



Republic of the Philippines  
Department of Education  
NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

MAR 04 2022

Advisory No. 034, s. 2022  
February 28, 2022

In compliance with DepEd Order (DO) No. 8, S. 2013  
This advisory is issued for the information of DepEd officials,  
personnel/staff, as well as the concerned public.

PROPOSAL FOR PROFESSIONAL DEVELOPMENT

Attached is a Gmail from Dr. Lolita Dionisio-Serrano, PhD, President, Resources for Educational & Allied Consultancy Habitat (R.EA.C.H) Inc., dated February 10, 2022 on the above-captioned title, contents of which are self-explanatory, for the information and guidance of all concerned.

Participation of public and private schools shall be subject to the no-disruption-of-classes policy stipulated in DepEd Order No. 9, s, 2005 entitled Instituting Measures to increase Engaged Time-on-Task and Ensuring Compliance Therewith.

Moreover, schools are reminded of the "No Collection and No selling of Tickets Policy" stipulated in DepEd Order Nos. 19 and 40, s. 2008 and RA Nos. 4206 and 5546.

**NERISSA ROXAS-LOMEDA PhD**  
OIC-Assistant Schools Division Superintendent

LBP/ PROPOSAL FOR PROFESSIONAL DEVELOPMENT  
034/February 28, 2022



**PROPOSAL FOR PROFESSIONAL DEVELOPMENT**

1 message

Resources for Educational and Allied Consultancy Habitat Inc <reachinc1999@gmail.com>  
To: sdo.muntinlupa@gmail.com

Thu, Feb 10, 2022 at 4:13 PM

**DR.DOMINICO C. IDANAN**  
Schools Division Superintendent  
Muntinlupa City

Dear Dr.Dominico C. Idanan:

Greetings of peace!

**Who We Are?**

The Resources for Educational & Allied Consultancy Habitat (R.E.A.C.H.), Inc. has been in the industry for more than a couple of decades now. It caters to a diverse group of exceptional children (e.g. intellectual disability, autism, specific learning disability, adhd, communication disorders, Physical & Health Impairment, Multiple Disabilities including children who are gifted and talented). Furthermore, R.E.A.C.H. supports school districts both from the public and private settings from different regions in the Philippines by training professionals to enhance student's achievement through implementation of research-based techniques and current trends, as well as responds to the needs of the various issues in the field of education through local/regional/national and international conferences organized by R.E.A.C.H., INC.

It is for this reason that we would like to offer our services to your region pertaining to various topics that we believe would be beneficial to your stakeholders. We have attached herewith Professional Development Topics for your perusal (please see attached).

The following are the Terms and Conditions of the professional development services:

Seminar Duration:	Two (2) days, 9:00 AM-3:00 PM
Professional Fee	PhP50,000.00 (for two days)
Number of Participants	Fifty (50) ++
Dates of the seminar-workshop:	As agreed upon
Incentive :	10% of the gross

The Dep-Ed Schools Division of Muntinlupa shall provide the following

1. 50% down payment upon signing of proposal; at least a week before the scheduled webinar-workshop;
2. Full payment of balance upon completion of the training

R.E.A.C.H., Inc. shall provide:

1. Handouts in soft-copy
2. Via Zoom (can accommodate 100 plus participants)
3. e-Certificate of Participation
4. e-Certificate of Appearance

Should you have any particular topic in mind, please let us know and we will develop a plan accordingly.

Thanking you in anticipation of your affirmative reply on this matter.

Sincerely yours,

**LOLITA DIONISIO-SERRANO, Ph.D.**

President

Resources for Educational & Allied Consultancy Habitat (R.E.A.C.H.), Inc.

**CONFORME:**

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**DR.DOMINICO C. IDANAN**  
Schools Division Superintendent  
Muntinlupa City

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 **PROPOSAL-DepEd-Superintendents.pdf**  
1039K

**THE INDIVIDUALIZED EDUCATION PLAN**

**From Assessment To IEP Planning  
To Progress Monitoring**

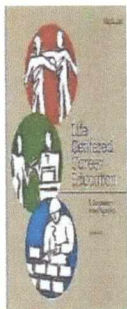
If you're on the hunt for measurable goals and struggling in developing an I.E.P., reduce your stress and anxiety when it comes to preparing your student's IEP.

SINCE 1990

**LEARNING OBJECTIVES:**

1. Purpose of Assessment prior IEP Planning
2. What is an Individualized Education Plan (IEP) ;
3. Purpose of an IEP;
4. Students who are in need of an IEP;
5. Stages of Developing an IEP;
6. Anatomy of an IEP & Sample Case studies;
7. The IEP Team Members;
8. Writing an I.E.P. Goal Formula;
9. Promoting Successful IEPs:
  - a. How to tract I.E.P. goals;
  - b. Accommodations/Modifications
10. Progress Monitoring Samples

**PREPARE STUDENTS FOR LIFE AFTER HIGH SCHOOL  
(Transition Program for Students Ages 14 & Up)**



Get a copy of LCCE  
Competency Based  
Approach book by CEC  
(worth US\$33)  
If your region will avail  
of the training

**LIFE CENTERED  
LC  
EDUCATION**  
A PRODUCT OF THE COUNCIL  
FOR EXCEPTIONAL CHILDREN

Created by Council for Exceptional Children, Reston, VA, USA--  
the recognized transition authority

The Life Centered  
Career curriculum is  
designed for  
students who have  
learning disabilities,  
mild intellectual  
disabilities, autism  
spectrum disorders,  
and students whose  
ability to live  
independently is in  
question.

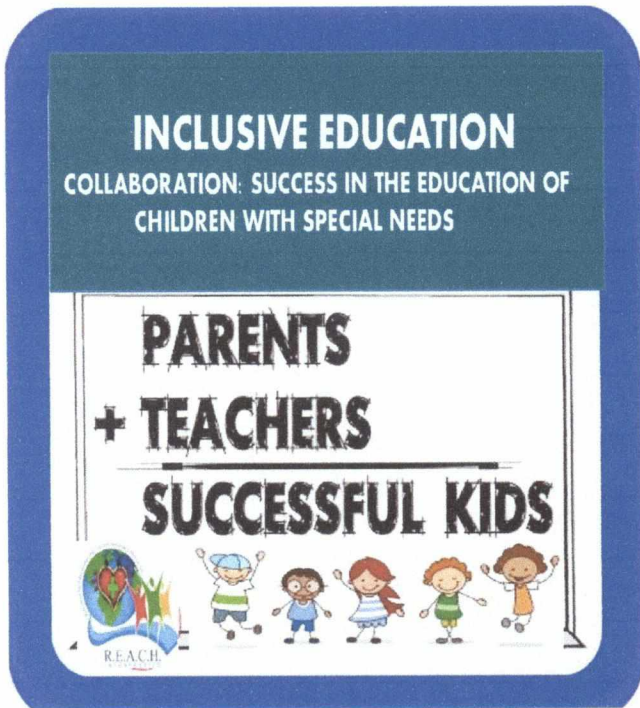
**First time in the  
Philippines**



SINCE 1990

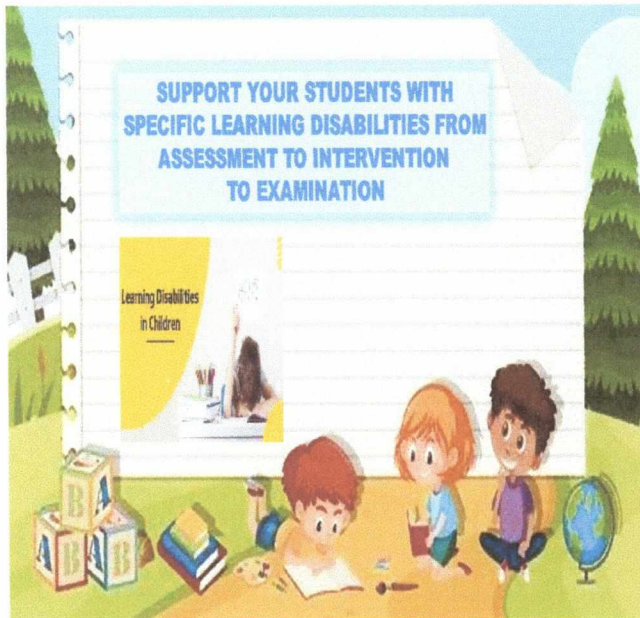
**Top 5 reasons the Life Centered  
Education curriculum benefits Transition  
Educators who are preparing students  
for adult living :**

1. Was created by Council for Exceptional Children, Reston, VA, USA -- the recognized transition authority;
2. Provides interdisciplinary objectives and objective-based lesson plans, and correlated test items (written & performance);
3. Includes comprehensive content aligned to state standards in daily living, self-determination, interpersonal, and employment skills;
4. Affords systematic assessment of baseline student competencies;
5. Transfers results directly to quarterly progress monitoring reports, annual IEPs/ITPs with current strengths and improvement areas, and post-secondary vocational and educational plans.



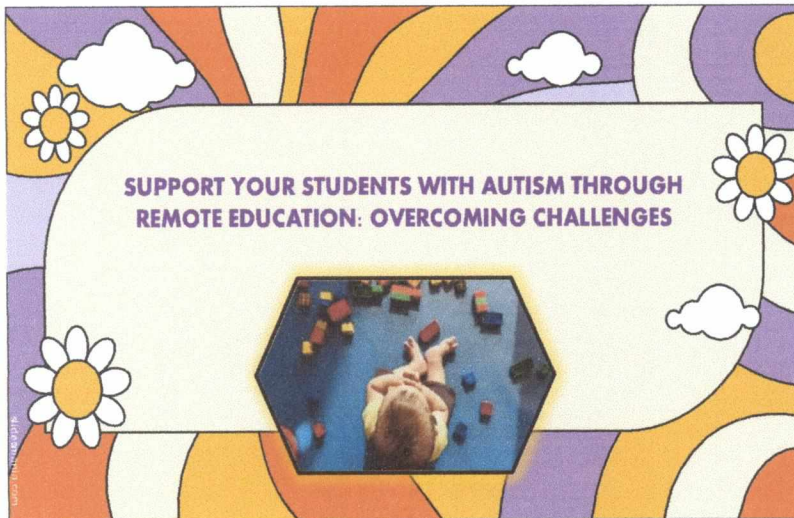
### LEARNING OBJECTIVES:

1. Explore how far collaboration as a creative partnership can be used by teachers and parents to achieve inclusion within a regular classroom
2. Understand about special educational needs;
3. Willingness to communicate in matters pertaining to special educational needs;
4. Perceived roles in implementing special educational needs; and
5. Expectations of each other's role in implementing special educational needs



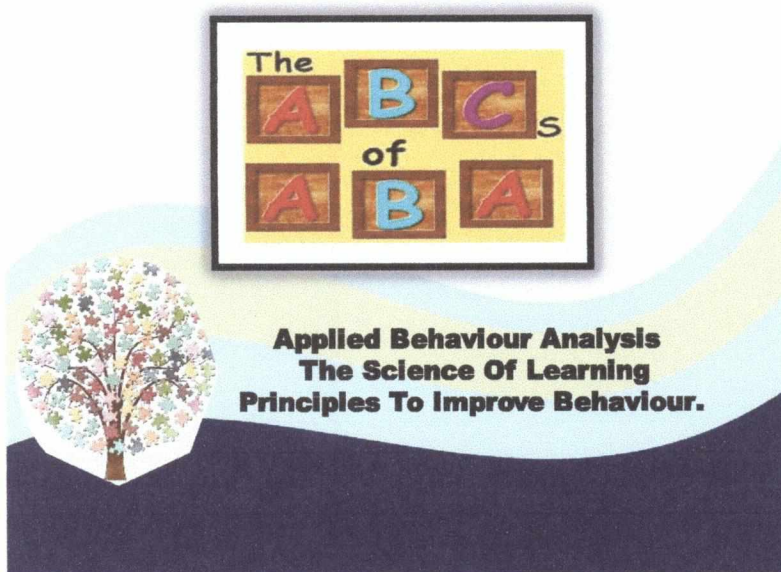
### Topics to Cover:

1. Seven (7) Main types of Learning Disabilities
2. Formal & Informal Assessment tools:
  - Curriculum Based Assessment
  - KTEA Assessment
  - WRAT 5
  - RAVEN Matrix
  - Wechsler Intelligence Scale for Children | Fourth Edition (WISC-IV)
  - Schonell Reading and Spelling test
  - Brigance Diagnostic Inventory of Early Development
  - Perceptual, Attention and Memory Assessment and Remediation
- Dyslexia, Dysgraphia, Dyscalculia, Reversal Remediation will be covered in details along with assessment and remediation plans
- Screening Checklist of Learning Problems at Primary Level
3. Accommodations & Modifications
4. Case Study / Writing Confidential Assessment Report



**LEARNING OBJECTIVES:**

1. Determine the context of autism by exploring definition, causation, prevalence, conceptual framework, and other key perspectives.
2. Determine the essential requirements for establishing remote learning with respect to students' needs.
3. Identify useful strategies to enrich students' remote learning experiences.
4. Identify other tips for remote learning.



**LEARNING OBJECTIVES:**

1. Develop goals to improve the lives of individuals and those who care for them.
2. Explore a set of principles that focus on how behaviors change, or are affected by the environment, as well as how learning takes place.
3. Systematic application through interventions to help individuals learn and apply new skills in their daily lives (e.g. students with autism, adhd, intellectual disabilities, specific learning disabilities, emotional and behavioral disorders among other things)
4. Establish principles of learning, behavioral strategies, and environmental modifications to improve and teach new behaviors.
5. Create and enhance socially important behaviors e.g. behaviors can include academic, social, communication, and daily living skills; essentially, any skill that will enhance the independence and/or quality of life for the individual.

# We Administer Multifactorial Psychoeducational Assessments



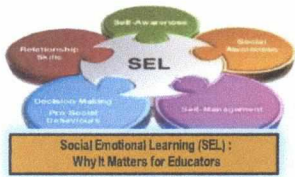
Visit us:

[www.reachincorporated.com](http://www.reachincorporated.com)

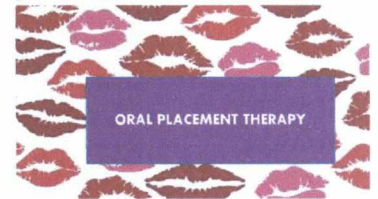
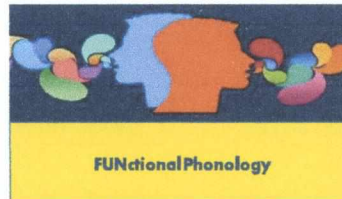
Tel. # 8-5426-295

Mobile 09088146908

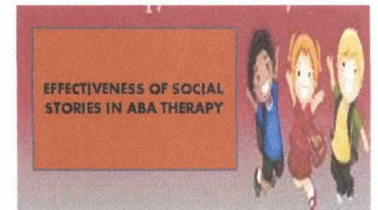
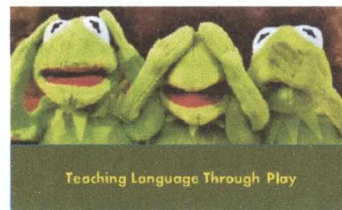
**Even if you are on the other side  
of the globe through  
“VIRTUAL ASSESSMENT”  
Set an appointment now!**



## Other Professional Developments to Choose From:



## Topics to Choose From





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**We are open to any suggested professional development for Gen/Ed, SPED Teachers, School Administrators, Related Discipline, and Parents.**

**Contact us: Tel. No. 8-5246-595 Mobile No. 09088146908**

**Emails : [reachinc1999@gmail.com](mailto:reachinc1999@gmail.com),**

**[reachinc.inquiries@gmail.com](mailto:reachinc.inquiries@gmail.com), [serrano\\_lolita@yahoo.com](mailto:serrano_lolita@yahoo.com)**

**Visit us: [www.reachincorporated.com](http://www.reachincorporated.com)**

**Look for: DR. LOLITA DIONISIO-SERRANO, Ph.D.**