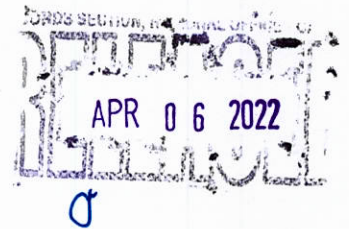




Republic of the Philippines
Department of Education
CARAGA REGION



April 5, 2022

REGIONAL MEMORANDUM

No. 0270s., 2022

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

**PARTICIPATION OF THE LEARNERS WITH DISABILITIES OF
LIMITED FACE TO FACE LEARNING MODALITY**

1. The field is hereby informed the participation of the Learners with Disabilities (LWDs) based on the Joint Memorandum Circular No. 01,s. 2021 dated September 27, 2021 of the Department of Education and the Department of Health.
2. As stipulated in this joint circular, re: For marginalized children, the framework recognizes that school reopening shall mean going beyond opening the school gates for teachers and learners. For this group of learners, these factors shall be considered:
 - 2.1.1. Identification of learners who are most vulnerable and disadvantaged in terms of access to learning as indicated in the eligibility of learners;
 - indigent children
 - out-of-school youth
 - physically and mentally handicapped
 - distressed individuals and families, including internally displaced persons (IDPs)
 - low resourced students
 - abandoned and neglected children
 - street children
 - children of former rebels
 - children living in conflict-affected areas and vulnerable communities (CVAS)
 - children with disabilities, SPED students
 - children from Geographically Isolated and Disadvantaged Areas
 - 2.1.2. In accordance with the health and safety protocols, marginalized learners who need assistive devices that require them to remove their facemask shall be discouraged from participating in face-to-face classes. For those marginalized learners who will not be able to participate in the pilot face-to-face classes, the school shall ensure continuous support by maximizing the current distance learning modality;
 - 2.1.3. In the event that a parent/guardian pursues the participation of his/her child in face-to-face classes, the school shall ensure that the minimum health and safety protocols shall be strictly followed. The parent/guardian shall ensure that his/her child has their own assistive device during face-to-face classes. The school may also coordinate with partner agencies in



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



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the provision of assistive devices such as wheelchairs, cane, walkers, and others;

2.1.4. Development of learning strategies to cater to the needs of the marginalized learners, such as;

- modules in braille, Filipino and other languages
- use of Filipino Sign Language (FSL)
- Ensuring their safety and well-being through essential school-based services:
 - feeding and nutrition programs
 - immunization
 - mental health and psychosocial support (MHPSS)
 - prevention of Violence against Children (VAC) (i.e. bullying from social stigma)
 - other health services

2.1.5. The School-Based Supplementary Feeding Program (SBFP) and other health and nutrition interventions are based on RA 11037 or the Masustansyang Pagkain ng Batang Pilipino Act. The same Act also mandates the DOH to provide micronutrients, deworming and health assessment through the collaboration of LGU health workers and the school health and nutrition personnel; and

2.1.6 Close coordination with the Department of Social Welfare and Development (DSWD) Case Managers of those learners who are marginalized; Other partner agencies and organizations such as National Council on Disability Affairs (NCDA).

3. Please refer to the attached Joint Memorandum Circular No. 01,s. 2021 dated September 27, 2021 of the Department of Education and the Department of Health.

4. Immediate dissemination of this Memorandum is desired.


MA. GEMMA MERCADO LEDESMA
Regional Director 

Encls: none

Reference: Joint Memorandum Circular No. 01,s. 2021 dated September 27, 2021 of the Department of Education and the Department of Health.

To be indicated in the Perpetual Index
Under the following subject headings

LEARNERS WITH DISABILITIES
LIMITED FACE TO FACE CLASSES
PARTICIPATION

CLM/enc
04/05/2022