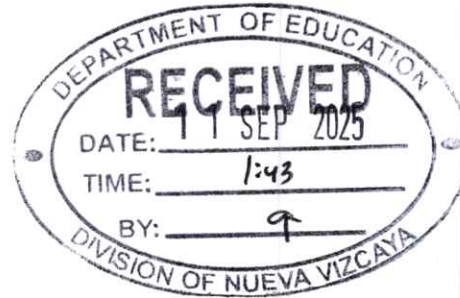


GREATER GOOD ACHIEVERS'
TRAINING AND DEVELOPMENT SERVICES

PRC Accreditation No.: PTR-2023-406

September 11, 2025

ORLANDO E. MANUEL, PhD, CESO V
Schools Division Superintendent
Bayombong, Nueva Vizcaya



Dear Superintendent Manuel,

Warm greeting of peace and inclusive service!

We hope this letter finds you and the esteemed community at Dep.Ed-SDO- Nueva Vizcaya in excellent health.

On behalf of **Greater Good Achievers' Training & Development Services (GGATDS)**, it our privilege to extend a **formal request** to your esteemed office to endorse our upcoming **National Conference on Special Needs and Inclusive Education (SNIE 2025)**, to be held from **25-27 September 2025** at **Hotel Ariana and Restaurant, Bauang, La Union**.

SNIE 2025 – framed by the theme **"INSPIRE SPED: Innovating Supportive Practices for Inclusive and Responsive Education"** and endorsed by the **Department of Education** and accredited by the **PRC** with **13 CPD units** – will convene **educators, SPED specialists, school administrators, allied professionals, researchers, and policymakers** to:

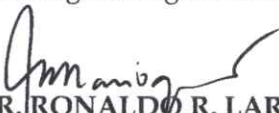
- Present **evidence-based studies** that inform practices in inclusive education.
- Deepen understanding of **RA 11650**, address **implementation challenges**, and co-create actionable solutions.
- Offer **hands-on workshops and capacity-building sessions** designed to equip teachers and administrators with the tools to foster truly inclusive classrooms.
- Strengthen **capacity building of SPED teachers, para-teachers, and learning support aides**; and
- Foster **interdisciplinary collaboration among DepEd units, health and social welfare agencies, and LGUs**.

Given your **proven leadership in advancing quality education** and your **personal commitment to inclusive programs**, your **endorsement and support** would significantly enhance the conference's **visibility, attendance, and impact**.

Attached please find the **Conference Advisory, Concept Paper**, and other details for your review. Should you have any questions or require assistance, our Secretariat is at your service via **0981 2821 101**, **(072) 610 1293**, or at **greatergoodachievers@gmail.com** and **professionalteachers.ph@gmail.com**.

Your leadership and engagement will help us create an education system that truly leaves no learner behind. We earnestly solicit your support and participation in this initiative, as **together we build an education system rooted in equity, accessibility, and excellence**—empowering every learner to realize their fullest potential for the **Greater Good**.

With highest regard and appreciation,


DR. RONALDO R. LARIOQUE
President

Institutional Partners:



2025 NATIONAL CONFERENCE SPECIAL NEEDS INCLUSIVE EDUCATION

September 25-27 | Hotel Ariana and Restaurant,
 Bauang, La Union



13
 CPD Units
 Professional
 Teachers

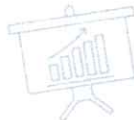
DepEd
 Endorsed

Conference Fee
P3,500

CONFERENCE THEME:
INSPIRE SPED:
 INnovating Supportive
 Practices for Inclusive
 and Responsive
 Education

WHY JOIN?

- Research Paper Presentations on SNIE
- Gain in-depth understanding of the IRR of RA No. 11650
- DepEd Endorsed, Memorandum No. 217
- Lectures and Practical Workshops
- PRC Accredited, with 13 CPD units for Professional Teachers
- Network and Collaboration



RESEARCH PAPER THEMES:

- Inclusive Pedagogies & UDL
- Assistive & Emerging Technologies
- Child Find & Early Intervention Models
- Policy Impact Studies on Special Education
- IEP Development, Implementation & Review
- Transition Programs for Learners with Disabilities

WHO CAN JOIN?

- Public and Private School SPED Teachers
- School Heads, Principals, and Administrators
- LGU Representatives involved in Inclusive Education
- Policy Makers, Stakeholders from DepEd, CHED, DSWD, DOH, TESDA, and other partner institutions

CONFERENCE PARTNERS:





CPD Accreditation No. PTR-2023-406
CO-ORGANIZER Philippine Association of Professional Teachers and Researchers (PAPTR) Inc.
SEC No. 2023060103287-53

2025 NATIONAL CONFERENCE ON SPECIAL NEEDS INCLUSIVE EDUCATION

September 25-27 | Hotel Ariana and Restaurant,
Bauang, La Union



REGISTRATION FEES:

NON-PRESENTER:

- ₱2,800 - Early Registration Rate until July 31, 2025
- ₱3,500 - Regular Rate until September 15, 2025
- ₱3,200 - PAPTR Members until September 15, 2025

PRESENTER:

- ₱3,500 - Early Registration Rate until July 31, 2025
- ₱4,500 - Regular Rate until September 15, 2025
- ₱4,000 - PAPTR Members until September 15, 2025

IMPORTANT DATES:

- July 20, 2025: Deadline for abstract submissions (for presenters).
EMAIL: greatergoodachievers@gmail.com
- July 24, 2025: Acceptance Notification
- July 31, 2025: Last day for early bird registration.
- August 16, 2025: Full Paper Submission (IMRAD Format)
- September 15, 2025: Deadline for regular and PAPTR registration.
- September 25-27, 2025: Conference proper.

INCLUSIONS:

- meals during the conference (AM & PM Snacks and lunches),
- conference kit
- digital conference program
- digital certificate of Participation (for participants/non-presenters)
- printed Certificate of Appreciation (for presenters)
- printed Certificate of Appearance

NOTE: Accommodation is not included in your registration fee. **However, we have secured a special discounted rate for SNIE 2025 participants at Hotel Ariana To reserve:**

Please contact Hotel Ariana directly and look for **Ms. Maru Ferrer - 0917-506-8061 / 0917-506-8060 / (072) 705-0050. or email hotelariana.marketing@gmail.com**

Mention that you are a **Greater Good Achievers SPED Conference participant**. Kindly provide your registration name and dates of stay. **Rooms are subject to availability**, so we recommend booking early to secure your preferred accommodation. Also, the Rooms are twin-sharing. **A set of Filipino breakfast is included.**

2025 NATIONAL CONFERENCE ON SPECIAL NEEDS INCLUSIVE EDUCATION

September 25-27 | Hotel Ariana and Restaurant,
Bauang, La Union

REGISTER NOW!

PRESENTER



NON-PRESENTER



REGISTRATION LINKS

NON-PRESENTER:

https://bit.ly/SNIE2025_SPEDCONFERENCE

PRESENTER:

https://bit.ly/SNIE2025_SPEDCONPRESENTERS

PAYMENT DETAILS

You may deposit your registration fee to the official conference account as follows:

Bank: **METROBANK**

Account Name: **Greater Good Achievers' Training and Development Services**

Savings Account Number: **718-3-79968567-2**

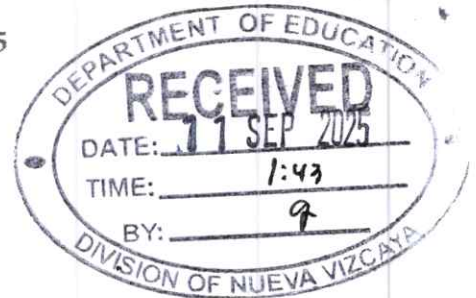
Bank Branch: **Metrobank, Bauang La Union**

DEADLINE OF REGISTRATION IS UNTIL SEPTEMBER 15, 2025, 5:00PM

MEMORANDUM ISSUED JUNE 17, 2025



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF LA UNION



Office of the Schools Division Superintendent

DIVISION MEMORANDUM
NO. 217 s. 2025

June 17, 2025

**2025 NATIONAL CONFERENCE ON EMPOWERING SPECIAL NEEDS
AND INCLUSIVE EDUCATION: RESEARCH, PRACTICE, AND POLICY**

TO: EDUCATION PROGRAM SUPERVISORS
PUBLIC SCHOOLS DISTRICT SUPERVISORS
PUBLIC AND PRIVATE SCHOOL HEADS AND TEACHERS
DISTRICT AND CLUSTER RESEARCH COORDINATORS
All Others Concerned

FROM: SCHOOLS DIVISION SUPERINTENDENT

PARTICULARS

The Greater Good Achievers' Training and Development Services (GGATDS), the Philippine Association of Professional Teachers and Researchers, Inc. (PAPTR), and allied agencies, will hold the **2025 NATIONAL CONFERENCE ON EMPOWERING SPECIAL NEEDS AND INCLUSIVE EDUCATION: RESEARCH, PRACTICE, AND POLICY** with the theme: **"INSPIRE SPED: Innovating Supportive Practices for Inclusive and Responsive Education"** to be held on September 25-27, 2025, at Hotel Ariana and Restaurant, Bauang, La Union.

This national conference seeks to strengthen the capacity of educators, school leaders, and allied professionals to deliver quality, equitable, and inclusive education for all learners, particularly those with disabilities. It aims to deepen participants' understanding of Republic Act No. 11650 and its IRR, showcase innovative and research-based practices, and foster cross-sectoral collaboration in the field of special needs and inclusive education. The conference also offers a dynamic venue for the exchange of best practices, policy updates, research presentations, and professional networking to advance inclusive and responsive education in the Philippines.

The participation of SPED coordinators, resource teachers, elementary and secondary school heads, education program supervisors, public schools district supervisors, master teachers, school administrators, guidance counselors, allied professionals, and private sector educators committed to advancing special needs and inclusive education, district and cluster research coordinators, and other research enthusiasts is subject to DepEd Order No. 46, s. 2022 (Omnibus Travel Guidelines for all Personnel of the Department of Education). The use of DepEd funds is subject to the approval of the respective authorities and contingent upon fund availability, adhering to the usual accounting rules and regulations.



Address: Flores St. Catbangen, City of San Fernando, La Union 2500

Telephone Number: (072)607-6801

DepEd Tayo - La Union SDO

la.union@deped.gov.ph



Excellence We Profess, Care We Cultivate, Love We Share, Kindness We Embrace, Humility We Live

64 Mc Arthur Hiway, Quinavite,
Bauang, La Union
(072) 6101293 | 0981 282 1101



greatergoodachievers@gmail.com



FB Page: Greater Good Achievers




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF LA UNION


All participating personnel are reminded that attendance to this conference shall adhere to the no-disruption-of-classes policy, as stipulated in **DepEd Order No. 9, s. 2005** and related DepEd guidelines. Participants are authorized to attend on official business, subject to proper endorsement by their school heads and division offices.

All concerned personnel shall refer to the attached National Conference Advisory as regards payment and some other details. This may be chargeable against school MOOE, and other local funds, subject to the usual accounting and auditing rules and regulations.

For more details, please refer to the attached conference guidelines. Should you have further inquiries, you may contact the Conference Secretariat at **09812821101** or email **greatergoodachievers@gmail.com**

Your active support and participation in this important initiative are earnestly encouraged to help shape a more inclusive future for all learners.


JORGE M. REINANTE, CESE, CEO VI, CESO V
Schools Division Superintendent

MEMORANDUM		Date: 9-11-25	Released (Records): 97
To:	<input checked="" type="checkbox"/> PSDS/DICs	<input checked="" type="checkbox"/> Elem/Sec School Heads	
	<input type="checkbox"/> Private Schools	<input type="checkbox"/> Others:	
For:	<input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Dissemination	
	<input type="checkbox"/> Guidance	<input type="checkbox"/> Strict Compliance	
ORLANDO E. MANUEL PhD., CESO V Schools Division Superintendent			
By:	<input checked="" type="checkbox"/> ASDS	<input type="checkbox"/> CID Chief	<input type="checkbox"/> SGOD Chief
	<input type="checkbox"/> AO	<input type="checkbox"/> Atty.	Signature: 





Address: Flores St. Catbangan, City of San Fernando, La Union 2500

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Republic of the Philippines
Department of Education

MAY 09 2025

DepEd MEMORANDUM
No. 043, s. 2025

**DISSEMINATION OF THE IMPLEMENTING RULES AND REGULATIONS (IRR)
OF REPUBLIC ACT NO. 11650, OTHERWISE KNOWN AS INSTITUTING A
POLICY OF INCLUSION AND SERVICES FOR LEARNERS WITH DISABILITIES
IN SUPPORT OF INCLUSIVE EDUCATION ACT**

To: Undersecretaries
Assistant Secretaries
Minister of Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Presidents, State/Local Universities and Colleges Offering Basic Education
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 11650 titled **An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing Inclusive Learning Resource Centers for Learners with Disabilities in All School Districts, Municipalities and Cities, Providing for Standards, Appropriating Funds Therefor, and for Other Purposes**, otherwise known as **Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act**.
2. The dissemination of the IRR underscores the Department of Education's (DepEd) commitment to fostering an inclusive education system that addresses the diverse needs of learners with disabilities. This effort aligns with DepEd's mandate to uphold the right to education for all and ensure equitable access to quality learning opportunities.
3. Pursuant to Section 32 of RA 11650, the IRR shall take effect thirty (30) days after its publication in a newspaper of general circulation. The IRR was published in the Philippine Daily Inquirer on 12 December 2024. Hence, the IRR took effect on 11 January 2025.
4. All regional offices, schools division offices, and public and private schools are hereby enjoined to implement the provisions of RA 11650 and its IRR to ensure the effective inclusion and support for learners with disabilities.
5. For more information regarding this issuance, please contact the **Bureau of Learning Delivery - Student Inclusion Division**, 4th Floor, Bonifacio Building, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City, through telephone at (632) 8637-4346 or through email at bld.sid@deped.gov.ph.



**IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT
NO. 11650, OTHERWISE KNOWN AS THE "INSTITUTING A
POLICY OF INCLUSION AND SERVICES FOR LEARNERS WITH
DISABILITIES IN SUPPORT OF INCLUSIVE EDUCATION ACT"**

Pursuant to Section 32 of Republic Act No. (RA) 11650, titled "An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in All School Districts, Municipalities and Cities, Providing for Standards, Appropriating Funds Therefor, and for Other Purposes," otherwise known as "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act," Department of Education (DepEd), in consultation with Department of Health (DOH), Department of Social Welfare and Development (DSWD), and other concerned government agencies and education stakeholders, hereby issues the following rules and regulations to implement the provisions of the Act:

Section 1. Title. These rules and regulations shall be referred to as the Implementing Rules and Regulations (IRR) of RA 11650, otherwise known as "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act."

Section 2. Scope and Application. Pursuant to Section 5 of the Act, this IRR shall apply to all early and basic education schools and Community Learning Centers (CLCs), both public and private. All schools and CLCs, whether public or private, shall ensure equitable access to quality education for every learner with disability, such that no learner shall be denied admission on the basis of disability.

Section 3. Rule on Interpretation. Any ambiguity arising from the execution and interpretation of the provisions of this IRR, along with other guidelines and policies to be issued in relation thereto, shall be resolved in accordance with the Rationale and Policy Declaration of the Act.

Section 4. Objective. The purpose of this IRR is to provide guidance and instructions for the effective implementation of RA No. 11650.

Section 5. Definition of Terms. As used in this IRR, the following shall mean or be understood as follows:

- a. **Accessibility expert** refers to a trained individual who is knowledgeable in providing accessibility support to learners with disabilities through group or individualized training activities on the use of assistive technology and accessible contents;
- b. **Alternative Learning System (ALS)**, in accordance with RA No. 11510 or the "Alternative Learning System Act," refers to a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both nonformal and informal sources of knowledge and skills;

MR



The entitlement to such incentives shall be subject to the guidelines and minimum standards to be formulated by DepEd, provisions of the Revenue Code of 1997, as amended, and relevant revenue issuances of the Bureau of Internal Revenue (BIR).

For purposes of this IRR, DepEd, through the External Partnerships Service (EPS), shall provide the standards and guidelines for this section of the law.

Section 25. Responsibility of Government Agencies. For purposes of the Act, the different agencies shall have the following roles:

- a. **DepEd.** DepEd shall be the lead agency in the implementation and yearly review of the programs promulgated by the Act and this IRR and shall ensure that learners with disabilities are guaranteed their right of access to free public early and basic education services. DepEd shall also ensure to maintain a workforce of sufficiently licensed professional special needs educators. It is imperative that DepEd provides comprehensive seminar and training workshops to enhance the qualifications and capabilities of these educators. Furthermore, DepEd shall facilitate the active participation of parents and legally authorized guardians in all programs pertinent to this statute. Additionally, DepEd shall guarantee the allocation of appropriate funds to effectively support and sustain the initiatives established by this legislation.
- b. **DOH.** The DOH shall provide learners with disabilities with healthcare needs such as child mental health services, health plans, oral health care, family-to-family health information and education, advocacy organizations, habilitation and rehabilitation services, and other community organizations serving learners with disabilities and their families. It shall likewise coordinate with the ILRC for the services of Barangay Health Workers. This shall include the training of barangay health workers and other identified frontliners in identifying healthcare needs or manifestations of learners with disabilities.

Due to the importance of integrating primary care with mental health services, the DOH shall collaborate with the National Nutrition Council and the ECCD in the provision of inclusive health and nutrition services for the implementation of the Act.

Additionally, DOH and PhilHealth shall utilize their guidelines on assistive technology and rehabilitation provision in order to ensure appropriate assessment, prescription, and training in its safe and functional use.

- c. **DSWD.** The DSWD shall be responsible for the effective management and provision of social and welfare services, including auxiliary social services, for learners with disabilities based on their assessed needs, subject to its prescribed guidelines. It shall likewise coordinate with DepEd and the DOH for the details of necessary DSWD personnel to the ILRC.
- d. **DPWH.** The DPWH shall prescribe the proper physical indoor and outdoor set-up of the ILRC and ensure that the ILRC, roads, sidewalks, ramps, railings, and the

like shall be constructed, built, and maintained in accordance with Batas Pambansa Blg. 344, otherwise known as the "Accessibility Law," and universal design concepts to ensure their accessibility and the mobility of learners with disabilities.

The DPWH shall also ensure that ILRCs and school facilities consider the needs and requirements of learners with disabilities during emergencies and disasters and are compliant with Batas Pambansa 344 as amended.

- e. **DOLE, TESDA, and PESO.** The DOLE shall work with DepEd to develop a training program that helps learners with disabilities transition from school to work. Additionally, the DOLE shall provide the ILRC with current market analysis and offer job coaching sessions both before and during the employment of these learners. The DOLE, TESDA, and PESO shall facilitate job placements. The TESDA shall provide technical and vocational training when necessary. The PESO, on the other hand, shall conduct employability enhancement seminars, provide pre-employment counseling and orientation, and offer programs and activities on employment assistance pursuant to RA No. 8759, otherwise known as the "Public Employment Service Office Act of 1999," as amended

The DOLE, TESDA, and PESO shall lead the promotion of inclusion of learners with disabilities among public and private institutions and comply with the requirements set forth under RA No. 7277, otherwise known as the "Magna Carta for Disabled Persons," as amended by RA No. 10524. They shall likewise disseminate materials and conduct orientation and information campaigns concerning effective practices in working training learners with disabilities.

- e. **DILG.** The DILG, in consultation with DepEd, LGUs, and other relevant agencies and stakeholders shall promulgate the policies and guidelines relevant to the implementation of the Act and this IRR by the LGUs.

Additionally, DILG, in partnership with NCDA, capacitate LGUs on various disability-related training such as, but not limited to, sensitivity training and disability support unit guide for local higher education institutions.

- g. **LGUs.** The LGUs shall also perform the following functions and responsibilities:

- i. Partner with public or private volunteers and local or international private organizations, duly recognized and accredited by appropriate government office, for technical guidance and information dissemination campaigns and support to augment the funding for the services pertaining to the Act;
- ii. Participate in all efforts concerning inclusion of learners with disabilities in the general education system, health services, transport services, and other social and welfare services;
- iii. Adopt measures to raise awareness in the community to respond to the needs of learners with disabilities;

- iv. Enact appropriate ordinances to implement the LGU's role in the Act;
- v. Coordinate and share the responsibility with national government agencies and other stakeholders for the implementation, regulation, enforcement, and monitoring of the provisions of the Act within their territorial jurisdiction, including CFS; and
- vi. Advocate for para-teachers, learning support aides, and social workers to utilize the free online courses offered by the NCDA through their Accessible Online Learning System.

Notwithstanding the provisions of Sections 235 and 272 of RA No. 7160, otherwise known as the "Local Government Code of 1991," the Local School Boards shall be authorized to set aside a portion of the proceeds of the Special Education Fund to supplement the funds of DepEd and other implementing partner for the delivery of support and related services for learners with disabilities to include, but not limited to, any of the following:

- i. Provision of sites, buildings or centers where there are no existing school facilities that may be used for purposes of the Act;
- ii. Provision of assistive devices, instructional materials, and teacher's training;
- iii. Delivery of health and nutrition services and interventions and educational assessment program for learners with disabilities in their respective localities that shall be initiated by the DOH and DepEd, respectively; and
- iv. Provision of trainings on livelihood and entrepreneurial skills, in coordination with DOLE and TESDA.

f. Barangays. The barangays shall coordinate with the Persons with Disability Affairs Office (PDAO) established under RA No. 7277, as amended by RA No. 10070, in their respective cities and municipalities for the assistance that they may provide for learners with disabilities their parents or guardians, care providers, and other family members on matters affecting the education and provision of services to learners with disabilities as provided in the Act.

A barangay may seek assistance from the ILRC in its area to facilitate the proper training of barangay help desk personnel to perform their functions under this section. The ILRC shall likewise ensure that necessary information and materials on the rights of learners with disabilities under the Act and other existing laws are provided to the barangays.

Section 26. Protection of Learners with Disabilities. The Secretary shall issue policies and guidelines for implementation at all governance levels of DepEd to protect the learners with disabilities within the ILRC and school premises against neglect, abuse, cruelty or