



**Republic of the Philippines**  
**Department of Education**  
**REGION XI**  
**SCHOOLS DIVISION OF DAVAO DEL NORTE**

**Office of the Schools Division Superintendent**

April 05, 2024

**DIVISION MEMORANDUM**

No. 0135 s. 2024

**DIVISION FESTIVAL OF SPECIAL NEEDS EDUCATION (SNEd) PROGRAM**

To: Janette G. Veloso, EdD, CESO VI-Assistant Schools Division Superintendent  
Eduard C. Amoguis, EdD, Chief -Curriculum Implementation Division  
Exelsis Deo A. Deloy, PhD-EPS-Special Needs Education (SNEd) Program  
All Public Schools District Supervisors  
All District-School Head Coordinators of Special Needs Education  
All Concerned School Heads in Elementary, Secondary, and Integrated Schools  
All Others Concerned

1. Pursuant to the Division Memorandum No. 0132, s. 2024 and DepEd Memorandum No. 019, s. 2024 dated March 12, 2024, the Division of Davao del Norte will conduct its Division Festival of Talents (DFOT) in Special Needs Education (SNEd) Program on April 25 to 26, 2024 at Santo Tomas Central Elementary School-SpEd Center and Sto. Tomas National High School, Tibal-og, Sto. Tomas Davao del Norte.
2. Attached are the implementing guidelines, rules, and mechanics of *Storytelling in Filipino Sign Language and Braille Reading (Unified English Braille)* as the contested events. All contestants must secure Parent's Consent to attend the Division Festival of Talents.
3. All District School Head Coordinators and selected teachers shall attend the DFOT-SNEd to serve as members of the Technical Working Group (TWG) and/or as judges. *(Please see the attached list of district coordinators and additional teachers).*
4. Meanwhile, the 11 District School Head SNEd coordinators shall convene for a short conference on April 09, 2024 (9:00 AM) at the Division Conference Hall to discuss SPed/SNEd DFOT concerns *(See attached List of District Coordinators).*
5. Travel, food expenses, and other incidental expenses of the DFOT-SNEd participants during the DFOT-SNEd and during the conference on April 09, 2024, are chargeable against MOOE/PTA, or any local funds subject to the usual accounting rules and auditing regulations.
6. Service Credits shall be granted to the teacher participant (DepEd Order No. 53, s. 20023) while Compensatory Overtime Credits (COC) shall be granted to other non-teaching personnel (CSC and DBM Joint Circular No. 2, s 2004) for services rendered during weekends, and holidays.
7. Classes of the teachers who shall attend the DFOT-SNEd on April 25-26, 2024 shall be arranged accordingly to avoid disruption of classes, adhering to the policy of "No disruption of classes, pursuant to the provision under DepEd Order (DO) 9 s. 2005, *Instituting Measures to Increase/Engaged Time on Task and Ensuring Compliance Therewith*".
8. It is expected that Equal Opportunity Principle (EOP) Performance goals and requirements must be made in such a way to recognize universal equality of individuals regardless of gender, religion, ethnicity and political affiliation relative to this activity.





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9. Widest dissemination of this memorandum is hereby enjoined.

**REYNALDO B. MELLORIDA, CESO V**  
Schools Division Superintendent *RM*

For the Schools Division Superintendent

*RND*  
**ROSALINDA N. DIONIO**  
Administrative V



CID/edad  
Fn: 2024 DFOT-SNEd





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**PARTICIPANTS DURING THE 2024 DFOT-SNED AS TWGs ON APRIL 25-26, 2024**

***District School Head Coordinators of Special Needs Education (SNEd)***

	<b>District</b>	<b>Name</b>	<b>Position</b>	<b>School</b>
1	Asuncion	LIZA C. MONTEROSO	MT II	CANATAN ES
2	Carmen	ROCHELLE R. CAPON	P-III	CARMEN CES SPED CENTER
3	Dujali	EVELYN G. YBANEZ	HT-II	DAPECOL ELEMENTARY SCHOOL
4	Kapalong East			
5	Kapalong West	JUSTO A. VILLAVER	P-IV	LUNA ELEMENTARY SCHOOL
6	Langilan	ANA JEAN M. ADAJAR	HT I	LANGAN INTEGRATED SCHOOL
7	New Corella	JIMMY D. ESPONILLA	P-III	NEW CORELLA CES SPED CENTER
8	San Isidro	RANDY T. LUMAPAT	P-III	SAWATA ERNANDCOR CENTRAL ES
9	Sto. Tomas East	JOVE A. PAGTACONAN	PRINCIPAL I	KIMAMON ES
10	Sto. Tomas West	RIZZA P. RASUCAY	MASTER TEACHER II	STO. TOMAS CENTRAL ESSC
11	Talaingod	DONABEL P. MARIMON	PII	STO.NIÑO CENTRAL ES

**Teacher Representatives Per District as TWGs**

<b>DISTRICT</b>	<b>LEVEL</b>	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>
ASUNCION	ELEMENTARY	MARY CHU E. JACOB	SPET - I	CAMBANOGOY CENTRAL ELEM. SCHOOL
	SECONDARY	ROSARIO L. DULAY	SPET III	ASUNCION NATIONAL HIGH SCHOOL
CARMEN	ELEMENTARY	LORELIE L. GALO	SPET III	CARMEN CESSC
	SECONDARY	AMERY C. SALDANA	TEACHER I	CARMEN NHS
DUJALI	ELEMENTARY	MARYJEAN G. PAMPLONA	SPET II	DUJALI CES
	SECONDARY	MECYL E. VILLACUER	TEACHER I	DUJALI NHS
	SECONDARY	MAE ANN ESMILLA	TEACHER III	ANTONTIO FRUTO NHS
KAPALONG EAST	ELEMENTARY	SARA MARIE S.EXALA	MT-III	MANIKI CENTRAL ESSC
	SECONDARY	JENILYN S. ASPE	SPET II	KAPALONG NHS
KAPALONG WEST	ELEMENTARY	GENEVIEVE G. PUBLICO	SPET III	LUNA ES
	SECONDARY	LYN ROSE G. BANDIGAN	TEACHER III	DONA CARMEN SORIANO NHS





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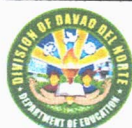
LANGILAN	ELEMENTARY	PREXA A. CORPUS	SPET III	LANGAN INTEGRATED SCHOOL
	SECONDARY	PREXA A. CORPUS	SPET III	LANGAN INTEGRATED SCHOOL
NEW CORELLA	ELEMENTARY	ROWENA A. LONGAKIT	SPET II	NEW CORELLA CESSC
	SECONDARY	RHIA GENN C. COSMEÑO	TEACHER I	NEW CORELLA NHS
SAN ISIDRO	ELEMENTARY	LELANE T. POPELO	SPET II	SAWATA ERNANDCOR CES
	SECONDARY	JOEY M. TALON	TEACHER I	LINAO NHS
STO. TOMAS EAST	ELEMENTARY	BERNADETTE M. DELIGERO	SPET II	KIMAMON ES
	SECONDARY	HOPE S. RAFOL	TEACHER III	KIMAMON NHS
STO. TOMAS WEST	ELEMENTARY	RIZZA P. RASUCAY	MT-I	STO. TOMAS CESSC
	SECONDARY	JOAN S. DALISAY	TII	STO. TOMAS NHS
TALAINGOD	ELEMENTARY	IVY T. PAGANDAHAN	TEACHER I	STO. NIÑO CES

**Additional TWG Members for DFOT-SNEd**

DISTRICT	LEVEL	NAME	POSITION	SCHOOL
NEW CORELLA	ELEMENTARY	RUBY M. VITO	SPET II	NEW CORELLA ES SC
STO. TOMAS EAST	ELEMENTARY	KEMUEL P. MONTE	SPET III	KIMAMON ES
CARMEN DISTRICT	ELEMENTARY	RUDOLPH JUNE G. SANDIG	SPET I	CARMEN CESSC
ASUNCION	ELEMENTARY	ANNA LIZA B. REAZO	SPET I	CAMBANOYOY CES
STO. TOMAS WEST	ELEMENTARY	ALICIA Q. OMLANG	MT-I	STO.TOMAS CES SC
DUJALI DISTRICT	ELEMENTARY	MARYJEAN G. PAMPLONA	SPET-II	DUJALI CES
KAPALONG EAST	ELEMENTARY	ANGELITA A. PASCUAL	SPET-I	MANIKI CES SC
KAPALONG EAST	ELEMENTARY	IRENE M. ROSIQUE	SPET III	MANIKI CES SC

**JUDGES AND TWG FOR FILIPINO SIGN LANGUAGE INTERPRETATION (CONTEST PROPER)**

DISTRICT	LEVEL	NAME	POSITION	SCHOOL
ASUNCION	ELEMENTARY	ANNA LIZA B. REAZO (Chairperson)	SPET I	CAMBANOYOY CES
STO. TOMAS EAST	ELEMENTARY	KEMUEL P. MONTE	SPET III	KIMAMON ES
STO. TOMAS WEST	ELEMENTARY	ALICIA Q. OMLANG	MT-I	STO.TOMAS CES SC
DUJALI DISTRICT	ELEMENTARY	MARYJEAN G. PAMPLONA	SPET-II	DUJALI CES
KAPALONG EAST	ELEMENTARY	ANGELITA A. PASCUAL	SPET-I	MANIKI CES SC





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**JUDGES AND TWG FOR BRAILLE READING (CONTEST PROPER)**

DISTRICT	LEVEL	NAME	POSITION	SCHOOL
KAPALONG EAST	ELEMENTARY	IRENE M. ROSIQUE (Chairperson)	SPET III	MANIKI CES SC
NEW CORELLA	ELEMENTARY	RUBY M. VITO	SPET II	NEW CORELLA ES SC
CARMEN DISTRICT	ELEMENTARY	RUDOLPH JUNE G. SANDIG	SPET I	CARMEN CESSC
KAPALONG EAST	ELEMENTARY	SARA MARIE S. EXALA	MT-III	MANIKI CENTRAL ESSC
STO. TOMAS WEST	SECONDARY	JOAN S. DALISAY	TII	STO. TOMAS NHS

**TWG FOR FILIPINO SIGN LANGUAGE INTERPRETATION (HOLDING ROOM)**

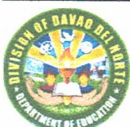
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ASUNCION	ELEMENTARY	MARY CHU E. JACOB	SPET - I	CAMBANOGOY CENTRAL ELEM. SCHOOL
LANGILAN	ELEMENTARY	PREXA A. CORPUS	SPET III	LANGAN INTEGRATED SCHOOL
TALAINGOD	ELEMENTARY	IVY T. PAGANDAHAN	TEACHER I	STO. NIÑO CES
DUJALI	SECONDARY	MECYL E. VILLACUER	TEACHER I	DUJALI NHS

**TWG FOR BRAILLE READING (HOLDING ROOM)**

DISTRICT	LEVEL	NAME	POSITION	SCHOOL
ASUNCION	SECONDARY	ROSARIO L. DULAY	SPET III	ASUNCION NATIONAL HIGH SCHOOL
STO. TOMAS EAST	SECONDARY	HOPE S. RAFOL	TEACHER III	KIMAMON NHS
NEW CORELLA	ELEMENTARY	ROWENA A. LONGAKIT	SPET II	NEW CORELLA CESSC
DUJALI	SECONDARY	MAE ANN ESMILLA	TEACHER III	ANTONTIO FRUTO NHS

**TWG FOR FILIPINO SIGN LANGUAGE INTERPRETATION (PRACTICE ROOM)**

DISTRICT	LEVEL	NAME	POSITION	SCHOOL
KAPALONG EAST	SECONDARY	JENILYN S. ASPE	SPET II	KAPALONG NHS
CARMEN	SECONDARY	AMERY C. SALDANA	TEACHER I	CARMEN NHS
STO. TOMAS EAST	ELEMENTARY	BERNADETTE M. DELIGERO	SPET II	KIMAMON ES





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NEW CORELLA	SECONDARY	RHIA GENN C. COSMEÑO	TEACHER I	NEW CORELLA NHS
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**TWG FOR BRAILLE READING (PRACTICE ROOM)**

DISTRICT	LEVEL	NAME	POSITION	SCHOOL
CARMEN	ELEMENTARY	LORELIE L. GALO	SPET III	CARMEN CESSC
SAN ISIDRO	ELEMENTARY	LELANE T. POPELO	SPET II	SAWATA ERNANDCOR CES
STO. TOMAS WEST	ELEMENTARY	RIZZA P. RASUCAY	MT-I	STO. TOMAS CESSC
SAN ISIDRO	SECONDARY	JOEY M. TALON	TEACHER I	LINAO NHS



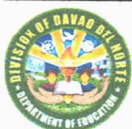


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**PARTICIPANTS DURING THE 2024 DFOT-SNED DFOT CONFERENCE  
ON APRIL 09, 2024**

***District School Head Coordinators of Special Needs Education (SNEd)***

	<b>District</b>	<b>Name</b>	<b>Position</b>	<b>School</b>
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# 2024 NATIONAL FESTIVAL OF TALENTS



## Implementing Guidelines on SNEd Expo

The categories, mode of delivery, number of learner-participants and teacher-coaches, and time allotment for SNEd Expo per region are the following:

Category	Mode of Delivery	No. of Learner-Participant	No. of Teacher-Coach	Time Allotment for Presentation
Story Telling in Filipino Sign Language	in-person	1	1	7 minutes
Story Telling in Braille	in-person	1	1	7 minutes
<b>Total</b>		<b>2</b>	<b>2</b>	







# SPECIAL NEEDS EDUCATION (SNED) EXPO



(A Showcase of Talents and Skills for Learners with Special Needs Education)

<b>COMPONENT AREA</b>	<b>SPECIAL NEEDS EDUCATION</b>
<b>KEY STAGE</b>	<b>Key Stage 3 (Grades 7 to 10)</b>
<b>EVENT TITLE</b>	<b>Story Telling in Filipino Sign Language and Braille Reading (Unified English Braille)</b>
<b>NO. OF PARTICIPANT/S</b>	2 learner-participants (1-Deaf and 1-Blind) per region
<b>TIME ALLOTMENT</b>	Following the standard number of hours in LWDs maximum of seven (7) minutes
<b>PERFORMANCE STANDARD</b>	<ol style="list-style-type: none"> <li>1. Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) one's purpose (EN7RC-IV-b-10)</li> <li>2. Analyze literature as a means of understanding unchanging values in the VUCA world (G9_Q2_MELC)</li> </ol>
<b>21<sup>ST</sup> CENTURY SKILL/S</b>	Creativity, Collaboration, Communication, Critical Thinking (4Cs)
<b>CREATIVE INDUSTRIES DOMAIN</b>	Creative services (creative research, development, and real-time artistic performances)
<b>DESCRIPTION</b>	<b>Story Telling in Filipino Sign Language and Braille Reading</b> is an NFOT event category of Special Needs Education (SNED) Expo that allows learners with disabilities (LWDs) to perform Filipino Sign Language and Braille Reading
<b>CRITERIA FOR PRESENTATION</b>	<b>See attached Rubrics for Story Telling in Filipino Sign Language and Braille Reading</b>

### EVENT RULES AND MECHANICS

- A. Each region shall have one (1) participant (Deaf) for Filipino Sign Language and one (1) participant (Blind) for Braille Reading.  
*\*The participant with the highest score shall automatically represent the region in the NFOT. In case of tie, the RTWG shall decide on this matter.*
- B. Story to be interpreted shall be provided by the NTWG of the said event aligned with the 2024 NFOT theme.  
*\*The contest piece shall be given to the contestants in the actual event.  
 \*Each contestant shall be given a 10-minute preparation prior to the actual contest performance.  
 \*Order of performance shall be identified through draw lots with the coaches.*
- C. The showcase is open from Grades 7 to 10 Deaf and blind learners who are officially enrolled.
- D. Each region is given 7-minute presentation/showcase.
- E. The following sequence shall be strictly observed:
  - Presentation of participant information (Name of Learner, Grade Level, School, Division, and Region);
  - Reading proper (story shall be projected in a wide screen (Deaf) and braille copy of the story (Blind) shall be distributed to the participants in holding area prior to the actual performance.

- At the end of the performance, moral lesson of the story should be emphasized.

- F. Only participants shall be allowed in the designated holding area one hour before the event.
- G. There will be three (3) judges for Storytelling in Filipino Sign Language (FSL) and three (3) judges for Storytelling in Braille Reading.
- H. Judging of winners shall be based on DO 36, 2016 (Awards and Recognition). The following awards shall be given:

<b>I. Criteria for Storytelling in Filipino Sign Language (FSL)</b>	
<b>Categories</b>	<b>Scores</b>
1. Gold (Exceptional)	16-20
2. Silver (Proficient)	11-15
3. Bronze (Developing)	6-10
4. Certificate of Participation	1-5
<b>II. Criteria for Storytelling in Braille Reading</b>	
1. Gold (Exceptional)	25-32
2. Silver (Proficient)	17-24
3. Bronze (Developing)	9-16
4. Certificate of Participation	1-8

*\*The RFOT shall follow the same criteria, however, the participant with the highest score shall automatically represent the region in the NFOT. In case of tie, the RTWG shall decide on this matter.*

- H. Certificates of Recognition and Participation shall be awarded to the participants and coaches.
- I. Participants shall observe health and safety protocol.
- J. Participants and coaches are expected to practice utmost honesty and camaraderie. Any form of dishonesty exhibited shall be a ground for disqualification.
- K. The contest piece is in English language.

#### **RESOURCE REQUIREMENTS**

- Copy of the Story
- Braille Copy of the Story (Soft & Hard Copy to be provided the NTWG)
- lapel (to be provided by the participant)
- tripod
- LED Wall/projector (*projector display shall be 16:9 audience size and the screen dimension 11.5 ft. x 24 ft.*)
- laptop
- extension wire
- 3 microphones with stand
- table for judges and NTWG
- podium
- sound system
- stage
- buzzer
- Live Streaming Equipment
- Score sheets
- Rubrics
- Folders
- Ballpens and pencils

<b>NFOT 2024 Rubric for Storytelling in Filipino Sign Language (FSL)</b>				
<b>Requirements/ Task Completion</b>	<b>Limited</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exceptional</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Space Referents</b>	Does not attempt to use space in collaboration with messages.	Difficulty with setting up points in space to refer to objects and people; Difficulty with maintaining eye contact; Lacks expressive behaviors when signing	Limited use of setting up points in space to refer to objects and people; sometimes makes errors; Limited eye contact; Limited use of expressive behaviors	Frequently sets up points in space to refer to objects and people appropriately; make no errors; Maintains some eye contact; Some use of expressive behaviors
<b>Grammar - Use of Non Manual Sign (NMS)</b>  Location Negation Contrastive Structure (listing and ordering, time, etc.)	Lacks facial expressions when signing; difficulty using non-manual signals; difficulty using listing and ordering	Rarely correct use of facial expressions; limited use of non-manual signals; limited use of listing and ordering	Uses good facial expressions when signing; inconsistent use of non-manual signals; inconsistent use of listing and ordering	Uses appropriate facial expressions correctly and consistently; appropriate use of non-manual signals; appropriate use of listing and ordering
<b>Sign Production &amp; Formation</b>  Handshape Palm Orientation Movement Location	Frequent incorrect formations of signs; very difficult to understand signs	Some errors, but is understandable; errors are usually not corrected	Self-corrects; few mistakes made; easily understood	Consistent use of correct signs; clear, easily understood
<b>Fluency/Accuracy</b>  Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	Irregular hand movements and choppy use of signs; unable to sign conceptually accurate ideas/messages	Hesitates and self-corrects when signing; signs conceptually accurate ideas/messages on a limited basis	Smooth flow of signs with confidence most of the time; signs conceptually accurate ideas/messages	Communicates with fluency and confidence; signs conceptually accurate ideas/messages consistently

			the majority of the time	
<b>Contextual Understanding</b>	Limited understanding of text in context	Struggles with context, some understanding	Understands text context fairly well	Demonstrates a deep understanding of the text in context
<b>Total</b>				

<b>NFOT 2024 Rubric for Storytelling in Braille Reading</b>				
<b>Requirements/ Task Completion</b>	<b>Limited</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exceptional</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Fingertip Sensitivity</b>	Minimal sensitivity, difficulty detecting dots	Some sensitivity, struggles with dot discrimination	Good sensitivity, minor errors in dot discrimination	Exceptional sensitivity, able to distinguish dots accurately
<b>Reading Speed</b>	Reads very slowly with extended pauses	Reads slowly with frequent pauses	Reads at a moderate pace with minimal hesitations	Reads braille fluently at a fast pace
<b>Tracking</b>	Difficulty tracking, substantial skipping	Struggles with tracking, frequent skipping	Follows lines adequately, occasional skipping	Follows lines smoothly, rarely skips or jumps
<b>Punctuation and Formatting</b>	Frequently misses punctuation and formatting	Struggles with punctuation and formatting	Mostly identifies, minor errors	Accurately identifies punctuation and formatting
<b>Consistency</b>	Highly inconsistent with frequent errors	Inconsistent with noticeable errors	Generally consistent but with some errors	Reads braille consistently, rarely making errors
<b>Contextual Understanding</b>	Limited understanding of text in context	Struggles with context, some understanding	Understands text context fairly well	Demonstrates a deep understanding of the text in context
<b>Quality of Voice (pronunciation, enunciation of words)</b>	The quality of voice is monotonous. Mispronounced words can be heard	Demonstrate considerable variations of voice. There are few mispronounced words that can be heard.	Demonstrate good and appropriate variations of voice. Most words are properly pronounced.	Demonstrate very clear and appropriate variations of voice. All words are correctly pronounced.
<b>Voice Expressions</b>	The emotions in the voice expression are still lacking and demonstrates little internalization of the piece.	Some emotions in the voice expressions are present and demonstrates considerable internalization of the piece.	Most emotions in the voice expressions are present and demonstrates powerful internalization of the piece.	The emotions are flowing freely and can be felt by the audience and demonstrates powerful internalization of the piece.
<b>Total</b>				