

02 Sept 2026

REGIONAL MEMORANDUM

No. 0875 , s. 2026

To: Schools Division Superintendents
All Others Concerned

CONDUCT OF MONITORING AND EVALUATION (M&E) ON THE IMPLEMENTATION
OF SPECIAL NEEDS EDUCATION (SNED)

1. Pursuant to Republic Act No. 11650 also known as the Inclusive Education Act of 2022 and DepEd Order No. 044, s. 2021, the Learning Systems Strand, through the Bureau of Learning Delivery-Student Inclusion Division (BLD-SID), shall conduct at least three (3) schools division in our region for Monitoring and Evaluation (M&E) on the Implementation of Special Needs Education (SNED) Program from August to November 2026.
2. This activity aims to gather evidence-based data on the implementation of the Special Needs Education (SNED) Program; ensure that policy intent is translated into meaningful classroom inclusion, structural accessibility, and accurate data tracking of learners with disabilities (LWDs); and provide technical assistance to supervisors and concerned school personnel.
3. In this connection, all Schools Division Offices are therefore directed to prepare for the said monitoring activity.
4. Please find attached the Memorandum for your reference.
5. Immediate dissemination of this Memorandum.

Digitally
signed by
Farnazo
Allan
Gabriel

Date:
2026.08.28
17:37:52
+0800

ALLAN G. FARNAZ
Director IV

ENC/CLMD/Conduct the Monitoring and Evaluation (M&E)...





Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OU LS-2026- 746

TO : **ALL REGIONAL DIRECTORS**

FROM : **JEROME T. BUENVIAJE**,
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems *G*

SUBJECT : **CONDUCT OF MONITORING AND EVALUATION (M&E) ON
THE IMPLEMENTATION OF SPECIAL NEEDS EDUCATION (SNED)
PROGRAM**

DATE : **JULY 20, 2026**

Pursuant to Republic Act No. 11650 also known as the Inclusive Education Act of 2022 and DepEd Order No. 044, s. 2021, the Learning Systems Strand, through the Bureau of Learning Delivery-Student Inclusion Division (BLD-SID), shall conduct the **Monitoring and Evaluation (M&E) on the Implementation of Special Needs Education (SNED) Program** across all regions.

To be conducted for **three (3) days** in each region **between the months of August and November 2026**, this activity aims to gather evidence-based data on SNED implementation, ensure that policy intent translates into authentic classroom inclusion, structural accessibility, and exact data tracking for learners with disabilities (LWDs), and provide technical assistance to supervisors and school heads.

Selected BLD-SID personnel shall be deployed to monitor **three (3) implementing schools** located in different Schools Division Offices (SDOs) per Regional Office (RO). The schedules for this activity and other pertinent details shall be provided through a separate letter to each RO. Given the significance of this activity, the necessary assistance from each RO to ensure its success is highly requested.

For inquiries or concerns, please contact the BLD-SID, through **Ms. Mita A. Parocha**, Supervising Education Program Specialist, through telephone number 8637-4346 or email at bld.sid@deped.gov.ph, copy furnish mita.parocha@deped.gov.ph.

Immediate dissemination of this memorandum is desired.

Copy furnished:

OFFICE OF THE SECRETARY

MALCOLM S. GARMA
Undersecretary for Governance and Operations



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Special Needs Education (SNEd) Program Implementation Monitoring and Evaluation Tool

PROFILE

School	:	_____	Division and Region	:	_____
School Head	:	_____	Date of Evaluation	:	_____
Total Enrolled LWDs	:	_____	Number of LWDs in Graded Class	:	_____
With Assessment	:	_____	Number of LWDs in Non-Graded Class	:	_____
Without Assessment	:	_____	No. of Receiving Teachers	:	_____
No. of SPET	:	_____	Assigned ILRC Hub	:	_____

General Objective & Instructions

General Objective:

To evaluate the implementation of the Special Needs Education (SNEd) program across the Regional Office (RO), Schools Division Office (SDO), and School levels, ensuring that policy intent translates into authentic classroom inclusion, structural accessibility, and data tracking for Learners with Disabilities (LWDs).

General Instructions:

Monitoring teams will evaluate program alignment across regional, division, and school levels by cross-checking all means of verification to establish systemic integration.

Part 1. School-Level Environment and Operation (Document Review)

Instructions: Audit administrative files, child permanent folders, and fiscal logs at the principal's desk.

Performance Focus Area	Evaluative Criteria	Means of Verification (MoV) Required	Discrepancy / Gap Notes
1. Classroom Ratios	Is the total class size strictly capped at 1-2 learner with disability per class?	School Form 1 (SF1), School Form 7 (SF7), and official Master Class Schedules indicating explicit LSA classroom assignments.	
2. Diagnostic Status	What is the active ratio of enrolled LWDs officially tagged as 'Diagnosed' versus 'With Manifestation'? Is registration data completely updated and	Live LIS Dashboard data compared against physical medical certificates and formal clinical/functional assessment records.	

	completely updated and verified across systems?		
5. PSF Fiscal Control	Do school-level SNEd Program Support Fund (PSF) disbursements strictly match eligible spending lines (Assessments, Learning Materials, ICT, Transition setups)?	Liquidation Reports, Purchase Requests, and official itemized receipts matching legally authorized spending lines	
6. Transition Program	Are functional life skills, independent living competencies, and vocational career tracks explicitly mapped out for all adolescent LWDs? How does the school implement Transition Program?	Active Individual Transition Plans (ITPs) compiled securely within student permanent folders for all LWDs aged 14 and above.	
7. Professional Development	Does the school maintain a continuous, verifiable history inclusive professional development across Regional, Division, and School layers?	Human Resource Development (HRD) Portfolios and Certificates of Participation from RO, SDO, and school LAC sessions.	
8. Workload Equity	What is the actual ratio of total LWDs against available specialized SNEd teachers? Is the distribution of inclusive workloads balanced fairly across receiving teachers?	School Form 7 (SF7) and individual teacher workload load sheets mapping pull-out sessions vs. regular inclusive instruction hours.	
9. Inclusive Education Implementation Plan	Does the school have short term and long-term plans to continuously improve SNED Program implementation?	Annual Improvement Plan School Improvement Plan	

Part II: Classroom Observation

Instructions: Spend 10–20 minutes sitting silently at the back of a core academic subject general education classroom where an LWD is enrolled. Track explicit implementation realities.

Critical Classroom Indicator	What to Look For (The Field Test / Realities & Entry Points)	Observer Field Notes
Active Differentiation	How is the teacher modifying delivery using visual, auditory, or tactile methods? Is the LWD meaningfully engaged with the core concept, or is the learner handed an unaligned task simply to stay quiet while the general classroom learns?	
Physical & Social Inclusion	How is the student integrated into the social layout of the room? Is the LWD seated actively among peers in the main learning rows, or isolated at a separate desk in the back corner or next to the teacher's podium?	
Accommodation & Modification	How are tasks modified during seatwork or quizzes (e.g., matching types instead of essays) to match the student's active IEP? How does the teacher employ/show Universal Design for Learning (UDL)?	
Classroom Support	What specific supports are provided to learners with disabilities (LWDs) to ensure successful classroom inclusion?	

Part III: Focus Group Discussion (FGD)

Instructions: Select a representative sample from each target cohort to conduct short, targeted interviews. Use these questions to verify desk records against field realities. Log structural disparities were recorded compliance conflicts with real classroom implementation.

A. Regional and Division Focal Persons

Data

1. How does the Regional Office (RO) and Schools Division Office (SDO) resolve data syncing, categorization, and system errors encountered during LWD tagging in the LIS?
2. How does the RO coordinate with SDOs to validate, reconcile, and guarantee the absolute accuracy of regional LWD statistical reports?

Targets

3. How effectively has the RO and SDO achieved its targeted metrics over the last three fiscal years regarding:
 - The number of operational SNEd implementing schools
 - The total number of mainstreamed and self-contained LWDs

Trainings

4. How are regional and division capability development initiatives selected, designed, and evaluated to ensure long-term systemic improvement in inclusive instruction?

Resources

5. How effectively does the RO/SDO track, validate, and match the allocation of specialized SNEd resources (teaching items, assessment kits, assistive tech hubs, sensory tools) to SDO needs?
6. How does the Region and SDO ensure the continuity of program implementation (e.g., SPET promoted)? Are the SPET Plantilla positions distributed to SNEd implementing schools?

B. School Head / Principal (Strategic Operations, Fiscal Management, & System Links)

Data

1. How does the school ensure LWD profiles are properly encoded, updated, and tagged with complete supporting documents in the active LIS?
2. How do school heads validate learner tagging, and how is targeted technical assistance provided?
3. How does your school implement and enforce the strict "non-rejection policy" for LWDs seeking admission into regular classrooms?

Training

1. How does the school utilize capability initiatives received from the SDO/RO/CO to upskill its teachers?
2. How does the school guarantee that regular teachers are contextually capacitated through local training?

Resources

1. Are specialized SNEd tools, diagnostic assessment kits, braille machines, and assistive computer equipment kept accessible and actively utilized?
2. How do you ensure that there are sufficient number of teachers who will handle LWDs?

Child Find

1. How does your school collaborate with local stakeholders to locate, map, and document out-of-school children and youth with disabilities including managing family resistance and protecting data privacy under DO 23, s. 2022?

2. How does your school make sure no learner with a disability is refused admission, and how do you decide if a student should join a general education/regular classroom, a pull-out setup/resource room, or a SNED class/self-contained class?
3. What is the actual step-by-step process and timeline your school follows to tag a learner's disability status in the Learner Information System (LIS)?
4. What specific training or School LAC sessions do teachers still need to effectively handle and teach learners with disabilities and with difficulties in one classroom?
5. What actual, on-the-ground shortages (e.g. lack of classrooms, funding, or specialized teachers) make it difficult for you to follow DO for SNEd?
6. What technical assistants were provided by the SDO?

IEP

1. What is the IEP process that the school is following?

C. General Education & Receiving Teachers (Pedagogy, Co-Teaching, ILRC Access, & Support Systems)

1. Walk us through what happens immediately after you run an MFAT assessment or flag a student as 'With Manifestation.' Does that child get a formal referral, specialist diagnostic check, and co-signed IEP quickly, or does the process stall? If it stalls, why
2. When a student needs a formal medical or specialist checkup/diagnosis/assessment that the school cannot provide, how do you refer the family to external doctors or specialists?
3. How frequently do you utilize Inclusive Learning Resource Center (ILRC) resources?
4. What specific specialized services or devices are most frequently requested?
5. What is the exact process for borrowing specialized assistive technologies, braille kits, or sensory tools from the ILRC? Are these tools freely accessible to you, and have you been trained on how to operate them?
6. What is the IEP process that the school is following? Are individual learner IEPs collaboratively designed and signed? Does the file include explicit, verifiable accountability guidelines for the general education classroom teacher?
7. What real structural or instructional support do you receive? How do you balance individual accommodations (prescribed by the IEP) with managing a regular class size?
8. How does the multidisciplinary team evaluate data to determine if a student goes into a full inclusion setup, a resource room/pull-out model, or a self-contained SNEd class?
9. How do you and the SNED teacher actually co-manage the classroom? Are they actively inside the general education room modifying lessons with you, or does the relationship feel limited to consultations or pull-out classes?
10. What technical assistants, capability building do you need from the school and the SDO?