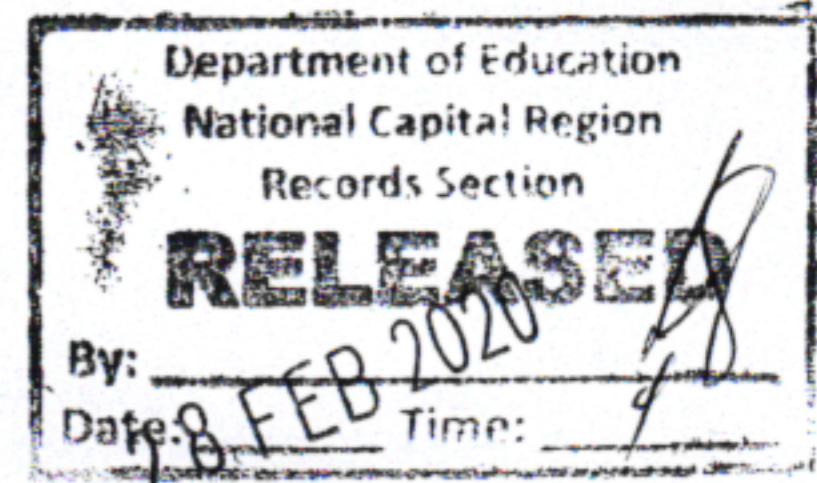




Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



DNCR-F-ORD-033/R0/01112019

REGIONAL MEMORANDUM

No. NCR- 109, s. 2020

TO : SCHOOLS DIVISION SUPERINTENDENTS
Caloocan City, Malabon City, Taguig/ Pateros

FROM : MALCOLM S. GARMA
Director IV

SUBJECT : Monitoring of the Ugnayan, Sanayan, at
Tulayan: Inclusive Education Project

DATE : February 27, 2020

1. This has reference to the Regional Memorandum No. 26, s. 2020 regarding the above-mentioned activity, contents of which are self-explanatory, for information and appropriate action.
2. Particular attention is invited to paragraph no. 2 of the said letter. (Please see table 1)
3. The Regional Office Supervisor-In Charge in Special Education of the Curriculum and Learning Management Division Dr. Roland D. Montes will be joining in the conduct of monitoring activities together with the University of Santo Tomas (UST) Learning Resource Unit for Inclusive Education.
4. Immediate dissemination of this Memorandum is desired.

Encl./as stated
CLMD/RDMontes



A legacy as rich as excellence!

Misamis St, Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
Email Address: ncr@deped.gov.ph
Website: <http://www.deped.gov.ph/regions/ncr/>



**Table 1 Schedule of Monitoring of the Ugnayan, Sanayan, at Tulayan:
Inclusive Project**

Date	Schools Division	Schools	Schools with SPED
March 2, 2020	Division of City Schools Malabon City	Malabon ES	Amang Rodriguez ES
March 3, 2020	Division of City Schools Caloocan City	Andres Bonifacio ES	Kaunlaran ES
March 4, 2020	Division of City Schools Taguig City	CP Tiñga ES	EM's Signal Village ES
March 5, 2020	Division of City Schools Municipality of Pateros	Pateros ES	Capt. H. Francisco ES



UNIVERSITY OF SANTO TOMAS
Learning Resource Unit for Inclusive Education

20 FEBRUARY 2020

DR. MALCOLM S. GARMA

Regional Director

Department of Education – National Capital Region

Through:

DR. ROLAND D. MONTES

Regional Focal Person for SPED

Re: Post-test Evaluation of Learners at Risk as part of the Ugnayan, Sanayan, at Tulayan: Inclusive Education Project

DEAR DR. GARMA:

Greetings in the name of St. Thomas Aquinas!

The Team acknowledges the valuable feedback sent in response to DepEd NCR Regional Memo No. 26 – 2020 re: implementation of Pre-referral Instructional Support (PRISM) activities amongst Learners at Risk. As a pioneering project aimed at addressing the gaps at the grassroots, Teacher’s inputs are important in ensuring efficient utility and sustainability.

Moving forward, as stipulated in the Memorandum of Agreement, a Team from UST will be conducting Post – test evaluation of Learners at Risk to determine the effectiveness of PRISM as a tool in accommodating functional limitations of learners.

In this regard, to substantiate the outcomes of the PRISM implementation in class, we would like to request that participating Learners at Risk, accompanied by their Parent / Guardian, be informed and asked to be present during the Post – Test Evaluation to be held on the following dates:

Post – Test Evaluation Date	School
2 March 2020	Malabon Elementary School Amang Rodriguez Elementary School
3 March 2020	Andres Bonifacio Elementary School Kaunlaran Elementary School
4 March 2020	Pateros Elementary School Capt. H. Francisco Elementary School
5 March 2020	C.P. Tinga Elementary School EM’s Signal Village Elementary School

To facilitate the conduct of evaluative tests amongst Learners, we enjoin the Teachers to inform and seek approval of concerned parents by providing them with a copy of the attached Consent Form.



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Thank you and we look forward to your usual support towards enhancing inclusive education in the National Capital Region.

Sincerely,

(Sgd.)

ASST. PROF. KAREN SAGUN – ONGTANGCO, MSOT

Research Associate

Ugnayan, Sanayan, at Tulay: Comprehensive Inclusive Education Research Project

Research Center for Social Sciences and Education

(Sgd.)

HUBERT RAMOS, MCIAud

Research Associate

Ugnayan, Sanayan, at Tulay: Comprehensive Inclusive Education Research Project

Research Center for Social Sciences and Education



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TERMS OF REFERENCE FOR THE SCREENING AND DIAGNOSTIC EVALUATION OF LEARNERS WITH CONCERNS UNDER THE UGNAYAN, SANAYAN, AT TULAYAN INCLUSIVE EDUCATION PROJECT

Proposed Dates of Assessment: 2 – 5 March 2020

Venue: Department of Education NCR Participating Schools

Project Leader: Asst. Prof. Maripia Rabacal, M.A.Ed.

Research Associates: Asst. Prof. Karen S. Ongtangco, M.S.O.T., M.R.S.

Mr. Hubert D. Ramos, M.Cl.Aud.

Background:

With the objective of enhancing readiness and skills of teachers in including learners with disabilities in mainstream classes, the University of Santo Tomas – Research center for Social Sciences and Education developed Ugnayan, Sanayan, at Tulayan Inclusive Education Post – Graduate Course to cultivate positive change in attitude and proactive behavior for the holistic management of learner needs both in school and the community. Utilizing knowledge and skills gained during the Transformative Inclusive Education Readiness (TIER) Course, trained Teachers were to screen at least two (2) Learners from their class in fruition of the Memorandum of Agreement between the University of Santo Tomas and the Department of Education – National Capital Region.

Rationale:

In partnership with the Department of Education, the project shall introduce a holistic approach to inclusive education of learners with concerns by engaging Teachers in both school and community activities. With Response to Intervention at the core, Ugnayan, Sanayan, at Tulayan Inclusive Education Model seeks to develop knowledge and skills of Teachers in the areas of functional skills screening, pre-referral instructional support, professional cooperation, and community engagement.

A fairly recent model for implementation of inclusive education utilized in different countries, Response to Intervention (Rtl), is a multi-tiered, early-intervention, school-based service provided at increasing levels of intensity, or tiers. From a rather broad, school-wide activity narrowing down to small groups, and then to individual interventions, Rtl addresses specific of learners. Tier 1 is the foundation of Rtl, addressing all students in the academic system. It is primarily preventive and proactive in nature. It progresses to Tier 2, which focuses on at-risk children and employing a more remedial approach. The last one is Tier 3, which addresses individual students with special needs needing intensive remediation (Cahill, 2014).



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Inclusive education programs are closely linked to providing quality programs for all children. Improving educational programs should be seen in terms of the social model of disablement where environmental factors play part in streamlining school programs optimal for the learning needs of all children.

Expected Activity Outcomes

- Demonstrate competence in observing functional skills based developmental milestones of 4-5 year old typically developing children
- Demonstrate competence in the use of the Tool for Measuring Acquired Skills – a developmental screening tool
- Demonstrate understanding of the importance of formal diagnostic assessment in supporting Learners with concerns in participating schools.

Activity

In fruition of our Memorandum of Agreement to support the promotion of inclusive education in schools, we respectfully seek your kind support in the conduct of screening Learners and their subsequent diagnostic evaluation following the Ugnayan, Sanayan, at Tulayan Inclusive Education Model.

Functional Assessment of Learners Screened with Functional Skills Issues:

To address the needs of Learners for diagnostic evaluation and management, Allied Health and Education Professionals from will be visiting the Schools to assess Learners referred after screening. Our Faculty Associates will be visiting the schools on the following dates:

Schools Division	Schools	Schools with SPED
Division of City Schools – Malabon City 2 March 2020	Malabon Elementary School	Amang Rodriguez Elementary School
Division of City Schools – Caloocan City 3 March 2020	Andres Bonifacio Elementary School	Kaunlaran Elementary School
Division of City Schools – Taguig City 4 March 2020	CP Tinga Elementary School	EM's Signal Village Elementary School
Division of City Schools – Pateros 5 March 2020	Pateros Elementary School	Capt. H. Francisco Elementary School

Covid-19 Precautions and Safety Measures:

With emphasis on supporting efforts to contain Covid-19 in the Philippines, the Team will be implementing the following procedures during the conduct of the post-PRISM assessment of Learners.



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a. *Pre-screening of Assessment Team*

Prior to engaging the services of the Assessment Team, they will be asked to secure medical clearance from the University of Santo Tomas Health Service. Daily, prior to travelling to the schools, each member of the Team will undergo temperature check and will be provided with three ply mask and personal hand sanitizers.

b. *Coordination with School Administration*

Following DepEd Memo No. 15 s2020, close coordination will be made with respective School Principals to ensure safety of Learners during the activity. The venue of the activity should be well ventilated. Learners scheduled for assessment will be individually pulled out from class to prevent interaction and mingling with other Learners. Adequate supply of hand sanitizers and masks will be made available for Learners, teachers, and assessment team conducting the post-prism assessment.

c. *Revised Process Flow during Post – PRISM Assessment and Evaluation of Learners*

STEP 1: DECONTAMINATION Assessment of assigned test area and de-contamination of room by alcoholising door knobs and other sites touched by hand or are prone to droplets.

STEP 2: SCREENING Learners will be individually screened for the following:

- History of travel from affected countries
- Fever
- Cough and colds

STEP 3: FUNCTIONAL ASSESSMENT Learners identified during the pre-PRISM Phase will be evaluated by the Team of Education and Allied Health Professionals on an individual basis. Materials prone to droplets will be decontaminated before and after use of a Learner.

STEP 4: COUNSELLING OF PARENTS Parents and Teachers of Learners will be given information about the initial assessment findings and provided referrals, as needed.

Cooperation between University of Santo Tomas and the Department of Education – NCR Regional Office

For service delivery activities under Ugnayan, Sanayan, at Tulayan Inclusive Education Project, the following terms are agreed by both parties:

1. Teachers who completed the TIER Course were advised to observe and identify at least two (2) Learners with concerns from classes they handle.
2. Teachers will seek consent from parents of Learners identified re: conduct of screening and subsequent diagnostic evaluation on site
3. UST will loan the tool for screening and provide services of licensed allied health and special education professionals during the conduct of activities
4. Participating DepEd NCR Teachers should coordinate with UST re: proposed schedule and availability by sending an email to ustinclusiveed@gmail.com NOT LATER THAN 17 FEBRUARY 2020, 5:00PM Philippine Standard Time.



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5. Official assessment results and assistance on referral for medical evaluation will be facilitated by the University of Santo Tomas. Meals and other expenses related to the participation of Teachers will be on their own account.

Contact Information

UST Inclusive Education Resource Unit
Room 300, Albertus Magnus (Education) Building,
University of Santo Tomas, Espana, Manila 1008
Tel. No.: 02 7587 0444 / 02 3406 1611 Ext. 8850
Mobile No.: 0908 578 7997
Email: ustinclusived@gmail.com

Budget Requirement

Activity	Budget Allocation
II. Maintenance and Other Operating Expenses (MOOE)	
<i>B. Travelling Expenses</i>	
5. Post-test Assessment of 60 Learners - Transportation of Assessment Team Diagnostic Evaluation of Learners Screened with Functional Skills Issues Transportation (Grab) for Assessment Team (PhP 2,000.00 x 4 days)	8,000.00
6. Baseline Assessment of 60 Learners - Meals of Assessment Team Diagnostic Evaluation of Learners Screened with Functional Skills Issues Meals for Teachers (PhP 350.00 x 60 days) Meals for Assessment Team (PhP 350.00 x 10 pax x 4 days)	35,000.00
<i>C. Honorarium of Assessment Team to evaluate 120 Learners from Participating Schools</i>	
1. Licensed Occupational Therapist (PhP 1,000.00/day x 4 days x 4 pax)	16,000.00
2. Licensed Physical Therapist (PhP 1,000.00/day x 4 days x 2 pax)	8,000.00
3. Licensed Speech and Language Pathologist (PhP 1,000.00/day x 4 days x 4 pax)	16,000.00
4. Licensed Professional Teacher (PhP 1,000.00/day x 4 days x 2 pax)	8,000.00
5. Licensed Psychometrician (PhP 1,000.00/day x 4 days x 2 pax)	8,000.00
<i>D. Supplies and Materials</i>	
1. Materials and Forms Production	10,000.00
2. Office Supplies	5,000.00
TOTAL AMOUNT FOR REIMBURSEMENT	114,000.00