



DepEd O R D E R  
No. **57**, s. 2011

**JUL 2 0 2011**

**POLICY GUIDELINES IN THE IMPLEMENTATION OF THE SPECIAL SCIENCE  
ELEMENTARY SCHOOLS (SSES) PROJECT**

To : Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers, and Heads of Units  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary Schools  
All Others Concerned

1. Section 17, Article II of the Philippine Constitution mandates the State to give priority to Education, Science and Technology to foster patriotism and nationalism, accelerate social programs and promote total human development. Section 10, Article XIV further states that Science and Technology are essential for nationalism, development, invention, innovation and their utilization. Providing opportunities for the development of scientific attitudes, technological skills and higher order thinking skills among learners of Basic Education in an environment supportive of their nurturance is the primary responsibility of the Department of Education (DepEd).

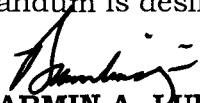
2. As a supporting and strengthening initiative to the above mandates, this Department through the Bureau of Elementary Education (BEE) launched and implemented the Special Science Elementary Schools (SSES) Project in 2007 to fifty-seven (57) public elementary schools. This Project has expanded to forty-three (43) more schools in 2009. It is a research and development project designed to develop Filipino children who are equipped with scientific and technological knowledge, skills and attitudes; creative and have positive values; and lifelong learning skills to become productive partners in the development of the community and society.

3. The Project aims to:

- a. provide a learning environment to the gifted and talented through special Mathematics and Science curricula which recognize multiple intelligences geared towards the development of God-loving, globally competitive, nationalistic, creative, ecologically aware, scientifically and technologically-oriented and skilled individuals who are empowered through lifelong learning skills;
- b. provide the gifted and talented learners with avenues, opportunities and exposures for developing necessary skills and aptitudes;
- c. capacitate school heads and teachers in implementing and managing SSES schools; and
- d. develop SSES program models for both the regular schools and SPED centers.



4. For School Year (SY) 2011-2012, the Project shall be expanded to one hundred (100) more public elementary schools which consist of SPED Centers with programs for the gifted and talented, and regular schools. Enclosure No. 2 contains the List of Schools. Each of the schools identified, the divisions and regions involved in the project shall be provided with funds subsidy to support the activities pursuant to the implementation of the Project. A DepEd Order to this effect shall be issued.
5. For effective implementation of the Project, the identified schools, divisions and regions should adhere to the implementing guidelines set forth in Enclosure No. 1.
6. For more information, please direct all inquiries to **Ms. Fe M. Villalino**, Chief, Staff Development Division (SDD-BEE) at telephone no.: (02) 687-2948 or to **Ms. Mirla R. Olores**, Chief, Special Education Division (SPED-BEE) at telephone no.: (02) 631-99-93 or send a message at e-mail address: bee\_sdd@yahoo.com.
7. Immediate and widest dissemination of this Memorandum is desired.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary *lyy*

Encls.: As stated

Reference:

DepEd Order: No. 51, s. 2010

To be indicated in the Perpetual Index  
under the following subjects:

ELEMENTARY EDUCATION  
OFFICIALS  
POLICY  
PROJECTS  
PUPILS  
SCHOOLS  
SCIENCE EDUCATION

(Enclosure No. 1 to DepEd Order No. 57, s. 2011)

**POLICY GUIDELINES IN THE ORGANIZATION  
OF THE SPECIAL SCIENCE ELEMENTARY SCHOOLS (SSES) PROJECT  
SY 2011-2012**

**A. Vision, Mission and Objectives**

**Vision:**

The SSES envisions developing Filipino children who are equipped with scientific and technological knowledge, skills and attitudes; creative and have positive values; and lifelong learning skills to become productive partners in the development of the community and society.

**Mission:**

The SSES provides a learning environment to the gifted and talented through a special Mathematics and Science curricula which recognize multiple intelligences geared towards the development of God-loving, globally competitive, nationalistic, creative, ecologically aware, scientifically and technologically oriented and skilled individuals who are empowered through lifelong learning skills.

**Objectives:**

The Special Science Elementary School Project has the following objectives:

- Provide an enriched curriculum for Mathematics and Science
- Provide the gifted and talented learners with venues, opportunities and exposures for developing necessary skills and aptitudes;
- Capacitate school heads and teachers in implementing and managing a SSES school
- Develop SSES program models for both the regular and SPED schools

**1. Components of the SSES Project**

**1.1 The SSES Learners**

The SSES learners are those enrolled in SPED Centers classified as Gifted and Talented and regular schools who passed the SSES screening procedures. These are the children who are equipped with scientific and technological knowledge, skills and attitudes; creative and have positive values; and lifelong learning skills to become productive partners in the development of the community and society (See Attached List of Traits).

**1.2 The Teacher**

The SSES teacher should:

- possess positive work ethics, creative and innovative, willing to work with highly motivated learners, welcomes challenges, and committed to upholding the SSES mission, vision and goals
- have specialization in either Science and Math and/or relevant training



- have experience in teaching corresponding subject for at least three years
- be scientifically and technologically-oriented and proficient
- have experience in conducting and participating in research
- have clear professional and personal development plan as reflected in his/her Individual Plan for Professional Development (IPPD) formulated annually
- work for maximum implementation of his/her IPPD
- serve the program for at least four (4) years,
- not transfer from the program within any school year

### 1.3 The School Head

The school head shall have the overall responsibility for the administrative management and instructional leadership of the SSES project in the school. His/her responsibilities include:

- Facilitate the organization of SSES classes;
- Facilitate the conduct of the School-Based Diagnostic Test (NSBA) and Interview;
- Organize a School Assessment Team ( Compose of at least 5 teachers) who will administer the School-Based Diagnostic test, battery of Mental Ability Tests and conduct interviews;
- Determine facilities and equipment for effective SSES program implementation and make recommendation and/or take necessary steps for their procurement;
- Lead teachers in evaluating textbooks and other IMs including multi-media materials for use of SSES;
- Use fund support for SSES judiciously;
- Monitor and provide guidance to SSES teachers in formulating their Individual Program for Professional Development (IPPD);
- In case of movement to other school or retirement, he/she should orient the incoming school head to ensure continuous implementation of the project; and
- Maintain active partnership with GOPs and NGOs for the continuous implementation of the project.

### 1.4 The School and Its Physical Facilities and Equipment

A SS implementing school is a Regular school or SPED Center with programs for the Gifted and Talented and should:

- be appropriately-equipped for the implementation of the SSES curriculum, and shall have the following facilities and resources:
  - Laboratory room
  - Science apparatuses and equipment
  - ICT-based learning resources
  - Science, English and Math textbooks and supplementary materials
- provide academic and co-curricular opportunities for the optimum development of the SSES learners (e.g. campus journalism, science camps, investigatory projects, Math competitions)
- guarantee safe and protective environment for the SSES learners; and
- maintain network with science –oriented schools, locally and in ASEAN regions.

## **1.5 Duties and Responsibilities of the Different Levels of DepEd in the Implementation of the SSES Project**

The functions/roles of the different levels of DepEd are defined below:

### **Central Office**

The Central office through the Bureau of Elementary Education shall:

- Conduct orientation to ROs and DOs on the SSES project
- Provide policies and guidelines on the SSES project implementation and fund utilization ;
- Conduct monitoring and progress review meeting on the project implementation;
- Provide logistics and technical support including financial assistance and training programs; and

### **Regional Offices**

- The Elementary Education Division (EED) of the Region shall assist schools in planning, implementation, monitoring and evaluation of the project.
- The Regional Science and SPED Supervisor / Coordinator shall be designated as focal persons for the project and shall perform duties assigned by EED chief on matters related to the SSES implementation.

### **Division Offices**

The division shall have the overall responsibility for the planning and implementation of the SSES project in the division and shall be assisted preferably by the Division Science and SPED Supervisors/Coordinators whose responsibility to the program shall include the following:

- Reflect the project into the Division Education Development Program (DEDP);
- Provide assistance to schools in the acquisition/construction of physical facilities and learning resources; e.g curriculum support materials
- Provide assistance to school heads and teachers through the conduct of INSET, seminars and workshops;
- Monitor quarterly the program, prepare and submit report to RO and BEE;
- Assist the schools in the preparation of interview checklist for use in screening applicants;

## **2. Screening, Identification and Placement Guidelines**

**(Note: These guidelines shall be followed by Batches 1 and 2 for Incoming Grade 1)**

### **2.1. Classes for the Gifted and Talented in SPED Centers**

Screening shall be done using the existing selection process implemented by SPED Centers.

1. Selection shall be done using the following tools
  - Teacher observation/nomination and referral
  - Formal testing/Psycho-educational assessment

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- Parent observation/nomination
- Self nomination
- Product/outputs
- Interviews
- Non-intellective tests
- School-Based Diagnostic Test

( Please refer to the Handbook on Educating the Gifted for the details)

2. Graduates of Headstart classes are automatically qualified to the GT/Grade 1
3. A total of thirty pupils per grade level shall be organized.

## **2.2 For the Regular Schools**

1. Grade 1 aspirants may come from the school implementing SSES Project or from neighbouring schools within the district. Aspirants must satisfy the following criteria:
  - Age requirement: Shall follow the existing DepEd Policy on entrance age.
  - For incoming Grade 1, results of SReA.
2. Grade 1 aspirants satisfying the criteria shall undergo the final screening consisting of school-based diagnostic test(BEE-SBA) and interview which will be administered during the opening of school year. The development of the interview guide shall be the joint responsibility of the school and the division. The interview should cover competencies in English, Science and Math. Ample provisions toward the determination of whether or not the applicant possesses the desired character traits (See Attached List) should likewise be included in the interview. For profiling pupils, it is recommended that a checklist of character traits be prepared for interviewing individual applicant. Top thirty to thirty five (30-35) pupils shall be organized as a Grade 1 SSES class.
3. A Battery of Mental Ability Tests (MAT) shall be administered to the organized SSES Grade 1 class for profiling purposes.
4. An agreement between the schools and the parents shall be drafted and duly – signed for this purpose.

## **2.3. Stayers and Leavers in the Program**

1. All pupils accepted shall complete the program.
  - a. A pupil shall maintain a very satisfactory average rating of at least 83%, for any grading period.
  - b. Intervention activities shall be provided to pupils who need special attention to be able to cope with the program requirements.
2. Willingness of pupil and parent to remain in the program.
  - Pupils or parents who are willing to remain in the program shall abide by the provisions covered by the agreement.
3. Leavers from the Program
  - Pupils or parents expressing intention to withdraw from the program shall sign a waiver after a thorough discussion of the case
4. Transferees from the program shall be accepted to other SS implementing schools.

### 3. The SSES Curriculum

#### Offerings:

The SSES utilizes the enriched learning competencies in *Science and Mathematics* that will provide for the development of lifelong learning skills and foster the holistic development of the child. It offers Science and Health from Grades I-VI.

#### Class Schedule

The SSES curriculum

- provides longer instruction time in Science (Grades I-III – 70 minutes, Grades IV –VI – 80 minutes)

**TABLE 1: SSES Program Time Allotment (in minutes) per Learning Area**

	Grades 1-3	Grades 4-6
	Time Allotment	Time Allotment
English	80	80
Science	70	80
Math	70	80
Filipino	70	60
Makabayan		
Sibika at Kultura	60	
Character Ed	30	
HeKaSi		40
EPP		40
MSEP		40
Character Ed		20
IT (optional)		
<b>TOTAL</b>	<b>390</b>	<b>440</b>

- Provides an enriched / in-depth content of Science and Health curriculum
  - Features
    - Activity-oriented, learner-oriented (Hands-on, Minds-on, Hearts-on)
    - Community supported
    - Technologically-enhanced
    - Multi-disciplinary and integrative
    - High Order Thinking Skills– based
    - Info Processing Skill-Centered
    - Lifelong skills focused
    - Scientific attitude and value-laden
    - Diverse, Interactive, logical
    - Sci-tech culture-based
  - Standards-Based
    - Content
    - Performance
    - Knowledge
    - Skills
    - Attitudes

- C. Content Strands In the teaching of other learning areas, e.g.
  - Science as Inquiry
  - Science and Technology in Special & Environmental perspective
  - History and Nature of Science
- Provides an enriched / in-depth development of the contents of Mathematics curriculum
- Conducts investigatory project starting Grade III in Science and Mathematics
- Provides opportunities for the acquisition of knowledge, skills and attitudes for effective and responsible participation in a technology-driven society
- Designs special programs (extra and co-curricular activities) to enhance talents and expertise of pupils including those in other learning areas

*The school head/teachers may further enrich the curriculum if they feel it necessary to address the needs of the pupils.*

### Implementation Schedule

The SSES project shall be implemented in one hundred (100) more public elementary schools in both SPED Centers and regular schools. All other SPED Centers with classes for the Gifted and Talented shall adopt the SSES curriculum. Other regular schools may opt to adopt the SSES curriculum, however, no funding support will be provided for both. The first one hundred (100) SSES implementing schools which include some SPED Centers shall continue with the project with funding support and shall observe the implementing guidelines set forth during the project's first implementation.

Table 1 below shows the implementation of the SSES Class Project for Batches 1, 2 and 3.

Table 2. Implementation Schedule for SSES

BATCH	FIRST YEAR OF PILOT IMPLEMENTATION	END OF PILOT IMPLEMENTATION	PROJECT EVALUATION
BATCH 1 (57 schools)	2007-2008	2012-2013	2012-2013
BATCH 2 (43 schools)	2009-2010	2015-2016	2015-2016
BATCH 3 ( 100 schools)	2011-2012	2016-2017	2016-2017

For SPED Centers and regular schools, SSES project is to be implemented starting with the organization of Grade 1 classes. Table 2 shows the implementation schedule.

Table2. Yearly Implementation Schedule (Expansion Schools/Batch 3))

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 1 →	Grade 2 →	Grade 3 →	Grade 4 →	Grade 5 →	Grade 6
	Grade 1 →	Grade 2 →	Grade 3 →	Grade 4 →	Grade 5 →

By the end of six (6) years, the first batches of SSES pupils who have undergone SSES curriculum from grades 1 to 6 shall have graduated.

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#### **4. The Instruction**

The SSES instruction focuses on mastery and has the following features:

- adopts a departmentalized scheme/team teaching approach
- exhibits an integrated approach to learning whenever possible
- utilizes varied teaching approaches/strategies to address the multiple intelligence, learning styles and needs of the learners
  - Practical Work Approach
  - Interactive Teaching-Learning
  - Cooperative Learning
  - Computer-Aided Instruction
  - Independent Learning or Self-Study
- provides immersion program for the development and application of 21<sup>st</sup> century skills in the context of community life
- integrates science career awareness in the teaching of other learning areas
- enhances creativity, inventiveness and the development of lifelong skills
- develops scientific and technological skills applicable to solve local problems and / or to maximize the use of available community resources

*Other than those mentioned above, the teachers are given the leeway to utilize whatever teaching approaches/strategies they find effective in the delivery of instruction.*

#### **5. Assessment and Grading System**

The SSES-implementing schools shall follow the existing DepED policies and guidelines on assessment of pupil learning and grading system.

#### **6. Capability Building**

The SSES teachers and school heads shall be provided with training as support to the implementation of IPPD. Training shall focus on Science, Math and English which will cover content/processes/strategies/approaches/instrumentation; and Management and Supervision of SSES schools.

#### **7. Monitoring and Evaluation**

Monitoring and evaluation shall be done on a regular basis based on the agreement made by each DepEd office. A National Achievement Test-Expanded shall be administered to Grades 3 and 6 at the end of every school year.

## LIST OF TRAITS for SSES LEARNERS TO MANIFEST

SSES learners are expected to manifest the following traits during their stay in the program.

### Physical

- has heightened sensory awareness

### Intellectual

- acquires knowledge fast and accurately
- has superior reasoning ability
- reads books within and above his age
- has a ready grasp of underlying principles and can make valid generalizations about events, people and things
- has a wide and well developed vocabulary compared to others of the same age
- has a large storehouse of information about a variety of topics
- able to concentrate for long periods of time
- able to analyze ideas in different ways and offer varied solutions to problems
- able to use learning technologies in Math, Science, English and other subject areas (computer literate)

### Socio-emotional

- is adaptable and flexible
- assumes responsibility willingly
- is independent-minded
- is often chosen as group leader
- shows tolerance for different opinions

### Motivational

- enjoys doing challenging and different tasks
- is organized and systematic
- likes to organize and bring structure to things, people and situations
- is self-motivated in accomplishing his work
- is interested in topics such as religion, politics, race, more than usual for his age level
- strives to do his/her best
- becomes absorbed and involved in certain topics or problems;
- is persistent in seeking task completion, not easily daunted
- is God-fearing, humane, nationalistic, ecologically responsible

### Leadership

- participates actively in school and community activities
- carries responsibilities well
- initiates worthwhile activities
- cooperates with teachers and classmates
- moves peers and adults to join and support worthwhile undertakings

### Creative

- creates new ideas/knowledge and products
- offers unusual and unique responses
- gives original ideas or solutions to questions
- uses varied ways in solving problems
- is a risk-taker; adventurous and speculative
- is interested in changing, improving and modifying objects, situations and systems
- has varied interests and abilities

## LIST OF SCHOOLS

### SPECIAL SCIENCE ELEMENTARY SCHOOL (SSES) PROJECT (Batch 1 = 31 schools)

REGION	DIVISION		SCHOOL	
I	1	La Union	1	Cantoria E/S
	2	San Fernando City	2	San Fernando So. C/S
	3	Ilocos Norte	3	H. Valdez Mem. School
II	4	Tuguegarao City	4	Tuguegarao West C/S
	5	Isabela	5	Cabagan C/S
III	6	Zambales	6	Ilwas E/S
IV-A	7	Cavite	7	Trece Martirez E/S
	8	Laguna	8	F. Benitez E/S
	9	Batangas	9	Lemery Pilot E/S
	10	Tanauan	10	Tanauan North Central E/S
IV-B	11	Oriental Mindoro	11	Puerto Galera E/S
V	12	Ligao City	12	Ligao Central School
	13	Iriga City	13	Iriga Central E/S
VI	14	Iloilo City	14	Sto. Domingo ES
	15	Iloilo	15	Pavia Elem. School
VII	16	Cebu City	16	Lahug Elementary Sc
VIII	17	Leyte	17	Baybay E/S
	18	Southern Leyte	18	Tomas Oppus E/S
	19	Samar	19	Catbalogan III C/S
X	20	Misamis Oriental	20	Jasaan E/S
	21	Iligan City	21	Iligan City E/S
XI	22	Davao City	22	Sta. Ana E/S
			23	Matina C/S
Caraga (XIII)	23	Agusan del Sur	24	Agusan del Sur Pilot E/S
	24	Surigao City	25	Surigao City Spec. Sci. ES
	25	Agusan del Norte	26	Cabadbaran North E/S
CAR	26	Benguet	27	Lepanto Elementary Sch.
NCR	27	Quezon City	28	Proj. 6 Elementary Sch.
	28	Makati City	29	Francisco Benitez E/S
	29	Muntinlupa	30	Putatan Elementary Sch.
	30	Mandaluyong	31	Doña Pilar Gonzaga E/S

**LIST OF SCHOOLS**  
**SPECIAL SCIENCE ELEMENTARY SCHOOL (SSES) PROJECT**  
 (Batch 2 = 30 schools)

REGION	DIVISION		SCHOOL	
I	1	Candon City	1	Candon South Central
	2	Dagupan City	2	Malued Central
	3	Pangasinan 1	3	Lingayen Central
II	4	Cagayan	4	Enrile Central
III	5	Pampanga	5	Don Antonio Lee Chi Uan IS
	6	Nueva Ecija	6	Talavera Central
IV-A	7	Lipa	7	Bagong Pook ES
IV-B	8	Calapan City	8	Adriatico Memorial
	9	Marinduque	9	Gabaldon Elementary
	10	Romblon	10	Alcantara Central
V	11	Sorsogon	11	Sorsogon East CS
	12	Camarines Sur	12	Goa CS
VI	13	Aklan	13	Lezo Integrated
	14	Bacolod City	14	Paglaum Mansilingan
	15	Negros Occidental	15	Isabela II Central ES
VII	16	Cebu	16	Minglanilla II Sci. ES
	17	Tanjay	17	Tanjay South C/S
VIII	18	Calbayog City	18	Calbayog City C/S
X	19	Bukidnon	19	Manolo Fortich Central
XI	20	Digos City	20	Digos City Central
	21	Davao del Norte	21	Luna ES
Caraga	22	Bislig	22	Bislig Central
	23	Surigao del Sur	23	Tandag Special Science ES
	24	Surigao del Norte	24	Mainit Central
CAR	25	Abra	25	Tayum E/S
	26	Mt. Province	26	Bontoc C/S
	27	Kalinga	27	Bulanao CS
NCR	28	Valenzuela	28	Tañada ES
	29	Taguig-Pateros	29	Taguig ES
	30	Marikina City	30	Marikina E/S

**LIST OF SCHOOLS**  
**SPECIAL SCIENCE ELEMENTARY SCHOOL (SSES) PROJECT**  
 (Batch 3 = 39 schools)

REGION	DIVISION		SCHOOL	
I	1	Laoag City	1	Shamrock Elementary School
II	2	Santiago City	2	Lian West Central School
	3	Cagayan	3	Malabbac Elementary School
III	4	Bataan	4	Cabcaben Elementary School
	5	Angeles City	5	Dr. Clemente Dayrit Sr. Elementary School
	6	San Jose del Monte City	6	Tungkong Mangga ES
	7	Balanga	7	Cupang Elementary School
	8	Tarlac	8	Moncada North CES
	9	Cabanatuan City	9	Mayapyap Elementary School
	10	Gapan City	10	Gapan North Central School
IV-A	11	Sta. Rosa	11	Sta. Rosa Central E/S
	12	Dasmariñas City	12	Dasmariñas Elementary School
	13	Quezon	13	Mauban North Central School
IV-B	14	Palawan	14	Quezon Elementary School
V	15	Camarines Norte	15	Vinzon Central School
	16	Legaspi City	16	Legaspi Central School
	17	Tabaco City	17	Tabaco Northwest Central School
	18	Albay	18	Guinobatan East Central School
	19	Catanduanes	19	Virac Pilot Elementary School
VI	20	Guimaras	20	Buenavista Central School
	21	Antique	21	Canuto Pefianco Sr. E/S
VII	22	Bohol	22	Sikatuna Central School
VIII	23	Biliran	23	Bunga Elementary School
	24	Leyte	24	Alang Alang I Central School
IX	25	Zamboanga del Sur	25	Margosatubig Regional Pilot E/S
	26	Zamboanga City	26	Putik Central School
X	27	Valencia City	27	Balangan E/S
	28	Oroquieta City	28	Oroquieta City Central School
XI	29	Island Garden City of Samal (IGACOS)	29	Angel Villarica Central School
	30	Davao Oriental	30	Mati Central
	31	Davao del Sur	31	Guiling Central
Caraga	32	Siargao	32	General Luna Central E/S
	33	Dinagat	33	Aurelio E/S
	34	Agusan del Norte	34	Nasipit Central E/S
	35	Butuan City	35	Ampayon Central E/S
CAR	36	Benguet	36	La Trinidad Central School
	37	Apayao	37	Luna Elementary School
NCR	38	Manila	38	Fernando Ma. Guerrero E/S
	39	Parañaque	39	San Antonio Elementary School

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## LIST OF SCHOOLS

### SPED CENTERS WITH SSES

(Batch 1 = 26 schools)

REGION	DIVISION		SPED CENTERS
I	1	Urdaneta City	1 Urdaneta City SPED Center
II	2	Nueva Vizcaya	2 Bayombong Central School SPED Center
III	3	Bataan	3 Dinalupihan ES SPED Center
	4	Olongapo City	4 Kalayaan School for the Gifted
IV-A	5	Cavite City	5 Julian Felipe CS SPED Center
IV-B	6	Puerto Princesa City	6 Puerto Princesa City Pilot ES SPED Center
	7	Marinduque	7 Don Luis Hidalgo MES SPED Center
V	8	Catanduanes	8 Juan M. Alberto Mem. Elem. Sch. SPED Center
	9	Naga City	9 Naga City SPED Center
VI	10	Iloilo City	10 Iloilo City Integ. School for Exceptional Children SPED Center
VII	11	Dumaguete City	11 City West Elementary School SPED Center
	12	Tagbilaran City	12 Tagbilaran SPED Center
VIII	13	Eastern Samar	13 Borongan Pilot E/S
	14	Tacloban City	14 Sto. Nino Elem. School SPED Center
IX	15	Dipolog City	15 Dipolog City Pilot Schl. SPED Center
	16	Zamboanga	16 Sta. Maria CS SPED Center
	17	Pagadian City	17 Pagadian City Pilot Sch. SPED Center
X	18	Cag. de Oro City	18 Cagayan de Oro City School SPED Center
	19	Tagum City	19 Magugpo Pilot Imelda Sch. SPED Center
	20	Compostela Valley	20 Nabunturan ES SPED Center
XII	21	Cotabato	21 Midsayap Pilot Elem. Sch. SPED Center
	22	Koronadal City	22 Koronadal City Central School SPED Center
	23	Gen. Santos City	23 Gen. Santos City Intg. School SPED Center
Caraga (XIII)	24	Butuan City	24 Butuan City Central School SPED Center
CAR	25	Baguio City	25 Baguio City SPED Center
	26	Ifugao	26 Lagawe SPED Center

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## LIST OF SCHOOLS

### SPED CENTERS WITH SSES

(Batch 2 = 13 schools)

REGION	DIVISION	SPED CENTERS
II	1 Quirino	1 Cabarroguis Elem. School SPED Center
	2 Cauayan	2 Cauayan South Central
III	3 Zambales	3 Iba Central School
IV-A	4 Aurora	4 Baler E/S
	5 Rizal	5 Cainta CS SPED Center
V	6 Sorsogon City	6 Gubat North Central School SPED Center
VIII	7 Ormoc City	7 Ormoc City Elem. School SPED Center
IX	8 Zamboanga del Norte	8 Sindangan Central School SPED Center
	9 Zamboanga-Sibugay	9 Ipil Central School SPED Center
	10 Dapitan City	10 Dapitan City Central SPED Center
X	11 Tangub City	11 Tangub Central School SPED Center
	12 Ozamis City	12 Ozamis City CS SPED Center
XII	13 Saranggani	13 Glan Central School SPED Center

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## LIST OF SCHOOLS

### SPED CENTERS WITH SSES

(Batch 3 = 61 schools)

REGION	DIVISION	SPED CENTERS
I	1 Batac City	1 Catalino Acosta Mem. Sch. SPED Center (Batac I)
	2 Laoag City	2 A.P. Santos ES SPED Center
	3 Pangasinan II	3 San Fabian Integrated Schl. SPED Center
II	4 Tuguegarao	4 Kapianan SPED Center (Tuguegarao East CS)
	5 Isabela	5 Ilagan CES
	6 Quirino	6 Diffun CS
	7 Nueva Vizcaya	7 Solano East CS SPED Center
III	8 Zambales	8 Candelaria CES SPED Center
		9 San Marcelino ES
		10 Subic CES
		11 Castillejos ES
	9 Bataan	12 Josephine F. Khonghun SPED Center
		13 Limay CS SPED Center
	10 Nueva Ecija	14 Antonio G. Llamas CS SPED Center
		15 San Isidro CS SPED Center
	11 Balanga	16 Guimba West CS SPED Center
		17 Orion ES SPED Center
	12 Cabanatuan City	18 Cabanatuan East CS SPED Center
	IV-A	13 Cavite
14 Cavite City		20 Ladislao Diwa Elem. School SPED Center
15 Tanauan City		21 Tanauan City SPED Center
16 Batangas		22 Taal CES
17 Lipa City		23 Lipa City ES SPED Center
18 Quezon		24 Lucban CS SPED Center
19 Antipolo		25 Antipolo City SPED Center (San Isidro ES)
IV-B	20 Occ. Mindoro	26 Caminawit ES SPED Center
	21 Palawan	27 Andres Soriano MES SPED Center (Roxas)
V	22 Masbate City	28 Jose Zurbito Sr. ES SPED Center
VI	23 Bacolod City	29 Bacolod City SPED Center
	24 Iloilo Prov.	30 Barotac Viejo ES SPED Center
	25 Cadiz City	31 Cadiz City SPED Training Center
	26 Roxas City	32 Roxas City SPED Center
VII	27 Negros Oriental	33 Manjuyod ES
		34 Siaton ES
	28 Bayawan City	35 Bayawan City East CS SPED Center
	29 Mandaue City	36 Mandaue City CS SPED Center

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## LIST OF SCHOOLS

### SPED CENTERS WITH SSES

(Batch 3 = 61 schools)

REGION	DIVISION	SPED CENTERS
VIII	30 Biliran	37 Naval SPED Center
	31 Southern Leyte	38 Sogod SPED Center
		39 San Juan SPED Center
	32 Maasin City	40 Maasin City SPED Cente
33 Leyte	41 Dulag ES SPED Center	
IX	34 Isabela City	42 Isabela Central School
	35 Zamboanga del Sur	43 Aurora SPED Center
X	36 Cag. de Oro City	44 Mambajao CS
XI	37 Davao del Sur	45 Sta. Cruz CES
	38 Davao City	46 Tugbok CS SPED Center
		47 Davao City SPED Center
XII	Cotabato City	48 Cotabato City Central Pilot School SPED Center
Caraga (XIII)	39 Agusan del Norte	49 Cabadbaran South CS SPED Center
	40 Agusan del Sur	50 Trento SPED Center
	41 Siargao City	51 Dapa Central School SPED Center
CAR	42 Benguet	52 Benguet SPED Center
NCR	43 Quezon City	53 Rosa Susano Novaliches ES SPED Center
	44 Manila	54 Bo. Obrero ES SPED Center
		55 P. Gomez ES SPED Center
		56 M. Hizon ES SPED Center
	45 Valenzuela City	57 Gen. T. De Leon ES SPED Center
	46 Muntinlupa City	58 Alabang ES School SPED Center
	47 Caloocan City	59 Cecilio Apostol ES SPED Center
	48 Makati City	60 Gen. Pio del Pilar ES SPED Center
	49 Marikina City	61 San Roque ES SPED Center