



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

Office of the Schools Division Superintendent

September 04, 2023

**DIVISION MEMORANDUM**

No. 0344 s. 2023

**LEARNING DIRECTION FOR LEARNERS WITH DISABILITIES (LWDs) IN SPECIAL EDUCATION (SpEd)/ SPECIAL NEEDS EDUCATION (SNEd) PROGRAM**

To: Rebecca C. Sagot, CESO VI-Assistant Schools Division Superintendent  
Eduard C. Amoguis, EdD, Chief EPS-CID  
Exelsis Deo A. Deloy, EdD-EPS Focal-SpEd/SNEd  
All Public Schools District Supervisors  
All Concerned School Heads in Elementary, Secondary, and Integrated Schools  
All District English SpEd/SNEd Coordinators  
All School SpEd/SNEd Coordinators  
All Teachers-General Education Teachers and SPed/SNEd Teachers

1. In the spirit of inclusive education as framed in **Republic Act No. 11650** titled, "**Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act**", this office hereby informs the field on the learning direction of the Learners with Disabilities in the Division with considerations based from other related DepEd Orders (DOs).
2. All teachers shall be considered as primary implementers of inclusive education and shall adhere to **DepEd Order No. 44, s. 2021, "Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program"**. The **General Education Teachers** shall serve as receiving teachers in the general education classroom for LWDs. Rejection of LWDs in the general classroom shall be strictly prohibited. **SPED Teachers** shall lead in the designing of learner's Individual Education Plan (IEP), and shall collaborate closely with the general education teachers on the learning progress of the LWDs.
3. All teachers and school leaders shall adhere to **DepEd Order No. 023, s. 2022, "Child Find Policy for Learners with Disabilities towards Inclusive Education"**. This policy articulates the processes in ensuring that LWDs are identified, located, and evaluated to facilitate their inclusion in the general basic education school system.
4. Grade 1 Teachers and school leaders may adhere to **DepEd Order No. 029 s. 2018, "Policy on the Implementation of Multi-Factored Assessment Tool"**. This policy aims to:(a) identify Learners with Special Educational Needs (LSENs), who may need education services and/or medical/allied services; and (b) assist teachers in planning and designing instructions appropriate for LSENs. Other credible tools for assessing manifestations of disabilities or difficulties of LSENs or LWDs may be used.
5. All Teachers who are handling LWDs (Learners with severe to profound disabilities) who can hardly attain the competencies of the K to 12 Basic Education Curriculum shall adhere to **DepEd Order No. 021, S. 2020, "Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework for Learners with Disabilities"**. The **Transition Curriculum** is part of the K to 12 basic Education curriculum specially designed to develop the LWD's indispensable life skills regardless of a person's level of functioning or the degree of severity of his or her disability.





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6. For those LWDs who can still capable in catching-up with the K to 12 competencies with the given conditions and considerations, as emphasized in **D.O. No. 44, s. 2021**, all teachers shall make **accommodation, modification, adaptation**, and **individualization** in the content, approaches, structures, and strategies in order to ensure quality basic education for the LWDs. LWDs who shall be in the partial inclusion/ mainstreamed are those who can cope with at least 50% to 75% of the required activities in the majority of the learning areas.
7. Schools are encouraged to have **Resource Room** (refers to a room within the school that does not have Inclusive Learning Resource Centers (ILRC) (**D.O. No. 44, s. 2021**). It serves as a place to render remedial or any other interventions for LWDs who need additional support services. If there is a need and urgency, a **Self-Contained Class** shall be created- a class exclusive for those LWDs who are diagnosed or identified to have severed to profound disabilities. They are non-graded LWDs or those who in the transition program. LWDs in Self-Contained class shall be handled by SPED teacher or trained general education teacher.
8. LWDs who are 5 to 14 years old shall be placed in the elementary school environment, while those who are 15 to 24 years old shall be placed in the secondary school environment. Those who are 25 years old and above shall be referred to other options such as but not limited to DepEd ALS, DSWD, TESDA, and DOLE Programs (**D.O. No. 44, s. 2021**).
9. For more in-depth details and understanding on the learning direction of the Learners with Disabilities in our Division, all are encouraged to read further the provisions of the DepEd Orders mentioned in each of the item or other related DOs and Memoranda.
10. Widest dissemination of this memorandum is hereby enjoined.

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



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