



SEVENTEENTH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
First Regular Session)

'17 FEB 14 P4:12

SENATE

RECEIVED BY: _____

S.B. No. 1331

Introduced by Senator SONNY ANGARA

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." Further, the right of persons with disabilities to education is guaranteed by international law, particularly Article 24 of the Convention on the Rights of Persons with Disabilities Hence, the universality and inclusiveness of education is a fundamental policy aim of the country.

Several laws already 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. Rappler reported that only 620 out of 34,000 public elementary schools across the country either have a Special Education (SPED) center or at least offers a SPED program.¹

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 nationwide-in a bid to further expand the avowed accessibility of Philippine education. Therefore, the immediate enactment of this measure is earnestly sought.

SONNY ANGARA

¹ <http://www.rappler.com/move-ph/issues/education/51277-long-way-special-education>



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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 **SEC. 2. Declaration of Policy.** – It is hereby declared the policy of the State to protect
5 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
7 recognizes their vital role in society and endeavors to include their needs as an integral
8 part of national development strategies.

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

1 effectiveness. All children and youth with special needs in any degree of sensory, physical
2 or intellectual disability or need, shall therefore have the opportunity to be developed in
3 the most enhancing environment, consistent with the provision of a quality education that
4 best meets their needs.

5
6 **SEC. 3. Objectives.** – This Act shall pursue the following:

7 (a) Provide children and youth with special needs free and appropriate public education
8 and related services in accordance with their needs, and in preparation for adult living
9 and community life;

10 (b) Provide children and youth with special needs access to general education curriculum
11 through the formal systems and alternative delivery services in education;

12 (c) Institute Inclusive Education and establish Inclusive Education Learning Resource
13 Centers for inclusion of children and youth with special needs in the educational
14 mainstream;

15 (d) Ensure that children and youth with special needs fully develop their potentials toward
16 self- sufficiency and become fully participative members of society;

17 (e) Identify thru a child find system children and youth with special needs ages 3-24 and
18 infants and toddlers under age 3 in compliance with the Early Years Act of 2013
19 (R.A.10410);

20 (f) Develop, implement, and review Individualized Education Program;

21 (g) Provide parents with information and opportunities to actively participate in the
22 possible placement options for their children and to enable them to make informed
23 choices and decisions;

24 (h) Enable and empower parents and family members by training and equipping them
25 with capabilities to identify, prevent, refer or intervene with regards disorders and
26 disabilities of their children;

27 (i) Train and equip special education teachers, regular teachers, principals/
28 administrators, non-teaching staff of the school, and caregivers a primary source of
29 care, development, education and advancement of children and youth with special
30 needs;

31 (j) Increase school retention and cohort survival of children and youth with special needs;
32 and

33 (k) Create significant and positive changes in community attitudes towards disability and
34 the need to provide inclusive education and proper care for children and youth with
35 special needs.

1 **SECTION 4. *Definition of Terms.*** – As used in this Act:
2

3 (a) *Basic education* refers to meeting the basic learning needs which provide the
4 foundation on which subsequent learning can be based. It encompasses kindergarten,
5 elementary and secondary education as well as alternative learning systems for out-of-
6 school learners and those with special needs;
7

8 (b) *Children and youth with special needs* refer to children and youth who are gifted or
9 talented, or with neuropsychological retardation, learning disabilities, emotional or
10 behavioral disorders, speech and language disorders, hearing impairments, visual
11 impairments, autism, physical or health disabilities, deaf-blindness and multiple
12 handicapping conditions and are in need of special education as well as services for
13 rehabilitation. They differ from the average children in neuropsychological
14 characteristics, sensory abilities, neuromuscular or physical characteristics, and social
15 attributes to such an extent that the use of modified school practices or special education
16 services are required to develop them to maximum capability. They may be
17 classified as children with exceptionalities such as the following:
18

19 (1) *Autism* - those with developmental disabilities marked by disturbance in
20 development, language and relationship with persons, activities and objects and which
21 may coexist with intellectual disability and epilepsy. Children afflicted with this disorder
22 have perceptual, cognitive, communication and social difficulties that change over time;
23

24 (2) *Behavioral Disturbance* - those who cannot adjust to the socially-accepted norms
25 of behavior and consequently disrupt their academic progress, the learning efforts of their
26 classmates, and their interpersonal relations;
27

28 (3) *Gifted or talented* - those who are capable of superior performance including those
29 with demonstrated achievement or potential ability in one or more of the following areas:
30 general intellectual ability, specific academic aptitude, creative or productive thinking
31 ability, leadership ability, ability in the visual or performing arts, and psychomotor ability;
32 or, those individuals who consistently manifest the following cluster of traits: above
33 average ability (including intelligence), high creativity (implies the developmental
34 appreciation of innovative ideas) and high task commitment (related to a high degree of
35 motivation); and those who by reason thereof, require services or activities not ordinarily
36 provided by a school;
37

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

4

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

8

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

12

13 (7) *Deaf blindness* - concomitant hearing and visual impairments, the combination of
14 which results in severe communication and other development and education needs that
15 cannot be served in programs solely for the blind and deaf.

16

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

22

23 (9) *Orthopedic/physical disabilities* - those who have impairments caused by any of the
24 following: a) congenital anomaly (e.g. clubfoot, spinal cord injury, etc.); b) disease (e.g.
25 poliomyelitis, bone tuberculosis, etc.); and c) impairments from other causes (e.g. gerbera
26 palsy, amputations, and fractures, etc.). The impairment permanently or temporarily
27 interferes with the normal functions of the joints, muscles or limbs;

28

29 (10) *Special health problems* - those who have health conditions that tend to keep them
30 out-of-school, or those with chronic and/or debilitating illnesses such as cardiac disease,
31 asthma, diabetes, tuberculosis and other respiratory ailments, carcinonza, epilepsy, and
32 malnutrition;

33

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

36

37 (12) *Visual impairment* - those who are blind or have low vision. Persons are blind if they
38 have visual capacity of 20/200 or less in the better eye after maximum correction. Low

1 vision persons retain relatively low degree of vision and can read only enlarged print or
2 regular print under special conditions;

3

4 (c) *Handicap* refers to a disadvantage of an individual, resulting from an impairment or a
5 disability that limits or prevents the function or activity that is considered normal, given
6 the age and gender of the individual;

7

8 (d) *Impairment* refers to any loss, diminution or aberration of psychological, physiological
9 or anatomical structure or function;

10

11 (e) *Individualized Education Program (IEP)* refers to the systematic, purposive and
12 developmental educational programming of curricular and instructional priorities and
13 contents designed to meet a learner's special needs and aimed at ensuring mastery
14 learning of target skills and behaviors; including periodic monitoring of child's progress
15 and age- appropriate transition plan relating to training, employment, and independent
16 living beginning at age 16 or earlier as determined by the IEP team;

17

18 (f) *Learning differences* refer to any of the following:

- 19 1. a physical or mental or sensory and intellectual impairment that substantially limits
20 one or more psychological, physiological, anatomical, sensory or intellectual
21 function of an individual;
- 22 2. a record of such an impairment; or,
- 23 3. being regarded as having such an impairment;

24

25 (g) *Private sector participation* refers to all forms of indispensable, substantial and
26 meaningful participation of private individuals, partnerships, groups or entities,
27 community-based organizations or non-governmental organizations, in the delivery of
28 educational and rehabilitative services for children with special needs;

29

30 (h) *Special Education* refers to the customized instructional program/service designed
31 to meet the unique needs of individual children and youth with special needs, which may
32 necessitate use of supplementary aids and services and teaching strategies in
33 classroom and non- academic settings, and includes instructions on physical and
34 vocational education and travel training. Special education addresses significant
35 physical, sensory, neuropsychological, cognitive or behavioral characteristics that may
36 necessitate the use of specialized materials, equipment, services and/or teaching
37 strategies. It is geared towards the integration of children with special needs into the
38 education mainstream;

1 (i) *Inclusive Education* means providing to all students, including those with significant
2 disabilities, equitable opportunities to receive effective educational services, with the
3 needed supplementary aids and support services, in age-appropriate classrooms in their
4 neighborhood schools, in order to prepare students productive lives as full members of
5 society (National Center on Educational Restructuring and Inclusion, 1995). It requires
6 that schools educate children and youth with special needs predominantly in general
7 education classroom. Removal of children and youth with special needs from the regular
8 educational environment, like special class or separate schooling, occurs only when
9 education in regular classes even with the use of supplementary aids and services cannot
10 be made satisfactorily due to the nature of the special needs.

11
12 (j) *Inclusive Education Learning Resource Center* is a resource hub that provide
13 students, teachers, school personnel and other education stakeholders of children and
14 youth with special needs appropriate instructional learning materials, tools, devices,
15 gadgets, equipment to facilitate and enhance learning; assessment tools and instruments
16 to evaluate developmental domains and specific areas of concern necessary in
17 determining appropriate services and placement decisions;

18
19 (k) *Special instructional materials* refer to textbooks in Braille, large type or any other
20 medium or apparatus, that convey information to a student or otherwise contributes to the
21 learning process;

22
23 (l) *Universal Design for Learning* is a framework that provides educators with a structure
24 to meet the wide range of diversity among learners by providing flexibility in the ways
25 information is presented and by reducing barriers in instruction, providing appropriate
26 accommodations and supports. The three principles of UDL are access, assessment,
27 and engagement (Higher Equal Opportunity Act, 2008).

28
29 **SEC. 5. *Establishment of Inclusive Education Learning Resource Centers for***
30 ***Children and Youth with Special Needs in all Public Schools Divisions.*** – An
31 Inclusive Education Learning Resource Center for children and youth with special needs
32 shall be established in all public schools divisions nationwide where there are no existing
33 Inclusive Education Learning Resource Center. Existing Inclusive Education Learning
34 Resource Centers shall continue to function and additional ones shall be established
35 when the need arises due to increased number of enrollees, upon recommendation of the
36 Schools Division Superintendent and approval of the Secretary of the Department of
37 Education (DepEd).

1 All Inclusive Education Learning Resource Centers will comply with the
2 requirements of the Universal Design Principle.

3
4 **SEC. 6. *Function of an Inclusive Education Learning Resource Center.*** – The
5 Inclusive Education Learning Resource Center shall function as a resource center that
6 shall assist in promoting inclusive education to capacitate regular schools to effectively
7 handle the needs of children and youth with disability. It shall:

- 8 (a) support children and youth with special needs so they could be integrated/included in
9 regular classes;
- 10 (b) conduct assessment of children and youth with special needs to
11 evaluate developmental domains and specific areas of concern and
12 determine appropriate services and placement options;
- 13 (c) conduct school- based training of children and youth with special needs;
- 14 (d) undertake case management and coordination of services;
- 15 (e) provide training to regular teachers, administrators, non-teaching personnel and
16 parents on inclusive education;
- 17 (f) produce appropriate teaching materials for children and youth with special needs;
- 18 (g) implement the programs of the Inclusive Education Learning Resource Center such
19 as the Individualized Education Program and other alternative educational programs;
- 20 (h) provide auxiliary aids and services or services that are basically non-educational, but
21 which enhance the education process of the child and youth with special needs. These
22 services include:

- 23 1. language and speech therapy, occupational therapy, physical and
24 physiotherapy, among other modes of therapy;
- 25 2. quality interpretations or other effective methods of delivering materials;
- 26 3. quality reading, taped tests or other effective methods of delivering materials
27 to individuals with visual impairments;
- 28 4. acquisition or modification of equipment or devices;
- 29 5. appropriate classroom accommodation; and,
- 30 6. other similar services and actions or all types of aids and services that facilitate
31 the learning process of children and youth with special needs; and
- 32 7. assist, facilitate, monitor the transfer or admission of qualified children and
33 youth with special needs to post- secondary or tertiary education institutions.
- 34

35 **SEC. 7. *Staffing and Responsibilities.*** – In addition to teachers with special training to
36 handle children and youth with special needs, each Inclusive Education
37 Learning Resource Center shall have a Supervisor, an Administrative Core and
38 Placement Committee. Mobile Special Education (SPED) teachers and the Mobile Multi-

1 Specialist Inclusive Education Division Support Team who will serve as human resource
2 complement.

3 (a) Supervisor - The Supervisor shall:

- 4 i. head the Inclusive Education Learning Resource Center;
- 5 ii. administer and supervise the Inclusive Learning Resource Center Program;
- 6 iii. oversee the other components of the Inclusive Education Learning Resource
7 Learning Resource Center Program;
- 8 iv. monitor, supervise and provide technical assistance, training, and enhancement
9 programs of the Inclusive Educational Learning Resource Center personnel;

10

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

- 17 (1) any one (1) of the following: developmental pediatrician, neurological psychiatrist,
18 educational psychologist, guidance counselor or psychometrician
- 19 (2) one (1) physical therapist;
- 20 (3) one (1) occupational therapist;
- 21 (4) one (1) speech and language therapist/speech correction teacher;
- 22 (5) one (1) reading specialist;
- 23 (6) sign language specialist; and
- 24 (7) the Inclusive Education Learning Resource Center Supervisor.

25

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

35

36 (d) Mobile Multi-Specialist Inclusive Education Division Support Team - DepEd shall outfit
37 each school division with a Mobile Multi- Specialist Inclusive Education Division Support
38 Team comprised of a SPED Education Supervisor, Occupational Therapist, Physical

1 Therapist, Speech Therapist/Pathologist, Sign Language Specialist, Guidance and
2 Counseling Specialist, Developmental Pediatrician, Educational Psychologist, Materials
3 Production Specialist and other specialists deemed necessary. They will serve as
4 consultants and will be drawn from professional organizations based in the region or
5 nearby region where the division is based.

6
7 **SEC. 8. *Remuneration and Benefits for Inclusive Education Learning.*** – Resource
8 Center Personnel - The salary grades of SPED teachers and the Supervisor managing
9 the Inclusive Education Learning Resource Centers shall be in accordance with the
10 Revised Compensation and Classification System and other Civil Service Rules and
11 Regulations.

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

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

29
30 **SEC. 9. *In-Service Training of Teachers, Administrators, and Non-Teaching***
31 ***Personnel.*** –

32 (a) To build a culture for Inclusive Education, DepEd shall offer basic and advanced
33 seminars on disability awareness and inclusive education for the following education
34 stakeholders: principals and administrators, regular teacher's, non-teaching staff and
35 personnel.

36 (b) Specialist teachers for children and youth with special needs will be provided
37 opportunities for annual upgrading in their area of specializations like interventions for
38 learning, sign language fluency and other topics deemed necessary by DepEd.

1 **SEC. 10. Authority of the Secretary of Education to Give Grants to, or Enter into**
2 **Cooperative Arrangements for the Creation of Inclusive Education Resource**
3 **Centers.** – The Secretary of Education is hereby authorized to give grants to, or enter
4 into cooperative arrangements or contracts with public or private non-profit agencies,
5 institutions or organizations for the establishment or creation of Inclusive Education
6 Learning Resource Centers or implementation of programs such as the following:

- 7 (a) Technical assistance to Inclusive Education Learning Resource Center teachers
8 who are preparing to serve or are serving children and youth with special needs for
9 inclusion and mainstreaming;
- 10 (b) Training of professionals or related services personnel including all regular teachers;
- 11 (c) Replication of successful innovative approaches in providing educational or related
12 services to children and youth with special need;
- 13 (d) Facilitation of parental involvement in the education of their children and youth with
14 special needs;
- 15 (e) Diagnosis and educational evaluation of children and youth with special needs;
- 16 (f) Consultative, counseling and training services for the families of children and youth
17 with special needs; and,
- 18 (g) Familiarization of the municipality or city being served by an Inclusive Education
19 Learning Resource Center with the problems and potentialities of such children and
20 youth.

21

22 **SEC. 11. Creation of an Inclusive Education Program Office at DepEd Central**
23 **Office.** – DepEd shall set-up a new Inclusive ED Program Office that will focus on policy
24 formulation and program development for children and youth with special needs. The
25 Office is primarily tasked with the formulation and administration of policies and
26 developmentally-suited programs primarily to achieve functional literacy of the children
27 and youth with special needs to facilitate inclusion in society. The full continuum of
28 educational services shall be made available by the Office to children and youth with
29 special needs below school age through regular home visits, consultations, day care
30 activities and other programs.

31 The Inclusive ED Program Office will be under the DepEd Undersecretary for
32 Programs and Projects and will be headed by a director and assisted by division chiefs
33 for the (1) Children and Youth with Disability Division and (2) Gifted and Talented Children
34 and Youth Division. The Division Chiefs will assist in the formulation, implementation,
35 monitoring, and evaluation of policies, programs and services for children and youth with
36 special needs.

1 **SEC. 12. Continuing Research to Identify Needs of Children and Youth with Special**
2 **Needs/Disability.** – The DepEd, by itself or in coordination with organizations or
3 institutions, shall undertake continuing research to identify and design programs that shall
4 meet the full range of needs of children and youth with special needs: *Provided*, That
5 such continuing research shall also be used to develop instructional techniques for use
6 by the Inclusive Education Learning Resource Centers towards improving the children's
7 and youth acquisition of skills necessary for their transition to independent living,
8 vocational training or competitive development: *Provided, further*, That such continuing
9 research shall be used by the DepEd in designing a physical education and therapeutic
10 recreation program to be used by the Centers to increase the potential of the children and
11 youth for community participation.

12
13 **SEC. 13. Student Assistance.** – The DepEd shall provide financial assistance to
14 marginalized or disadvantaged children and youth with special needs at the elementary
15 and secondary levels which may come in the form of scholarship grants; allowances for
16 transportation, food, lodging, and books; student loan programs; artistic and cultural tours;
17 training programs; subsidies for educational assessment and diagnosis; and
18 other incentives. These include those who lack access to rehabilitative services and
19 educational opportunities due to being poor, as defined in R.A. No. 8425 otherwise known
20 as the Social Reform and Poverty Alleviation Act, been have abandoned, are ill, or are
21 neglected.

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

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

30
31 **SEC. 14. Recreational and Artistic Opportunities.** – The DepEd shall institute
32 opportunities for safe and wholesome individual as well as interactive group recreation
33 and social activities; optimal use of their leisure hours; and advancement of their physical,
34 mental, social and cultural development.

35
36 **SEC. 15. Special Instructional Materials.** – Publishers shall grant the DepEd the
37 authority to transcribe adopted instructional materials into accessible format, without
38 penalty or payment of royalty in accordance with R.A. No. 8293 otherwise known as the

1 Intellectual Property Code of the Philippines. Further, publishers of newly adopted
2 materials shall provide, not later than the second working day after the adoption of
3 textbook titles by the DepEd, the digital copy as specified by the DepEd for the purpose
4 of producing accessible versions of the textbooks for students with reading disabilities.
5 The accessible versions may be produced by the DepEd or by non-profit accessible book
6 producers. which may be copied and distributed upon request, to a Schools Division for
7 instructional purposes.

8 Copies of these instructional materials shall be furnished without cost to either the
9 children and youth with special needs or the teacher who is handling their instruction.
10

11 **SEC. 16. *Incentives for Private Sector Participation.*** – Partnership between the
12 government and private institutions catering to the needs of children and youth with
13 special needs be encouraged. All revenues generated by the Inclusive Education
14 Learning Resource Center in public elementary and high school, owned, operated and
15 controlled by the DepEd shall be exempt from income tax. Any donation, contribution,
16 bequest and grant which may be made to the Inclusive Education Learning Resource
17 Center shall be exempt from donor's tax and the same shall be considered as allowable
18 deduction from the gross income in the computation of the income tax of the donor in
19 accordance with the provisions of R.A. No. 8424 otherwise known as the National Internal
20 Revenue Code of 1997, as amended: *Provided*, That such donations shall not be
21 disposed of, transferred or sold. Economic, technical and cultural books and publications
22 shall be imported duty-free upon certification by the DepEd that such imported books and
23 publications are for economic, technical, vocational, scientific, philosophical, historical or
24 cultural purposes, in accordance with the provisions of the Customs Modernization and
25 Tariff Act.
26

27 **SEC. 17. *Integration/Inclusion of Children with Disability in Child Development/***
28 ***Day Care Centers.*** – Child Development/Day Care Centers specially designed for pre-
29 school children and their parents, where early identification of disabilities and special
30 needs and introductory educational and intervention programs will be administered, shall
31 also be established near or within existing Inclusive Education Learning Resource
32 Centers, or in other Centers that shall be supported by the DepEd with the support of
33 the Early Childhood Care and Development (ECCD) Council, Department of Social
34 Welfare and Development (DSWD) and Local Government Unit (LGU) in the area. As far
35 as practicable, the use of existing day care centers and facilities shall be maximized.
36

1 **SEC. 18. *Nutritional Programs.*** – The National Nutrition Council (NNC) shall determine
2 and prescribe appropriate nutritional programs for children with special needs for
3 implementation by the Department of Health (DOH) and the DepEd.
4

5 **SEC. 19. *Parent, Sibling and Caregiver Education.*** – A formal training and counseling
6 program shall be developed through joint efforts of DepEd, DSWD, LGUs, Early
7 Childhood Care and Development (ECCD) Council, and Disabled People's Organizations
8 (DPOs), Non-government organizations (NGOs), Civil Society Organizations (CSOs) to
9 equip parents, siblings, and caregivers of children and youth with special needs with a
10 working knowledge of special education, an understanding of the psychology of children
11 with special needs, and the awareness of their crucial role as educators so that they, in
12 turn, can maximize their knowledge and skills to fully participate in developing the
13 potentials of children and youth with special needs. Parents should also be appraised of
14 procedural safeguards to protect the educational rights of children and their parents, and
15 processes to resolve disputes and complaints related to the education of children and
16 youth with special needs.
17

18 **SEC. 20. *Local Government Unit Participation.*** – The LGUs shall use their Special
19 Education Fund for the following:

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

23 (a) identification, coordination and the tapping of public or private volunteers and private
24 organizations, national or international, for information dissemination campaigns,
25 funding programs and other projects to augment the funding of Inclusive Education
26 programs and equipment, among others; and,

27 a. provision of counterpart funds for nutritional programs, educational assessment
28 program of children and youth with special needs in their respective localities that
29 would be initiated by the DepEd, in coordination with the Department of Budget and
30 Management (DBM) and the Department of Finance (DOF).
31

32 **SEC. 21. *Public Information, Education and Communication.*** – A nationwide
33 information dissemination campaign on the prevention, early identification and the
34 strategic intervention programs for children and youth with special needs shall be
35 intensified. This shall be the joint responsibility of the Philippine Information Agency (PIA),
36 Council for the Welfare of Children (CWC) and DepEd. Likewise, the DepEd, in
37 collaboration with DOH, DOLE, LGUs shall disseminate materials and information

1 concerning effective practices in working with, training and educating children with special
2 needs.

3

4 **SEC. 22. Appropriations.** – The Secretary of the DepEd shall immediately include in
5 the DepEd program the implementation of this Act, the funding of which shall be included
6 in the annual General Appropriations Act. Separate appropriation will be provided for
7 children and youth with disabilities and talented or gifted children and youth.

8

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

14

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

17

18 **SEC. 25. Repealing Clause.** – All laws, decrees, executive orders, rules and regulations
19 contrary or inconsistent with the provisions of this Act are hereby repealed or modified
20 accordingly.

21

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

24

25 *Approved,*