



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

February 22, 2021

**REGIONAL MEMORANDUM**

No. **171**, s. 2021

**CONVERSION OF ORMOC CITY SPED CENTER TO  
ORMOC CITY SPED INTEGRATED SCHOOL, ORMOC CITY**

To: Schools Division Superintendents  
Assistant Schools Division Superintendents  
All Others Concerned

1. This Department of Education, Regional Office No. VIII announces that the request for **Conversion of Ormoc City SPED Center to Ormoc City SPED Integrated School**, Ormoc City, was approved by this Regional Office on February 22, 2021 through administrative fiat pursuant to its expressed authority under Section 5 (B/13) of Chapter 1 of RA No. 9155 (The Governance of Basic Education Act of 2001), after full satisfactory compliance with the requirements prescribed by existing guidelines and policies of the Department.
2. The **Schools Division Superintendent** of the **Division of Ormoc City** is hereby directed to consider this school in budget preparation for its eventual inclusion in the immediately succeeding General Appropriations Act (GAA).
3. Immediate dissemination of and compliance with this Memorandum are desired.

  
**MA. GEMMA MERCADO LEDESMA**  
Regional Director

Enclosures: None  
References: DepEd Order No. 40, s. 2014  
DepEd Order No. 71, s. 2003  
DECS Order No. 91, s. 1999  
DECS Order No. 5, s. 1989

To be indicated in the **Perpetual Index** under the following subjects: *03-31-2021*

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Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

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**DATE** : February 22, 2021  
**TITLE** : **EVALUATION REPORT & RECOMMENDATION FOR THE  
CONVERSION OF ORMOC CITY SPED INTEGRATED SCHOOL**

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## **BACKGROUND**

Ormoc City SPED Center is the lone public Special Education (SPED) service provider in Ormoc City and is located inside the campus of Ormoc City Central School, Carlos Tan St., Ormoc City, Leyte. As such, Ormoc City SPED Center (OCSC) caters to school aged children with special educational needs not only within its immediate catchment area, which is the 29 barangay districts of Ormoc City proper, but also to farther barangays and neighboring towns of the City.

OCSC offer programs for children with Intellectual Disabilities (ID), Visual and Hearing Impairments (VI and HI), and High Mental Functions (Fast Learners Group). Further, in light of its Inclusive Education advocacies, the school strengthens its Mainstreaming Program through the presence of receiving classes. These are regular classes with lesser population than usual that receives with intellectual disabilities recommended for mainstreaming.

Moreover, it has four school buildings. The school facilities include a building for Intellectual Disability Learners with functional kitchen, ramps, and other provisions for their specific learning needs; a Resource Room, Math and Science laboratory, Computer laboratory with 22 units of personal computers, school clinic, and a Principal's Office with conference hall for official meetings and gatherings.

In the graded curriculum, there is one grade section for each grade level in the Fast Learners Group, except for HI Program which caters to the multi-grade classes. The average enrolment for every class is 35-40 learners. The ID and VI Programs adhere to a non-graded curriculum, and anchors itself on the Individualized Education Plan (IEP) of the learners. They cater to an average of 5 learners with special needs for every session of two hours. There are no incident of dropout for the last three years.

During the recent years, OCSC has been blessed with stakeholders who are relentless in providing relevant assistance to the school. The Local Government Unit of Ormoc and International Deaf Education Association Philippines, Inc. (IDEA) through its local counterpart organization Leyte Island Association for the Deaf Inc., (LIAD) are the key partners who have



been consistent and hands-on with their commitment to the SPED Program for the past 22 years.

The OCSC is consistent with the implementation of programs and projects of the Department of Education. The school is committed to executing its roles and responsibilities to the best of its ability in order to serve the learners more and bring out the best in each member of the school community. Thus, embodying the ideals of the Department of Education as amplified in its Mission and Vision statements.

The Ormoc City SPED Integrated School once approved will minimize or even cut off the risk of the elementary deaf graduates from travelling to Maasin City which is about 3 hours away from Ormoc City where they are currently enrolled for their secondary education. To note, Maasin City National High school is one of the very school that offers SPED Secondary School in Region 8. The realization of this proposed plan will mean less percentage of dropout among the graduates and at the same time it will reduce the expenses of the parents in sending their children to school. The proposed integrated school can cater the elementary graduates who cannot afford to enroll in a private school.

The Local Government Unit of Ormoc City headed by the Hon, Mayor Richard I. Gomez expressed its interests on the conversion of Ormoc City SPED Center to Ormoc City SPD Integrated School through a Sangguniang Bayan Resolution No. 2020-190.

Finally, the conversion of Ormoc City SPED Center to Ormoc City SPED Center to Ormoc City SPED Integrated School could provide a better opportunity to access quality basic education to children with special needs.

Thus, conversion of ORMIC CITY SPED CENTER TO ORMOC CITY SPED INTEGRATED SCHOOL is being endorsed by the Schools Division Superintendent of Ormoc City Division to the Regional Office for appropriate action.

#### **FINDINGS:**

1. Ormoc City SPED Center is a place accessible to other adjacent places. It is a walking distance from other barangay in Poblacion area.
2. The proposed school site is located along the highway and within the heart of the city and is safe from any risk.
3. A parcel of land with Tax Declaration of the cadastral of Ormoc City with improvements thereon situated in Barangay Poblacion, Ormoc City.
4. Proximity from the school site to the different catchment areas based on its location showed that the proposed school is near and walking distance from the adjacent barangays.
5. The school site is suitable for a secondary school since it is accessible to cater the elementary graduates in HI Class.

6. Most of the families belongs to the poverty line which means that most of the parents cannot afford to send their children to private schools or to Maasin National High School to pursue secondary education.
7. Elementary deaf graduates of Ormoc City SPED Center are enrolled in Maasin National High School especially those with sponsors from LIAD. They need to ride a van and travel for more than two hours per week, rent a boarding house and enroll in a special education high school. Such arrangement has added to the predicament of the parents of these students since going to high school entails additional budget for transportation, food, lodging and allowance. For families belonging to hand to mouth situation, sending a deaf child to school has become least of their priorities.
8. Hence, the establishment of the proposed integrated school provides a significant impact to help alleviate the family's situation in sending their children to be in school and eventually become a productive and responsible member of the community.

**RECOMMENDATIONS:**

In view of the foregoing evaluation and findings, the team respectfully recommends that:

1. The school shall be named **ORMOC CITY SPED INTEGRATED SCHOOL** is authorized to operate effective School Year 2021-2022.
2. The school shall be considered in the budget preparation for its eventual inclusion in the immediate succeeding General Appropriations Act (GAA).
3. The Schools Division Superintendent likewise shall provide school buildings, ancillary facilities, laboratory with equipment.
4. The construction of school buildings and other structures shall be in accordance with the recommendations set by Mines and Geosciences Bureau.
5. The provision of school facilities should be done to cater the incoming enrollees.
6. Classrooms for Grade 7 and 8 should be considered before the acceptance of new students.

Prepared by:



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Noted:



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