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Second Regular Session )

15 JAN 21 P 6:45

SENATE

RECEIVED BY: *ji*

S. B. NO. **2579**

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Introduced by Senator Sonny M. Angara

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AN ACT

**INSTITUTING INCLUSIVE EDUCATION AND THE ESTABLISHMENT OF INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR**

**EXPLANATORY NOTE**

Sec. 1, Article XIV of the 1987 Philippine Constitution says that the State shall promote the “right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all,” calling for the establishment of a “complete, adequate and integrated system of education relevant to the needs of the people and society.” Hence, the universality and inclusiveness of education become a fundamental policy aim of the country.

Several laws affirm this policy directive, but gaps persist especially those concerning the delivery and quality of education for children with disabilities. A 2011 Philippine Institute for Development Studies (PIDS) showed that up to twice as many female Persons with Disabilities (PWDs) than male PWDs do not complete any primary education at all—hindered by cost and social barriers.

Inadequate resources are devoted to building up the tailored capabilities and expertise that allow even the differently abled to gain a meaningful education. According to the Alternative Budget Initiative, out of some 609 poor municipalities, only 99 have so-called special education centers (SPED) at the primary level and 53 at the secondary level.


The foregoing measure aims to fill in these policy gaps by calling for the establishment of inclusive education learning resource centers for children and youth with special needs across the country—in a bid to further expand the avowed accessibility of Philippine education. Therefore, its swift passage is earnestly sought.

**SONNY M. ANGARA**

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AN ACT  
INSTITUTING INCLUSIVE EDUCATION AND THE ESTABLISHMENT OF  
INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND  
YOUTH WITH SPECIAL NEEDS IN ALL PUBLIC SCHOOLS DIVISIONS,  
PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS  
THEREFOR

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

1           **SECTION 1. Short Title.** – This Act shall be known as the ***“Inclusive Education***  
2 ***Learning Resource Center Act.*”**

3  
4           **SECTION 2. Declaration of Policy.** – It is hereby declared the policy of the State to  
5 protect and promote the rights of children and youth with special needs to quality education and  
6 to take appropriate steps to make such education accessible to them. The State recognizes their  
7 vital role in society and endeavors to include their needs as an integral part of national  
8 development strategies.

9           It is also the policy of the State to fully support their welfare and development, ensure  
10 their full integration in society, as well as facilitate their active participation in the affairs of the  
11 State. Towards this end, and pursuant to the *1987 Constitution* specifically: Section 13, Article  
12 II; Section 13, Article XIII; and Sections 1 and 2, paragraphs 1 and 3, Article XIV, Article 3  
13 of Presidential Decree No. 603: *The Child and Youth Welfare Code (1974)*, and Sections 12-14 of  
14 Republic Act No. 9442 *An Act Amending RA 7277 otherwise known as the “Magna Carta For*  
15 *Disabled Persons, And For Other Purposes” (2008)* , UN Convention on the Rights of the  
16 Child (1989), UNESCO Salamanca Statement (1984), UN Convention on the Rights of Persons  
17 with Disabilities (2006) and Incheon Strategy to Make the Rights Real for Persons with  
18 Disability in Asia and Pacific (2012) and other relevant laws, the State shall institutionalize an  
19 adequate and relevant educational program for every child and youth with special needs by  
20 adopting the policy of inclusive education, the establishment of Inclusive Education Learning  
21 Resource Centers, and the provision of vital support mechanisms required to ensure their  
22 effectiveness. All children and youth with special needs in any degree of sensory, physical or  
23 intellectual disability or need, shall therefore have the opportunity to be developed in the most  
24 enhancing environment, consistent with the provision of a quality education that best meets  
25 their needs.

26  
27           **SECTION 3. Objectives.** – This Act shall pursue the following:

- 28           (a) provide children and youth with special needs free and appropriate public education  
29 and related services in accordance with their needs, and in preparation for adult  
30 living and community life;
- 31           (b) provide children and youth with special needs access to general education  
32 curriculum through the formal systems and alternative delivery services in  
33 education;

- 1 (c) institute Inclusive Education and establish Inclusive Education Learning Resource  
2 Centers for inclusion of children and youth with special needs in the educational  
3 mainstream;
- 4 (d) ensure that children and youth with special needs fully develop their potentials  
5 toward toward self- sufficiency and become fully participative members of society;
- 6 (e) identify thru a child find system children and youth with special needs ages 3-24  
7 and infants and toddlers under age 3 in compliance with the Early Years Act of 2013  
8 (R.A.10410);
- 9 (f) develop, implement, and review Individualized Education Program;
- 10 (g) provide parents with information and opportunities to actively participate in the  
11 possible placement options for their children and to enable them to make informed  
12 choices and decisions;
- 13 (h) enable and empower parents and family members by training and equipping them  
14 with capabilities to identify, prevent, refer or intervene with regards disorders and  
15 disabilities of their children;
- 16 (i) train and equip special education teachers, regular teachers, principals/  
17 administrators, non- teaching staff of the school, and caregivers a primary  
18 sources of care, development, education and advancement of children and youth  
19 with special needs;
- 20 (j) increase school retention and cohort survival of children and youth with special  
21 needs;
- 22 (k) create significant and positive changes in community attitudes towards disability  
23 and the need to provide inclusive education and proper care for children and youth  
24 with special needs;
- 25

26 **SECTION 4. *Definition of Terms.*** – As used in this Act:

27

- 28 (a) *Basic education* refers to meeting the basic learning needs which provide the  
29 foundation on which subsequent learning can be based. It encompasses  
30 kindergarten, elementary and secondary education as well as alternative learning  
31 systems for out-of-school learners and those with special needs;
- 32 (b) Children and youth with special needs refer to children and youth who are gifted or  
33 talented, or with neuropsychological retardation, learning disabilities, emotional or  
34 behavioral disorders, speech and language disorders, hearing impairments, visual  
35 impairments, autism, physical or health disabilities, deaf-blindness and multiple  
36 handicapping conditions and are in need of special education as well as services for  
37 rehabilitation. They differ from the average children in neuropsychological  
38 characteristics, sensory abilities, neuromuscular or physical characteristics, and  
39 social attributes to such an extent that the use of modified school practices or special  
40 education services are required to develop them to maximum capability. They may  
41 be classified as children with exceptionalities such as the following:
- 42
- 43 (1) *Autism* - those with developmental disabilities marked by disturbance in  
44 development, language and relationship with persons, activities and objects and  
45 which may coexist with intellectual disability and epilepsy. Children afflicted  
46 with this disorder have perceptual, cognitive, communication and social  
47 difficulties that change over time;
- 48
- 49 (2) *Behavioral Disturbance* - those who cannot adjust to the socially-accepted  
50 norms of behavior and consequently disrupt their academic progress, the  
51 learning efforts of their classmates, and their interpersonal relations;
- 52
- 53 (3) *Gifted or talented* - those who are capable of superior performance including  
54 those with demonstrated achievement or potential ability in one or more of the

1 following areas: general intellectual ability, specific academic aptitude, creative  
2 or productive thinking ability, leadership ability, ability in the visual or  
3 performing arts, and psychomotor ability; or, those individuals who consistently  
4 manifest the following cluster of traits: above average ability (including  
5 intelligence), high creativity (implies the developmental appreciation of  
6 innovative ideas) and high task commitment (related to a high degree of  
7 motivation); and those who by reason thereof, require services or activities not  
8 ordinarily provided by a school;  
9

10 (4) *Deaf*- those who are deaf or hard-of-hearing. Deaf persons are those whose  
11 hearing is non-functional for ordinary purposes in life; the hard-of-hearing have  
12 a defective sense of hearing but are still functional with or without a hearing  
13 aid;  
14

15 (5) *Learning disabilities* - those, although normal in sensory, emotional and  
16 intellectual abilities, have a condition that causes impediment/impairment  
17 in perception, comprehension, listening, thinking, reading, writing, spelling or  
18 arithmetic;  
19

20 (6) *Multiple disabilities* - those with more than one disability such as the deaf-  
21 blindness (concomitant hearing and visual impairments) or those diagnosed  
22 with autism and intellectual disability; mental retardation-orthopedic  
23 impairment;  
24

25 (7) *Deafblindness*- concomitant hearing and visual impairments, the combination of  
26 which results in severe communication and other development and education  
27 needs that cannot be served in programs solely for the blind and deaf.  
28

29 (8) *Neuropsychological retardation/ intellectual disability* - those who have  
30 substantial limitation in present functioning characterized by significant sub-  
31 average intellectual functioning co-existing with other limitations in two or  
32 more of the following applicable adaptive skill areas: communication, self-  
33 care, home living, social skills, community use, self-direction, health and safety,  
34 functional academics, leisure and work;  
35

36 (9) *Orthopedic/physical disabilities* - those who have impairments caused by any of  
37 the following :a) congenital anomaly (eg.clubfoot,spinal cord injury etc.),b)  
38 disease (eg.poliomyelitis,bone tuberculosis etc.),and c) impairments from other  
39 causes (eg.cerebral palsy,amputations,and fractures etc.). The impairment  
40 permanently or temporarily interferes with the normal functions of the  
41 joints,muscles or limbs.  
42

43 (10) *Special health problems* - those who have health conditions that tend to keep  
44 them out-of-school, or those with chronic and/or debilitating illnesses such  
45 as cardiac disease, asthma, diabetes, tuberculosis and other respiratory ailments,  
46 carcenonza, epilepsy, and malnutrition;  
47

48 (11) *Speech impairment and delays* - those who have difficulty in expressing or  
49 articulating words in a manner understandable by others;  
50

51 (12) *Visual impairment* - those who are blind or have low vision. Persons are blind if  
52 they have visual capacity of 20/200 or less in the better eye after maximum  
53 correction. Low vision persons retain relatively low degree of vision and can  
54 read only enlarged print or regular print under special conditions;

- 1  
2 (c) *Handicap* refers to a disadvantage of an individual, resulting from an impairment or  
3 a disability that limits or prevents the function or activity that is considered normal,  
4 given the age and gender of the individual;  
5  
6 (d) *Impairment* refers to any loss, diminution or aberration of psychological,  
7 physiological or anatomical structure or function;  
8  
9 (e) *Individualized Education Plan* refers to the systematic, purposive and  
10 developmental educational programming of curricular and instructional priorities  
11 and contents designed to meet a learner's special needs and aimed at ensuring  
12 mastery learning of target skills and behaviors; including periodic monitoring of  
13 child's progress and age- appropriate transition plan relating to training,  
14 employment, and independent living beginning at age 16 or earlier as determined by  
15 the IEP team;  
16  
17 (f) *Learning differences* refer to any of the following:  
18 (1) a physical or mental or sensory and intellectual impairment that  
19 substantially limits one or more psychological, physiological,  
20 anatomical, sensory or intellectual function of an individual;  
21 (2) a record of such an impairment; or,  
22 (3) being regarded as having such an impairment;  
23  
24 (g) *Private sector participation* refers to all forms of indispensable, substantial and  
25 meaningful participation of private individuals, partnerships, groups or entities,  
26 community-based organizations or non-governmental organizations, in the delivery  
27 of educational and rehabilitative services for children with special needs;  
28  
29 (h) *Special Education* refers to the customized instructional program/service designed to  
30 meet the unique needs of individual children and youth with special needs, which  
31 may necessitate use of supplementary aids and services and teaching strategies in  
32 classroom and non- academic settings, and includes instructions on physical and  
33 vocational education and travel training. Special education addresses significant  
34 physical, sensory, neuropsychological, cognitive or behavioral characteristics that  
35 may necessitate the use of specialized materials, equipment, services and/or  
36 teaching strategies. It is geared towards the integration of children with special  
37 needs into the education mainstream;  
38  
39 (i) *Inclusive Education* means providing to all students, including those with  
40 significant disabilities, equitable opportunities to receive effective educational  
41 services, with the needed supplementary aids and support services, in age-  
42 appropriate classrooms in their neighborhood schools, in order to prepare students  
43 productive lives as full members of society( National Center on Educational  
44 Restructuring and Inclusion, 1995). It requires that schools educate children and  
45 youth with special needs predominantly in general education classroom. Removal  
46 of children and youth with special needs from the regular educational environment,  
47 like special class or separate schooling, occurs only when education in regular  
48 classes even with the use of supplementary aids and services cannot be made  
49 satisfactorily due to the nature of the special needs.  
50  
51 (j) *Inclusive Education Learning Resource Center* is a resource hub that provide  
52 students, teachers, school personnel and other education stakeholders of children  
53 and youth with special needs appropriate instructional learning materials, tools,  
54 devices, gadgets, equipment to facilitate and enhance learning; assessment tools and

1 instruments to evaluate developmental domains and specific areas of concern  
2 necessary in determining appropriate services and placement decisions;

3  
4 (k) *Special instructional materials* refer to textbooks in Braille, large type or any other  
5 medium or apparatus, that convey information to a student or otherwise contributes  
6 to the learning process;

7  
8 (l) *Universal Design for Learning* is a framework that provides educators with a  
9 structure to meet the wide range of diversity among learners by providing flexibility  
10 in the ways information is presented and by reducing barriers in instruction,  
11 providing appropriate accommodations and supports. The three principles of UDL  
12 are access, assessment, and engagement (Higher Equal Opportunity Act, 2008).  
13

14 **SECTION 5. *Establishment of Inclusive Education Learning Resource Centers for***  
15 ***Children and Youth with Special Needs in all Public Schools Divisions.*** - An Inclusive  
16 Education Learning Resource Center for children and youth with special needs shall be  
17 established in all public schools divisions nationwide where there are no existing Inclusive  
18 Education Learning Resource Center. Existing Inclusive Education Learning Resource  
19 Centers shall continue to function and additional ones shall be established when the need arises  
20 due to increased number of enrollees, upon recommendation of the Schools Division  
21 Superintendent and approval of the Secretary of the Department of Education (DepEd).

22 All Inclusive Education Learning Resource Centers will comply with the requirements of  
23 the Universal Design Principle.  
24

25 **SECTION 6. *Function of an Inclusive Education Learning Resource Center.*** - The  
26 Inclusive Education Learning Resource Center shall function as a resource center that shall assist  
27 in promoting inclusive education to capacitate regular schools to effectively handle the needs of  
28 children and youth with disability. It shall:

- 29 (a) support children and youth with special needs so they could be integrated / included  
30 in regular classes;
- 31 (b) conduct assessment of children and youth with special needs to  
32 evaluate developmental domains and specific areas of concern and  
33 determine appropriate services and placement options;
- 34 (c) conduct school- based training of children and youth with special needs;
- 35 (d) undertake case management and coordination of services;
- 36 (e) provide training to regular teachers, administrators, non-teaching personnel and  
37 parents on inclusive education;
- 38 (f) produce appropriate teaching materials for children and youth with special needs;
- 39 (g) implement the programs of the Inclusive Education Learning Resource Center such  
40 as the Individualized Education Program and other alternative educational  
41 programs;
- 42 (h) provide auxiliary aids and services or services that are basically non-  
43 educational, but which enhance the education process of the child and youth with  
44 special needs. These services include:
- 45 1. language and speech therapy, occupational therapy, physical and  
46 physiotherapy, among other modes of therapy;
  - 47 2. quality interpretations or other effective methods of delivering materials;
  - 48 3. quality reading, taped tests or other effective methods of delivering materials to  
49 individuals with visual impairments;
  - 50 4. acquisition or modification of equipment or devices;
  - 51 5. appropriate classroom accommodation; and,
  - 52 6. other similar services and actions or all types of aids and services that facilitate  
53 the learning process of children and youth with special needs; and

1           7. assist, facilitate, monitor the transfer or admission of qualified children and  
2           youth with special needs to post- secondary or tertiary education institutions.  
3

4           **SECTION 7. *Staffing and Responsibilities.*** - In addition to teachers with special  
5 training to handle children and youth with special needs, each Inclusive Education  
6 Learning Resource Center shall have a Supervisor, an Administrative Core and Placement  
7 Committee. Mobile SPED teachers and the Mobile Multi-Specialist Inclusive Education  
8 Division Support Team who will serve as human resource complement.

9           (a) Supervisor - The Supervisor shall:

- 10           (1) head the Inclusive Education Learning Resource Center;  
11           (2) administer and supervise the Inclusive Learning Resource Center Program;  
12           (3) oversee the other components of the Inclusive Education Learning Resource  
13           Learning Resource Center Program;  
14           (4) monitor, supervise and provide technical assistance, training, and enhancement  
15           programs of the Inclusive Educational Learning Resource Center personnel;

16           (b) Administrative Core and Placement Committee - The Placement Committee shall, in  
17 consultation with and active participation of parents, and developmental  
18 pediatrician among others, ensure that students with disabilities are educated by  
19 appropriate qualified personnel as close as possible to their homes and alongside  
20 their age-appropriate peer groups. It is also tasked to develop and maintain a data  
21 bank on special education in respective jurisdiction. This Committee shall be  
22 composed of:

- 23  
24           (1) any one (1) of the following: developmental pediatrician, neurological  
25           psychiatrist, educational psychologist, guidance counselor or psychometrician  
26           (2) one (1) physical therapist;  
27           (3) one (1) occupational therapist;  
28           (4) one (1) speech and language therapist/speech correction teacher;  
29           (5) one (1) reading specialist; and,  
30           (6) sign language specialist; and  
31           (7) the Inclusive Education Learning Resource Center Supervisor  
32

33           (c) Mobile SPED Teachers - Mobile SPED teachers shall be appointed whenever  
34 necessary. Their principal task is CHILD-YOUTH FIND (find and identify children  
35 and youth with special needs unable to attend formal schooling due to accessibility  
36 and mobility limitations) and determine appropriate learning modalities using the  
37 program and services of the Inclusive Education Learning Resource Center. They  
38 shall share responsibility for program planning and scheduling, and assist isolated or  
39 remote schools with specialized equipment, individual programs, curriculum  
40 adjustment, teaching aids and building modifications. The Alternative Learning  
41 System (ALS) shall be an integral component of the Inclusive Education Learning  
42 Resource Center.  
43

44           (c) Mobile Multi- Specialist Inclusive Education Division Support Team –DepED shall  
45 outfit each school division with a Mobile Multi- Specialist Inclusive Education  
46 Division Support Team comprised of a SPED Education Supervisor, Occupational  
47 Therapist, Physical Therapist, Speech Therapist/Pathologist, Sign Language  
48 Specialist, Guidance and Counseling Specialist, Developmental Pediatrician,  
49 Educational Psychologist, Materials Production Specialist and other specialists  
50 deemed necessary. They will serve as consultants and will be drawn from  
51 professional organizations based in the region or nearby region where the division is  
52 based.  
53

1           **SECTION 8. *Remuneration and Benefits for Inclusive Education Learning.*** -  
2 Resource Center Personnel - The salary grades of SPED teachers and the Supervisor managing  
3 the Inclusive Education Learning Resource Centers shall be in accordance with the *Revised*  
4 *Compensation and Classification System* and other Civil Service Rules and Regulations.

5  
6           The DepEd shall enhance the right of the teachers/instructors to professional  
7 advancement and ensure that the Inclusive Education Learning Resource Centers shall attract the  
8 best available teaching staff and talents through adequate remuneration, scholarship and  
9 training grants, teacher exchange programs, incentives and allowances and other means of  
10 securing their job satisfaction and fulfillment as well as their long and stable tenure in their  
11 respective posts. A similar program shall be designed for support personnel to include  
12 interpreters, psychologists, social workers involved in the education and rehabilitation of  
13 children and youth with special needs, teachers, and other personnel of Inclusive Education  
14 Learning Resource Center.

15  
16           The DepEd shall identify at least one (1) leading institution or university in Luzon,  
17 Visayas and Mindanao whose faculty is considered or regarded as highly competent in the area  
18 of special and inclusive education and where a uniform or standardized curriculum for any post-  
19 graduate education program shall be designed to benefit SPED teachers and other personnel of  
20 Inclusive Education Learning Resource Centers. The manner of selection of such institution shall  
21 be provided under the rules and regulations to be formulated to implement the provisions of this  
22 Act.

23  
24           **SECTION 9. *In-Service Training of Teachers, Administrators, Non-Teaching***  
25 ***Personnel.***

- 26  
27           (a) To build a culture for Inclusive Education, DepED shall offer basic and advanced  
28 seminars on disability awareness and inclusive education for the following education  
29 stakeholders: principals and administrators, regular teacher's, non-teaching staff and  
30 personnel.  
31           (b) Specialist teachers for children and youth with special needs will be provided  
32 opportunities for annual upgrading in their area of specializations like interventions  
33 for learning, sign language fluency and other topics deemed necessary by DepED.  
34

35           **SECTION 10. *Authority of the Secretary of Education to Give Grants to, or Enter***  
36 ***Into Cooperative Arrangements for the Creation of Inclusive Education Resource Centers.*** -  
37 The Secretary of Education is hereby authorized to give grants to, or enter into cooperative  
38 arrangements or contracts with public or private non-profit agencies, institutions or organizations  
39 for the establishment or creation of Inclusive Education Learning Resource Centers or  
40 implementation of programs such as the following:

- 41           (a) technical assistance to Inclusive Education Learning Resource Center teachers who  
42 are preparing to serve or are serving children and youth with special needs for  
43 inclusion and mainstreaming;  
44           (b) training of professionals or related services personnel including all regular teachers;  
45           (c) replication of successful innovative approaches in providing educational or related  
46 services to children and youth with special need;  
47           (d) facilitation of parental involvement in the education of their children and youth with  
48 special needs;  
49           (e) diagnosis and educational evaluation of children and youth with special needs;  
50           (f) consultative, counseling and training services for the families of children  
51 and youth with special needs; and,  
52           (g) familiarization of the municipality or city being served by an Inclusive  
53 Education Learning Resource Center with the problems and potentialities  
54 of such children and youth.



1  
2       **SECTION 11. *Creation of an Inclusive Education Program Office at DepED Central***  
3 ***Office.*** - DepED shall set-up a new Inclusive ED Program Office that will focus on policy  
4 formulation and program development for children and youth with special needs. The Office is  
5 primarily tasked with the formulation and administration of policies and developmentally-suited  
6 programs primarily to achieve functional literacy of the children and youth with special needs to  
7 facilitate inclusion in society. The full continuum of educational services shall be made available  
8 by the Office to those CYSN below school age through regular home visits, consultations, day  
9 care activities and other programs.

10  
11       The Inclusive ED Program Office will be under the DepED USEC for Programs and  
12 Projects and will be headed by a director and assisted by division chiefs for the (1) Children and  
13 Youth with Disability Division and (2) Gifted and Talented Children and Youth Division. The  
14 Division Chiefs will assist in the formulation, implementation, monitoring, and evaluation of  
15 policies, programs and services for children and youth with special needs.  
16

17       **SECTION 12 *Continuing Research to Identify Needs of Children and Youth with***  
18 ***Special Needs/Disability.*** - The DepEd, by itself or in coordination with organizations or  
19 institutions, shall undertake continuing research to identify and design programs that shall meet  
20 the full range of needs of children and youth with special needs: *Provided*, That such continuing  
21 research shall also be used to develop instructional techniques for use by the Inclusive Education  
22 Learning Resource Centers towards improving the children's and youth acquisition of skills  
23 necessary for their transition to independent living, vocational training or competitive development:  
24 *Provided, further*, That such continuing research shall be used by the DepEd in designing a  
25 physical education and therapeutic recreation program to be used by the Centers to increase the  
26 potential of the children and youth for community participation.  
27

28       **SECTION 13. *Student Assistance.*** - The DepEd shall provide financial assistance to  
29 marginalized or disadvantaged children and youth with special needs at the elementary and  
30 secondary levels which may come in the form of scholarship grants; allowances for  
31 transportation, food, lodging, and books; student loan programs; artistic and cultural tours;  
32 training programs; subsidies for educational assessment and diagnosis; and other incentives.  
33 These include those who lack access to rehabilitative services and educational opportunities due  
34 to being poor, as defined in R.A. No. 8425 otherwise known as the *Social Reform and Poverty*  
35 *Alleviation Act*, been have abandoned, are ill, or are neglected.  
36

37       Marginalized or disadvantaged children and youth with special needs coming from  
38 indigenous communities shall be given priority in the grant of assistance.

39       Special equipment like wheelchairs, crutches, special toilet and hygiene requirements,  
40 hearing aids, eyeglasses, learning devices, and other assistive devices required by the students to  
41 optimize education and participation in the educational process shall also be provided for free or at  
42 discounted rates to deserving students, and at very affordable rates, in general, through a  
43 reasonable funding scheme that shall be designed by the DepEd.  
44

45       **SECTION 14. *Recreational and Artistic Opportunities.*** - The DepEd shall institute  
46 opportunities for safe and wholesome individual as well as interactive group recreation and  
47 social activities; optimal use of their leisure hours; and advancement of their physical, mental, social  
48 and cultural development.  
49

50       **SECTION 15. *Special Instructional Materials.*** - Publishers shall grant the DepEd the  
51 authority to transcribe adopted instructional materials into accessible format, without penalty or  
52 payment of royalty in accordance with R. A. No. 8293 otherwise known as the *Intellectual*  
53 *Property Code of the Philippines*. Further, publishers of a newly adopted materials shall provide,  
54 not later than the second working day after the adoption of a textbook titles by the DepEd,

1 the digital copy as specified by the DepEd for the purpose of producing accessible versions of  
2 the textbooks for students with reading disabilities. The accessible versions may be produced by  
3 the DepED or by non- profit accessible book producers. which may be copied and distributed  
4 upon request, to a Schools Division for instructional purposes.  
5

6 Copies of these instructional materials shall be furnished without cost to either the  
7 children and youth with special needs or the teacher who is handling their instruction.  
8

9 **SECTION 16. *Incentives for Private Sector Participation.*** – Partnership between the  
10 government and private institutions catering to the needs of children and youth with special needs be  
11 encouraged. All revenues generated by the Inclusive Education Learning Resource Center in  
12 public elementary and high school, owned, operated and controlled by the DepEd shall be  
13 exempt from income tax. Any donation, contribution, bequest and grant which may be made to  
14 the Inclusive Education Learning Resource Center shall be exempt from donor's tax and the  
15 same shall be considered as allowable deduction from the gross income in the computation of the  
16 income tax of the donor in accordance with the provisions of R.A. No. 8424 otherwise known as  
17 the *National Internal Revenue Code of 1997*, as amended: *Provided*, That such donations shall  
18 not be disposed of, transferred or sold. Economic, technical and cultural books and publications  
19 shall be imported duty-free upon certification by the DepEd that such imported books and  
20 publications are for economic, technical, vocational, scientific, philosophical, historical or  
21 cultural purposes, in accordance with the provisions of the *Tariff and Customs Code*, as  
22 amended.  
23

24 **SECTION 17. *Integration/Inclusion of Children With Disability in Child***  
25 ***Development/ Day Care Centers.*** Child Development/Day Care Centers especially designed for  
26 pre-school children and their parents, where early identification of disabilities and special needs  
27 and introductory educational and intervention programs will be administered, shall also be  
28 established near or within existing Inclusive Education Learning Resource Centers, or in other  
29 Centers that shall be supported by the DepED with the support of the Early Childhood Care and  
30 Development (ECCD) Council, Department of Social Welfare and Development (DSWD) and  
31 Local Government Unit (LGU) in the area. As far as practicable, the use of existing day care  
32 centers and facilities shall be maximized.  
33

34 **SECTION 18. *Nutritional Programs.*** – The National Nutrition Council (NNC) shall  
35 determine and prescribe appropriate nutritional programs for children with special needs for  
36 implementation by the Department of Health (DOH) and the DepEd.  
37

38 **SECTION 19. *Parent, Sibling and Caregiver Education.*** –A formal training and  
39 counseling program shall be developed through joint efforts of DepED, DSWD, LGUs, Early  
40 Childhood Care and Development (ECCD) Council, and Disabled People's Organizations  
41 (DPOs), Non-government organizations (NGOs), Civil Society Organizations (CSOs) to equip  
42 parents, siblings, and caregivers of children and youth with special needs with a working  
43 knowledge of special education, an understanding of the psychology of children with special  
44 needs, and the awareness of their crucial role as educators so that they, in turn, can maximize  
45 their knowledge and skills to fully participate in developing the potentials of children and youth  
46 with special needs. Parents should also be appraised of procedural safeguards to protect the  
47 educational rights of children and their parents, and processes to resolve disputes and complaints  
48 related to the education of children and youth with special needs.  
49

50 **SECTION 20. *Local Government Unit Participation.*** – The LGUs shall use their  
51 Special Education Fund for the following:

- 52 (a) provision of sites, buildings or centers where there are no existing school facilities  
53 that may be used for the special education of children with special  
54 needs, as well as the establishment of day care pursuant to Sec. 15 hereof;

- 1 (d) identification, coordination and the tapping of public or private volunteers and  
2 private organizations, national or international, for information dissemination  
3 campaigns, funding programs and other projects to augment the funding of Inclusive  
4 Education programs and equipment, among others; and,  
5 (c) provision of counterpart funds for nutritional programs, educational assessment  
6 program of children and youth with special needs in their respective localities that  
7 would be initiated by the DepEd, in coordination with the Department of Budget and  
8 Management (DBM) and the Department  
9 of Finance (DOF).

10  
11 **SECTION 21. *Public Information, Education and Communication.*** – A nationwide  
12 information dissemination campaign on the prevention, early identification and the strategic  
13 intervention programs for children and youth with special needs shall be intensified. This shall  
14 be the joint responsibility of the Philippine Information Agency (PIA), Council for the Welfare  
15 of Children (CWC) and the DepEd. Likewise, the DepEd, in collaboration with DOH, DOLE,  
16 LGUs shall disseminate materials and information concerning effective practices in working  
17 with, training and educating children with special needs.

18  
19 **SECTION 22. *Appropriations.*** – The Secretary of the DepEd shall immediately include  
20 in the DepEd program the implementation of this Act, the funding of which shall be included in  
21 the *Annual General Appropriations Act*. Separate appropriation will be provided for children and  
22 youth with disabilities and talented or gifted children and youth.

23 **SECTION. 23. *Implementing Rules and Regulations.*** – The DepEd, in coordination  
24 with the DSWD, Department of Interior and Local Government (DILG), DOH, DOF, Bureau of  
25 Internal Revenue (BIR), and CWC shall promulgate and issue the necessary guidelines for the  
26 creation and operation of Inclusive Education Learning Resource Centers within sixty (60) days  
27 after the effectivity of this Act.

28  
29 **SECTION 24. *Separability Clause.*** – If for any reason, a provision or part hereof is  
30 declared invalid, other provisions not affected thereby shall remain in full force and effect.

31  
32 **SECTION 25. *Repealing Clause.*** – All laws, decrees, executive orders, rules and  
33 regulations contrary or inconsistent with the provisions of this Act are hereby repealed or  
34 modified accordingly.

35  
36 **SECTION 26. *Effectivity.*** – This Act shall take effect fifteen (15) days after its  
37 publication in the Official Gazette or in a newspaper of general circulation.

38  
39 Approved,