



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

DEPARTMENT OF EDUCATION
Schools Division of Biñan City
RECORDS SECTION

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17 Nov 2021

DIVISION MEMORANDUM

No. 515, s. 2021

**POLICY GUIDELINES ON THE PROVISION OF EDUCATIONAL PROGRAMS
AND SERVICES FOR LEARNERS WITH DISABILITIES IN THE
K TO 12 BASIC EDUCATION PROGRAM**

To : Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
Chief, Curriculum Implementation Division
All School Heads

1. Attached herewith is DepEd Order No. 044 s. 2021, dated November 2, 2021, re: Policy Guidelines on The Provisions of Educational Programs and Services for Learners with Disabilities in The K To 12 Basic Education, contents of which are self-explanatory for information and guidance.
2. Particular attention is invited to the following enclosures:
 - a. Annex 1-Individual Learners Profile
 - b. Annex 2-Progress Report Card
 - c. Annex 3- Behavior Intervention Report (BIR)
 - d. Annex 4- Essential Adaptive Skills and Competencies
 - e. Annex 5- Individual Transition Plan form
 - f. Annex 6-Individualized Education Plan
3. For more information, please contact Rhea D. Bilbes, Education Program Supervisor in-charge of Kindergarten/SPED at (049) 511-8746.
4. Immediate dissemination of this Memorandum is desired.

[Signature]

EDNA FAURA-AGUSTIN
Schools Division Superintendent

Encl: As stated

Reference: DepEd Order No. 044 s. 2021

CID/PROPER / DM- POLICY GUIDELINES ON THE PROVISION OF
EDUCATIONAL PROGRAMS
AND SERVICES FOR LEARNERS WITH DISABILITIES
IN THE
K TO 12 BASIC EDUCATION PROGRAM
11/16/2021
3740 /





Republic of the Philippines
Department of Education

02 NOV 2021

DepEd ORDER
No. **044**, s. 2021

**POLICY GUIDELINES ON THE PROVISION OF EDUCATIONAL PROGRAMS
AND SERVICES FOR LEARNERS WITH DISABILITIES IN THE
K TO 12 BASIC EDUCATION PROGRAM**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the **Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program**. This is pursuant to Section 3 of Republic Act No. 10533 known as the *Enhanced Basic Education Act of 2013* and Section 8 and 8.2 from its Implementing Rules and Regulations.
2. The enclosed policy guidelines shall provide an over-all direction and guidance in the organization, management, and implementation of appropriate programs, services, and interventions for learners with disabilities at the different levels of governance in the Department. Likewise, this policy may serve as guide for the external stakeholders and partners in addressing the needs of learners with disabilities.
3. Effective School Year 2021-2022, this policy shall be implemented in public and private elementary and secondary schools. However, private schools may contextualize the necessary provisions depending on their needs and contexts.
4. All DepEd Orders, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are replaced, repealed, or amended accordingly.
5. For more information, please contact the office of the **Bureau of Learning Delivery-Student Inclusion Division**, 4th Floor Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.sid@deped.gov.ph or through telephone number (02) 8631-9993.
6. This Order shall remain in force and in effect until revised, repealed, rescinded, or amended.
7. Immediate dissemination of and strict compliance with this Order is directed.



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please scan the QR code



DEPED-OSEC-426463


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

Reference:

N o n e

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

BASIC EDUCATION
LEARNERS
PARTNERSHIP
POLICY
PROGRAMS
RULES AND REGULATIONS
SCHOOLS
SPECIAL EDUCATION



**POLICY GUIDELINES ON THE PROVISION OF EDUCATIONAL PROGRAMS
AND SERVICES FOR LEARNERS WITH DISABILITIES IN THE
K TO 12 BASIC EDUCATION PROGRAM**

I. RATIONALE

A. According to the World Health Organization and World Bank (2011), an estimate of over a billion people or 15% of the world's population live with some form of disability. In the Philippines, 15 million out of 100 million Filipino children, youth and adults have disabilities (WHO, 2011). 3.3 million of this population are in schools (UNICEF, 2016). These learners with disabilities experience barriers and various challenges that hinder their full access to and participation in the K to 12 Basic Education. Hence, it is imperative for this Department to intensify its strategies in identifying these Filipino learners with disabilities and provide them with appropriate and relevant educational interventions. The strategies cover not only identifying learners with disabilities who are already enrolled in basic education, but also finding and bringing children/persons with disabilities within the basic education system, in view of their right to accessible and quality education, with consideration of the role of national agencies and local government units to uphold the rights of children/persons with disabilities under RA 7277, as amended by RA 10070.

B. The Magna Carta for Persons with Disabilities, as amended, emphasizes that persons with disabilities are part of Philippine society and have the same rights as other people to take their proper place in society. Their rights must never be perceived as welfare services by the government. The Magna Carta further obliges the State to adopt policies ensuring the rehabilitation, self-development, and self-reliance of persons with disabilities, and to develop their skills and potentials to enable them to compete favorably for available opportunities.

More specifically, the Magna Carta emphasizes the right of persons with disabilities to the provision of adequate access to quality education and ample opportunities to develop their skills, and the corresponding duty of the State to ensure this right. The Magna Carta makes it a duty of the State to promote the provision of auxiliary services that will facilitate the learning process for learners with disabilities. It obligates the State, i.e., DepEd, to consider the special requirements of persons with disabilities in the formulation of education policies and programs, including matters such as school facilities, class schedules, physical education requirements, among other pertinent considerations.

C. This policy aims to provide an overall direction and guidance in the organization, management, and implementation of appropriate and relevant programs, services, and other educational interventions, at the different levels of governance in the Department, for learners with disabilities regardless of their gender, race, culture, ethnicity, religion, and economic status. This is anchored on the Inclusive Education Policy Framework for Basic Education under Annex No. 5 of D. O. No. 21, s. 2019 which provides an overall framework for the implementation of programs that promote inclusive education, such as but not limited to Madrasah Education,

Indigenous Peoples Education, Special Education, Alternative Learning System, and the special curricular programs. Hence, all children and youth with disabilities covered by basic education, including but not limited to Muslim, indigenous peoples, out-of-school children and youth, children in situations of armed conflict, children in street situations, children in conflict with the law, and children in special cases are covered in these policy guidelines. Further, this policy shall be an instrument in the realization of the Department's commitment in ensuring the inclusiveness of the basic education program.

- D. The provision of educational programs and services for learners with disabilities is integral to the right to accessible and quality basic education and the mandate of DepEd as a duty-bearer to uphold said right, as embodied in the following laws and commitments:
1. The 1987 Constitution prescribes the State to protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all (Article XIV, Sec. 1). Further, the Constitution directs the State to "(e)stablish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society" (Article XIV, Section 2).
 2. Republic Act (RA) No. 9155 or the "Governance of Basic Education Act of 2001" reiterates the above constitutional mandate of the State (Sec. 2) and vests the DepEd with the authority, accountability and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education (Sec. 6).
 3. RA No. 10533 or the "Enhanced Basic Education Act of 2013" provides that the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment, and shall accordingly make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities, (Sec. 3) thereby making inclusive education an imperative. Thus, the Act provides that the curriculum shall be learner-centered, inclusive and developmentally appropriate (Sec. 5).
 4. The Implementing Rules and Regulations (IRR) of RA 10533 states that in furtherance of Section 3 of RA 10533, inclusiveness of enhanced basic education necessitates the implementation of programs designed to address the physical, intellectual, psychological, and cultural needs of learners, including, but not limited to, programs for learners with disabilities (Sec. 8).
 5. RA 10533 further provides that basic education is intended to meet basic learning needs and encompasses kindergarten, elementary and secondary education as well as out-of-school learners and those with special needs. It also provides that kindergarten, elementary and secondary education are compulsory (Sec. 4).

6. Even prior to the enactment of RA 10533 in 2013, Batas Pambansa Blg. 232 or the "Education Act of 1982", had mandated the State to promote the right of every individual to relevant quality education, regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political or other affiliation. The State shall therefore promote and maintain equality of access to education as well as the enjoyment of the benefits of education by all its citizens (Sec. 3). It further provides that the State recognizes its responsibility to provide, within the context of the formal education system, services to meet the special needs of certain clientele (Sec. 24).
7. The right to education and the right to non-discrimination are also embodied in Presidential Decree No. 603 or "The Child and Youth Welfare Code" (1974), which provides for the right of children to an education commensurate with their abilities and for the development of their skills for the improvement of their capacity for service to themselves and their fellowmen (Art.3).
8. Internationally, the Convention on the Rights of the Child (1989), of which the Philippines is a State Party, also embodies a universal commitment to advance children's rights, including the rights of children with disabilities. The Convention articulates the rights of children more comprehensively and provides a set of fundamental principles, including but not limited to non-discrimination, which fundamentally shape the way children must be viewed and treated. The Convention provides for the right of the child to education (Art. 28) and obligates State Parties to respect and ensure the rights set forth in the Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (Art. 3).
9. Specific to children with disabilities, the Convention on the Rights of the Child obligates State Parties to take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children (Art. 7).
10. As stated above, the Magna Carta emphasizes that persons with disabilities have the same rights as other people to take their proper place in society and their rights must never be perceived as welfare services by the Government. The Magna Carta specifically provides for the right of persons with disabilities to the provision of adequate access to quality education and ample opportunities to develop their skills, and the corresponding duty of the State to ensure this right. It demands that special requirements of persons with disabilities be considered by the State in the formulation of education policies and programs, including matters such as school facilities, class schedules, physical education requirements, among other pertinent considerations. The Page 7 of 17 Magna Carta makes it a duty of the State to promote the provision of auxiliary services that will facilitate the learning process for learners with disabilities (Sec. 12).
11. Under the Magna Carta, the State has the duty to establish, maintain and support complete, adequate and integrated system of special

education for the visually impaired, hearing impaired, mentally retarded persons and other types of exceptional children in all regions of the country, and toward this end, the DepEd shall establish, special education classes in public schools in cities, or municipalities. It further tasks the DepEd to establish, where viable, Braille and Record Libraries in provinces, cities or municipalities (Sec. 14).

12. The Magna Carta obligates the National Government to allocate funds necessary for the effective implementation of the special education program nationwide while the local government units may likewise appropriate counterpart funds to supplement national funds (Sec. 14).
13. The Magna Carta further makes it a duty of the State to provide persons with disabilities with training in civics, vocational efficiency, sports and physical fitness, and other skills (Sec. 15) and to develop non-formal education programs intended for the total human development of persons with disabilities. The State is also obligated to provide adequate resources for non-formal education programs and projects that cater to the special needs of persons with disabilities.
14. Further, the Magna Carta, as amended by RA No. 10754 (2016) or “An Act Expanding the Benefits and Privileges of Persons with Disability (PWD)”, provides that educational assistance shall be granted to PWDs for them to pursue kindergarten, primary, secondary, tertiary, post tertiary and vocational or technical education, in both public and private schools, through the provision of scholarships, grants, financial aids, subsidies and other incentives to qualified PWD, including support for books, learning materials, and uniform allowance to the extent feasible, provided that the PWD shall meet the minimum admission requirements. The IRR of RA 10754 obligates DepEd, the Commission on Higher Education and the Technical Education and Skills Development Authority (TESDA) to ensure that all public and private schools, colleges and universities are informed about the provision on educational assistance for persons with disabilities. (RA 7727, Sec. 32; IRR of RA 10754, Sec. 7).
15. Recently, RA 11510 or the “Alternative Learning System Act” was enacted on December 23, 2020, aiming to, among others, design specialized programs for learners with disabilities, taking into consideration their different levels of learning needs and other functional difficulties in the development of instructional materials and learning resources in accessible format (Sec.3).
16. With respect to accessibility of facilities, Batas Pambansa 344, known as the “Accessibility Law” focuses on enhancing the mobility of persons with disabilities by requiring certain buildings, institutions, establishments, and other public utilities to install access facilities and other devices such as ramps, railings, tactile flooring, bathroom for persons with disabilities.
17. In the international arena, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), obligates State Parties, including the Philippines, to undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons

with disabilities without discrimination of any kind on the basis of disability (Art. 4). State Parties have the duties to adopt measures to implement the rights recognized in the CRPD, to consider protection and promotion of human rights of persons with disabilities in all policies and program (Art. 4).

18. Specifically, in the realm of education, the CRPD imposes the duty upon States Parties to recognize the right of persons with disabilities to education, with a view to realizing this right without discrimination and based on equal opportunity.” States Parties shall thus ensure an inclusive education system at all levels and lifelong learning directed to: (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; and (c) Enabling persons with disabilities to participate effectively in a free society” (Art. 24).
19. State Parties of the CRPD have the duty to, among others, ensure that persons with disabilities are not excluded from the general education system on the basis of disability; persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live; reasonable accommodation of the individual’s requirements is provided; persons with disabilities receive the support required, within the general education system, to facilitate their effective education; and effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion (Art. 24).
20. More concretely, the CRPD obligates State Parties to ensure facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community; and ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development (Art. 24).
21. The Philippines has also committed to Sustainable Development Goal (SDG) No. 4, which gives prominence to the provision of inclusive and equitable education and the promotion of lifelong learning opportunities for all. Goal No. 4 strongly supports the reduction of persistent disparities in education.
22. The Incheon Strategy to “Make Right Real” for Persons with Disabilities (2013-2022) looks into the expansion of early intervention and education of children with special educational needs (Goal 5) (UN ESCAP, 2012). It stresses that governments have the essential responsibility to ensure that learners with special educational needs get access to quality primary and secondary education on an equitable basis with others and in the communities where they live.

23. The International Classification of Functioning, Disability, and Health (ICF) of the World Health Organization (WHO) (2002; 2017) provides the lens through which disability and special educational needs can be better understood. It emphasizes that disability is created when the interaction between the environment and the unique condition/s of learners is poor. Therefore, it is important to address the environmental factors that may hinder learners with disabilities from being as functional as learners without disabilities. By providing quality and equitable support mechanisms and accommodations for their unique condition, LWDs do not have to experience discrimination, especially in their homes, schools, and communities.

II. SCOPE

This policy shall provide an overall direction for the Special Education (SPED) Program to ensure the provision of educational services to learners with disabilities in both public and private basic education institutions. This policy covers the provision of the following: educational services, assessment, curriculum, teachers, learning delivery, learning environment and resources, and roles and responsibilities of the different levels of governance. DepEd shall ensure that learners with disabilities are equally provided with opportunities to fully participate in the K to 12 Basic Education Program.

III. DEFINITION OF TERMS

For purposes of common understanding on this policy, the **operational** definition of the terms are as follows:

- A. **Accessible or accessibility** – refers to appropriate measures to ensure that persons with disabilities have access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas (UNCRDP, Article 9, 2006).
- B. **Accommodations** – are the appropriate actions made regarding the learning environment, learning materials and other resources, curriculum format, equipment, and devices to allow learners with disabilities be able to learn and develop understanding of the content, and competencies being taught or be able to complete the task/activities given to them by their teachers.
- C. **Assessment** - refers to the initial, ongoing, and continuous process of gathering information/data to ascertain the learner's current level of functioning, such as but not limited to cognitive, motor, psychosocial, communication, and adaptive as basis for educational planning.
- D. **Assistive devices and technologies** - are resources with the primary purpose of maintaining or improving an individual's functioning and independence to facilitate participation and to enhance overall well-being. These devices can also help prevent impairments and secondary health conditions (WHO, 2017).

- E. **Curriculum Adaptation** - refers to the process of adjusting the delivery of the K to 12 Curriculum through accommodation and modification to ensure its responsiveness to the needs of learners with disabilities.
- F. **Disability** - refers to a long-term physical, mental, intellectual, behavioral, or sensory condition that substantially limits one or more physiological or anatomical function of an individual or activities of such individual which results to limitation or difficulty encountered in executing a task or action (UNCRPD, 2006; Section 4 (c), RA 7277).
- G. **Educational Assistance** – refers to the provision of monetary and non-monetary assistance for learners with disabilities be able to complete their basic education, such as transportation or meal allowance, extra time for remedial instruction or tutoring, among others.
- H. **Educational Placement** – refers to an appropriate learning environment where the learner with disability is placed such as mainstream and inclusive class, resource room, self-contained class, home, or hospital; this will be based on assessment results.
- I. **Educational Programs and Services** – refers to any educational interventions, programs and services that will ensure support to learners with disabilities for an equal opportunity to access quality basic education.
- J. **Disadvantaged learners** - refers to all types of learners who are considered marginalized and disadvantaged and/or in difficult circumstances that need to be addressed through appropriate and relevant basic education programs and services. These learners include, among others, learners with disabilities; out-of-school children, youth and adults; indigenous peoples; Muslim learners; children in situations of armed conflict; street children; and children in conflict with the law.
- K. **General Education Teacher** – is an individual with a professional license to teach and who handles typically developing learners and learners with disabilities in an inclusive class.
- L. **Inclusive Education** - refers to a process of addressing and responding to the diversity of needs of all learners by moving towards the end goal of full participation, presence and achievement in learning, cultures, and communities, and eliminating exclusion within and from education. It involves accommodation, modification, adaptation, and individualization in content, approaches, structures, and strategies, with a common vision that covers all learners of the appropriate age range, and a conviction that it is the State's responsibility to educate all children. It also focuses on achieving quality education that fosters diversity and flexibility towards full participation of all learners with disabilities.
- M. **Inclusive Learning Resource Center (ILRC)** - refers to a center with improved physical infrastructure and facilities that provides a) support to teaching and learning, using appropriate, accessible, disability- and gender-sensitive instructional learning materials, tools, devices, gadgets, and equipment; b) assessment tools and instruments to evaluate developmental domains and specific areas of concern to determine

appropriate services and placement decisions, and c) support from medical, health, and allied professionals for care, rehabilitation, habilitation, and development of learners with disabilities.

- N. **Individualized Education Plan (IEP)** - is a systematic, purposive, and developmental educational programming document of curricular and instructional priorities and contents designed to meet the learner's special needs and aimed at ensuring mastery of learning for target skills and behaviors (Dizon, 1999). This document will serve as one of the references and basis to show the learner's progress in a specific component or part of the curriculum or program and, when necessary, will take the place of the regular report card or SF 9 which is being used in all regular schools.
- O. **Learner** - Learner refers to any individual, regardless of age, sex, gender, disability, ethnicity, cultures, and religion, enrolled in basic education to enhance his/her knowledge, skills, and values to improve the quality of his/her life and to develop his/her potentials (Sec. IV, 6 (d) of the Policy Framework on Inclusive Education in Basic Education).
- P. **Learners with Disabilities (LWDs)** - shall refer to those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on equal basis with others (Sec. 4 (o) of RA 11510).
- Q. **Learning Environment** - refers to learning facilities, resources and technology, means of teaching, modes of learning, and connections to community, societal and global contexts towards the development of the learner (Sec. 6(e) of the Policy Framework on Inclusive Education in Basic Education).
- R. **Modifications** -- may be used to describe changes in the curriculum. Modifications are made "for learners with disabilities who are unable to comprehend all of the content an instructor is teaching" (Disabilities, Opportunities, Internetworking, and Technology, 2021, par. 2).
- S. **Multi-disciplinary Team** – refers to a team composed of professionals who support the learner's overall health and well-being. They participate in developing, implementing, and reviewing an IEP using multidisciplinary, transdisciplinary, or other effective approaches. Each member delivers specific services, including but not limited to the educational assessment and diagnosis of learners with disabilities. These specialists can either be part of the ILRC personnel or come from the health center, division office or central school/s which have medical, health, and allied specialists like psychologists, doctors, etc.
- T. **Resource Room** – refers to a room within a medium or small school that does not have the ILRC. It serves as a place to render remedial or any other interventions for LWDs who need additional support services.
- U. **Special Education (SPED)** – refers to a set of educational programs and/or services designed to address the needs of learners with disabilities through educational plans and instruments which will bring them to the highest level of their potential and capacity (Handbook for SPED, 1987).

- V. **Special Education Teacher** – refers to a professional licensed teacher with a specialization on Special Education.
- W. **Support Services** -- refers to the necessary services appropriate to the needs of learners with disabilities such as but not limited to sign language interpreting, speech-language therapy, and physical therapy, assessment, occupational and behavioral therapy, and others.
- X. **Transition Program** -- refers to the educational equity program that includes curriculum, instruction, and policies that will support the education of learners with disabilities. It aims to help LWDs become functional despite their disabilities, help make them enjoy their daily lives, and empower them to become more useful and productive citizens.
- Y. **Typically Developing Learners** – refers to the learners in the general education classes who are at pace in their developmental domains of learning expected of their respective chronological age.

IV. POLICY STATEMENT

The Department of Education commits to:

- A. Recognize the rights of learners with disabilities to **inclusive, equitable, relevant, and quality** basic education by providing them effective and efficient educational services that will enable them to become well-rounded, happy, and productive individuals;
- B. Provide a learning environment that maximizes the holistic development of learners with disabilities, consistent with the goal of full inclusion, where accommodations and support services are available within the educational system;
- C. Provide support services for learners with disabilities that shall be anchored on the principles of universal participation for equal and equitable educational services, and recognition of diverse learners for responsive and appropriate educational programs;
- D. Provide **educational assistance** that facilitates learners with disabilities to pursue primary and secondary as well as vocational and technical education in both public and private schools;
- E. Provide an environment where all learners learn together, wherever possible, regardless of any difficulties or differences they may have, and endeavor to make **all** schools inclusive; this includes ensuring inclusion of learners with disabilities in the mainstream or general education classroom. This can be done by recognizing, accepting, and respecting individual differences to ensure that all types of learners learn together in an inclusive setting. Inclusion that begins early and continues into school likely produces the strongest outcomes. Inclusion shall be implemented immediately in the primary level and throughout the basic education program; and
- F. Foster a cooperative and collaborative process among teachers, school leaders, parents and concerned specialists from other disciplines for the

learners' development and well-being. They should take part in setting education goals for their children and be active in decision making for the learner's success in school.

V. GUIDING PRINCIPLES

The Department adheres to the principles of inclusion, responsiveness to rights and sensitivity and responsiveness to context, as cited in D.O. 21 s. 2019. In addition, it adheres to the (UN) Convention on the rights of the child (1989) principles of non-discrimination, best interest of the child, survival and development, and participation.

VI. PROVISION OF EDUCATIONAL PROGRAMS AND SERVICES FOR LEARNERS WITH DISABILITIES (LWDS)

A. Educational Programs and Services

The range of programs and services shall be available in the school to address the needs and learning preferences of learners with disabilities. These programs and services are presented in the succeeding sections:

1. Identification and Referral Process

Prior to the identification and referral process of learners with disabilities, teachers need to conduct the child-find or child-mapping activity in collaboration with the LGU/barangay officials during the early registration. The mechanism and procedures for child-find or child mapping shall be issued in a separate policy.

Special Education Program (SPED) is an avenue for learners with disabilities to realize their right to education. Learners for SPED Program are identified through the following process:

- 1.1 Begin with recognizing learners who exhibit atypical needs as compared to their peers in the same chronological age.
- 1.2 The learners with atypical needs shall be provided with appropriate interventions and if the interventions are successful then referral is not needed anymore. However, if the interventions are not successful, then referral is necessary.
- 1.3 The learners with atypical needs shall be referred to an appropriate specialist (who is either part of the ILRC or from the health center, division office, LGU, or other institutions which have allied and medical specialists like psychologists, doctors, etc.) for assessment. However, prior to assessment of these learners, it is imperative to seek the approval and consent of their parents.
- 1.4 The learners with atypical needs shall be assessed and evaluated by an appropriate specialist using a variety of available assessment tools and strategies, i.e. the Multi-Factored Assessment Tool (MFAT), Early Childhood Care and Development (ECCD) checklist, and others. The assessment and evaluation to be conducted shall be explained, in

accordance to, and as appropriate, to the learner's age. The process should also be discussed in detail to identify what is the expected participation of the learner with atypical needs.

- 1.5 The results of the assessment and evaluation shall be the basis for placement in the learning environment and for eligibility to be part of appropriate programs and services. The results of the assessment and suggested placement will be discussed with the learners with disabilities and their families.
- 1.6 All information about the learners being assessed shall always be treated with utmost confidentiality.

2. Assessment Services

- 2.1 Assessment is crucial for LWDs not only to clearly establish the goals for their learning and development areas but also to continually monitor their progress in all domains of development, namely, the cognitive, socio-emotional, physical, motor, and moral-spiritual domains.
- 2.2 Psychological and multi-disciplinary assessments shall be accessible to LWDs so that specialized evaluations of their strengths and weaknesses can be established and/or monitored. A multi-disciplinary team shall be organized in every ILRC. The DepEd shall work towards securing partnerships with the Department of Health (DOH), Department of Social Welfare Development (DSWD), and/or other government offices for these learners to have access to specialists when needed. The multi-disciplinary team is composed of any combination of specialists such as pediatricians or medical doctors, nurses, speech therapists, occupational therapists, physical therapists, behavioral therapists, developmental psychologists, and registered guidance counselors, depending on the needs of the learners. The assessment results shall only be discussed with the learner's family, school head, and other teachers of the learner as basis for designing and/or adjusting the Individualized Educational Plan (IEP).
- 2.3 LWDs shall participate in national assessments following the accommodations as discussed in Section 9 of the Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program under D.O. No. 55, s. 2016.
- 2.4 The progress evaluation of learners with disabilities shall be based on his/her IEP and ITP goals. Assessment of a learner with disability shall be consistent with his/her curriculum. Teachers shall strengthen formative assessment and provide modifications and accommodations for LWDs in demonstrating their learning. Descriptive ratings shall be used for learners identified with severe to profound degree of disability to keep track of their progress in the achievement of their educational goals as stated in the IEP while learners with special educational needs in the inclusive setting shall follow the grading system of the K to 12 BEC.

- 2.5 The progress report of learners with disabilities shall maximize the use of the attached Progress Report Forms for LWDs in addition to the prescribed K to 12 Forms. (*Annex 1: Individual Learner's Profile; Annex 2: Progress Report Card; Annex 3: Behavior Intervention Report*).

3. **Adaptation of the K to 12 Curriculum for LWDs**

The K to 12 curriculum offers various educational opportunities that are developmentally appropriate for learners and are based on their interests, strengths, and needs. Ensuring that it is learner-centered, contextualization and adaptations of the curriculum shall be made in favor of the learner. The following adaptations shall be made to access the K to 12 Curriculum based on the needs of the LWDs. The following shall be adapted for Special Education Program:

- 3.1 **Essential adaptive curriculum** is designed to help learners with severe to profound disabilities develop their skills in managing school and day-to-day activities. Examples of adaptive skills are communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. Additional essential skills for LWDs include orientation and mobility, Braille reading and writing, auditory training, speech and rhythm, and sign language (*Annex 4: Essential Adaptive Skills and Competencies*).
- 3.2 **Curriculum content adaptations** are made based on the abilities and unique requirements of the LWDs. The following adaptations shall be done by teachers:
- a. Adaptation in pedagogy. For example, adjustments can be made through chunking or simplifying content, extending, or shortening time and periods for tasks, and using differentiation in instruction. Another example is the adapted Physical Education (PE) curriculum that enables LWDs to participate in wellness and sports activities in which they can be successful by adjusting the manner of play or the rules of the game.
 - b. Another way to provide for curriculum adaptation is to employ the Alternative Delivery Modes (ADM)s programs under the Flexible Learning Options (FLOs). The Modified In-School Off-School Approach (MISOSA), Homeschooling, and Open High School are the FLOs that may be implemented as community-, hospital-, or home-based instruction for LWDs. Mobile/itinerant teachers for special education work together with families, caregivers, and communities in the implementation of the FLOs. It must be emphasized that these programs cater to learners who require flexibility in instruction in terms of time, duration, place or method. It is not meant to be the default mode for LWDs.
 - c. Provide additional curriculum content for learners who are assessed as hearing impaired, hard of hearing and visually impaired to support the development of necessary skills for them to cope with the demands they face daily. The additional curriculum

is preparatory and mandatory for them to access the K to 12 Curriculum.

- d. Institutionalize the use of the Filipino Sign Language (FSL) and the variety of Filipino sign language with deaf learners in basic education. Section 4 of RA 10533 provides:

For purposes of this Act, mother language or first Language (LI) refers to language or languages first learned by a child, which he/she identifies with, is identified as a native language user of by others, which he/she knows best, or uses most. This includes Filipino sign language used by individuals with pertinent disabilities. The regional or native language refers to the traditional speech variety or variety of Filipino sign language existing in a region, area or place.

- 3.3 **Transition skills and competencies** develop and improve life and career skills, socio-emotional skills, and pre-vocational and livelihood skills. Hence, it is important to prepare LWDs for transition skills and competencies. The transition program and other related services shall provide LWDs the bridge from one phase, location, or situation to another to help them adjust. LWDs who are in the transition program are prepared to successfully move forward into more inclusive and integrated learning provisions. Included in these transition programs are interventions that enable them to move from home to school, class to class, and/or from school to another school. Transition planning may also provide opportunities for LWDs to move to employment, entrepreneurship, or life beyond school.

Therefore, school leaders and parents must engage and involve the community partner-industries and businesses for successful transitioning of learners with disabilities. LWDs require support services that will enable them to fully function in the environment where they will be transitioned. Preparations for this include semi-supervised independent living arrangements and work immersion and employment opportunities with communities and industry/business partners. This is reflected through the Individual Transition Plan (ITP). (*Annex 5: Individual Transition Plan*)

- 3.4. **The K to 12 Basic Education Curriculum for the Alternative Learning System (ALS-K to 12) can also provide opportunities to develop basic and functional literacy skills for learners with disabilities.** It is an equivalent pathway to complete basic education, not only for out-of-school youth and adults but also for learners with disabilities (RA 9155, RA 10533, and RA 11510). Its curriculum is organized into six interrelated learning strands that bring functional literacy and content knowledge together.

4. **Development of an Individualized Educational Plan (IEP)**

Every learner with disability shall have an IEP that articulates his/her learning goals based on the K to 12 basic education curriculum. The IEP may also include goals that prepare the learner for the K to 12 curriculum

and the transition program. All persons involved in the program shall ensure that it is carefully planned, constantly monitored, and reviewed periodically to ensure the learner's progress towards the realization of the agreed goals/performance. The IEP model shall form part of the Manual of Operation on the Provisions of LWDs. (*Annex 6: Individualized Education Plan*)

5. Resource Room Services

All schools with LWDs enrollment shall have a resource room except those with or served by ILRCs. The resource room is intended for additional support services that include the following:

- 5.1 Specific instructional interventions, and other related services outside of general education classrooms such as SPED teachers' instruction on essential skills and competencies after class hours, during vacant periods or during classes, when necessary.
- 5.2 Therapy services in partnership with available service providers.
- 5.3 Tutorial or remedial sessions for LWDs who display difficulty in achieving the expected instructional goal/s and for learners who are at risk of failing.
- 5.4 Assessment services area for LWDs' educational placement and referral.

6. Adaptation of Learning Resources and ICT

Adaptations in resources are essential in ensuring that all learners with disabilities can participate fully in all learning experiences in schools and in communities. Learning resources shall be aligned with the curriculum standards. These adaptations shall be through teacher-developed materials or assistive devices and technologies. ICT can also support learners with disabilities.

7. Educational Placement

The inclusion of learners with disabilities in the general education classroom varies depending on their unique needs and other requirements. Therefore, the school shall provide an appropriate educational placement to better serve the LWDs. The following are the suggested options for placement of LWDs:

7.1 Full Inclusion in the general education classroom

LWDs shall be in full inclusion if they can cope with all the required activities with the necessary instructional support within the general education classes. The following provisions shall be provided to enable them to participate actively in all teaching and learning activities with their typically developing peers:

- a. Make appropriate accommodations to the K to 12 Basic Education curriculum in consideration of the learner's IEPs when deemed necessary;
- b. Provide appropriate assistive devices and technologies, and/or appropriate learning resources that support their needs and enable the LWDs to fully participate in the activities;
- c. Apply appropriate instructional strategies for the specific and additional needs of learners, while they are learning with their typically developing peers;
- d. Ensure the readiness of teachers in the general education classes and their parents in accepting, recognizing, and respecting LWDs. Likewise, make sure that the learning environment, particularly the physical arrangement of the classroom, is ready for the inclusion of LWDs;
- e. Ensure the collaboration of teachers in general education and SPED classes in the preparation of plan and lessons of LWDs based on their needs during regular LAC sessions or other times when teachers get together;
- f. Register the LWDs within the general education class; they shall be marked for their performance in consideration of their IEPs. These learners shall be tagged in the Learners Information System (LIS) as LWDs;
- g. Organize a required class where the receiving teachers can learn FSL and Braille Reading and Writing as a support mechanism to learners with sensory impairments;
- h. Organize an optional special class for the typically developing learners to be oriented about FSL and Braille Reading and Writing, as well as the disabilities of LWDs and relating with them to have fruitful, meaningful and respectful interactions among typically developing learners and LWDs.
- i. Ensure an accessible physical environment (i.e. the environment should have access facilities such as ramps, tactile flooring, accessible toilet, hand railings and the like) for learners, especially for those who have mobility impairment.

7.2 Partial Inclusion with Resource Room Services

LWDs who shall be in the partial inclusion are those who can cope with at least 50% to 75% of the required activities in majority of the learning areas.

Most of their learning time in school shall be spent together with their typical peers in general education classrooms. During specific periods, instruction shall be maximized for learning the essential adaptive skills and some components of the adapted K to 12 Curriculum in the

resource room. In implementing this educational placement, the following provisions shall be observed:

- a. Adapt/modify the K to 12 Basic Education curriculum based on the learning needs of LWDs as specified in the IEPs;
- b. Ensure collaboration between the receiving teacher in the general education classroom and the SPED teacher for the learning plan and lessons of the LWDs;
- c. Ensure the preparation of the learning environment including physical arrangement of the classroom and the readiness of the typical learners and the teachers in general education classrooms for acceptance and respect LWDs;
- d. Register the LWDs within the general education class; they shall be marked for their performance in consideration of their IEP. They shall be tagged in the Learners Information System (LIS) as LWDs;
- e. Organize a required class where FSL and Braille Reading and Writing can be learned by the regular teachers. Speech and auditory training, as well as training on orientation and mobility, for teachers shall also be included in the resource room as a support mechanism for learners with sensory impairments; and
- f. Organize an optional special class for the typically developing learners to be oriented about FSL and Braille Reading and Writing;

7.3 Self-Contained Class

The self-contained class is exclusively for those LWDs who are diagnosed or identified to have severe to profound disabilities. They are the non-graded LWDs or those who are in the transition program. It shall consider the following provisions:

- a. 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 LWDs 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.
- b. LWDs in the self-contained class shall be handled by the SPED teacher or a trained general education teacher.
- c. LWDs in the self-contained class shall focus on adaptive essential skills (functional literacy and numeracy); self-help and daily living skills; and social and communication skills including pre-vocational and vocational.

LWDs in a self-contained class shall be included and involved in school and community activities together with the typically developing learners. Their involvement shall be closely supervised by the teacher and their parents.

8. **Programs**

Every school, through the school head and teachers, shall be proactive in initiating, designing, and implementing appropriate programs for LWDs other than the existing programs.

Every school shall ensure that DepEd Order No. 40, s. 2012, as amended, and D.O. 55, s. 2013 or the Implementing Rules and Regulations (IRR) of the Anti-Bullying Act of 2013 shall be observed in all programs involving LWDs, particular consideration that LWDs may be more vulnerable to bullying, child abuse and other forms of violence against children.

The Gifted and Talented program shall no longer be under the Special Education Program. It should be classified under the Special Curricular Programs that shall be implemented from Grade 4 to Grade 10 (A policy on GT/Special Curricular Programs shall be issued separately). Likewise, the *Head start* Program shall be gradually phased out beginning SY 2021-2022 onwards until the last batch finishes the program.

9. **Program Delivery**

Schools shall provide Special Education Program to LWDs in different delivery modalities or options. The instructional delivery shall be based on the learners' a) residential distance from the school b) family structure c) health condition and/or d) other factors to be determined by the school officials. Thus, the program delivery options shall be any or a combination of the following:

9.1 **School-Based**

The learners with disabilities may receive instruction within the school setting. They are handled by a Special Education teacher and/or General Education teacher.

9.2 **Community-Based**

The learners with disabilities receive learning instruction within the community in a designated place. Classes are conducted in community facilities like Barangay Hall, Spiritual places, or other places available. A Special Education teacher and/or trained community volunteer teach/es the LWDs.

9.3 **Hospital-Based**

The learners with disabilities who are under intensive health supervision of medical specialists receive instruction from a Special Education Teacher within the hospital premises where they are confined.

9.4 **Home-Based**

The learners with disabilities receive instruction at home or at an orphanage structure. A Special Education teacher together with the family members and or trained volunteers teach the LWDs.

VII. TEACHERS

All teachers shall be considered primary implementers of inclusive education. As such, they shall possess the proper values, perspectives, attitudes, as well as competencies that communicate and reflect inclusion as they address the educational needs of diverse learners. The Philippine Professional Standards for Teachers (PPST) includes Domain 3: Diversity of Learners which underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning programs. This includes being able to implement an individualized education program if and when necessary. The Department recognizes the PPST as a major reference in designing interventions geared towards the professional development of teachers, including teacher aides and teacher volunteers. They shall also be capacitated in establishing learning environments that are responsive to learner diversity. These may include, but not limited to, the Teacher Induction Program (TIP), In-Service Trainings (INSETs), scholarships, attendance in seminar-workshops/conferences, LAC sessions, immersion, community engagement, coaching, mentoring, and benchmarking to include self-directed initiatives;

Contextualization and modification of curriculum materials shall be done by all teachers based on the learners' pace of learning, ability, interest and context. They should also prepare varied resources to provide more learning options for learners. LWDs may require more visual representations or tactile materials to better appreciate the lessons. Examples of these learning resources (LRs) are large-print, Braille, and audio-based or digital materials; and audio-visual materials with sign-language cues.

All teachers shall ensure that DepEd Order No. 40, s. 2012, as amended, and D.O. 55, s. 2013 shall be observed in all programs involving LWDs, with particular consideration that LWDs may be more vulnerable to bullying, child abuse and other forms of violence against children.

A. The general education teachers shall:

1. Serve as receiving teachers in the general education classroom for learners with disabilities. Rejection of LWDs in the general education classroom shall be strictly prohibited.
2. Implement strategies or pedagogies that will facilitate the inclusion of learners with disabilities in their classroom.
3. Collaborate closely with SPED teachers, non-teaching personnel and/or parents, ILRC Coordinator and/or Resource Room Teacher and other professionals in responding to specific and additional needs of LWDs for their success in learning the K to 12 Curriculum.
4. Practice the principles of Universal Design for Learning in delivering the K to 12 curriculum. There shall be differentiation in presenting information, content, and learning materials. The approach to teaching and learning shall always be child-centered. There shall also be additional instructional support given to learners with disabilities in learning the competencies of the K to 12 Curriculum. Teachers shall also strengthen the formative assessment and provide opportunities for learners to demonstrate what they know and have learned in various ways. Teachers

shall also ensure the meaningful participation of learners with disabilities in school and community activities.

- B. The SPED teacher item shall be strictly given to qualified teachers; these teachers shall be assigned to teach or handle learners with disabilities. Teachers with SPED items who are presently assigned in the Gifted and Talented program shall be reassigned to teach LWDs either in the mainstream classes or in the transition program.

The SPED teachers shall:

1. Lead in designing the learner's IEP based on the inputs from the learner's family and the multidisciplinary team and plan appropriate interventions and activities based on assessment results;
2. Collaborate closely with the general education teacher to ensure that data on LWDs are updated, correct and properly encoded and tagged in the Learner Information System (LIS) and (Enhanced Basic Education Information System) EBEIS;
3. Ensure that provisions of programs and services for LWDs are included in the School Plan (e.g. School Improvement Plan and Annual Improvement Plan for a public school), and other pertinent document plan;
4. Deliver instruction to LWDs on adaptive skills and competencies, additional curriculum content, and on learning areas that learners may have trouble in achieving their instructional goals especially those learners in the transition program;
5. Cooperate with the multi-disciplinary team in the conduct of appropriate psycho-educational assessments for LWDs;
6. Refer the LWDs to the multidisciplinary team for further assessment and other specialized services such as but not limited to physical therapy, speech therapy, occupational therapy, etc.;
7. Coordinate with families, concerned teachers in general education classes, and other relevant members of the school and community in the implementation of the IEP;
8. Plan and implement the IEP together with appropriate intervention activities to ensure that learners' needs are met in the achievement of their educational goals;
9. Provide technical assistance to general education teachers and other school personnel concerned in designing and conducting remedial classes and/or co-teaching and team-teaching;
10. Coordinate with school heads and classroom teachers in ensuring that LWDs are provided with modified learning resources appropriate to their needs;

- 11.Ensure the participation of LWDs in national, division, district assessments and other school and community activities;
- 12.Serve as mobile/itinerant teachers in providing FLOs to learners who are hospital-based, community-based or home-based;
- 13.Serve as the resource persons of the school during LAC sessions on inclusive and special education; and
- 14.Assist the school head in establishing and sustaining partnerships with local government units, non-government agencies, and medical and allied medical institutions or individuals.

VIII. PROGRAM MANAGEMENT

The following describe the program management roles and responsibilities at the different levels of governance of the Department of Education.

A. School Level

The school through the school head/principal shall be responsible for strictly observing the following provisions:

1. Schools are the primary implementers of the special education program and other interventions for LWDs. It shall foster a healthy, happy, and engaging learning environment that is inclusive and rights-upholding.
2. The school, through the leadership of the school head, shall:
 - 2.1 Ensure that a teacher with SPED item shall be assigned to teach learners with disabilities in the mainstream or self-contained classes;
 - 2.2 Promote inclusion of LWDs with mild to moderate disability in the regular classroom or mainstreamed classes. Therefore, these LWDs shall not be segregated in SPED classes or in a self-contained classes;
 - 2.3 Ensure that provisions of programs and services for LWDs are included in the School Plan (e.g. School Improvement Plan and Annual Improvement Plan for a public school), and other pertinent document plan, and LWDs and their parents/guardians are consulted in formulating this plan, in light of the right of children to be heard and to have their views considered in accordance with their evolving capacity and maturity;
 - 2.4 Ensure that physical facilities are compliant to BP 344 - Accessibility Law;
 - 2.5 Plan for and prepare the school community in accepting learners with diverse abilities, needs and backgrounds, and in making the school inclusive;

- 2.6 Ensure that data on LWDs are updated, correct and properly encoded in the LIS and EBEIS;
- 2.7 Use school data in planning for and allocating resources for the school;
- 2.8 Ensure that provisions of programs and services for LWDs are included in the School Plan (e.g. School Improvement Plan and Annual Improvement Plan for a public school), and other pertinent document plan;
- 2.9 Set up and establish resource rooms within the school to support additional needs of LWDs;
- 2.10 Manage and sustain resources of the school and ensure that support services are available to LWDs;
- 2.11 Plan with the Schools Division Office (SDO) on how SPED teachers can be mobilized to support general education teachers in other schools with no SPED teachers;
- 2.12 Guarantee participation of LWDs in national assessments, services, programs, and other school and community activities;
- 2.13 Establish and sustain strong partnerships with families, government agencies, local government units, non-government organizations, and medical and allied medical institutions. To attain strong partnerships while ensuring that the rights and interests of learners are promoted and protected, the school shall:
 - a. Gather information (e.g., address, contact numbers, etc.) of partners and ensure that learners and families are informed;
 - b. Establish a clear referral system with partners that will promote collaborative management of resources and provisions of appropriate support and interventions for LWDs;
 - c. Inform and involve the community in the activities of the school; and
 - d. Generate support for learners' health, medical, and overall welfare.
3. Ensure that DepEd Order No. 40, s. 2012, as amended, and D.O. 55, s. 2013 shall be observed in the school, with particular consideration that LWDs may be more vulnerable to bullying, child abuse and other forms of violence against children.

B. Division Level

The Schools Division Office through the Schools Division Superintendent shall be responsible for strictly observing the following provisions:

1. The School Division Office (SDO) shall capacitate, support, and empower schools in achieving and maintaining a healthy, happy, and engaging learning environment for all. As such, the SDO shall actively plan for the roll out of special education program and services in the division so that all learners with disabilities shall have access to quality interventions and participate meaningfully in the K to 12 Basic Education Program.
2. The SDO shall provide support to the implementation of inclusive education by ensuring that all schools are equipped with facilities, services, and specialists that are able to attend to the needs of LWDs.
3. The SDO shall coordinate with the Regional Office (RO) in the provision of adequate resources and collaboratively work with schools in managing available resources. The consolidated data of schools shall inform planning and allocation of resources at the division level. Therefore, SDOs must ensure that schools have school IDs and that the integrity of data on LWDs is maintained.
4. The SDO shall be responsible for the following:
 - 4.1 Ensure the respect, protection, fulfillment, and promotion of the rights of the LWDs to equal and equitable access to quality basic education;
 - 4.2 Promote and practice the principles of inclusion; Therefore, establishment of standalone SPED Center shall not be allowed;
 - 4.3 Ensure that school buildings, centers, and the like have access facilities by providing an annual list of facilities for repair, construction, and rehabilitation;
 - 4.4 Ensure that no SPED Centers, as stand-alone schools, shall be established, except when it is legislated and identified as Inclusive Learning Resource Centers (ILRCs). Therefore, the existing stand-alone SPED centers shall revert to regular schools that are inclusive starting SY 2021;
 - 4.5 Provide technical assistance and expertise on special and inclusive education to teachers and school heads;
 - 4.6 Ensure that schools are able to tag properly the learners with disabilities in the LIS and EBEIS;
 - 4.7 Provide CPD programs and capacity-building activities to general education and special education teachers on inclusive education;
 - 4.8 Monitor the progress of the program implementation periodically as basis for technical assistance; and
 - 4.9 Ensure that schools implement DepEd Order No. 40, s. 2012, as amended, and D.O. 55, s. 2013, with particular consideration that LWDs may be more vulnerable to bullying, child abuse and other forms of violence against children.

C. Regional Level

The Regional Office (RO) through the Regional Director shall be responsible to strictly observe the following provisions:

1. Ensure the rollout of special and inclusive education programs and services in all its SDOs in the region by providing technical support, capacity building programs and provision of resources;
2. Conduct research and impact evaluation of program implementation at the regional level in coordination with the SDOs; and
3. Coordinate with the SDOs to ensure that every SDO shall have at least one (1) Inclusive Learning Resource Center after the prototype ILRC model of every region has been developed.

D. National/Central level

The national or central office through the Curriculum and Instruction strand shall be responsible to strictly observe the following provisions:

1. Provide overall direction and guidance through policy formulation and standards setting for special education program and services for LWDs;
2. The Bureau of Learning Delivery in coordination with NEAP, shall lead in the teacher development programs and capacity-building activities for special education. Priority shall be given to the development of materials that will be used in training programs and LAC sessions;
3. The Bureau of Education Assessment (BEA) in coordination with Bureau of Curriculum Development (BCD), Bureau of Learning Delivery (BLD) and Bureau of Learning Resources (BLR) shall provide accommodation for LWDs in national assessment such as National Achievement Test (NAT), National Career Assessment Examination (NCAE); while BLD shall ensure the appropriate delivery of programs and services, approaches and strategies for each classification of LWDs; and BCD shall ensure that curriculum for LWDs is available and designed in consideration of their learning characteristics as an outcome of their disability. In addition, BLR shall ensure the development and management, production and timely delivery of appropriate learning materials for LWDs and others, taking into consideration as well the entitlements and responsibilities of DepEd as an authorized agency for the reproduction or distribution of published articles or materials in a specialized format exclusively for the use of the blind, visually- and reading impaired persons pursuant to the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled, Section 184.1(l) of RA 8393 or the Intellectual Property Code of the Philippines, as amended, and governing rules of the Intellectual Property Office of the Philippines, among others.
4. The Planning Service, in coordination with the ICT Service and the Bureau of Learning Delivery, shall ensure that data and information systems such as the Learner Information System (LIS) and the Basic

Education Information System (BEIS) shall provide up-to-date information on learners' backgrounds, conditions, and needs as bases for policy formulation, program management, and provision of appropriate learning resources, facilities, and other support services. The Planning Service shall also ensure that regions, divisions, and school personnel are provided with technical assistance and capacity-building activities on data and information management.

5. The Education Facilities Division (EFD) shall collate the data for schools and other infrastructures that need construction of access facilities, as well as repair and rehabilitation of access facilities to support the provision of an accessible physical environment for learners with disabilities. The EFD shall, with the DPWH and the school principals and SDOs, ensure that only schools which have adequate access facilities are given sign-off and approval.

All offices in the national/central office shall ensure that the DepEd respects, protects, fulfills and promotes the rights of learners/children with disabilities in all its policies, programs, projects and activities.

IX. ADVOCACY AND PARTNERSHIP

- A. Building partnership, linkages, networking, and collaboration with internal and external stakeholders shall be done at the different levels of DepEd governance to ensure the sustainability of program and services implementation. Likewise, implementation of programs and services shall be harmonized and synchronized to compliment and/or supplement one another.
- B. The Bureau of Learning Delivery (BLD) and Bureau of Learning Resources (BLR) may consider in its partnerships and linkages the Accessible Books Consortium (ABC), which is "a public-private partnership led by the World Intellectual Property Organization (WIPO). It includes organizations that represent people with print disabilities such as the World Blind Union (WBU); libraries for the blind; standards bodies, and organizations representing authors, publishers and collective management organizations.

X. MONITORING AND EVALUATION

- A. The monitoring and evaluation (M&E) of the special education program and services for learners with disabilities shall be in accordance with the Basic Education Monitoring and Evaluation Framework (BEMEF). The Department through BLD-SID shall develop and implement monitoring and evaluation tool in collaboration with relevant bureaus and offices in DepEd Central Office, especially the Education Facilities Division (for monitoring the accessibility of school buildings, etc.). Likewise, Regional Offices through Curriculum and Learning Management Division (CLMD) and Division Offices through the Curriculum and Instruction (CID) shall conduct M&E at their level to ensure that support systems are in place in the implementation of special education programs and services.

- B. The program monitoring and evaluation shall be anchored on the mandates of the office and focus on how the desired outcome shall be achieved. Provision of technical assistance and support from the different levels of governance shall be monitored to ensure efficiency and effectiveness in the implementation of program and services for learners with disabilities.

XI. EFFECTIVITY

This Policy shall take effect immediately upon issuance and publication on the DepEd website, and shall remain effective and in force until revoked, repealed or superseded by relevant law, rules and regulations or new issuances of the Department.

XII. REFERENCES

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Annex 1 – Individual Learners Profile



Republic of the Philippines
Department of Education

Region

Division

District

School

INDIVIDUAL LEARNER'S PROFILE

PART 1

Name: _____ Date of Birth: _____ Age: _____
Home Address: _____
Type of Learner: _____ LRN: _____
School Year: _____ Adviser: _____
Principal: _____

Record of Assessments

Type of Assessments	Date Administered	Chronological Age	Administrator	Results/Outcome

Attach Records of Assessment

Interview with Parents/Guardian

Name of Parent/Guardian: _____

Contact Number/s: _____ Date of Interview: _____

Developmental and Educational History:

Interview with the Learner

Date of Interview: _____

Interests/Hobbies/Talents:

DAILY LIVING SKILLS DOMAIN: Present Level of Educational Performance

Strength/s: _____

Need/s: _____

LANGUAGE DEVELOPMENT DOMAIN: Present Level of Educational Performance

Strength/s: _____

Need/s: _____

PSYCHOMOTOR DOMAIN: Present Level of Educational Performance

Strength/s: _____

Need/s: _____

COGNITIVE DOMAIN: Present Level of Educational Performance

Strength/s: _____

Need/s: _____

AESTHETIC AND CREATIVE DOMAIN: Present Level of Educational Performance

Strength/s: _____

Need/s: _____

BEHAVIORAL DEVELOPMENT: Present Level of Educational Performance

Strength/s: _____

Need/s: _____

ORIENTATION AND MOBILITY: Present Level of Educational Performance

Strength/s: _____

Need/s: _____

PART 2

Priority Learning Needs/Interventions:

1. _____
2. _____
3. _____
4. _____
5. _____

Transition Package:

1. _____
2. _____
3. _____
4. _____
5. _____

Annex 2: Progress Report Card



ATTENDANCE RECORD

	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
No. of School Days												
No. of School Days Present												
No. of School Days Absent												

GUIDE FOR RATING

SYMBOL	Description	EXPLANATION
P	Proficient	The child always manifests the skills
AP	Approaching Proficiency	The child manifests the skills most of the time.
D	Developing	The child sometimes manifests the skills.
B	Beginning	The child seldom manifests the skills.
NO/NA	Not Observed/ Not Applicable	No manifestation of skills at all/ Not Applicable

TEACHER'S REMARKS

QUARTER	REMARKS
1 st	
2 nd	
3 rd	
4 th	

PARENT'S/ GUARDIAN'S COMMENTS AND SIGNATURE

QUARTER	COMMENTS	SIGNATURE
1 st		
2 nd		
3 rd		
4 th		

SF 9- Non Graded

Republic of the Philippines
Department of Education

Region

(Division)

(District)

(School)

(School Address)

PROGRESS REPORT CARD

Name: _____

Age: _____ Date of Birth: _____ Sex: _____

S.Y.: _____ LRN: _____

Assessment: ☐ With ☐ Without

Dear Parents/Guardian,

This report card is designed to show your child's progress in the different learning areas of development and character formation.

The school welcomes you to confer with the teacher/ principal so that we may best understand your child's special educational needs.

Teacher

Principal

Certificate of Transfer

Admitted to: _____

Eligible for Admission to: _____

Teacher

Principal

Cancellation of Eligibility to Transfer

Admitted in: _____

Date: _____

Principal

DAILY LIVING SKILLS DOMAIN				
Performance Indicators	1	2	3	4
SELF-FEEDING				
Expresses need to eat or drink through non-verbal and/or verbal means				
Chews and swallows different kinds of foods				
Swallows liquid like soup				
Picks up food with fingers or scoops with spoon				
Picks up and eats finger food				
Sips and drinks liquid				
Eats with spoon and fork				
Uses the table knife for spreading				
Cuts food using the table knife				
Distinguishes edible and non-edible foods and substances				
Peels/unwraps food				
Uses table napkins				
Exhibits table setting skills				
TOILETING				
Uses comfort room/toilet bowl to urinate or defecate				
Uses the toilet paper to clean-up self and disposes it properly				
Uses diaper correctly				
Cleans self with soap and water after toileting				
DRESSING				
Removes/puts on shoes or slippers				
Removes/puts on socks				
Removes/puts on clothes				
Opens and closes dressing implements (zip/unzip, button/unbutton)				
GROOMING and HYGIENE				
Washes and dries hands properly				
Cleans own face				
Brushes Teeth				
Combs/brushes hair				
SOCIO-EMOTIONAL DOMAIN				
Performance Indicators	1	2	3	4
Uses courteous expressions appropriately				
Asks an apology when necessary				
Pays attention to someone talking				
Engages in communication with others				
Plays with peers				
Makes friends easily				
Follows rules and regulations				
Seeks/accepts help				
Expresses/shows appropriate emotions				
Waits for one's turn				
Asks permission to use things owned by others				
Seeks help from older friends				
Imitates adult activities				
Displays sense of humor				
Identifies self as a member of a family/cultural group				
Identifies personal belongings				
Displays sensitivity to the feelings of others				
Shows sportsmanship				
Shows initiatives to work on tasks				
Works independently				
Shows self-control				

LANGUAGE DEVELOPMENT DOMAIN				
Performance Indicators	1	2	3	4
LISTENING				
Follows simple direction				
Distinguishes different types of sounds				
Comprehends simple and familiar stories				
Listens attentively to stories, poems/rhymes				
SPEAKING				
Increases vocabulary to describe things				
Increases vocabulary to express one's feelings				
Increases vocabulary to share information				
Answers and responds to questions accordingly				
Narrates simple and familiar stories				
READING				
Discriminates similarities and differences between pictures and objects				
Classifies objects according to function				
Notes details in pictures				
Visualizes objects and pictures from memory				
Comprehends picture stories				
Performs relevant study skills				
WRITING				
Holds/grips pencil properly				
Traces lines and shapes				
Traces letters, numbers, and one's name properly				
Copies lines, shapes, letters, numbers, and one's name properly				
Draws basic figures				
Uses basic strokes correctly				
PSYCHOMOTOR DOMAIN				
Performance Indicators	1	2	3	4
BASIC MOVEMENT				
Sits, stands and walks with good posture				
Runs and jogs gradually in increasing distance				
Jumps and performs other exercises with or without music				
Lifts increasing heavy weights				
Balances in one foot for gradually increasing period of time				
Imitates motor movements of people and animals				
Bends and straightens knees properly while feet flat on the floor				
Goes up and down the stairs				
PERCEPTUAL MOTOR SKILLS				
Uses clay to make simple but increasingly meaningful shapes and objects				
Uses crayon to color				
GROSS MOTOR COMPETENCIES				
Walks while carrying objects				
Jumps toward aim without falling				
Throws and catches objects				
Kicks ball without losing balance				
Hops alternately without falling				
FINE MOTOR SKILLS				
Makes an object out of clay				
Squeezes soft rubber ball of convenient size				
Squeezes water from wet rag				
Folds, divides and tears paper into halves/pieces				
Cuts out shapes, outline and objects				
Pastes paper properly				
String and threads beads				
Turns doorknob with forearm rotation				
Removes bottle cap				

COGNITIVE DOMAIN				
Performance Indicators	1	2	3	4
Identifies colors				
Identifies shapes				
Identifies letters of the alphabet				
Identifies sounds of the letters of the alphabet				
Identifies sizes (long, short, big, small, tall, short)				
Sorts objects according to color				
Sorts objects according to size				
Sorts objects according to shape				
Tells the size of an object				
Identifies numbers up to _____				
Counts numbers up to _____				
Follows one to three steps direction				
Identifies the body parts				
Identifies the five senses and their functions				
Sequences/Arranges picture in the story				
Identifies/reads simple words with pictures				
Identifies/reads simple phrases with pictures				
Identifies/reads simple sentences with pictures				
Identifies the days of the week				
Identifies the months of the year				
Identifies one self				
Identifies members of the family				
Identifies different community helpers in school and/or in the community				
Identifies objects/pictures being presented				
AESTHETIC AND CREATIVE DOMAIN				
Performance Indicators	1	2	3	4
Uses the five senses to observe things in the classroom				
Enumerates and classifies things in terms of color, shape, texture and number				
Paints to drawings or paintings that they like or appreciate				
Identifies basic drawing materials				
Draws and paints simple objects based on a visual model				
Displays his drawings and paintings on display board				
Listens to musical pieces familiar to the child				
Sings, with/without prompts, the musical pieces listened to				
Sees and touches musical instruments found in school				
Names musical instruments found in school				
Watches how these musical instruments are used				
Plays with the musical instruments with teacher's prompts				
Expresses appreciation for the dance that they prefer				
Expresses appreciation for what was heard through body movements				
Moves one's body with the variety of rhythms heard				
Demonstrates feelings through facial expressions				
Dances with/without music with the teacher				
Watches a dramatic play from media sources (television, internet)				

BEHAVIORAL DEVELOPMENT				
Performance Indicators	1	2	3	4
Uses appropriate verbal communication for social interaction				
Learns how to speak in a lower tone				
Familiarizes with and takes resolute direction				
Follows "Quiet Down" Instruction				
Performs simple tasks (e.g. throwing trash in the garbage, etc.)				
Puts back materials used (like pencil in its proper place)				
Accepts consequences of behavior				
Follows teacher's command/ instruction				
Participates well in the lesson being executed by the teacher				
Responds to questions, activities given to him/her				
Attends to task without getting out from the chair				
Watches/listens to video/music for 5 minutes or more				
Responds positively to behavior management procedures				
Reduces/eliminates inappropriate and aggressive behaviors during the session				
Reduces/ eliminates tantrums during the session				
Plays with other children				
Takes turn in game/activity				
Takes turn in games/knows how to wait when playing time				
Shares things/food without teachers' prompt				
Sits for 30 minutes to one hour				
Develops longer attention span to complete the task				
Completes task on time				
ORIENTATION AND MOBILITY (For Learners with Difficulty in Seeing/Visually Impaired)				
Performance Indicators	1	2	3	4
Tells the different body parts				
Points/names body parts on the right/left sides				
Tells the spatial location of an object/person/place				
Follows directions given to find objects				
Uses the position of common objects in reference to one's self				
Performs bilateral arm and leg movements simultaneously with coordination				
Shows the body with balance and rhythm				
Identifies landmarks as clues				
Protects one's self from vertical and shoulder height obstacles using the upper hand and forearm technique				
Uses parallel walls as guide				
Contacts with shorelines in the environment				
Locates dropped objects in the environment using different search patterns				
Familiarize with cardinal direction as North, South, East, West in indoor travels				
Utilizes appropriate travel techniques in travelling in different locations				
Acquaints oneself with sighted guide				
Follows signals when to go up and down the stairs				
Follows directly behind sighted guide without changing the position of the hands				
Enters and exits safely when the door and the sighted guide are on the opposite side of the pupil				
Acquaints oneself with a cane				
Uses different cane techniques in travelling				
Travels in areas without curbs/sidewalks				

Annex 3: Behavior Intervention Report



HOW TO USE THE BEHAVIOR INTERVENTION REPORT (BIR)

Description

Behavior Intervention Report (BIR) is a narrative report for learners manifesting behavior that interferes instruction and affects academic performance, as reflected in the anecdotal records in the present grade level of the learner. Specifically, it includes the personal information about the learner, antecedent/prior behavior, observable behavior, result/consequence of behavior, interventions, target behavior and specific objectives.

SPED teachers shall use the Behavior Intervention Report quarterly as a supplementary record to the K to 12 School Form 9 (SF9). Likewise, the general education teachers shall use the form. This report should be treated with confidentiality and limited for the consumption of teachers / advisers, therapists and parents.

At the end of the school year, the unclaimed BIR must be turned over to the Guidance Counselor/Coordinator or office of the school principal for safe keeping and future reference.

The results of the behavior report include the description of the target behavior to be addressed. The intervention strategies shall be discussed quarterly by the Behavior Intervention Planning (BIP) team or as the need arises.

Members of the Behavior Intervention Team (BIR)

School Heads, teachers/advisers, parent's/family members, guidance counselors, learner concerned, and other multi-disciplinary team.

Steps in Accomplishing the Behavior Intervention Report (BIR)

1. Identify prior behavior, refer to the baseline data of the learner if available
2. Describe exactly what occurred in the environment that triggered the behavior was exhibited. Identify prior behavior of the learners at home, school, and other settings.
3. List different types of behavior displayed by the learners during the incident to identify the notable behavior manifested.
4. Prepare measurable goals to address and improve the behavior of the learners.
5. Prepare behavioral intervention plan.
6. Enhance and master target behavior goal.

BEHAVIOR INTERVENTION REPORT (BIR)

School Year: _____

School ID: _____

Date of Observation:

Name of Teacher:

Name of Learner:

Learner's Reference Number:

Date of Birth:

Age of Learner: Sex: Male ☐ Female ☐

Baseline Data: (refer to the SF9 or Anecdotal record)

Difficulty/Disability of the Learner:

Check the appropriate box:

• With Medical Assessment: ☐ Results & Findings: _____

• Without Assessment: ☐

Educational Placement of LSEN:

• Self-contained ☐ Inclusion ☐

Parents/Guardians:

• Contact nos.
Work Home

BEHAVIOR MANIFESTATIONS & INTERVENTION			
	At Home	In School	Other Settings
Antecedent/Prior Behavior (Triggers/Signals)			
Observable Behavior			
Result/Consequence Of Behavior			
Interventions Done			
Proactive Strategies for prevention			
Reactive strategies for immediate intervention			

Targeted Behavior (Behavior to be decreased)
Specific Objectives:
Basic Intervention Report:

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Annex 4: ESSENTIAL ADAPTIVE SKILLS AND COMPETENCIES

Essential adaptive skills and competencies help LSEs manage schooling and day-to-day activities. These are necessary skills for functioning daily, as follows:

1. Self-Care/Daily Living Skills – bathing, dressing, grooming, and feeding one's self.
2. Communication Skills – understanding and using verbal and nonverbal language.
3. Self-direction – problem solving, exercising choice, and initiating and planning activities.
4. Social Skills – maintaining interpersonal relationships, understanding emotions and social cues, understanding fairness and honesty, obeying rules and laws.
5. Leisure Skills – taking responsibility for one's own activities, able to participate in the community.
6. Home or School Living – housekeeping, cooking, doing laundry, maintaining living space.
7. Functional Academics – using reading, writing, and math skills in everyday life.
8. Community Use – shopping, using public transportation, using community services.
9. Work – ability to maintain part-time or full-time employment, either competitive or sheltered; ability to work under supervision, cooperate with coworkers, be reliable and punctual, and meet work standards.
10. Health and Safety – ability to protect one's self, responding to health problems.



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HOW TO USE THE INDIVIDUAL TRANSITION PLAN FORM

Description:

Transition planning provides guidance for family and educators, and for the learners to be ready for the real world. This will ensure that the learner will be placed in possible point of entry according to his/her capabilities for them to live independently with a full participating life in the community. It is a living document and can be modified at any time based on the progress/development/performance of the learner.

Purpose:

This is designed to enable and empower learners with special educational needs (LSENs) to successfully move forward from home to school, from class to class, from school to school, and from school to technical-vocational field, or employment, entrepreneurship or life beyond school.

Who is it for?

This form is for LSENs who belong to the non-graded class that needs and ready for transition.

When to use?

This form will be accomplished after assessment for the appropriate entry point of transition program of LSENs and will be reviewed or revisited regularly to track progress.

How to use?

The SPED teacher shall fill-out the required data in the form (see attached ITP Form) and work with the Transition Team in formulating the transition goal and plan.

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INDIVIDUAL TRANSITION PLAN

School Year _____

2x2 picture
(recent picture)

I. PERSONAL INFORMATION		
Name: _____	Date of Birth: _____	LRN: _____
Name of Parents/Guardian: _____	Current Level of Education: _____	Name of Previous School (if there is): _____ No. of years in School: _____
Religion: _____	Gender: _____ Male _____ Female	
Current Address: _____	Phone/Contact No. : _____	
Exceptionality:	With Assessment: _____ Name of Institution: _____ (See attached Assessment Result)	Without Assessment: _____
Point of Entry: Please check the point of entry appropriate to the status of the learner. _____ Transition from home to school _____ Transition from school to functional life _____ Transition from SPED Center/SPED Classes to Inclusion Classes _____ Transition from one grade level to the next grade level _____ Transition from school to employment or entrepreneurship _____ Transition from one class to another in the same grade level		

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 _____ School



II. TRANSITION TEAM			
Team Members	Name	Contact details (email and/or phone)	Date started working with team
ITP Coordinator			
School Head			
SPED Teacher			
Parent/Guardian			
Learner			
Regular/Guidance Teacher			
Linkages			

Instruction: List down learner's current strengths, interests, talent and skills as observed. Give recommendations based on the learner's potentials and needs.

Strengths: _____

Interests: _____

Talents: _____

Skills: _____

Needs: _____

Recommendations:

Annex 5 : Individual Transition Plan Form

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 District of _____
 _____ School



The table below shows options for provision of specific transition program to targeted levels of entry / exit points.

Type of Learner based on Entry/Exit Point in the Transition Program	Functional Academics Skills	Pre-Vocational Skills	Life Skills	Enrichment Skills	Livelihood Skills	Care Skills	Career Skills
Transition from school to functional life			√			√	
Transition from home to school	√	√	√	√	√	√	√
Transition from one class to another in the same grade level/program option							
Transition from SPED center to inclusion classes	√	(This will not be taken as it is already in the K to 12 BEC.)	√	√	(This will not be taken as it is already in the K to 12 BEC.)	√	√
Transition from one grade level to the next grade level	√						
Transition from school to employment and entrepreneurship	√	√	√	√	√	√	√

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INDIVIDUAL TRANSITION GOAL PLAN

Goal: _____
 Entry Point: _____
 Learning Package/s: _____

COMPETENCY	ACTIVITIES	TIME FRAME	PERSONS RESPONSIBLE	REMARKS

Recommendations:

(This will serve as the Lesson Plan of the Teacher.)

Prepared by: _____
 Teacher

Noted: _____
 School Principal/School Head

Annex 5 : Individual Transition Plan Form

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_____ School



CONSOLIDATED FORM FOR TRANSITION PROGRAM

Name of Learner	Entry Point	Learning Package	Remarks



To authenticate this document,
please scan the QR code



DEPED-OSEC-426463

Annex 6: Individualized Education Plan

INDIVIDUALIZED EDUCATION PLAN (IEP)

Overview – This IEP has been designed in accordance with the World Health Organisation International Classification of Functioning Disability and Health. In accordance with this approach Disability is defined as an impairment in interaction with a wide range of environmental barriers. In this IEP, teachers are asked to identify the learner's impairment in combination with their school environment. The learning barriers should be documented alongside accommodations designed to remove the participation barriers and improve educational success.

SECTION A: PERSONAL INFORMATION

LEARNER/PARENT INFORMATION:	DIFFICULTIES (select most relevant):	MEETING INFORMATION
Learner _____ Sex _____	_____ Difficulty in Seeing	DATE OF MEETING _____
Birth Date _____ Grade/Level _____	_____ Difficulty in Hearing	DATE OF LAST IEP _____
_____ LRN _____	_____ Difficulty in Communicating	PURPOSE OF MEETING :
Current School _____	_____ Difficulty in Mobility/Walking	_____ Interim IEP**
Address of School _____	_____ Difficulty in Difficulty in Displaying Interpersonal Behaviors	_____ Initial IEP
Mother Tongue Spoken _____	_____ Difficulty in Performing Adaptive Skills	_____ Term IEP
Address _____	_____ Difficulty in Basic Skills and Applying Knowledge	_____ IEP Following 3-Yr Reevaluation**
Learner's Phone(if there is) _____	_____ Difficulty in Remembering /Concentrating	_____ Revision to IEP Date _____
Parent/Guardian/Caregiver _____	_____ Others (please specify) _____	_____ Exit/Graduation _____
Work & Workplace _____	_____ Medical Diagnosis (If yes, please specify) _____	_____ IEP Revision Without a Meeting:
Landline/Mobile/Cell Phone No. _____ Email _____		At the request of _____ Parent
Mother Tongue Spoken _____		_____ School
Interpreter or Other Accommodations Needed _____		IEP Review Date _____
		COMMENTS:

IEP TEAM MEMBERS IN ATTENDANCE

Parent/Guardian/Caregiver _____	School Psychologist** _____
*Learner _____	Guidance Counselor /Designate _____
Principal/School Head _____	School Nurse _____
Other (name and role) _____	Therapist/Pathologist/Specialist _____
Special Education Teacher _____	Speech/Language Interpreter _____
**Regular Education /Receiving Teacher _____ Other (name and role) _____	
*Learner must be invited when transition is discussed.	
**The IEP team must include at least one regular education teacher of the learner (if the learner is or may be participating in the regular education environment)	

Signature over Printed Name of Parent/Guardian/Caregiver: _____

AT LEAST ONE YEAR PRIOR TO REACHING AGE 18, LEARNER MUST BE INFORMED OF THEIR RIGHTS UNDER THE LAW AND ADVISED THAT THESE RIGHTS WILL BE ENJOYED AT AGE 18.

☐ Not Applicable (learner will not be 18 within one year)
☐ The learner has been informed of his/her rights under law and advised of the transfer of rights at age 18

Distribution: ☐ Learner's Folder
☐ Parent/Guardian/Caregiver Ed Special Education/Receiving Teacher)

LEARNER: _____
DATE: _____

I. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of initial or most recent evaluation and results of school and division assessments:

Description of academic, developmental and/or functional strengths:

Description of academic, developmental and/or functional needs:

Parental concerns regarding their child's education:

Impact of the disability on involvement and progress in the general education curriculum (for preschool, how the disability affects participation in appropriate activities):

II. CONSIDERATION OF SPECIAL FACTORS

- a) Does the learner have difficulty relating with people which impedes his/her learning or the learning of others?
b) If yes, consider the appropriateness of developing a Behavior Intervention Plan.

☐ No ☐ Yes

Behavior Intervention Plan developed?
Refer to Behavior Intervention Plan for additional information.

☐ No ☐ Yes

Does the learner have difficulty in Moving/Walking?

☐ No ☐ Yes

If yes, consider the mobility needs as related to the IEP and describe below.

Does the learner have difficulty in seeing or with blindness/visual impairment?

☐ No ☐ Yes

If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the learner after an evaluation of the learner's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille. Describe below.

Does the learner have difficulty in communicating?

☐ No ☐ Yes

If yes, consider the communication needs and describe below.

Does the learner have difficulty in concentrating/paying attention?

☐ No ☐ Yes

If yes, consider the attention span needs and describe below.

Does the learner have difficulty in remembering/understanding?

☐ No ☐ Yes

If yes, consider the understanding needs and describe below.

Does the learner have difficulty in hearing or is the learner deaf or hard of hearing?

☐ No ☐ Yes

If yes, consider and describe the learner's language and communication needs, opportunities for direct communication with peers and professional personnel in the learner's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the learner's language and communication mode. Describe communication needs below.

Does the learner need assistive technology devices or services?

☐ No ☐ Yes

If yes, describe the type of assistive technology and how it is used. If no, describe how the learner's needs are being met in deficit areas.

Does the learner require alternative format for instructional materials?

☐ No ☐ Yes

If yes, specify format(s) of materials required below.

☐ Braille ☐ Large type ☐ Auditory ☐ Electronic text

SECTION B: DIFFICULTIES, BARRIERS AND ENABLING SUPPORTS

DIFFICULTY (enter all areas of difficulty)	ENVIRONMENTAL BARRIERS (describe each factor restricting participation)	ENVIRONMENTAL FACILITATORS (describe each factor enabling participation in response to barriers)	ACCOMMODATIONS (list items, staff resources and infrastructure changes required to enable participation)

Sample

DIFFICULTY (enter all areas of difficulty)	ENVIRONMENTAL BARRIERS (describe each factor restricting participation)	ENVIRONMENTAL FACILITATORS (describe each factor enabling participation in response to barriers)	ACCOMMODATIONS (list items, staff resources and infrastructure changes required to enable participation)
Difficulty seeing	1. Printed text books (.4)	1. Braille text books (+4)	All text books to be transcribed into Braille
	2. Printed exam papers (.4)	2. Braille exam paper and use of computer with screen reader (+4)	All exam papers to be transcribed into Braille School desktop computer with screen reader Separate exam room Exam supervisor

	3. Writing with pen / pencil and paper (.4)	3. Laptop computer with screen reader (+4)	Laptop computer Screen reader Headphones Adaptive technology training
Difficulty moving/walking	1. Travelling between home and school (.3)	1. Buddy to provide sighted guide each day to and from school.	School Buddy
	2. Unmarked paths on school grounds.	2a. Tactile indicators on school grounds 2b. Orientation and Mobility training to support independent movement.	Tactile indicators Orientation and Mobility training
	3. Team Sport (.4)	3. Provision of modified team sport activities and classmate training to support participation (+4)	School buddy

Selection of Barriers and Qualifiers for Environmental Barriers and Facilitators (taken from ICF)

DIFFICULTIES (select all relevant categories)	Qualifier for Environmental Barriers	Qualifier for Environmental Facilitators
<ul style="list-style-type: none"> • Seeing • Hearing • Communicating • Moving/Walking • Concentrating/Paying Attention • Remembering/Understanding 	.0 No barrier .1 Mild barrier .2 Moderate barrier .3 Severe barrier .4 Complete barrier .8 Barrier, not specified .9 Not applicable	+1 Mild facilitator +2 Moderate facilitator +3 Substantial facilitator +4 Complete facilitator +8 Facilitator, not specified +9 Not applicable

SECTION C: LEARNER GOALS

To support identification of learner goals, also confirm:

- What opportunities are available at the school to support learner goals?
- What are the student interest areas?
- What disability-specific skills does the learner need to develop to support their participation / attainment of goals?

Goals (eg – Skills to improve participation in education or daily living skills. Goals should be SMART (Strategic, Measurable, Achievable, Realistic and Time-bound)

INTEREST	GOAL	INTERVENTIONS	TIMELINE	INDIVIDUALS RESPONSIBLE	REMARKS	PROGRESS / NEXT STEPS

Sample

INTEREST	GOAL	INTERVENTION	TIMELINE	INDIVIDUALS RESPONSIBLE	REMARKS	PROGRESS / NEXT STEPS
Independent mobility	Independent travel from home to school	Weekly mobility training	3 months			
Reading	Reading	Braille training	6 months			

	Braille					

SECTION D: LEARNER TRANSITION

This section is for learners exiting the school environment and transitioning into work.

INTEREST	WORK OPPORTUNITIES	INTERVENTIONS / TRANSITION SKILLS	INDIVIDUALS RESPONSIBLE	REMARKS