

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

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Senate  
Office of the Secretary

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**SENATE**

**S.B. No. 996**

RECORDED BY: *[Signature]*

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**Introduced by Sen. WIN GATCHALIAN**

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**AN ACT  
INSTITUTING INCLUSIVE EDUCATION AND ESTABLISHING SPECIAL  
EDUCATION CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS IN  
ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND  
GUIDELINES, AND APPROPRIATING FUNDS THEREFOR**

**EXPLANATORY NOTE**

Estimates from the Department of Education indicate that there are approximately 5.5 million Filipino children with special education needs. This is one out of every eight Filipino children who are often unable to adapt to regular schools. Physical (e.g. deafness, blindness, orthopedic impairment), cognitive (e.g. autism, intellectual handicaps), psychological (e.g. anxiety disorders, attention-deficit / hyperactivity disorder), and/or communication (e.g. speech impairments, speech-based developmental disorders) disabilities prevent them from fully participating in regular schools. Moreover, the regular schools, whether public or private, are often incapable of providing these children with the care, attention, and guidance that they require for the development of their physical, cognitive, and social skills.

In order to provide services to as many Filipino children with special needs, the government needs to build upon the existing infrastructure of its national public school system. This could be done by establishing Special Education Centers (SPED Centers) in all public schools divisions nationwide. The SPED

Centers shall function as a resource center that shall assist in promoting inclusive education to capacitate regular schools to effectively handle the needs of children and youth with disability. Each SPED Center must likewise be equipped with the facilities and personnel necessary to provide care and instruction to children and youth with special needs, specifically special education teachers and specialists.

Presidential Decree No. 603, otherwise known as the Child and Youth Welfare Code, states that every child has the right to a well-rounded development of his personality to the end that he may become a happy, useful, and active member of society-- a gifted child must be given the opportunity and encouragement to develop his talents; the emotionally disturbed or socially maladjusted child must be treated with sympathy and understanding and be entitled to treatment and competent care; and the physically or mentally handicapped child must be given the treatment, education, and care required by his particular condition. Furthermore, every child has the right to an education commensurate with his abilities and to the development of his skills for the improvement of his capacity for service to himself and to his fellowmen.

However, current data indicate that there are only 40,181 out of 5.5 million children with special needs enrolled in public elementary schools. This means that the vast majority of children with special needs are not being provided the education and the care that they need. Thus, there is much to be done in addressing the gap in the provision of special education in the country.

In view of the foregoing, support for the passage and approval of this legislation is earnestly sought.



**WIN GATCHALIAN**

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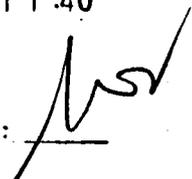
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AN ACT

INSTITUTING INCLUSIVE EDUCATION AND ESTABLISHING SPECIAL  
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ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND  
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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  
2 Education for Children and Youth with Special Needs Act of 2016".

3           **SEC. 2. Declaration of Policy.** - It is hereby declared the policy of the  
4 State to protect and promote the rights of Children and Youth with Special Needs  
5 (CYSNs) to quality education and to take appropriate steps to make such  
6 education accessible to them. The State recognizes their vital role in society and  
7 endeavors to include their needs as an integral part of national development  
8 strategies.

9           It is also the policy of the State to fully support their welfare and  
10 development, ensure their full integration in society, as well as facilitate their  
11 active participation in the affairs of the State.

12           This is in accordance with Section 13, Article II and Section 13, Article XIII  
13 of the 1987 Constitution, Articles 3(1), 3(3), 3(6) and 12 of Presidential Decree No.

1 603, otherwise known as the Child and Youth Welfare Code; Sections 12 to 14 of  
2 Republic Act No. 7277, as amended, otherwise known as the Magna Carta for  
3 Disabled Persons; UN Convention on the Rights of the Child; UNESCO Salamanca  
4 Statement; UN Convention on the Rights of Persons with Disabilities; Incheon  
5 Strategy to Make the Rights Real for Persons with Disability in Asia and Pacific,  
6 and other relevant laws.

7 Towards this end, the State shall:

- 8 (a) Institutionalize an adequate and relevant educational program for  
9 every CYSN;
- 10 (b) Adopt the policy of inclusive education;
- 11 (c) Establish Special Education Centers (SPED Centers), and
- 12 (d) Provide vital support mechanisms required to ensure their effectiveness.

13 All CYSNs in any degree of educational need shall therefore have the  
14 opportunity to be developed in the most enhancing environment, consistent with  
15 the provision of a quality education that best meets their needs.

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

- 17 (a) Provide CYSNs free and appropriate public education and related  
18 services in accordance with their needs, and in preparation for adult  
19 living and community life;
- 20 (b) Provide CYSNs access to general education curriculum through the  
21 formal systems and alternative delivery services in education;
- 22 (c) Institute inclusive education and establish SPED Centers for inclusion  
23 of CYSNs in the educational mainstream;
- 24 (d) Ensure that CYSNs fully develop their potentials toward self-sufficiency  
25 and become fully participative members of society;
- 26 (e) Identify thru a child find system CYSNs ages three (3) to twenty-four (24)  
27 and infants and toddlers under the age of three (3) in compliance with  
28 *Republic Act No. 10410*, otherwise known as the Early Years Act of 2013;
- 29 (f) Develop, implement, and review the Individualized Education Plan  
30 (IEP);
- 31 (g) Provide parents with information and opportunities to actively  
32 participate in the possible placement options and educational programs

1 for their children and to enable them to make informed choices and  
2 decisions;

3 (h) Enable and empower parents and family members by training  
4 and equipping them with capabilities to identify, prevent, refer or  
5 intervene with regard disorders, disabilities and abilities of their  
6 children;

7 (i) Train and equip special education teachers, regular teachers,  
8 principals/administrators, non-teaching staff of the school, and  
9 caregivers, as primary sources of care, development, education and  
10 advancement of CYSNs;

11 (j) Increase school retention and cohort survival of CYSNs;

12 (k) Create significant and positive changes in community attitudes  
13 towards disability and the need to provide inclusive education and  
14 proper care CYSNs.

15  
16 **SEC. 4. Definition of Terms.** – As used in this Act:

17 (a) *Basic Education* refers to meeting the basic learning needs which provide  
18 the foundation on which subsequent learning can be based. It  
19 encompasses kindergarten, elementary, and secondary education, as well  
20 as Alternative Learning Systems (ALS) for out-of-school learners and  
21 those with special needs;

22 (b) *Child Find System* refers to the process of locating and coming up with a  
23 list of CYSNs through the child development teachers/workers who are  
24 under the local government units (LGUs);

25 (c) *Children and Youth with Special Needs (CYSNs)* are children and youth  
26 with exceptionalities. This may refer to children and youth who are  
27 gifted or talented, or with intellectual disabilities, learning disabilities,  
28 emotional or behavioral disorders, speech and language disorders,  
29 hearing impairments, visual impairments, autism, physical or health  
30 disabilities, deaf blindness, and multiple handicapping conditions and  
31 are in need of special education, as well as services for rehabilitation.  
32 They differ from the average children in neuropsychological  
33 characteristics, sensory abilities, neuromuscular or physical  
34 characteristics, and social attributes to such an extent that the use of

1 modified school practices or special education services are required to  
2 develop them to maximum capability;

3 (d) *Disability* shall mean 1) a physical or mental impairment that  
4 substantially limit one or more psychological, physiological, or  
5 anatomical function of an individual or activities of such individual; 2)  
6 limitation or difficulty encountered by an individual in executing a task  
7 or action; and 3) a participation restriction or a problem experienced by  
8 an individual in involvement in life's situations. It does not just entail a  
9 health problem but shall reflect the interaction between features of a  
10 person's body and features of the society in which he lives as well as the  
11 difficulties he has encountered to remove the environmental and social  
12 barriers;

13 (e) *Inclusive Education* means providing to all students, including those with  
14 significant disabilities, equitable opportunities to receive effective  
15 educational services, with the needed supplementary aids and support  
16 services, in age-appropriate classrooms, in order to prepare students to  
17 live productive lives as full members of society. It requires that schools  
18 educate CYSNs predominantly in the general education classroom.  
19 Removal of CYSNs from the regular educational environment and putting  
20 them in a special class or separate schooling, occurs only when  
21 education in regular classes, even with the use of supplementary aids  
22 and services, cannot be made satisfactorily due to the nature of the  
23 special needs;

24 (f) *Individualized Education Plan (IEP)* refers to the systematic, purposive,  
25 and developmental educational programming of curricular and  
26 instructional priorities and contents designed to meet a learner's special  
27 needs and aimed at ensuring mastery learning of target skills and  
28 behaviors, including periodic monitoring of a child's progress and age-  
29 appropriate transition plan relating to training, employment, and  
30 independent living beginning at age 16 or earlier as determined by the  
31 IEP team determined by Department of Education (DepEd);

32 (g) *Private Sector Participation* refers to all forms of indispensable,  
33 substantial and meaningful participation of private individuals,  
34 partnerships, groups or entities, disabled peoples organizations,  
35 community-based organizations, or non-governmental organizations, in  
36 the delivery of educational and rehabilitative services for CYSNs;

1 (h) *Special Education (SPED)* refers to the customized instructional program  
2 or service designed to meet the unique needs of individual CYSNs, which  
3 may necessitate use of supplementary aids and services and teaching  
4 strategies in classroom and non- academic settings, and includes  
5 instructions on physical and vocational education and travel training.  
6 Special education addresses significant physical, sensory,  
7 neuropsychological, cognitive, or behavioral characteristics that may  
8 necessitate the use of specialized materials, equipment, services, and/or  
9 teaching strategies. It is geared towards the integration of CYSNs into the  
10 education mainstream;

11 (i) *SPED Center* refers to a resource hub that provides students, teachers,  
12 school personnel, and other education stakeholders of CYSNs  
13 appropriate instructional learning materials, tools, devices, gadgets,  
14 equipment to facilitate and enhance learning as well as assessment tools  
15 and instruments to evaluate developmental domains and specific areas of  
16 concern necessary in determining appropriate services and placement  
17 decisions;

18 (j) *Special Instructional Materials* refer to textbooks in Braille, large type,  
19 audio, digital or any other medium or apparatus, that convey information  
20 to a student or otherwise contributes to the learning process; and

21 (k) *Universal Design for Learning* is a scientifically valid framework  
22 established by DepEd for guiding educational practice that: 1) provides  
23 flexibility in the ways information is presented, in the ways student  
24 respond or demonstrate knowledge and skills, and in the ways students  
25 are engaged; 2) reduces barriers in instruction, provides appropriate  
26 accommodations, supports, and challenges and maintains high  
27 achievement expectations for all students, including students with  
28 disabilities and students who are limited English proficient. It is also a  
29 set of principles that guide the design of inclusive classroom instruction  
30 and accessible course materials as follows: 1) multiple methods of  
31 representation that give learners a variety of ways to acquire  
32 information and build knowledge; 2) multiple means of student action  
33 and expression that provide learners alternatives for demonstrating  
34 what they have learned; and 3) multiple modes of student engagement  
35 that tap into learners' interests, challenge them appropriately, and  
36 motivate them to learn.

1           **SEC. 5. Inclusive Education Policy for Public Schools.** – The policy of  
2 inclusive education shall be instituted in all public schools to allow all students  
3 with equitable opportunities to educational services. Accordingly, CYSNs shall be  
4 provided the appropriate assistive devices and required support services so they  
5 may be included with their school age peers in the least restrictive and more  
6 natural learning environments.

7           **SEC. 6. Establishment of SPED Centers for CYSNs in all Public**  
8 **Schools Divisions.** – A SPED Center for CYSNs shall be established in all public  
9 schools divisions nationwide where there are no existing SPED Centers. Existing  
10 SPED Centers shall continue to function and additional ones shall be established  
11 when the need arises due to increased number of enrollees, upon recommendation  
12 of the Schools Division Superintendent and approval of the Secretary of the DepEd.

13           All SPED Centers will comply with the Universal Design for Learning, as  
14 defined in Sec. 4 (k).

15           **SEC. 7. Function of the SPED Center.** – The SPED Center shall function  
16 as a resource center that shall assist in promoting inclusive education to capacitate  
17 regular schools to effectively handle the needs of children and youth with disability.  
18 It shall:

- 19           (a) Conduct assessment of CYSNs to evaluate developmental domains and  
20           specific areas of concern and determine appropriate services and  
21           placement options;
- 22           (b) Provide training to regular teachers, administrators, non-teaching  
23           personnel, and parents on inclusive education;
- 24           (c) Monitor case management of CYSNs within the division;
- 25           (d) Ensure that the CYSNs within the division shall receive the appropriate  
26           services needed;
- 27           (e) Implement the programs of the SPED Center such as the IEP, transition  
28           program, and other alternative educational programs;
- 29           (f) Provide access to auxiliary aids that are basically non-educational, but  
30           which enhance the education process of the CYSNs. These services may  
31           include:
  - 32                   1. Language and speech therapy, occupational therapy, physical  
33                   and physiotherapy, among other modes of therapy, through the

1 Mobile Multi-Specialist Inclusive Education Division Support  
2 Team;

- 3 2. Quality reading, or other effective methods of delivering  
4 accessible reading materials to individuals with visual  
5 impairments;
- 6 3. Appropriate classroom accommodations;
- 7 4. Other similar services and actions for all types of aids and  
8 services that facilitate the learning process of CYSNs; and
- 9 5. Assistance and/or monitoring the transfer or admission of  
10 qualified CYSNs to post-secondary or tertiary education  
11 institutions; and

12 (g) Develop and implement programs for the integration of CYSNs into the  
13 education mainstream.

14 **SEC. 8. Staffing and Responsibilities for Every SPED Center.** - In  
15 addition to teachers with special training to handle CYSNs, each SPED Center shall  
16 have a Supervisor, an Administrative Core and Placement Committee, mobile SPED  
17 teachers, and the Mobile Multi-Specialist Inclusive Education Division Support  
18 Team who will serve as human resource complement.

19 (a) Supervisor - The DepEd shall designate a Supervisor for the SPED  
20 Center who shall:

- 21 (1) Head the SPED Center;
- 22 (2) Administer and supervise the programs of the SPED Center;
- 23 (3) Oversee the other components of the programs of the SPED Center;  
24 and
- 25 (4) Monitor, supervise and provide technical assistance, training, and  
26 enhancement programs of the SPED Center personnel.

27 The Supervisor shall receive appropriate training for the effective  
28 delivery of his/her functions.

29 (b) Administrative Core and Placement Committee (Committee) - The  
30 Committee shall, in consultation with parents and developmental  
31 pediatrician, among others, ensure that students with disabilities are  
32 educated by appropriate qualified personnel as close as possible to their  
33 homes and alongside their age-appropriate peer groups. It is also tasked  
34 to develop and maintain a data bank on special education in its

1            respective jurisdictions. The Committee shall regularly meet and shall be  
2 composed of:

- 3            (1) Any one (1) of the following: developmental pediatrician, child  
4            psychiatrist, educational psychologist, guidance counselor, or  
5            psychometrician;
- 6            (2) One (1) physical therapist;
- 7            (3) One (1) occupational therapist;
- 8            (4) One (1) Braille specialist;
- 9            (5) One (1) speech and language therapist/speech correction teacher;
- 10           (6) One (1) reading specialist;
- 11           (7) Sign language specialist; and
- 12           (8) The Supervisor.

13           (c) Mobile SPED Teachers - Mobile SPED teachers shall be appointed,  
14 whenever necessary. Their principal task is to find and identify CYSNs  
15 unable to attend formal schooling due to accessibility and mobility  
16 limitations and determine appropriate learning modalities using the  
17 program and services of the SPED Center. They shall share  
18 responsibility for program planning and scheduling, and assist isolated  
19 or remote schools with specialized equipment, individual programs,  
20 curriculum adjustment, teaching aids and building modifications. The  
21 ALS shall be an integral component of the SPED Center.

22           (d) Mobile Multi-Specialist Inclusive Education Division Support Team - The  
23 DepEd shall ensure that each school division will include a Mobile  
24 Multi-Specialist Inclusive Education Division Support Team comprised  
25 of a SPED Education Supervisor, Occupational Therapist, Physical  
26 Therapist, Speech Therapist/Pathologist, Sign Language Specialist,  
27 Guidance and Counseling Specialist, Developmental Pediatrician,  
28 Educational Psychologist, Materials Production Specialist, and other  
29 specialists as may be deemed necessary. They will serve as consultants  
30 and will be drawn from professional organizations based in the region or  
31 nearby regions where the division is based.

32           **SEC. 9. Remuneration and Benefits for Inclusive Education Learning.**

33           - The salary grades of SPED teachers and the Supervisor managing the SPED  
34 Centers shall be in accordance with the Revised Compensation and Classification  
35 System and other Civil Service Rules and Regulations.

1 The DepEd shall enhance the right of the teachers or instructors to  
2 professional advancement and ensure that the SPED Centers shall attract the best  
3 available teaching staff and talents through adequate remuneration, scholarship  
4 and training grants, teacher exchange programs, incentives, and allowances and  
5 other means of securing their job satisfaction and fulfillment as well as their long  
6 and stable tenure in their respective posts.

7 The DepEd shall coordinate with the Commission on Higher Education  
8 (CHED) in identifying at least one (1) leading institution or university in Luzon,  
9 Visayas, and Mindanao whose faculty is considered or regarded as highly  
10 competent in the area of special and inclusive education and where a uniform or  
11 standardized curriculum for any post-graduate education program shall be  
12 designed to benefit SPED teachers and other personnel of SPED Centers. The  
13 manner of selection of such institution shall be provided under the rules and  
14 regulations to be formulated to implement the provisions of this Act.

15 **SEC. 10. In-Service Training of Teachers, Administrators, Non-**  
16 **Teaching Personnel.** – To enhance the inclusive education program, the DepEd  
17 shall coordinate with the appropriate government agencies to offer basic and  
18 advanced seminars on disability awareness and inclusive education for the  
19 concerned stakeholders.

20 The appropriate and necessary trainings, seminars and other opportunities  
21 for upgrading the performance of DepEd teachers implementing the inclusive  
22 education curriculum shall be conducted and evaluated by the National Educators'  
23 Academy (NEAP).

24 **SEC. 11. Authority of the DepEd Secretary.** The Secretary of DepEd  
25 shall develop programs, enter into cooperative arrangements or contracts with  
26 public or private non-profit agencies, institutions, or organizations for the  
27 establishment or creation of SPED Centers or implementation of inclusive  
28 education such as, but not limited to, the following:

- 29 (a) Technical assistance to SPED Center teachers who are preparing to  
30 serve or are serving CYSNs for inclusion and mainstreaming;  
31 (b) Training of professionals or related services personnel including all  
32 regular teachers;

- 1 (c) Replication of successful innovative approaches in providing  
2 educational or related services to CYSNs;
- 3 (d) Facilitation of parental involvement in the education of their CYSNs;
- 4 (e) Diagnosis and educational evaluation of CYSNs;
- 5 (f) Consultative, counseling and training services for the families of  
6 CYSNs;
- 7 (g) Familiarization of the municipality or city being served by a SPED  
8 Center with the problems and potentialities of such children and  
9 youth; and
- 10 (h) Enter into agreements with medical and allied medical professional  
11 groups.

12 SPED Centers created under this Section shall remain part of the DepEd  
13 system.

14

15 **SECTION 12. Program Office.** – Inclusive education programs shall be  
16 under the Student Inclusion Division of the Bureau of Learning Delivery under the  
17 Office of the Undersecretary for Curriculum and Instruction. The Student Inclusion  
18 Division shall assist in the formulation, implementation, monitoring, and  
19 evaluation of policies, programs, and services for, but not limited to, CYSNs.

20

21 **SEC. 13. Continuing Research to Identify Needs of CYSNs.** – The DepEd,  
22 by itself or in coordination with organizations or institutions, shall undertake  
23 continuing research to identify and design programs that shall meet the full range  
24 of needs of CYSNs: *Provided*, That such continuing research shall also be used to  
25 develop instructional techniques for use by the SPED Centers towards improving  
26 the acquisition of skills by CYSNs necessary for their transition to independent  
27 living, vocational training or competitive development: *Provided, further*, That such  
28 continuing research shall be used by the DepEd in designing a physical education  
29 and therapeutic recreation program to be used by the SPED Centers to increase the  
30 potential of the children and youth for community participation.

31

32 **SEC. 14. Student Assistance.** – The DepEd shall provide financial  
33 assistance to marginalized or disadvantaged CYSNs at the elementary and  
34 secondary levels which may come in the form of scholarship grants; allowances for  
35 transportation, food, lodging, and books; student loan programs; artistic and  
36 cultural tours; training programs; subsidies for educational assessment and

1 diagnosis; and other incentives. The beneficiaries include those who lack access to  
2 rehabilitative services and educational opportunities due to being poor, as defined  
3 in Republic Act No. 8425 otherwise known as the Social Reform and Poverty  
4 Alleviation Act, have been abandoned, are ill, or are neglected.

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

11 **SEC. 15. Recreational and Artistic Opportunities.** – The DepEd shall  
12 institute opportunities for safe and wholesome individual as well as interactive  
13 group recreation and social activities for CYSNs, optimal use of their leisure hours,  
14 and advancement of their physical, mental, social and cultural development.

15 **SEC. 16. Special Instructional Materials.** – Publishers shall grant the  
16 DepEd the authority to transcribe adopted instructional materials into accessible  
17 format, without penalty or payment of royalty in accordance with Republic Act No.  
18 8293, otherwise known as the Intellectual Property Code of the Philippines.  
19 Further, publishers of newly adopted materials shall provide, not later than the  
20 second working day after the adoption of textbook titles by the DepEd, the digital  
21 copy as specified by the DepEd for the purpose of producing accessible versions of  
22 the textbooks for students with reading disabilities. The accessible versions may be  
23 produced by the DepEd or by non-profit accessible book producers, which may be  
24 copied and distributed upon request to a Schools Division for instructional  
25 purposes.

26 Copies of these instructional materials shall be furnished without cost to  
27 either the CYSNs or the teacher who is handling their instruction.

28 **SEC 17. Incentives for Private Sector Participation.** – Partnership  
29 between the government and private institutions catering to the needs of CYSNs  
30 shall be encouraged. Private entities who or which team up with DepEd or provide  
31 the necessary educational assistance and service of CYSNs enrolled in public  
32 schools shall be entitled to benefits and incentives provided under Republic Act No.  
33 8525 or the 'Adopt a School Act of 1998' and its implementing rules and  
34 regulations.

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**SEC. 18. Inclusion of Children with Special Needs in Child Development Centers.** – Child Development Centers (CDCs) specially designed for pre-school children and their parents, where early identification of disabilities and special needs and introductory educational and intervention programs will be administered, shall be established near or within existing Centers or in other Centers. As far as practicable, the use of existing CDCs and facilities shall be maximized.

DepEd shall coordinate and provide support programs for CDCs for children with special needs under five years old.

**SEC. 19. Health and Nutrition Services and Interventions.** – The Department of Health (DOH), National Nutrition Council (NNC), and Early Childhood Care and Development Council (ECCD Council) shall provide inclusive health and nutrition services and interventions for implementation by the Department of Social Welfare and Development (DSWD), DepEd, and LGUs.

**SEC. 20 Parent, Sibling, and Caregiver Education.** – A formal training and counseling program shall be developed through joint efforts of DepEd, DSWD, LGUs, ECCD Council, disabled people's organizations (DPOs), parent-support organizations, health professional organizations, non-government organizations (NGOs), and civil society organizations (CSOs) to equip parents, siblings, and caregivers of CYSNs with working knowledge of special education, an understanding of the psychology of CYSNs, and the awareness of their crucial role as educators so that they, in turn, can maximize their knowledge and skills to fully participate in developing the potentials of CYSNs. Parents should also be apprised of procedural safeguards to protect the educational rights of children and their parents, and processes to resolve disputes and complaints related to the education of CYSNs.

**SEC. 21. Local Government Unit Participation.** – LGUs shall allocate a portion of their Special Education Fund for the following:

- 1 (a) Provision of sites, buildings or centers where there are no existing school  
2 facilities that may be used for the special education of CYSNs, as well as  
3 the establishment of CDCs pursuant to Sec. 18 hereof;
- 4 (b) Identification, coordination, and the tapping of public or private  
5 volunteers and private organizations, national or international, for  
6 information dissemination campaigns, funding programs and other  
7 projects to augment the funding of Inclusive Education programs and  
8 equipment, among others;
- 9 (c) Operation of SPED programs including the payment of salaries,  
10 allowances, and other benefits of teaching and non-teaching personnel  
11 in Centers, as well as the conduct of competency trainings; and  
12 Provision of funds for the delivery of health and nutrition services and  
13 interventions, educational assessment program of CYSNs in their  
14 respective localities that would be initiated by the DepEd.  
15

16 **SEC. 22. Public Information, Education, and Communication.** – A  
17 nationwide information dissemination campaign on the prevention, early  
18 identification and the strategic intervention programs for CYSNs shall be  
19 intensified. This shall be the joint responsibility of the Philippine Information  
20 Agency (PIA), Council for the Welfare of Children (CWC), the National Council for  
21 Disability Affairs (NCDA) and the DepEd. Likewise, the DepEd, in collaboration  
22 with DOH, Department of Labor and Employment (DOLE), and LGUs shall  
23 disseminate materials and information concerning effective practices in working  
24 with, training and educating CYSNs.

25 Private media outlets and organizations are encouraged to participate in the  
26 dissemination of relevant materials and information regarding effective practices in  
27 working with, training, and educating CYSNs.  
28

29 **SEC. 23. Appropriations.** – The Secretary of DepEd shall immediately  
30 include in the DepEd program the implementation of this Act, the funding of which  
31 shall be included in the annual General Appropriations Act. A separate line item  
32 budget for CYSNs shall be incorporated in the budget of the DepEd.

33 **SEC. 24. Implementing Rules and Regulations.** – Within ninety (90) days  
34 from the effectivity of this Act, the DepEd, in coordination with the DSWD,

1 Department of Interior and Local Government (DILG) DOH, DOF, Bureau of  
2 Internal Revenue (BIR), CWC, ECCD Council, and NCDA and in consultation with  
3 DPOs, parent-support organizations, health professional organizations, and NGOs  
4 and CSOs that are working with CYSNs, shall promulgate and issue the necessary  
5 guidelines for the effective implementation of this Act.  
6

7 **SEC. 25. Separability Clause.** – If for any reason, a provision or part  
8 hereof is declared invalid, other provisions not affected thereby shall remain in full  
9 force and effect.  
10

11 **SEC. 26. Repealing Clause.** – All laws, decrees, executive orders, rules and  
12 regulations contrary or inconsistent with the provisions of this Act are hereby  
13 repealed or modified accordingly.

14 **SEC. 27. Effectivity.** – This Act shall take effect fifteen (15) days after its  
15 publication in the Official Gazette or in a newspaper of general circulation.

*Approved,*