



Republic of the Philippines
Department of Education
 REGION VIII - EASTERN VISAYAS

October 8, 2020

REGIONAL MEMORANDUM

No. **530**, s. 2020

GUIDELINES ON THE USE OF THE CURRICULA FOR LEARNERS WITH DISABILITIES (LWDs) DURING CRISIS SITUATIONS

To: Schools Division Superintendents
 All Others Concerned

- Attached is DepEd Memorandum DM-CI-2020-00 dated September 21, 2020 from the Office of the Undersecretary for Curriculum and Instruction, providing the Guidelines on the Use of the Curricula for Learners with Disabilities (LWDs) in the Department of Education during Crisis Situations for SY 2020-2021.
- The Schools Divisions are tasked to disseminate these guidelines including those contained in the K to 12 Transition Curriculum for LWDs, K to 10 Additional Curriculum Content for Learners with Visual Impairment, and Kindergarten and Grades 1 to 3 Mother Tongue Most Essential Learning Competencies (MELCs) for Filipino Sign Language.
- For details and clarification, refer to the attached Memorandum.
- Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO IV

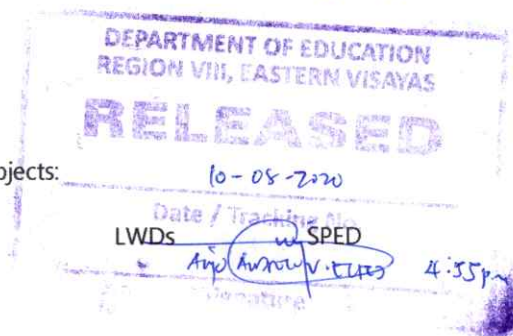
Director IV *of Ar.*

Enclosure: As stated
 Reference: As stated

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

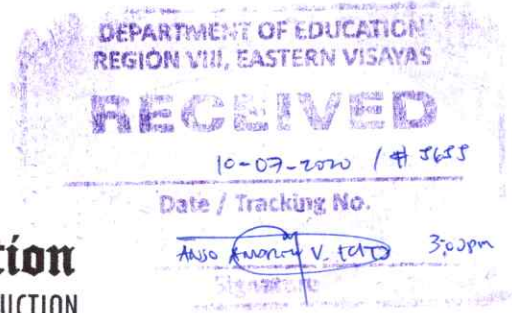
CURRICULUM GUIDELINES

CLMD-DME





Republic of the Philippines
Department of Education
 UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION



BCD-SCPD-O-2020-1484

MEMORANDUM
DM-CI-2020-00

OFFICE OF THE DIRECTOR IV	
Date and Time Received	Signature
10-7-20-9:30	
Date and Time Released	Signature
10-7-20-9:00	

TO : **Bureau Directors**
Regional Directors
Minister, Basic, Higher, and Technical Education, BARMM
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

From : **DIOSDADO M. SAN ANTONIO**
 Undersecretary for Curriculum and Instruction

Subject : **GUIDELINES ON THE USE OF THE CURRICULA FOR LEARNERS WITH DISABILITIES DURING CRISIS SITUATIONS**

Date : September 21, 2020

The Department of Education (DepEd) through **DepEd Order (DO) No. 12, s. 2020** (*Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency*), streamlines the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs) as an emergency measure to allow instruction amid challenging circumstances to focus on the most essential learning, and to ease the requirements for adapting classroom-based learning resource for distance learning. This is also consistent with the provisions of the Memorandum released by the Department on the *Clarifications on the Use of the Most Essential Learning Competencies (MELCs) and Other Related Issues*, which intends to assist the schools in navigating the limited number of school days as they employ multiple delivery schemes by providing them ample instructional space.

Steps have been taken to ensure that the LWDs' concerns are equitably addressed, taking into consideration the uncertainties brought about by the pandemic and the socio-economic impacts of the community quarantine, particularly on children. Now more than ever, the DepEd commits to deliver accessible and quality education to ensure that no learner will be further disadvantaged though we are battling an invisible enemy.

Working on the above premise, the Office of the Curriculum and Instruction (CI), through the Bureau of Curriculum Development (BCD) hereby releases the

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Guidelines on the Curricula for-Learners with Disabilities in the Department of Education during Crisis Situations for SY 2020-2021.

The national K to 12 curriculum is foundational for all learners including LWDs. To address their particular education needs, when necessary they shall be given the K to 10 Additional Curriculum Content for Learners with Visual Impairment, Kindergarten and Grade 1 to 3 Mother Tongue Most Essential Learning Competencies for Filipino Sign Language and K to 12 Transition Curriculum for Learners with Disabilities to guarantee the quality and responsiveness of the curriculum to their context and needs.

The following schemes or options may be adopted for learners with disabilities depending on their needs, services and programs indicated in the Individualized Education Plan (IEP) or Individualized Transition Plan (ITP):

i. K to 12 Transition Curriculum for Learners with Disabilities

To ensure that the K to 12 curriculum standards are maintained while adapting to the restrictive conditions of the pandemic, the DepEd Order No. 21, s. 2020 entitled Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework for Learners with Disabilities shall serve as the Most Essential Learning Competencies (MELCs) for LWDs during the pandemic.

In utilizing the MELCs for LWDs, teachers are reminded that they may encounter competencies that may not be suitable or applicable in the current distance learning set-up while the country is placed under community quarantine. In such cases, teachers may choose to skip those MELCs that may not be feasible during non face-to-face delivery, and take them up in their classes once face to face learning resumes. When necessary, learners shall be taught according to their unique learning needs. It is recommended that the teacher unpack the learning competencies into learning objectives. Hence, teachers are given the leeway to formulate learning objectives deemed necessary for their students' cognitive development as long as they adhere to the existing curriculum standards prescribed by the DepEd.

*ii. K to 10 Additional Curriculum Content for Learners with Visual Impairment (Enclosed as **Annex "A"**)*

The K to 10 Additional Curriculum Content aims to support the development of necessary skills of learners with visual impairment to enable them to cope with the demands they face daily. This is a supplementary subject for them to access the K to 12 basic education curriculum, and perform and participate actively in an inclusive classroom while learning independently and side by side with their regular peers.. Examples of this content include orientation and mobility, Unified English Braille Code, Mathematics braille code and Filipino braille code.

*iii. Kindergarten and Grades 1 to 3 Mother Tongue Most Essential Learning Competencies for Filipino Sign Language (Enclosed as **Annex "B"**)*



Republic of the Philippines

Department of Education

UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

To ensure that deaf learners will continue to have access to quality education, the Kindergarten, and the Grade 1 to 3 Mother Tongue Most Essential Learning Competencies for Use in the Filipino Sign Language subject is provided for all schools implementing Special Education Program. The said curriculum aims to address the linguistic structure of Filipino Sign Language, incorporate the language milestones and vocabulary size for K-3 in the curriculum, emphasize the early exposure of written language in the language development of a Deaf child and develop survival vocabulary and language features needed during unique circumstances. Mother Tongue and FSL are not separate subjects. The language to be learned by the deaf under the Mother Tongue subject will be FSL.

In order to provide all the possible educational opportunities for every LWD to learn important knowledge and skills, and develop special talents, abilities, and values systems in a learner-centered environment, contextualization and adaptations of the curriculum shall be made in favor of the learner. Special Education Teachers and the Regular/Receiving Teachers should have proper coordination in the delivery of the lessons. This is to ensure that the learning outcomes are still achieved even during this time of the pandemic.

Due to the COVID-19 pandemic the usual dynamics in the formal classroom will have to be replaced with learning delivery modes that allow education to continue without the benefit of personal, live interactions between and among teachers and learners. In adherence to the minimum health standards being implemented by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF-EID) during the implementation of the Enhanced and Modified Community Quarantines or ECQ and MECQ, respectively, schools shall remain closed and face to face delivery of learning will still be disallowed.

Given these scenarios and consistent with the guidelines released by the IATF-EID and with the Learning Continuity Plan (LCP) of the Department, schools shall be strongly encouraged to implement flexible learning options (FLOs) for LWDs to ensure their continuous learning even during this pandemic. These FLOs require the teachers, parents and the LWDs to re-explore technologies they are adept with and also consider those that they may not have tried. These are non-face-to-face delivery options, and will be conducted at home for the duration of this pandemic. These options afford the learners the freedom to learn at their own pace, wherever and whenever they feel they are ready, in accordance to their own needs and contexts.

The classroom assessment articulated in DepEd Order No. 8, s. 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program will still be in effect until the modified classroom assessment that will be released in consonance with the COVID-19 pandemic shall be used for learners with disabilities enrolled in the full and partial inclusion placement. Hence, teachers teaching in self-

contained (non-graded) classes are encouraged to use alternative assessments aligned with curriculum expectations or their Individual Education Plans (IEP) or Individual Transition Plan (ITP).

The Regional Offices, through the Curriculum and Learning Management Division (CLMD), shall lead in providing guidance and technical assistance to the Division Offices in undertaking activities related to the adaptation, localization and indigenization of the curriculum for LWDs. The CLMD Supervisors, through the Regional Focal Person for SPED, shall take charge in the development of the regional instructional design framework/s and other needed materials related to the aforementioned activities.

The Schools Division Offices, through the Curriculum Implementation Division (CID), shall lead in providing guidance and technical assistance to the Schools and Learning Centers in faithfully implementing the RO-approved adapted, localized and indigenized curriculum for LWDs. CID Supervisors, through the SDO Focal Person for SPED, shall ensure that the regional instructional design framework/s are understood and carried out as planned. District Supervisors shall assist School Heads in implementing the curriculum for LWDs and in making certain that schools have been prepared well and capacitated sufficiently to execute the curriculum for the School Year.

These guidelines will take effect beginning School Year 2020-2021 unless sooner repealed, amended, rescinded, or modified accordingly based on the evolving national and local health situation.

For more information, please contact the **Bureau of Curriculum Development-Special Curricular Programs Division**, Department of Education Central Office, 3rd Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City through email at bcd.scpd@deped.gov.ph or telephone number (02) 8632-0170.

Immediate dissemination of and strict adherence to this Memorandum is directed.