Community Orientation & Mobility Skills
9:46- 10:00	Recess				
10:00- 11:00	Health and Personal Safety	Health and Personal Safety	Health and Personal Safety	Health and Personal Safety	Health and Personal Safety
11:00- 11:45	Paper Works	Paper Works	Paper Works	Paper Works	Paper Works
11:46- 1:00	Lunch Break				
1:00- 2:00	Care Skills: Personal Hygiene	Care Skills: Personal Hygiene	Care Skills: Personal Hygiene	Care Skills: Personal Hygiene	Care Skills: Personal Hygiene
2:01- 3:30	Care Skills: Good Grooming	Care Skills: Good Grooming	Care Skills: Good Grooming	Care Skills: Good Grooming	Care Skills: Good Grooming
3:30- 4:00	Review / Adjustment of IEP	Review / Adjustment of IEP	Review/ Adjustment of IEP	Review/ Adjustment of IEP	Review/ Adjustment of IEP
4:00- 5:00	Paper Works	Paper Works	Paper Works	Paper Works	Paper Works

Note: The schedule may be modified based on the context of the learners.

**SAMPLE CLASSROOM PROGRAM / SCHEDULE
FOR TRANSITION PROGRAM**

for in-person classes

S.Y. 2022-2023

From School to Employment and Entrepreneurship

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:40 – 8:00	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony	Flag Raising Ceremony
8:01- 8:45	Care Skills	Care Skills	Care Skills	Care Skills	Care Skills
8:46 – 9:45	Functional Academics: English	Functional Academics: English	Functional Academics: English	Functional Academics: English	Functional Academics: English
9:46- 10:00	Recess				
10:00- 11:00	Functional Academics: Mathematics	Functional Academics: Mathematics	Functional Academics: Mathematics	Functional Academics: Mathematics	Functional Academics: Mathematics
11:00- 11:45	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
11:46- 1:00	Lunch Break				
1:00- 2:00	Career Skills	Career Skills	Career Skills	Career Skills	Practical Skills
2:01- 3:30	Practical Skills	Practical Skills	Practical Skills	Practical Skills	Enrichment Skills
3:30- 4:00	Review / Adjustment of IEP	Review / Adjustment of IEP	Review/ Adjustment of IEP	Review/ Adjustment of IEP	Review/ Adjustment of IEP
4:00- 5:00	Paper Works	Paper Works	Paper Works	Paper Works	Paper Works

Note: The schedule may be modified based on the context of the learners.