

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City
TWENTIETH CONGRESS
Second Regular Session
HOUSE BILL NO. **10556**



Introduced by HON. PHILIP CONRAD "DOK BONG" M. ACOP

AN ACT
ESTABLISHING THE COMPREHENSIVE SCHOOL-BASED EMERGENCY
PREPAREDNESS, SECURITY LOCKDOWN, AND LIFE-SAVING SKILLS
INTENSIVE PROGRAM FOR PRIMARY AND HIGH SCHOOL STUDENTS,
APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

Recognized globally as one of the countries most exposed to natural hazards, the Philippines frequently endures catastrophic typhoons, destructive earthquakes, volcanic eruptions, severe flooding, and structural fires. Against this backdrop, the safety and survival of the Filipino youth depend heavily on proactive, institutionalized preparedness.

The illusion that educational institutions are safe havens from targeted violence has been shattered by grim realities. The high-profile shooting incident at San Jose National High School in Tacloban City—which resulted in tragic student casualties and injuries amid complex issues of bullying and online extremist radicalization—underscores an urgent, pressing need. This incident serves as a solemn warning that security threats, active campus intrusions, and localized violence require the same institutionalized, rigorous preparation as natural disasters.

While existing policies mandate basic hazard drills, current practices often lack the rigorous intensity, standardized multi-hazard integration, and comprehensive life-saving skill sets necessary to build true muscle memory and resilience. Disasters and emergencies do not give prior notice; therefore, survival training must transition from sporadic compliance into an intensive, structured, and continuous educational pillar.

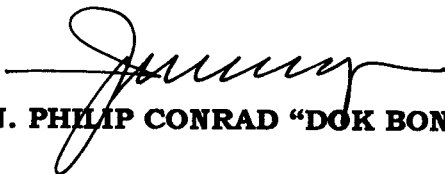
This bill seeks to institute an age-appropriate and trauma-informed emergency training program across all primary and secondary educational institutions (Grade 1 to Grade 12) in both public and private sectors.

The key pillars of the proposed measure are the following:

- **Comprehensive Disaster Drills:** Requires regular simulations for a wide range of natural hazards, including earthquakes, tsunamis, volcanic activity, severe weather, floods, and fires.
- **Safe Security Protocols:** Establishes structured, trauma-informed lockdown and threat-response procedures while strictly banning high-fear tactical simulations (e.g., using actors or blank ammunition) to protect students' mental health.
- **Practical Life-Saving Training:** Mandates hands-on instruction in essential emergency medical interventions, such as CPR (with manikins and AED awareness), the Heimlich maneuver, and comprehensive first aid for trauma and environmental hazards.
- **Inter-Agency Collaboration & Training:** Tasks the Department of Education (DepEd) with partnering with disaster, fire, police, health, and humanitarian agencies to conduct annual certifications and refresher courses for school staff.

By embedding these competencies directly into the basic education curriculum, particularly via the MAPEH or specialized tracks, this legislation ensures that every Filipino student graduates not only with academic knowledge, but with the practical fortitude, discipline, and survival skills required to protect themselves and their communities in times of crisis.

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



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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 “*Comprehensive School-Based Emergency Preparedness and Life-Saving Skills Act of 2026.*”

SEC. 2. Declaration of Policy. – It is the policy of the State to protect and promote the right to life, health, and security of the youth within educational institutions. Recognizing that schools must be safe sanctuaries against both natural disasters—including typhoons, earthquakes, volcanic eruptions, floods, and fire—and man-made security threats or campus intrusions, it is imperative that the State institutionalize a trauma-informed and age-appropriate emergency preparedness, security lockdown, and life-saving training program across all primary and secondary educational institutions.

SEC. 3. Scope and Applicability. – This Act shall apply to all public and private elementary and secondary schools, including alternative learning systems (ALS), throughout the Philippines. All students enrolled from primary school (Grade 1) through senior high school (Grade 12) shall undergo the structured training program defined herein.

SEC. 4. Comprehensive Emergency Preparedness Intensive Program. – There is hereby established an intensive, multi-hazard, security and life-saving training program integrated into the basic education curriculum. The program shall cover the following modules, tailored to the cognitive and physical development of the students:

a. Seismic and Volcanic Hazard Protocols (Earthquake, Tsunami, Volcanic Eruption, and Lahar Drills):

- i. Mandatory quarterly execution of the Drop, Cover, and Hold On" protocol.
- ii. Simulation drills for coastal institutions on rapid tsunami evacuation mapping and high-ground mobilization.
- iii. Volcanic hazard and ashfall management training, including safe shelter-in-place procedures, respiratory protection usage, and evacuation drills outside designated Permanent Danger Zones (PDZs) for schools located near active volcanic arcs.

b. Hydro-Meteorological Hazard Protocols (Typhoon, Severe Weather, Flood, and Swift-Water Rescue Drills):

- i. Pre-typhoon facility securement training and severe weather response drills.
- ii. Vertical evacuation simulations and flood response protocols.
- iii. Basic water safety, survival floating, and shore-based swift-water rescue awareness drills, conducted in partnership with local disaster risk reduction and management offices (DRRMOs) and the Philippine Coast Guard.

c. Fire Safety and Structural Evacuation Drills:

- i. Quarterly live-evacuation fire drills adhering to the Fire Code of the Philippines.
- ii. Practical familiarization with fire behavior, smoke evacuation (low-crawling techniques), and the proper identification and usage of fire extinguishers for high school students.

d. Campus Security, Intruder, and Active Threat Protocols (Lockdown Drills):

- i. Regular, trauma-informed campus security and intruder lockdown drills to train students and personnel on rapid door-locking, window-blinds deployment, and absolute stealth positioning out of the line of sight.
- ii. Training on physical barricade construction utilizing classroom furniture during hostile intrusions.
- iii. Prohibiting the use of high-fear tactical simulations involving actors, blank ammunition, or sensory effects that induce psychological distress among students, mandating calm, procedural, and age-appropriate walk-throughs instead.

e. Comprehensive Medical Emergency and First Aid Interventions:

- i. *Cardiopulmonary Resuscitation (CPR) Training:* Hands-on training on adult and child chest compressions and automated external defibrillator (AED) awareness, utilizing medical manikins. High school students shall undergo certification-level training.
- ii. *Heimlich Maneuver and Foreign Body Airway Obstruction (FBAO) Management:* Practical instruction and physical simulation on how to clear blocked airways for conscious and unconscious choking victims.
- iii. *Severe Bleeding Management:* Practical instruction on hemorrhage control, including the application of direct pressure, wound packing, and the safe, appropriate use of tourniquets during trauma incidents.
- iv. *Burn Care:* Fundamental first aid for thermal, chemical, and electrical burns, focusing on immediate cooling techniques, infection prevention, and the application of sterile dressings.
- v. *Broken Bones and Fracture Immobilization:* Basic orthopedic first aid, teaching students how to identify suspected fractures and apply improvised or standard splinting techniques to safely immobilize limbs and prevent further injury.
- vi. *Drowning Response and Immersion First Aid:* Specialized first aid instruction for drowning victims, including modified CPR protocols emphasizing rescue breaths and immediate post-immersion care, coordinated with swift-water rescue drills.

SEC. 5. Intensity, Frequency, and Curriculum Integration. – To ensure mastery, muscle memory, and trauma-informed preparedness, the program shall be implemented through the following foundational pillars:

- a. *Drill Frequency:* Multi-hazard, security lockdown, and fire drills shall be conducted on a rotational basis at least twice every month, with full-scale multi-hazard simulations executed bi-annually.
- b. *Life-Saving Skills Modules:* Theoretical instruction paired with practical, hands-on physical drills for CPR, the Heimlich maneuver, severe trauma response, and security protocols shall be integrated into the MAPEH (Music, Arts, Physical Education, and Health) curriculum or equivalent specialized track, requiring a minimum number of competency hours per academic semester.
- c. *Age-Appropriate and Trauma-Informed Pedagogy:* All drills, particularly security and threat simulations, shall be conducted in a strictly

trauma-informed, calm, and progressive manner to build competence and resilience without inducing acute psychological distress or panic among primary students.

SEC. 6. *Inter-Agency Implementation and Support.* – The Department of Education (DepEd), in coordination with the following agencies, shall formulate the implementing rules and regulations (IRR) of this Act:

- a. *Office of Civil Defense (OCD) and National Disaster Risk Reduction and Management Council (NDRRMC):* For standardization of disaster and hazard drills.
- b. *Bureau of Fire Protection (BFP):* For fire safety compliance, drill observation, and rescue instruction.
- c. *Philippine National Police (PNP):* For the formulation of standardized campus security guidelines, threat assessment protocols, and safe lockdown execution procedures.
- d. *Department of Health (DOH) and Philippine Red Cross (PRC):* For the standardization, certification, and oversight of medical life-saving modules (CPR, Heimlich maneuver, severe bleeding, burns, fractures, and drowning first aid) and psychological first-aid support frameworks.

SEC. 7. *Capacity Building for Teachers and School Personnel.* – All school administrators, teachers, and non-teaching personnel shall undergo mandatory annual certification and refresher courses in basic life support (BLS), first aid, disaster incident management, and crisis-response security protocols to ensure leadership and safety management during actual emergencies.

SEC. 8. *Monitoring, Evaluation, and Compliance.* – School division superintendents shall conduct unannounced inspections and evaluations of school drill execution. Educational institutions that fail to comply with the mandatory drill frequencies and program requirements shall be subjected to administrative sanctions as determined by the Department of Education.

SEC. 9. *Appropriations.* – The amount necessary for the initial implementation of this Act shall be charged against the current appropriations of DepEd. Thereafter, such sums as may be necessary for the implementation of this Act shall be included in the annual General Appropriations Act.

SEC. 10. *Separability Clause.* – If any provision of this Act is held invalid or unconstitutional, the other provisions not affected thereby shall remain in full force and effect.

SEC. 11. *Repealing Clause.* – All laws, decrees, executive orders, rules, and regulations inconsistent with this Act are hereby repealed or modified accordingly.

SEC. 12. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,