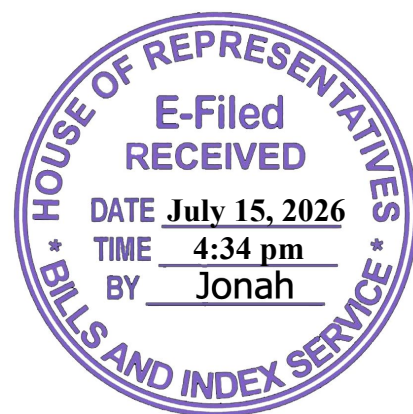


Republic of the Philippines  
**HOUSE OF REPRESENTATIVES**  
Quezon City

**TWENTIETH CONGRESS**  
*First Regular Session*

**House Bill No. 10097**



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**Introduced by Representative Timothy Joseph Cayton**

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**EXPLANATORY NOTE**

The State recognizes that quality basic education is not the exclusive responsibility of the Department of Education. It is a shared undertaking of families, communities, teachers, and government — one that requires sustained, structured collaboration at every level of the education system.

Parent-Teacher-Community Associations (PTCAs) have long served as the principal mechanism for this collaboration. They are present in every public basic education school and are anchored, however thinly, in existing law. Their legal basis was written in 1974 as a narrow organizational mandate at the school level.<sup>1</sup> It has never been updated by statute to reflect the governance architecture established by Republic Act No. 9155, the Local Government Code, or the practical needs of a decentralized education system.

Studies show that sustained collaboration between parents and teachers can contribute to improved academic performance. On distance learning during the pandemic, researchers from the University of the Philippines Center for Integrative and Development Studies observed that teachers had come to treat *parents as partners of their children to ensure that learning happens at home*.<sup>2</sup> Likewise, the Philippine Institute for Development Studies, found that *parental support is consistently positively correlated with test scores*,<sup>3</sup> with the relationship strongest for low-performing students.

The premise that this collaboration deserves stronger institutional footing is not a new one. The Supreme Court has already recognized that official PTA/PTCA recognition establishes the association as *a pillar of the*

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<sup>1</sup> Article 77 of Presidential Decree No. 603, December 10, 1974.

<sup>2</sup> Dina S. Ocampo and Junette Fatima D. Gonzales, “Understanding Learners’ Home Contexts and Recommendations for Future School Scenarios,” UP CIDS Policy Brief 2022-04 (University of the Philippines Center for Integrative and Development Studies, 2022).

<sup>3</sup> Aniceto C. Orbeta Jr., Kris Ann M. Melad, and Maropsil V. Potestad, “Correlates of Test Performance of 15-year-old Students in the Philippines: Evidence from PISA,” PIDS Discussion Paper Series No. 2020-57 (Philippine Institute for Development Studies, Dec. 2020, updated Jan. 2021), Recommendation No. 3.

*educational system*,<sup>4</sup> and the Department of Education's own leadership, in issuing the current Omnibus PTA Guidelines, described the effort as one meant to *strengthen the role of the PTA in schools*.<sup>5</sup> Neither the Court's characterization nor the Department's own guidelines, however, can supply what only a statute can: *permanence*.

This Act amends Presidential Decree No. 603 to modernize the school-level PTCA in line with contemporary child welfare and education governance standards.

In response to recent incidents of violence involving learners and school personnel, the Department of Education called for closer cooperation among schools, parents, and communities to strengthen school safety and child protection. As Education Secretary Sonny Angara observed, “**Schools cannot do this alone. Parents cannot do this alone.**” He further described the Parent-Teacher Association as “one of the most important bridges linking the family, school, and community.”<sup>6</sup> These statements show that protecting learners and supporting their development require schools, families, and communities to work together.

In view of the foregoing, the passage of this Act is earnestly sought.

  
**ATTY. TIMOTHY JOSEPH E. CAYTON, PhD.**  
*Representative*  
Lone District of Nueva Vizcaya

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<sup>4</sup> *Quezon City PTCA Federation, Inc. v. Department of Education*, G.R. No. 188720, Feb. 23, 2016.

<sup>5</sup> Department of Education, “DepEd issues updated guidelines on Parents-Teachers Associations,” press statement of Education Secretary Leonor Magtolis Briones on the issuance of DepEd Order No. 13, s. 2022, Apr. 8, 2022.

<sup>6</sup> *DepEd Asks PTAs to Help Promote School Safety*, Philippine News Agency, July 3, 2026

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

Twentieth Congress  
First Regular Session

House Bill No. 10097

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**Introduced by Representative Timothy Joseph Cayton**

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**AN ACT INSTITUTIONALIZING THE PARENT-TEACHER-COMMUNITY  
ASSOCIATION SYSTEM IN BASIC EDUCATION, AMENDING  
PRESIDENTIAL DECREE NO. 603, AND APPROPRIATING FUNDS  
THEREFOR**

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

**SECTION 1.** Short Title. — This Act shall be known as the “**PTCA  
Institutionalization Act.**”

**SEC. 2.** Declaration of Policy. — It is hereby declared the policy of the  
State to:

- (a) Promote participatory governance in the basic education sector by enabling parents, teachers, and community stakeholders to engage meaningfully in school and local education decision-making;
- (b) Strengthen the role of families and communities as active partners in ensuring learner welfare and the quality of basic education;
- (c) Institutionalize a multi-level PTCA structure that provides organizational continuity, accountability, and sustained engagement across the school, city or municipal, and provincial levels; and
- (d) Integrate the PTCA system into existing local governance mechanisms, particularly Local School Boards and Special Education Fund planning, consistent with Republic Act No. 7160.

**SEC. 3.** Definition of Terms. — As used in this Act:

- (a) PTCA or School PTCA refers to the Parent-Teacher-Community Association organized at the school level pursuant to this Act and the implementing guidelines of the Department of Education;
- (b) City or Municipal PTCA Federation refers to the federation of all school PTCA's within a city or municipality, recognized and organized pursuant to

this Act;

(c) Provincial PTCA Federation refers to the federation of all city or municipal PTCA federations within a province, recognized and organized pursuant to this Act;

(d) Local School Board or LSB refers to the body constituted under Section 98 of Republic Act No. 7160 at the city, municipal, or provincial level;

(e) Special Education Fund or SEF refers to the fund constituted under Republic Act No. 7160 for the operational and capital requirements of public schools; and

(f) Department refers to the Department of Education.

**SEC. 4.** Amendment of Article 77 of Presidential Decree No. 603. — Article 77, Chapter II of Presidential Decree No. 603, otherwise known as “The Child and Youth Welfare Code,” is hereby amended to read as follows:

*“Art. 77. Parent-Teacher-Community Associations. — Every early childhood development center and basic education school shall organize a Parent-Teacher-Community Association, hereinafter referred to as PTCA.*

*“The PTCA shall be composed of parents or parent-substitutes of enrolled learners, teachers, and a duly recognized community group or organization. They shall elect from among themselves their respective sets of officers.*

*“For purposes of this Act, a parent-substitute refers to a person other than the biological parent who has legal custody of a child and is primarily responsible for the child’s care and development, including but not limited to legal guardians and foster care parents duly recognized by the Department of Social Welfare and Development.*

*“All parents and parent-substitutes with children enrolled in a school shall be considered members of its PTCA and shall comply with the duties and responsibilities that membership entails.*

*“PTCAs shall assist provincial, city, municipal, and other local authorities and school officials in the advocacy, protection, and promotion of the rights and welfare of children, including school achievement and related development initiatives.*

*“PTCAs shall closely coordinate with school officials, student councils, local councils for the protection of children, and other concerned authorities in implementing holistic development programs for children in their respective localities.*

**SEC. 5.** Insertion of Article 77-A — Principal Functions. — A new Article 77-A is hereby inserted in Presidential Decree No. 603, to read as follows:

*“Art. 77-A. Principal Functions of the PTCAs. — The principal functions of the PTCAs are as follows:*

*“(1) Create and implement a development program for children in the school community to ensure that they become well-rounded, responsible, and civic-oriented citizens;*

*“(2) Ensure the full cooperation of parents, parent-substitutes, teachers, and community stakeholders in the efficient and effective implementation of the development program;*

*“(3) Consult children at all times, through their student councils, and in the case of younger children, through their parents, parent-substitutes, or caregivers, in the planning and implementation of programs, projects, and activities;*

*“(4) Serve as a forum for local school stakeholders to design appropriate programs, discuss issues, identify solutions, and recommend actions that address children’s concerns;*

*“(5) Raise awareness and support implementation of child protection policies in schools and communities;*

*“(6) Assess the local implementation of the basic education program through collaboration and cooperation among parents, parent-substitutes, teachers, school officials, local government officials, and civil society;*

*“(7) Partner with appropriate school officials in the design, implementation, follow-through, and monitoring of school programs that require community participation, including literacy, health and nutrition, and disaster risk reduction; and*

*“(8) Strengthen accountability among school stakeholders by facilitating information dissemination regarding DepEd and local school programs and services, including participation in monitoring, assessing, and evaluating these services.”*

**SEC. 6.** Establishment of City or Municipal PTCA Federations. — There is hereby established in every city and municipality a City or Municipal PTCA Federation, composed of all school PTCAs within the city or municipality. The City or Municipal PTCA Federation shall be recognized as a legal stakeholder body in city or municipal education governance.

**SEC. 7.** Establishment of Provincial PTCA Federations. — There is hereby established in every province a Provincial PTCA Federation, composed of all City or Municipal PTCA Federations within the province. The Provincial PTCA Federation shall be recognized as a legal stakeholder body in provincial education governance.

**SEC. 8.** Organization and Governance. — The City or Municipal PTCA Federation and the Provincial PTCA Federation shall be organized, governed, and managed in accordance with the implementing rules and regulations issued by the Department pursuant to Section 16 of this Act.

**SEC. 9.** Functions of Federated PTCA Bodies. — In addition to the functions applicable to school-level PTCAs under Chapter II, City or Municipal and Provincial PTCA Federations shall:

- (a) Coordinate programs and initiatives across school-level PTCAs within their jurisdiction;
- (b) Provide capacity-building, technical, and organizational support to school PTCAs;
- (c) Facilitate inter-school and inter-LGU coordination on education programs and concerns;
- (d) Represent the interests of parents, teachers, and community stakeholders before Local School Boards and other education governance bodies;
- (e) Conduct regular consultations with constituent school PTCAs on matters affecting learner welfare and local education planning; and
- (f) Submit periodic reports to the Department and relevant local government units on federation activities, programs, and financial operations.

**SEC. 10.** Representation in Local School Boards. — Consistent with Section 98 of Republic Act No. 7160, the duly elected presidents of City or Municipal and Provincial PTCA Federations organized pursuant to this Act shall serve as members of their respective Local School Boards. Their participation shall include, as appropriate, engagement in the annual preparation of the local education investment plan and deliberations on the use of the Special Education Fund.

**SEC. 11.** DepEd Supervision. — The PTCA system at all levels shall operate under the regulatory supervision of the Department of Education. Nothing in this Act shall be construed as diminishing the authority of the Department to regulate, monitor, and provide technical guidance to PTCAs and their federations.

**SEC. 12.** Coordination with Local Government Units. — PTCAs and their federations shall coordinate with their respective city, municipal, and provincial governments in the planning and implementation of education-related programs and activities. LGUs are authorized, but not required, to appropriate funds in support of PTCA federation activities, subject to their respective local appropriations ordinances and applicable budget rules.

**SEC. 13.** Special Education Fund Support. — Local School Boards may, subject to the provisions of Republic Act No. 7160 and applicable joint circulars on SEF use, authorize the use of a portion of the SEF to support capacity-building activities of PTCA federations within their jurisdictions.

**SEC. 14.** Financial Management and Reporting. — All school PTCAs and their federations shall maintain financial records and comply with financial management, transparency, and reporting requirements prescribed by the Department, including periodic reporting on activities, programs, and financial operations to the Department and, in the case of federations, to their respective local government units.

**SEC. 15.** Prohibited Activities. — PTCAs and their federations shall not engage in partisan political activities. The Department shall prescribe, through its implementing rules and regulations, such other prohibited activities and corresponding sanctions as may be necessary to protect the integrity and independence of the PTCA system.

**SEC. 16.** Implementing Rules and Regulations. — The Department of Education, in coordination with the Department of the Interior and Local Government and the Early Childhood Care and Development Council, shall issue the implementing rules and regulations of this Act within ninety (90) days from its effectivity.

**SEC. 17.** Appropriations. — The amount necessary to implement this Act shall be included in the annual General Appropriations Act.

**SEC. 18.** Transitory Provisions. — All existing school PTCAs and federated PTA bodies organized pursuant to DepEd Order No. 13, s. 2022 or any predecessor order shall continue to function upon the effectivity of this Act. Within one (1) year from the effectivity of the implementing rules, such bodies shall complete any reorganization necessary to conform with the requirements of this Act.

**SEC. 19.** Separability Clause. — If any provision or part of this Act is declared invalid or unconstitutional, the remaining provisions not so affected shall remain in full force and effect.

**SEC. 20.** Repealing Clause. — All laws, orders, rules, and regulations inconsistent with this Act are hereby repealed or modified accordingly.

**SEC. 21.** Effectivity. — This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

*Approved,*