

Enemy at the gates: Safety and Security in Philippine Schools

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Abstract

This literature review presents the existing policies and guidelines on safety and security of the Department of Education (DepEd), Commission on Higher Education (CHED), as well as legislative orders pertaining to safety and security among Philippine schools. For decades, there are existing documents that aim to guide educational sector on how practice safety procedures but despite the presence of these guidelines, the country is still left behind in terms of the following: (1) specific guidelines on hiring security personnel and their qualifications; (2) process on maintaining these security personnel; and (3) modern facilities and equipment that will help the security personnel perform their tasks in securing the safety of both students and teachers. With numerous incidents happened in the school community in the past years, some resulted to death of Filipino students and teachers while in school premises, it's time that the Philippine government should focus on improving the guidelines in safety and security in the academe.

Keywords: *safety and security, security personnel, policies and guidelines, Filipino students and teachers, school personnel*

Introduction

The primary business of a school is for the learners to learn and eventually be educated. To make it possible, school must be a safe haven for the learners. This would make the learners feel the encouragement to make them creative, grow, and achieve their maximum full potential (Applebury, 2019). Such positive environment enables the learners to be connected to their teachers and co-learners as well that will make their experiences in school be meaningful and connect it with their aspirations in life. The said positive environment in schools entails security and safety not only for the learners but for the whole community (Giardina, 2019).

However, just like any place where social interaction takes place, crimes also happen in school campuses. On April 2019, the United States Department of Education reported the thirty-eight (38) non-school issue related violent death of learners, teachers, and other school personnel. This comprised by thirty (30) homicide, seven (7) suicides, and one (1) legal death intervention. In the same period, eighteen (18) homicide incidents of suicide out of 1,748 total occurrences among the school aged youth took place in the school campus was highlighted. It was a 500% increase as compared to the three (3) incidence of suicide out of 1,941 reported cases happened in the school premises before. (Musu et al. 2019). A year before incidence of 962, 300 violence occurrences took place in American schools. The same year has yielded reports of the following; theft, vandalism, learners bringing firearm and other weapon at school campuses, and other similar violations denoting crimes committed in the school premises (Hansen et al. 2019).

American schools are being forewarned on the imminent threat through social media, text messages, phone call, bathroom graffiti and verbal utterance (Trump, 2014). Most of these treats as this study revealed that it was perpetrated by an outsider and link in heinous crimes such as bank robberies, personal vengeance, and even faking a call just for school cancellation. The aggravating circumstance was that gun is accessible throughout United States, which made this problem worse. For these reasons, schools in the United States have rendered the high level of security for their learners and teachers specifically in larger schools, in an institution with higher proportion of learners who are black, recipient of feeding program, and having been suspended. This high level of security is being shown by the following; having bomb and drug sniffing dogs; visibility of the police in the campus; conducting mandatory drug testing; and having CCTV in the campus (Finn and Servos, 2014).

The abovementioned incidents led traditional public schools in Indiana to utilize restrictive security measures for their learners, teachers and other school personnel. As reported by Safe Schools Initiative (SFI 2002) also in the US that schools can render intervention to ensure the safety of the school. Moreover, SFI reminded schools on the nature of violent attack and its perpetrator; that the attack is impulsive in nature; they were people who had an inkling of the imminent attack; no threat was made by the perpetrator prior to the violent attack; most attackers would had acts that must elicit help or assistance particularly those that are psychological in nature; most attackers have low coping mechanism in the midst of failures and dilemmas; those individuals who are bullied relentlessly are potential attackers; bullied individual if not given intervention and counselling are more likely to be an attacker; and that gun attack would only be stopped by means of police operation. It also revealed that attacking is not correlated to being violent (De Angelis and Lukein, 2019).

On the other hand, the use of CCTV, metal detectors, and strong partnership among the school and the police did not yield much effectiveness such inefficiency is attributed to the accessibility of gun selling and subsequently ownership and such surveillance only towards Latino, Asians, blacks thus yielding not a solution to a violent attack rather aggravating the predicament on racial bias. The conduct of active shooter drills in schools is said to be more harmful for learners than good. These realities must lead to the school administrators to be deliberate on how they will solve the issue on violence.

However, shootings such as what took place in Columbine High School in 1999 and repeatedly elsewhere in the entire US has led for parents to fear the safety of their children while in school. Schools in reaction has made the following efforts such as limiting access to school building specifically to those deemed as intruders, limiting weapons in school, intensify surveillance even among learners during their stint at their respective campuses and reacting to school violence. The said categories of school security measures are being given through the following mechanisms; requiring learners, staff, and visitors to have their identification cards; locking of school entrance during the school hours; instituting gated campuses; visitors signing in before allowing them to enter school campus; changes in the design of the campus to prevent familiarity of the school building specifically that from the outsiders; having metal detectors that would be indicative of possessing a weapon particularly gun; x-ray checking of student's bags and purses; requiring learners to have clear backpack; removing lockless learners' lockers; random inspection for contrabands; installation of Closed Circuit Television (CCTV) cameras; hiring of trained private security personnel; staff and learners drill pertaining to security issues; installing of duress alarms; and providing landline telephone in each classroom (Addington, 2009).

Such instances led to the belief of the school principals in New Jersey to view physical security as foremost concern in security threats. For them the procedures have to be modernized particularly those that pertaining to access control in order to prevent the occurrence of violence specifically the dreaded gun shooting (Kelly, 2016). On the other hand, school heads in Tennessee has agreed that school community has to back up school administration in ensuring safety of the school and its internal stakeholders but they as school leaders must be the one doing decisions with the assistance of school resource officers who are law officers assigned to oversee security concerns in the school premises (Elly, 2010). School heads in these instances must be wary of the roles regarding maintenance of school security because they may be experiencing dilemmas in this facet depending on the school's community, the behavior of their learners and teachers, degree of parent involvement and the code of conduct being implemented (Lacton, 2012).

Recommendation is also being raised by Schneider (2010) for American schools to invest in security technology, he suggested the following to make gadget and equipment be a crime deterrent; consult an expert in the field of security technology; identify security concerns that need to be addressed in order to discern the appropriateness of technology to be put in place; prioritize the quality of gadget(s) and equipment(s) to be purchased more than its price as it entails sustainability and effectiveness, include generators to make the gadgets usable especially during the time dilemma; be sure on the specifics of the gadget or equipment to be acquired. This will enable the school security in schools be responsive in solving violence inside the school campus.

In South Africa, the following factors make a school vulnerable to the occurrence of violence; location of the school, incidence of drug abuse among its learners, lack of security services, and inability to report the crime committed (Kang'ethe et al. 2016). This necessitates the need to reinforce security inside the school premises and its adjacent areas for the welfare of the learners, teachers, and other school personnel. Furthermore, bullying, vandalism, gang war, and corporal punishment are prevalent in these schools which led the learners to have loss of concentration, having sub-par academic performance, and depression (Nconsta and Shumba, 2013). Thus, violence in schools entails peculiarities of an educational institution. These issues can also be addressed by enhanced security services in schools.

In the Philippines, unfortunate cases like the abovementioned scenarios also happened. On July 4, of this year, residents of Calamba Laguna jolted upon hearing the news of the shooting incident in Castor National High School. The victim, a Grade 7 student was fatally shot by one of the school's security guard, at 12 noon of that day. Fortunately, the assailant was arrested few days after he committed in broad daylight crime in the area, adjacent to the school's premises. This case is now being heard in the municipal trial court in the said city (Tomacruz, Rappler 2019).

On December 17, 2018, while the Filipino people are all filled with excitement as the new Miss Universe was crowned, the residents of Teresa, Sta. Mesa Manila are in shock as a 38-year old man who reportedly distraught over his brother's death, held hostage a 5-year old child. The incident took place in front of the Polytechnic University of the Philippines (PUP), Mabini Campus, after taking the gun of a security guard at a nearby Philippine National Railway (PNR) station. The suspect apparently surrendered after the 2-hour hostage scene which resulted to injuring a few after he fired indiscriminately (Boras, Rappler, 2018). Although the incident has nothing to do with the University's security officers, it cannot be denied that there were lapses on the part of the security at PNR station.

A nineteen-year old high school student in Paracelis National High School in Mountain Province went berserk, punched most of his classmates who were unable to go out of their TLE classroom. His female classmate the most inflicted among the learners present at that time went out of consciousness for two hours after being punched by the perpetrator on her lower ribs. Similar incident took place in an elementary school in Bocaue, Bulacan last November 2018 when a school teacher was shot dead in the classroom by a soldier in the midst of her class discussion

in front of her pupils. The perpetrator reportedly also shot himself fatally. A month earlier, a school teacher in Albay was killed inside the school's premises. The killer reportedly used a welding knife. The said issue was aggravated by the fact that not all schools have trained security personnel as typified by the advent of the rationalization plan (RATPLAN). The said plan paved the way for the dissolution of non-teaching personnel items in school and such include watchman (Tomacruz, Rappler, 2018).

Educational institutions in Manila such as Philippine Normal University (PNU), Mapua University, and Jose Abad Santos High School (JASHS) had their classes disrupted due to a bomb threat which subsequently proven to be false (Marquez 2019; Edera 2019; Mateo 2016). Meanwhile, mercury spill occurred in Manila Science High School (MSHS) an incident that forced the school administration of the said institution to lock down school premises for at least a week to ensure the safety and well-being of the learners, teachers, and other school personnel as well (Andrade, Rappler, 2017).

As in in the case of schools in the Taytayan, Libertad, Misamis Occidental have no security guards at all (Giriana and Solar, 2015) that make the teachers and students vulnerable in attacks from intruders although such was solved by students and school personnel to wear their IDs. This also revealed that most schools in this locality are not compliant of the 2010 DepEd Manual Education Facilities in terms of providing security among its students and teachers as well as other school personnel because of no one manning its security services.

The ill-fated violent occurrences have led for schools (microscopic level) and for the DepEd (in macroscopic in general) to improve on its feature on safety and security. Thus, the researchers will analyze six (6) articles which are DepEd Orders and Campus Security Act pertaining to the guidelines in providing security services to schools and campuses, as well as provisions in institutionalizing the Crime Prevention Committee in HEIs and TVIs. Thus, this research study aims to review the said policies and guidelines and help improve the status of the security of the Philippine academe.

Purpose of the Study

The purpose of this study is to evaluate the existing policies and guidelines issued by the Department of Education (DepEd), Commission on Higher Education (CHED), as well as legislative orders pertaining to safety and security in schools and campuses in the country, for the betterment of the of its implementation among Philippine schools.

Methodology

This study utilized documentary analysis, a method in qualitative research which is defined as examining document in order to abstract meaning, to acquire understanding, and conceive empirical understanding of the phenomenon. It involves skimming, (superficial examination), reading (thorough examination) and interpretation (Bowen, 2009). Documentary analysis uses a systematic procedure to analyze documentary evidence and answer specific research questions. The documents are to be studied and interpreted by the researchers in order to give voice and meaning to the assessed topic (Frey, 2018), specifically the importance of the guidelines in the recruitment of safety officers or school guards of the public schools nationwide.

DepEd emphasized the importance of security and safety when it launched the Educational Facilities Manual in 2007. The manual implicitly states the need to ensure security and safety in all public schools in the country. It was then revised in 2010 to be attuned to the needs of the schools at that time. The document governed the manner of administering physical facilities in school to make it useable for teacher, learners, and other school personnel as well. Furthermore, it expected for the accountable personnel in school to make the facilities functional and must not bring harm to anyone in school most especially the learners.

This study shall analyze six (6) documents on safety and security related to schools and campuses in the country. These are: (1) the DepEd Facilities Manual ; (2) DepEd Order no. 11 s., 2011 which pertains to the revised guidelines for private schools; (3) DepEd Order no. 50 s. 2014 which denotes the hiring processes in the midst of rationalization plan in the bureaucracy; (4) DepEd Order no. 13 s. 2016 which serves as guidelines for the utilization of Maintenance and Other Operating Expenses (MOOE); (5) the Senate Bill no. 1324 which entails Campus Security Act of 2010; and (6) the Senate Bill no. 946 also known as the Campus Safety and Security Act of 2016. These documents are available online in the form of national documents which can be accessed by learners, teachers, parents and other school's stakeholders.

Discussions

A. 2010 DepEd Facilities Manual

This document was created by DepEd in 2010 based on the original manual which was released in 2007. The re-creation aimed to ensure uniformity in managing the school physical facilities. The guidelines encompass the

measurement and provisions including the following: size of the classrooms, lighting requirements, length and width of corridors, suitable color of painting inside the classrooms, processes in repairing the damaged school facilities, evaluating school building's serviceability, providing acoustic comfort to learners, and even ways of acquiring the school site. This paper stated that the school's location should be evaluated with regards to its vulnerability to disasters as well as man-made or natural occurrences like earthquakes, floods and other similar events. It is noteworthy that this was written in concomitant with concepts and procedures on disaster management.

However, the document lacks provisions in terms of securing the safety of learners, teachers, and other non-teaching personnel in the wake of violent attacks. There must be a provision regarding having a holding area wherein suspected criminal and offender can be apprehended. Installing closed circuit television (CCTV) should be made a requisite to ensure this endeavor. School mapping should be taken into consideration as well so that scrupulous individuals will not be able to access school campuses in order to prevent the occurrence of violence that might lead to harm and even death among the people in the school premises. Since the manual is centered on the importance of disaster management this document can be more effective if such things were considered.

B. DepEd Order No. 11 s. 2011 (DepEd Order No. 88 s. 2010): Manual for Private Schools

In Section 159 of DepEd order no. 88 s.2012, it was clearly stated that only enrolled students can be granted access to school premises. It further articulated that parents/visitors can only be allowed to enter school upon presenting identification cards (IDs) and call slip(s). However, they can only be entertained during the teachers' free time on the designated area(s). Parents and guardians cannot visit the school on impromptu basis except on emergency occurrences. Such entails the presence of parents or guardians specifically on medical ones. This procedural protocol also reflects what is being done in the public schools.

However, the document do lack in the qualification standards of personnel who would man security services. This also failed to articulate the procedural protocol to be done on outsourcing security services for the school. Such is important specially in ensuring that the policies, implementations, and regulations regarding safety and security are at par and even beyond what is expected for the welfare of everybody inside the school campuses. This DepEd order fails to address impending violent attack that could be done particularly on the unsuspecting individuals (much more the younger learners). The processes to be conducted in handling cases such as mauling, substance abuse, physical attack, and similar unfortunate events that might occur in schools. Even the ways in preventing kidnapping (which the private schools learners particularly those who are enrolled in high end campuses) are not well explained in this paper.

C. DepEd Order No. 50 s. 2014: Hiring Guidelines of School Personnel Pursuant to DepEd's Rationalization Plan (RATPLAN)

This DepEd order explains the procedures in hiring and placing of personnel in the light of rationalization plan of the department (DepEd). Rationalization pertains to the streamlining on the number of school personnel. It is based on the premise that their functions are repetitive to one another, thus there is need to minimize the number of personnel doing such function because DepEd services such as clerical, janitorial, and security services are affected. They were either terminated or are forced to retire early just to comply on this directive. In aggravating circumstances, classroom teachers particularly in the elementary level are forced to perform clerical jobs just to continually render such services to the stakeholders. In the absence of janitors in school campuses, learners are required to do the cleaning (which can be gainful for the students as they are reminded through this that being responsible entails goodness of character as typified by doing even menial task), but this could also mean that there will be lesser time for them to study at home because they are already tired. The researchers believe though that this is another aspect that may be looked closely.

However, such cannot be done in terms of security services. This function necessitates expertise and technical know-how. The rigorous processes explained in this order can accumulate considerable number of time and days, just to hire security personnel or to outsource this kind of worker. Security and safety of everybody cannot be compromised. This reality had led many schools having no security guard at all to protect internal stakeholders from the imminent occurrence of violence for number of years now. It is suggested that DepEd should come up with the directive that the number security personnel must be in accordance to its ratio on the school's population in terms of number of students as well as number of school personnel. Schools are meant to operate with the welfare of everybody, particularly the learners in mind. Thus, the need to recalibrate this directive especially pertaining to security services must be done.

D. DepEd Order No. 13 s. 2016: Implementing Guidelines on Maintenance and Other Operating Expenses (MOOE) Allocation and Use to Schools

DepEd order no. 13 s. 2016 otherwise known as guidelines in the allocation and use of Maintenance and Other Operating Expenses (MOOE) to be strictly followed in elementary, secondary (junior and senior levels). The order recapitulates the financial accountability in every level of governance such as central, regional, division, and school level. What is clearly stated in the article is the fact that wages in acquiring security services in the school can be allocated using the school's MOOE. It can be done by articulating the need to outsource security services in the three (3) year School Improvement Plan (SIP) and its corresponding Annual Implementation Plan (AIP) under the

Key Resource Area (KRA) of Governance. One must bear in mind that due to Rationalization Plan (RATPLAN) which was implemented in the national government agencies, school-based personnel like having security guard with *plantilla* items, are forced to retire early. This means that security guards may leave school campuses with no person accountable in this aspect. Thus, a need to outsource such, has become a rule rather than an exception.

It is suggested that just like personnel salary, payment in the water and electric billing of the school, wages for security services be automatically included in the allocation of MOOE even without including such in the SIP and the AIP. The RATPLAN has adversely affect ancillary services in the school including those pertaining to ensuring safety and security among the learners, teachers, and non-teaching personnel. Furthermore, aside from the wages that must be given to the security personnel, their corresponding trainings regarding the current trends in their expertise must be also financed. Implementing units (IUs) in every level of governance in the department must include this both in SIP and AIP for the betterment of the security personnel services.

E. Senate Bill No. 1324: Campus Security Act of 2010

Senate bill no. 1324 which was filed by then Senator Manny Villar stated that Higher Education Institutions (HEIs) are mandated to report the occurrences of the following crimes; murder, rape, robbery, aggravated assault, sexual harassment, and motor vehicle theft. HEIs are required to ensure the said reports' veracity and promptness. Subsequently, each institution has to form a policy and protocol on how to address such issues. It is also suggested that school shall inform its stakeholders such the students and faculty members as well as non-teaching personnel regarding the institutions' program on how to curb the occurrences of crime in the campus to gain their cooperation. The use and possession of learners of alcohol and illegal drugs must be reported as well. The disciplinary sanction to be given by the institution on the suspected offender should also be divulged to the external authorities such as the Philippine National Police (PNP) and Local Government Units (LGUs).

The bill was filed by former Senator Villar, weeks after he lost the presidential election on 2010 election to former Pres. Benigno 'Noy' Aquino III. He has shown that he meant business in solving one of the perennial problems of safety and security in the campuses in the country despite experiencing electoral defeat. However, the bill he has written nine (9) years ago was not without vagueness. One of its provision in section four (4) has stated that the Secretary of Education, Culture, and Sports can request from the HEIs to furnish to his office copy of reports pertaining to crime prevention and crime statistics. One can wonder what office do this Secretary is being referred to? First, the then Department of Education, Culture and Sports (DECS) has been devolved into the Department of Education (DepEd) since 2001 (Philippine Sports Commission or PSC has been in charge of the sports and development since then and the National Commission on Culture and the Arts or NCCA for the promotion of culture). Second, the HEIs has been independent from DepEd since 1994. Such would be the subject for interpolation in the plenary session in the Senate. Unfortunately this bill has able to reach beyond the committee level as it was shelved in August 2010, which meant to shelving the main objective of the bill as well. It is better if this bill shall be reviewed and recalibrated to be of help for the schools and campuses.

F. Senate Bill No. 946: Campus and Security Act of 2016

It was six (6) years after another bill was created in the Senate pertaining to the crime prevention program in the educational institutions. In 2016 Sen. Sonny Angara filed a bill that would require HEIs as well as Technical Vocational Institutions (TVIs) to intensify anti-criminality drives in their respective institutions through the creation of Crime Prevention Committee (CPC). The said entity was geared towards providing adequate safety and security services in the classrooms, and shall have the following functions; (a) formulate policies regarding prevention of crime incidence in the school premises; (b) consolidate reports on the occurrences of crime; (c) seek assistance of the police force in the instance of violent attacks; and (d) orient the different stakeholders on the programs that will be carried out for this undertaking. This shall be done simultaneously by conferring with the school administration, chief of police, *Barangay* chairperson, and other security experts in this regard. Regional offices of both CHED and Technical Education and Skills Authority (TESDA) are aimed to monitor the CPP programs of HEIs and TVIs. Entities such as DepEd, Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations (COCOPEA) shall be given a task to draft implementing rules and regulations reflective of what was articulated in this bill.

The noble intention of the bill was unfortunate and unable to reach beyond committee level like its predecessor bill (the one filed by Villar), which was due to lack of some salient feature. In this bill, the respective governing boards of each HEI and TVI are given task to identify entities who would be comprising CPC. Addressing criminality concerns would necessitate uniformity of who will be manning anti-criminality drive in such institutions particularly those schools that are adjacent to each other. If such cannot be done given the peculiarity of each institution, a "consortium" type of approach can be done (as exemplify in the campuses located in Taft, Recto, and Katipunan avenues) to curb criminality and minimize the vulnerability of its stakeholders on violent attacks.

Findings and Recommendations

The safety and security in schools and campuses in the country are in grave threat. It is aggravated by the fact that there is scarcity and even absence particularly on public elementary and secondary schools of qualified

security personnel to ensure that violence will not occur on the institutions, since according to Applebury (2019), schools are safe havens for the learners. Although, there are existing policies and guidelines which are deemed to impose the safety and security in schools and campuses, the Philippines is still left behind in terms of the following: (1) specific guidelines on hiring security personnel and their qualifications; (2) process on maintaining these security personnel; and (3) modern facilities and equipment that will help the security personnel perform their tasks in securing the safety of both students and teachers. It was also found out that there not enough number of security officers who are mandated to protect the school community and who will be responsive in solving violence inside the school campus (Schneider, 2010). Thus, this study found out that, existing policies and guidelines issued by DepEd and those addressed to HEIs lack on the aspects pertaining to specifications of manning security services particularly in public schools, where students are at great risk.

It's time that the Philippine government through orders and advisories being issued by DepED, CHED, TESDA, and through the legislative acts that will be spearheaded by the legislators should address the following; (a) raise the qualification standard of security personnel; (b) expedite the need to grant request of schools to maintain *plantilla* of security personnel in their roster of positions; (c) ensure the legitimacy of security agencies that will be offering outsourcing of personnel; (d) provide training on security and safety personnel; (e) orient internal stakeholders on the nature of violence particularly on how to address such occurrence conducting a drill (similar to a disaster drill); (f) gear the collaboration between the school and its adjacent community regarding crime prevention; and (g) assist school to gain finances to procure gadgets and materials to ensure peace and order in schools such as CCTV, two way radio, and other similar kind of technological advances in this aspect. Such are the lacking features on the documents analyzed for this endeavor.

For future researchers similar to this study, a suggestion of benchmarking on public and private schools in Elementary, Secondary and Tertiary levels would be of great help. Their implemented policies and guidelines pertaining to aspects of safety and security mentioned in this study will improve the development of the status of safety and security of the Philippine academe.

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APPENDIX

DOCUMENTARY ANALYSIS GRID

Author	Title	Purpose	Analysis/ Findings	Recommendations
Department of Education (DepEd)	2010 DepEd Facilities Manual	Guidelines in providing security services to schools issued by the Deped.	The document lacks provisions in terms of securing the safety of learners, teachers, and other non-teaching personnel in the wake of violent attacks.	There must be a provision regarding having a holding area wherein suspected criminal and offender can be apprehended. Installing closed circuit television (CCTV) should be made a requisite to ensure this endeavor. School mapping should be taken into consideration as well so that scrupulous individuals will not be able to access school campuses in order to prevent the occurrence of violence that might led to harm and even death among the people in the school premises.
Department of Education (DepEd)	DepEd order no. 11. S. 2011 (DepEd order no. 88 s. 2010)	Provisions in ensuring security and safety in private schools.	Only enrolled students can be granted access to school premises. Parents/visitors can only be allowed to enter school upon presenting identification cards (IDs) and call slip(s). However, they can only be entertained during the teachers' free time on the designated area(s).	Since this DepEd order fails to address impending violent attack that could be done particularly on the unsuspecting individuals (much more the younger learners).
Department of Education (DepEd)	DepEd order no. 50. S. 2014	Hiring guidelines of school personnel pursuant to DepEd Rationalization plan.	This DepEd order explains the procedures in hiring and placing of personnel in the light of rationalization plan of the department (DepEd). Rationalization pertains to the streamlining on the number of school personnel. It is based on the premise that their functions are repetitive to one another, thus there is need to minimize the number of personnel doing	It is suggested that DepEd should come up with the directive that the number security personnel must be in accordance to its ratio on the school's population in terms of number of students as well as number of school personnel. Schools are meant to operate with the welfare of everybody, particularly the learners in mind. Thus, the need to recalibrate this directive especially pertaining to security services must be done.

			such function because DepEd services such as clerical, janitorial, and security services are affected.	
Department of Education (DepEd)	DepEd order no. 13 s. 2016	Guidelines in the use of MOOE in schools. The guidelines implication in acquiring security services in the school will be examined.	The order recapitulates the financial accountability in every level of governance such as central, regional, division, and school level. What is clearly stated in the article is the fact that wages in acquiring security services in the school can be allocated using the school's MOOE.	It is suggested that just like personnel salary, payment in the water and electric billing of the school, wages for security services be automatically included in the allocation of MOOE even without including such in the SIP and the AIP. The RATPLAN has adversely affect ancillary services in the school including those pertaining to ensuring safety and security among the learners, teachers, and non-teaching personnel.
Sen. Manny Villar	Senate bill no. 1324 (Campus Security Act of 2010)	Provisions on providing security and safety services in campuses.	Higher Education Institutions (HEIs) are mandated to report the occurrences of the following crimes; murder, rape, robbery, aggravated assault, sexual harassment, and motor vehicle theft. HEIs are required to ensure the said reports' veracity and promptness. Subsequently, each institution has to form a policy and protocol on how to address such issues. It is also suggested that school shall inform its stakeholders such the students and faculty members as well as non-teaching personnel regarding the institutions' program on how to curb the occurrences of crime in the campus to gain their cooperation.	It is unfortunate that this bill has able to reach beyond the committee level as it was shelved in August 2010, which meant to shelving the main objective of the bill as well. It is better if this bill shall be reviewed and recalibrated to be of help for the schools and campuses.

Sen. Sonny Angara	Senate bill no. 946 (Campus Safety and Security Act of 2016)	Provisions of institutionalizing Crime Prevention Committee in HEIs and TVIs.	A bill that would require HEIs as well as Technical Vocational Institutions (TVIs) to intensify anti-criminality drives in their respective institutions through the creation of Crime Prevention Committee (CPC). The said entity was geared towards providing adequate safety and security services in the classrooms, and shall have the following functions; (a) formulate policies regarding prevention of crime incidence in the school premises; (b) consolidate reports on the occurrences of crime; (c) seek assistance of the police force in the instance of violent attacks; and (d) orient the different stakeholders on the programs that will be carried out for this undertaking.	The noble intention of the bill was unfortunate and unable to reach beyond committee level like its predecessor bill (the one filed by Villar), which was due to lack of some salient feature. In this bill, the respective governing boards of each HEI and TVI are given task to identify entities who would be comprising CPC. Addressing criminality concerns would necessitate uniformity of who will be manning anti-criminality drive in such institutions particularly those schools that are adjacent to each other.
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