

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 5890



Introduced by: **REP. SALVADOR A. PLEYTO, SR.**

EXPLANATORY NOTE

The vital role of Special Education (SPED) teachers in the Philippine educational system cannot be overstated. These educators are the cornerstone of the government's commitment to inclusive education as mandated by the Constitution and various international agreements. They cater to the unique and diverse needs of Learners with Special Educational Needs (LSENs), including those with intellectual disabilities, autism spectrum disorder, hearing and visual impairments, and multiple disabilities.

The current salary structure, which often places entry-level SPED teachers at a Salary Grade significantly lower than what is being proposed, fails to adequately recognize the specialized training, emotional labor, and immense complexity involved in their daily tasks.

SPED teachers require highly technical skills, including individualized curriculum development (IEP), behavior management techniques, use of specialized assistive technologies, and multidisciplinary coordination with therapists and parents—expertise that far exceeds the requirements of a general education teacher. The teacher-to-student ratio in SPED classes must be smaller by necessity, yet the individual attention required for each LSEN translates to a significantly heavier workload and higher levels of professional and emotional stress.

The inadequate compensation contributes to the high attrition rate among qualified SPED teachers and makes it difficult to recruit new professionals into this critical field, thereby compromising the quality of SPED services nationwide.

This Bill seeks to address this long-standing inequity by upgrading the minimum salary grade of all public SPED teachers to Salary Grade 22. This adjustment is intended to elevate their professional status and provide necessary financial relief and better compensation for the demanding nature of their work.

The appropriation of necessary funds is an essential investment in the nation's future, ensuring that the most vulnerable learners are provided with the quality education they rightfully deserve.

In view of the foregoing, the immediate consideration of this Bill is earnestly sought.



SALVADOR A. PLEYTO, SR.

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Introduced by: **REP. SALVADOR A. PLEYTO, SR.**

AN ACT UPGRADING THE SALARY GRADE OF PUBLIC SPECIAL EDUCATION (SPED) TEACHERS TO SALARY GRADE 22, AMENDING FOR THE PURPOSE PERTINENT PROVISIONS OF REPUBLIC ACT NO. 4670, OTHERWISE KNOWN AS THE MAGNA CARTA FOR PUBLIC SCHOOL TEACHERS, AND APPROPRIATING FUNDS THEREFOR

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

SECTION 1. *Short Title.* - This Act shall be known as the "Special Education (SPED) Teachers Salary Upgrade Act."

SEC. 2. *Declaration of Policy.* - It is the declared policy of the State to promote and improve the social and economic status of public school teachers, especially those dedicated to the education of learners with special needs. Recognizing the crucial and specialized role of SPED teachers in providing inclusive and quality education, the State shall ensure that their compensation is commensurate with the difficulty, scope, and expertise required for their profession.

SEC. 3. *Upgrading of Salary Grade.* - Notwithstanding any provision of law, rule, or regulation to the contrary, the minimum salary grade for all duly-appointed and full-time public Special Education (SPED) Teachers shall be upgraded to Salary Grade 22, regardless of their current position title, subject to qualifications and standards set by the Department of Education (DepEd) and the Civil Service Commission (CSC).

SEC. 4. *Funding and Appropriations.* - The amount necessary to carry out the initial implementation of this Act shall be charged against the current year's appropriations of the Department of Education. Thereafter, the funds necessary for the continued implementation of this Act shall be included in the annual General Appropriations Act.

SEC. 5. *Implementing Rules and Regulations (IRR).* - The Department of Education (DepEd), in consultation with the Department of Budget and Management (DBM), the Civil Service Commission (CSC), and representatives from SPED teacher organizations, shall promulgate the necessary rules and regulations for the effective implementation of this Act within ninety (90) days from its effectivity.

SEC. 7. *Separability Clause.* - If any provision of this Act is held invalid or unconstitutional, the other provisions not affected thereby shall continue to be in full force and effect.

SEC. 8. *Repealing Clause* – All other laws, presidential decrees, executive orders, ordinances, rules and regulation, and other issuances or part thereof which are inconsistent with this Act, are hereby repealed or modified accordingly.

SEC. 9. *Effectivity* – This Act shall take effect after fifteen (15) days after its publication in the Official Gazette or in newspapers of general circulation.

Approved,