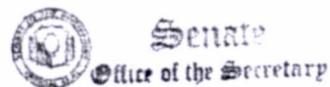


EIGHTEENTH CONGRESS OF THE REPUBLIC
OF THE PHILIPPINES
First Regular Session



SENATE
S.B. NO. 1150

19 NOV -5 P6:23

Introduced by Senator Maria Lourdes Nancy S. Binay

RECEIVED BY _____

AN ACT

INCORPORATING A SYSTEM OF SPECIAL EDUCATION IN ALL PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS NATIONWIDE FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS, INSTITUTIONALIZING THE BUREAU OF SPECIAL EDUCATION, CREATING THE IMPLEMENTING MACHINERY THEREOF, PROVIDING GUIDELINES FOR GOVERNMENT FINANCIAL ASSISTANCE AND OTHER INCENTIVES AND FOR OTHER PURPOSES

EXPLANATORY NOTE

According to the Country Report by the Department of Social Welfare and Development (DSWD) and the Department of Health (DOH), there are about 4,124,833 persons with disabilities in the Philippines. Around twenty-one percent (21%) of whom are children from 0 to 19 years of age. However, only around seven percent (7%) of these children have access to educational opportunities.

The present educational system provides for limited special education (SPED) centers. Thus, access to SPED Centers becomes crucial to the goal of affording children with special needs with their right to education, as enshrined in the 1987 Constitution and international conventions on the rights of children.

The proposed bill seeks to institutionalize an adequate and relevant educational program for children and youth with special needs (CYSN) through the establishment of SPED Centers. This will provide, all CYSN, irrespective of degree of sensory, physical or intellectual disability or need, the opportunity to be educated in the most enhancing

environment consistent with the provision of quality education that best meet their needs.

In view of the foregoing, the timely passage of this bill is earnestly recommended.



MARIA LOURDES NANCY S. BINAY
Senator

SENATE
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19 NOV -5 PM 23

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INCORPORATING A SYSTEM OF SPECIAL EDUCATION IN ALL PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS NATIONWIDE FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS, INSTITUTIONALIZING THE BUREAU OF SPECIAL EDUCATION, CREATING THE IMPLEMENTING MACHINERY THEREOF, PROVIDING GUIDELINES FOR GOVERNMENT FINANCIAL ASSISTANCE AND OTHER INCENTIVES AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 Section 1. *Title.* – This Act shall be known as "Special Education Act of 2019."

2
3 Sec. 2. *Declaration of Policy.* – It is hereby declared the policy of the State to
4 protect and promote the rights of children and youth with special needs ("CYSN") to
5 quality education; to take appropriate steps to make such education accessible to them;
6 and to give full support for their welfare and development to ensure their full
7 integration in society, as well as, to facilitate their active participation in the affairs of
8 the State.

9
10 The State shall institutionalize an adequate and relevant educational program for every
11 CYSN through the establishment of Special Education (SPED) Centers for their vital
12 support mechanisms. Toward this end, with the objective that all CYSN, irrespective of
13 the degree of sensory, physical or intellectual disability or need, shall have the
14 opportunity to be educated in the most enhancing environment consistent with the
15 provision of quality education that best meet their needs.

1
2 Sec. 3. *Objectives.* – The objectives of the Special Education Act are:
3

- 4 (a) To provide access to basic education or other alternative educational systems
5 to CYSN, namely the gifted and talented, children with developmental delays,
6 intellectual disability, visual impairment, hearing impairment, orthopedic
7 impairment, physical impairment, learning disability, speech defects, behavioral
8 problems, or autism;
- 9
- 10 (b) To ensure that CYSN fully develop their abilities, talents, interests and all
11 aspects of their development to become more responsible for their lives and
12 more effective partners in all of the affairs and concerns of the country;
- 13
- 14 (c) To ensure that CYSN understand, appreciate and respect differences among
15 groups and members of society and also to understand the nature of society in
16 which they live, and *vice-versa*, to ensure that the general public understands,
17 appreciates and respects differences between themselves and CYSNs;
- 18
- 19 (d) To inform parents about the full continuum of services, possible placement
20 options and other relevant information, and to provide venues for discussion
21 among parents in relation to their children's education, to enable them to make
22 informed decisions and choices;
- 23
- 24 (e) To equip parents, guardians, other caregivers and teachers with the capacity to
25 identify, prevent, refer and intervene with the development disorders and
26 disabilities of children, as well as, the relevant individual programming and
27 planning for the student, where such program differs significantly from the
28 standard curriculum and other matters that enhance the role of parents and
29 other caregivers as primary educators of their children from birth onwards;
- 30

1 (f) To involve private groups, local government units and national agencies other
2 than the Department of Education, in the education of children with special
3 needs; and

4

5 (g) To effectuate significant and positive changes in community attitudes towards
6 disability and the need to provide special education, care and other needs of
7 CYSNs.

8

9 Sec. 4. *Definition of Terms.* – For purposes of this Act, these terms are defined
10 as follows:

11

12 (a) *Disability* shall mean:

13

14 (1) A physical or mental impairment that limits one or more psychological,
15 physiological or anatomical function of an individual or activities of such
16 individual;

17

18 (2) A record of such impairment; or

19

20 (3) Being regarded as having such an impairment.

21

22 (b) *Impairment* is any loss, diminution or aberration of psychological, physiological
23 or anatomical structure or function;

24

25 (c) *Handicap* refers to a disadvantage of a given individual resulting from an
26 impairment or a disability that limits or prevents the functions or activity that is
27 considered normal given the age and sex of the individual;

28

29 (d) *Persons with disabilities* are those suffering from restrictions or different abilities
30 as a result of a mental, physical, sensory or neurological impairment, to perform

1 an activity in the manner or within the range considered normal for a human
2 being;

3

4 (e) *Marginalized or disadvantaged disabled persons* refer to disabled persons who
5 lack access to rehabilitation services and educational opportunities due to
6 poverty abandonment, illness and other forms of neglect. For purposes of this
7 Act, the word "poor" shall refer to those who have no means of livelihood or
8 have incomes below the poverty threshold, as determined by the National
9 Statistics Coordinating Board ("NSCB");

10

11 (f) *Children and youth with special needs* are persons aged 0 to 18 years old, who
12 are gifted and talented children or fast learners and those who, regardless of
13 age, are disabled, impaired, handicapped or in need of special education or
14 services for rehabilitation. They differs from the average child in terms of (1)
15 mental characteristics; (2) sensory abilities; (3) neuromuscular or physical
16 characteristics; (4) social abilities; (5) multiple handicaps; and/or (6) has
17 developmental lag to such an extent that requires modified school practices or
18 special education services to develop their maximum capability.

19

20 Children and youth with special needs may be classified as follows:

21

22 (1) *Gifted and Talented Children or Fast Learners* are those capable of
23 superior performance, including those with demonstrated achievements
24 or potential ability in one or more of the following areas:

25

26 a. General intellectual ability;

27

28 b. Special academic aptitude;

29

30 c. Creative or productive thinking ability;

- d. Leadership ability;
- e. Ability in the visual or performance arts;
- f. Psychomotor ability; or
- g. Those individuals who consistently manifest the following cluster of traits:
 - i. Above average ability (including intelligence);
 - ii. High creativity (implies the developmental appreciation of innovative ideas); and
 - iii. High task commitment (related to a degree of motivation); and
- h. Those who, by reason of the foregoing, requires services or activities not ordinarily provided by regular school districts.

- (2) *Intellectually disabled* refers to those have substantial limitations in present functioning characterized by significant sub-average intellectual functioning, existing concurrently with the related limitation of two or more of the applicable adaptive skill areas: communication, self-direction, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work;
- (3) *Visually impaired* are those who are blind or have low vision. A person is *blind* if he has a visual acuity of 20/200 or less in a better eye after

maximum correction. A *low vision person* is one who retains a relatively low degree of vision and can read only enlarged print or regular print under special conditions;

- (4) *Hearing impaired* are those who are deaf or hard-of-hearing. A *deaf* person is one whose hearing is non-functional for ordinary purposes in life. The *hard-of-hearing* has a sense of hearing which although defective is functional with or without a hearing aid;
- (5) *Children and youth with behavioral problems* are those who cannot adjust to the socially accepted norms or behavior and consequently disrupt academic progress, and the learning efforts of their classmates and interpersonal relations;
- (6) The *orthopedically handicapped* are those whose impairment permanently or temporarily interferes with the normal functions of the joints, muscles, or limbs;
- (7) *Children and youth with special health problems* are those who have health conditions that prevent them from attending school on a regular basis or those with chronic illnesses such as cardiac (heart) diseases, asthma, diabetes, tuberculosis and other respiratory ailments, carcinoma, epilepsy, malnutrition and others;
- (8) *Children and youth with learning disabilities* are those who, although normal in sensory, emotional and intellectual abilities, exhibit disorders in perception, listening, thinking, reading, writing, spelling or arithmetic. They have such conditions as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia and developmental asphyxia;

1 (9) The *speech impaired* are those whose speech differs from the average
2 so far as to draw unfavorable attention to the manner of speaking rather
3 than the thought conveyed;

4

5 (10) *Persons with autism* are those with developmental disabilities, having
6 onset before thirty (30) months of age which is marked by disturbance
7 in development, language and relationship with persons, activities and
8 objects and which may co-exist with intellectual disability and epilepsy.
9 Children afflicted with this disorder have the perceptual cognitive
10 communication and social difficulties which change over time;

11

12 (g) *Auxiliary aids and services* are those that are non-educational but support the
13 educational process of a child with special needs. These include:

14

15 (1) Therapy;

16

17 (2) Qualified interpreters or other effective methods of delivering materials to
18 individuals with hearing impairments;

19

20 (3) Qualified readers, tape tested or other effective methods of delivering
21 materials to individuals with visual impairments;

22

23 (4) Acquisition or modification of equipment or device; and

24

25 (5) Other similar services and actions of all types of aids and services that
26 facilitate the learning process of people with mental disability

27

28 (h) *Augmentative and alternative communication devices* are special instructional
29 materials such as, but not limited to, a textbook in Braille, large type or any

1 other medium or any apparatus that conveys information to a student or
2 otherwise contributes to the learning process;

3

4 (i) *Private sector participation* encompasses all forms of indispensable, substantial
5 and meaningful participation of private individuals partnerships, groups or
6 entities, community-based organizations or non-governmental organizations in
7 the delivery of educational and rehabilitative services for students and children
8 with special needs;

9

10 (j) *Basic education* consists of at least – twelve (12) years of basic education,
11 including Kindergarten, six (6) years of elementary education and six (6) years
12 of secondary education;

13

14 (k) *Special education* is basic education that takes into account the special needs
15 of both the disabled children, the gifted and talented and fast learners that
16 requires a systematic and deliberate process for them to achieve functional
17 literacy and which will bring the individual to the highest level of his potential
18 and capacity. It is also defined as the type of education tailored to meet the
19 needs of children who cannot profit from the regular school system because of
20 disabilities or exceptional abilities;

21

22 (l) *Functional literacy* refers to the level of literacy necessary for the individual to
23 become a useful citizens and effective members of the society;

24

25 (m) *Learning facilitator* refers to the key-learning support person who is responsible
26 for supervising or facilitating the learning process and activities of the learner;

27

28 (n) *SPED Center* shall refer to the physical space which houses learning resources
29 and facilities of a learning program for CYSNs. It is a venue for face-to-face

1 learning activities and other learning opportunities for SPED development and
2 improvement of the CYSNs quality of life.

3

4 Sec. 5. *Coverage.* – This Act shall cover all students, children and youth with
5 special needs.

6

7 Sec. 6. *Creation of the Bureau of Special Education.* – To attain the objectives of
8 this Act, the Bureau of Special Education ("BSPED"), hereinafter referred to as the
9 Bureau, is hereby created to institutionalize and govern special education in the
10 Philippines. The Bureau is primarily tasked in the formulation and administration of an
11 appropriate curriculum and developmentally suited programs to primarily achieve
12 functional literacy of the CYSNs and ensure their assimilation to society. The full
13 continuum of educational services shall also be made available by the Bureau to the
14 CYSNs below school age through regular home visits, consultations, day-care activities
15 and any other medium or program.

16

17 The Bureau shall function as a regular bureau of the Department of Education, under
18 the direct supervision of the Secretary of Education and to be headed by a director and
19 assistant director.

20

21 There shall be three (3) divisions within the Bureau, to be headed by its respective
22 division chiefs and whose staffing needs are to be equally distributed in accordance
23 with the current needs and concerns of their respective divisions, namely:

- 24
- 25 (1) Gifted and Talented Children and Youth Division ("GCYD");
26
- 27 (2) Children and Youth with Disabilities Division ("CYDD"); and
28
- 29 (3) Special Services and Auxiliary Aids Division ("SSAAD").
30

1 The division chiefs shall assist the director in the formulation, implementation and
2 improvement of the framework and components of the special education program.

3

4 The Philippine Printing House for the Blind under the existing organizational structure of
5 the Department of Education shall become part of the SSAAD and shall take charge of
6 the production of materials that convey information to a student or otherwise contribute
7 to the learning process of CYSNs.

8

9 *Sec. 7. Creation of the Special Children Wellness Board.* – To aid the Bureau in
10 its mandate and to ensure that the national policy of providing services to the CYSNs
11 are channeled to the grassroots, local government units are hereby made partners in
12 the implementation of the provisions of this Act. For this purpose, a Special Children
13 Wellness Board shall be created in every province and highly urbanized city, which shall
14 act as partner agency of the Bureau, and entrusted with the following powers and
15 functions:

- 16
- 17 (1) Account for all special children in their respective communities;
- 18
- 19 (2) Formulate lifelong policies, in coordination with the Bureau, and oversee the
20 entire operation of the program;
- 21
- 22 (3) Hire and employ adequate number of technically skilled teachers, trained
23 personnel or teacher-volunteers, who shall aid the employees of the Bureau in
24 implementing the provisions of this Act. Personnel hired and employed by the
25 Special Children Wellness Board shall only be auxiliary and shall be
26 proportionate to the total number of CYSN in a given local government unit;
- 27
- 28 (4) Provide easy access to educational and rehabilitation services to CYSNs and
29 their families;
- 30

- 1 (5) Conduct seminars and trainings on the proper management and education of
2 CYSNs and their parents;
- 3
- 4 (6) Motivate family members to actively participate in the rehabilitation programs
5 of their CYSNs;
- 6
- 7 (7) Provide opportunities to wellness day-care workers to enhance their knowledge
8 and skills in assisting persons with disabilities to organize a formal group;
- 9
- 10 (8) Generate public awareness and support in mainstreaming CYSNs into the
11 community through various advocacies and networking activities.

12

13 *Sec. 8. SPED Centers in Regular Schools. –*

- 14
- 15 (A) At least one (1) SPED Center for each school division and at least three (3)
16 SPED Centers in big school divisions shall be established in regular public
17 schools, where there are no existing SPED Centers. Those SPED Centers shall
18 be administered by the principal of the regular school.
- 19
- 20 (B) The SPED Center shall function as the Resource Center for the implementation
21 of inclusive education that will accept all kinds of children not in regular
22 schools. It shall:
- 23
- 24 (1) Support CYSNs already integrated and included in regular schools;
- 25
- 26 (2) Assist in the conduct of school-based training;
- 27
- 28 (3) Produce appropriate teaching materials; and
- 29
- 30 (4) Conduct an assessment of CYSNs.

1
2 It shall also be the responsibility of the SPED Centers to assist and facilitate the transfer
3 or admission of qualified CYSNs to post-secondary or tertiary educational institutions
4 and monitor the same.

5
6 Each SPED Center shall have at least the following staff, whose qualifications are
7 compliant with the prevailing standards of the Department of Education:

8
9 (1) One (1) SPED teacher for the gifted and talented;

10
11 (2) One (1) SPED teacher for the intellectually disabled;

12
13 (3) One (1) SPED teacher for the visually impaired;

14
15 (4) One (1) SPED teacher for the hearing impaired;

16
17 (5) One (1) SPED teacher for those with autism;

18
19 (6) One (1) SPED teacher for those with learning disabilities; and

20
21 (7) One (1) SPED teacher for those with behavioral problems.

22
23 SPED teachers shall receive a starting salary classification of three (3) grades higher
24 than regular teachers.

25
26 Regular teachers currently handling special education classes may be classified as SPED
27 teacher, entitled to the same salary grade classification, as mentioned in the preceding
28 paragraph, upon compliance with qualifications set by the Bureau. They shall also be
29 entitled to all other compensations awarded to SPED teachers.

1 (C) There shall be an assistant principal for each SPED Center. He/she shall
2 administer and supervise the alternative education program, early intervention
3 programs, monitoring, supervision and technical assistance and human
4 resource training, SPED personnel enhancement programs, referral and
5 placement procedures, advisory services and other components of the SPED
6 program in his/her jurisdiction. He/she shall also be responsible for the
7 formation and supervision of the placement committee under his/her
8 jurisdiction, as well as, in the resolution of disagreements on placement and
9 services.

10

11 Sec. 9. *Other Personnel of SPED Centers.* – One (1) educational psychologist or
12 psychometrician, one (1) social worker, one (1) educational supervisor, one (1) physical
13 therapist, one (1) occupational therapist, one (1) speech and language therapist or
14 speech correction teacher and one (1) medical health officer for each city and province
15 shall be appointed who, among other responsibilities, shall comprise the administrative
16 core and placement committed of the SPED Center in the area. They shall also be
17 jointly tasked to develop and maintain a database of special education in the respective
18 jurisdictions. The placement committee shall, among others, ensure that students with
19 disabilities are educated as close as possible to their homes and alongside their age-
20 appropriate peer groups, and that these students attend their local schools or travel the
21 shortest distance possible in the availment of educational service, in consultation with,
22 and active participation of parents.

23

24 Sec. 10. *Itinerant or Mobile SPED Teachers.* – Itinerant or mobile SPED teachers
25 shall also be appointed whenever necessary, subject to the hiring and employment
26 assignments of the Special Children Wellness Board. He/she shall assist isolated or
27 remote schools with specialized equipment, individual programs, curriculum adjustment,
28 teaching aids and building medications.

29

1 All appointments or assignments of itinerant or mobile SPED teachers shall be subject
2 to the approval of the Special Children Wellness Board.

3

4 *Sec. 11. Authority of the Secretary of Education to Give Grants to, or Enter Into*
5 *Cooperative Arrangements for the Creation of SPED Centers.* – The Secretary of
6 Education is hereby authorized to give grants to, or enter into cooperative
7 arrangements r contracts with public or private non-profit agencies, institutions or
8 organizations for the establishment or creation of SPED Centers *Provided*, That a grant
9 made pursuant to this Section may be made only for the following or similar purposes:

10

11 (1) Technical assistance of SPED Centers providing educational assistance for
12 CYSNs;

13

14 (2) Pre-service or in-service training of professional or related services personnel
15 preparing to serve or serving CYSN;

16

17 (3) Replication of successful innovative approaches to providing educational or
18 related services to CYSNs;

19

20 (4) Facilitation of parental involvement in the education of their CYSNs;

21

22 (5) Diagnosis and educational evaluation of CYSN at risk of being certified CYSN;

23

24 (6) Consultative, counseling and training services for families of CYSN; and

25

26 (7) Familiarization of the municipality or city to be served by a SPED Center with
27 the problems and potentialities of such children.

28

29 *Sec. 12. Provision for Continuing Research to Identify Special Needs of CYSN.* –
30 The Bureau, by itself, or in association with such organizations or institutions as may be

1 determined by the Secretary of Education, shall undertake continuing research to
2 identify and design programs that meet the full range of children with special needs;
3 *Provided*, That such continuing research shall also be used to develop instructional
4 techniques for use by the SPED Centers that will improve the CYSN's acquisition of skills
5 necessary for transition to independent living, vocational training or competitive
6 development; *Provided, Finally*, That such continuing research shall further be used to
7 design physical education and therapeutic recreation program for use by the SPED
8 Center to increase the potential of CYSN for community participation.

9

10 Sec. 13. *Student Assistance*. – The Bureau shall provide financial assistance to
11 economically marginalized but deserving students with special needs at the elementary
12 and secondary levels, including any post-secondary or tertiary education which may
13 come in the form of scholarship grants, transportation allowance, food allowance, board
14 and lodging allowance, book allowance, student loan programs, artistic and cultural
15 tours, training programs, subsidies and other incentives. Marginalized disabled persons
16 and those coming from indigenous cultural communities shall be the priority in the
17 grant of the aforesaid assistance.

18

19 Social equipment like wheelchair, crutches, special toilet and hygiene requirements,
20 hearing aids, eyeglasses and the like, required by the children and youth to optimize
21 education and participation in the educational process shall also be provided for free or
22 at discounted rates to deserving students at very affordable rates in general through a
23 reasonable funding scheme that shall be designated by the Bureau.

24

25 Sec. 14. *Medical Assistance*. – The Bureau shall prepare a scheme that will
26 ensure adequate and affordable medical assistance and intervention programs,
27 including those essential to the student's or child's rehabilitation such as therapy,
28 psychometric assessments, medical examinations and the like, with government clinics,
29 hospitals and other health facilities. In case medical needs are not offered by the
30 government clinics, hospitals and other health facilities or cannot be obtained by reason

1 of critical immediacy or the need to obtain a more specialized or advance treatment,
2 CYSNs may avail of the service of private clinics, hospitals and other specialized
3 agencies as may be identified by the Bureau through a grant of at least twenty percent
4 (20%) discount; *Provided*, That private clinics, hospitals and other specialized agencies
5 may claim such discount as tax credit.

6

7 Sec. 15. *Recreational and Artistic Opportunities.* – The Bureau shall institute and
8 include a program for CYSN to afford them full opportunities for safe and wholesome
9 recreation and activities, individuals, as well as, social, for the wholesome use of their
10 leisure hours and for the advancement of their physical, mental, social and cultural
11 development.

12

13 Sec. 16. *Continuing Education and Assistance to Teachers or Instructors of
14 CYSNs.* – The Bureau shall enhance the gift of teachers or instructors to professional
15 advancement and ensure that the teaching staff attract the best available talents
16 through adequate remuneration, scholarship and training grants; teacher exchange
17 programs, incentives and allowances and other means of securing job satisfaction and
18 fulfillment, as well as, their long and stable tenure in their respective posts. A similar
19 program shall be designed for support personnel like interpreters, psychologists, social
20 workers and others involved in the education and rehabilitation of the children and
21 youth.

22

23 The Bureau shall identify at least one (1) leading institution or University in Luzon,
24 Visayas and Mindanao, whose faculty is considered or regarded as highly competent in
25 the area of special education, and where a uniform or standardized curriculum for any
26 post-graduate studies in special education programs shall be designed to benefit SPED
27 teachers and other personnel of SPED Centers. The manner of selection of such
28 institution shall be provided under the Implementing Rules and Regulations of this Act.

29

1 Sec. 17. *Special Instruction Materials.* – Publishers shall grant the Department of
2 Education, through the SSAAD, the authority to transcribe adopted instructional
3 materials to Braille, large type and audio type without penalty or payment of royalty.
4 Furthermore, on or before the second working day after the adoption of textbook titled
5 by the Department of Education, each publisher of newly adopted instructional
6 materials shall provide computerized files as specified by the Department of Education,
7 which may be copied and distributed to a school division, upon request, for instructional
8 purposes.

9

10 Copies of these instructional materials shall be furnished without cost to either the
11 student or teacher, who is blind or visually impaired. The materials are to be loaned to
12 the public school district as long as needed and are to be returned to SSAAD when no
13 longer needed.

14

15 Sec. 18. *Incentives to Private Sector Participation.* – Partnership between the
16 government and private institutions catering to the needs of CYSNs shall be
17 encouraged. All profits and income generated by the SPED Center derived from its
18 fundamental function as an educational institution shall be exempt from income tax.
19 Any donation, contribution, bequest and grant which may be made to the SPED Center
20 shall be exempt from donor's tax and the same shall be considered as an allowable
21 deduction from the Gross Income in the computation of the income tax of the donor in
22 accordance with the provisions of the National Internal Revenue Code, as amended;
23 *Provided*, That such donations shall not be disposed of, transferred or sold by the SPED
24 Center.

25

26 Economic, technical and cultural books or publications shall be imported duty-free, upon
27 certification by the Bureau that such imported books or publication are for the
28 economic, technical, vocational, scientific, philosophical, historical or actual purposes of
29 SPED Centers, in accordance with the provisions of the Tariff and Customs Code, as
30 amended.

1
2 Sec. 19. *Local Government Unit Participation.* – The local government units shall
3 be responsible for the following:

- 4
- 5 (1) Provision of building or centers and sites, which are PWD-friendly, where there
6 are no existing school facilities that will house the SPED Center;
- 7
- 8 (2) Organization of one (1) parent-teacher association in every school in their
9 respective jurisdictions offering special education to CYSNs;
- 10
- 11 (3) Identification, coordination and the tapping of public and private volunteers
12 and private organizations, national or international, for information
13 dissemination campaigns, funding programs and other projects to augment the
14 funding of equipment for SPED programs, among others; and
- 15
- 16 (4) Provision of counterpart funds for the training and seminars of parents and teachers
17 for CYSNs in their respective localities to be determined by the Bureau, in coordination with the Department of Budget and Management
18 ("DBM") and the Department of Finance ("DOF").
- 20

21 Sec. 20. *Public Information, Education and Communication.* – A nationwide
22 information dissemination campaign on prevention, early identification and intervention
23 programs for CYSNs shall be intensified. This shall be the joint responsibility of the
24 Philippine Information Agency (PIA), Council for the Welfare of Children (CWC) and the
25 Department of Education. The Department of Education, in collaboration with the DOH,
26 Department of Labor and Employment (DOLE) and the local government unit, shall also
27 disseminate materials and information concerning effective practices in working with,
28 training and education of CYSNs.

29

1 Sec. 21. *Appropriations*. – To implement the provisions of this Act, the amount of
2 Six Hundred Million Pesos (P 600,000,000.00) per year for five (5) consecutive years is
3 hereby appropriated for the SPED program to be included in the General Appropriations
4 Act.

5

6 A supplementary appropriation in the amount of Twenty Million Pesos (P
7 20,000,000.00) to be sourced from the President's Social Fund and Philippine
8 Amusement and Gaming Corporation shall be provided to the Bureau as a reserve fund
9 for every year of operation, immediately upon approval of this Act. This shall be used
10 exclusively to augment funding for auxiliary aids and services.

11

12 Sec. 22. *Implementation*. – The Department of Education through the Bureau, in
13 coordination with the DILG, DOH, DOF, CWC, Early Childhood Care and Development
14 Council and the National Council for Disability Affairs shall promulgate and issue the
15 necessary implementing rules and regulations for the creation and operation of SPED
16 Centers within sixty (60) days after the effectivity of this Act.

17

18 Sec. 23. *Separability Clause*. – If any provision of part hereof is held invalid or
19 unconstitutional, the remainder of the law or the provisions not otherwise affected shall
20 remain valid and subsisting.

21

22 Sec. 24. *Repealing Clause*. – Any law, presidential decree or issuance, executive
23 order, letter of instruction, administrative order, rules and regulations contrary to or
24 inconsistent with the provisions of this Act is hereby repealed, modified or amended
25 accordingly.

26

27 Sec. 25 *Effectivity Clause*. – This Act shall take effect fifteen (15) days after its
28 publication in at least two (2) newspapers of general circulation.

Approved,