



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

August 19, 2026

REGIONAL MEMORANDUM

No. **1074** s. 2026

**MONITORING AND EVALUATION OF PROJECT SHIELD (SENIOR
HIGH INCLUSIVE EDUCATION FOR LEARNING DELIVERY)**

To: Schools Division Superintendents
All Others Concerned

1. In line with the Department of Education's commitment to inclusive education and pursuant to DepEd Order No. 44, s. 2021, this Office, through the Curriculum and Learning Management Division (CLMD), shall conduct a Monitoring and Evaluation of the Implementation of Project SHIELD (Senior High Inclusive Education for Learning Delivery).
2. Project SHIELD aims to address gaps in access, participation, and support for Learners with Disabilities (LWDs) in Senior High School (SHS) and to ensure that inclusive education principles and frameworks are integrated into SHS curriculum delivery and institutional practices.
3. The monitoring and evaluation activity aims to:
 - a. Determine the extent of the increase in the number of Learners with Disabilities (LWDs) accommodated in Senior High School under both the Strengthened SHS Curriculum and the 2016 K to 12 SHS Curriculum, as an indicator of improved access, participation, and inclusivity in the delivery of quality education.
 - b. Gather relevant data on the types and prevalence of disabilities among enrolled learners in SHS;
 - c. Generate data that will serve as a basis for planning future programs, interventions, and inclusive education initiatives of the Department of Education; and
4. To facilitate the collection of data, the Education Program Supervisors in charge of SHS) and Special Needs Education (SNEd) shall collaborate in reaching all schools offering Senior High School programs and ensure their participation in the monitoring activity.
5. All concerned schools are hereby directed to accomplish the online survey through the following link: <https://tinyurl.com/ProjectSHIELD-ME-2627> and upload the Senior High School Inclusion Monitoring Form on or before August 28, 2026.
6. Schools are likewise encouraged to ensure the accuracy and completeness of the data provided, as the results of this monitoring will serve as the basis for

developing appropriate interventions, technical assistance, and professional development programs for teachers and school leaders involved in the implementation of inclusive education.

7. Immediate dissemination of and compliance with this Memorandum are desired.


SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Regional Director

Enclosures: As stated

References: DepEd Order No. 44, s. 2021, Approved Project SHIELD
RM No. 1036, s. 2025, RM No. 1119, s. 2025, RM No. 1301, s. 2025
RM No. 1477, s. 2025, RM No. 1524, s. 2025

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

INCLUSIVE EDUCATION
PROJECT SHIELD
STRENGTHENED SENIOR HIGH SCHOOL PROGRAM



CLMD-ESF

Enclosure 1 of RM 1074, s. 2026**SENIOR HIGH SCHOOL INCLUSION MONITORING FORM****A. School Information**

Division: _____
 School Name: _____ School ID: _____
 School Head: _____ SHS Coordinator: _____
 Contact Number: _____ Total SHS Enrollment SY 2026-2027: _____
 Number of Enrolled LWDs: _____ Date Accomplished: _____

B. Enrollment of Learners with Disabilities (LWDs)**B.1. Learners with Medical Diagnosis from Licensed Medical Specialists**

Classification	Grade 11 (Male)	Grade 12 (Female)	Grade 11 (Male)	Grade 12 (Female)	Total
Visual Impairment					
Hearing Impairment					
Learning Disability					
Intellectual Disability					
Autism Spectrum Disorder					
Emotional-Behavioral Disorder					
Orthopedic/Physical Handicap					
Speech/Language Disorder					
Cerebral Palsy					
Special Health Problem/Chronic Disease					
Multiple Disabilities					

B.2. Learners Without Medical Diagnosis but with Manifestations of Disabilities

Classification	Grade 11 (Male)	Grade 12 (Female)	Grade 11 (Male)	Grade 12 (Female)	Total
Difficulty in Seeing					
Difficulty in Hearing					
Difficulty in Basic Learning and Applying Knowledge					
Difficulty in Remembering, Concentrating, Paying Attention, and Understanding					
Difficulty in Applying Adaptive Skills					
Difficulty in Displaying Interpersonal Behavior					
Difficulty in Mobility (Walking, Climbing, and Grasping)					
Difficulty in Communicating					

C. Support Services Provided (put a checkmark on the applicable support services)

Support Services	Available	Not Available
Learning Support Aide		

Resource Room		
Individualized Learning Plan		
Assistive Devices		
Counseling Services		
Parent Support Program		
SPED Teacher / Coordinator		
Accessible Learning Materials		
Classroom Accommodations		
Specify Other Support Services:		

D. Teacher Capacity-Building Needs

Indicate the training needs of teachers handling Learners with Disabilities (LWDs) by placing a check mark (✓) beside the corresponding training areas needed.

Training Area	Needed (✓)
Inclusive Education Policies	
Universal Design for Learning (UDL)	
Differentiated Instructions	
Classroom Accommodations and Modifications	
Assessment of Learners with Disabilities	
Behavior Management	
Autism Support Strategies	
Learning Disabilities Intervention	
Use of Assistive Technology	
Development of Individualized Education Plans (IEPs)	
Other (Specify)	

E. Issues, Concerns, and Recommendations**E.1. Challenges Encountered in Accommodating LWDs in SHS**

E.2. Interventions Undertaken by the School

E.3. Recommendations for Division / Region Support

Prepared by:

School Head