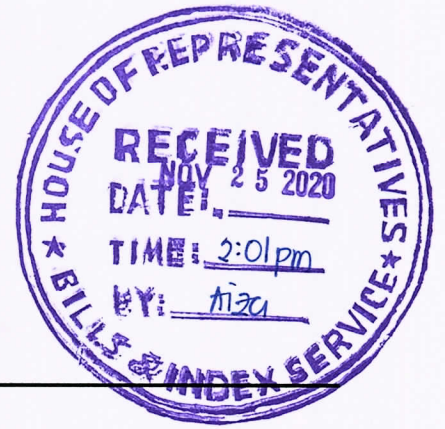


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
Second Regular Session



COMMITTEE REPORT NO. 612

Submitted by the Committee on Basic Education and Culture and the Committee on Appropriations on NOV 25 2020

Re _____ : House Bill No. 8080

Recommending its approval in substitution of House Bills Numbered 54, 285, 614, 758, 1312, 1400, 1915, 2136, 3311, 4099, 4116, 4127, 4214, 4399, 4667, 5470, 5544, 6102, and 7328

Sponsors : Representatives Romulo, Cabochan, and Yap (E.)

Mr. Speaker:

The Committee on Basic Education and Culture and the Committee on Appropriations, to which were referred House Bill No. 54, introduced by Representative Cabochan, entitled:

AN ACT
INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS (CYSNs) IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR;

House Bill No. 285, introduced by Representatives Suansing (E.) and Suansing (H.), entitled:

AN ACT
INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS (CYSNs) IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR;

House Bill No. 614, introduced by Representative Vargas, entitled:

AN ACT
ENSURING ACCESSIBLE AND RESPONSIVE BASIC EDUCATION FOR CHILDREN WITH SPECIAL NEEDS (CSN) THROUGH THE CREATION OF A BUREAU OF SPECIAL EDUCATION, THE MANDATORY ESTABLISHMENT OF SPECIAL EDUCATION CENTERS IN REGULAR SCHOOLS, THE PROVISION OF GOVERNMENT FINANCIAL ASSISTANCE AND SUPPORT TO CSN, THE GRANT OF INCENTIVES TO OTHER INSTITUTIONS PROVIDING ASSISTANCE TO THE CSN SECTOR, AND FOR OTHER PURPOSES;

House Bill No. 758, introduced by Representative Biazon, entitled:

AN ACT
ESTABLISHING AT LEAST ONE (1) SPECIAL EDUCATION (SPED) CENTER FOR EACH SCHOOL DIVISION AND AT LEAST THREE (3) SPED CENTERS IN BIG SCHOOL DIVISIONS FOR CHILDREN WITH SPECIAL NEEDS (CSN), PROVIDING GUIDELINES THEREFOR AND FOR OTHER PURPOSES;

House Bill No. 1312, introduced by Representative Gatchalian, entitled:

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

House Bill No. 1400, introduced by Representative Vargas, entitled:

AN ACT
INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS (CYSNs) IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR;

House Bill No. 1915, introduced by Representative Olivarez, entitled:

AN ACT
ESTABLISHING AT LEAST ONE SPED CENTER FOR EVERY COMPONENT CITY AND AT LEAST TWO SPED CENTERS FOR EVERY HIGHLY URBANIZED CITY;

House Bill No. 2136, introduced by Representative Castelo, entitled:

AN ACT
ESTABLISHING SPECIAL EDUCATION CENTERS FOR CHILDREN WITH SPECIAL NEEDS IN EVERY LOCAL GOVERNMENT UNIT AND APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES;

House Bill No. 3311, introduced by Representative Villar, entitled:

AN ACT
INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS (CYSNs) IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREOF;

House Bill No. 4099, introduced by Representative Fortun, entitled:

AN ACT

INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS (CYSNs) IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR;

House Bill No. 4116, introduced by Representative Villarica, entitled:

AN ACT

INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING 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;

House Bill No. 4127, introduced by Representative Guico, entitled:

AN ACT

ESTABLISHING A NATIONAL TRANSITION PROGRAM FOR FILIPINO STUDENTS WITH SPECIAL EDUCATION NEEDS AND FOR OTHER PURPOSES;

House Bill No. 4214, introduced by Representative Vargas, entitled:

AN ACT

INSTITUTING INCLUSIVE 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;

House Bill No. 4399, introduced by Representative Tambunting, entitled:

AN ACT

TO ESTABLISH INCLUSIVE EDUCATION IN ALL PUBLIC SCHOOLS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS, PROVIDING GUIDELINES AND FINANCIAL ASSISTANCE THEREFOR;

House Bill No. 4667, introduced by Representative Dy (F. "Inno"), entitled:

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;

House Bill No. 5470, introduced by Representatives Villanueva and Rivera, entitled:

AN ACT

INSTITUTING INCLUSIVE EDUCATION AND ESTABLISHING INCLUSIVE EDUCATION HUBS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING

FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR;

House Bill No. 5544, introduced by Representative Rodriguez entitled:

**AN ACT
ENSURING ACCESSIBLE AND RESPONSIVE BASIC EDUCATION FOR CHILDREN WITH SPECIAL NEEDS (CSN) THROUGH THE CREATION OF A BUREAU OF SPECIAL EDUCATION, THE MANDATORY ESTABLISHMENT OF SPECIAL EDUCATION CENTERS IN REGULAR SCHOOLS, THE PROVISION OF GOVERNMENT FINANCIAL ASSISTANCE AND SUPPORT TO CSN, THE GRANT OF INCENTIVES TO OTHER INSTITUTIONS PROVIDING ASSISTANCE TO THE CSN SECTOR, AND FOR OTHER PURPOSES;**

House Bill No. 6102, introduced by Representative Andaya, entitled:

**AN ACT
ESTABLISHING SPECIAL EDUCATION (SPED) CENTERS IN ALL PUBLIC SCHOOLS IN THE COUNTRY, PROVIDING GUIDELINES THEREFOR AND FOR OTHER PURPOSES;**

and House Bill No. 7328, introduced by Representative Delos Santos, entitled:

**AN ACT
PROMOTING THE CAPABILITIES AND NUMBER OF SPECIAL EDUCATION TEACHERS IN PUBLIC SCHOOLS, ESPECIALLY IN RURAL AREAS**

8080

have considered the same and recommend that the attached House Bill No. _____, entitled:

**AN ACT
INSTITUTING SERVICES FOR LEARNERS WITH DISABILITIES IN SUPPORT OF INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE LEARNING RESOURCE CENTERS IN ALL SCHOOL DISTRICTS, PROVIDING FOR STANDARDS, AND APPROPRIATING FUNDS THEREFOR**

be approved in substitution of House Bills Numbered 54, 285, 614, 758, 1312, 1400, 1915, 2136, 3311, 4099, 4116, 4127, 4214, 4399, 4667, 5470, 5544, 6102, and 7328, with Reps. Cabochan, Suansing (E.), Suansing (H.), Vargas, Biazon, Gatchalian, Olivarez, Castelo, Villar, Fortun, Villarica, Guico, Tambunting, Dy (F. "Inno"), Villanueva, Rivera, Rodriguez, Andaya, De los Santos, De Venecia, Castro, Romulo, Yap (E.), Arenas, Hernandez, Garcia (P.J.), Romualdo, Belmonte, Ermita-Buhain, Salceda, Cua, Tejada, Violago, Gasataya, Jalosjos, Matugas, Garcia (J.E.), Gonzaga, Haresco, Cuaresma, Uy, Daza, Limkaichong, Zubiri, Sagarbarria, Bautista-Bandigan, Calderon, Campos, Suarez (D.), Gonzales (S.), Momo, Frasco, Zamora (M.), Balindong, Barba, Bernos, Bravo, Bascug, Caminero, Cari, Dalog, Deloso-Montalla, Dimaporo (A.), Espino, Fariñas, Fortun, Hofer, Jimenez, Labadlabad, Mariño, Natividad-Nagaño, Nava, Ortega, Ouano-Dizon, Plaza, Revilla, Roman, Sanchez, Silverio, Singson-Meehan, Tiangco, Tutor, Ty, Vergara, Co, Cabatbat, Dagooc, Guya, Quimbo, Babasa, Enverga, Mendoza, Nograles, Ramirez-Sato, Sangcopan, Sarmiento, Suntay, and Villafuerte as authors thereof.

Respectfully submitted,



HON. ERIC GO YAP
Chairperson
Committee on Appropriations



ROMAN T. ROMULO
Chairperson
Committee on Basic Education and Culture

**THE HONORABLE SPEAKER
HOUSE OF REPRESENTATIVES
QUEZON CITY**

- 1 (e) Encourage learning institutions to take into consideration the special needs of LWDs with
2 respect to the use of school facilities, class schedules, physical education requirements, and
3 other pertinent considerations;
4 (f) Support learning institutions, including higher learning institutions, in providing auxiliary
5 services that will facilitate the learning process for PWDs, ensure inclusive and equitable
6 quality education and promote lifelong learning opportunities for all;
7 (g) Recognize the right of LWDs to the highest attainable standard of health and to facilities for the
8 treatment of illness and rehabilitation of health to ensure that no child is deprived access to such
9 health care and rehabilitation services; and
10 (h) Ensure that LWDs belonging to ethnic, religious or linguistic minorities or persons of
11 indigenous origin shall not be denied the right to education, health treatment, or health
12 rehabilitation in community with other members, to enjoy their own culture, profess and
13 practice their own religion, or to use their own language.

14
15 **Sec. 3. Objectives.** This Act shall pursue the following objectives:
16

- 17 (a) To provide LWDs free and appropriate public education and related services in accordance with
18 their needs, and in preparation for adult living and community life;
19 (b) To provide LWDs access to general education curriculum through formal school systems and
20 alternative delivery services in education in accordance with the “*United Nations Convention on*
21 *the Rights of Persons with Disabilities*” and “*the Incheon Strategy to Make the Rights Real for*
22 *Persons with Disabilities in Asia and the Pacific*”;
23 (c) To establish Inclusive Learning Resource Centers (ILRCs) for inclusion of LWDs in the formal
24 school system in the least restrictive environment;
25 (d) To ensure that LWDs fully develop their potential toward self-sufficiency and become fully
26 participative members of society;
27 (e) To ensure that LWDs are understood, appreciated, and respected for their differences by the
28 members of their communities and by society in general;
29 (f) To identify, through a Child Find System, LWDs ages three (3) to twenty-four (24), and infants
30 and toddlers under the age of three (3), in compliance with Republic Act (R.A.) No. 10410,
31 otherwise known as the “*Early Years Act of 2013*”;
32 (g) To develop, implement, and review Individualized Education Plan;
33 (h) To provide parents or guardians of LWDs with information and opportunities to actively
34 participate in the decisions for school placement options and educational programs for their
35 children and to enable them to make informed choices and decisions;
36 (i) To enable and empower parents, guardians, and family members to assist in the prevention,
37 referral or intervention with regard to disorders, disabilities, and abilities of their children;
38 (j) To train and equip special education (SPED) teachers, regular teachers, principals or
39 administrators, non-teaching staff of the school, and caregivers as primary sources of care,
40 development, education and advancement of LWDs;
41 (k) To increase school retention and cohort survival of LWDs;
42 (l) To create significant and positive changes in community orientation towards disability and the
43 need to provide inclusive education and proper care of LWDs; and
44 (m) To regularly consult and actively involve PWDs, including LWDs, through their representative
45 organizations, in the implementation of this Act and issues relating to it.
46

47 **ARTICLE II**
48 **DEFINITION OF TERMS**
49

50 **Sec. 4. Definition of Terms.** – As used in this Act:
51

- 1 (a) Basic education – refers to a program of instruction intended to meet the basic learning needs
2 which provide the foundation on which subsequent learning can be based. It encompasses
3 kindergarten, elementary and secondary education as well as Alternative Learning Systems
4 (ALS) for out-of-school learners and those with special needs as provided in Section 3 of R.A.
5 10533, or the “*Enhanced Basic Education Act of 2013*”;
- 6 (b) Child Find System (CFS) – refers to the process of identifying, locating, and evaluating every
7 LWDs so that the concerned child development teachers or workers who are under the
8 jurisdiction of local government units (LGUs) can notify parents or guardians of those who are
9 not receiving public education services of the right of their children to receive the same and
10 facilitate such children’s integration into the school system;
- 11 (c) Learners with disabilities (LWDs) – refer to children and youth with intellectual or learning
12 disabilities, mental, emotional or behavioral disorders, speech and language sensory
13 impairments, autism, long term physical or health disabilities, deafblindness and multiple
14 handicapping conditions which, in interaction with various barriers, may hinder their full and
15 effective participation in society on an equal basis with others and are in need of special
16 education as well as services for rehabilitation. They differ from the average children in
17 neuropsychological characteristics, sensory and cognitive abilities, neuromuscular or physical
18 characteristics, and social attributes to such an extent that the use of adaptations in school
19 practices or special education services are required to develop them to maximum capability;
- 20 (d) Disability – refers to 1) long-term physical, mental, intellectual or sensory impairment that
21 substantially limit one or more physiological or anatomical function of an individual or
22 activities of such individual; 2) limitation or difficulty encountered by an individual in
23 executing a task or action; and 3) a participation restriction or problem experienced by an
24 individual in coping with life situations.
- 25 (e) Inclusive education – refers to providing all learners, including those with significant
26 disabilities, equitable opportunities to receive educational services and the needed
27 supplementary aids and support services in age-appropriate classrooms in their neighborhood
28 schools in order to prepare them to live as fully functioning members of society. It requires that
29 schools educate LWDs in general education classrooms. Removal of LWDs from the regular
30 educational environment may occur only when education in regular classes, even with the use
31 of supplementary aids and services, cannot be made satisfactorily due to the nature of the
32 disability.
- 33 (f) Inclusive Learning Resource Center (ILRC) – refers to a teaching or learning support system for
34 students, teachers, school personnel and other education stakeholders of LWDs. It includes
35 appropriate, accessible, disability-, cultural- and gender-sensitive instructional learning
36 material, tools, devices, gadgets, equipment to facilitate and enhance learning; assessment tools
37 and instruments to evaluate development domains and specific areas of concern necessary in
38 determining appropriate services and placement decisions. It also provides and/or coordinates
39 the services of a multi-disciplinary team.
- 40 (g) Individual Education Program (IEP) – refers to the systematic, purposive and developmental
41 educational programming of curricular and instructional priorities and contents designed to
42 meet the needs of LWDs and aimed at ensuring mastery of target skills and behaviors. It
43 specifies the services to be provided and the duration and frequency of such services; describes
44 the learner’s present level of performances and how the learner’s disabilities affect academic
45 performances; and specifies accommodations and modifications to be provided to the learner.
46 An IEP shall be designed to meet the unique educational needs of a child in the appropriate and
47 least restrictive environment.
- 48 (h) Least Restrictive Environment (LRE) – refers to the situation where LWDs are accorded the
49 opportunity to be educated with non-disabled peers to the greatest extent appropriate. The
50 LWDs should have access to the general education curriculum, or any other program that non-
51 disabled peers are able to access. The LWDs shall be provided with supplementary aids and

1 services necessary to achieve educational goals if placed in a setting with non-disabled peers,
2 and shall receive an appropriate version of education and social benefits which non-disabled
3 students routinely receive in school.

- 4 (i) Multidisciplinary team – refers to a group of people that provides for the overall health and
5 well-being of learners. The team shall include professionals for further and specialized
6 assessment of learners.
- 7 (j) Private sector participation – refers to all forms of indispensable, substantial and meaningful
8 participation of private individuals, partnerships, groups or entities, organizations of persons
9 with disabilities, community-based organizations or non-government organizations, and
10 business and industry groups in the delivery of educational and rehabilitative services for
11 LWDs.
- 12 (k) Related services – refer to provisions of transportation and various developmental, corrective,
13 and other support services, such as speech-language pathology and audiology services,
14 interpreting services, psychological services, physical and occupational therapy, recreation,
15 social work services, school health services, counselling and rehabilitation services, orientation
16 and mobility services, and medical services, as may be required to assist a child with a disability
17 in order for them to fully enjoy the benefits from education services, including the early
18 identification and assessment of any disabling condition.
- 19 (l) Special Education (SPED) – refers to the customized instructional program or service designed
20 to meet the unique needs of individual children and youth with special needs, which may
21 necessitate the use of supplementary aids, devices, and services and teaching strategies in
22 classroom and non-academic settings and includes instructions on physical and vocational
23 education, social skills development and travel training.
- 24 (m) Instructional Materials for Learners with Disabilities – refer to textbooks in Braille, large type,
25 audio, digital or any other medium or apparatus that convey information to LWDs or otherwise
26 contributes to the learning process.
- 27 (n) Transition Program – refers to a coordinated set of courses and activities for LWDs that:
28
 - 29 (1) Is designed within an outcome-oriented process, which promotes movement from school
30 to post-school activities that includes post-secondary education, vocational training,
31 integrated employment, supported employment, continuing and adult education, adult
32 services, independent living, or community participation;
 - 33 (2) Is based upon the individual student's needs, taking into account the student's
34 preferences and interests; and
 - 35 (3) Includes instruction, related services, and community experiences.
- 36 (o) Universal Design for Learning (UDL) – refers to a scientifically valid framework for guiding
37 educational practice that:
38
 - 39 (1) Provides flexibility in the way information is presented, students respond or demonstrate
40 knowledge and skills, and their engagement; and
 - 41 (2) Reduces barriers in instruction, provides appropriate accommodations, supports mental
42 and physical challenges, and maintains high achievement expectations for all students,
43 including LWDs.

44 It also refers to a set of principles that guides the design of inclusive classroom instruction and
45 accessible course materials. The three principles of UDL are:

- 46 i. Recognition – refers to multiple methods of representation that give learners a variety
47 of ways to acquire information and build knowledge;

- 1 ii. Strategic Learning – refers to multiple means of student action and expression that
2 provide learners alternative modes for demonstrating what they have learned; and
3 iii. Affective Learning – refers to multiple modes of student engagement that tap into
4 learners’ interests, challenge them appropriately, and motivate them to learn.
5

6 **ARTICLE III**
7 **INCLUSIVE LEARNING RESOURCE CENTER**
8

9 **Sec. 5. Establishment of Inclusive Learning Resource Center (ILRC).** – The DepEd shall
10 establish an ILRC for LWDs in all school districts: *Provided*, That all ILRCs shall comply with the
11 UDL as defined under Section 4, subparagraph (o) of this Act and the requirements of Batas Pambansa
12 Bilang 344, otherwise known as the “*Accessibility Law*.”
13

14 **Sec. 6. Functions of the ILRC.** – The ILRC shall assist in the implementation of inclusive
15 education. This includes capacitating schools to effectively handle the needs of LWDs. It shall:
16

- 17 (a) Assess LWDs to identify specific developmental areas of concern and determine appropriate
18 services and placement options;
19 (b) Support LWDs in such a manner that they could be included in regular schools in the least
20 restrictive environment;
21 (c) Provide school-based trainings of LWDs;
22 (d) Ensure the availability of appropriate educational materials for LWDs;
23 (e) Facilitate school-based trainings of teachers, administrators, non-teaching personnel, and
24 parents on inclusive education;
25 (f) Monitor case management of LWDs within the school district;
26 (g) Ensure that LWDs shall receive the appropriate services needed;
27 (h) Support the implementation of IEP, transition program, alternative education programs, and
28 early intervention program;
29 (i) Provide access to auxiliary aids, devices, and services that are basically non-educational but
30 which enhance the education process for LWDs. These aids and services may include:
31
32 (1) language and speech therapy, occupational therapy, physical and physiotherapy, among
33 other modes of therapy, through a multi-disciplinary specialist team;
34 (2) quality reading or other effective methods of delivering reading materials to individuals
35 with visual impairments;
36 (3) acquisition or modification of equipment or devices;
37 (4) appropriate classroom accommodation;
38 (5) other similar services and actions or all types of aids and services that facilitate the learning
39 process; and
40 (6) assistance in the transfer of admission of qualified LWDs to post-secondary or tertiary
41 education institutions.
42

43 The ILRC may provide the same services to other learners, as appropriate.
44

45 **ARTICLE IV**
46 **PARTNERSHIP MECHANISM AND ROLES OF PARTNERS**
47

48 **Sec. 7. Partnership Mechanism** – The DepEd and the concerned agencies may coordinate and
49 enter into cooperative agreement, arrangement or contract with other government agencies, private and
50 non-profit agencies, institutions or organizations duly accredited or recognized by the government

1 agencies, civil society, business and industrial sector, and other concerned sectors in the furtherance of
2 the provisions of this Act:
3

- 4 (a) Technical assistance to teachers who are preparing to serve or are serving in the ILRC;
- 5 (b) Training of professional or related services personnel, including all regular teachers;
- 6 (c) Replication of successful innovative approaches in providing educational or related services to
7 LWDs;
- 8 (d) Facilitation of parental involvement in the education of LWDs;
- 9 (e) Diagnosis and educational evaluation of LWDs;
- 10 (f) Consultative, counseling and training services for the families of LWDs;
- 11 (g) Familiarization of the municipality or city being served by an ILRC with the problems and
12 potentials of children and youth; and
- 13 (h) Entering into agreements with medical and allied medical professional groups.

14
15 **Sec. 8. Responsibilities of Government Agencies.** – In conformity with their respective charters
16 and mandates, government agencies shall define and delineate their respective areas of responsibility
17 with respect to the implementation of this Act. These areas shall be subject to periodic assessment of
18 the Inter-Agency Coordinating Council on Learners with Disabilities (IACC-LWDs), as provided in
19 Sec. 9 of this Act, whenever necessary.
20

21 For purposes of this Act, the different agencies shall have the following roles:
22

- 23 (a) Department of Education (DepEd) – The DepEd shall be the lead government agency
24 responsible for the implementation of this Act and ensure inter-agency coordination and
25 integration of services among school systems, early intervention programs, in coordination with
26 the Early Childhood Care and Developmental (ECCD) Council, mainstreaming of LWDs in the
27 regular classroom set-up, availability of access and classification of developmental domains,
28 establishment of CFS, redress mechanism for parents or guardians.
- 29 (b) Department of Health (DOH) – The DOH shall make available health care services for LWDs,
30 child mental health service providers, health plans, oral health providers, family-to-family
31 health information and education, advocacy organizations and other community organizations
32 serving LWDs, and their families. Due to the importance of integrating primary care with
33 mental health services, the DOH shall collaborate with the National Nutrition Council (NNC)
34 and the ECCD in the provision of inclusive health and nutrition services for the implementation
35 of this Act.
- 36 (c) Department of Social Welfare and Development (DSWD) – The DSWD shall be responsible for
37 the effective management and provision of social welfare services for LWDs based on their
38 assessed needs, subject to guidelines it shall prescribe.
- 39 (d) Department of Public Works and Highways (DPWH) – The DPWH shall prescribe the proper
40 physical set-up of the ILRCs and shall construct and maintain roads to ensure their accessibility.
- 41 (e) Department of Labor and Employment (DOLE) – The DOLE shall coordinate with the DepEd
42 in developing a training program on transition from school to work of LWDs. It shall also
43 provide the ILRC with current market analysis and job coaching sessions before and during
44 employment until the learners become independent. The DOLE and its attached agencies,
45 Technical Education and Skills Development Administration (TESDA) and Public Employment
46 Service Office (PESO), shall facilitate apprenticeship and job placements. The TESDA shall
47 provide vocational training when necessary. The PESO, on the other hand, shall conduct
48 employability enhancement seminars, provide pre-employment counselling and orientation, and
49 offer programs and activities on employment assistance pursuant to R.A. 8759, otherwise
50 known as the “*PESO Act of 1999*,” as amended.
51

1 The DOLE, TESDA, and PESO shall lead the promotion of inclusion for people with
2 disabilities among public and private institutions and comply with the requirements set forth
3 under R.A. 7277, otherwise known as the “*Magna Carta for Disabled Persons*,” as amended.

4 (f) Department of Interior and Local Government (DILG) – The DILG shall promulgate the
5 policies and guidelines relevant to the implementation of this Act by the LGUs.

6 (g) Local Government Units (LGUs) – The LGUs shall allocate resources from their general funds
7 or a portion of their Special Education Fund for any of the following:

- 8
- 9 (1) Provision of sites, buildings or centers where there are no existing school facilities that
10 may be used for purposes of this Act;
 - 11 (2) Identification, coordination and partnership with public or private volunteers and private
12 organizations, national or international, duly recognized and accredited by appropriate
13 government office, for information dissemination campaigns and funding support to
14 augment the funding for the programs and activities pertaining to this Act;
 - 15 (3) Provision of assistive devices, instructional materials and teacher’s training;
 - 16 (4) Delivery of health and nutrition services and interventions and educational assessment
17 program for LWDs in their respective localities that shall be initiated by the DOH and
18 DepEd, respectively;
 - 19 (5) Participation in all efforts concerning integration of LWDs to regular schools, health
20 services, transport services and other social and welfare services;
 - 21 (6) Development of government and community awareness and responsiveness to the needs
22 of LWDs;
 - 23 (7) Preparation of a means for redress in case parents are not amenable to educational
24 program for LWDs under the jurisdiction of the Local School Boards;
 - 25 (8) Coordination with other agencies in ensuring the proper implementation of the provisions
26 of this Act within their territorial jurisdiction, including CFS;
 - 27 (9) Provisions of trainings on livelihood and entrepreneurial skills, in coordination with
28 DOLE and TESDA; and
 - 29 (10) Enactment of appropriate ordinances to implement the LGU’s role in this Act.
- 30

31 **ARTICLE V**
32 **INTER-AGENCY COORDINATING COUNCIL FOR LEARNERS**
33 **WITH DISABILITIES**

34

35 **Sec. 9.** *Inter-Agency Coordinating Council for Learners with Disabilities.* – For purposes of
36 policy integration, harmonization, and coordination of functions, there is hereby created an Inter-
37 Agency Coordinating Council for Learners with Disabilities (IACC-LWDs), which shall be attached to
38 the DepEd. The DepEd shall likewise act as the Council’s secretariat.

39

40 The IACC-LWDs shall be composed of the following officials or their duly authorized
41 representatives, up to the level of Assistant Secretary or its equivalent, with subsections (d) to (j) as
42 Members thereof:

- 43
- 44 (a) DepEd Secretary, as Chairperson;
 - 45 (b) DOH Secretary, as Co-Chairperson;
 - 46 (c) DSWD Secretary, as Co-Chairperson;
 - 47 (d) DPWH Secretary;
 - 48 (e) DILG Secretary;
 - 49 (f) DOLE Secretary;
 - 50 (g) Secretary, Department of Finance (DOF);
 - 51 (h) TESDA Director General;

- (i) Chairperson, Commission on Higher Education (CHED); and
- (j) Executive Director, National Council on Disability Affairs (NCDA).

The IACC-LWDs shall perform the following functions:

- (a) Implement appropriate and coordinated programs in health and related physiological and psychological health services, multidisciplinary domains, transportation and access for LWDs;
- (b) Act as catalyst of change and source of information for the benefit of both regular students and LWDs;
- (c) Constitute and authorize a multidisciplinary body to conduct an annual audit to determine the compliance of the ILRCs on its operations;
- (d) Document, monitor, evaluate, and assess the performance of the ILRCs and their personnel; and
- (e) Coordinate and disseminate information with partner agencies or LGUs.

The Council shall regularly convene at least once every quarter. The Council Chairperson may call a special meeting whenever necessary: *Provided*, That members are notified in writing at least three (3) days prior to said meeting.

Sec. 10. *The IACC-LWDs Technical Working Committee (TWC).* – The IACC-LWDs shall be supported by a TWC which shall be composed of representatives from the following agencies and institutions:

- (a) Bureau of Curriculum Development, DepEd;
- (b) Bureau of Learning Delivery, DepEd;
- (c) Bureau of Learning Resources, DepEd;
- (d) Bureau of Education Assessment, DepEd;
- (e) Early Childhood Care and Development Council (ECCD);
- (f) National Council on Disability Affairs (NCDA);
- (g) Council for the Welfare of Children (CWC);
- (h) National Nutrition Council (NNC), DOH;
- (i) Philippine Health Insurance Corporation (PhilHealth);
- (j) Relevant healthcare service bureaus of the DOH;
- (k) Leagues of Provinces of the Philippines;
- (l) League of Cities of the Philippines;
- (m) League of Municipalities of the Philippines;
- (n) Civil society organizations on persons with disability and indigenous peoples' concerns;
- (o) Professional organizations; and
- (p) Academe.

The TWC shall provide groundwork technical support to the IACC-LWDs on its activities to capture varied clientele scope and needs, mainstream programs, and reach grassroots level. Representatives of civil society organizations, professional organizations, and the academe shall be nominated through a process designed by the IACC-LWDs.

ARTICLE VI ADMINISTRATIVE PROCEDURES

Sec. 11. *Staffing and Responsibilities.* – In addition to teachers with special training to handle LWDs, each ILRC shall have a Supervisor and an Administrative Core and Placement Committee. Mobile SPED teachers and the Mobile Multi-Specialist Division Support Team shall serve as human resource complements.

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2 (a) Supervisor - The Supervisor shall:

- 3
4 (1) head the ILRC;
5 (2) administer and supervise the ILRC Program and oversee its other components; and
6 (3) monitor, supervise and provide technical assistance, training, and enhancement programs
7 of the Center personnel.
8

9 (b) Administrative Core and Placement Committee - The Administrative Core and Placement
10 Committee shall, in consultation with and active participation of parents or guardians, ensure
11 that LWDs are educated by appropriate and qualified personnel as close as possible to their
12 homes and alongside their age-appropriate peer groups. The Committee is also tasked to
13 develop and maintain a data bank on LWDs in its respective jurisdiction. This Committee shall
14 be composed of the following positions:
15

- 16 (1) any one (1) of the following: Developmental Pediatrician, Neurological Psychiatrist,
17 Educational Psychologist, Guidance Counselor or Psychometrician;
18 (2) one (1) Physical Therapist;
19 (3) one (1) Occupational Therapist;
20 (4) one (1) Speech and Language Therapist or Speech Correction Teacher;
21 (5) one (1) Reading Specialist;
22 (6) one (1) Sign Language Specialist; and
23 (7) ILRC Supervisor.
24

25 (c) Mobile SPED Teachers - Mobile SPED teachers shall be appointed whenever necessary. Their
26 principal task is to undertake the CFS and determine appropriate learning modalities using the
27 program and services of the ILRC. They shall share responsibility for program planning and
28 scheduling, and assist isolated or remote schools with specialized equipment, individual
29 programs, curriculum adjustment, teaching aids and building modifications. The ALS shall be
30 an integral component of the ILRC.
31

32 (d) Mobile Multi-Specialist Division Support Team – DepEd shall set-up each school district with a
33 Mobile Multi-Specialist Division Support Team comprised of the SPED Education Supervisor,
34 Occupational Therapist, Physical Therapist, Speech Therapist or Speech Pathologist, Sign
35 Language Specialist, Guidance and Counseling Specialist, Developmental Pediatrician,
36 Educational Psychologist, Materials Production Specialist and other specialists deemed
37 necessary. They will serve as consultants and will be drawn from professional organizations
38 based in the region or nearby region where the division is based.
39

40 To ensure the effective implementation of this Act, the DepEd, DOH, and DSWD may hire
41 other necessary personnel and support staff for the ILRC.
42

43 **Sec. 12. Remuneration, Benefits and Incentives for ILRC Personnel and Staff.** – The
44 remuneration, benefits and incentives of Special Education (SPED) teachers and the ILRC Supervisor
45 shall be in accordance with the *Compensation and Position Classification System* and other civil
46 service rules and regulations.
47

48 The DepEd shall endeavor to attract the best available teaching staff and talents for the ILRCs
49 through adequate remuneration, benefits, scholarship and training grants, teacher exchange programs,
50 incentives and allowances and other means of securing the job satisfaction and tenure in their
51 respective posts. A similar program shall be designed for support personnel to include interpreters,

1 psychologists, social workers and health service professionals or workers involved in the education,
2 health and rehabilitation of LWDs.

3
4 **Sec. 13. *In-Service Training of Teachers, Administrators, and Non-Teaching Personnel.*** – To
5 enhance the services for LWDs, the DepEd shall coordinate with the appropriate national government
6 agencies to offer basic and advanced seminars on disability awareness and inclusive education for the
7 concerned education stakeholders.

8
9 The appropriate and necessary trainings, seminars and other opportunities for upgrading the
10 performance of DepEd teachers for purposes of this Act shall be conducted and evaluated by the
11 National Educators’ Academy of the Philippines.

12
13 The DepEd shall likewise identify at least one (1) leading institution or university in Luzon,
14 Visayas, Mindanao and in Metro Manila, Metro Cebu and Metro Davao whose faculty is regarded as
15 highly competent in the area of special education and where a uniform or standardized curriculum for
16 any post-graduate education program shall be designed to benefit SPED teachers and other personnel of
17 the ILRC. The manner of selection of such institution shall be provided under the rules and regulations
18 to be formulated to implement the provisions of this Act.

19
20 **ARTICLE VII**
21 **RESEARCH, SCHOLARSHIPS, AND OTHER SUPPORT MECHANISMS**

22
23 **Sec. 14. *Continuing Research to Identify the Needs of Learners with Disabilities.*** – The DepEd,
24 by itself or in coordination with organizations or institution, shall undertake continuing research to
25 identify and design programs that shall meet the full range of needs of LWDs: *Provided,* That such
26 continuing research shall also be used to develop instructional techniques for use by the ILRCs for
27 vocational training or competitive skill development and towards improving the acquisition of skills by
28 LWDs necessary for their transition to independent living: *Provided, further,* That such continuing
29 research shall be used by the DepEd in designing holistic programs for all schools and the ILRCs to
30 enhance the potential of the children and youth to participate and be integrated into community life.

31
32 **Sec. 15. *Student Assistance.*** – The DepEd, DSWD, DOLE, NCDA and the LGUs shall develop
33 programs to support the financial and educational needs of persons with disabilities, as mandated in
34 R.A. 8425, otherwise known as the “*Social Reform and Poverty Alleviation Act.*” The benefits
35 accorded by R.A. 6728, otherwise known as the “*Government Assistance to Students and Teachers in*
36 *Private Education (GASTPE) Act*” shall likewise be extended to qualified LWDs in the secondary
37 levels.

38
39 **Sec. 16. *Recreational and Artistic Opportunities.*** – The DepEd shall establish opportunities for
40 the safe, wholesome, interactive individual as well as group recreation and social activities of LWDs,
41 optimal use of leisure hours and advancement of physical, mental, social and cultural development.

42
43 **Sec. 17. *Special Instructional Materials.*** – Publishers shall grant the DepEd the authority to
44 transcribe adopted instructional materials into accessible format, without royalty penalty, in accordance
45 with R.A. 8293, otherwise known as the “*Intellectual Property Code of the Philippines*”: *Provided,*
46 That publishers of a newly adopted instructional material shall provide, not later than the second
47 working day after the adoption of a textbook title by the DepEd, the digital copy as specified by the
48 DepEd for the purpose of producing accessible versions of the textbooks for students with reading
49 disabilities. The accessible versions may be produced by the DepEd or by non-profit accessible book
50 producers which may be copied and distributed upon request by a Schools Division for instructional
51 purposes.

1
2 Copies of these instructional materials shall be furnished without cost either to the LWDs or
3 their teachers in charge.
4

5 **Sec. 18. *Family Members, Guardians, and Caregivers Education.*** – A formal training and
6 counseling program for family members, guardians, and caregivers of LWDs shall be developed jointly
7 by the DepEd, DSWD, LGUs, ECCD Council, organizations of persons with disabilities, parent-
8 support organizations, health professional organizations, healthcare services, non-government
9 organizations, and civil society organizations to provide them with a working knowledge of SPED and
10 an understanding of the physical and mental needs of LWDs, so as to maximize their knowledge and
11 skills to fully participate in developing the potentials of LWDs.
12

13 **ARTICLE VIII**
14 **PRIVATE SECTOR PARTICIPATION**
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16 **Sec. 19. *Incentives to Private Sector Participation.*** – Partnership between the government and
17 private institutions catering to the needs of LWDs shall be encouraged. Private entities which team up
18 with the DepEd or provide the necessary educational assistance and service of LWDs with the consent
19 or as referred by the public agency shall be entitled to the benefits and incentives provided under R.A.
20 8525, otherwise known as the “*Adopt-a-School Act.*”
21

22 **ARTICLE IX**
23 **PUBLIC INFORMATION AND DISSEMINATION**
24

25 **Sec. 20. *Public Information, Education and Communication.*** – A nationwide information
26 dissemination campaign on prevention, early identification and intervention programs for LWDs shall
27 be intensified. This shall be the joint responsibility of the Philippine Information Agency, CWC, and
28 the DepEd. Likewise, the DepEd, in collaboration with the DOH, DOLE, CHED, TESDA, and DILG
29 shall disseminate materials and information concerning effective practices in working with, training
30 and education of LWDs.
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32 **ARTICLE X**
33 **PROCEDURAL SAFEGUARDS**
34

35 **Sec. 21. *Procedural Safeguards*** – The DepEd, in cooperation with the Department of Justice,
36 shall establish and maintain procedures to ensure that LWDs and their parents or guardians are
37 guaranteed procedural safeguards with respect to the provision of free and appropriate public
38 education.
39

40 The procedures shall include the following:
41

- 42 (a) The opportunity for the parents or guardians of LWDs to examine all related records and to
43 participate in meetings with respect to the identification, evaluation, educational placement,
44 and provision of education program to LWDs;
45 (b) A procedure for LWDs and their parents or guardians to file a complaint and to be heard in
46 accordance with due process of law, which shall be conducted at the district level. If the
47 complaint is not resolved in a meeting with the District’s local education authority and
48 relevant members of the IEP Team, a mediation process shall be made available to resolve
49 the dispute; and
50 (c) Filing of formal legal complaint or civic action case if the parties do not avail of the
51 mediation process or the mediation process fails.

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ARTICLE XI
PROGRAM SUPPORT FUND

Sec.22. Program Support Fund - To ensure the institutionalization of services for LWDs, a Program Support Fund (PSF) shall be provided to guarantee the implementation of the provisions of this bill, including the following:

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- (a) Contract specialists for the diagnosis and assessment of LWDs and the prescription of appropriate intervention;
 - (b) Defray expenses in the delivery of related services as stated in Sec. 4, subparagraph (k) of this Act, such as transportation and various developmental, corrective and other support services; and
 - (c) Purchase assistive devices, equipment, learning materials and other needed resources to deliver services effectively.

The PSF shall be used solely for the delivery of services for LWDs and for the performance of the functions of ILRCs and the IACC-LWDs.

ARTICLE XII
FINAL PROVISIONS

Sec. 23. Appropriations. – The Secretaries of the DepEd, DOH, and DSWD shall immediately include in their respective Department’s programs the implementation of this Act, the funding of which shall be included in the annual General Appropriations Act.

Sec. 24. Implementing Rules and Regulations. – Within ninety (90) days from the effectivity of this Act, the DepEd, DOH and DSWD, in coordination with other concerned agencies of the government, shall promulgate necessary rules and regulations for the effective implementation of this Act.

Sec. 25. Separability Clause. – If any provision of this Act is declared unconstitutional, the remainder of this Act or any provision not affected thereby shall remain in full force and effect.

Sec. 26. Repealing Clause. – All laws, executive orders, presidential decrees, proclamations, rules, regulations, issuances and enactments or parts thereof inconsistent with this Act are hereby repealed or modified accordingly.

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

Approved,

House of Representatives
Committee Affairs Department

FACT SHEET

House Bill No. 8080

As approved at the Committee level on 28 January 2020

**INSTITUTING SERVICES FOR LEARNERS WITH DISABILITIES IN
SUPPORT OF INCLUSIVE EDUCATION ACT**

Introduced by Reps. Cabochan, Suansing (E.), Suansing (H.), Vargas, Biazon, Gatchalian, Olivarez, Castelo, Villar, Fortun, Villarica, Guico, Tambunting, Dy (F. "Inno"), Villanueva, Rivera, Rodriguez, Andaya, Delos Santos, De Venecia, Castro, Romulo, Yap (E.), Arenas, Hernandez, Garcia (P.J.), Romualdo, Belmonte, Ermita-Buhain, Salceda, Cua, Tejada, Violago, Gasataya, Jalosjos, Matugas, Garcia (J.E.), Gonzaga, Haresco, Cuaresma, Uy, Daza, Limkaichong, Zubiri, Sagarbarria, Bautista-Bandigan, Calderon, Campos, Suarez (D.), Gonzales (S.), Momo, Frasco, Zamora (M.), Balindong, Barba, Bernos, Bravo, Bascug, Caminero, Cari, Dalog, Deloso-Montalla, Dimaporo (A.), Espino, Fariñas, Fortuno, Hofer, Jimenez, Labadlabad, Mariño, Natividad-Nagaño, Nava, Ortega, Ouano-Dizon, Plaza, Revilla, Roman, Sanchez, Silverio, Singson-Meehan, Tiangco, Tutor, Ty, Vergara, Co, Cabatbat, Dagooc, Guya, Quimbo, Babasa, Enverga, Mendoza, Nograles, Ramirez-Sato, Sangcopan, Sarmiento, Suntay, and Villafuerte

*Committee Referrals: COMMITTEE ON BASIC EDUCATION AND CULTURE and
COMMITTEE ON APPROPRIATIONS*

Committee Chairpersons: REPS. ROMAN T. ROMULO and ERIC GO YAP

OBJECTIVES:

- To provide learners with disabilities (LWDs) free and appropriate public education and related services in accordance with their needs, in order to develop their full potential as self-sufficient and participative members of society;
- To increase school retention and cohort survival of LWDs so that this would create significant and positive change towards disability; and
- To provide parents or guardians of LWDs with information and opportunities to actively participate in decision-making concerning school placement options and educational programs for their children so that they can make informed choices and decisions.

KEY PROVISIONS:

- Establishes Inclusive Learning Resource Centers (ILRCs) in all school districts, which are intended to provide services to LWDs;

- Provides for partnership mechanism between and among the Department of Education (DepEd), other concerned government agencies, and the private sector;
- Stipulates the roles and responsibilities of the DepEd, Department of Health, Department of Social Welfare and Development, Department of Public Works and Highways, Department of Labor and Employment, Department of Interior and Local Government, and the Local Government Units in furtherance of this Act;
- Establishes an Inter-Agency Coordinating Council on Learners with Disabilities (IACC-LWDs), attached to the DepEd, for policy integration, harmonization and coordination of functions at the national level;
- Creates a Technical Working Committee which is mandated to provide technical support to IACC-LWDs' activities in determining clientele needs, assisting mainstream programs, and reaching the grassroots level;
- Provides human resource complements for the ILRC to carry out its responsibilities, such as the Administrative Core and Placement Committee, Mobile SPED teachers, and Mobile Multi-Specialist Division Support Team;
- Stipulates administrative procedures on remunerations, benefits, incentives, and trainings of personnel involved in the education and rehabilitation of LWDs;
- Mandates the DepEd to undertake a continuing research to identify and design programs that shall meet the needs of LWDs;
- Grants to DepEd the authority to transcribe adopted instructional materials into accessible format, without royalty penalty;
- Provides nationwide information dissemination campaign on the prevention, early identification, and strategic intervention programs for LWDs;
- Requires the DepEd, in cooperation with the Department of Justice, to establish and maintain procedural safeguards concerning the filing of complaints made by the LWDs and their parents or guardians; and
- Establishes a Program Support Fund to be used for the delivery of services for LWDs.

RELATED LAWS:

- The 1987 Philippine Constitution
- R.A. 6728 – Government Assistance to Students and Teachers in Private Education Act
- R.A. 7277 – Magna Carta for Disabled Persons
- R.A. 8293 – Intellectual Property Code of the Philippines
- R.A. 8425 – Social Reform and Poverty Alleviation Act
- R.A. 8525 – Adopt-a-School Act
- R.A. 8759 – PESO Act of 1999

- R.A. 10410 – Early Years Act of 2013
- R.A. 10533 – Enhanced Basic Education Act of 2013
- B.P. 344 – Accessibility Law