



Republic of the Philippines  
Department of Education  
Region VII, Central Visayas  
**DIVISION OF CEBU PROVINCE**  
IPHO Building, Sudlon, Lahug, Cebu City



May 12, 2016

Division Memorandum  
No. 228, s. 2016

**ONE DAY CONFERENCE-WORKSHOP OF ALL ELEMENTARY  
AND SECONDARY SPED TEACHERS**

To: Assistant Schools Division Superintendents  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads

1. This Office announces the conduct of a **One Day Conference-Workshop of all Elementary and Secondary SPED Teachers on May 16, 2016 from 8:00 AM to 5:00 PM at the Civil Service Commission Conference Room, Sudlon, Lahug, Cebu City.**
2. Points that will be taken up during the conference are the following:
  - a. Liquidation and accomplishment reports;
  - b. Reports required by the Central Office;
  - c. Different activities that will be undertaken for SY 2016-2017; and
  - d. Inventory of SPED teachers with and without items.
3. Please bring with you the following reports:
  - a. liquidation and accomplishment reports for CY 2015;
  - b. enrolment per disability or exceptionality for SY 2015-2016;
  - c. tentative enrolment per disability or exceptionality for SY 2016-2017; and
  - d. accomplished report (pls refer to the attached forms).
4. A registration fee in the amount of **Php 400.00** shall be collected from each participant to defray the expenses for the venue rental, 2 snacks and lunch chargeable against **funds allocated for SPED Centers/school MOOE/PTA/SEF funds**, subject to its availability and the accounting and auditing rules and regulations.
5. School heads of SPED centers and schools offering SPED classes are hereby directed to inform their SPED teachers and to ensure their punctuality and attendance to the said orientation which will start at 8:00 am.
6. This Memorandum serves as Authority to Travel.
7. Immediate dissemination of this Memorandum is desired.

  
**RHEA MAR A. ANGTUD, Ed.D., CESO VI**  
Schools Division Superintendent

**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**

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

\*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.

<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. List down SPED centers/schools validated by the Region in Table B if it is not found in the EBEIS.</li> <li>2. Specify programs offered for learners with specific disabilities/difficulties in each SPED center/schools.</li> <li>3. Separate data for gifted/talented and learners with disabilities</li> </ol>	<p><b>Data Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Regional data on SPED centers/schools not found in EBEIS</li> <li>2. Programs (Program for the gifted, HI, VI, etc.) offered by SPE centers/schools</li> </ol>
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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.

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## II. Schools Division Office

### A. Consolidated list of medical service providers

**Medical service** is any healthcare-related service providing preventive, curative and promotional healthcare services. It includes internal medicine, cardiology, emergency medicine, family practice, nephrology, neurology, paediatrics, pulmonary, surgery, dentistry, pharmacy psychology, midwifery, orthodontics and psychoanalysis.

Reference: <http://medical-dictionary.thefreedictionary.com/medical+service>

**Instructions:**

1. List down the complete details of medical service providers in your Division and District.
2. Indicate whether the medical service provider is a public or private entity.
3. List the complete address and contact number. **Data Requirements:**

**Data Requirements:**

1. Name of hospital/clinic/center/institution.
2. Complete details (address and contact number) of the hospital/clinic/center/institution.

#	Division	District	Medical Service Provider			
			Name of Hospital/clinic/center/institution	Public or Private	Address	Contact Number

**B. Consolidated list of allied healthcare service providers**

**Allied healthcare services** are any of the diverse health professions that deliver services involving identification, evaluation and prevention of diseases and disorders; dietary and nutrition services and, rehabilitation and health systems management. These include physical therapy, occupational therapy, speech-language pathology, audiology, physical therapy, dietetic services, radiologic services, and respiratory therapy.

*References: <http://medical-dictionary.thefreedictionary.com/Allied+health+professions>*

<b>Instructions:</b> 1. List down the complete details of allied medical service providers in your Division and District. 2. Indicate whether the allied medical service provider is a public or private entity. 3. List the complete address and contact number.	<b>Data Requirements:</b> 1. Name of hospital/clinic/center/institution. 2. Complete details (address and contact number) of the ospital/clinic/center/institution.
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#	Division	District	Allied Medical Service Provider			
			Name of Hospital/clinic/center/institution	Public of Private	Address	Contact Number

**C. List of Trained Administrators**

**Instructions:**

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.

**Data Requirements:**

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.

**\*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><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Update the list on trained teachers by indicating their current designation and current school/office.</li> <li>2. 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.</li> <li>3. To validate completion of training, write the proof that the person has.</li> </ol>	<p><b>Data Requirements:</b></p> <ol style="list-style-type: none"> <li>1. List of trained teachers.</li> <li>2. Data on current designation and office.</li> <li>3. Proof of completion of training for those not found in the list.</li> </ol>
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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 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 \_\_\_\_\_

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

**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:**

- 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)

**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)

**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).

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)

**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)