MONITORING GUIDE/CHECKLIST ON THE EVALUATION OF SPED SCHOOLS

Pursuant to DepEd Order No. 88, s. 2010

Name of School: _____
Address: _____
Division: _____

In addition to the requirements to be submitted by the regular schools in securing new government permit/renewal of government permit/ recognition, the following items must be considered in processing the application for SPED School permit.

I. Instructional Program Being Offered by the School

_____**A. Self-Contained Special Class** – This is a separate class for only one type of exceptionality that serves moderate to severe types of disabilities.

_____**B. Resource Room** – A designated place where the child with special needs enrolled in the regular school program goes to in order to make use of the specialized equipment either in a tutorial situation or in a small group session handled by a SPED teacher.

_____**C. Pull-Out** – A kind of program where the child enrolled in the regular class reports to the resource room for a period of time for special instructions by the SPED teacher.

_____**D. Integration/Mainstreaming** – This refers to the enrolment of a child with special needs in a regular class with support services. There are degrees of integration. In Partial Integration, a child with special needs enrolled in a special class is integrated with regular children in non-academic activities like work education, physical education, arts, school programs, etc., then gradually integrated in the academic subjects when qualified in Full Integration, where a child with special needs sits in the regular class in all academic and non-academic subjects.

_____**E. Inclusion** – All children with disabilities regardless of the nature and severity of their disability and need for related services, receive their total education within the regular education classroom. Maximum of 2 pupils/students with special needs in the regular class.

II. Curriculum Being Offered Per Exceptionality
III. Individualized Education Plan (IEP) of each pupil
IV. Doctor Specialist's Assessment per pupil
V. Report on Enrolment by Disability – Male – Female – Total

Required Maximum Enrolment per Class (DepED Order No. 53, s. 2008)

Area of Exceptionality	With One Grade Level	With Multigrade Level
1. Mental Retardation	8-15	5-8
2. Hearing Impairment	7-15	6-8
3. Visual Impairment	7-10	5-6
4. Autism	7-10	3-6

5. Multiple Disabilities	3-5	2-3
6. Physical Disabilities and Health Impairment	10-15	7-10
7. Giftedness	30-35	15-20

VI. Qualifications of Teachers

A. Teachers should possess any of the following qualifications:
   1. Bachelor of Elementary Education Specializing in Special Education
   2. Bachelor of Science in Elementary Education Major in Special Education
   3. Bachelor of Science in Elementary Education plus 18 units in special education in the graduate level with 3 years of teaching experience to children
   4. Bachelor of Science in Elementary Education plus 15 units in special education with 4 years of teaching experience to children with special needs and with very satisfactory performance in the regular schools for the last 3 years
   5. Bachelor of Science in Elementary Education plus 12 units in special education with 6 years of teaching experience to children with special needs and with very satisfactory performance in the regular class for the last 3 years
   6. Bachelor of Science in Elementary Education plus 9 units in special education with 9 years of teaching experience to children with special needs and with very satisfactory performance in the regular class for the last 3 years

B. Assignment of teachers should be based on their educational qualification, training and experience. Ex. Teacher for the Hearing Impaired can communicate in sign language and uses total communication. Teachers with units in General Special Education is not qualified to teach children with autism provided he/she has sufficient

C. training on Autism. Necessary documents and certificates should be presented in line with this.

VII. School Calendar for particular School Year observing the following celebrations:

January – Autism Consciousness Week – Jan. 14-21
February – National Retardation Week – Feb. 12-18
July – National Disability Prevention and Rehabilitation Week – July 17-23
August 1 – White Cane Day, Sight Saving Month
September – Cerebral Palsy Awareness and Protection Week Celebration – Sept. 16-22

November – Deaf Awareness Week – Nov. 9-15
Giftedness Week – Nov. 21-27

VIII. Facilities/Equipment and Instructional Aids

_____1. Ramps
_____2. Trampoline
_____3. Brailler (if there are blind students)
_____4. Activity Area
_____5. Resource Room – where instructional materials for different kinds of learners are kept
_____6. Sufficient well-structured classrooms suited to its stream

_____7. Drinking Facilities with potable water
_____8. “Time Out” Room – a place where a child is placed if
he/she has tantrums (carpeted with foam/rubber matting
around the walls to protect the child from getting hurt)
_____9. Playground apparatus
_____10. Manipulative materials

Remarks:

_____
_____
_____

Inspected by:

_____ _____
(signature over printed name and designation) (signature over printed name and designation)

Date visited: _____

Conforme :

_____
Authorized School Official
(signature over printed name and designation)