



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

October 19, 2026

DIVISION MEMORANDUM

No. 482 s. 2026

**CALL FOR APPLICATION FOR THE NEWLY CREATED POSITIONS UNDER THE
INCLUSIVE LEARNING RESOURCE CENTERS (ILRC)**

To: Assistant Schools Division Superintendent
Division Chiefs
Public Schools District Supervisors
Education Program Supervisors
HRMPSB Members
Secondary/Elementary Principals/OICs
All Others Concerned

1. This Office announces the Call for Applications for the newly created positions under the Inclusive Learning Resource Centers (ILRC), this Schools Division, pursuant to the schedule provided below.

Date	Activity	Person Responsible
October 20- October 30, 2026	Timeline of submission of documents listed in Item No.5 to the Records Unit	Applicants
November 3, 2026	Initial evaluation of documents based on DepEd Order No. 7.s.2023	HRMPSB
November 10, 2026	Emailing of qualified applicants	HRMPSB Secretariat
November 12, 2026	Evaluation and documents (3 rd Floor Conference Hall SDO Building) 9:00am	HRMPSB
November 13, 2026	Submission of the CAR to the SDS	HRMPSB Secretariat

Position	Item Number	Publication Date
Senior Education Program Specialist	OSEC-DECSB-SREPS-150002-2026	October 19, 2026
Education Program Specialist II	OSEC-DECSB-EPS2-150003-2026	October 19, 2026



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Occupational Therapist II	OSEC-DECSB-OT2-150005-2026	October 19, 2026
Physical Therapist II	OSEC-DECSB-PHT2-150004-2026	October 19, 2026

2. The Qualification Standards of the Newly Created Positions under the Inclusive Learning Resource Centers (ILRC) are as follows:

Senior Education Program Specialist (SG 19)

Reference: 1995 QS Manual for DepEd-unique Positions

Education	:	Bachelor's degree in Education or its equivalent and completion of academic requirements for Master's degree relevant to the job
Experience	:	2 years experience in education research, development, implementation, or other relevant experience
Training	:	8 hours of relevant training
Eligibility	:	PBET; Teacher; Career Service (Professional) Appropriate Eligibility for Second Level Position

Education Program Specialist II (SG 16)

Reference: 1995 QS Manual for DepEd-unique Positions

Education	:	Bachelor's degree in Education or its equivalent
Experience	:	2 years experience in education research, development, implementation, or other relevant experience
Training	:	4 hours of relevant training
Eligibility	:	PBET; Teacher; Career Service (Professional) Appropriate Eligibility for Second Level Position

Occupational Therapist II (SG 15)

Reference: 1997 Revised QS Manual pursuant to CSC MC No. 1, s. 1997

Education	:	Bachelor's degree in Occupational Therapy
Experience	:	1 year of relevant experience
Training	:	4 hours of relevant training
Eligibility	:	RA 1080



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Physical Therapist II (SG 15)

Reference: 1997 Revised QS Manual pursuant to CSC MC No. 1, s. 1997

Education	:	Bachelor's degree in Physical Therapy
Experience	:	1 year of relevant experience
Training	:	4 hours of relevant training
Eligibility	:	RA 1080

3. Please refer to Annex A of this Memorandum for the job summaries of the newly created positions under the Inclusive Learning Resource Centers (ILRCs).
4. The evaluation of documents shall be based on DepEd Order No.7.s.2023.
5. Interested applicants to the vacant positions shall submit the following documentary requirements to the Record's Unit on or before October 30, 2026. No additional documents shall be accepted after the set deadline.
 - a. Letter of intent addressed to the Head of Office
 - b. Duly accomplished Personal Data Sheet
 - c. Photocopy of Certificate of Eligibility
 - d. Photocopy of scholastic/academic records such as Transcript of Records/Diploma, including completion of graduate and post-graduate units/degrees
 - e. Photocopy of Certificate/s of Training
 - f. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record
 - g. Photocopy of latest appointment if applicable
 - h. Photocopy of Performance Rating in the last rating period covering one (1) year performance in the current/latest position prior to the deadline of submission
 - i. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No.10173
 - j. Other documents as may be required by the HRMPSB for comparative assessment, including but not limited to.
 - i. Means of Verification (MOV's) showing Outstanding Accomplishments, Application of Education, and Application of Learning and Development reckoned from the date of last issuance of appointment; and



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- ii. Photocopy of the Performance Rating obtained from the relevant work experience if Performance Rating is not relevant to the position to be filled.

*Note: Applicants who **fail to submit** the complete set of mandatory requirements on or before the deadline shall not be included in the pool of qualified applicants.*

6. Section V, Item 50 of DepEd Order No. 19, s. 2022 provides that "The HRMPSB may also conduct other evaluation assessments in addition to the prescribed evaluative assessments as deemed necessary, such as but not limited to oral or written examinations, computer proficiency tests, and skills test. Other evaluative assessments must be anchored on the required competencies or related to the duties and responsibilities of the position to be filled."
7. SDO Bulacan provides equal employment opportunity to all qualified applicants for the position who meet the Qualification Standards (QS) regardless of their gender, age, civil status, disability, religion, ethnicity or political affiliations.
8. Expenses incurred in this activity shall be charged against Division MOOE subject to the usual budgeting and auditing procedures.
9. Wide dissemination of this Memorandum is highly desired.


CECILIA E. WALDERAMA, PhD, CESO VI
Schools Division Superintendent

HRMPSB
HR/lbp



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Annex A

Position /SG	Job Summary
Senior Education Program Specialist (SEPS) / SG 19	The Senior Education Program Specialist serves as the ILRC Supervisor and is responsible for supervising and monitoring the implementation of ILRC programs, multidisciplinary interventions, and support services for learners with disabilities within the Schools Division Office. The position supervises the implementation of inclusive education systems and ILRC operations through the implementation of the Child Find System, management of referral and support service networks, oversight of multidisciplinary assessment and IEP processes, supervision of technical assistance and capacity-building programs, promotion of research and program innovations, and oversight of transition support services, ensuring that learners with disabilities receive appropriate educational, support, and related services in accordance with Republic Act No. 11650, its Implementing Rules and Regulations, and applicable DepEd policies and standards.
Education Program Specialist II/ SG 16 (FSL Specialist, Braille Specialist, Reading Specialist)	The Filipino Sign Language (FSL) Specialist provides specialized technical expertise and support in Filipino Sign Language (FSL), accessible communication, and inclusive educational services for deaf and hard-of-hearing learners served by the Inclusive Learning Resource Center (ILRC). The position supports Child Find implementation, multidisciplinary assessment, IEP processes, referral services, technical assistance, capacity-building, resource development, and transition support, and works with schools, families, partner agencies, and other stakeholders to promote communication access and meaningful participation in inclusive education in accordance with Republic Act No. 11650, its Implementing Rules and Regulations, and relevant DepEd policies. Or The Reading Specialist provides specialized technical support in literacy assessment, reading intervention, and accessible literacy instruction for learners with disabilities. The position supports Child Find activities, multidisciplinary assessment, IEP implementation, referral services, technical assistance, capacity-building, and resource development, while assisting schools and teachers in improving literacy



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	outcomes and promoting effective participation of learners in inclusive education. Or The Braille Specialist provides specialized technical expertise in Braille literacy, accessible learning resources, assistive technologies, and learning accessibility services for learners with visual disabilities. The position contributes to Child Find implementation, multidisciplinary assessment, IEP development and monitoring, referral coordination, technical assistance, capacity-building, research and innovation initiatives, and transition planning activities. It likewise supports schools and teachers in developing and utilizing accessible learning resources and instructional strategies that promote independent learning, educational participation, and successful inclusion of learners with visual disabilities.
Occupational Therapist II/ SG 15	The Occupational Therapist II provides specialized technical support in occupational therapy, functional assessment, adaptive interventions, and accessibility services for learners with disabilities. The position contributes to Child Find implementation, multidisciplinary assessment, IEP development and monitoring, referral coordination, technical assistance, capacity-building, research initiatives, and transition support, while assisting schools, families, and other stakeholders in promoting learner participation, functional independence, and meaningful access to inclusive education and related services.
Physical Therapist II/ SG 15	The Physical Therapist II provides specialized technical expertise and support in physical therapy, functional mobility, positioning, accessibility, and participation services for learners with disabilities served by the Inclusive Learning Resource Center (ILRC). The position supports the implementation of inclusive education through participation in Child Find activities, multidisciplinary assessment, Individualized Education Plan (IEP) processes, referral services, technical assistance, capacity-building, and transition support. The position collaborates with schools, families, partner agencies, and other stakeholders to promote mobility, physical function, accessibility, participation, and meaningful engagement of learners with disabilities in education and community life.



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