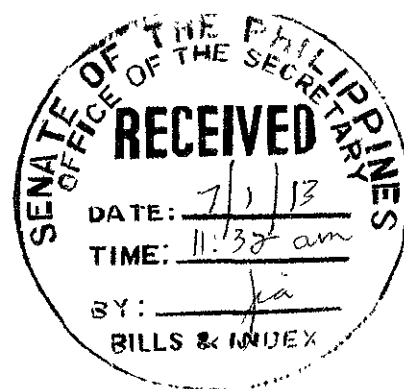


SIXTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
First Regular Session)

SENATE
S. B. NO. 22



Introduced by Senator Maria Lourdes Nancy S. Binay

EXPLANATORY NOTE

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.¹

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 the 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.

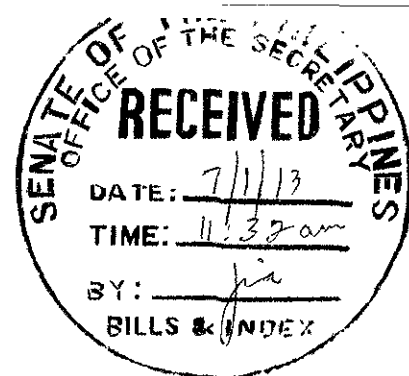
In view of the foregoing, the timely passage of this bill is earnestly recommended.


MARIA LOURDES NANCY S. BINAY
Senator

¹ Country Report by the Department of Social Welfare and Development and Department of Health, Republic of the Philippines for the 7th ASEAN and Japan High Level Officials Meeting on Caring Societies: Towards an Inclusive Society held in Tokyo, Japan, 31 August 2009 to 03 September 2009.

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

SENATE
S.B. NO. _____



Introduced by Senator Maria Lourdes Nancy S. Binay

1 AN ACT INCORPORATING A SYSTEM OF SPECIAL EDUCATION IN ALL PUBLIC
2 AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS NATIONWIDE FOR
3 CHILDREN AND YOUTH WITH SPECIAL NEEDS, INSTITUTIONALIZING THE
4 BUREAU OF SPECIAL EDUCATION, CREATING THE IMPLEMENTING
5 MACHINERY THEREOF, PROVIDING GUIDELINES FOR GOVERNMENT
6 FINANCIAL ASSISTANCE AND OTHER INCENTIVES AND FOR OTHER
7 PURPOSES
8
9

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

12
13 **SECTION 1.** *Title.* – This Act shall be known as “*Special Education Act of 2013.*”
14

15 **SECTION 2.** *Declaration of Policy.* – It is hereby declared the policy of the State to protect
16 and promote the rights of children and youth with special needs (“CYSN”) to quality
17 education; to take appropriate steps to make such education accessible to them; and to give
18 full support for their welfare and development to ensure their full integration in society, as
19 well as, to facilitate their active participation in the affairs of the State.
20

21 The State shall institutionalize an adequate and relevant educational program for every CYSN
22 through the establishment of Special Education (SPED) Centers for their vital support
23 mechanisms. Toward this end, with the objective that all CYSN, irrespective of the degree of
24 sensory, physical or intellectual disability or need, shall have the opportunity to be educated
25 in the most enhancing environment consistent with the provision of quality education that
26 best meet their needs.
27

28 **SECTION 3.** *Objectives.* – The objectives of the Special Education Act are:
29

- 30 (a) To provide access to basic education or other alternative educational systems to CYSN,
31 namely the gifted and talented, children with developmental delays, intellectual
32 disability, visual impairment, hearing impairment, orthopedic impairment, physical
33 impairment, learning disability, speech defects, behavioral problems, or autism;
34
35 (b) To ensure that CYSN fully develop their abilities, talents, interests and all aspects of
36 their development to become more responsible for their lives and more effective
37 partners in all of the affairs and concerns of the country;
38

- 1 (c) To ensure that CYSN understand, appreciate and respect differences among groups and
2 members of society and also to understand the nature of society in which they live, and
3 *vice-versa*, to ensure that the general public understands, appreciates and respects
4 differences between themselves and CYSNs;
5
- 6 (d) To inform parents about the full continuum of services, possible placement options and
7 other relevant information, and to provide venues for discussion among parents in
8 relation to their children's education, to enable them to make informed decisions and
9 choices;
10
- 11 (e) To equip parents, guardians, other caregivers and teachers with the capacity to
12 identify, prevent, refer and intervene with the development disorders and disabilities of
13 children, as well as, the relevant individual programming or planning for the student,
14 where such program differs significantly from the standard curriculum and other
15 matters that enhance the role of parents and other caregivers as primary educators of
16 their children from birth onwards;
17
- 18 (f) To involve private groups, local government units and national agencies other than the
19 Department of Education, in the education of children with special needs; and
20
- 21 (g) To effectuate significant and positive changes in community attitudes towards disability
22 and the need to provide special education, care and other needs of CYSNs.
23

24 **SECTION 4. *Definition of Terms.*** – For purposes of this Act, these terms are defined as
25 follows:
26

- 27 (a) *Disability* shall mean:
28
- 29 (1) A physical or mental impairment that limits one or more psychological,
30 physiological or anatomical function of an individual or activities of such
31 individual;
32
- 33 (2) A record of such impairment; or
34
- 35 (3) Being regarded as having such an impairment.
36
- 37 (b) *Impairment* is any loss, diminution or aberration of psychological, physiological or
38 anatomical structure or function;
39
- 40 (c) *Handicap* refers to a disadvantage of a given individual resulting from an impairment or
41 a disability that limits or prevents the functions or activity that is considered normal
42 given the age and sex of the individual;
43
- 44 (d) *Persons with disabilities* are those suffering from restrictions or different abilities as a
45 result of a mental, physical, sensory or neurological impairment, to perform an activity
46 in the manner or within the range considered normal for a human being;
47
- 48 (e) *Marginalized or disadvantaged disabled persons* refer to disabled persons who lack
49 access to rehabilitation services and educational opportunities due to poverty,
50 abandonment, illness and other forms of neglect. For purposes of this Act, the word

1 “poor” shall refer to those who have no means of livelihood or have incomes below the
2 poverty threshold, as determined by the National Statistics Coordinating Board
3 (“NSCB”);
4

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

14 Children and youth with special needs may be classified as follows:
15

- 16 (1) *Gifted and Talented Children or Fast Learners* are those capable of superior
17 performance, including those with demonstrated achievements or potential ability
18 in one or more of the following areas:
19
20 a. General intellectual ability;
21
22 b. Special academic aptitude;
23
24 c. Creative or productive thinking ability;
25
26 d. Leadership ability;
27
28 e. Ability in the visual or performance arts;
29
30 f. Psychomotor ability; or
31
32 g. Those individuals who consistently manifest the following cluster of traits:
33
34 i. Above average ability (including intelligence);
35
36 ii. High creativity (implies the developmental appreciation of
37 innovative ideas); and
38
39 iii. High task commitment (related to a high degree of motivation); and
40
41 h. Those who, by reason of the foregoing, require services or activities not
42 ordinarily provided by regular school districts.
43
44 (2) *Intellectually disabled* refers to those who have substantial limitations in present
45 functioning characterized by significant sub-average intellectual functioning,
46 existing concurrently with the related limitation in two or more of the applicable
47 adaptive skill areas: communication, self-direction, home living, social skills,
48 community use, self-direction, health and safety, functional academics, leisure and
49 work;
50

- 1 (3) *Visually impaired* are those who are blind or have low vision. A person is *blind* if
2 he has a visual acuity of 20/200 or less in a better eye after maximum correction.
3 A *low vision person* is one who retains a relatively low degree of vision and can
4 read only enlarged print or regular print under special conditions;
5
- 6 (4) *Hearing impaired* are those who are deaf or hard-of-hearing. A *deaf* person is one
7 whose hearing is non-functional for ordinary purposes in life. The *hard-of-*
8 *hearing* has a sense of hearing which although defective is functional with or
9 without a hearing aid;
10
- 11 (5) *Children and youth with behavioral problems* are those who cannot adjust to the
12 socially accepted norms or behavior and consequently disrupt academic progress,
13 and the learning efforts of their classmates and interpersonal relations;
14
- 15 (6) The *orthopedically handicapped* are those whose impairment permanently or
16 temporarily interferes with the normal functions of the joints, muscles or limbs;
17
- 18 (7) *Children and youth with special health problems* are those who have health
19 conditions that prevent them from attending school on a regular basis or those
20 with chronic illnesses such as cardiac (heart) diseases, asthma, diabetes,
21 tuberculosis and other respiratory ailments, carcinoma, epilepsy, malnutrition and
22 others;
23
- 24 (8) *Children and youth with learning disabilities* are those who, although normal in
25 sensory, emotional and intellectual abilities, exhibit disorders in perception,
26 listening, thinking, reading, writing, spelling or arithmetic. They have such
27 conditions as perceptual handicap, brain injury, minimal brain dysfunction,
28 dyslexia and developmental asphyxia;
29
- 30 (9) The *speech impaired* are those whose speech differs from the average so far as to
31 draw unfavorable attention to the manner of speaking rather than the thought
32 conveyed;
33
- 34 (10) *Persons with autism* are those with developmental disabilities, having onset
35 before thirty (30) months of age which is marked by disturbance in development,
36 language and relationship with persons, activities and objects and which may co-
37 exist with intellectual disability and epilepsy. Children afflicted with this disorder
38 have perceptual cognitive communication and social difficulties which change
39 over time;
40
- 41 (g) *Auxiliary aids and services* are those that are non-educational but support the
42 educational process of a child with special needs. These include:
43
- 44 (1) Therapy;
45
- 46 (2) Qualified interpreters or other effective methods of delivering materials to
47 individuals with hearing impairments;
48
- 49 (3) Qualified readers, tape tested or other effective methods of delivering materials to
50 individuals with visual impairments;

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- (4) Acquisition or modification of equipment or device; and
- (5) Other similar services and actions or all types of aids and services that facilitate the learning process of people with mental disability.
- (h) *Augmentative and alternative communication devices* are special instructional materials such as, but not limited to, a textbook in Braille, large type or any other medium or any apparatus that conveys information to a student or otherwise contributes to the learning process;
- (i) *Private sector participation* encompasses all forms of indispensable, substantial and meaningful participation of private individuals, partnerships, groups or entities, community-based organizations or non-governmental organizations in the delivery of educational and rehabilitative services for students and children with special needs;
- (j) *Basic education* consists of at least – twelve (12) years of basic education, including Kindergarten, six (6) years of elementary education and six (6) years of secondary education;
- (k) *Special education* is basic education that takes into account the special needs of both the disabled children, the gifted and talented and fast learners that requires a systematic and deliberate process for them to achieve functional literacy and which will bring the individual to the highest level of his potential and capacity. It is also defined as the type of education tailored to meet the needs of children who cannot profit from the regular school system because of disabilities or exceptional abilities;
- (l) *Functional literacy* refers to the level of literacy necessary for the individual to become a useful citizens and effective members of the society;
- (m) *Learning facilitator* refers to the key-learning support person who is responsible for supervising or facilitating the learning process and activities of the learner;
- (n) *SPED Center* shall refer to the physical space which houses learning resources and facilities of a learning program for CYSNs. It is a venue for face-to-face learning activities and other learning opportunities for SPED development and improvement of the CYSNs quality of life.

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

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

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

4
5 There shall be three (3) divisions within the Bureau, to be headed by its respective division
6 chiefs and whose staffing needs are to be equally distributed in accordance with the current
7 needs and concerns of their respective divisions, namely:

- 8
9 (1) Gifted and Talented Children and Youth Division (“GCYD”);
- 10
11 (2) Children and Youth with Disabilities Division (“CYDD”); and
- 12
13 (3) Special Services and Auxiliary Aids Division (“SSAAD”).

14
15 The division chiefs shall assist the director in the formulation, implementation and
16 improvement of the framework and components of the special education program.

17
18 The Philippine Printing House for the Blind under the existing organizational structure of the
19 Department of Education shall become part of the SSAAD and shall take charge of the
20 production of materials that convey information to a student or otherwise contribute to the
21 learning process of CYSNs.

22
23 **SECTION 7.** *Creation of Special Children Wellness Board* – To aid the Bureau in its
24 mandate and to ensure that the national policy of providing services to the CYSNs are
25 channeled to the grassroots, local government units are hereby made partners in the
26 implementation of the provisions of this Act. For this purpose, a Special Children Wellness
27 Board shall be created in every province and highly urbanized city, which shall act as partner
28 agency of the Bureau, and entrusted with the following powers and functions:

- 29
30 (1) Account for all special children in their respective communities;
- 31
32 (2) Formulate lifelong policies, in coordination with the Bureau, and oversee the
33 entire operation of the program;
- 34
35 (3) Hire and employ adequate number of technically skilled teachers, trained
36 personnel or teacher-volunteers, who shall aid the employees of the Bureau in
37 implementing the provisions of this Act. Personnel hired and employed by the
38 Special Children Wellness Board shall only be auxiliary and shall be
39 proportionate to the total number of CYSN in a given local government unit;
- 40
41 (4) Provide easy access to educational and rehabilitation services to CYSNs and
42 their families;
- 43
44 (5) Conduct seminars and trainings on the proper management and education of
45 CYSNs and their parents;
- 46
47 (6) Motivate family members to actively participate in the rehabilitation programs
48 of their CYSNs;
- 49

- 1 (7) Provide opportunities to wellness day-care workers to enhance their
2 knowledge and skills in assisting persons with disabilities to organize a formal
3 group;
4
5 (8) Develop associations for parents of CYSNs in their respective local
6 government units; and
7
8 (9) Generate public awareness and support in mainstreaming CYSNs into the
9 community through various advocacies and networking activities.
10

11 **SECTION 8. SPED Centers in Regular Schools. –**
12

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

29 It shall also be the responsibility of the SPED Centers to assist and facilitate the transfer or
30 admission of qualified CYSNs to post-secondary or tertiary educational institutions and
31 monitor the same.
32

33 Each SPED Center shall have at least the following staff, whose qualifications are compliant
34 with the prevailing standards of the Department of Education:
35

- 36 (1) One (1) SPED teacher for the gifted and talented;
37
38 (2) One (1) SPED teacher for the intellectually disabled;
39
40 (3) One (1) SPED teacher for the visually impaired;
41
42 (4) One (1) SPED teacher for the hearing impaired;
43
44 (5) One (1) SPED teacher for those with autism;
45
46 (6) One (1) SPED teacher for those with learning disabilities; and
47
48 (7) One (1) SPED teacher for those with behavioral problems.
49

1 SPED teachers shall receive a starting salary classification of three (3) grades higher than
2 regular teachers.

3
4 Regular teachers currently handling special education classes may be classified as SPED
5 teacher, entitled to the same salary grade classification, as mentioned in the preceding
6 paragraph, upon compliance with qualifications set by the Bureau. They shall also be entitled
7 to all other compensations awarded to SPED teachers.

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

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

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

34
35 All appointments or assignments of itinerant or mobile SPED teachers shall be subject to the
36 approval of the Special Children Wellness Board.

37
38 **SECTION 11. *Authority of the Secretary of Education to Give Grants to, or Enter Into***
39 ***Cooperative Arrangements for the Creation of SPED Centers.*** – The Secretary of Education
40 is hereby authorized to give grants to, or enter into cooperative arrangements or contracts
41 with public or private non-profit agencies, institutions or organizations for the establishment
42 or creation of SPED Centers *Provided*, That a grant made pursuant to this Section may be
43 made only for the following or similar purposes:

- 44
45 (1) Technical assistance of SPED Centers providing educational assistance for
46 CYSNs;
47
48 (2) Pre-service or in-service training of professional or related services personnel
49 preparing to serve or serving CYSN;
50

- 1 (3) Replication of successful innovative approaches to providing educational or
2 related services to CYSNs;
- 3
- 4 (4) Facilitation of parental involvement in the education of their CYSNs;
- 5
- 6 (5) Diagnosis and educational evaluation of CYSN at risk of being certified CYSN;
- 7
- 8 (6) Consultative, counseling and training services for families of CYSN; and
- 9
- 10 (7) Familiarization of the municipality or city to be served by a SPED Center with
11 the problems and potentialities of such children.
- 12

13 **SECTION 12.** *Provision for Continuing Research to Identify Special Needs of CYSN.* – The
14 Bureau, by itself, or in association with such organizations or institutions as may be
15 determined by the Secretary of Education, shall undertake continuing research to identify
16 and design programs that meet the full range of children with special needs; *Provided,* That
17 such continuing research shall also be used to develop instructional techniques for use by the
18 SPED Centers that will improve the CYSN's acquisition of skills necessary for transition to
19 independent living, vocational training or competitive development; *Provided, Finally,* That
20 such continuing research shall further be used to design physical education and therapeutic
21 recreation program for use by the SPED Center to increase the potential of CYSN for
22 community participation.

23
24 **SECTION 13.** *Student Assistance.* – The Bureau shall provide financial assistance to
25 economically marginalized but deserving students with special needs at the elementary and
26 secondary levels, including any post-secondary or tertiary education which may come in the
27 form of scholarship grants, transportation allowance, food allowance, board and lodging
28 allowance, book allowance, student loan programs, artistic and cultural tours, training
29 programs, subsidies and other incentives. Marginalized disabled persons and those coming
30 from indigenous cultural communities shall be the priority in the grant of the aforesaid
31 assistance.

32
33 Social equipment like wheelchair, crutches, special toilet and hygiene requirements, hearing
34 aids, eyeglasses and the like, required by the children and youth to optimize education and
35 participation in the educational process shall also be provided for free or at discounted rates
36 to deserving students and at very affordable rates in general through a reasonable funding
37 scheme that shall be designed by the Bureau.

38
39 **SECTION 14.** *Medical Assistance.* – The Bureau shall prepare a scheme that will ensure
40 adequate and affordable medical assistance and intervention programs, including those
41 essential to the student's or child's rehabilitation such as therapy, psychometric assessments,
42 medical examinations and the like, with government clinics, hospitals and other health
43 facilities. In case medical needs are not offered by the government clinics, hospitals and other
44 health facilities or cannot be obtained by reason of critical immediacy or the need to obtain a
45 more specialized or advance treatment, CYSNs may avail of the services of private clinics,
46 hospitals and other specialized agencies as may be identified by the Bureau through a grant of
47 at least twenty percent (20%) discount; *Provided,* That private clinics, hospitals and other
48 specialized agencies may claim such discount as tax credit.

49

1 **SECTION 15. *Recreational and Artistic Opportunities.*** – The Bureau shall institute and
2 include a program for CYSN to afford them full opportunities for safe and wholesome
3 recreation and activities, individual, as well as, social, for the wholesome use of their leisure
4 hours and for the advancement of their physical, mental, social and cultural development.
5

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

15 The Bureau shall identify at least one (1) leading institution or University in Luzon, Visayas
16 and Mindanao, whose faculty is considered or regarded as highly competent in the area of
17 special education, and where a uniform or standardized curriculum for any post-graduate
18 studies in special_education program shall be designed to benefit SPED teachers and other
19 personnel of SPED Centers. The manner of selection of such institution shall be provided
20 under the Implementing Rules and Regulations of this Act.
21

22 **SECTION 17. *Special Instructional Materials.*** -- Publishers shall grant the Department of
23 Education, through the SSAAD, the authority to transcribe adopted instructional materials to
24 Braille, large type and audio type without penalty or payment of royalty. Furthermore, on or
25 before the second working day after the adoption of textbook titled by the Department of
26 Education, each publisher of newly adopted instructional materials shall provide
27 computerized files as specified by the Department of Education, which may be copied and
28 distributed to a school division, upon request, for instructional purposes.
29

30 Copies of these instructional materials shall be furnished without cost to either the student or
31 teacher, who is blind or visually impaired. The materials are to be loaned to the public school
32 districts as long as needed and are to be returned to SSAAD when no longer needed.
33

34 **SECTION 18. *Incentives to Private Sector Participation.*** – Partnership between the
35 government and private institutions catering to the needs of CYSNs shall be encouraged. All
36 profits and income generated by the SPED Center derived from its fundamental function as
37 an educational institution shall be exempt from income tax. Any donation, contribution,
38 bequest and grant which may be made to the SPED Center shall be exempt from donor's tax
39 and the same shall be considered as an allowable deduction from the Gross Income in the
40 computation of the income tax of the donor in accordance with the provisions of the National
41 Internal Revenue Code, as amended; *Provided*, That such donations shall not be disposed of,
42 transferred or sold by the SPED Center.
43

44 Economic, technical and cultural books or publications shall be imported duty-free, upon
45 certification by the Bureau that such imported books or publications are for the economic,
46 technical, vocational, scientific, philosophical, historical or actual purposes of SPED Centers,
47 in accordance with the provisions of the Tariff and Customs Code, as amended.
48

49 **SECTION 19. *Local Government Unit Participation.*** – The local government units shall be
50 responsible for the following:

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

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

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

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

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

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

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

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

Approved,