

Offering Special Needs Education (Sned) Program at Shuttle Elementary School: A Feasibility Study

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ABSTRACT

This feasibility study explores the establishment of a Special Needs Education (SNED) Program at Shuttle Elementary School in South Fatima District, under the Schools Division Office of General Santos City. The initiative addresses the pressing need for inclusive education amid a growing population of learners with special needs, aiming to uphold national and international mandates for equitable access to quality education. Despite increasing awareness, a clear gap persists in the provision of structured, school-based SNED services in the local context. The study seeks to evaluate the viability of offering a tailored program that supports the academic and social development of these learners. Through a mixed-method approach involving surveys, interviews, and technical analysis, the study identifies 19 potential student beneficiaries and reveals that 78% of respondents—comprising parents and educators—express strong support for the proposed program, underscoring its relevance and demand.

Key findings highlight the need for modern educational resources, assistive technologies, and specialized teacher training, all of which can be addressed through phased implementation and strategic partnerships with government agencies, NGOs, and academic institutions. Management strategies, including the appointment of a dedicated coordinator and continuous program monitoring, are recommended to ensure smooth operations. Financially, the program is deemed sustainable through a diversified funding model involving the school budget, Special Education Fund (SEF), local government support, and community contributions. Socio-economically, the study emphasizes the transformative impact of inclusive education, enhancing learners' potential to participate meaningfully in society. Ultimately, the study affirms that the implementation of the SNED program is both necessary and feasible, offering long-term benefits for learners, families, and the broader educational system.

Keywords: Special Needs Education (SNED), Inclusive Education, Feasibility Study, Program Implementation, Learners with Disabilities, Educational Accessibility

INTRODUCTION

In the context of an evolving educational landscape, inclusive education has become a fundamental principle in ensuring that all learners, regardless of their abilities, receive quality instruction tailored to their needs. Special Needs Education (SNED) plays a vital role in fostering equitable learning opportunities and addressing the unique challenges faced by children with exceptionalities (UNESCO, 2021). Research highlights that early interventions, individualized instruction, and specialized teaching strategies significantly enhance the academic and social development of learners with disabilities (Forlin & Chambers, 2022). Thus, the implementation of a SNED program at Shuttle Elementary School will bridge the existing gap in inclusive education within the district and provide structured support for learners requiring specialized interventions.

Shuttle Elementary School, a key educational institution in the district of South Fatima, has been serving a diverse student population for over one decade. Renowned for its commitment to holistic learning, the school has continuously strived to provide quality education tailored to the needs of its learners. However, despite this dedication, the absence of a formalized SNED program has resulted in limited support for students with special needs.

Recent data from Division Memorandum No. 1251, s. 2024, indicates that 15 individuals in South Fatima District have been identified as requiring special education services. However, no institution in the area currently offers a structured SNED program. This gap underscores the need for SES to establish a dedicated initiative to cater to these students effectively. Over the years, the number of learners with identified special needs at Shuttle Elementary has grown, from a single student in the previous academic year to 13 officially recorded in the LIS for School Year 2024-2025. This steady increase further justifies the urgency of implementing a comprehensive program.

Globally, frameworks advocating inclusive education have demonstrated significant impacts in fostering equal opportunities. The Salamanca Statement (UNESCO, 1994) remains a landmark in promoting equitable practices, stressing that mainstream institutions must accommodate diverse abilities. Contemporary research reinforces this stance, revealing that inclusive instruction benefits not only those with disabilities but also nurtures a culture of empathy, cooperation, and academic achievement among all students (Forlin & Chambers, 2022). Becker and Park (2021) assert that tailored curricula enhance cognitive, social, and adaptive development, ultimately equipping individuals to excel in competitive academic and professional settings.

Introducing a SNED program at Shuttle Elementary will yield effects beyond the immediate beneficiaries. At the division level, it will help bridge the persistent gap in special education services, ensuring that students requiring assistance receive necessary interventions without the financial strain of transferring to private institutions. This effort will also strengthen educators' professional capacity, enabling them to implement differentiated strategies effectively. Furthermore, it aligns with the Department of Education's (DepEd, 2023) commitment to strengthening inclusive education, as articulated in the "National Policy Framework on Learners with Disabilities," which prioritizes the expansion of Special Needs Education (SNED) initiatives as a key strategy for building a resilient and inclusive educational system.

Reyes (2022) contends that the unequal distribution of SNED resources exacerbates academic disparities, particularly in marginalized communities. Shuttle Elementary, by pioneering a specialized program, will not only offer a crucial support system for learners with exceptional needs but also set a precedent for inclusive practices across the district. By cultivating an environment where every child can thrive, the school will reaffirm its dedication to equity, accessibility, and educational excellence—principles that are vital in shaping a more inclusive future for all.

Furthermore, Shuttle Elementary School's strategic location within San Jose makes it an accessible educational hub for both students from far-flung areas and those residing in central communities. As one of the few institutions situated in a geographically central position, it provides a feasible and practical option for families seeking specialized education services without the need for extensive travel. This accessibility ensures that children with special needs, regardless of their place of residence, have a reliable institution where they can receive appropriate interventions and support. By leveraging this unique advantage, the proposed SNED program will not only serve as a critical resource for students with exceptionalities but will also strengthen the school's role as a central provider of inclusive education within the district.

Legal Bases

The offering of the SNED program at Shuttle Elementary School is grounded in a robust legal framework that reflects both international commitments and national policies advancing inclusive education as a fundamental human right. This framework not only mandates access but also prescribes mechanisms for delivering equitable, quality education tailored to the diverse needs of learners with disabilities.

At the global level, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), particularly Article 24, compels state parties to ensure an inclusive education system at all levels. This principle underscores that learners with disabilities must not only be granted access but must also receive education in environments that promote their full development, participation, and inclusion. The provision elevates inclusive education from a policy option to a legal obligation, reinforcing the accountability of countries like the Philippines in operationalizing support structures in schools.

The Salamanca Statement (UNESCO, 1994) complements this by advocating for inclusive schooling as the most effective vehicle for dismantling discriminatory attitudes and fostering community cohesion. It views regular schools, when appropriately equipped and oriented, as key to achieving education for all. For SES, this international perspective validates the integration of SNED within mainstream educational settings, emphasizing not just placement, but quality, participation, and belonging.

Domestically, the 1987 Philippine Constitution (Article XIV, Sections 1 and 2) establishes education as a right for all citizens and mandates the provision of a free public education system. While broad in scope, its implications for inclusivity are profound, as it demands equal educational opportunities regardless of physical or cognitive ability.

This constitutional principle is operationalized through Republic Act No. 11650 or the Inclusive Education Act of 2022, which serves as the most explicit legislative mandate for the SNED program. This law not only institutionalizes inclusive practices in public schools but also mandates the creation of individualized education programs (IEPs), learning resource centers, and early intervention strategies. For SES, compliance with RA 11650 entails both structural and pedagogical shifts—an essential alignment ensuring the program is not merely symbolic but functionally inclusive.

Further reinforcing this, Republic Act No. 7277, the Magna Carta for Disabled Persons, stresses the State's obligation to enable persons with disabilities to develop their full potential through adequate access to quality education. This law informs the ethical foundation of SES's SNED program, emphasizing empowerment over accommodation alone.

In the same spirit, **Republic Act No. 10533** (Enhanced Basic Education Act of 2013) ensures curricular responsiveness to diverse learning needs. It mandates contextualized, inclusive, and learner-centered approaches—principles that are foundational to SNED. This alignment implies that SES must go beyond curriculum delivery to ensure content and pedagogy are adapted to each learner's context.

To translate legislative intent into practice, the Department of Education has issued several key directives. DepEd Order No. 72, s. 2009 formally designates inclusive education as a national strategy for integrating children with special needs into the mainstream. This represents a paradigm shift: from segregation to systemic integration, positioning SNED not as a separate initiative but as an integral part of school improvement.

DepEd Order No. 44, s. 2021 provides the operational framework for implementing SNED programs, focusing on early identification and intervention—an area where SES can make substantial impact, particularly in underrepresented communities. Similarly, DepEd Order No. 21, s. 2020 ensures the availability of reasonable accommodations and support services, reinforcing the obligation to adapt educational environments, rather than expecting learners to adapt to rigid systems.

Data from UNESCO (2021) and DepEd (2023) reveal a stark mismatch between need and provision: only 648 SNED centers serve more than 130,000 learners with disabilities nationwide. The legal mandates cited are not abstract obligations—they highlight an urgent, systemic gap. By establishing a SNED program, SES directly addresses this inequity, aligning institutional efforts with both national policy priorities and international human rights standards.

Conceptual Framework

This feasibility study's conceptual framework scrutinizes the main elements that need to be in place for implementing an inclusionary Special Needs Education (SNED) Program at Shuttle Elementary School (SES). This framework shows a color-coded process, in four stages, that is as inclusive as possible and not just for the purpose of structuring the assessment methodology but also to reflect the diversity of students whom the program is aiming to serve.

The framework starts with the Needs Assessment (blue section), which provides an overview of the diversity of students needing differentiated supports, current and projected demand for specialized services, available

resources for special education, and the expectations of the community. This is followed by Institutional Readiness (green section), which inspects the school's readiness with reference to a range of factors: availability of culturally responsive and specially trained educators; physical facilities and adaptive learning resources; availability of sustainable funding mechanisms; and the strength of administrative support systems. Phase III (orange section) deals with the strategic approaches for program implementation, namely, universal design for curriculum development, comprehensive professional development for all teaching staff, inclusive community partnerships, and responsive monitoring systems that meet the diverse communication needs of stakeholders. The final Expected Outcomes stage (purple section) measures program effectiveness through metrics that include consideration of impacts on learners across various ability profiles; comprehensive cost-benefit analysis; sustainability measures ensuring long-term program viability; and quality assurance protocols.

By incorporating diverse representation throughout the visual framework—such as figures with different abilities, cultural identifiers, and learning needs—this study not only assesses the viability of offering a SNED program but also exemplifies the commitment to the inclusion principles it espouses. The research findings will inform accessible policy recommendations and will help establish an implementation model for serving as a guide for other educational institutions that wish to develop truly inclusive learning environments.

The figure below illustrates the conceptual framework of the study.

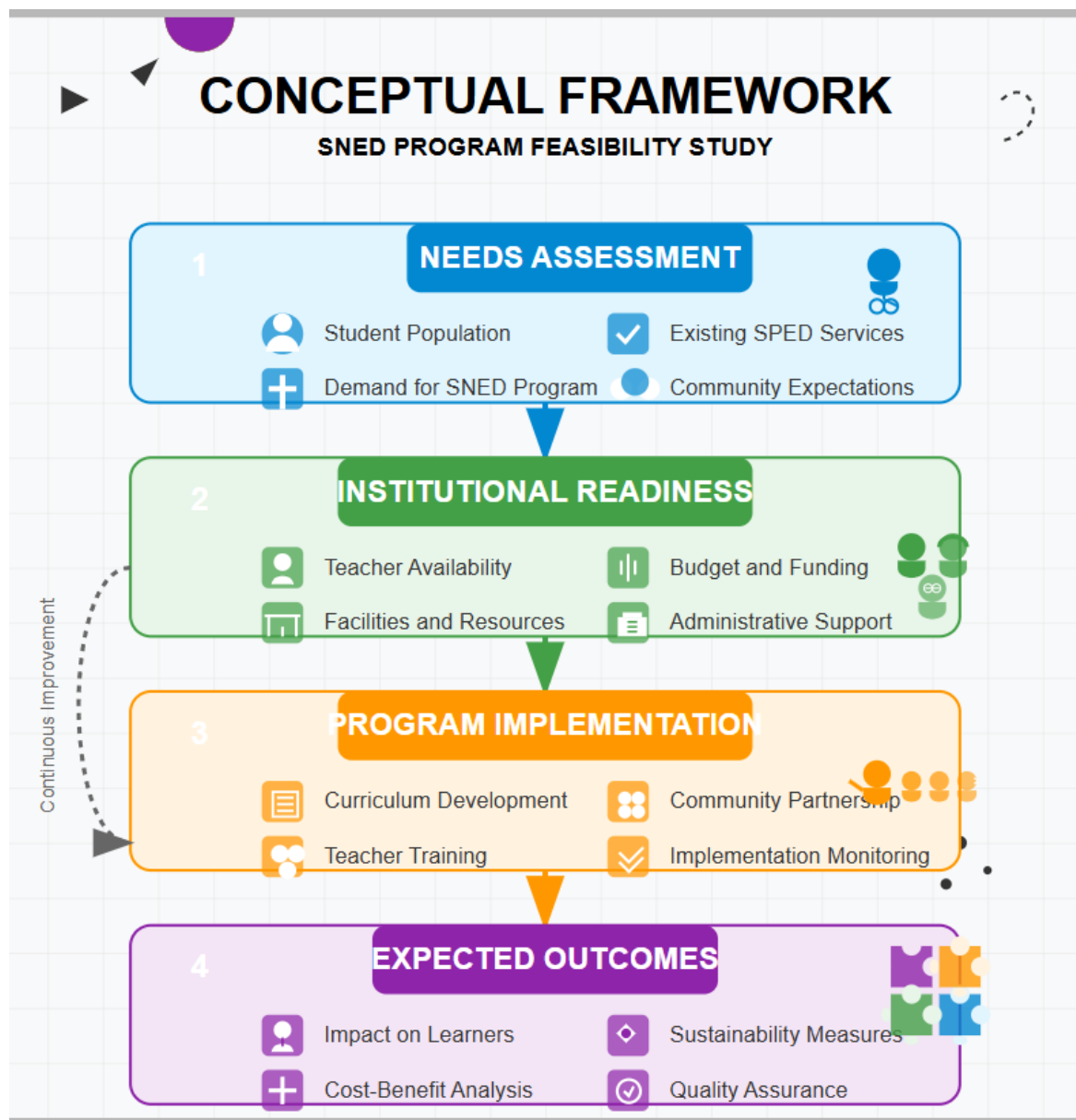


Figure 1: Conceptual Framework of the Study

Significance of the Study

This feasibility study possesses diverse importance for various stakeholders including the institution, educational leaders, educators, students, parents, the local community, and researchers. This thorough investigation into the feasibility of the SNED program at Shuttle Elementary School seeks to offer significant insights and inform strategic decision-making for all stakeholders, to wit:

The School. This feasibility study is a crucial step for Shuttle Elementary School in expanding its academic programs and reinforcing its commitment to inclusive education. The offering of the SNED program would enhance the school's role as a central hub for learners with special needs, making it a key institution for accessible and equitable education in San Jose, General Santos City. Given its strategic location, SES has the potential to serve both learners from central areas and those from remote locations, ensuring that students with special needs receive the appropriate educational support. This initiative will also provide the school with an opportunity to assess its readiness in terms of resources, facilities, trained personnel, and curriculum requirements needed to implement the program effectively.

The Educational Leaders. The study serves as a valuable resource for educational leaders, including school administrators and policymakers, in their efforts to plan and implement inclusive education programs. The findings will provide insights into the advantages, challenges, and resource needs associated with establishing a SNED program. This will aid in making informed decisions regarding budget allocation, faculty training, and infrastructural development to support learners with special needs. Furthermore, the study aligns with national educational priorities by promoting inclusivity and accessibility in basic education.

The Teachers. The feasibility study presents an opportunity for professional growth among teachers, highlighting the need for specialized training in handling learners with special needs. It emphasizes the importance of equipping educators with the knowledge and skills necessary to deliver individualized instruction and inclusive teaching strategies. The potential implementation of the SNED program may encourage teachers to pursue continuous professional development, attend workshops, and collaborate with special education experts to enhance their teaching methodologies, ultimately improving the quality of education provided to learners with special needs.

The Learners. The offering of the SNED program at Shuttle Elementary School would provide learners with special needs access to an inclusive, supportive, and structured learning environment. This feasibility study aims to assess the demand for special education services within the locality, ensuring that the program is aligned with the needs of the students. By offering appropriate interventions, individualized learning plans, and specialized support, the program would empower learners with special needs to develop their full potential, fostering their academic, social, and emotional growth.

The Parents. Parents will benefit from the results of this feasibility study as it provides valuable insights into how the proposed SNED program can support their children's education and future opportunities. Many parents seek a school that offers specialized programs catering to their children's unique learning needs. With Shuttle Elementary School's strategic location, families from both central and far-flung areas can conveniently access quality special education services. The study will also address concerns regarding the availability of trained teachers, facilities, and interventions that can enhance their children's learning experience.

The Community and Other Stakeholders. The feasibility study has significant implications for the local community, as it contributes to building a more inclusive society that recognizes and supports individuals with special needs. By establishing a SNED program, the school can foster community awareness about the importance of inclusive education and promote equal learning opportunities. Local organizations, advocacy groups, and other stakeholders can collaborate with the school to provide resources, mentorship, and specialized programs for learners with special needs, strengthening community involvement in education.

The Local Government Unit (LGU). The study highlights the role of the LGU in supporting the provision of inclusive education as a fundamental aspect of community development. Implementing the SNED program aligns with the LGU's goal of promoting equitable education and ensuring that all learners, regardless of their

abilities, receive quality instruction. The feasibility study may serve as a basis for the LGU to allocate funding, develop policies, and implement programs that enhance accessibility and inclusivity in education. Furthermore, the potential partnerships between the school and local agencies can contribute to sustainable community-driven initiatives for learners with special needs.

The Department of Education (DepEd). This feasibility study is aligned with the Department of Education's commitment to providing inclusive education and ensuring that learners with special needs receive appropriate interventions. The findings of this study can support DepEd's efforts in strengthening its policies on special education and expanding the accessibility of SNED programs nationwide. It also contributes to the department's initiatives to enhance teacher training, improve school facilities, and promote the rights of learners with disabilities.

The Researchers. This feasibility study serves as a valuable reference for researchers interested in the development and implementation of inclusive education programs. It offers insights into the challenges, opportunities, and best practices associated with establishing a SNED program in a strategically located public school. Future researchers can use the findings as a foundation for further studies on special education, policy formulation, and program effectiveness. The study also contributes to the growing body of research on inclusive education, ultimately helping improve special education initiatives across different educational settings.

By examining the feasibility of offering a SNED program at SES, this study aims to provide a strong basis for informed decision-making, ensuring that learners with special needs have access to quality, inclusive, and equitable education.

Objectives of the Study

The following are the objectives of this feasibility study:

1. Identify the number of target learners who will enroll in the proposed Special Needs Education and Development (SNED) program.
2. Identify the potential interest and enrollment in the SNED program from both learners with special needs and their parents or guardians.
3. Identify the demand for the SNED program among learners with special needs in the area.
4. Propose an organizational chart showing the teaching and non-teaching staff, technological considerations, physical infrastructure, class schedules, and long-term partnership plans with relevant institutions, government agencies, and stakeholders to support the SNED program's relevance and longevity.
5. Identify the potential risks related to the implementation of the SNED program and propose risk mitigation strategies for its implementation and operation.
6. Propose budget allocations for the establishment and ongoing operational costs of the SNED program.
7. Explore the ethical and socio-cultural considerations in the implementation of the SNED program.
8. Provide a recommendation based on the findings of the study on whether or not to implement the SNED program at SES.

METHODOLOGY

Data Gathering Procedure

This feasibility study employed a descriptive research design to systematically collect and analyze data, assessing the potential for implementing a SNED Program at Shuttle Elementary School. A multi-method

approach was utilized, integrating surveys, key informant interviews (KIIs), and documentary analysis to comprehensively evaluate the feasibility factors from the perspectives of teachers, parents, and learners with special needs.

To ensure ethical compliance and sensitivity toward learners with special needs, the proponents first prepared communication letters addressed to the Schools Division Superintendent and the respective school heads of participating schools, seeking permission to conduct the study. These letters were noted by the subject professor and included a request to administer surveys and interviews with key stakeholders.

Upon approval of the communication letters, informed consent forms were distributed to the respondents, including parents, teachers, and learners identified from Blagan Elementary School, San Jose Elementary School, Ondok Gawan Elementary School, Bia-o Elementary School, and Shuttle Elementary School. Given the sensitivity of the study, parents or guardians provided consent for learners before participation, ensuring their rights and welfare were safeguarded. Respondents were informed about the voluntary nature of their participation, their right to withdraw at any time, and the confidentiality of their responses.

Once informed consent was obtained, surveys and interviews were conducted. The surveys aimed to assess institutional readiness, stakeholder perceptions, and available resources, while KIIs provided deeper insights into the needs and expectations in offering a SNED program. Teachers and school administrators participated in assessing school preparedness, parents provided insights into their willingness to support the program, and learners (when applicable) shared their educational experiences and needs.

Documentary analysis further supported the study by examining existing policies, enrollment records, and previous reports related to special education within the selected schools. The data collected was processed, analyzed, and interpreted using descriptive statistics to determine the feasibility and sustainability of the SNED program at SES.

Ethical considerations were strictly observed throughout the study, ensuring inclusivity, sensitivity, and respect for learners with special needs. Anonymity and confidentiality of all respondents were upheld, and the study adhered to all ethical guidelines related to research involving vulnerable groups.

Locale of the Study

This study was conducted at Shuttle Elementary School in the General Santos City Division, which was set to propose the SNED program based on the results of this feasibility study. At the time of the study, no other schools in the South Fatima District offered the SNED program, making SES the most viable location for the initiative.

Alongside Shuttle Elementary School, the study included respondents from the following feeder schools: San Jose Elementary School, Bia-o Elementary School, Ondok Gawan Elementary School, and Blagan Elementary School. Located centrally within the district, SES provided easy access for learners from both central and remote areas, ensuring that children with special needs could receive specialized education and support without extensive travel, aligning with the goals of the proposed program.

Respondents and Informants

The respondents of this study were teachers, parents, and learners from Shuttle Elementary School and its neighboring schools—San Jose Elementary School, Bia-o Elementary School, Ondok Gawan Elementary School, and Blagan Elementary School. These respondents were strategically selected to represent key stakeholders in evaluating the feasibility of offering a SNED program at SES. Their insights are critical in assessing institutional readiness, stakeholder perceptions, and the overall viability of implementing the program.

Since the target population—learners with special needs and their parents—was well-defined and finite, the study employed complete enumeration. All identified SNED learners and their parents/guardians across the participating schools were included as respondents, ensuring no selection bias and as comprehensive assessment

of the program's feasibility.

The table below shows the distribution of learner-respondents for the survey:

Table 1 Distribution of Learner-Respondents

Schools	Population (N)	Sample Size (n)	Tagged SNED Learners
Shuttle Elementary School	437	11	11
San Jose Elementary School	204	1	1
Bia-o Elementary School	190	3	3
Ondok Gawan Elementary School	997	1	1
Blagan Elementary School	120	3	3
Total	1,948	19	19

In addition to learners, parents of these pupils were also included as respondents, recognizing their role in supporting the program as shown in Table 2.

Table 2 Distribution of Parent-Respondents

Schools	Number of Parents
Shuttle Elementary School	11
San Jose Elementary School	1
Bia-o Elementary School	3
Ondok Gawan Elementary School	1
Blagan Elementary School	3
Total	19

For the key informants of the study, purposive sampling was utilized. Purposive sampling played a vital role in the Key Informant Interviews (KIIs) by ensuring that selected participants had specific, relevant knowledge and experience pertinent to the research topic. This approach allowed the study to gather deep, informed insights from individuals directly involved in special education, including teachers, school administrators, and parents of learners with special needs. According to Subedi (2021), purposive sampling enables researchers to deliberately select individuals who are especially knowledgeable about the phenomenon being studied, thereby ensuring the collection of rich and relevant data.

With this, the study included five (5) parent-informants, and fifteen (15) teacher-informants who provided specialized knowledge and perspectives on the feasibility of offering the SNED program at Shuttle Elementary School. These informants helped identify the needs, challenges, and expectations in establishing a special education program within the school.

The table below shows the distribution of respondents for the Key Informant Interviews (KIIs):

Table 3 Distribution of Key informants

Schools	Parents	Teachers
Shuttle Elementary School	1	7
San Jose Elementary School	1	2

Bia-o Elementary School	1	2
Ondok Gawan Elementary School	1	2
Blagan Elementary School	1	2
Total	5	15

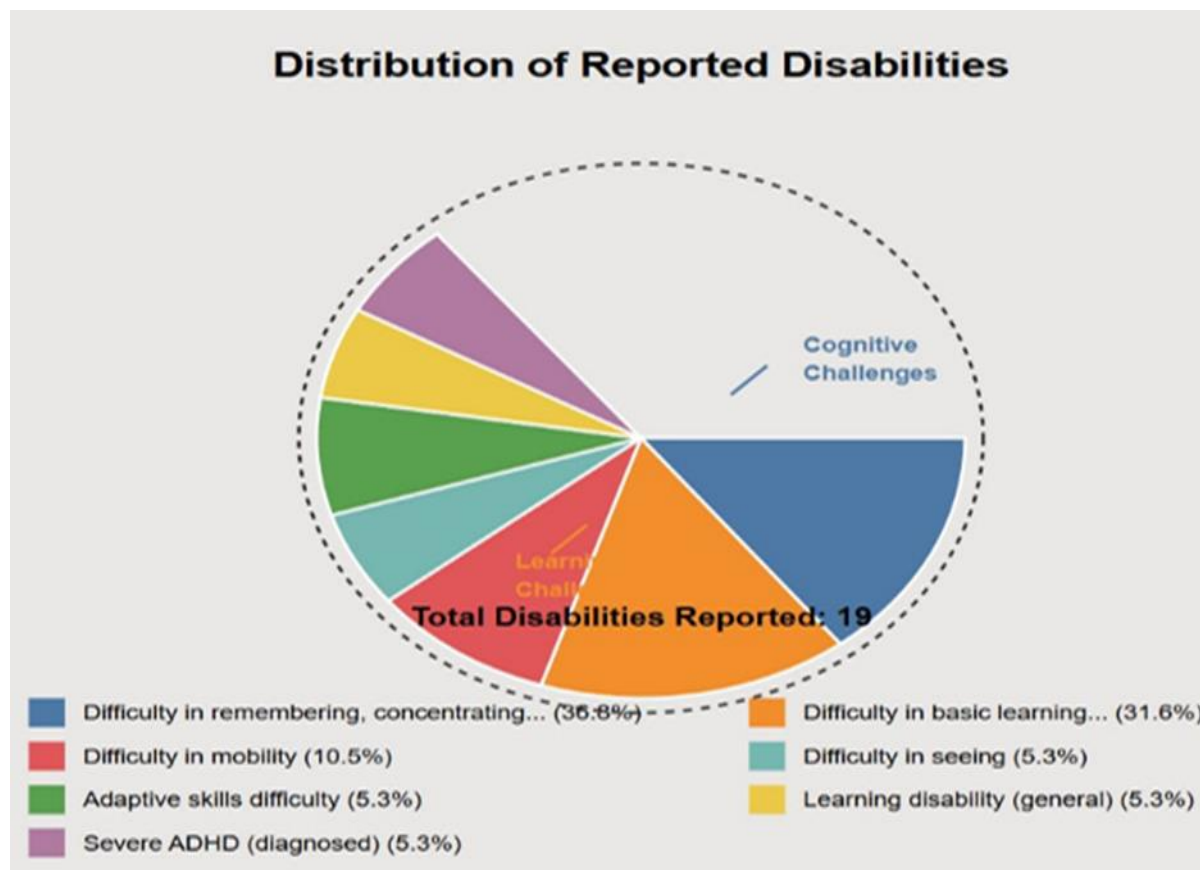
Instruments

The questionnaire used in this feasibility study was adapted and modified from Pante and Daguma (2024) validated instrument, designed to gather essential insights from key stakeholders regarding the feasibility of offering a SNED Program at Shuttle Elementary School. The data collected helped evaluate the demand for specialized education, assessed the availability of resources, identified financial considerations, and anticipated potential challenges in implementing the program

By obtaining feedback from students, parents, and teachers, this study aimed to develop strategic recommendations for establishing a well-structured and sustainable SNED program. The findings contributed to informed decision-making, ensuring that the program effectively met the needs of learners with special educational needs and fostered an inclusive learning environment.

RESULTS AND DISCUSSION

Figure 1 illustrates the types of disabilities reported among 19 individuals. Cognitive challenges, particularly difficulty in remembering, concentrating, or making decisions, represent the highest proportion at 36.8%, followed closely by difficulty in basic learning at 31.6%. Other reported disabilities include mobility difficulties (10.5%), difficulty in seeing (5.3%), adaptive skills difficulty (5.3%), severe diagnosed ADHD (5.3%), and general learning disabilities (5.3%).

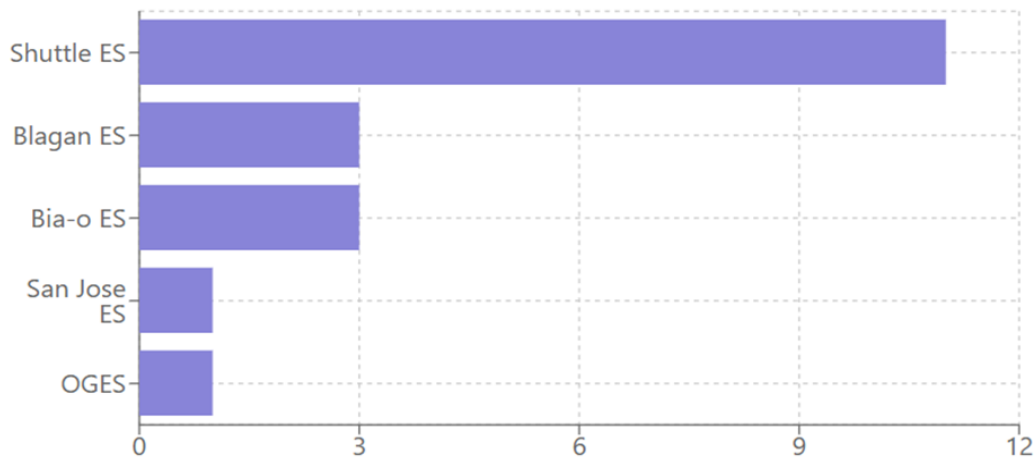


The figure reveals that cognitive and learning-related difficulties comprise the majority of the reported cases, underscoring the need for targeted interventions in these areas. This finding supports the implementation of the

Child Find Policy for Learners with Disabilities outlined in DepEd Order No. 023, s. 2022, which mandates the early identification, location, and evaluation of learners with disabilities to ensure that appropriate services and support mechanisms are provided at the earliest possible time. Prioritizing cognitive and learning support aligns with national efforts to promote inclusive and equitable education for all learners.

Figure 2 shows the number of target learners who may enroll in the proposed SNED Program, highlighting a substantial potential pool of students across five feeder schools. The data provides a clear indication of the program's reach and potential interest among prospective learners and their families.

Figure 2. On the Number of Target Learners who will Potentially Enroll in the Proposed SNED Program



The survey revealed that Shuttle Elementary School, serving as the primary feeder school, identified eleven (11) potential learners for the SNED Program. Blagan and Bia-o Elementary Schools followed with three (3) learners each, indicating moderate levels of awareness and interest. San Jose Elementary School and OGES contributed one (1) learner each, reflecting emerging awareness and highlighting the need for increased community engagement in these areas. In total, nineteen (19) potential learners were identified, representing a strong foundation for initial program implementation.

On the responses of the teachers below the expresses that on the responses of the perception of parents regarding the number of target learners who will potentially enroll in the proposed SNED program. It can be observed that the level of interest varies depending on several factors such as the child's physical condition, awareness of the program's benefits, and socio-economic challenges. Teacher 1 mentioned that:

"Some parents are interested, especially if their child's physical condition requires special education".....(LISIT1)

Additionally, Teacher 2 mentioned that parents recognize the advantages of special education programs for children

"Yes, parents are interested. If a child needs special attention, the program would be advantageous for both the child and the parent". (LISIT2)

Another teacher 6 stated that:

"Parents who understand the benefits of SNED are more likely to enroll their children, but stigma remains a challenge". (LISIT6)

Also teacher 8 Cited that:

"Yes, they are 100% interested. Parents from rural areas express challenges in accessing SNED programs due to financial constraints and limited availability. If they can afford it, they will enroll their children." (LISIT8)

Teacher 14 pointed out that parents are generally interested, their willingness to enroll varies

“Parents from Biao are interested, but willingness varies”..... (LISIT14)

Teacher 15 expressed that parents would likely be interested if there were greater awareness and promotion about how the program could benefit their children

“Yes, they will be interested. Maybe, just need to promote that parents are aware about their children”.. (LISIT15)

Parental engagement in Special Needs Education (SNED) programs has influencing factors such as the awareness of the program's benefits, financial capacity, and society's perceptions. It has been substantiated that stigma and economic barriers impeded many parents from enrolling their children in special education services. Awareness-raising campaigns concerning the benefits of SNED need to be initiated and stigmas reduced to address these barriers. Financial assistance or subsidies will mitigate the economic burden on families and allow more diverse socio-economic access for these programs. Outreach efforts can be tailored to merge urban and rural considerations to boost participation. Engendering parental trust and engagement will take place by ensuring that programs are well-staffed with qualified teachers and have strong structures in place. Participatory approaches that involve parents at the planning and evaluation levels are the key to securing sustainable and effective special education activities. (Oranga, J., Obuba, E., & Boinett, F. (2022).

Figure 3. Survey Results on the Potential Interest and Enrollment in the Special Program for SNED Program from both Learners and Parents

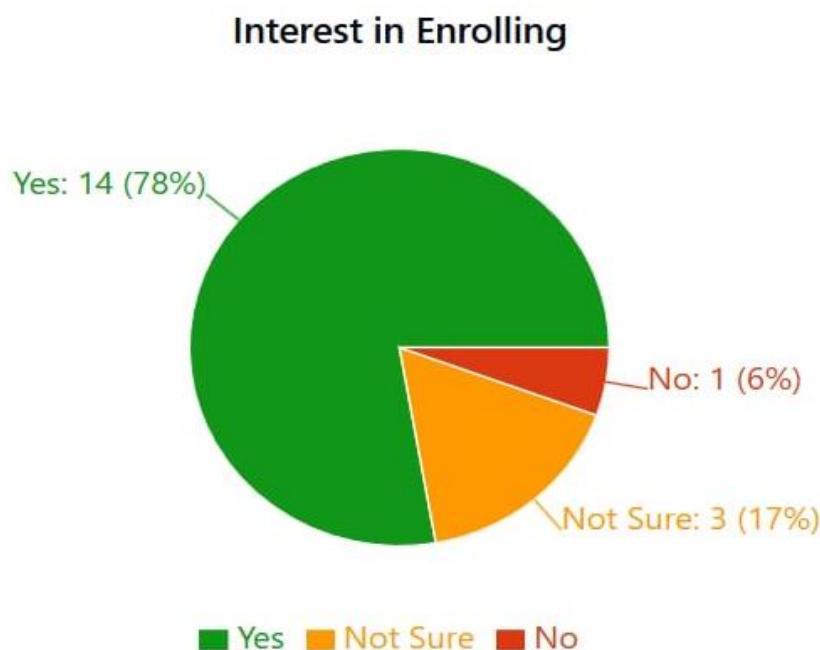


Figure 3 highlights a strong community interest in the proposed Special Needs Education (SNED) program at Shuttle Elementary School, with 78% of respondents expressing support, indicating widespread recognition of the importance of inclusive education and early intervention. While 17% remained undecided, suggesting a need for further information outreach, only 6% expressed disinterest, potentially due to concerns regarding resource allocation or program expectations.

These findings align with the willingness of parents to enroll their children, mirroring student interest and underscoring the community's recognition of the need for special education services. Addressing the concerns of the undecided and disinterested groups through targeted engagement strategies will be critical for ensuring the successful implementation of the program.

The findings are supported by qualitative data from Focus group discussion (FGD), which highlight optimism about the program's potential to provide equitable learning opportunities, strengthen teacher capacity, and foster an inclusive school environment. The responses from the parents' SNED program reflect a mix of positive and supportive views. One parent was strongly interested stating that their child has specific needs, so they would rather join the SNED program if the mentionable needs could be tended to:

"Interesado po ako lalo na kung makakatulong ito sa pangangailangan ng aking anak" (P1L1 S1).

Another parent expressed appreciation for the program's support for their child's delay in speech:

"Oo po, kasi may speech delay ang anak ko" (P2L2 S2).

A third parent had a moderate interest, depending on the program details and the teacher quality:

"Medyo interesado, depende po sa magiging programa at guro" (P3L3 S3).

Another parent strongly wanted to participate in the program because she felt it would greatly help with her child's development:

"Kung ito ay makakatulong sa development ng anak ko, gusto ko po" (P4L4 S4).

The last parent showed interest on the program contingent on a sufficient offer of support:

"Interesado po ako kung may sapat na suporta ang programa" (P5L5 S5).

Parental responses emphasize the need for immediate intervention in urgent developmental needs, the presence of qualified teachers and structured programs, as well as concerns over sustainability insofar as support and resources are concerned. Therefore, it is necessary for any special education program to also be structured, adequately staffed by trained personnel with the knowledge, and adequately resourced with required materials. Offering parents the option to participate in both the planning and evaluative exercises will also lend credence to the program and promote greater community involvement. Communication should be clear regarding what the needs of the family are and how support will continue to be provided. It has been shown in research that parental involvement improves on the effectiveness of individual education plans, thereby positively influencing the educational outcomes of special-needs children. Hence the overall effectiveness and sustainability of any special education program depends on its being collaborative, probable, and adequately supported. (Smith, S. R., & Peterson, R. L. (2018).

Figure 4. Survey Results on Demand for SNED Program among Parents and Teachers

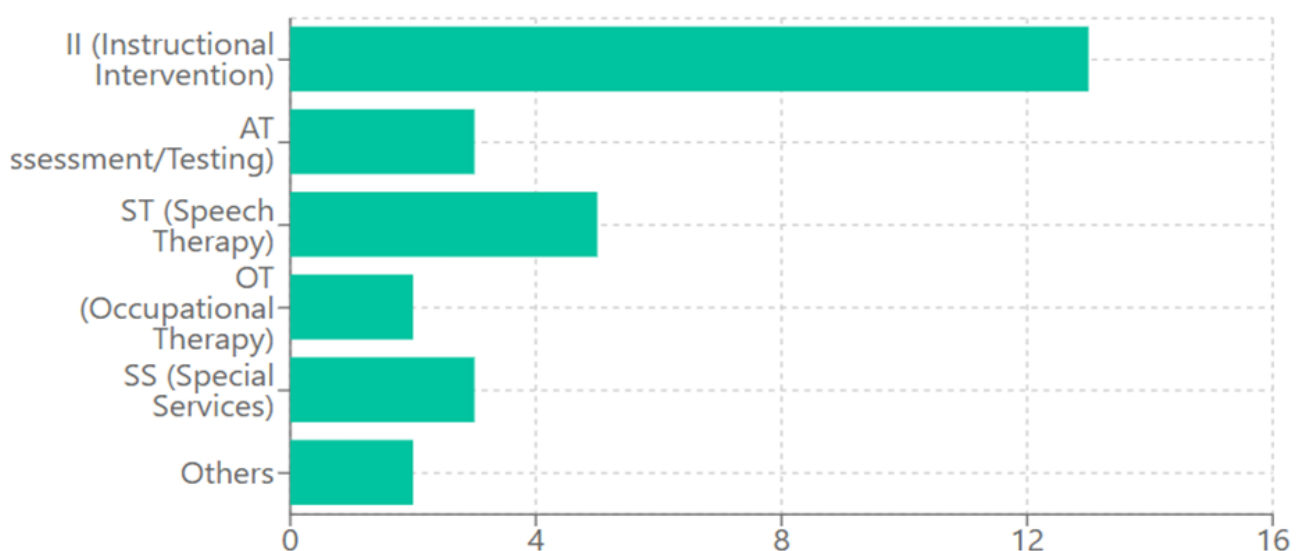


Figure 4 presents the survey results regarding the demand for the Special Needs Education (SNED) program, specifically reflecting the preferences of parents and teachers. The data reveals distinct trends in the areas of intervention services prioritized by respondents.

The category of Instructional Intervention (II) stands out significantly, with the highest frequency of demand, indicating a strong preference among parents and teachers for tailored instructional strategies to support students with special needs. This suggests a recognition of the critical role that direct instructional support plays in enhancing student learning outcomes.

Following II, the demand for Assessment/Testing (AT), Speech Therapy (ST), Occupational Therapy (OT), and Special Services (SS) is notably lower, yet still indicates a substantial interest in these areas. This suggests that while instructional intervention is paramount, there is also a clear acknowledgment of the importance of comprehensive evaluations and specialized therapeutic services in addressing the diverse needs of students.

The category labeled Others captures a smaller segment of responses, indicating that while there are additional services valued, they do not dominate the preferences expressed by the participants. This may point to either a lack of awareness of alternative services or a need for further exploration of additional support that could complement the primary areas of focus.

On the other hand, the quantitative data gathered through survey questionnaires corroborates with the insights obtained from key informant interviews (KIIs). Participants expressed enthusiasm about the potential for a Special Needs Education (SNED) program that includes diverse and engaging activities. Many parents and teachers highlighted the importance of individualized learning plans, collaborative group work, and experiential learning opportunities that cater to the unique needs of students with disabilities. As indicated in the interviews, stakeholders envision a program that not only focuses on academic skills but also fosters social interaction, creativity, and self-advocacy among students. This aligns with the overarching goal of creating an inclusive educational environment that supports the holistic development of all learners. Teachers mentionable needs could be tended to:

Teacher 1 emphasized that:

"It should be tailored to each child's needs. In education, it should be leveled accordingly." (L25-26, S1-2 T1)

Additionally Teacher 14 similarly highlighted the importance of

"Specialized instruction tailored to learners' needs." (L41, S1 T14)

Another teacher advocated for comprehensive support, stating:

"If the child needs speech therapy, occupational therapy, or behavioral support, they should be able to receive it." (L28 S4 T12)

Furthermore teacher 13 reinforced this by mentioning the necessity of mentioning that:

....."Support services for speech therapy, occupational therapy, and behavioral intervention." (L42 S2 T13)

Lastly Teacher 15 combined these perspectives, noting both by stating that:

...."Specialized instruction tailored to learners' needs. Support services for speech therapy, occupational therapy, and behavioral intervention." (L18 S16 T15)

The responses reflect teachers' clear understanding that special needs education requires individualized instruction and integrated support services. The consistent reference to speech, occupational, and behavioral therapies emphasizes the need for a holistic SNED program that addresses each child's cognitive, physical, and emotional development. These insights imply that educators advocate for a multi-disciplinary and student-centered model—where education and therapy work hand in hand. Such a model moves beyond the traditional

classroom setup and aligns with evidence-based practices that call for personalized intervention plans tailored to each learner's needs. This approach is supported by research showing that inclusive education is most effective when it integrates therapeutic and instructional strategies (Alquraini & Gut, 2012).

Proposed Organizational Chart Teaching and Non-Teaching Staff for the Proposed SNED Program

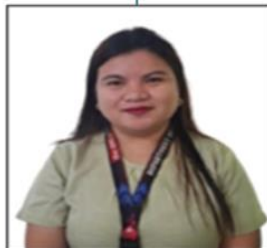
Among the 17 teaching personnel of Shuttle Elementary School, only those who are qualified will be assigned to handle the SNED Program. These teachers are carefully selected based on their expertise in special education, relevant training, and their demonstrated commitment and performance in the field. Out of the 17 teaching personnel, only three have met the qualifications to be part of this specialized program. Below is the organizational structure of the Special Needs Education Program:



AILENE O. HERBIAS
BSED Math, MAEd PE (CAR), MST
Math, MAEd Admin & Supervision
 School Head



LUCELLE C. ANDIA
BSED Social Sciences MPA -27 units
 School Guidance Designate



FAYE T. PONGASI
BSED English, MAEd Reading
 SNED Coordinator
 SNED Adviser



LORIE MAE B. MANGGAY
BEED GenEd, MAEd GenEd
 SNED Adviser



MAY ANN B. DOROTEO
BEED GenEd, MAEd EdMan (CAR)
 SNED Adviser

Organizational Structure of the Special Needs Education Program

Technological Consideration and Physical Infrastructure for the Proposed SNED Program

SES is equipped with a range of technological tools and physical facilities that support inclusive education, particularly in preparation for the implementation of the SNED Program. All teachers have been provided with laptops and personal printers, allowing for the efficient preparation of instructional materials and the seamless integration of digital resources into daily teaching practices.

The school has acquired 45 tablets that can be utilized for interactive and adaptive learning, which are particularly beneficial for learners with special needs. These devices support differentiated instruction and enhance technology-assisted learning strategies. Additionally, each classroom is equipped with a 55-inch television, facilitating multimedia presentations and visual learning approaches that address the diverse learning styles of students and foster greater engagement.

In terms of infrastructure, SES ensures accessibility and safety through the provision of well-maintained restrooms and handwashing facilities that accommodate all learners. The school is also equipped with ramps, handrails, and accessible pathways, ensuring mobility for learners with physical disabilities and promoting an inclusive environment.

To support visual and multisensory learning, the school offers a variety of instructional tools such as flashcards, big books, printed CVC words on tarpaulin, and large-print materials. These resources are instrumental in meeting the varied learning needs of students with disabilities. The availability of printing and laminating equipment further enables teachers to produce customized and durable learning materials tailored to individual learner requirements.

Health and wellness are prioritized through the presence of a designated school nurse who provides basic medical care and attends to the needs of learners, particularly those requiring special health support. Moreover, the school actively fosters collaboration with parents and stakeholders through fieldwork initiatives and community engagement programs. These efforts aim to strengthen support systems, promote shared responsibility, and ensure the holistic development of learners with special needs.

Proposed Class Schedules for the Proposed SNED Program

This feasibility study proposes the following class schedules:

SNED Class Program

Section: Manggay

SY 2025-2026

Class Adviser: Lorie Mae B. Manggay

TIME	NO. OF MINS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15-7:30	15	Flag Ceremony/ Daily Routine	Daily Routine	Daily Routine	Daily Routine	Daily Routine
7:30-8:10	40	Care Skill	Care Skill	Life Skill	Life Skill	
8:10-8:50	40	Functional Academics (Filipino)	Functional Academics (Filipino)	Functional Academics (English)	Functional Academics (English)	Writing Exercises/Assessment
8:50-9:10	20	Supervised Recess	Supervised Recess	Supervised Recess	Supervised Recess	Supervised Recess
9:10-9:50	40	Functional Academics (Science)	Functional Academics (Science)	Enrichment Skill	Enrichment Skill	
9:50-10:30	40	Functional Academics (Math)	Functional Academics (Math)	Functional Academics (Math)	Functional Academics (Math)	Funday/Socialization
10:30-11:30	60	One-on-one teaching	One-on-one teaching	One-on-one teaching	One-on-one teaching	
11:30-12:00	30	Ancillary Tasks	Ancillary Tasks	Ancillary Tasks	Ancillary Tasks	

Section: Doroteo

SY 2025-2026

Class Adviser: May Ann B. Doroteo

Autism Spectrum Disorder/ Difficulty in Adaptive Skills- Multiple Disabilities						
Time	No. of Minutes	Day				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:30	15	Flag Raising Ceremony				
7:30-8:00	30	Preliminary Activities				
8:00-8:50	50	Functional Academics Literacy	Functional Academics Literacy	Care Skills	Functional Academics Literacy	Blended Learning Modular/Face to Face 2 Cerebral Palsy Care Skills
8:50-9:40	50	Functional Academics Numeracy	Functional Academics Numeracy	Care Skills	Functional Academics Numeracy	
9:40-9:50	10	Supervised Recess				
9:50-10:50	60	Care Skills	Care Skills	Functional Academics Literacy	Functional Academics Numeracy	

Section: Pongasi

SY 2025-2026

Class Adviser: Faye T. Pongasi

Visual Impairment/ Difficulty in Seeing Class						
1:30-2:30	60	Orientation and Mobility	Orientation and Mobility	Orientation and Mobility	Orientation and Mobility	Blended Modality Modular/Face to Face 2 VI Care Skills Enrichment Skills
2:30-2:40	10	Orientation and Mobility	Orientation and Mobility	Orientation and Mobility	Orientation and Mobility	
2:40-3:30	50	English /Filipino Braille (Reading and Writing)	English /Filipino Braille (Reading and Writing)	English/Filipino Braille (Reading and Writing)	English/Filipino Braille (Reading and Writing)	
3:30-4:20	50	Nemeth Code Numeracy	Nemeth Code Numeracy	Nemeth Code Numeracy	Nemeth Code Numeracy	
4:20-4:40	20	Communication with parents, guardians and receiving teachers. Preparation and review of I.R.E.A.C.H.E.D. and Modified learners' materials				
References: DepEd Order 21 s. 2020, Regional DepEd Memo 261 s. 2022, DepEd Order 44 s. 2021						

Proposed Long-term Plan of Partnerships

A long-term plan for partnerships in the offering of the SNED Program at SES is crucial to ensure its sustainability and effectiveness. The school proposes a collaborative framework with the Department of Education (DepEd), which will provide continuous professional development for educators, technical support, and access to specialized resources for teaching students with special needs. This partnership aims to maintain a high standard of education and adaptability to evolving student requirements.

Furthermore, the school intends to form partnerships with local government units (LGUs) and barangay officials to secure additional funding and enhance infrastructure. LGUs can assist in implementing policies that promote inclusivity and help create accessible learning environments for students with disabilities. This partnership will also help advocate for inclusive education within the community.

Healthcare professionals and institutions will be integral to the program's success, with proposed collaborations aimed at providing early assessments, ongoing therapeutic interventions, and medical support for students. Partnerships with pediatricians, therapists, and local health centers will ensure comprehensive care that addresses both educational and medical needs.

The school also plans to engage with non-government organizations (NGOs) and private foundations focused on inclusive education. These organizations can provide additional resources, conduct training programs, and support outreach initiatives, enhancing the program's reach and effectiveness. They will also be instrumental in securing funding for assistive technologies and learning materials.

Finally, the school aims to engage parents and the local community actively. Regular workshops, training sessions, and volunteer opportunities will be proposed to foster shared responsibility in supporting the SNED Program. By involving parents and stakeholders, the school will create a collaborative environment that encourages the academic and social growth of learners with special needs.

Potential Risks Related to the Implementation of SNED Program

The implementation of the SNED Program at Shuttle Elementary School offers numerous opportunities for inclusive education; however, it also presents several potential risks that need to be addressed proactively. These risks include challenges related to resource allocation, staff readiness, and the broader community's engagement.

Insufficient Training and Professional Development for Teachers. One of the primary risks in implementing the SNED Program is the possibility of insufficient teacher training and professional development in special education strategies. Teachers may lack the specialized skills required to support diverse learners with disabilities, which could result in ineffective teaching methods and inadequate student outcomes.

Inadequate Resources and Assistive Technologies. A significant challenge is ensuring that the school has the necessary resources and assistive technologies for students with special needs. Insufficient access to specialized equipment, such as speech therapy tools, mobility aids, and adapted learning materials, can hinder the success of the program.

Overcrowded Classrooms and Limited Support Staff. Classroom overcrowding and the lack of specialized support staff, such as speech therapists, occupational therapists, and special education teachers, could negatively impact the delivery of the program. Limited attention to each student might reduce the effectiveness of individualized instruction and support.

Resistance to Inclusion from Parents or Community. There may be resistance from parents or members of the local community who are not fully informed about the benefits of inclusive education. This could lead to a lack of support for the SNED Program, affecting its success.

Lack of Appropriate Infrastructure. The physical infrastructure of the school may not be fully equipped to accommodate students with physical disabilities. Inadequate ramps, accessible restrooms, and classroom layouts could hinder students' mobility and learning.

Sustainability and Funding Challenges. Sustaining the SNED Program in the long term requires consistent funding. A lack of financial support, either from government sources or community donations, could limit the program's scope and impact.

Social and Emotional Challenges for Students. Students with special needs may face social and emotional challenges, such as bullying, exclusion, or low self-esteem. These challenges can hinder their ability to fully engage in the learning process and affect their overall well-being.

Proposed Risk Mitigation Strategies Related to the Implementation and

Operation of the SNED Program

Effective risk mitigation strategies are essential for addressing challenges in the implementation and operation

of the SNED Program at SES. Key concerns include ensuring teacher preparedness, securing adequate resources, maintaining sufficient support staff, and fostering community involvement. Failure to address these risks could impede the program's success and affect student outcomes.

Table 4. Matrix on Risk Mitigation Strategies Related to the Implementation and Operation of the SNED Program at Shuttle Elementary School

Risk Area	Risk Impact	Likelihood	Mitigation Strategies	Responsibility
Teacher Training & Professional Development	Inadequate skills to support learners with special needs	Medium	Provide continuous professional development through workshops, seminars, and collaboration with special education experts.	School Administration, DepEd, Special Education Trainers
Resources & Assistive Technologies	Insufficient tools and equipment for special needs learners	Medium	Establish partnerships with local businesses, NGOs, and government units for funding and resources. Conduct regular assessments of resource needs.	School Administration, Local Partners
Classroom Overcrowding & Support Staff	Reduced individualized attention and ineffective support	High	Hire additional support staff (e.g., special education teachers, therapists) and maintain a low teacher-to-student ratio.	School Administration, HR Department, Local Government
Resistance from Parents/Community	Lack of support or understanding of inclusive education	Medium	Organize awareness campaigns, informational sessions, and community engagement activities to foster understanding of the benefits of inclusive education.	School Administration, Parent-Teacher Association, Community Leaders
Infrastructure Challenges	Accessibility issues, limiting mobility and participation of students with disabilities	High	Conduct an accessibility audit and prioritize necessary improvements, such as ramps, handrails, and accessible restrooms.	School Administration, Local Government
Sustainability & Funding Challenges	Program limitation due to lack of long-term funding	High	Develop a sustainable funding plan, seek partnerships with local businesses, government agencies, and apply for grants.	School Administration, Fundraising Committee
Social and Emotional Challenges	Impact on student well-being, leading to disengagement	Medium	Implement counseling services, peer support programs, and social skills training. Foster a school culture of acceptance and respect.	School Counseling Team, Teachers, School Administration

Monitoring and Evaluation Mechanism

Monitoring and evaluation play a vital role in ensuring the effective implementation, continuous improvement,

and long-term sustainability of the SNED Program at Shuttle Elementary School. Table 5 outlines specific mechanisms designed to systematically assess key risk areas, including teacher preparedness, availability of resources, infrastructure, and stakeholder engagement. These mechanisms—ranging from regular audits and feedback tools to participation tracking and financial reviews—allow the school to respond proactively to emerging challenges. Through continuous data collection and analysis, the program remains adaptive and aligned with the evolving needs of learners with special needs, ultimately fostering a more inclusive and supportive educational environment.

Table 5. Monitoring and Evaluation Mechanism for the Implementation and Operation of the SNED Program at Shuttle Elementary School

Risk Area	Monitoring and Evaluation Mechanism
Teacher Training & Professional Development	Track participation in training programs; conduct pre- and post-training assessments; gather feedback from teachers.
Resources & Assistive Technologies	Maintain an updated inventory of tools and assistive technologies; conduct quarterly resource audits and needs assessments.
Classroom Overcrowding & Support Staff	Monitor class size and student-to-staff ratio; conduct periodic evaluations on individualized support effectiveness.
Resistance from Parents/Community	Use surveys and feedback forms post-awareness campaigns; assess community participation and understanding.
Infrastructure Challenges	Perform regular accessibility audits; monitor the implementation timeline of infrastructure improvements.
Sustainability & Funding Challenges	Track fundraising activities and funding sources; conduct financial reviews and sustainability assessments.
Social and Emotional Challenges	Evaluate counseling outcomes; use student well-being surveys; track incidents related to emotional distress or exclusion.

Sustainability Plan

The sustainability of the Special Needs Education (SNED) Program at Shuttle Elementary School necessitates a strategic, community-centered approach grounded in long-term planning and continuous improvement. A robust sustainability framework ensures that the program remains responsive to the diverse needs of learners with disabilities while maintaining operational efficiency and educational quality. This involves not only securing adequate resources and funding but also fostering strong stakeholder engagement, investing in ongoing professional development, and institutionalizing monitoring and evaluation mechanisms. Table 6 presents the sustainability strategies aligned with each identified risk theme, offering a structured and evidence-based pathway to reinforce the program's resilience, inclusivity, and capacity for enduring impact.

Table 6. Program Sustainability Plan for the SNED Program at Shuttle Elementary School

Risk Theme	Sustainability Plan
Teacher Training & Professional Development	Invest in continuous professional development through structured training programs, mentorship, and peer learning. Track participation and assess impact through pre- and post-training evaluations and feedback collection.

Resources Assistive Technologies	&	Establish and maintain partnerships for consistent resource acquisition. Keep an updated inventory of tools and assistive technologies, and conduct quarterly audits to identify and address needs effectively.
Classroom Overcrowding Support Staff	&	Sustain optimal learning environments by hiring additional support personnel. Monitor class sizes and student-to-staff ratios, and conduct regular evaluations to ensure effective individualized attention.
Resistance from Parents/Community		Strengthen community ownership through awareness campaigns, feedback sessions, and engagement events. Use surveys to assess shifts in attitudes and participation levels, building ongoing support and understanding.
Infrastructure Challenges		Develop a long-term infrastructure enhancement plan based on periodic accessibility audits. Prioritize critical improvements and monitor implementation to ensure a fully inclusive school environment.
Sustainability Funding Challenges	&	Form a sustainability committee to lead financial planning. Track fundraising activities and donor engagement, and conduct regular financial reviews. Explore endowment creation to insulate the program from funding variability.
Social and Emotional Challenges		Embed student well-being in the program through ongoing counseling services and social-emotional learning activities. Monitor outcomes via student surveys and track related incidents to inform responsive interventions.
Community Engagement Ownership	&	Hold regular open houses, volunteer drives, and stakeholder consultations to foster collective investment in the program. Encourage community-led initiatives to increase long-term commitment.
Expanded Support Services		Partner with healthcare providers, therapy centers, and advocacy organizations to enhance services. Shared resource models can reduce costs and improve holistic support for learners with special needs.
Program Accountability Improvement	&	Implement a robust monitoring and evaluation system that includes data tracking, regular reporting, and stakeholder feedback to ensure continuous improvement and accountability.
Equity in Service Delivery		Introduce a tiered support system to allocate resources based on student needs. This ensures inclusive, targeted, and equitable delivery of services to all learners with special needs.

Financial Projections and Cost-Benefit Analysis

This fourth objective of the study focuses on the discussion of the budget allocations for the establishment and ongoing costs of the SNED implementation in Shuttle Elementary School. These expenses encompass key areas, including professional development for educators, the acquisition of assistive technologies, procurement of specialized classroom resources, staffing for support personnel, and necessary infrastructure enhancements. Additionally, recurring costs will be required for the maintenance of equipment, ongoing professional development, and the provision of social-emotional support services to students.

The establishment and ongoing costs for implementing the SNED Program at SES can be categorized into several key areas, as outlined in the table below.

Proposed Budget Allocations for the Establishment and Ongoing Costs of the SNED Program

Table 5. Budget Allocation Matrix for Establishment and Ongoing Costs of the SNED Program at Shuttle Elementary School

Cost Category	Initial (Establishment) Costs	Ongoing (Operational) Costs	Estimated Cost	Funding Source	Discussion
Teacher Training & Professional Development	Training on inclusive pedagogy, IEP development, and behavior management	Workshops on Universal Design for Learning (UDL), autism support strategies, and differentiated instruction	₱30,000	School Budget, MOOE, SEF, External Funding	Includes training modules on inclusive classroom management, use of IEP software, and DepEd-certified SPED workshops. Partners such as DepEd and NGOs like NORFIL or Save the Children may facilitate technical sessions.
Assistive Technologies	Purchase of speech-to-text software (e.g., ClaroRead), tablets with AAC apps (e.g., Avaz), digital tools supporting cognitive and learning needs (e.g., Endless Alphabet, Lexia Core5, Time Timer)	License renewals, content updates, device maintenance	₱45,000	School Budget, MOOE, SEF, External Funding	Tools include speech-to-text software (e.g., ClaroRead) to support learners with writing challenges; AAC apps (e.g., Avaz, Proloquo2Go) for non-verbal communication; interactive learning apps (e.g., Endless Alphabet, Todo Math) for foundational literacy and numeracy; flashcard tools (e.g., Quizlet) for memory reinforcement; visual timers (e.g., Time Timer) for attention and task management; reading intervention software (e.g., Lexia Core5) for cognitive-linguistic support; behavior regulation apps (e.g., ClassDojo); and digital assessment tools (e.g., i-Ready, SeeSaw) aligned with DepEd's Child Find Policy.
Classroom Resources & Materials	Development of large-print books, visual aids, flashcards, tactile learning materials	Regular updates to visual, auditory, and kinesthetic teaching tools	₱25,000	School Budget, MOOE, SEF, External Funding	Includes tarpaulin-printed phonics charts, interactive literacy posters, social-emotional learning visuals, and SPED-specific big books. Also covers curriculum guides adapted from DepEd SPED Bureau and UNESCO IBE templates.
Support Staff (Therapists, Aides)	Hiring of part-time speech-language pathologist, occupational therapist, and teaching aides	Monthly salaries, continuous training in intervention techniques	₱90,000	School Budget, Local Government,	Therapists will facilitate sessions using structured programs such as PROMPT for speech and sensory integration protocols. Aides will support classroom integration and

				External Funding	assist in executing individualized support plans..
Infrastructure (Accessibility Improvements)	Ramps, handrails, restroom accessibility, and facility upgrades	Ongoing facility maintenance and upgrades	₱175,000	School Budget, SEF, Local Government	Enhancements will follow accessibility standards (BP 344) and include gender-neutral restrooms with grab bars, signage in large print/Braille, and designated sensory spaces for calming activities.
Social and Emotional Support (Counseling Services)	Hiring of counselors, therapy setup	Ongoing counseling sessions and social-emotional programs	₱25,000	School Budget, MOOE, External Funding	Covers psychosocial tools like emotion wheels, behavior checklists, and SEL modules (e.g., CASEL framework). Counsellors will run support groups for parents and learners to promote mental health and adjustment.
Program Marketing & Community Engagement	Marketing materials, website development, and outreach efforts	Regular promotional activities and community events	₱20,000	School Budget, MOOE, External Funding	Public awareness materials will include brochures in local languages, orientation videos featuring parent testimonials, and community forums. Campaigns aim to reduce stigma and promote enrollment
Operational Equipment & Maintenance (Computers, Software, etc.)	Purchase of computers, software, and multimedia tools	Ongoing maintenance of equipment, software upgrades	₱30,000	School Budget, SEF, Local Partners	Equipment supports the creation of IEPs, virtual consultations with specialists, and digital tracking of learner progress. May include licenses for Zoom or Google Workspace for Education to facilitate collaboration and documentation.

Ethical and Socio-Cultural Considerations in the Special Needs Education (SNED) Program at Shuttle Elementary School

This feasibility study emphasizes the importance of addressing ethical and socio-cultural considerations to ensure that the SNED Program aligns with DepEd’s mission, the values of the local community, and contributes positively to the broader socio-economic context. Therefore, it is important to consider the following ethical and socio-cultural considerations in this feasibility study to wit:

Equitable Access to Education. Ensuring the SNED Program is accessible to all learners, regardless of their socio-economic status, is essential. The program must minimize financial barriers by providing scholarships, subsidies, or other forms of support to underprivileged learners, ensuring that students from marginalized backgrounds can benefit from the program and reach their full potential.

Cultural Inclusivity. The SNED Program must respect and incorporate the local community’s traditions, languages, and cultural narratives. By including community-specific topics and encouraging learners to connect their education to local cultural issues, the program can build a curriculum that resonates with the community’s values, fostering greater engagement and acceptance.

Promotion of Ethical Education Practices. The SNED Program must emphasize the ethical principles

underlying inclusive education, focusing on values such as respect for diversity, fairness, and the dignity of every learner. By instilling these values, the program will promote a learning environment that challenges biases, upholds the rights of all students, and nurtures inclusivity. This approach is crucial for building a community that values equality and respect for all learners, especially those with special needs.

Addressing Gender and Diversity Issues. The SNED Program should be inclusive of all genders and diverse groups, providing equal opportunities for all students. By promoting representation in classroom activities and ensuring diverse perspectives are incorporated into the learning environment, the program can foster mutual respect, inclusivity, and empowerment.

Avoiding Elitism in Special Education. The SNED Program must avoid the perception that special education is exclusive to a particular group of students. Inclusive education should be available to all learners, regardless of their academic background. By encouraging collaboration across different student groups and fostering a supportive school environment, the program will ensure that all learners, regardless of their challenges, are provided with opportunities to succeed and participate fully in school activities.

Ethical Use of Resources and Technology. As the program may incorporate assistive technologies and digital tools for learning, it is vital to teach students the ethical use of these resources. This includes ensuring that students understand and respect copyright laws, privacy concerns, and the responsible use of digital media. This education prepares students to navigate the digital landscape responsibly.

Building Trust Among Stakeholders. Transparency and accountability in the planning and execution of the SNED Program are essential for gaining the trust and support of students, parents, and the broader community. Clear communication about the program's goals, processes, and outcomes is necessary to ensure ongoing community involvement and support. Involving stakeholders in the program's development and maintaining open lines of communication will strengthen the program's impact and sustainability.

Balancing Academic and Practical Learning. The Program must carefully balance theoretical knowledge with practical learning experiences, ensuring that students with special needs are not only taught academic concepts but are also given opportunities to apply them in real-world contexts. The ultimate goal of the SNED Program is to make learners functional members of society. Practical learning, such as life skills, vocational training, and community-based activities, plays a crucial role in preparing students for meaningful participation in society. By integrating these practical experiences, the program will equip learners with the necessary skills to live independently and contribute to their communities.

On the Decision to Implement the Proposed SNED Program

Based on the results of the comprehensive feasibility study, it is strongly recommended to support the implementation of the Special Needs Education (SNED) Program at Shuttle Elementary School. This initiative directly responds to the identified educational gaps and the growing demand for inclusive services among learners with special needs. The study's findings across market, technical, management, financial, and socio-cultural dimensions affirm the program's relevance, feasibility, and long-term sustainability.

On Market Study: Educational Needs and Demand Analysis

The decision to implement the proposed SNED Program is strongly supported by market study findings that indicate a clear and growing need within the target communities. A total of nineteen (19) potential learners were identified across five feeder schools, affirming a solid foundational base for program enrollment. Parental interest was notably high, though conditional on factors such as program quality, teacher expertise, and accessibility. Furthermore, survey data revealed that 78% of respondents expressed interest in the program, highlighting a substantial demand for inclusive educational services tailored to learners with special needs. These findings affirm that the program addresses an urgent and recognized gap in the current educational offerings of the area.

On Technical Study: Strategic Planning and Sustainability

The technical feasibility of the SNED Program is validated by the school's readiness in terms of infrastructure and its proactive strategic planning. Shuttle Elementary School possesses essential technological resources, including tablets, televisions, and assistive learning tools, alongside accessible infrastructure such as ramps and inclusive restrooms. The proposed organizational structure identifies qualified SNED teachers, while acknowledging the need for expanded staffing and training. Long-term sustainability strategies were also articulated, including partnerships with DepEd, LGUs, NGOs, and healthcare institutions, which will ensure consistent technical and resource support. These provisions collectively demonstrate the school's preparedness to implement and sustain the program effectively.

On the Management Study: Risk Assessment and Mitigation Strategies

A systematic assessment of implementation risks has been conducted, with identified challenges including inadequate teacher training, limited resources, classroom overcrowding, and possible resistance from the community. To address these, comprehensive risk mitigation strategies have been established, including the provision of professional development for teachers, partnerships for resource acquisition, community awareness campaigns, and infrastructure audits. These strategic actions ensure that potential barriers to successful implementation are proactively addressed, thereby supporting a smooth rollout and long-term operational resilience of the SNED Program.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

The financial analysis supports the program's feasibility through detailed budget allocations for both initial and ongoing costs, covering areas such as training, assistive technology, support staff, and infrastructure. With an estimated capital outlay backed by the school budget, MOOE, SEF, and potential external funding, the financial plan demonstrates responsible fiscal planning. Moreover, a cost-benefit analysis reveals that the long-term benefits of inclusive education—enhanced learner development, social integration, and increased educational equity—far outweigh the initial investments, justifying the program's implementation from both an economic and social return perspective.

On the Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

The socio-economic and cultural landscape of the local community plays a pivotal role in shaping both the demand for and the sustainability of the proposed SNED Program at Shuttle Elementary School (SES). Situated within the South Fatima District in General Santos City, the community served by SES is characterized by a mix of low-income households, rural settlers, and families with limited access to specialized educational services. Many parents in the area are engaged in informal or seasonal employment, which impacts their financial capacity to access private special education or transport their children to distant schools offering SNED services.

This economic reality creates a dual barrier: first, in terms of affordability and access to services; and second, in terms of awareness and advocacy. Parents often delay or forego diagnosis and intervention due to the costs associated with medical assessments, assistive technologies, and therapy. In this context, SES's location and public status uniquely position it as a feasible and critical provider of inclusive education, capable of offering no-cost, community-based interventions to children with special needs.

Culturally, the area reflects diverse ethnolinguistic backgrounds, including indigenous populations, which underscores the importance of cultural inclusivity in educational design. Tailoring instruction to respect and incorporate local languages, values, and traditions is essential not only for student engagement but also for community acceptance. The proposed SNED program embeds this through inclusive curriculum planning and community-informed practices that foster belonging among learners from all backgrounds.

Ethically, the program emphasizes equity over uniformity, ensuring that support is responsive to individual needs. This includes prioritizing learners from low-income families, providing free access to basic therapies and learning tools, and integrating life skills training into the curriculum. Furthermore, the program promotes

participatory governance by involving parents and local leaders in planning and monitoring, thereby ensuring transparency and cultural relevance.

Social stigma around disabilities remains prevalent in parts of the local community, often discouraging families from seeking support. The SNED program addresses this by initiating community education campaigns aimed at deconstructing misconceptions and fostering an inclusive mindset. By building trust and demonstrating results, the school can become a catalyst for shifting attitudes and expanding local investment in inclusive education.

In sum, the SNED Program is not only a response to legal mandates but a socio-economic necessity in the context of the South Fatima District. By removing financial barriers, embedding cultural respect, and actively engaging marginalized communities, the program aligns with both ethical standards and the lived realities of its target beneficiaries. Its design directly supports the long-term goal of social inclusion, economic empowerment, and educational equity in the region.

Thematic Analysis

The study underscores substantial support from key stakeholders—parents, educators, and the broader community—for the establishment of the SNED program at Shuttle Elementary School. Thematic analysis of qualitative interviews reveals a strong recognition of the growing demand for specialized education for learners with disabilities, reflecting heightened awareness and a clear need for tailored instructional approaches. However, the findings also highlight several critical challenges, including financial constraints, insufficient resources, and a lack of trained personnel, which could impede the program's successful implementation. Additionally, barriers such as social stigma, denial, and limited awareness of the program further complicate enrollment and early intervention efforts.

Stakeholders emphasized the necessity for comprehensive awareness campaigns, including parent orientations and media outreach, to mitigate misconceptions and increase program acceptance. To address these challenges, recommendations include enhancing financial support through local government units, NGOs, and private sector partnerships, as well as prioritizing investments in teacher training, assistive technologies, and the development of standardized policies. These efforts are essential to ensuring the long-term sustainability and effectiveness of the SNED program, facilitating its integration into the broader educational framework and ensuring equitable access for all learners with special needs.

Thematic Analysis of Qualitative Accounts

Transcription/Utterances	Codes	Categories	Themes
"Some parents are interested, especially if their child's physical condition requires special education."	Parental Interest	Interest & Motivation	Parental Involvement & Awareness
"Parents may be motivated by specialized instruction, availability of appropriate learning materials, and incentives like free meals and school supplies."	Motivational Factors		
"Parents with children who have visible disabilities are more likely to enroll them compared to those with mental disabilities."	Visible vs. Invisible Disabilities		
"Parents may feel ashamed or judged, leading to hesitations in enrolling their children."	Stigma & Judgment	Barriers to Enrollment	
"Financial constraints, time commitment, and costly medical diagnosis are major concerns."	Financial & Logistical Barriers		

"Some parents are in denial about their child's condition, delaying intervention."	Denial & Delay		
"Many parents are not fully oriented about SNED, leading to misconceptions and resistance."	Lack of Awareness		
"Parents need to understand their child's needs and see that mainstream education may not address them."	Misconceptions about Mainstream Education	Need for Orientation & Awareness	
"Parent orientation programs can highlight the benefits of early intervention."	Parent Education		
"The community has not fully recognized the importance of SNED."	Limited Recognition		
"There is a stigma associated with special education, leading to misconceptions and resistance."	Social Stigma	Limited Awareness & Stigma	
"Many parents and communities delay intervention due to these misconceptions."	Delayed Intervention		
"Media plays a role in increasing SNED awareness."	Media Influence	Role of Media & Public Perception	
"The program is not hidden; it is open to discussion and awareness-building efforts."	Open Discussion		
"Conducting workshops, seminars, and community awareness campaigns can help."	Awareness Campaigns	Strategies to Increase Acceptance	
"Building rapport with parents and continuous orientation can encourage acceptance."	Parental Engagement		
"There is a rapid increase in children with special needs."	Rising Numbers		
"The number of learners with special needs manifestations has been increasing."	Growing Cases	Increasing Demand	
"Many schools want a centralized SNED program, and Shuttle Elementary School could serve as a leading school for the district."	Need for Centralization		
"The need for SNED is high, but no program currently exists in the area."	Lack of Availability		
"Parents from Manila express challenges in accessing SNED programs due to financial constraints and limited availability."	Accessibility Issues	Existing Service Gaps	
"Accessibility and availability of SNED programs are major concerns."	Accessibility Barriers		
"Resources, materials, and well-trained teachers are needed for successful implementation."	Resource Constraints	Barriers to Implementation	
"Financial constraints, teacher shortages, and lack of facilities hinder program execution."	Implementation Challenges		

"Budget constraints limit the availability of facilities, trained teachers, and instructional materials."	Budget Limitations	Resource & Financial Limitations	
"SNED learners require more specialized support than typical students, making implementation costly."	High Support Needs		
"Financial assistance, free assessments, and funding from stakeholders can help improve accessibility."	Funding Solutions		
"The program could address accessibility, early intervention, and specialized instruction tailored to learners' needs."	Tailored Learning	Specialized Education & Early Intervention	Program Benefits & Learning Opportunities
"SNED focuses on equity, not just equality, by offering a tailored educational plan based on individual student needs."	Equity vs. Equality		
"Early detection and intervention policies should be standardized for effective implementation."	Standardization of Policies		
"SNED offers effective interventions and remediation, helping learners progress at their own pace."	Remedial Support	Individualized Learning & Life Skills	
"The program focuses on behavioral monitoring and life skills to promote independence."	Life Skills Development		
"Including sports, social integration activities, and life skills training can enhance learners' confidence and abilities."	Holistic Development		
"Some parents worry about their child not learning or that the focus is not on academics."	Academic Concerns	Addressing Academic Concerns	
"SNED ensures that children receive specialized attention and care, addressing both academic and developmental needs."	Holistic Approach		
"Schools can involve stakeholders, NGOs, and LGUs for financial support."	Stakeholder Collaboration	Stakeholder Engagement	
"NGOs and private organizations can assist in providing materials and expertise."	NGO Partnerships		
"Sponsoring training for teachers and providing assistive technologies can enhance program success."	Teacher Training & Tech Support		
"Competency-based profiling, benchmarking best practices, and early detection processes should be integrated."	Policy Development	Curriculum & Policy Support	
"Coordination among stakeholders is necessary for sustainable policy implementation."	Multi-Stakeholder Collaboration		
"Providing success stories and testimonials from parents can build confidence in the program."	Testimonials & Success Stories		

"Offering incentives such as free meals, school supplies, and financial aid can encourage more parents to enroll their children."	Incentives for Enrollment	Encouraging Enrollment & Participation	
"Conducting parent orientations and emphasizing the benefits of SNED can lead to higher enrollment rates."	Orientation & Advocacy		

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the feasibility study, several key recommendations are proposed for the successful establishment and implementation of the Special Needs Education Program (SNED) at Shuttle Elementary School:

On Market Study: Educational Needs and Market Analysis

There is a clear demand and demonstrated interest in the proposed SNED Program among learners, parents, and teachers. Survey results and key informant interviews (KIIs) confirm that a number of learners across feeder schools are in need of specialized support services, and parents expressed strong willingness to enroll their children should the program become available. The study reveals that the SNED Program addresses a pressing educational need in the district, aligning with the goals of inclusive education and the aspirations of families seeking tailored learning opportunities for their children with special needs.

On the Technical Study: Strategic Planning and Sustainability

The implementation of the Special Needs Education (SNED) Program at Shuttle Elementary School is technically feasible, grounded in a strategic framework that aligns available resources with the specific educational and developmental needs of learners with disabilities. While the school currently possesses basic technological infrastructure, such as computers and tablets, these must be enhanced through targeted investments in assistive technologies, inclusive learning materials, and accessible facilities. The budget framework reflects a thoughtful allocation of funds across critical components—including teacher training, classroom resources, infrastructure upgrades, and specialized support services—ensuring that both the establishment and sustained operation of the program are addressed.

Furthermore, the proposed collaboration with local government units, educational authorities, and non-governmental organizations reinforces the program's long-term viability. These partnerships will enable the school to access technical assistance, professional development opportunities, and supplementary funding necessary for continued growth and adaptability. By embedding inclusive practices, accessibility standards, and psychosocial interventions within its operational design, the SNED Program offers a robust model for inclusive education. Its success, however, will depend on sustained strategic planning, active stakeholder engagement, and the institutional commitment to equitable learning outcomes for all.

On the Management Study: Risk Assessment and Mitigation Strategies

While potential risks exist, they can be effectively managed through targeted mitigation strategies. To address these risks, the program should implement proactive measures such as teacher and stakeholder orientation sessions, regular communication with parents, and the formation of a multi-sectoral implementation team. Moreover, enrollment campaigns should be complemented by parent education forums to dispel misconceptions and reduce the stigma often associated with special needs education. In addition, diversifying funding sources—through grant applications, LGU support, and community-led fundraising initiatives—will be essential in ensuring the program's sustainability. Finally, a robust monitoring and evaluation system must be established to identify emerging challenges and enable continuous improvement in the program's implementation.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

The SNED Program at Shuttle Elementary School is financially viable with strategic budget planning and

diversified funding sources. The financial study confirms feasibility through defined allocations for both establishment and operational needs, with a total estimated cost of ₱440,000.

Key expenses include ₱30,000 for teacher training, ₱45,000 for assistive technologies, ₱25,000 for classroom materials, ₱90,000 for support staff, and ₱175,000 for infrastructure improvements. Additional allocations include ₱25,000 for social-emotional services, ₱20,000 for community engagement, and ₱30,000 for equipment maintenance.

Funding will be sourced from the school's MOOE, SEF, local government support, and potential external partners. A cost-benefit analysis affirms that the long-term educational and social gains outweigh the program's initial and recurring costs, making it a practical and impactful investment.

On the Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

This socio-economic study rigorously assesses the proposed Special Needs Education (SNED) program for Shuttle Elementary School, situated within the socio-economic and cultural milieu of the South Fatima District in General Santos City. The findings affirm the program's significant potential to address critical gaps in equitable access to education for learners with special needs within this specific context.

The demographic profile of the community reveals a substantial population of low-income households and rural settlers facing considerable socio-economic barriers to accessing specialized educational services. Limited financial resources impede access to private special education provisions and transportation to distant SNED centers. This economic reality underscores the necessity of a publicly accessible, community-based intervention such as the proposed SNED program at Shuttle Elementary School. The demonstrated community interest, evidenced by a 78% favorability rate in the market survey and a potential initial enrollment of 19 learners from five feeder schools, signifies a latent demand for such services.

Furthermore, the ethnolinguistic diversity of the South Fatima District, including indigenous populations, necessitates a culturally responsive pedagogical framework. The proposed SNED program's commitment to integrating local languages, values, and traditions into the curriculum aligns with principles of cultural inclusivity and promises to enhance learner engagement and community buy-in, thereby fostering program sustainability.

From an ethical standpoint, the program's emphasis on equity, prioritizing support based on individual needs rather than uniform provisions, directly addresses the socio-economic disparities prevalent in the community. The provision of no-cost basic therapies, learning resources, and life skills training to learners from low-income families exemplifies a commitment to social justice and equitable access. Moreover, the incorporation of participatory governance mechanisms, involving parents and local leaders in program planning and monitoring, enhances transparency and ensures cultural relevance, thereby bolstering stakeholder trust.

The study also acknowledges the prevailing social stigma associated with disabilities within the local community. The proposed SNED program's proactive strategy of implementing community education campaigns to challenge misconceptions and cultivate an inclusive ethos represents a critical intervention. By fostering a more accepting and supportive community environment, the program aims to not only benefit enrolled learners but also to catalyze a broader shift in societal attitudes and encourage increased local investment in inclusive education initiatives.

In conclusion, this socio-economic analysis posits that the implementation of the SNED program at Shuttle Elementary School is not merely an educational imperative but a demonstrably salient socio-economic necessity within the South Fatima District. By mitigating financial barriers, embracing cultural pluralism, and actively engaging marginalized populations, the program adheres to rigorous ethical standards and directly responds to the contextual realities of its target beneficiaries. The successful operationalization of this SNED program holds significant promise for enhancing educational equity, promoting the Department of Education's vision of inclusive education, and contributing to enduring social inclusion and economic empowerment within the region.

Recommendations

Based on the findings of the feasibility study, several key recommendations are proposed for the successful establishment and implementation of the SNED Program at SES.

On Market Study: Educational Needs and Market Analysis

To ensure the successful implementation and broad impact of the SNED program, it is recommended to launch comprehensive advocacy and information campaigns within all feeder schools and local communities. These efforts should highlight the significance of early identification, timely intervention, and inclusive education. Utilizing media platforms, stakeholder dialogues, and school-based orientations will be essential in addressing prevailing misconceptions, reducing stigma, and cultivating a more inclusive and informed community.

Equitable access to the program must be supported through the establishment of structured support mechanisms. These include financial aid, complimentary assessments, and psychosocial services, which are vital in overcoming socio-economic barriers that may impede enrollment and participation. To sustain these efforts, the school should form partnerships with local government units, non-government organizations, and private entities to secure long-term funding and resource backing.

Regular monitoring, evaluation, and capacity-building activities are likewise essential to maintain the program's relevance and effectiveness. Periodic needs assessments should inform data-driven improvements, ensuring alignment with evolving community needs. Simultaneously, continuous professional development for teachers—particularly in inclusive pedagogy, early intervention strategies, and individualized instruction—should be prioritized. Multi-sectoral collaboration will further enhance the program's sustainability and integration within the broader educational framework.

On the Technical Study: Strategic Planning and Sustainability

It is recommended that Shuttle Elementary School strengthen the foundation of its Special Needs Education (SNED) Program through the provision of essential technical components that ensure inclusive, accessible, and sustainable learning for all learners with special needs.

To begin with, it is recommended that the school prioritize sustained teacher capacity-building programs focused on inclusive education practices. These should include training on inclusive pedagogy, the development and implementation of Individualized Education Programs (IEPs), and effective behavior management strategies. The conduct of workshops on Universal Design for Learning (UDL), differentiated instruction, and autism support strategies is vital. These professional development sessions can be carried out in collaboration with the Department of Education (DepEd) and external organizations such as NORFIL or Save the Children. Furthermore, teachers should be equipped with tools and knowledge on how to utilize IEP software and adapt their teaching to support a range of learning needs.

In addition, the integration of assistive technologies is essential to support diverse learner profiles. The school is encouraged to procure digital tools such as speech-to-text software (e.g., ClaroRead), Augmentative and Alternative Communication (AAC) applications (e.g., Avaz, Proloquo2Go), and interactive learning platforms (e.g., Endless Alphabet, Lexia Core5, Todo Math). These technologies can enhance learners' access to curriculum content, facilitate communication, and support cognitive and behavioral development. Regular maintenance, license renewals, and training on these tools should also be ensured to sustain their effectiveness.

Moreover, it is recommended that the school provide inclusive learning materials and resources that cater to visual, auditory, and kinesthetic learners. These may include large-print books, tactile charts, visual schedules, flashcards, and SPED-specific instructional materials aligned with DepEd SPED Bureau guidelines and international frameworks such as those from UNESCO's International Bureau of Education (IBE). The continuous updating and adaptation of these resources will support meaningful learning experiences for all learners.

Alongside instructional supports, the presence of specialized personnel is also necessary. The school should consider hiring part-time professionals such as speech-language pathologists, occupational therapists, and teaching aides who will provide direct services and in-class support. These personnel should be trained in structured intervention approaches such as PROMPT for speech and sensory integration techniques. Teaching aides, in particular, will assist in executing individualized support plans and ensure smooth integration of learners into the general classroom environment.

Equally important, improvements in school infrastructure are recommended to enhance accessibility and physical inclusivity. Facility upgrades should comply with the standards of Batas Pambansa Bilang 344 (Accessibility Law) and include the construction of ramps, installation of handrails, accessible restrooms with grab bars, and the creation of sensory-friendly spaces. The inclusion of signage in large print and Braille will further promote independence and mobility for learners with visual impairments.

Finally, the school is advised to invest in operational technologies that will support the documentation, communication, and collaboration processes of the SNED Program. Computers, educational software, and digital platforms such as Google Workspace and Zoom will facilitate the creation and tracking of IEPs, enable virtual consultations with specialists, and allow for efficient monitoring of learner progress.

Through the implementation of these technical recommendations, Shuttle Elementary School will be better positioned to deliver a responsive, inclusive, and high-quality SNED Program that upholds the principles of equity, accessibility, and holistic learner development.

On the Management Study: Risk Assessment and Mitigation Strategies

It is recommended to establish a dedicated SNED leadership team composed of qualified personnel, each with clearly defined roles and responsibilities. This core team should lead the planning, coordination, and execution of individualized education plans, ensuring the program operates with clarity, consistency, and accountability.

To strengthen instructional delivery and learner outcomes, ongoing professional development must be prioritized. Training should focus on evidence-based practices in individualized instruction, therapeutic interventions, and behavioral support strategies. Furthermore, formal partnerships with external specialists—such as speech and occupational therapists—should be pursued through memoranda of understanding to expand the program's capacity to meet diverse learner needs.

A comprehensive monitoring and evaluation system should also be institutionalized. This includes establishing regular review cycles for tracking student progress, assessing program impact, and evaluating teacher performance. Standardized documentation protocols—for assessments, individualized education plans (IEPs), and progress reporting—must be developed and consistently applied to support data-driven decision-making and maintain educational quality.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

To ensure financial sustainability of the SNED program, it is recommended to diversify funding sources beyond the regular school budget. Strategic partnerships should be actively pursued with local government units (LGUs), non-governmental organizations (NGOs), and private sector stakeholders. These collaborations can provide crucial support for both initial implementation and long-term expansion of the program, particularly in areas requiring specialized expertise and resources.

Resource allocation should follow a prioritization framework that places essential investments—such as teacher training and basic assistive technologies—above higher-cost, specialized equipment. This staged investment approach enables the program to build foundational capacity while maintaining fiscal responsibility. Additionally, establishing a contingency fund amounting to 15% to 20% of the total budget is strongly encouraged, allowing for flexibility in responding to unforeseen needs or emerging opportunities.

To foster transparency and stakeholder confidence, a comprehensive financial reporting system should be

instituted. This system should enable regular, accessible updates on budget utilization and funding flows for all stakeholders. Where appropriate, a cost-sharing model may also be implemented, encouraging active involvement of parents and community members in co-sustaining the program's financial health and shared ownership of its outcomes.

5 On the Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

To ensure the social acceptance and long-term sustainability of the SNED Program, it is essential to institutionalize regular consultations with stakeholders. These ongoing dialogues will ensure that the program's design and implementation remain aligned with the community's specific needs, values, and cultural contexts. This participatory approach not only enhances the relevance of the program but also strengthens local ownership, empowering the community to take collective responsibility for the program's success.

Additionally, targeted awareness campaigns should be launched to combat the stigma surrounding special education. These initiatives must highlight the developmental, academic, and societal benefits of inclusive education while fostering empathy and understanding across the community. It is equally important to adopt inclusive participation strategies that guarantee equitable access to the SNED Program for learners from diverse socio-economic backgrounds, ensuring that no child is excluded due to financial constraints or other barriers.

Further, establishing linkages with local businesses and vocational institutions is recommended to create future pathways for employment and livelihood opportunities for SNED learners. This will help bridge the gap between education and the workforce, enabling students to transition smoothly into meaningful careers. In tandem with this, a parent support network should be formed to cultivate community solidarity. This network would facilitate resource sharing, experience exchange, and collective advocacy among families of children with special needs. By strengthening these community-based structures, the program will foster a culture of inclusion that extends beyond the classroom and into the broader society.

Decision to Implement the Proposed Project

Based on the comprehensive feasibility study, the implementation of the SNED Program at Shuttle Elementary School is deemed highly viable and strategically sound. With full interest expressed by all 19 identified potential learners and support from 78% of surveyed stakeholders, the program demonstrates a compelling demand. The presence of qualified teaching personnel and appropriate technological resources further affirms the school's readiness to operationalize inclusive education practices.

The feasibility findings also validate the robustness of the proposed risk mitigation strategies and budgetary allocations, which collectively form a practical and sustainable implementation framework. These strategic measures not only address anticipated challenges but also ensure the efficient utilization of resources to maintain program effectiveness over time.

Given these factors, Shuttle Elementary School is poised to fill a significant gap in local educational services by offering equitable access and tailored support to learners with special needs. As a pioneering institution for inclusive education in the community, it will initiate phased program implementation beginning in School Year 2025–2026. This approach will allow for continuous assessment and refinement, thereby maximizing long-term impact, responsiveness, and sustainability of the program.

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