

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
Second Regular Session

COMMITTEE REPORT NO. 1408

Submitted by the Committee on Basic Education and Culture on
~~06 SEP 2011~~

RE : HOUSE BILL NO. 5248

Recommending its approval in substitution of House Bill Nos. 2613 and 2630.

SPONSORS : Representatives Salvador H. Escudero III, Mary Mitzi "Mitch" L. Cajayon, Christopher H. Co and Rodel M. Batocabe

Mr. Speaker:

The Committee on Basic Education and Culture, to which were referred House Bill No. 2613, introduced by Representative Mary Mitzi "Mitch" L. Cajayon, entitled:

**"AN ACT
REQUIRING THE DEPARTMENT OF EDUCATION TO ADOPT
POLICIES PROHIBITING HARASSMENT, INTIMIDATION AND
BULLYING IN ALL PRIMARY AND SECONDARY SCHOOLS"**

and House Bill No. 2630, introduced by Representatives Christopher H. Co, Rodel M. Batocabe and Alfredo A. Garbin, Jr., entitled:

**"AN ACT
MANDATING SCHOOLS, COLLEGES AND UNIVERSITIES TO
CREATE AN ANTI-BULLYING POLICY IN THEIR INSTITUTIONS"**

has considered the same and recommends that the attached House Bill No. ~~5243~~, entitled:

**"AN ACT
REQUIRING ALL ELEMENTARY AND SECONDARY SCHOOLS TO
ADOPT POLICIES TO PREVENT AND ADDRESS THE ACTS OF
BULLYING IN THEIR INSTITUTIONS"**

be approved in substitution of House Bill Nos. 2613 and 2630, with Representatives Cajayon, Co, Batocabe, Garbin and Escudero as authors thereof.

Respectfully submitted,


SALVADOR H. ESCUDERO-III

Chairperson
Committee on Basic Education and Culture

THE HONORABLE SPEAKER
HOUSE OF REPRESENTATIVES
QUEZON CITY

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

Fifteenth Congress
Second Regular Session

HOUSE BILL NO. 5248
[In substitution of House Bill Nos. 2613 and 2630]

Introduced by Representatives Cajayon, Co, Batocabe, Garbin and Escudero

AN ACT
REQUIRING ALL ELEMENTARY AND SECONDARY SCHOOLS TO ADOPT POLICIES
TO PREVENT AND ADDRESS THE ACTS OF BULLYING IN THEIR INSTITUTIONS

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

1 **SECTION 1. Short Title.** - This Act shall be known as the "Anti-Bullying Act of
2 2011".

3 **SEC. 2. Bullying Act.** - For purposes of this Act, bullying act shall refer to
4 any severe or repeated use by one or more students of a written, verbal, or electronic
5 expression, or a physical act or gesture, or any combination thereof, directed at
6 another student that has the effect of actually causing or placing the latter in
7 reasonable fear of physical or emotional harm or damage to his property; creating a
8 hostile environment at school for the other student; infringing on the rights of the
9 other student at school; or materially and substantially disrupting the education
10 process or the orderly operation of a school; such as, but not limited to the following:

11 (a) Any unwanted physical contact between the bully and the victim like
12 punching, pushing, shoving, kicking, slapping, tickling, headlocks, school pranks,
13 teasing, fighting and use of available objects as weapons;

14 (b) Any act that causes damage to a victim's psyche and/or emotional well-
15 being like spreading malicious rumors about the victim, keeping the victim out of a
16 "group", getting certain people to "gang up" on the victim, ignoring the victim on
17 purpose, whispering to another in front of someone, keeping secrets away from a so-

1 called friend, eye rolling, silent, but hurtful body motions such as pointing or face
2 making or any act that causes harassment or provocation;

3 (c) Any slanderous statement or accusation that causes the victim undue
4 emotional distress like directing foul language or profanity at the target, name-calling,
5 tormenting and commenting negatively on someone's looks, clothes, body; and

6 (d) Cyber-bullying or any bullying done through the use of technology or any
7 electronic means.

8
9 **SEC. 3. Adoption of Anti-bullying Policies.** - All elementary and secondary
10 schools are hereby directed to adopt policies to address the existence of bullying in
11 their respective institutions. Such policies shall be regularly updated and at a
12 minimum shall:

13
14 (a) Include a provision which prohibits the following acts:

15 (1) Bullying on school grounds, property immediately adjacent to school
16 grounds, at school-sponsored or school-related activities, functions or
17 programs whether on or off school grounds, at school bus stops, on
18 school buses or other vehicles owned, leased or used by a school, or
19 through the use of technology or an electronic device owned, leased or
20 used by a school;

21 (2) Bullying at a location, activity, function or program that is not school
22 related and through the use of technology or an electronic device that is
23 not owned, leased or used by a school if the act or acts in question
24 create a hostile environment at school for the victim, infringe on the
25 rights of the victim at school, or materially and substantially disrupt the
26 education process or the orderly operation of a school; and

27 (3) Retaliation against a person who reports bullying, who provides
28 information during an investigation of bullying, or who is a witness to or
29 has reliable information about bullying.
30

1 (b) Establish clear procedures for students, staff, parents, guardians, and
2 others to report bullying or retaliation;
3

4 (c) Include a provision that reports of bullying or retaliation may be made
5 anonymously, provided, however, that no disciplinary administrative action shall be
6 taken against a student solely on the basis of an anonymous report;
7

8 (d) Establish clear procedures for promptly responding to and investigating
9 reports of bullying or retaliation;
10

11 (e) Identify the range of disciplinary administrative actions that may be taken
12 against a perpetrator for bullying or retaliation which shall be commensurate with the
13 nature and gravity of the offense;
14

15 (f) Establish clear procedures for restoring a sense of safety for a victim and
16 assessing that student's needs for protection;
17

18 (g) Establish strategies for protecting from bullying or retaliation a person who
19 reports bullying, provides information during an investigation of bullying, or is witness
20 to or has reliable information about an act of bullying;
21

22 (h) Establish procedures for promptly notifying the parents or guardians of a
23 victim and a perpetrator. *Provided, however,* That the parents or guardians of a victim
24 shall also be notified of the action taken to prevent any further acts of bullying;
25 *Provided further,* That said procedures must provide for immediate notification to the
26 law enforcement agency where criminal charges may be pursued against the
27 perpetrator;
28

29 (i) Include a provision that a student who knowingly makes a false accusation of
30 bullying shall be subject to disciplinary administrative action;
31

32 (j) Include a strategy for providing counseling or referral to appropriate services
33 for perpetrators and victims and for appropriate family members of said students; and

1
2 (k) include provisions that will educate parents and guardians about the anti-
3 bullying policies of the school; how parents and guardians can provide support and
4 reinforce such policies at home; the dynamics of bullying; and online safety and
5 cyberbullying.

6 All elementary and secondary schools shall provide students and their parents
7 or guardians a copy of the anti-bullying policies being adopted by the school. Such
8 policies shall likewise be included in the school's student and/or employee handbook
9 and shall be conspicuously posted on the school walls and website, if there is any.

10 The Department of Education shall include in its training programs courses or
11 activities which shall provide opportunities for school administrators, teachers and
12 other employees to develop their knowledge and skills in preventing or responding to
13 any bullying act.

14 **SEC. 4. Mechanisms to Address Bullying.** - The school principal or any
15 person who hold a comparable role shall be responsible for the implementation and
16 oversight of policies intended to address bullying.

17 Any member of the school administration, student, parent, or volunteer shall
18 immediately report any instance of bullying or act of retaliation witnessed or that has
19 come to one's attention to the school principal or school officer or person so
20 designated by the principal to handle such issues, or both. Upon receipt of such a
21 report, the school principal or the designated school officer or person shall promptly
22 investigate. If it is determined that bullying or retaliation has occurred, the school
23 principal or the designated officer or person shall:

24
25 (a) Notify the law enforcement agency if the school principal or designee believes
26 that criminal charges may be pursued against the perpetrator;

27
28 (b) Take appropriate disciplinary administrative action;

29
30 (c) Notify the parents or guardians of the perpetrator; and

1
2 (d) Notify the parents or guardians of the victim regarding the action taken to
3 prevent any further acts of bullying or retaliation.

4 If an incident of bullying or retaliation involves students from more than one
5 school, the school first informed of the bullying or retaliation shall promptly notify the
6 appropriate administrator of the other school so that both may take appropriate
7 action.

8
9 **SEC. 5. Reporting Requirement.** - Anti-bullying policies formulated pursuant
10 to this Act shall be submitted to the schools division superintendent, within six (6)
11 months from the effectivity of this Act for existing schools, and shall be an
12 administrative requirement prior to the operation of new schools.

13
14 Beginning with the school year after the effectivity of this Act, schools shall
15 report to their respective school division superintendents all incidents involving school
16 bullying. The school division superintendent shall compile the data and report the
17 same to the Secretary of the Department of Education who shall make his/her own
18 report to the appropriate committees of Congress.

19 **SEC. 6. Implementing Rules and Regulations.** - Within ninety (90) days from
20 the effectivity of this Act, the Department of Education shall promulgate the necessary
21 rules and regulations to implement the provisions of this Act.

22 **SEC. 7. Sanction for Non-compliance.** - In the rules and regulations to be
23 implemented pursuant to this Act, the Secretary of the Department of Education shall
24 prescribe the appropriate administrative sanctions on school administrations who
25 shall fail to comply with the requirements under this Act. In addition thereto, erring
26 private schools shall likewise suffer the penalty of suspension of their permits to
27 operate.

28 **SEC. 8. Separability Clause.** - If, for any reason, any provision of this Act is
29 declared to be unconstitutional or invalid, the other sections or provisions hereof
30 which are not affected thereby shall continue to be in full force or effect.

1 **SEC. 9. Repealing Clause.** - All laws, decrees, orders, rules and regulations or
2 parts thereof, which are inconsistent with or contrary to the provision of this Act are
3 hereby repealed, amended or modified accordingly.

4 **SEC. 10. Effectivity.** This Act shall take effect fifteen (15) days after its
5 publication in at least two (2) national newspapers of general circulation.

6 *Approved,*

FACT SHEET

House Bill No. 5248

(In Substitution of House Bill Nos. 2613 and 2630)

ANTI- BULLYING ACT

Introduced by: REPS. CAJAYON, CO, BATOCABE, GARBIN and ESCUDERO

Committee Referral: COMMITTEE ON BASIC EDUCATION & CULTURE

Committee Chairperson: REP. SALVADOR H. ESCUDERO III

OBJECTIVES:

- To prevent and address the incidents of bullying in elementary and secondary schools
- To provide students and their parents or guardians an awareness of the impact of bullying and how it can be prevented or addressed

KEY PROVISIONS:

- Defines what constitutes bullying in elementary and secondary schools
- Requires all elementary and secondary schools to adopt policies to address the existence of bullying in their respective institutions
- Requires that copies of anti-bullying policies be provided by the schools to students and parents or guardians, to include such policies in the school's student or employee handbook and to have the same conspicuously posted in school walls and website
- Mandates the Department of Education to include in its training programs courses or activities that will promote the knowledge and skills of school administrators, teachers and other employees in preventing and handling bullying incidents
- Provides for the manner by which anti-bullying policies are to be implemented
- Requires existing schools to submit their anti-bullying policies to DepEd within six (6) months within the effectivity of the law
- Includes anti-bullying policy as administrative requirement prior to the operation of new schools
- Requires schools to submit a report of all school-related bullying incidents to their respective schools division superintendent, who in turn shall compile all the data and report the same to the Secretary of Education
- Requires DepEd to submit bullying reports to appropriate Congressional committees
- Mandates the Secretary of Education to prescribe the appropriate administrative sanctions on school administrations for non-implementation of anti-bullying policies and non-compliance with the reportorial requirements

RELATED LAWS:

- BP 232 – Education Act of 1982
- RA 9155 – Governance in Basic Education Act

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Fifteenth Congress

First Regular Session

HOUSE BILL NO. 2613

Introduced by Hon. MARY MITZI "MITCH" L. CAJAYON

EXPLANATORY NOTE

In 2007, the Philippine School of Social Work (PSSW) of the Philippine Women's University (PWU), under the commission of PLAN Philippines, undertook a study on violence against children (VAC).

The research entitled "Toward a Child-Friendly Education Environment: A Baseline Study on Violence Against Children in Public Schools" reports that "5 out of 10 children in Grades 1-3, 7 out of 10 in Grades 4-6, and 6 out of 10 in high school have experienced some kind of violence in school." It was also found that this experience results in "low self-esteem, fear, anger and helplessness among children."

Consistent with the core message of the United Nations World Report on Violence Against Children that "No violence against children is justifiable. All violence against children is preventable," the study recommends among others "stronger involvement of the Department of Education in developing and standardizing child protection policies and mechanisms for schools" and concretizing "the collaboration of different stakeholders for the protection of children by establishing clear, functioning mechanisms for VAC case reporting and processing as well as for school monitoring."

This proposal aims to curb the pernicious effects of violence, specifically bullying in schools by developing policies and programs that systematically address violence in schools.

In view of the foregoing, approval of this bill is earnestly sought.



MARY MITZI "MITCH" L. CAJAYON

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Fifteenth Congress

First Regular Session

HOUSE BILL NO. 2613

Introduced by Hon. MARY MITZI "MITCH" L. CAJAYON

AN ACT
REQUIRING THE DEPARTMENT OF EDUCATION TO ADOPT POLICIES
PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING IN ALL PRIMARY
AND SECONDARY SCHOOLS

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 "Anti-Bullying Act of 2010."

SEC. 2. *Definition of Terms.* - As used in this Act:

1. "Bullying" means the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of: a. causing physical or emotional harm to the other student or damage to the other student's property; b. placing the other student in reasonable fear of harm to himself or of damage to his property; c. creating a hostile environment at school for the other student; d. infringing on the rights of the other student at school; or e. materially and substantially disrupting the education process or the orderly operation of a school;

2. "Cyberbullying" means bullying through the use of technology or any electronic means;

3. "Hostile environment" means a situation in which bullying causes the school environment to permeate with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education and create an abusive school environment;

4. "Perpetrator" means the student who engages in bullying or retaliation;

5. "School grounds" means property on which a school building or facility is located or property that is owned, leased or used by a school for any school sponsored activities, functions, programs, instruction or training;

6. "Victim" means the student against whom bullying or retaliation has been perpetrated.

SEC. 3. *Prohibited Acts.* - The following acts are hereby prohibited:

1. Bullying on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by a school, or through the use of technology or an electronic device owned, leased or used by a school.

2. Bullying at a location, activity, function or program that is not school related and

through the use of technology or an electronic device that is not owned, leased or used by a school if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school.

3. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

SEC. 4. *Bullying Prevention and Intervention Plan.* - All schools division superintendents are hereby directed to:

1. Provide age appropriate instruction on bullying prevention that is incorporated into the school curriculum; and
2. Develop and update a bullying prevention and intervention plan in consultation with the parent-teacher associations, law enforcement agencies, and student's organizations.

The bullying prevention and intervention plan shall be regularly updated and at a minimum shall:

1. Include descriptions of and statements prohibiting bullying, cyberbullying and retaliation;
2. Establish clear procedures for students, staff, parents, guardians, and others to report bullying or retaliation;
2. Include a provision that reports of bullying or retaliation may be made anonymously, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;
3. Establish clear procedures for promptly responding to and investigating reports of bullying or retaliation;
4. Identify the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation;
5. Establish clear procedures for restoring a sense of safety for a victim and assessing that student's needs for protection;
6. Establish strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying;
7. Establish procedures for promptly notifying the parents or guardians of a victim and a perpetrator. Provided, however, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying; and, Provided further, that said procedures must provide for immediate notification to the law enforcement agency where criminal charges may be pursued against the perpetrator;
8. Include a provision that a student who knowingly makes a false accusation of bullying shall be subject to disciplinary action; and
9. Include a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students.

The bullying prevention and intervention plan may include ongoing professional development to build the skills of all members of school staff, including but not limited to educators, administrators, canteen workers, custodians, and other school personnel, to prevent, identify and respond to bullying.

The content of such professional development shall include, but not be limited to: 1. developmentally appropriate strategies to prevent bullying incidents; 2. developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; 3. information regarding the complex interaction and power differential that can take place between and among the perpetrator, the victim, and any witnesses to the bullying; 4. research findings on bullying; 5. information on the incidence and nature of cyberbullying; and 6. internet safety issues as they relate to cyberbullying.

The bullying prevention and intervention plan shall include provisions for educating parents and guardians about the bullying prevention curriculum of the school; how parents and guardians can reinforce the curriculum at home and support the school prevention and intervention plan; the dynamics of bullying; and online safety and cyberbullying.

All schools shall provide to students and their parents or guardians annual written notice of the relevant sections of the bullying prevention and intervention plan. All school teachers and administrators shall be trained annually on the bullying prevention and intervention plan applicable to the school. Relevant sections of the bullying prevention and intervention plan shall be included in a school or employee handbook.

The bullying prevention and intervention plan shall be conspicuously posted on the school walls and website, if there is any.

SEC. 5. *Implementation.* - The school principal or any person who hold a comparable role shall be responsible for the implementation and oversight of the bullying prevention and intervention plan.

Any member of a school administration, student, parent, or volunteer shall immediately report any instance of bullying or retaliation he/she has witnessed or become aware of to the school principal or to the school official identified in the bullying prevention and intervention plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or any of his/her designee shall promptly investigate. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall:

1. Notify the law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the perpetrator;
2. Take appropriate disciplinary action;
3. Notify the parents or guardians of the perpetrator; and
4. Notify the parents or guardians of the victim regarding the action taken to prevent any further acts of bullying or retaliation.

If an incident of bullying or retaliation involves students from more than one school, the school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school so that both may take appropriate action.

SEC. 6. *Reporting Requirement.* - Beginning with the school year after the effectivity of this Act, schools shall report to their respective school division superintendents all incidents involving school bullying. The school division superintendent shall compile the data and report the same to the Secretary of the Department of Education who shall make his/her own report to the appropriate committees of Congress.

SEC. 7. *Implementing Rules and Regulations.* Within ninety (90) days from the effectivity of this Act, the Department of Education shall promulgate the necessary rules and regulations to implement the provisions of this Act.

SEC. 8. *Repealing Clause.* Any laws, decrees, ordinances or rules and regulations which are inconsistent with or contrary to the provision of this Act is hereby amended or repealed.

SEC. 9. *Effectivity.* This Act shall take effect fifteen (15) days after its complete publication in at least two (2) national newspapers of general circulation.

Approved.

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Republic of the Philippines
HOUSE OF THE REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS

First Regular Session

HOUSE BILL NO. 2630

Introduced by: Hon. Christopher S. Co, Rodel M. Batocabe and Alfredo A. Garbin, Jr.

EXPLANATORY NOTE

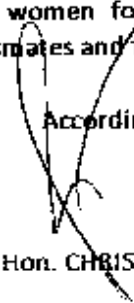
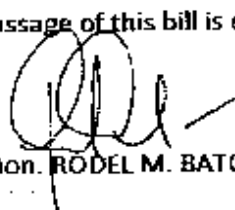
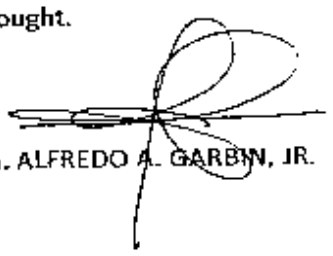
A safe and civil school environment is necessary for students to learn and achieve. However, student development is hampered when there are incidents of violence, harassment and fear among students, most exemplified in cases of bullying. Bullying causes physical, psychological, and emotional harm to students and interferes with students' ability to learn and participate in school activities. It has also been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and sexual violence.

A new form of bullying is fast emerging with the advancements of technology. Cyber-bullying happens in a realm where state power is weak, and where very few laws are passed for regulation. This bill seeks to address the problem of bullying in the cyber world.

This bill seeks to mandate and compel schools to create a policy to address the existence of bullying and cyber-bullying in their respective institutions. When there is institutional recognition of this power imbalance among students, there will be more and better venues to address incidents of bullying. This also seeks to instill the importance of anti-bullying measures in academic institutions and among school administrators.

A direct correlation with the reduction of bullying incidents is the increase in awareness and concern among school administrators of these incidents, and the positive action of providing venues for parents, faculty and school officials to report such incidents to the authorities. The quest for equality among persons and the advancement of human rights start from basic education, where children learn the values of *cura personalis* and being men and women for others from their teachers, and apply what they've learned to their classmates and friends.

Accordingly, the swift passage of this bill is earnestly sought.

  
Hon. CHRISTOPHER S. CO Hon. RODEL M. BATOCABE Hon. ALFREDO A. GARBIN, JR.

Republic of the Philippines
HOUSE OF THE REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS

First Regular Session

HOUSE BILL NO. **2630**

Introduced by: Hon. Christopher S. Co, Rodel M. Batocabe and Alfredo A. Garbin, Jr.

AN ACT
MANDATING SCHOOLS, COLLEGES AND UNIVERSITIES TO CREATE AN ANTI-BULLYING
POLICY IN THEIR INSTITUTIONS

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

SECTION 1. Title – This Act shall be known as the “ANTI-BULLYING SCHOOL POLICY OF 2010”,

SEC. 2. Bullying, defined. Bullying is committed when a minor student commits a series of two or more acts directed towards another minor student, or a series of single acts directed towards several minor students, in a school setting or a place of learning, with the intent to constitute harassment, intimidation, force, or humiliation. Such acts consist of any or more of the following:

- (a) Threats to a person with the infliction upon the person, honor or property of the person or of his family of any wrong;
- (b) Stalking or constantly following or pursuing a person in his daily activities with unwanted, obsessive attention;
- (c) Theft;
- (d) Public humiliation or public and malicious imputation of a crime, or of a vice or defect, real or imaginary, or any act, omission, condition, status, or circumstance tending to cause the dishonor, discredit, or contempt, against a person;
- (e) Deliberate destruction, defacement or damage of another's property;
- (f) Physical violence committed upon a minor student, which may or may not result to harm or injury, with or without the aid of a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;
- (g) Demanding, requesting or requiring sexual or monetary favors, or demands property from a minor student; and

limited to, texting, instant messaging, chatting, Internet and social networking websites.

SEC. 4. *School policy* – All schools, colleges or universities, whether public or private, shall create a policy to address the existence of bullying in their respective institutions. Such policy shall include but is not limited to the following provisions:

- (a) provide for a process of addressing incidents of bullying in school;
- (b) enable students to anonymously report acts of bullying to teachers and school administrators;
- (c) enable the parents or guardians of students to file written reports of suspected bullying;
- (d) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators;
- (e) require school administrators to investigate any written reports filed pursuant to subdivision of this section and to review any anonymous reports;
- (f) include an intervention strategy for school staff to deal with bullying;
- (g) provide for the inclusion of language in student codes of conduct concerning bullying;
- (h) require the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed to be notified; and
- (i) require the school to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection.

SEC. 5. *Submission of policy* – Anti-bullying policies created in pursuance to Section 4 of this Act shall be submitted to the Department of Education (DepEd), Commission on Higher Education (CHED) or the Technical Education and Skills Development Authority (TESDA) within two (2) months from the effectivity of this Act for existing schools, colleges and universities, and shall be an administrative requirement in future schools, colleges and universities.

SEC. 6. *Liability of the school administration* – The heads of the agencies mentioned in Section 6 of this Act shall impose administrative sanctions to schools

SEC. 6. *Repealing Clause.* - All laws, decrees, executive orders or rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 7. *Effectivity Clause* - This Act shall take effect fifteen (15) days from its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

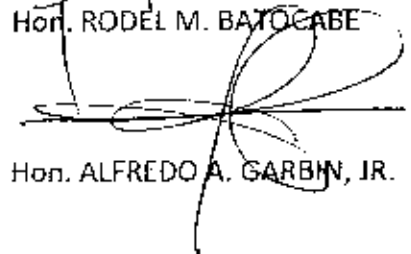
Approved,



Hon. CHRISTOPHER S. CO



Hon. RODEL M. BATOCABE



Hon. ALFREDO A. GARBIN, JR.

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila
Fifteenth Congress
1st Regular Session

MINUTES OF THE 6th REGULAR MEETING OF THE COMMITTEE ON BASIC EDUCATION AND CULTURE HELD ON 07 DECEMBER 2010, 9:30 A.M. CONFERENCE ROOM NOS. 14 & 15, RAMON V. MITRA, JR. BLDG., HOUSE OF REPRESENTATIVES, QUEZON CITY

I. CALL TO ORDER

Chairperson Salvador H. Escudero III called the meeting to order at 9:30 a.m. On motion, duly seconded, the Chair dispensed with the roll call.

II. APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

The Body approved the minutes of the meeting held on 15 November 2010, as presented.

III. DELIBERATION ON BILLS ON PRESCHOOL EDUCATION

The Chair presented for committee deliberation the Substitute Bill "*An Act Institutionalizing the Kindergarten Education into the Basic Education System and Appropriating Funds Therefor*" of House Bill Nos. 3555, 18, 25, 63, 89, 1622 and 2104 authored by Representatives Almario, Teodoro, Del Mar, Villafuerte, Angara, Syjuco and Malapitan, respectively. He remarked that the bill had been previously approved in the Nov. 15, 2010 meeting and by the Committee on Appropriations on their December 1, 2010 meeting. However, due to some proposals that need to be considered, its inclusion in the agenda of the bill was necessitated.

Sponsorship Speech of Authors

Representative Almario, author of HB 3555, delivered the following statements for information of those not in the Appropriations Committee:

"The minutes of the November 15, 2010 meeting would show that this bill gained tremendous support and therefore a substitute bill consolidating all the bills for the institutionalization of the pre-school system was crafted. It was suggested to use the term 'kindergarten' and be made part of the basic education system. It was meant to cover the 5 years old and above so that no enrollee in Grade 1 would be accepted without completing Kindergarten education. Though the bill then was complete, there was a recommendation for an amendment that teachers be hired on contractual services. This was not carried so the bill stayed as is – that the Department of Education (DepEd) through the Bureau of Elementary Education (Line 23, Letter D) prescribed the necessary qualifications for the hiring and accreditation of teachers who will handle the kindergarten education program. She hoped there would not be any controversy in order to already proceed with the Committee Report."

Issues / Arguments / Positions Presented

- Rep. Magsaysay had no more reservations and considered this as a good initiative.
- Rep. Almario reminded everyone that this is an administration bill. The President and the Secretary of Education had frequently pronounced the K Plus 12. With the accepted difficulty to accomplish the additional 12, this bill aims to start with the 'K' or Kindergarten level. The Chair, in response, reported that he had informed the Speaker that the Committee intends to have regional consultation in 16 regions so that K plus 12 could be properly explained to the parents. Without this, the President might end up to be the most unpopular President.
- Rep. Sarmiento fully agreed with the Chair. He related that he just arrived from Cambodia with the Speaker and were briefed by the Philippine ambassador in Thailand. The Thai government will eventually impose on Filipino workers a 12 year basic education, not anymore a Masteral or Doctoral degree. ASEAN will also be gearing towards that direction.
- The Chair related that he previously informed Mr. Lucio Tan that he might later require a Masteral or Ph.D. for flight stewardesses. The Chair observed that majority aimed for a Masteral or Doctoral with their English grammar at the high school level. The Chair also mentioned to Sec. Luistro of some faculty members pursuing Masteral and Doctoral Degrees, enrolled without attending classes.
- Rep. Fuentes requested that the Committee on Appropriations will ensure that the basic needs of the kindergarten teachers like facilities, textbooks and training to be met in order not to burden the local governments.
- Rep. Fuentes also requested DepEd to furnish local government units a copy of the budget allotted for kindergarten children. She also suggested that the school principals be given authority to issue receipts for collection from parents for electricity, security, water, electric fans, fencing, etc.
- The Chair inquired from DepEd if the salary of teachers have been released, which he heard to be six months delayed. The representative from DepEd stated that there were some divisions that have not yet released the funds and that Sec. Luistro had already requested for the list of provinces so appropriate actions can be taken.
- Regarding the reservation of Rep. Fuentes, Rep. Almario assured that funding has already been insured and ready to start in School Year 2011 and 2012. In addition to the composition for the services of the teachers, Rep. Almario mentioned P 5,000.00 additional for a crash course in Early Childhood Education. For the supplies, P250.00 per kindergarten student had also been provided. The training has been incorporated in the the Human Resource Training Item in the DepEd budget. Aside from the school building identified for the pre-schools, P12 Billion had been earmarked from the education facilities budget. These would relieve the local government units from using local school board funds for the teachers.

Therefore, a menu in the utilization of the Educational Special Fund (ESF) should be required. This menu would control the use of ESF which presently is used for sports events and painting materials with accompanying kickbacks. She enumerated other sources to augment funds for institutionalizing kindergarten education program as follows: PDAF of the Congresspersons, Conditional Cash Transfer (CCT), Pres. Pinoy's Presidential Social Fund and Adopt a School Program (the Public Private Partnership).

- Rep. Almarino advised not to allow collections/solicitations by teachers because funds are available from P250.00 per student in the elementary, P611.00 per high school student and for science high schools, an additional subsidy of P1,000,000.00 per year; for the Sports and for the Technical-Vocational, aside from the per capita, an additional of P500,000.00 subsidy; and for Science High Schools, P1,000.00 per student plus P1,000,000.00 subsidy; for Trade, P1,200.00 per student plus P500,000.00 subsidy. On the Chair's comment that these were theoretical financing, she disagreed citing her case filed in the 14th Congress against School Superintendent for withholding the payment of the MOOE to school heads in her province. For this, the Chair set aside a separate meeting for Rep. Almarino with Sec. Luistro.
- Rep. Sarmiento concurred with the Chair's suggestion to meet with Sec. Luistro. The basic complaint of the local government, he recalled from personal experience, was that Congress passed laws based on theory without considering implementation on the ground. He suggested a transition period to be done.
- Rep. Acharon disagreed with Rep. Almarino about sufficiency of funds from MOOE and identified with the experience related by Rep. Fuentes.
- The Chair suggested the meeting with Sec. Luistro to also include Representatives Fuentes, Sarmiento, Acharon and the City Mayor of Gen. Santos.

Action Taken by the Committee

On motion, duly seconded, the Chair approved the Committee Report for the Substitute bill of House Bill Nos. 18, 25, 63, 89, 162, 2104 & 3555 re INSTITUTIONALIZATION OF KINDERGARTEN EDUCATION by Representatives Almarino, Teodoro, Del Mar, Villafuerte, Angara, Syjuco, Malapitan, et. al.

IV. DELIBERATION ON HOUSE BILLS ON ANTI-BULLYING POLICIES

The Chair presented for committee deliberation the following bills:

- A. House Bill No. 2613, titled, *Requiring the DepEd to Adopt Policies and Prohibiting Harassment, Intimidation and Bullying In All Primary And Secondary Schools*, by Rep. Cajayon and
- B. House Bill No. 2630, titled, *Mandating Schools, Colleges and Universities to Create an Anti-Bullying Policy In Their Institutions*, by Representatives Co, Batocabe and Garbin

Sponsorship Speeches of Authors

Rep. Cajayon read into the records the Explanatory Note of House Bill No. 2613.

Rep. Batocabe presented that the inspiration of HB 2630 was Pres. Pinoy's SONA Speech which stated "walang lamangan, walang padrino at walang pagnanakaw, walang wang-wang, walang counterflow, walang tong. Panahon na upang tayo ay muling magkawanggawa." The culture of wang-wang, counterflow and tong suggests that we are a nation of bullies wherein everyone wants to be an oppressor, to have power, and to be abusive at the cost of the victims. Sad to say, this culture starts in the schools. A safe and civil school environment is essential for students to learn and achieve. However, student development is hampered by incidents of violence, harassment and fear. He moved for the consolidation HB 2630 with HB 2613, limiting anti-bullying policy in the elementary and secondary schools, deleting "colleges and universities".

With this bill, he envisioned a nation of Filipinos no longer aspiring to become bullies, on the road, in the office or in waiting lines, but rather, a nation with "hiya, delicadeza, at takot makalamang sa iba".

Rep. Angara presented that he also filed a bill on anti-bullying, House Bill No. 3812, titled *An Act Defining and Penalizing the Crime of Bullying and Cyber-bullying*, still with the Committee on Rules. He moved that his bill be consolidated with House Bill Nos. 2630 and 2613.

Issues / Arguments / Positions Presented

- Dr. Guerrero from DepEd - BALS informed the body that during the past administration, they were able to finalize the manual of regulation for public and private schools but had not yet published for implementation. She didn't know which would apply, the old or the new manual.
- Rep. Cajayon requested for copies of the said manuals, to find out materials applicable to bullying.
- Rep. Acharon inquired if the bills cover State Universities and Colleges (SUCs), who have students below 18 years old.
- The Chair replied these bills apply to elementary and high school students.
- Rep. Fuentes supported the stand of the Chair, as value-forming for minors, for them to know bullying as a crime and able to protect themselves in later years.
- Rep. Fuentes asked about Sec. 6 of HB 2630 regarding sanctions on school administrators.
- Rep. Batocabe replied that he is open to amendments from Committee members for specific sanctions, to "add more teeth" to the anti-bullying policies.
- Rep. Sarmiento suggested including counseling for the parents, since values formation starts in the home.

- Rep. Revilla presented that there are already existing mechanisms (on suspension / expulsion, on first, second and third call) in private schools. She will submit a sample for the study of the three authors as basis for the guidelines.
- According to Rep. Piamonte, the sanctions mentioned by Rep. Revilla are contained in the Manual of Regulations for Private Schools. He asked DepEd if they have a counterpart manual of regulations for public schools. The last manual released was authored by DepEd Sec. Armand Fabella. Subsequent secretaries amended some portions. Two or three years ago, under the leadership of Sec. Jesli Lapus, they came up with comprehensive amendments to the manual but have not implemented even under Sec. Luistro. He suggested looking at the old and the amended manual for sanctions which can be incorporated in the consolidated bills.
- Rep. Cajayon responded that this bill will make the teachers more aware of the (psychological and social) effects of their disciplinary actions.
Rep. Cajayon added that times are different because of exposure to technology. She gave the example of the awareness about ADHD (Attention Deficit and Hyperactivity Disorder)

Action Taken by the Committee

On motion, duly seconded, the Chair declared as approved the Substitute bill of House Bill Nos. 2613 and 2630 re **POLICIES PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING** by Rep. Cajayon, Co., Batocabe & Garbin..

V. INITIAL DELIBERATION ON SCHOOL FEEDING PROGRAM

The Chair presented for committee deliberation the following bills:

- A. HB 257 and 1931, titled, *PROVIDING FOR A NATIONWIDE SCHOOL FEEDING PROGRAM*, by Representatives Teves and Amaiz, respectively
- B. HB 699, titled, *INSTITUTIONALIZING PRESCHOOL AND PUBLIC ELEMENTARY SCHOOL CHILDREN FEEDING PROGRAM*, by Rep. R. Rodriguez and
- C. HB 773 and HB 2465 entitled: *PROVIDING FOR THE MODERNIZATION OF THE SCHOOL HEALTH AND NUTRITION PROGRAM OF THE DEPED*, by Rep. Lagman and Rep. Dayanghirang, respectively.

Sponsorship Speeches of the Authors

Rep. Teves stated that this bill was the original brainchild of his grandfather, the former Cong. Herminio Teves when in 1998, with DepEd's presentation that their province ranked last, with their District III in the bottom of the Region VII. His grandfather took advantage of various projects, building 600 classrooms, harnessed the help of the UNICEF to the CPPC6 and GMA Kapuso Foundation. By 2005, from No. 16 they ranked No. 13, which was a small improvement considering all the efforts. Two factions resulted, the teachers faulting the students against parents faulting the teachers.

To resolve refrigeration, they opted to use malunggay and legumes. The parents cooked and supplied the vegetables; the government supplied the legumes and rice. Then, the cost was P2.60 per child, when rice was P800.00 per sack. Now, with rice at P1,250.00 per sack, the cost rose to P 4.50 per child.

After 5 years, they ranked No. 6 from No. 13. The DepED personnel involved in studies on this feeding program, were Asec. Santos, Dir. Dumlao and Dr. Araojo. Rep. Teves hoped this can be replicated nationwide. He concluded that everyday, the whole province of Negros Oriental implements this feeding program.

For House Bill Nos. 699, 773 and 2465, in the absence of Reps. Rodriguez, Lagman and Dayanghirang, the explanatory notes of their bills were considered as sponsorship speeches.

Issues/ Arguments / Positions Presented

- Rep. Sarmiento requested from the DepEd an implementation plan, prior to its approval, so he could provide some critique on it, for better future implementation. In his district, they invested more on their teachers— for speech, reading classes, etc. “Walang bobong bata, kundi may mahinang teacher nga lang. So pag magaling ang teacher, ang teacher na ‘yan dapat nakakamotivate sa batang mahina at napapagaling nya. Yun ang magaling na teacher”. They were able to improve all the indicators (like highest increased participation rate, probably nationwide).
- Ms. Ellen Ruth Abella expressed the National Nutrition Council’s support for the bills and proposed the consolidation of House Bill Nos. 257, 1931, 699 with House Bill 773 as the mother bill. The National Nutrition Council (NNC) saw that the bills modernized the school health and nutrition program which have been inadequate in facilities, preventive and curative programs for the children. NNC also recommends, based on a Lancet (an international institution with studies on nutrition and health programs) publication in January 2008, preventive intervention starting from pregnancy to two years (the golden time for intervention). NNC also recommended focusing on the wasted, thin children to prevent their deteriorating in nutritional status.
- Rep. Fuentes suggested that NNC solicit comments from the local government which have nutrition offices up to the municipal level in order that all nutrition programs, including those of DepEd, be improved, strengthened, coordinated and institutionalized. She joined Rep. Rodriguez’ proposal of not putting specific amounts or percentages in the law in order to preserve the autonomy of the local government to prioritize. She commended the efficiency of the Health and Nutrition unit of DepEd in South Cotabato.

She proposed 1) to target the beneficiaries, 2) ensure that the teachers will not be assigned to do the cooking, 3) ensure that the intervention is transformative and 4) no transfer of money to the local government.
- The DepEd Health and Nutrition Council representative thanked Rep Fuentes for her positive observation of their Health and Nutrition Personnel in the regional and division level. She read from their comments on type of feeding, commodity, target beneficiaries, funds, procurement, partner, and administrative expenses.

- Rep. Sarmiento related that their Millenium Development Goals focus on the 0 to 5 year old children, the formative years of brain development. In relation to the procurement requirement of transferring funds, he sees no obstacle as long as there is a memorandum of agreement between DepEd and local government unit.
- Dr. Arajo praised the mechanics of the pre-noon meal of Rep. Teves which has been used by DepEd as the model to implement a decentralized feeding program. Thus DepEd will implement the localized feeding program using indigenous foods or locally grown vegetables. The funds will be downloaded to the School Principals who will procure commodities in the locality, thus helping the farmers and the teacher cooperatives (the principle of localized feeding and school-based management program).

He also thanked the local chief executives who provided equipments like weighing scales. The parents participated by providing the feeding paraphernalia.

He also agreed with Rep. Sarmiento's stand on feeding the 0 to 5 years old but stated that DepEd's program addresses the short-term hunger (the condition of the children who go to school on an empty stomach). One of the reasons for low participation rate was poor health and nutrition.

Because some of the funds were diverted to the Conditional Cash Transfer, DepEd was left with meager amount for feeding program and have to look into other resources like MOOE of schools. In the implementation of school improvement plans, more attention was given to facilities, equipment, instructional materials, but not to the health and nutrition of children.

- DSWD supported the consolidation of the bills and recommended continuation of the feeding programs; proposed the participation of non-government organizations through which the needs of out-of-school children can be addressed; and supported building on existing programs, partnering with local government, using local resources and selective feeding.
- The DILG supported the bills and recognizes the direct relationship between nourishment and educational performance.

Action Taken by the Committee

On motion, duly seconded, the Body approved the creation of a Technical Working Group for the Substitute Bill of House Bill Nos. 257, 699, 773, 1931 and 2465 re *NATIONWIDE SCHOOL FEEDING PROGRAM* authored by Representatives Teves, Amaiz, R. Rodriguez, Lagman and Dayanghirang.

VI. INITIAL DELIBERATION ON OPEN HIGH SCHOOL SYSTEM

The Chair presented for committee deliberation five bills on "ESTABLISHING / INSTITUTIONALIZING THE OPEN HIGH SCHOOL SYSTEM IN THE PHILIPPINES", namely House Bill Nos. 524, 648, 1524, 2343 and 3430 authored by Representatives Mercado-Revilla, Angara, Syjuco, Lagman and Castelo, respectively.

Sponsorship Speeches of Authors

Rep. Mercado-Revilla stated that Article 14, Sec. 1 provides "that the State shall protect and promote the right of all citizens to quality education to all levels and shall take appropriate steps to make such education accessible to all." Although the State has established a system for free high school education, many underprivileged, disabled and out of school adults, particularly in far flung areas are unable to finish secondary education. Their geographic location, physical condition and economic circumstances prevent them from accessing quality education. This bill seeks to establish an Open High School System to encourage self-learning and to provide an alternative quality educational system to these students through print, television, radio and computer based communications, satellite broadcasting, teleconferencing and other multi-media learning and teaching technologies that allow them to learn on their own, at their own pace and time, without attending conventional classrooms. This will totally liberate the Filipino youth from ignorance and the limits of physical and geographical conditions.

She informed the body that DepEd implemented the Open High School Program in 1998, funded by the Asian Development Bank, as one of the alternative schemes under their drop-out reduction program. The subjects taught are the eight core subjects. There are now 30 schools offering the Open High School Program. Given this development, it is about time to establish/institutionalize the Open High School System with the approval of these bills.

Rep. Angara highlighted the constitutional policy of giving educational access to all in Rep. Mercado-Revilla's sponsorship speech. Looking at the matrix of the 4 bills, he saw no problem in their consolidation into one bill.

Issues/ Arguments/ Positions Presented

- Rep. Fuentes inquired if there has been a study on the results of the 30 schools which piloted the Open High School Program, whether it reached the poor or just the well-off who are just too lazy to go to school.
- DepEd's Dr. Carolina Guerrero clarified that the Open High is an alternative delivery mode of the formal school system and not part of the Alternative Learning System (ALS).
- On the Chair's query of the 30 pilot schools, Rep. Mercado-Revilla read from her list the following: in Makati, Benigno Aquino National High School (NHS) and Gregorio Perfecto NHS; in Pasig: Rizal High School (HS) - Main; in Quezon City, Ramon Magsaysay HS, Cubao, QC NHS, Lagro NHS and Commonwealth HS; in Marikina, Marikina NHS; in Malabon, Malabon NHS and Tinajeros NHS; in Caloocan, Caloocan NHS; in Region I, San Nicolas NHS; Region II, Isabela NHS; Reg III, Olongapo City NHS; Region IV - Calabarzon: Dasmarinas NHS, Quezon NHS and Lipa City NHS; in Region IV - Mimaropa, Occidental Mindoro NHS and Panitian NHS; in Reg. V, Camarines Norte NHS; in Reg. VI, Sagay City NHS and Dumaguete NHS; in Reg. VIII, Ormoc City NHS; in Reg. IX, Don Pablo Lorenzo NHS; in Reg. X, Carriguin NHS; in Reg. XI, Davao del Sur NHS; in Reg. XII, New Society NHS; in Reg. XIII, Agusan NHS; in CAR, Baguio City NHS; and in ARMM, Malabang NHS.

- Dean Theresa de Villa (with Prof. Marie-sol Hidalgo) of the U.P. Open University read from their position paper. They considered these bills as a laudable effort to provide access to quality education for a very diverse clientele. However, they noted that no mention was given to its relationship to the alternative learning system and the Basic Education Sector Reform Agenda (BESRA) to the existing open high schools already implemented by the DepEd and to existing open or distant high school programs offered by private institutions. Programs offered by BALS regarding distance learning and those by private institutions have to be looked into. For them, community linkage must be tapped to include the rest of the community – the local school board, the elders, particularly the indigenous people (IP) communities and women's organizations.

She also mentioned the provision in HB 524 for involving the University of the Philippines Open U (UPOU) to lend its assistance in preparation, research, training, monitoring and evaluation. Similarly, local governments may partner with the University of the Philippines or with other local universities. There are provisions for teaching of teaching staff, non-teaching stakeholders like parents and local government officials; for guided instruction, blended learning, learning practical arts, community and club involvement.

They expressed willingness to participate in the process of institutionalization, believing that distance education can complement the residential / conventional learning system and will make education available to all.

- Ms Olie Lucas of INAD Philippines, advocates for education for all, suggested that open High school education be part of the non-formal education system (for children not able to get into the formal education system, drop-outs, or streetchildren), part of the ALS. She found the structure described in the bills too rigid.
- Rep. Sarmiento suggested looking into Thailand's King Bhumidol's foundation which started this system, which DepED adapted.

Actions Taken by the Committee

The Chair instructed the Committee to contact the Bureau of Secondary Education, DepEd for answers to Rep. Fuentes' concern if far-flung rural areas are served by the Open High School Program.

- As per the suggestion of Rep. Piamonte and to verify if this program is availed of by the poor families, the Chair instructed the Legislative Committee Secretary to invite the heads of the pilot schools, three from Metro Manila and one from the rural areas .
- Rep. Fuentes' requested to invite DILG and OLAP to comment on the provision for the teachers to be hired by the local government, another imposition on the local government. Rep. Sarmiento also mentioned that the local government provided the venue in the market area. He also requested feedback from DepED.
- The League of Local Governments would also be invited.

- The Chair requested submission of the UPOU position paper to the Committee.
- House Bill Nos. 524, 648, 1524, 2343 and 3430 by Representatives SCHOOL SYSTEM will be integrated with the bills on ALTERNATIVE LEARNING SYATEM (ALS).

VII. INITIAL DELIBERATION ON HOUSE BILLS RE THE INSTITUTIONALIZATION OF THE BUREAU OF ALTERNATIVE LEARNING SYSTEMS (BALS)

The Chair presented for committee deliberation the following bills:

- A. House Bill No. 630, titled, *INSTITUTIONALIZING THE BUREAU OF ALTERNATIVE LEARNING SYSTEMS (BALS)*, authored by Rep. Angara and
- B. House Bill No. 3637, titled, *INSTITUTIONALIZING THE BUREAU OF ALTERNATIVE LEARNING SYSTEMS AND INSTITUTING A FRAMEWORK FOR ADDRESSING THE NEEDS OF OUT-OF-SCHOOL CHILDREN AND YOUTH*, authored by Rep. Escudero

Sponsorship Speech

Rep. Angara described it as a very simple bill. Executive Order 356 created the Bureau of Alternative Learning System, renaming and redefining the functions of the existing Bureau of Non-Formal Education (BNFE). The bill seeks to institutional BALS which deals with out-of-school youths and those not ideally situated in receiving a good education, a definitely marginalized sector.

He supported the suggestion of Ms Lucas that the Open High School be a sub-specie of the BALS.

Issues / Arguments / Positions Presented

- Ms. Lucas supported the integration of the two bills. In addition, she suggested crafting a role for civil society organizations (non-profit organizations, civic organizations, people's organizations) in this structure. These will be for public and private partnership and empowerment of citizens.
- Dr. Guerrero agreed with the integration of the two bills and for Open High School System to be part of the ALS modality.
- Rep. Tinio reacted on the comment of Ms. Lucas by emphasizing the need for the government to put up more high schools.
- Rep. Piamonte suggested Dir. Guerrero to be part of the TWG.
- Dir. Guerrero commented on the need to include more information, which are related to the BESRA efforts going on, in institutionalizing ALS.

Actions Taken by the Committee

- On motion, duly seconded, the Chair declared as approved the consolidated substitute bill of House Bill Nos. 630 and 3637 re Alternative Learning System (ALS) by Representatives Angara and Escudero. The OPEN HIGH SCHOOL SYSTEM under House Bill Nos. 524,648,1524,2343 and 3430 by Representatives Mercado-Revilla, Angara, Syjuco, Lagman and Castelo will also be integrated into the ALS.

- The technical working group was created to also include Representatives Piamonte and Fuentes.

VIII. INITIAL DELIBERATION ON LOCAL SCHOOL BILLS

The Chair presented for committee deliberation the following local school bills:

A. ESTABLISHMENT

1. House Bill No. 3072 - BULI NATIONAL HIGH SCHOOL, by Rep. Cari
2. House Bill No. 2169 - AGOO VOCATION HIGH SCHOOL, by Rep. Erique

B. CONVERSION

1. House Bill No. 2516 - DALAMA NATIONAL HIGH SCHOOL, by Rep. Yambao
2. House Bill No. 3553 - GALUTAN AGRO-INDUSTRIAL HIGH SCHOOL, by Rep. Daza

C. SEPARATION

1. House Bill No. 2587 - LEANDRO G. JAPOS NATIONAL HIGH SCHOOL, by Rep. Almarino
2. House Bill No. 2705 - PARACELIS TECHNICAL AND VOCATIONAL HIGH SCHOOL, By. Rep. Dalog
3. House Bill No. 2706 - ANONAT NATIONAL AGRICULTURAL AND VOCATIONAL HIGH SCHOOL, by. Rep. Dalog
4. House Bill No. 3202 - MANANIG NATIONAL HIGH SCHOOL, by Rep. Agyao
5. House Bill No. 3203 - NEW TANLAG NATIONAL HIGH SCHOOL, by Rep. Agyao
6. House Bill No. 3535 - LAMSUGOD NATIONAL HIGH SCHOOL, by Rep. Avance-Fuentes

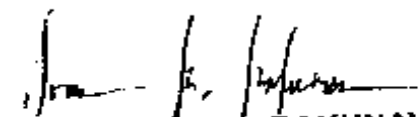
Action Taken by the Committee

On omnibus motion, duly seconded, to approve all the local school bills presented, the Chair declared as approved the above-listed 10 local school bills subject to the standard format set by the committee and subject also to the authors' submission of the documentary requirements to support their respective bills.

IX. ADJOURNMENT

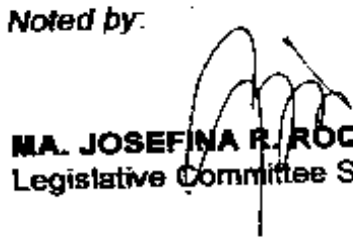
On motion, duly seconded, the Chair adjourned the meeting at 11:46 a.m.

I hereby certify to the correctness of the foregoing minutes.



NORA EMILIA R. BAKUNAWA
Supervising Legislative Staff Officer II

Noted by:



MA. JOSEFINA R. ROQUE-RICAFORT
Legislative Committee Secretary

Approved by:



HON. SALVADOR H. ESCUDERO III
Committee Chairperson