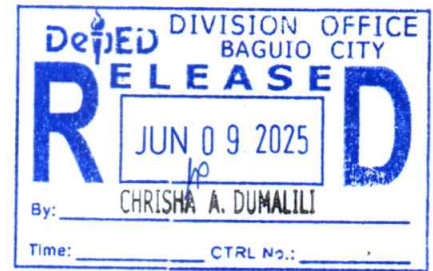




Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**



9 June 2025

Division MEMORANDUM  
No. 347-2025

**IMPLEMENTATION OF SNED PROGRAM PULL-OUT CLASSES FOR LEARNERS WITH  
MANIFESTATIONS AND DISABILITIES**

To: Chief ES, Curriculum Implementation Division  
Public Schools District Supervisors  
School Heads  
Other concerned

1. Pursuant to DepEd Order No. 44, s. 2021, titled, "*Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program*," this Memorandum reiterates the mandate that learners with disabilities must be provided with appropriate educational placements based on their individual needs. These include, but are not limited to, pull-out classes, self-contained classrooms, and transition programs, which must be facilitated by Special Education Needs (SNED) teachers, trained general education teachers, or resource room teachers.

2. In line with inclusive education principles, learners with disabilities must be provided with appropriate educational placements, determined through collaborative assessment and planning. The following three types of placements are recognized under DepEd Order No. 44, s. 2021:

a. *Full Inclusion*: Learners with disabilities participate in general education classrooms for 100% of the school day, with necessary accommodations, modifications, and support services provided within that environment. This setup is most suitable for learners who can meet the general curriculum requirements with minimal specialized assistance.

b. *Partial Inclusion with Resource Room Services*: Learners participate in general education classes for 50% to 75% of the school day and are pulled out for specific instruction or support in a resource room. This setup benefits learners who require targeted interventions in specific subject areas or skills while still engaging meaningfully with the general curriculum.



**Republic of the Philippines**  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

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c. *Self-Contained Class*: Learners with more intensive support needs are assigned to specialized classes handled by SNED teachers for the majority of the day or a trained general education teacher. Instruction is highly individualized, and transition to less restrictive settings is done gradually, based on learner readiness.

3. All public schools are encouraged to establish and maintain a functional resource room where specialized instruction, remediation, and other support interventions may be provided to Learners with Disabilities (LWDs). The resource room shall serve as a designated space for:

- a. remedial and developmental instruction
- b. individualized or small-group academic interventions
- c. behavior management support activities
- d. therapy sessions with allied professionals (if applicable)

4. In cases where a dedicated room is not yet available, schools are encouraged to creatively identify or repurpose existing spaces, such as:

- a. a corner of the library or reading area set up with partitions for privacy
- b. unused faculty or administrative space temporarily converted for pull-out sessions
- c. shared classrooms where schedules allow limited time use for intervention blocks.

5. Learners under the partial inclusion with resource room/area arrangements may:

- a. participate in general education classrooms for accessible and manageable learning tasks

- b. receive scheduled pull-out support in the resource room for interventions such as academic remediation, social skills training, and behavior management, based on their Individualized Education Plan (IEP)

- c. resource room services shall be coordinated between the general education teacher, SNED teacher (if available), resource room teacher, and other relevant personnel such as guidance counselors/designate, and SNED Coordinators.

6. Learners who are assessed with severe to profound functional difficulties in cognitive, adaptive, or behavioral domains—based on results of a comprehensive developmental or psychoeducational assessment—may be referred to Baguio City SPED Center, for specialized instruction under a self-contained program.





Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

7. However, in cases where the learner cannot be accommodated in the SPED Center due to geographical distance, parental constraints, or other circumstances, and when there is only one (1) or two (2) learners in the school manifesting educational needs appropriate for a self-contained class who cannot be accommodated by the SPED Center, then schools may implement a modified pull-out intervention program using the resource room setup. A transition program teacher or a designated SPED-trained teacher may be assigned to deliver individualized support based on the learner's Individualized Education Plan (IEP).
8. Learners manifesting significant difficulties in learning or behavior may also be temporarily accommodated in pull-out settings, provided that such manifestations:
  - a. significantly hinder their access to the general curriculum;
  - b. are documented by classroom teachers through anecdotal records, performance data, and/or behavior checklists; and
  - c. are supported by the school's Multidisciplinary Team (MDT)Pertinent documentation forms are presented in Enclosure 1.
9. Each learner with a confirmed disability must have an Individualized Education Plan (IEP) developed and reviewed by the MDT. To support this:
  - a. school Heads must ensure that the Multidisciplinary Team is organized at the start of the school year;
  - b. the MDT should include the class adviser, special education or resource teacher, guidance counselor/designate, and other relevant staff;
  - c. IEP meetings must be scheduled within the first two to four weeks of classes to ensure timely interventions (timeline may be adjusted as needed);
  - d. Parents/guardians must be consulted in the formulation of the IEP and consent to the pull-out arrangement (if necessary).
10. The roles and responsibilities of school heads, teachers, and MDT members in ensuring proper placement, instructional delivery, and monitoring of learners in pull-out classes are enumerated in Enclosure 2.
11. To ensure readiness for implementation, schools must undertake the following preparatory actions:
  - a. Conduct orientation for teachers and school personnel on DepEd Order No. 44, s. 2021, and this Memorandum;



Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

- b. Inventory learners with disabilities and those with learning difficulties (if possible) by the fourth week of classes;
  - c. Ensure classroom scheduling and resource allocation for pull-out classes;
  - d. Coordinate with the Division SNED Focal Person for any technical assistance needs.
11. The school-based implementation of the SNED pull-out classes and the orientation to teachers and concerned personnel by the school head shall be monitored by their respective public schools district supervisor.
12. For monitoring and data management purposes, all schools implementing pull-out classes are required to fill out the **SNED Program Pull-Out Class Implementation Report Form** (see Enclosure 3) and submit the completed form to the Division Office – Attention: Sydney Shan M. Cariño, SNED Program Focal Person on or before **July 18, 2025**. Update this form quarterly or upon any changes in learner placement.
13. To ensure effective implementation of the SNED pull-out classes and support programs, the Schools Division Office shall conduct an orientation and capacity-building session for the identified Resource Room Teachers and/or Transition Program Teachers. This orientation will be conducted after the submission of the accomplished Pull-Out Program Implementation Request Form by the School Heads, which is due until July 18, 2025. A separate memorandum will be released on the details of the orientation.
14. Immediate and wide dissemination of this Memorandum is directed.

  
**SORAYA T. FACULO PhD, CESO VI**  
Schools Division Superintendent





Republic of the Philippines  
**Department of Education**  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

Enclosure 1 to Division Memorandum \_\_\_\_\_

**Annex A: ANECDOTAL RECORD (for learners manifesting difficulties)**

**Instructions for use:**

- ☐ This form shall be accomplished by each subject teacher, with one form per learner.
- ☐ Observations and initial interventions must be gathered and implemented over a period of one (1) to three (3) weeks, or sooner if the manifested difficulty observed is of significant concern.
- ☐ Submit completed forms to the Class Adviser for consolidation and referral to the Multidisciplinary Team (MDT)/ SNED coordinator for intervention planning.
- ☐ All entries must reflect actual observed classroom behavior, performance, or participation.
- ☐ Ensure confidentiality, and secure parental/guardian consent prior to MDT discussions or referral to programs such as pull-out classes.

**I. Learner Profile** *(sample entry)*

<b>Name of Learner:</b>	<i>Alyssa Mi Rivera</i>	<b>Grade &amp; Section:</b>	<i>Grade 4 - Matatag</i>
<b>Subject Teacher:</b>	<i>Mr. Noel dela Noche</i>	<b>Class Adviser:</b>	<i>Ms. Nelia dela Cruz</i>
<b>Subject Area Observed:</b>	<i>English</i>	<b>Observation Period:</b>	<i>July 1 – July 18, 2025</i>

**II. Details of Observations**

<b>Activity/ Context of Observation</b>	<b>Observed Behavior or Difficulty</b>	<b>Intervention/ Strategy Used</b>	<b>Impact on Learning/ Participation</b>
<i>Reading comprehension activity (short story)</i>	<i>Could not answer basic who/what/where questions; appeared confused even after rereading the text.</i>	<i>Paired learner with a peer; provided graphic organizer to scaffold comprehension.</i>	<i>Learner followed along but showed minimal understanding. Responses were unrelated or echoed from peers.</i>
<i>During group reading activity</i>	<i>Learner frequently interrupted others, made unrelated comments, and walked around the room without permission.</i>	<i>Assigned clear reading roles; reinforced with praise for staying seated. Used non-verbal cues for redirection.</i>	<i>Behavior decreased temporarily but resumed midway. Learner missed key parts of the discussion.</i>

**III. Summary and Teacher Recommendation**

Based on the observations and classroom interventions documented above, I recommend the following support for the learner:

- ☐ Continue classroom monitoring to gather more data and/or since strategies are showing progress because of continuous in-class support.
- ☐ Refer to Multi-disciplinary Teacher (MDT) for intervention planning and/or for pull-out support recommendation with focused sessions in \_\_\_\_\_.





Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

**Annex B: MULTIDISCIPLINARY TEAM (MDT) MEETING FORM**

**Instructions for use:**

- ☐ This form is to be accomplished by the **MDT Secretariat** during or after the MDT meeting.
- ☐ All observations and suggested interventions must be based on documented anecdotal records and/or checklist submitted by the subject teacher(s).
- ☐ When finalized, the results and intervention plan **must be shared with the concerned teacher/s** to ensure classroom alignment
- ☐ Parental/guardian consent must be obtained prior to the implementation of any intervention.

**I. Learner Profile** *(sample entry)*

<b>Name of Learner:</b>	Alyssa Mi Rivera	<b>Grade &amp; Section:</b>	Grade 7 - Matatag
<b>Subject Teacher:</b>	Mr. Noel dela Noche	<b>Class Adviser:</b>	Ms. Nelia dela Cruz
<b>Subject Area Observed:</b>	English	<b>Observation Period:</b>	July 1 – July 18, 2025

**II. Summary of Documented Classroom Observations**

Area of Concern	Specific Observations
Cognitive/Academic	Difficulty comprehending basic story details even after support (who/what/where); echoes peer responses
Behavioral/Social	Frequently interrupts peers, walks around during group reading, makes unrelated comments

**III. MDT Team Members Present**

**Date of Meeting:** \_\_\_\_\_

Name	Role
	SNED Program Coordinator
	Guidance Counselor/Designate
	School Head
	Class Adviser
	Subject Teacher
	Specialist (if available in school staffing)

**IV. Recommended Intervention Plan**

Recommended Intervention	Purpose	Person Responsible and Setting
Provide printed or displayed aids on the wall or learner's desk before tasks (e.g., who/what/where question prompts, sequencing flowcharts)	Helps the learner understand reading tasks and organize responses	English teacher in classroom setting
Break complex directions into 2–3 short steps; give one instruction at a time and check for	Prevents confusion and supports comprehension	English teacher in classroom setting and resource room teacher in pull-out sessions



Republic of the Philippines  
**Department of Education**  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

understanding before proceeding		
Walk over to the learner every 5–10 minutes during independent work. Ask clarifying questions: “What part are you working on?”, “Do you need help with this word?”	Prevents task avoidance and ensures the learner is following through	English teacher in classroom setting
Assign the learner to a seat near the teacher, board, or away from distractions (windows, doors, peers who may engage them in off-task behavior)	Improves attention and makes redirection easier	English teacher in classroom setting
Use hand signals, proximity, or cue cards to signal the learner when it’s time to listen, stay seated, or lower voice	Reinforces expected behaviors in a non-disruptive way	English teacher in classroom setting and resource room teacher in pull-out sessions
Social skills training such as waiting for turn in conversation and following group rules and routines	Develop appropriate interpersonal and self-regulation behaviors	Guidance counselor/ resource room teacher in pull-out class

**V. Monitoring and Follow-up**

- ☐ Intervention plan is shared with (concerned teacher(s))
- ☐ Tracking and progress of implementation shall be reported using the Intervention Implementation Monitoring Form
- ☐ Review /Follow up date is set on \_\_\_\_\_

Signed by all MDT members





Republic of the Philippines  
**Department of Education**  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

**Annex C: INTERVENTION IMPLEMENTATION MONITORING FORM**

**Instructions for use:**

- ☐ To be filled out weekly or at the earliest opportunity following the activity – while the details of observation is still recent and clearly recalled.
- ☐ Submit a copy to the class adviser at the end of the monitoring period.
- ☐ This form helps the MDT decide on continuing interventions, modifying strategies, or referring to allied or medical specialist.

**I. Learner Profile** *(sample entry)*

<b>Name of Learner:</b>	Alyssa Mi Rivera	<b>Grade &amp; Section:</b>	Grade 7 - Matatag
<b>Subject Teacher:</b>	Mr. Noel dela Noche	<b>Class Adviser:</b>	Ms. Nelia dela Cruz
<b>Subject Area:</b>	English	<b>Monitoring Period:</b>	From _____ To _____

**II. Summary of Documented Classroom Observations**

Area of Concern	Specific Observations
Cognitive/Academic	Difficulty comprehending basic story details even after support (who/what/where); echoes peer responses
Behavioral/Social	Frequently interrupts peers, walks around during group reading, makes unrelated comments

**III. Intervention Implementation Monitoring Log**

Recommended Intervention	Learner's Response	Teacher's Remarks
Provide printed or displayed aids on the wall or learner's desk before tasks (e.g., who/what/where question prompts, sequencing flowcharts)	Learner referred to aids during some reading tasks but often still left answers incomplete	May need explicit modeling of how to use visual aids before starting task
Break complex directions into 2–3 short steps; give one instruction at a time and check for understanding before proceeding	Learner followed each step with fewer signs of confusion	Learner was able to start and finish simple reading questions more independently
Walk over to the learner every 5–10 minutes during independent work. Ask clarifying questions: "What part are you working on?", "Do you need help with this word?"	Responded positively; stayed on task longer when prompted	Learner waited for prompts; could benefit from learning how to self-monitor





Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

Assign the learner to a seat near the teacher, board, or away from distractions (windows, doors, peers who may engage them in off-task behavior)	Remained more seated and less distracted	Seating change has shown consistent improvement in attention
Use hand signals, proximity, or cue cards to signal the learner when it's time to listen, stay seated, or lower voice	Responded well to signals in 3 out of 5 sessions	Learner shows signs of self-correction with frequent cues; needs reinforcement
Social skills training such as waiting for turn in conversation and following group rules and routines	Shows difficulty waiting turn and interrupts class often	Still needs guidance; consider role-play practice in small group during pull-out session

**IV. Summary of Implementation**

1. Which strategies worked best? Why?  
\_\_\_\_\_
2. Which strategies did not work or were difficult to implement? Why?  
\_\_\_\_\_
3. Did you have to change or adapt any strategies? How?  
\_\_\_\_\_
4. Overall, do you see improvement in the learner's behavior and/or performance?  
\_\_\_\_\_

Submitted to the MultiDisciplinary Team for review and follow-up by

\_\_\_\_\_  
Signature over printed name of teacher

\_\_\_\_\_  
date



Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

Enclosure 2 to Division Memorandum \_\_\_\_\_

**ROLES AND RESPONSIBILITIES OF SCHOOL-BASED PERSONNEL**

**School Heads:**

- Designate qualified teachers as RRTs and Transition Program Teachers in coordination with the SDO
- Ensure scheduling of pull-out sessions does not conflict with core academic instruction
- Supervise the implementation of pull-out sessions/classes to ensure adherence to IEPs
- Facilitate coordination between RRTs, TPTs, and general education teachers
- Ensure the provision of a dedicated space or room for pull-out sessions
- Support RRTs and TPTs with instructional materials and access to learner records
- Oversee the documentation of pull-out session schedules, transition program implementation, learner progress, and challenges encountered
- Submit needed reports to the SDO

**Resource Room Teachers (RRTs):**

- Provide focused, individualized or small-group instruction to LWDs based on their IEPs
- Utilize appropriate teaching strategies, instructional materials, and assistive technologies
- Coordinate with general education teachers in modifying lessons, assessments, and learning activities
- Engage parents/guardians in reinforcing learning at home
- Maintain individual learner portfolios, session logs, and progress monitoring tools
- Participate in IEP team meetings and reviews
- Attend relevant SPED and inclusive education professional development activities
- Engage in reflective practices and peer collaboration





Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

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**Transition Program Teachers (TPTs):**

- Conduct assessments to identify students' strengths, interests, and needs
- Collaborate with the IEP team to develop Individualized Transition Plans (ITPs)
- Set realistic and measurable post-school goals in employment, further education or training, and independent living
- Provide instruction in pre-vocational and vocational skills, functional academics, daily living skills or self-care
- Establish school-to-work programs, internships, or job shadowing opportunities within the community or school
- Coordinate with industry partners or LGUs for potential on-the-job training or work immersion programs
- Serve as liaison between school, families, and community agencies (TESDA, DOLE, NGOs)
- Promote self-determination and self-advocacy skills among learners
- Track progress on transition goals and adjust plans as needed
- Prepare reports, portfolios, and other documentation for learners transitioning out of the school system
- Mentor and train other teachers and staff in implementing transition-related activities
- Facilitate seminars or orientations for parents



Republic of the Philippines  
**Department of Education**  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**

Enclosure 3 to Division Memorandum \_\_\_\_\_

**SNED PROGRAM IMPLEMENTATION STATUS REPORT ON PULL-OUT AND  
 SPECIALIZED SUPPORT CLASSES as of JULY 2025**

**I. School Information**

<b>School Name:</b>			
<b>School ID:</b>		<b>Division:</b>	
<b>School Head:</b>		<b>District:</b>	

**II. SNED Program Implementation Details**

Strategy Employed (Check all that applies)

- \_\_\_\_ Pull-out class for learners with disabilities  
 \_\_\_\_ Pull-out class for learners manifesting difficulties  
 \_\_\_\_ Modified pull-out class for transition program

**III. Learner Profile Summary**

Total No. of Enrolled Learners (as of _____ )	
No. of Learners with Formal Diagnosis/ Assessment:	
No. of Learners with Observed Manifestation/ Difficulties:	
No. of Learners initially identified for pull-out classes in:	
a. Pull-out class for learners with disabilities	
b. Pull-out class for learners manifesting difficulties	
c. Modified pull-out class for transition program	
<b>TOTAL NO. of PULL-OUT CLASS LEARNERS</b>	

\*\*\* a & b pull-out classes can be combined or separate pull-out classes

\*\*\* **detailed number of learners with disabilities and difficulties must be attached to this form**

**IV. Personnel Assigned to Handle Pull-out Classes**

Name of Teacher	Current Position	With SNED Academic Background (Yes/NO)\ specify	With relevant training on SNED-related topics (Yes/ No)





Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**


**\*\*\* attach teaching load/schedule of pull-out class or resource room teachers**

**V. Resource Room/ Transition Room Availability**

Is there a designated Resource Room or Transition Room?

\_\_\_\_\_ Yes \_\_\_\_\_ NO

If yes, briefly describe the setup (e.g. dedicated room, shared space, temporary setup)

\_\_\_\_\_

If no, briefly describe your strategy on how to come up with a resource room

\_\_\_\_\_

Prepared by

Name of School Head: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_