

Item No.: 05

Date: 03 2024 SEP

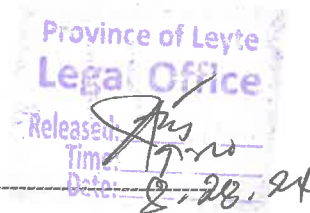


Republic of the Philippines  
PROVINCE OF LEYTE  
Provincial Capitol  
Tacloban City

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PROVINCIAL LEGAL OFFICE



2<sup>nd</sup> INDORSEMENT  
August 22, 2024

Respectfully returned to the Sangguniang Panlalawigan of Leyte, through SP Secretary, the attached Ordinance No. 2024-08 of Sangguniang Bayan of Tanauan, Leyte.

**Issues/concerns for review/recommendation/legal opinion is/are as follows:**

- Ordinance No. 2024-08 entitled: **An Ordinance Institutionalizing Inclusive Education and Establishing an Inclusive Resource of all Learners with Disabilities In the Municipality of Tanauan, Leyte and Providing Funds Therefor.**

**REVIEW/RECOMMENDATION/LEGAL OPINION:**

This office is of the opinion that the subject Ordinance is within the powers covered under Section 16<sup>1</sup> General Welfare Clause of the Local Government Code of 1991 (R.A7160).Hence, recommending the declaration of its validity

We hope to have assisted you with this request. Please note that the opinion rendered by this Office are based on facts available and may vary or change when additional facts and documents are presented or changed. This opinion is likewise without prejudice to the opinions rendered by higher and competent authorities and/or the courts.

**ATTY. JOSE RAYMUND A. ACOL**  
*Asst. Provincial Legal Officer*

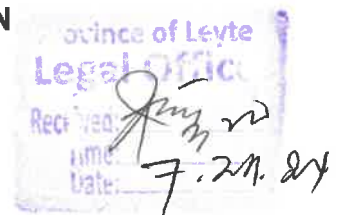
<sup>1</sup> Section 16 Every local government unit shall exercise the powers expressly granted , those necessarily implied therefrom, as well as powers necessary, appropriate, ir incidental for its efficient and effective governance, and those which are essential to the promotion of the general welfare.

Republic of the Philippines  
**PROVINCE OF LEYTE**


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**OFFICE OF THE SANGGUNIANG PANLALAWIGAN**

**1<sup>ST</sup> ENDORSEMENT**  
**29 July 2024**



Respectfully indorsed to the **PROVINCIAL LEGAL OFFICE** the herein **ORDINANCE NO. 2024-08** of the **MUNICIPALITY OF TANAUAN, LEYTE**, which is self-explanatory, for review and recommendations.

  
**FLORINDA JILL S. SYVICO**  
Secretary to the Sanggunian

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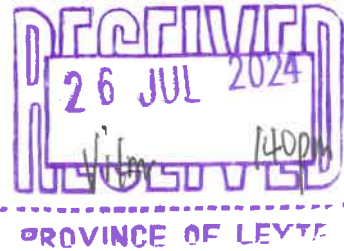


Republic of the Philippines  
Province of Leyte  
TANAUAN  
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**OFFICE OF THE SANGGUNIANG BAYAN**

July 24, 2024

SANGGUNIANG PANLALAWIGAN



**THE SECRETARY**  
Sangguniang Panlalawigan  
Province of Leyte  
Capitol Building  
Tacloban City

Sir/Madam;

Respectfully submitting herewith 16<sup>th</sup> SB **ORDINANCE NO. 2024-08**, "An Ordinance Institutionalizing Inclusive Education and Establishing an Inclusive Learning Resource Center of all Learners with Disabilities in the Municipality of Tanauan, Leyte and Providing Funds Therefor", for your appropriate action.

*Sponsored by: Hon. Paul Emmanuel R. Cinco*

Trusting that you will accord this matter with your kindest attention.

Thank you.

Truly yours,

  
**Eleuterio T. Lerios**  
Sangguniang Bayan Secretary

Republic of the Philippines  
Province of Leyte  
TANAUAN  
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SANGGUNIANG BAYAN

EXCERPT FROM THE MINUTES OF THE 100<sup>th</sup> REGULAR SESSION OF THE 16<sup>th</sup> SANGGUNIANG BAYAN OF TANAUAN, LEYTE, HELD ON JULY 08, 2024, AT THE SB SESSION HALL, TANAUAN TOWN HALL, TANAUAN, LEYTE.

SANGGUNIANG PANGALAWIGAN  
26 JUL 2024  
Vilma L. Borja

PRESENT:

HON. ARCHIE LAWRENCE R. KAPUNAN  
HON. MARK EFREN E. MERILO  
HON. PAUL EMMANUEL R. CINCO  
HON. JOSIE M. CREER  
HON. ATTY. ISAGANI S. ESPADA  
HON. JASMIN U. BORJA  
HON. CHERRY ANNE T. FIEL  
HON. EFREN C. MERILO  
HON. KYLE C. MESIAS

Municipal Vice Mayor/Presiding  
Sangguniang Bayan Member

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-do-/Liga Fed. Pres.

-do-/ SK Fed. Pres.

ABSENT :

HON. JAN ELMER V. MAGDALAGA  
HON. MAE JANE ANGELIE M. MORABE- BORAS

Sangguniang Bayan Member

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ORDINANCE NO. 2024 – 08

AN ORDINANCE INSTITUTIONALIZING INCLUSIVE EDUCATION AND ESTABLISHING AN INCLUSIVE LEARNING RESOURCE CENTER OF ALL LEARNERS WITH DISABILITIES IN THE MUNICIPALITY OF TANAUAN, LEYTE AND PROVIDING FUNDS THEREFOR.”

*Sponsored by : Hon. Paul Emmanuel R. Cinco*

BE IT ENACTED BY THE SANGGUNIANG BAYAN OF TANAUAN, LEYTE IN  
REGULAR SESSION ASSEMBLED THAT:

WHEREAS, the 1987 Constitution mandates the state that quality and inclusive education must be available to all sectors in our country;

WHEREAS, RA 7160 provides the Sangguniang Bayan shall enact and approve ordinances that may open opportunities to marginalized sectors of our society;

WHEREAS, in 2023, Tanauan, Leyte has been chosen by USAID and the Resources for the Blind (RBI) to be the pilot areas in staging “GABAY” implementation for 18 months;

WHEREAS, it is but appropriate that the Municipal Government open opportunities, and adapt strategies that may be of help to the learners with the mandates stated in the United Nations Convention on the Rights of Persons with Disabilities, the Philippine Constitution, RA 7277 or the Magna Carta for Persons with Disabilities of 1992 and in the realization of the agenda of the administration to encourage each Tanauananon to strive to be enrolled in school;

WHEREAS, the Municipal School Board shall ensure the continuity of the program by including Gabay program as one of its interventions for learners with disabilities in the Municipal Government of Tanauan, Leyte.

WHEREAS, RA 11650 provides an act instituting a policy of inclusion and services for learners with disabilities in support of inclusive education, establishing inclusive learning resource center of

learners with disabilities in all school districts, municipalities and cities, providing for standards, appropriating funds therefor, and for other purposes.

**WHEREAS,** The Local Government Unit of Tanauan, Leyte shall serve as a guardian for children, in accordance with the doctrine of *parens patriae*.

**Section 1. Title:** This ordinance shall be known as An Ordinance Institutionalizing Inclusive Education and Establishing an Inclusive Learning Resource Center of Learners with Disabilities in the Municipality of Tanauan, Leyte and providing funds therefor.

**Section 2. Declaration of Policy:**

1. It is the policy of the Municipality to ensure that accessible and affordable inclusive education shall be available to all Tanauananon.
2. The Municipality of Tanauan, Leyte recognize the right of Persons with Disabilities to education. With a view to realizing this rights without discrimination and based on equal opportunity, the municipality shall ensure an inclusive education system at all levels and lifelong learning directed to:
  - a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
  - b. The development by Persons with Disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
  - c. Enabling Persons with Disabilities to participate effectively in a free society.
3. The Municipal Government of Tanauan, Leyte shall enable Persons with Disabilities to learn life and social development skills to facilitate their full and equal participation as members of the community. To this end, the Municipal Government of Tanauan, Leyte shall take appropriate measures, including:
  - a. Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means, and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
  - b. Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
  - c. Ensuring that the education of persons, and in particular children with disabilities are delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

**Section 3. Definition of Terms:** For this ordinance the following terms shall mean:

1. **GABAY project (Guide)** - Is a project funded by the United States Agency for International Development (USAID) and implemented in partnership with the Philippine Department of Education and Resources for the Blind, Inc. (RBI) that ensures Filipino children who are blind, deaf or deafblind receive language and literacy support and resources beginning at an early age.

**GABAY** aims for Strengthening Inclusive Education for Blind, Deaf and Deafblind Children including those learners with intellectual disability, autism or autism spectrum disorder, learning disability, attention deficit hyperactivity disorder (ADHD) and other disabilities.

2. **Inclusive Education (IE)** – refers to the process of addressing and responding to the diversity of needs of all learners by moving towards the end goal of full participation, presence and achievement in learning cultures and communities, which involves accommodation, modification, adaptation, and individualization in content, approaches, structures and strategies.

3. **Inclusive Learning Resource Center (ILRC)** - refers to a physical or virtual center that provides support to teaching and learning, using appropriate, accessible, disability, linguistically, culturally, and gender-sensitive instructional learning materials, tools, devices, gadgets, and equipment to facilitate and enhance learning, and assessment tools and instruments to evaluate developmental domains and specific areas of concern to determine appropriate services from medical, health, and allied professionals for care, rehabilitation, and development of learners with disabilities.
4. **ILRC Personnel** – refers to all personnel who are considered qualified by the Department of Education to administer special needs services. These include, but not limited to guidance counselors, all persons who are qualified to teach sign language or Braille, para-teachers, learning support aides and other persons as may be qualified by the DepEd to teach learners with disabilities in the ILRC, a resource room, or inside or outside a classroom (Sec. 4(g) RA 11650, 2022). These also include special needs education teachers, licensed social workers, and other allied professionals with the knowledge, skills, and specialized training in interacting and dealing with LWDs (Sec. 10 RA 11650, 2022). Below are the specific definitions of the following:
  - a. **Special Needs Education Teacher** – refers to an individual who teaches academic and life skills to basic education learners who have a range of disabilities and learning difficulties using various strategies targeting the learners’ holistic development.
  - b. **Para-teachers** – refers to those who have taken the licensure examination for teachers but were unable to qualify, and have been issued by the Board of Professional Teachers a special permit indicating their area of assignment and their completion of training programs on special education, or inclusive education to teach learners with disabilities in accordance with RA 9293 and RA 7836, otherwise known as the “Philippine Teachers Professionalization Act of 1994” (Sec. 6 IIR of RA 11650, 2023).
  - c. **Learning Support Aides** – refers to qualified persons who work together in collaboration with special needs education teachers and para-teachers defined in this Act and contribute to the provision of services that promote achievement and progression of learners with disabilities. They may include those persons with experience in caring for learners with disabilities, graduates of a caregiving course under the Technical Education and Skills Development Authority (TESDA) or its accredited schools or training centers, and graduates of senior high school with caregiving as his/her specialized subject (Sec. 6 IIR of RA 11650, 2023).
5. **Individual Education Plan (IEP)** – refers to the systematic, purposive, and development educational programming of curricular and instructional properties and contents designed to meet the educational requirements of a learner with disabilities and ensure mastery of learning of skills and behaviors.
6. **Instructional Materials for Learners with Disabilities** – refers to textbooks in Braille, large-type, audio, digital or Filipino sign language (FSL) materials for the deaf, augmentative and alternative instructional materials for learners with development disabilities, or any other medium or apparatus that convey information to learners with disabilities or otherwise contributes to the learning process (Sec. 4(i) RA 11650, 2022). Sign language materials for the deaf shall be in Filipino Sign Language in compliance with RA 11106 (IRR, RA 11650, 2022).
7. **Learners with Disabilities (LWDs)** – refers to learners in the general early and basic education system who require additional support and related services and adaptive pedagogic method due to their long or short-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and

effective participation in society on an equal basis with others to develop them to their maximum capability (Sec. 4(j) RA 11650, 2022).

8. **Multidisciplinary Team** – refers to a group of health and allied health professionals who, through their specialized assessment, shall provide for the overall health and well-being of learners with disabilities (Sec. 4(l) RA 11650, 2022).
9. **Related Services** – refers to provisions which include, but not limited to, linguistic solutions for deaf learners' concerns, speech-language pathology and audiology services, interpreting services, intervenor services, psychological services, physical and occupational therapy, recreation, social services, school health services, oriental and mobility services, medical services, and transportation services, as may be required to assist a learner with disability to fully enjoy the rights and benefits from education services (Sec. 4(p) RA 11650, 2022).
10. **Special Needs Education** – refers to the customized instructional program or service designed to meet the diverse needs of an individual with disability, which may necessitate supplementary aids and services and teaching strategies in the classroom or non-academic settings. They include instructions on physical and vocational education, social skills development, and basic survival needs, and providing reasonable accommodations, modifications, adaptations, and individualization, as needed. It includes learners with disabilities in the general education system to enable them to realize their full potential and prepare them as independent functioning members of society. The term "Special Needs Education" shall replace the term "Special Education SPED)" (Sec. 4(r) RA 11650, 2022).
11. **EGRA-HI** - Early Grades Reading Assessment for the Hearing Impaired given to those enrolled in kindergarten to grade 3.
12. **FSL** – Filipino Sign Language is a unique language with its own grammar, syntax and morphology. It is the official sign language of the Deaf community in the Philippines. It is rooted in Filipino culture and is a visual language all its own.
13. **IRs** – Intermediate Results of Gabay project include i) increased enrolment of learners with disabilities, ii) improved reading performance of these learners, and iii) improved attention of the local government units to these learners.
14. **MDVI** – Multiple Disabilities and Visual Impairment are those children who are blind or low vision with other disabilities like cerebral palsy, intellectual disability, speech impairment, autism, and others.
15. **PDAO** – Persons with Disabilities Affairs Office is under the Municipal Social Welfare and Development Office of the Local Government Office which has the main function of formulating and implementing policies, plans and programs for the promotion of the welfare of the PWDs in coordination with concerned national and local government agencies;
16. **RBI** – Resources for the Blind, Inc. is a non-government Christian organization serving blind and low vision people all over the Philippines since 1988.
17. **USAID** – United States Agency for International Development
18. **Alternative Educational Programs** – refers to the programs provided to learners with disabilities who are not able to attend school due to the severity of their disabilities or other circumstances, or both.

19. **Child Find System (CFS)** – refers to the system of identification, location, and evaluation of all learners with disabilities not more than twenty-four (24) of age who are not receiving basic education services for purposes of facilitating their inclusion into the general basic education system. It likewise covers learners with disabilities below five (5) years old who are not receiving early education services and programs under Republic Act No. 10410 (sec. 4(c) RA 11650, 2022).
20. **Children with Sensorial Disabilities (CSDs)** – they are children who are blind or having low vision, the deaf or hard-of-hearing and the deafblind. These children may also have intellectual disabilities, physical disabilities including cerebral palsy, autism, behavioral challenges (i.e. self-injurious behaviors, attention deficit hyperactivity disorder (ADHD), and complex health challenges. These children face restriction of participation that are affected by i) different levels of support received (i.e. health care, skilled professionals, community, social network), ii) barriers in the environment (i.e. access to reading and writing materials, travel safety, adapted seating), and iii) severity of the vision and hearing impairment and other conditions (i.e. health, functional limitations, pain) that one experiences.
21. **Autism Spectrum Disorder** – is a neurodevelopment disorder with still unknown causes. It affects the child’s verbal and non-verbal communication and social interaction. Other characteristics often associated are repetitive activities and stereotyped movements, resistance to change in routines, uncoordinated motor movements, and unusual responses to sensory experiences that affect the child’s ability to function appropriately in social situations.
22. **Deafness and Hard of Hearing** – hardship in hearing and deafness are impairments in hearing where the functions or structure in auditory system (outer, middle, and inner ear) primarily affects the child’s ability to develop speech, language, and social skills. It can be caused by genetics, material infection, complications at birth, or acquired through injuries (e.g., trauma to the ear/head, extreme exposure to loud sounds) and other diseases. Hearing impairment covers a spectrum of severity:
  - a. **Mild** – hears some speech sounds but soft sounds are hard to hear.
  - b. **Moderate** – may hear almost no speech when another person is talking at a normal level.
  - c. **Severe** – hears no speech when a person is talking at a normal level and may only hear some loud sounds.
  - d. **Profound** – does not hear any speech and only very loud sounds, more commonly known as **deafness**.
23. **Visual impairment and Blindness** – visual impairment, including blindness, is any kind of vision loss or an impairment in vision that even with correction adversely affects the child’s education performance. Children with visual impairment show a wide range of visual abilities.
  - a. **Children with Low Vision** – use vision as their primary source of learning but supplement information with tactile and auditory inputs.
  - b. **Children with Functional Blindness** – have so little vision that their primary source for learning are through tactile and auditory inputs. However, they may use limited vision to supplement information received from other sense to assist other tasks.
  - c. **Children with Total Blindness** – receive no information through sense of vision and use tactile and auditory inputs for learning.
24. **Deafblind** – children are considered to be deafblind when the combination of their hearing and vision loss cause such severe disruption to their ability to communicate,



develop and learn, that they require significant and unique adaptations in the education programs.

25. **Attention-Deficit/Hyperactivity Disorder** – a disorder marked by a continuous pattern of behaviors that show either inattention and/or hyperactivity/impulsivity of a child which interferes with his/her functioning and developing. It can be diagnosed when prolonged observation of six (6) or more characteristics, either inattention, hyperactivity and impulsivity or combined characteristics of both continuously observed in a child over six (6) months in varying environments.
26. **Cerebral Palsy** – a group of permanent movement disorders that appear early in childhood. It is caused by an impairment or damage in the brain that affects their cognition if condition is severe, affecting mobility development in muscle tone, movement and posture and difficulties with communication skills in areas such as speech, gesture, and facial expressions, receptive and expressive language.
27. **Orthopedic and Mobility** – is an impairment caused by congenital anomalies that adversely affect the child's educational performance and can be divided into three main categories: (1) neuromotor impairments, (2) degenerative diseases, (3) musculoskeletal disorder.
28. **Down Syndrome** – a birth condition wherein a child is born with an extra chromosome. This is also referred to as "Trisomy 21" in medical terms. The extra chromosome changed the child's body and brain development.
29. **Speech and Language Impairment** – language disorders can either be receptive or expressive. Receptivedisorders refers to difficulties understanding or processing language. Expressive disorders include difficulty putting words together, limited vocabulary, or inability to use language in socially appropriate way. Speech disorders include articulation, resonance disorders.
30. **Support Services** – refers to services provided to learners with disabilities by the ILRCs, schools, other facilities, group of medical and allied medical professionals or by the community in general that facilitate, aid, and support the early and basic education of learners with disabilities in the potential toward self-sufficiency and become fully participative members of society. These include related services as defined herein Sec. 4(t) RA 11650, 2022).
31. **Support Service Areas** – are defined as follows (Enclosure 2 of DepEd Order 45, s. 2021 as amended by DepEd Order 15, s. 2022):
  - a. **Assessment Service Area** – refers to where the gathering of information about the learner using a variety of techniques and strategies that shall be done by trained SPED teachers or psychometrician.
  - b. **Physical Therapy Service Area** – refers to where learners with disability receive medical rehabilitation by a licensed Physical Therapist through their physical movement, reduce or manage pain, restore function and prevent further disability.
  - c. **Occupational and Behavioral Therapy Service Area** – refers to where learners with disability receive services by an Occupational Therapist through therapeutic use of everyday activities to become an independent individual as possible.
  - d. **Speech and Language Therapy Service Area** – refers to where the learners with disabilities receive from a Speech Therapist rehabilitative and rehabilitative programs to improve communicative efficiency of individuals with communication problems of organic and non-organic etiology

- e. **Bridging Service Area** – refers to where learners with disabilities are being prepared by SPED teachers for which they are being provided with direct instruction in the core curriculum to a supported full inclusion program.
  - f. **Library/Instructional Materials Service Area** – refers to the repository electronic copies of learning resources where the learners can download to their respective devices or read the materials using the devices, or computers or reproduce different accessible formats of learning resources based on their needs.
  - g. **Daily Living Skills Service Area** – refers to where learners with disabilities are trained and practice the different daily activities.
  - h. **Management Service Area** – refers to where the meeting of stakeholders, partners, medical and allied medical specialists and other sectors supporting the learners with disabilities shall happen.
  - i. **Skill Development Area** – refers to where the learners with disability are trained to gain skills on arts and craft, cookery, bread and pastry and ICT to prepare them for the world of work.
  - j. **Water/Hydrotherapy Area** – refers to where learners with specific disability would reduce anxiety and stress relaxing muscles reducing pain, stimulating circulation and reducing spasticity which would lead to concentration in learning and improve health conditions.
32. **Transition Program** – refers to a coordinated set of courses and activities for learners with disabilities that is: (1) designated within an outcome-oriented process, which promotes movement from school to post-school activities that include post-secondary education, vocational training, integrated employment, support employment, continuing and adult education, adult services, independent living, or community participation; and (2) based upon the individual learner’s needs, taking into account the learner’s preferences and interest; and includes instruction, related services, and community experiences (RA 11650, 2022).

**Section 4. “GABAY” is hereby adapted as the prime intervention in nurturing learners with disabilities in general, kindergarten up to grades 1-3 in particular, for the municipality recognizing the importance of foundational years in the early learning stage of learners with disabilities.**

**Section 5. Each service area of the ILRC shall be provided with the necessary and appropriate facilities, specialized equipment, assistive technology devices and learning materials for learners with disabilities.**

**Section 6. Any Learner with Disability described in the following as classified in the Learner’s Information System (A & B specified in Enclosure to DepEd Order No. 023, s. 2022) shall be admitted in the ILRC and other schools in the municipality:**

A. For learners with diagnosis from licensed medical specialists

1. Visual Impairment
2. Hearing Impairment
3. Learning Disability
4. Intellectual Disability
5. Autism Spectrum Disorder
6. Emotional-Behavioral Disorder
7. Orthopedic/Physical Handicap
8. Speech/Language Disorder
9. Cerebral Palsy

10. Special Health Problem/Chronic Disease
11. Multiple Disabilities.

B. Learners without Medical Diagnosis but with manifestations of disabilities based on International Classification of Functioning (ICF) of the World Health Organization (WHO)

1. Difficulty in Seeing
2. Difficulty in Hearing
3. Difficulty in Basic Learning and Applying Knowledge
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding
5. Difficulty in Applying Adaptive Skills
6. Difficulty in Disability Interpersonal Behavior
7. Difficulty in Mobility (Walking, Climbing, and Grasping)
8. Difficulty in Communicating

C. Learners with Disabilities identified by the Multidisciplinary Team

D. Learners having Person with Disabilities Identification Card issued to any bonafide Filipino With permanent disabilities due to any one or more of the following types of disabilities: deaf/hard of hearing, intellectual, learning, mental, orthopedic, physical, psychosocial, speech and language impairment, visual, people with cancer, and people with rare disease (NCCA Administrative Order No. 001 Series of 2021).

**Section 7. The ILRC management and staff shall orient the LGU in the municipality and barangay it serves on the diverse needs and potentials of learners with disabilities.**

**Section 8. The LGUs shall formulate ordinances that will strengthen the implementation of the Child Find System and on the allocation of funding assistance to support the disadvantaged learners with disabilities in their education (e.g. travel allowance, provision of assistive devices like wheelchairs, magnifying glasses, hearing aids, etc.).**

**Section 9. In order to ensure continuing and sustained implementation, the Inclusive Learning Resource Center (ILRC) Board of Managers is hereby created.**

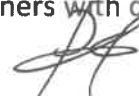
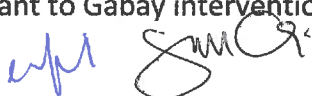
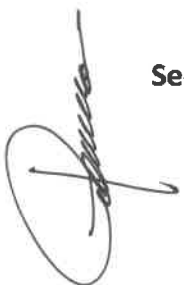
**Section 10. Composition of the ILRC Board of Managers.**

ILRC Board of Managers shall be composed of the following:

1. The Municipal Mayor as Chairman of the Board
  2. Chairperson of the Committee on Education as Vice Chairperson
- Members:
- a. Chairperson of the Committee on Health
  - b. Chairperson of the Committee on Social Services
  - c. DepEd – District Supervisors
  - d. Municipal PDAO
  - e. Representative of PWDs
  - f. Representative of Parents Group of PWDs/ LWDs
  - g. Other related sectors to be appointed by the Municipal Mayor

**Section 11. ILRC Board of Managers will have the following functions:**

1. To lead in the monitoring of the year-long implementation of Gabay interventions.
2. To formulate policies for the assurance of continuity and gathering community support for effective, and lasting impact to learners with disabilities.
3. To accept and conduct fundraising drives to support learners with disabilities under Gabay program.
4. To ensure the soundness and usefulness of the equipment donated by RBI and USAID and assure replacement of such if needed.
5. Other relevant activities that may be assigned and agreed upon by the ILRC board of Managers relevant to Gabay interventions that will benefit learners with disabilities.



**SECTION 12. Therapy Service.** The Local Government Unit of Tanauan, Leyte shall employ qualified personnel to implement, manage and oversee the operation of the ILRC and attend to the needs of children with special needs.

- |                               |                 |
|-------------------------------|-----------------|
| a. Occupational Therapist II  | Salary Grade 15 |
| b. Occupational Therapist III | Salary Grade 18 |
| c. Speech Therapist II        | Salary Grade 14 |

**SECTION 13. Referral System.** The following referral system shall be adapted by the Local Government Unit of Tanauan, Leyte through the Municipal Health Office in coordination with the Barangay Health Workers of this municipality, to wit:

- a. **Parents/Guardians.** If the parents/guardians suspect that their child or ward between the age of 3 to 5 years old is suffering from any development delays or show the signs of disabilities require special needs, shall report to the Barangay Health Worker concerned and request for the conduct of initial assessment of the said child/ward.
- b. **Barangay Health Worker.** There shall be in every barangay a trained health worker to handle cases of children suspected of having disabilities requires special needs. The said Barangay Health Workers shall be duty-bound to identify – locate and evaluate every child in their suspected barangay who are having a disability requires special needs. Upon initial assessment of the Barangay Health Worker that the said child may be specify for a disability requires special needs, the Barangay Health Worker shall require the parent/guardian to sign a Letter of Agreement referring his/her child/ward for evaluation at the Municipal Health Office or with any appropriate diagnostic center for the suspected disability.
- c. **The Municipal Health Officer.** Upon request of the parent/guardian through the Barangay Health Worker for the conduct of the assessment of the child suspected of a disability requiring a special need, the Municipal Health Officer or her authorized representative shall conduct the assessment of the child and if recessing, endorse the said child to accredited and or appropriate specialist or diagnostic center. In either care, the Municipal Health Officer or the specialist shall issue a certification of his/her diagnostic conforming that the child has the disability and specifying through the particular special needs of the child.

**Section 14. Disability Awareness and Support Programs.** The Municipal Government of Tanauan, Leyte shall undertake continuing awareness and support advocacy programs that would protect the well-being of children with disabilities and special needs; motivate the full participation and involvement of their families in their rehabilitation activities; and that would promote measures to discover and maximize the development of their skills and potentials to prepare them to become useful and productive adults.

With this in view, the Month April of each year shall be designated as Autism Awareness and Support Advocacy Month dedicated for children with autism and special needs of the Municipality of Tanauan Leyte.

**Section 15. LGU Assistance for Medical Diagnosis.** The Local Government Unit shall directly pay for the services of the diagnostic center accredited by the Local Government Unit by virtue of the Memorandum of Agreement. However, there must be a referral coming from the Rural Health Unit through the Municipal Social Welfare Development Office requesting the diagnostic center to conduct assessment. If the child belongs to an indigent family, the referral should be accompanied by an indorsement from the Municipal Social Welfare Development Office that expenses related thereto shall be paid for by the Local Government Unit supported with the certificate of indigency. Those referrals from the Rural Health Unit without the certificate of indigency shall likewise be recognized by the accredited diagnostic center but expenses related thereto should be borne by the parents/guardian of the child.

The said Financial Assistance shall be availed of provided the following requirements, among others, are complied with:

- a. Must be a bona fide resident of Tanauan, Leyte.
- b. 18 years old and below.
- c. Certification of Indigency by the MSWO.
- d. With Assessment Request for the MHO
- e. Price Quotation for the accredited Specialist or Diagnostic Center.
- f. Medical Certificate; and
- g. Such other documents that may be deemed necessary including may not limit to: Valid IDs and Certificate of Live Birth of the Child.

**Section 16. Appropriation:** For the implementation of this Ordinance a budgetary allocation shall be appropriated annually under the General Fund to finance Gabay program-related expenses and shall be included in the annual appropriations of the Municipal School Board.

**Section 17. Repealing Clause.** All resolutions, ordinances, orders, rules and regulations inconsistent with the provisions of this ordinance shall hereby repealed or modified.

**Section 18. Effectivity.** This Act shall take effect upon approval.

**ENACTED : 08 JULY 2024**

**ATTESTED:**

**HON. ARCHIE LAWRENCE R. KAPUNAN**  
Vice Mayor/Presiding

**HON. MARK EFREN E. MERILO**  
SB Member

**HON. JOSIE M. CREER**  
SB Member

**HON. JASMIN U. BORJA**  
SB Member

**HON. EFREN C. MERILO**  
SB Member/Liga Fed. Pres.

**CERTIFIED TRUE AND CORRECT:**

**ELEUTERIO T. LERIOS**  
SB Secretary

**HON. PAUL EMMANUEL R. CINCO**  
SB Member

**HON. ATTY. ISAGANI S. ESPADA**  
SB-Member

**HON. CHERRY ANNE T. FIEL**  
SB Member

**HON. KYLE C. MESIAS**  
SB Member/SK Fed. Pres.

**APPROVED BY:**

**HON. MA. GINA E. MERILO**  
Municipal Mayor  
LGU – Tanauan, Leyte

**Date:** 07-18-24



Republic of the Philippines  
Province of Leyte  
TANAUAN  
-oOo-

*OFFICE OF THE SANGGUNIANG BAYAN*

## CERTIFICATION

**TO WHOM IT MAY CONCERN:**

**THIS IS TO CERTIFY that ORDINANCE NO. 2024-08, “An Ordinance Institutionalizing Inclusive Education and Establishing an Inclusive Learning Resource Center of all Learners with Disabilities in the Municipality of Tanauan, Leyte and Providing Funds Therefor”, have been posted in the bulletin boards at the following: Entrance of the Municipal Hall, Office of the Sangguniang Bayan and Public Market beginning July 22, 2024 and shall remain posted for a minimum of three consecutive weeks.**

**This certification is issued in compliance with the pertinent provisions of R.A. 7160.**

**Issued: July 22, 2024**

  
**ELEUTERIO T. LARIOS**  
**Sangguniang Bayan Secretary**