

## GLAFJENHS' KALINGA – Caring for Learners Who Need It Most

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### ABSTRACT

*In a young school division (SDO Gen. Trias was established in 2018), Learners with Special Educational Needs (LSEs) needed schools to embrace them and provide an environment for their learning. LSEs in the Elementary level were catered to by a program in Manggahan Elementary School but had no Junior High School to move up to. Gov. Luis A. Ferrer, Jr. East National High School (GLAFJENHS) heeded this call by developing programs for Learners with Disabilities (LWDs) and LSEs. Under the banner program Project KALINGA (Key Alternative Learning Interventions for LSEs to Nurture and empower them to Grow Academically and Adaptive in learning competencies and curriculum), teachers and staff alike were empowered through seminars to teach classes where LSEs were integrated, as the school also developed infrastructure to allow as much access as possible for those with mobility needs. GLAFJENHS also worked and still works with community and industry partners and stakeholders for in-school and out-of-school programs that provide care, socialization, and competition among its LSEs. The school continues to develop programs to assist learners with various special needs in its drive to provide the best possible service to all its learners and the community.*

**Keywords:** KALINGA, special needs, disabilities, difficulties

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### Introduction of Best Practices

Since its founding in 2014, Governor Luis A. Ferrer, Jr. East National High School (GLAFJENHS) has been welcoming learners with special needs or disabilities. However, without a Special Needs Education (SNEd) program, the school had to include special needs students in the regular classroom setting without enabling and equipping its teachers.

With SDO General Trias' YES TO INCLUSION advocacy in July 2019, GLAFJENHS' motivation to develop an official program for LWDs was recognized and acknowledged. This gave GLAFJENHS the honor of being the first Junior High School to receive LWDs from Manggahan Elementary School – Special Education (SPED) center. The school, through its focal person for inclusive education at the time, Ms. Jonalyn R. Mendoza, under the supervision of GLAFJENHS School Head, Ms. Arlene M. Hernandez, sought technical assistance in the crafting of Individualized Education Plans (IEPs) for LWDs and re-aligning activities on handling non-graded learners who are currently enrolled in the school from the Division Education Program Supervisor (EPS) in Special Education and Kindergarten, Dr. Maria Heidi Alaine V. Tahir, and produced a definitive program for LWDs. By October of that year, GLAFJENHS was

able to host a program to equip General Trias School Heads and the school's own teachers in basic Sign Language skills.

The COVID-19 pandemic brought major changes to all school systems in the country, and with these changes came those in inclusive education. Most of the preparations were for in-person classes, which took a backseat to bring distance learning to the forefront in consideration of the students' and teachers' safety. A nationwide lockdown was also in effect. All meetings and training had to be conducted online. GLAFJENHS did not back away from this challenge as it celebrated National Deaf Awareness Week with the theme "We Hear as One: Defying Communication Barriers for the Empowerment of Deaf Person." Ms. Jonalyn R. Mendoza continued to spearhead projects for the school's LWDs, this time officially assigned as the school's inclusion coach. A Slogan and Poster-Making Contest along with the TikTok Icon (short dance video) contest for LSEs were held. In culmination of the celebration, a virtual program was held, showcasing Filipino Sign Language (FSL) as SPED teacher Ms. Donna Nono shared facts, tips, basic words, and syntax of FSL. The Slogans and Posters were displayed, the TikTok Icons short videos were played, and the winners of these contests, awarded. The program aimed to strengthen public awareness on deaf culture, language, and environment through the dance presentations and Ms. Nono's discussion. It also helped teachers provide equal opportunities for Deaf people by introducing them to Filipino Sign Language as a means of communication.

The following year, though still in lockdown, marked the expansion of the school's LWDs Inclusivity as Grade Ten Receiving Teachers Mr. Armando Urbiztondo and Ms. Jocelyn Perdito facilitated a training program on Special Education Content and Pedagogy wherein 669 receiving teachers were upskilled on strategies to ensure access and equity for LWDs such as teaching learners with difficulty in communication, interpersonal behavior, and in basic learning (literacy and numeracy) and applying knowledge. Also discussed were psychosocial support for learners with disabilities, curricular adaptations and modifications, and learning assessment of LWDs. Moreover, Ms. Jonalyn implemented her "Sign Language of the Day" program, where short videos of various teachers speaking a word in Filipino Sign Language (FSL) each day, continued to promote awareness of the rich vocabulary that FSL has. The school also spearheaded SDO GenTri's 3-day Capacity Building for Teachers in Supporting Learners with Deafness which highlights demonstration teaching on modification and accommodation strategies for Deaf learners, such as adjusting the number of items or required steps for their tasks as they would require more time to complete these. Levels of support for these learners may also need to be increased as they may require further clarifications without the benefit of vocal cues. DepEd Undersecretary Diosdado San Antonio commended the Division for having this kind of online seminar as it showed equal and accessible education for all, and GLAFJENHS was grateful for the opportunity to lead.

The current school year 2022-2023 presented a daunting, yet optimistic opportunity for GLAFJENHS, as it marked the return to in-person classes. GLAFJENHS welcomed 344 LSEN students, despite not being a SPED School. The school developed the access points such as wheelchair access ramps for those with mobility needs throughout the two-year pandemic, and planning for room assignments held them in priority for accessibility like easy access to comfort rooms. They have also been assigned to classrooms on the ground floor to ensure that they can get to

their classes with minimal help or even independently. Learners assigned to non-graded classes have been assigned to air-conditioned rooms with sufficient space for their comfort and to provide them greater opportunity to focus on their activities. Hearing assessments for those in need were facilitated in partnership with Manila Hearing Aid, and a series of eye check-ups with The Eye Foundation. Ms. Jona's new title of inclusion coach and consultant for LWDs for nearby secondary schools, as she continued to create programs and training sessions like the recent Filipino Sign Language Seminar to assist receiving teachers to successfully cater learners with disabilities home visitations for LWDs. This year also welcomed Ms. Josephine Custodio, the school's Sign Language Interpreter. She facilitates sign language interpretation across all subjects where there are deaf students. She supports the student and the regular teacher by being a shadow teacher for Deaf learners who need optimal support, while the Master Teachers of our Division have always been helpful in filling-in the gaps in the learning process, to help the student build self-confidence and resiliency as well as to promote positive interaction in the classroom by helping the student focus on the most essential skills of literacy, communication and numeracy.

### **Justification of Best Practices Implementation**

High School is a challenging level of learning. At this phase, students begin the transition from the most basic, necessary learning, to more advanced topics and ideas. It is during this phase that students begin forming their aspirations and dreams more vividly – from what they want to be when they grow up to what they want to be able to accomplish as an adult.

Learners with disabilities (LWDs) and learners with difficulties have additional challenges in their Junior High School phase. It is a time when they need to gain independence from constant assistance from their parents and peers. They need to own their progress – to feel that they can accomplish whatever able-bodied learners can accomplish, if not more! Junior High School needs to be the time when they turn their disabilities into assets and motivation.

### **Objectives of Implementation**

The objectives of best practice implementation are:

1. provide the best inclusive education experience to LSENs and LWDs in the community,
2. equip the faculty and staff with the necessary skills to educate, assist and address the needs of LSENs and LWDs, and
3. develop programs through the help of the school's stakeholders that will enrich the LSENs and LWDs learning experiences and raise awareness about disabilities, special needs, and equity in the community and beyond (by utilizing social media).

## Best Practices Implemented

GLAFJENHS upholds the welfare of all learners with disabilities to become self-reliant, purposeful, and productive members of their families, communities, and society. GLAFJENHS continues to collaborate with the community and the Division Office is seeking the best possible service for LWDs.

**Child-Find and Early Registration** are activities which map, list and gather relevant information of learners with disability or those with manifestations of disability. Since it has been challenging due to the pandemic, the teachers were able to establish a strong partnership with the Barangay and the community to ensure that learners with disability are accommodated and have access to quality and equitable education through infomercials, referrals, and early identification with the help of the parents.

### Diagram 1

*Division-wide Launching and Orientation on Inclusive Education  
Yes to Inclusion!*



**Diagram 2**  
*Conduct of child-find and early registration*



**Program for the Deaf or Hearing Impaired. INCREASING ACCESS: Inclusive Education for LWDs in the Regular Class**

Receiving teachers with specialized skills in sign language have prepared localized video materials for learners who are hearing impaired and deaf. These materials can still be found on the GLAFJENHS Facebook page. They use specific Daily Learning Logs, Lesson Plans, and Exams made specifically for their deaf students. They also conduct online and in-person remedial classes for them using sign language.

Teachers in regular schools who cater to LSEs have established open communication with the teachers who are overseeing the LSEs, and guardians through various means such as text, call, and social media. The following are examples of materials to support/help the learners:

- Teaching On Air
- Self-Learning Modules
- Activity sheets

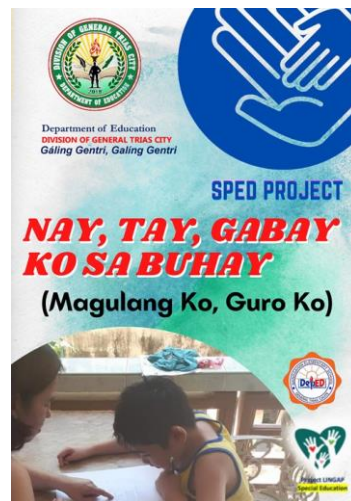
Governor Luis Ferrer Jr. East National High School (GLAFJNHS) caters to hearing-impaired learners and helps them continue learning. The school upholds DepEd' s inclusivity motto: "Education is for All. Inclusive Education. No one is left behind."





The school management team and receiving teachers become more resilient through LAC sessions on topics such as the Implementation of Educational Programs, Services, And Transition Curriculum for Learners with Disability, Capacity Building for Teachers in Supporting LSEs with Deafness, Capacity Building for School Heads and Receiving Teachers on Special Education Curriculum: Best Practices from Inclusive Education, Sign Language Training for School Heads and Grade 7 GLAFJENHS Teachers. They also received technical assistance from the Education Program Supervisor in SPED to be able to manage an inclusive school like GLAFJENHS and effectively manage learners with disabilities according to the policy guidelines of the Department of Education. In addition, the school heads are also given technical assistance and capacity building through webinars and training on managing inclusive schools and their sustainability.

Teachers' training through Learning Action Cells (LACs), In-Service Training (INSET) and capacity building or upskilling are ways to strengthen the skills of the teacher in handling LWDs. This is particularly important because they need to learn teaching strategies suitable for learners with disabilities. These teachers do curriculum adaptation in order to prioritize the competencies that are most crucial to deaf learners (visual literacy, for example, over listening skills) which means that they customize lessons according to the ability, needs, and interests of the learners. When discussing sequencing of events, for example, the learners' abilities require more extensive use of pictures and illustrations rather than verbal discussions.



**Magulang ko Guro ko.** This is a strategy to support parents as home learning facilitators. Parents have a crucial role in educating their children with disabilities. Teachers assist them through a detailed Weekly Home Learning Plan (WHLP), and Virtual Kumustahan. Teachers ensure that all the parents are informed of the different mechanisms in distribution, retrieval, and checking of learners' output as well as diagnosing learner's progress through their IEP. Virtual Kumustahan and Facebook Messaging, Text Messages, Phone Calls are the main communication channels of teachers, parents, and learners.




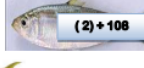

### The Transition Program Task Force

GLAFJENHS ensures that a team of teachers are assigned to help LWDs. Data Management is kept highly confidential, and their present level of performance is screened by the team to ensure appropriate accommodation. Disability coordinators help support LWDs to ensure that they are given materials and modified lessons suited to their needs.




**Diagram 3**  
*Lesson Plan Sample*

DAILY LESSON PLAN		SCHOOL	GOVERNOR LUIS A. FERRER JR. EAST NATIONAL HIGH SCHOOL	GRADE LEVEL	SEVEN (7)
		TEACHER	ERMA P. RONQUILLO	LEARNING AREA	MATHEMATICS
		TEACHING DATE	SEPTEMBER 11, 2023	QUARTER	FIRST GRADING


  


STANDARDS	
Content:	The learner demonstrates understanding of key concepts of sets and the real number system.
Performance:	The learner is able to formulate challenging situations involving sets and real numbers and solve these in a variety of strategies.
LEARNING COMPETENCIES	
The learner performs fundamental operations on integers. (M7NS-1c-d-1)	
<b>Learning Objectives</b>	At the end of the session, the students should be able to: 1. Add and subtract integers using the rules. 2. Solve simple word problems involving addition of integers. 3. Relate integers in real life situation.
<b>APPROACH: Collaborative</b>	
<b>Lesson / Subject Matter</b>	<b>TOPIC: INTEGERS</b> <b>SUBTOPIC: ADDITION AND SUBTRACTION OF INTEGERS</b>
<b>References and Learner's Materials Used</b>	Mathematics 7 Learner's Module pages 13-16 Elementary Algebra Power Point presentation, Activity Card, Visual aid, show me board
LEARNING TASKS	
<b>PREPARATION / PRIMING ACTIVITY</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Prayer</li> <li>Classroom Management</li> <li>Attendance</li> <li>REVIEW/PRIMING</li> <li>FIND MY EQUIVALENT</li> </ul> Place the different fish on its proper basket. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>69 + 1</p> </div> <div style="text-align: center;">  <p>88 - 29 = 5</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>106 - 15</p> </div> <div style="text-align: center;">  <p>(2) + 108</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  <p>100 - 12</p> </div>
<b>INTEGRATION: Competitiveness.</b>	

Cooperation, Economics	
	
PRE-ASSESSMENT True or False Raise the word TRUE if the statement is correct, if incorrect raise the word FALSE. <ol style="list-style-type: none"> <li>The sum of -3 and 3 is 6.</li> <li>Adding 6 and -3 gives you the sum of 3.</li> <li>The 9 - (-9) gives the difference which is 0.</li> <li>9 + (-11) = -2</li> <li>The sum of 9 and -11 is 2.</li> </ol>	
ACTIVITIES	
<b>COLLABORATIVE: BY GROUP</b> Creative Presentation of Adding and Subtracting Polynomials	<ul style="list-style-type: none"> <li>Have a short discussion about the different rules in adding and subtracting integers.</li> <li>Group Activity</li> <li>With the use of the different rules discussed, each group will be given a task. The group task should finish within 10 minutes.</li> <li>After 10 minutes, group presentation will follow. Each group will be given 3 minutes to present the output.</li> <li>Group Task</li> <li>Perform the indicated operation applying the rules in adding and subtraction integers.</li> </ul> <p><b>Group I Task</b></p> <ol style="list-style-type: none"> <li>Use the steps in answering the problem.</li> <li>Show your complete solution.                             <ul style="list-style-type: none"> <li>-23 + 25 = _____</li> <li>23 - 25 = _____</li> </ul> </li> </ol> <p><b>Group II Task</b></p> <ol style="list-style-type: none"> <li>Use the steps in answering the problem.</li> <li>Show your complete solution.                             <ul style="list-style-type: none"> <li>-3 + 15 = _____</li> <li>3 - 45 = _____</li> </ul> </li> </ol> <p><b>RUBRIC:</b> (Applied Math Rules properly, Creativity, Cooperation)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>= 20 POINTS</p> </div> <div style="text-align: center;">  <p>= 15 POINTS</p> </div> </div>
<b>Localization</b>	

**Diagram 4**  
*Periodical Exam Sample*

	 = 10 POINTS
<b>ANALYSIS</b>	<ol style="list-style-type: none"> <li>How did you find the sum/difference of the given integers?</li> <li>What steps have you followed?</li> <li>Is there any other way that you've discovered for you to easily add or subtract integers? Explain.</li> <li>What difficulties have you encountered in adding and subtracting integers?</li> </ol>
<b>ABSTRACTION</b>	<p><b>RULES IN ADDING AND SUBTRACTING INTEGERS</b></p> <ol style="list-style-type: none"> <li>If the integers have the same sign, just add the positive equivalents of the integers, and attach the common sign to the result.</li> <li>If the integers have different signs, get the difference of the positive equivalents of the integers, and attach the sign of the larger number to the result.</li> <li>In subtracting integers, change the operation into addition and then change the sign of the subtrahend.</li> <li>Once changed, apply what you've learned in adding integers.</li> </ol>
<b>APPLICATION</b>	Miss Eunice buy medicine at the Generics Pharmacy in Sunny Brooke. He finds the difference between the cost of branded medicine, 125 pesos, and the cost of the generic medicine, 145 pesos. What should be Miss Eunice answer?
<b>EVALUATION</b>	Answer Learning Task #2 A numbers 1-5 on page 16 of the Math Learners Module.
<b>ASSIGNMENT</b>	Answer Learning Task #2 B numbers 1-5 on page 16 of the Math Learners Module.
No. of Learners Within Mastery Level	
No. of Learners Needing Reinforcement	
No. Of Learners Needing Remediation	
Prepared by:	Checked by:
ERMA P. RONQUILLO Teacher II	RAMIL A. ANDAYA Teacher III/Math Key Teacher
	Reviewed by:
	MAR T. STA. MARIA MTII/Department Head
	Approved by:
	ARLENE M. HERNANDEZ Principal I





  
**Republic of the Philippines**  
**Department of Education**  
 REGION IV-A CALABARZON  
 SCHOOLS DIVISION OF GENERAL TRIAS CITY  
 GOVERNOR LUIS A. FERRER JR. EAST NATIONAL HIGH SCHOOL  
 San Francisco, General Trias City, Cavite


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**FIRST QUARTERLY ASSESSMENT IN SCIENCE 7**

**Directions:** Read each question carefully. Choose the letter of the correct answer and write your answers in answer sheet.

- The following are examples of solid, **EXCEPT**.
 

 A.	 C.
 B.	 D.
- What state of matter does this picture show?
 

	A. Liquid B. Solid	C. Gas D. Matter
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- Which of the following is an example of heterogeneous mixture?
 

 A.	 C.
 B.	 D.

- Which of the following is an example of homogeneous mixture?
 

A. Sugar and water	B. Mixed nuts
C. Sinigang	D. Halo-halo
- Which of the following is **NOT** a pure substance?
 

A. Gold	C. Juice
B. Hydrogen	D. Salt
- What part of the solution in which it is the substance being dissolved?
 

A. solid	C. solvates
B. solvent	D. solute
- Elijah wanted to prepare an example of solution. Which of the following can be mixed with water to form a solution?
 

A. flour	C. sand
B. sugar	D. oil
- Which of the following is will display a suspension type of mixture when put together?
 

A. apple Juice	C. isopropyl alcohol
B. chalk and water	D. salt and Water
- Which of the following is a heterogenous mixture?
 

A. air	C. honey
B. halo-halo	D. saltwater
- Which of the following is **NOT** a property of metals?
 

A. conductor	C. magnetic
B. dull	D. malleable

- II. Draw a Happy Face 😊 If the habit is correct and Sad Face 😞 if not.**
- Keep chemicals out of children's reach.
  - Store chemicals and cooking ingredients in one cabinet.
  - Wash hands with soap and water after handling chemicals.
  - Eat canned goods that are expired.
  - Cover mouth and nose when using chemicals.
- GOODLUCK-----



## Diagram 5 The Transition Program Task Force



Republic of the Philippines  
**Department of Education**  
 REGION IV-A CALABARZON  
 SCHOOLS DIVISION OF GENERAL TRIAS CITY  
 GOVERNOR LUIS A. FERRER JR. EAST NATIONAL HIGH SCHOOL

Name of School: Governor Luis A. Ferrer Jr. East NHS  
 Name of School Head: Arlene M. Hernandez  
 Name of Focal Person: Jonalyn R. Mendoza

School ID: 307812  
 Position: OIC/HT II  
 Position: T III

Regular school with SPED Program/Classes: YES

### DATA MANAGEMENT

Learners with Disability/ Learners with Manifestations of Difficulty  
 SY 2022-2023

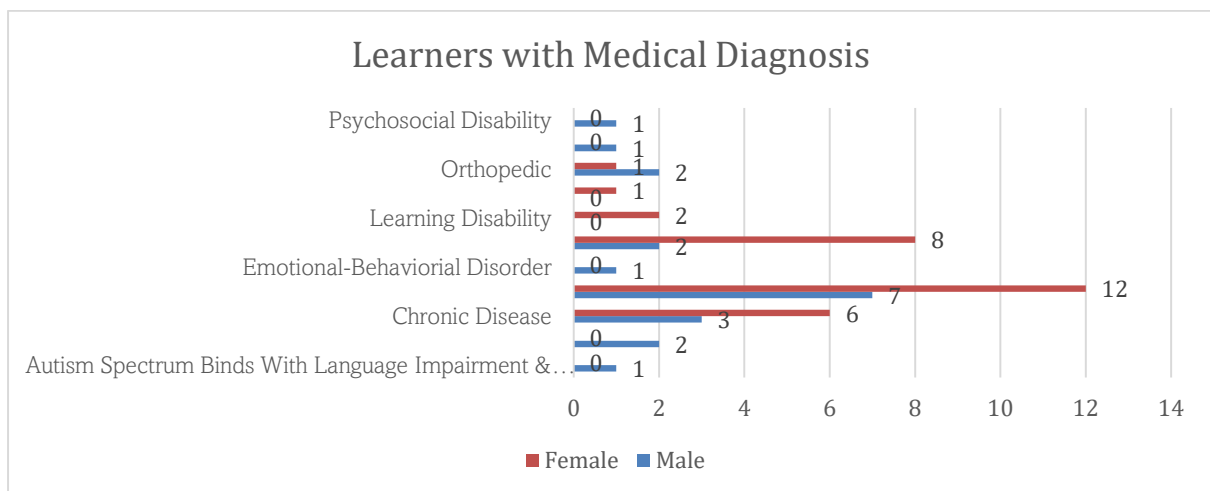
#### Members of the Transition Program Task Force

No	Name	Position	Designation/ Role
1	Arlene M. Hernandez	Head Teacher II	School Principal/ Spearheads Inclusive-Special Education
2	<u>Rogin O. Contemprato</u>	PSDS	Public Schools District Supervisor
3	<u>Jonalyn R. Mendoza</u>	Teacher III	Inclusion Coach/ Inclusive-SPED Focal
4	Rabi-Faith L. Papa	Teacher III	EBEIS Coordinator
5	<u>Armando S. Urbiztondo</u>	Teacher III	Guidance Counselor/focal
6	<u>Haidee S. Iso</u>	Teacher II	School Clinic Nurse (if available)
7	Mar Sta. Maria/ Helen Francisco Jessie D. Mendoza/ Katherine Medrano Blanche B. Espiritu	Master Teacher I	Master Teacher/s
			Adaptive Skills/Survival Skills Teacher (for non-graded/ those utilizing transition curriculum package)

#### Disability Coordinators

No	Name	Position	Focus
1	<u>Levy C. Gerpacio</u>	Teacher III	Deaf/ Hearing Impaired
2	<u>Jeruzelle M. Pateño</u>	Teacher II	Intellectual/ Learning Disability
3	Ramil Andaya	Teacher III	Children with Autism
4	Beverly Andal	Teacher III	Low Vision/ Visual Impairment/ Poor Eyesight
5	Jose D. Bello	Teacher III	Other Health Problems
6	Francis Victor Medrano	Teacher III	Orthopedic Impairment/ Difficulty in Mobility

The following table shows the school summary profile of learners with disability and those with difficulty gathered from the annual school reports for fiscal year 2022 submitted in the Division Office:



Autism Spectrum Binds with Language Impairment & Cognitive Impairment	1	0
Autism Spectrum Disorder	2	0
Chronic Disease	3	6
Difficulty In Seeing	7	12
Emotional-Behavioral Disorder	1	0
Hearing Impairment	2	8
Learning Disability	0	2
Mild To Moderate Intellectual Disability	0	1
Orthopedic	2	1
Physical Handicap	1	0
Psychosocial Disability	1	0

<b>Summary Table</b>	
With Diagnosis	20
Needing IEP (with and without diagnosis)	26
Accommodations only due to mild barriers in learning	293
LWDs (Diagnosed)	20
with Difficulty without Diagnosis	293
<b>GRAND TOTAL</b>	<b>313</b>

The data above shows the several types of LWDs and those with difficulty catered in GLAFJENHS. There are 20 LWDs with diagnosis of a disability who are given IEPs and ITPs crafted by a multidisciplinary team and receiving teachers with parents' full support. There are 26 LWDs who need IEPs because of the kinds of barrier they encounter in the inclusive setting like the inability to speak or hear and thereby hinder their ability to participate in regular classes. There are also 293 learners identified to have learning difficulties which greatly hinder their academic performance. The data shows that GLAFJENHS embraces diverse learners, and the school offers different programs and services to meet their needs. The school recently welcomed Ms. Josephine Custodio as the school's sign language interpreter for deaf learners enrolled in regular classes. The school utilizes monitoring tools such as Individual Learning Monitoring Plans (ILMPs) and feedback mechanisms online, accessible through the school's Facebook page and a QR Code posted right at the school gate, which allows parents, community, and stakeholders to contribute to the development of the program.

GLAFJENHS is a proactive institution and is aware of the principle of inclusion wherein learners should learn together with their same-age peers, learners in the elementary level who are expected to transition or exit, or graduate, going to the secondary level inclusive/transition program when they turn 13 years old and above (for Grade 7 inclusion/or transition) based on their assessment results. Thus, the school head coordinates with other school heads in elementary schools to determine the potential enrollees ahead of time. This allows Mrs. Hernandez to anticipate the

needed supplies, materials and receiving teachers to manage the incoming LWDs. In addition to the out-of-school children with disability in the community who have never been to school or who dropped from school, which need to be found, located, screened, and enrolled in GLAFJENHS in adherence to DepEd Order No. 23, s. 2022 “Policy Guidelines on the Child-Find Policy”, is the constant coordination with the Barangay officials to locate more children with disability and their possible enrolment in GLAFJENHS.

The school’s Project KALINGA adheres to policy guidelines of the Department of Education and is aligned with **Republic Act 11650** “*An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education*” which is to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. It shall recognize, protect, and promote the right of all learners with disabilities, including those belonging to ethnic, religious, or linguistic minorities or persons of indigenous origin, to education-based on equal opportunity, make such education compulsory and accessible to them by ensuring that no learner with disability is deprived of the right of access to an inclusive, equitable, and quality education, and promote lifelong learning opportunities for them. It also provides resource rooms to serve as a venue for LWDs for more focused instruction while the Division is still on its way toward establishing an Inclusive Education Learning Resource Center (ILRC).

Problem analysis revealed that in the past years, some children with disabilities were not properly catered for in the secondary level general education setting. Learners with cognitive delays could not meet the curriculum expectations which was a standard criterion of schools for a passing or failing a grade. Other children may have chronic illnesses which prevent them from attending classes regularly. Just recently, the Department of Education released DepEd Order No. 44, s. 2021 and DepEd Order 21, s. 2020 which stipulates the policy guidelines on how the K to 12 Basic Education Curriculum can be modified to accommodate learners with disabilities as well as provided the Transition Curriculum Package to ensure that all learners, regardless of the severity of their disability, could still access basic education services through appropriate educational programs and placement based on their assessment results. In view of this, GLAFJENHS immediately called for a focus group discussion and conducted planned meetings to ensure that all legal mandates are followed to ensure access, equity, and quality basic education services to learners with disabilities.

Thus, GLAFJENHS undertakes inclusion initiatives to provide quality basic education services to many more children and youth in disadvantaged and marginalized situations, regardless of gender, abilities, psycho-emotional and physical conditions, cultural and religious identity, or socioeconomic standing, through the best practices presented. The school also pledges to provide appropriate quality education to disadvantaged students so that they can reach their full potential as active members of their community. To achieve the desired goal, the school, with the collaborative efforts of the transition program task force team, makes additional efforts to ensure equal opportunities to all types of learners. It is important to strengthen INSET, LAC, capacity building and technical assistance on strategies for inclusion programs to help teaching and non-teaching personnel, including other stakeholders to enhance awareness and collective action on the success of the program and service delivery.

**Diagram 6**

*An IEP Meeting to support a learner with intellectual disability in progress*



**Diagram 7**

*Close coordination with the City Social Welfare and Development (CSWD) office and Persons with Disability Affairs Office (PDAO)*



**Diagram 8**

*Participation of LWDs in sports or para-athletics*





### Diagram 9

Micro-skills training for teachers in partnership with city livelihood program





**Diagram 10**  
*Sign Language Training 2019*



**Diagram 11**  
*Deaf Awareness Week Celebration*



## Summary and recommendations

GLAFJENHS is committed to supporting learners with disabilities (LWDs) to become self-reliant and productive members of their community. The school collaborates with the community and Division Office to provide the best services to LWDs.

GLAFJENHS conducts activities like Child-Find and Early Registration to identify and gather information about learners with disabilities. The school partners with the Barangay and community to ensure access to quality education. It offers inclusive education, particularly for hearing-impaired learners, by using specialized teachers and materials. They emphasize open communication between teachers, parents, and guardians to support learners effectively.

GLAFJENHS ensures capacity building for its management team and teachers, focusing on managing inclusive education in accordance with DepEd policy guidelines. Teachers receive training to handle diverse learning needs, allowing them to welcome LSEs and LWDs into their classes and integrating them with other learners.

Parents are involved as home learning facilitators through strategies like the Weekly Home Learning Plan (WHLP) and Virtual Kumustahan. They continue to facilitate learning at home despite classes already being held in-person by following up at home.

The school maintains a Transition Program Task Force that screens LWDs' performance and offers tailored support. Confidential data management and proper accommodations are emphasized.

They cater to various types of disabilities, aiming to provide appropriate programs and services. Monitoring tools and feedback mechanisms involve parents and stakeholders in program development.

The school is proactive in ensuring inclusive education, coordinating with other schools to anticipate enrollees, and reaching out to out-of-school children with disabilities in the community.

GLAFJENHS continues to strive for equal access to quality education for learners with disabilities. The school's goal is to provide quality education to disadvantaged students, promoting awareness and collective action for truly inclusive education. Capacity building, technical assistance, and collaboration are key strategies for achieving this goal.