



Republic of the Philippines
House of Representatives

20th CONGRESS
Second Regular Session

HOUSE BILL NO. 11058

Introduced by Hon. Charisse Anne C. Hernandez

EXPLANATORY NOTE

The school is supposed to be one of the safest places in a child's life—a place where learners acquire knowledge, develop character, build friendships, and prepare for their future. Yet recent events demonstrate that Filipino schools are facing increasingly complex threats to the safety and well-being of learners, teachers, and other school personnel.

The need for a comprehensive and institutionalized school safety framework has become especially urgent following a series of violent incidents in and around Philippine schools.

On June 22, 2026, a shooting occurred inside San Jose National High School in Tacloban City, resulting in the deaths of three students and injuries to several others. The Commission on Human Rights confirmed the deaths of the three students and noted that the incident involved minors aged 14 and 15. Subsequent police reports indicated that the attack had allegedly been planned for more than a month. The incident prompted heightened security measures in Tacloban schools, including stricter entry protocols and bag inspections.

The gravity of the incident was underscored by the fact that the alleged perpetrators were themselves minors. This demonstrates that school violence cannot be addressed solely through guards, gates, and post-incident police investigations. There is a need for early identification of risks, effective reporting mechanisms, mental health and psychosocial support, learner formation, violence prevention, proper referral systems, and coordinated intervention among schools, families, communities, and government agencies.

Barely two months later, on August 18, 2026, another deadly school shooting occurred at the Ateneo de Zamboanga University Junior High School in Zamboanga City. According to the Department of the Interior and Local Government, a Grade 9 student entered the school carrying a pistol and a rifle, fired at another student, and subsequently took his own life. A Grade 10 student was killed, while other students were reportedly injured. The incident was reportedly livestreamed, raising additional concerns regarding the intersection of school violence, firearms, social media, and the digital environment in which young people increasingly live.

These incidents are not isolated.

Reports have also documented other forms of violence occurring within or in connection with schools. In 2025, a student in Nueva Ecija was reportedly shot by her former boyfriend inside a school, while in Lanao del Sur, a teacher was shot and killed inside a school after a student reportedly received a failing grade. In 2023, a medical technology student in Tuguegarao City was reportedly beaten and shot by a classmate at a university parking area.

Even prior to the Tacloban tragedy, the Department of the Interior and Local Government noted two separate stabbing incidents involving students in schools in Cavite, emphasizing the need to strengthen school safety, early intervention, and community-based violence prevention.

Taken together, these incidents reveal that threats to school safety are not limited to one particular type of violence. They may involve firearms, knives and other weapons, bullying, interpersonal conflicts, abuse, harassment, mental health concerns, online influence, cyberbullying, and other emerging threats. The increasing use of digital platforms further complicates the situation, as harmful content and incidents of violence can spread rapidly among young people. Recent national efforts to strengthen online child-safety measures likewise reflect growing concerns about the digital environment surrounding Filipino children and adolescents.

The response to school violence must therefore go beyond reacting after an incident has already occurred.

At present, various laws, policies, and programs already address particular aspects of learner protection, anti-bullying, mental health, disaster preparedness, child protection, and school security. However, these mechanisms must operate as part of a coordinated and comprehensive system. Schools need clear standards on prevention, risk assessment, reporting, emergency response, case management, referral, recovery, digital safety, infrastructure, security, and the protection and well-being of school personnel.

This proposed measure seeks to establish such a system through a National Comprehensive School Safety Framework and require every school to develop and regularly update a School Safety Plan and School Safety Handbook appropriate to its circumstances and risk profile.

The proposed measure also recognizes that school safety is not merely a security issue. A truly safe school must address the physical, mental, emotional, psychosocial, and digital well-being of learners and school personnel. It must provide mechanisms for early intervention before conflicts escalate into violence. It must ensure that learners have safe avenues to report bullying, threats, abuse, harassment, and other concerns. It must provide appropriate mental health and psychosocial support to those affected by violence and trauma. It must likewise establish clear coordination among school officials, parents, local government units, law enforcement, health and social welfare agencies, and other stakeholders.

The bill further provides for appropriate school safety personnel, security and protective measures, emergency and life-safety equipment, visitor management, risk assessment, emergency drills, digital safety policies, learner well-being programs, incident reporting, case management, referral systems, recovery and reintegration programs, and protection and support for school personnel.

Importantly, the measure adopts a prevention-oriented approach. The objective is not simply to make schools more difficult to enter or to increase security after a tragedy. It is to build school

communities capable of identifying risks early, responding appropriately when threats arise, supporting vulnerable learners, preventing violence, and recovering effectively when incidents occur.

The tragedies in Tacloban and Zamboanga serve as painful reminders that we cannot wait for another school community to experience the same devastation before strengthening our national school safety system. Every student should be able to enter a classroom without fear. Every teacher should be able to teach without fear of violence. Every parent should be able to send a child to school with the reasonable assurance that government and the school community are doing everything within their capacity to keep that child safe.

Schools must remain places of learning, opportunity, growth, and hope—not places where children fear for their lives.

The passage of this measure is therefore an urgent investment in the safety, dignity, and future of Filipino children and in the ability of our schools to fulfill their fundamental mission.

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


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Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
Second Regular Session

House Bill No. 11058

Introduced by Honorable Charisse Anne C. Hernandez

AN ACT
INSTITUTIONALIZING A COMPREHENSIVE SCHOOL SAFETY FRAMEWORK,
ENSURING THE SAFETY AND WELL-BEING OF LEARNERS AND SCHOOL
PERSONNEL, AND PROMOTING A SAFE AND SUPPORTIVE SCHOOL COMMUNITY

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

TITLE I
GENERAL PROVISIONS

SECTION 1. Short Title. This Act shall be known as the “**Comprehensive School Safety Act.**”

SEC. 2. Declaration of Policy. It is hereby declared the policy of the State to protect and promote the right of all learners and school personnel to an enabling, safe, healthy, and supportive learning and working environment where all learners and school personnel are protected and secured from any form of abuse, violence, or harm.

The State likewise recognizes that health promotion and healthy learning environments are integral to school safety, and shall therefore promote conditions, policies, practices, and environments that prevent harm, support physical, mental, and social well-being, and enable learners and school personnel to thrive.

Towards this end, the State shall:

- (a) Adopt a comprehensive school safety framework that fosters a whole-of-society and all-hazards approach in the development, implementation, monitoring, and evaluation of school safety policies, programs, and plans;
- (b) Institutionalize an integrated school safety system for basic education institutions that ensures prevention from, response to, and recovery from threats and incidents relating to school safety;
- (c) Strengthen coordination among the Department of Education (DepEd), national government agencies, local government units (LGUs), and other community stakeholders in the implementation of school safety measures;
- (d) Ensure the provision of adequate human resources, infrastructure, equipment, technology, financial support, and other resources necessary for the effective implementation of this Act; and

(e) Promote learner-centered, fully inclusive, evidence-based, trauma-informed, and developmentally appropriate approaches in the design and implementation of school safety programs and interventions.

SEC. 3. Scope and Coverage. This Act shall apply to all public and private basic education institutions, hereinafter referred to as "schools," including elementary and secondary schools and other basic education institutions as may be covered by the Department of Education.

The provisions of this Act shall apply to all learners, school personnel, and other members of the school community and shall encompass measures for the prevention of, response to, and recovery from hazards and threats to their safety and well-being within school premises and in other venues related to school activities, whether conducted on or off campus, including those conducted through or involving digital platforms and technologies.

Acts such as violence, child abuse, neglect, exploitation, bullying, discrimination, harassment, gender-based violence, corporal punishment, and retaliation committed by students or school personnel against students or school personnel are prohibited.

For purposes of this Act, school safety encompasses the protection and promotion of the physical, mental, emotional, psychosocial, and digital safety and well-being of learners, school personnel, and other members of the school community, as well as the prevention and appropriate management of violence, abuse, bullying, discrimination, harassment, exploitation, emergencies, disasters, and other threats to their safety and well-being.

SEC. 4. Definition of Terms. For purposes of this Act:

(a) **All-Hazards Approach** refers to an integrated approach to emergency and risk management that considers the full range of natural, human-caused, technological, health, security, behavioral, and other hazards that may affect the safety and well-being of the school community;

(b) **Learner** refers to any person enrolled in a basic education program in a school covered by this Act;

(c) **School Community** refers to learners, school personnel, parents or guardians, families, volunteers, visitors, and other persons participating in or directly connected with the operations and activities of a school;

(d) **School Personnel** refers to all persons working or providing services in a school, whether teaching, non-teaching, administrative, technical, health, security, support, or other personnel, whether regular, contractual, temporary, or otherwise authorized;

(e) **School Safety Plan** refers to the annual, school-specific plan that operationalizes the National Comprehensive School Safety Framework according to the school's unique needs, risks, resources, and circumstances;

(f) **School Safety Handbook** refers to the school-based reference containing essential school safety policies, procedures, emergency information, reporting mechanisms, learner support services, and other practical safety information for the school community;

(g) **School Safety Officer** refers to the designated school personnel principally responsible for coordinating the implementation of school safety programs and measures under this Act;

(h) **Psychosocial Support** refers to non-clinical and supportive interventions intended to strengthen coping, resilience, connectedness, and a person's sense of safety and well-being following stress, distress, crisis, trauma, loss, violence, abuse, displacement, disasters, or similar circumstances;

(i) **Digital Safety** refers to the protection of learners and school personnel from cyberbullying, online abuse, cybersecurity risks, harmful or unsafe technology use, and other forms of digital harm; and

(j) **Critical Incident** refers to an event or situation that poses, or has the potential to pose, a serious threat to the safety, health, security, or well-being of learners, school personnel, or other members of the school community and requires immediate or coordinated intervention.

TITLE II SCHOOL SAFETY FRAMEWORK AND POLICIES

CHAPTER I SCHOOL SAFETY FRAMEWORK

SEC. 5. Establishment of the National Comprehensive School Safety Framework. The Department of Education (DepEd), in coordination with the Department of Health (DOH), Department of Social Welfare and Development (DSWD), Department of the Interior and Local Government (DILG), Philippine National Police (PNP), Local Government Units (LGUs), National Youth Commission (NYC), and other relevant government stakeholders shall establish, maintain, and periodically update a National Comprehensive School Safety Framework, hereinafter referred to as the "Framework," to guide the implementation of this Act in all schools.

The Framework shall, at the minimum, prescribe national standards for the prevention of, response to, and recovery from threats and incidents relating to school safety, including:

- (a) The development, implementation, monitoring, and evaluation of School Safety Plans and School Safety Handbooks;
- (b) School safety personnel, staffing guidelines, competency standards, and capacity-building;
- (c) School safety protocols, infrastructure, facilities, equipment, and security measures;
- (d) Learner protection, violence prevention, and anti-bullying mechanisms;
- (e) Digital safety, responsible technology use, and cybersecurity;
- (f) Learner well-being, mental health promotion, counseling services, and psychosocial support;
- (g) Emergency preparedness, disaster risk reduction and management, crisis response, recovery, and business continuity;
- (h) Periodic engagement with parents and other community stakeholders;
- (i) Meaningful participation and empowerment of learners and the youth in matters affecting school safety and well-being;
- (j) Reporting school safety concerns such as those involving school bullying and other acts or forms of violence;

(k) Detection of health and safety concerns, as well as assessment, referral, case management, and interagency coordination to address health and safety concerns and risks;

(l) Monitoring, evaluation, reporting, and continuous improvement; and

(m) Such other standards as may be necessary to effectively implement this Act.

The Framework shall likewise harmonize and integrate existing laws, policies, and mechanisms on school safety, protection, health, and well-being into a unified system.

The DepEd, in consultation with other stakeholders, shall develop and periodically update policies, templates, manuals, protocols, reporting forms, training modules, assessment tools, and other implementation resources necessary to assist schools in complying with this Act.

The Framework shall be reviewed at least once every two (2) years to ensure that it remains responsive to new and emerging challenges in school safety.

SEC. 6. Establishment of School Safety Plans. Every school shall develop and annually update a School Safety Plan that operationalizes the Framework according to the school's unique needs, risks, and resources, emphasizing the safety, protection, and well-being of learners, as well as school personnel.

The School Safety Plan shall be harmonized with other school plans related to safety, school improvement, Disaster Risk Reduction and Management (DRRM), child protection, and healthy learning institutions, among others.

The Plan shall include:

(a) School safety standards, including standards for prevention, response, and recovery;

(b) Protocols and manuals for emergencies, including hotlines for reporting, designated hospitals, police stations, safety zones, evacuation areas, referrals for mental health needs, and a fixed-timeline referral pathway for serious threats and abuse;

(c) Clear roles and responsibilities of members of the school community;

(d) Protective safety measures, including security infrastructure and equipment;

(e) Policies on safe, responsible, developmentally appropriate, and healthy use of digital technologies, including gadgets, social media, gaming, artificial intelligence, and other emerging technologies, as well as measures addressing digital safety, cybersecurity, and digital wellness, on and off campus;

(f) Clear mechanisms for recovery, such as intervention and reintegration plans for learners and personnel affected, coordination referrals to government agencies, and post-incident reviews;

(g) Guidelines and protocols for off-campus activities;

(h) Community engagement and partnership strategies to strengthen school safety, including coordination with parents and guardians, LGUs, community organizations, health and mental health service providers, security and emergency response groups, and other relevant stakeholders; and

(i) Monitoring and evaluation mechanisms.

The School Safety Plan shall be developed in consultation with the school community, including school personnel, learners, parents or guardians, and other relevant stakeholders.

The School Head shall be responsible for overseeing the implementation of the School Safety Plan within the school. The School Head shall submit the Plan to the Schools Division Office (SDO) for review and approval at the beginning of each school year.

The SDO shall ensure that the Plan is aligned with the Framework and complies with the minimum standards set forth in this Act.

Upon approval, the Plan shall be presented to the Local School Board to facilitate coordination with the local government and inform the development and updating of relevant local plans and programs.

SEC. 7. School Safety Handbook. Every school shall prepare, maintain, and regularly update a School Safety Handbook, as part of the school's Learner Handbook, to communicate essential school safety information to learners, parents or guardians, school personnel, visitors, and other members of the school community.

The School Safety Handbook shall present, in a clear, concise, accessible, child-sensitive, and user-friendly manner, the school safety policies, procedures, emergency information, and learner support services that members of the school community need to know in order to promote safety and respond appropriately during emergencies and other school safety situations.

It shall be made available in print and electronic formats, as appropriate, and in the prevailing regional languages.

At a minimum, the School Safety Handbook shall contain:

- (a) The school's commitment to safety and learner well-being;
- (b) The School Code of Conduct and key school safety policies for learners and school personnel;
- (c) Procedures for reporting bullying, violence, abuse, discrimination, harassment, emergencies, and other school safety concerns;
- (d) Emergency procedures for fire, earthquakes, severe weather, lockdowns, medical emergencies, evacuations, and other applicable situations;
- (e) Emergency contact information for school officials, emergency responders, designated hospitals, and relevant government agencies;
- (f) School maps showing evacuation routes, emergency exits, assembly and evacuation areas, clinics, School Care Centers, guidance offices, nearest hospitals, and other important locations;
- (g) Visitor management procedures and campus access guidelines;
- (h) Learner support services, including counseling, psychosocial support, referral services, and School Care Centers;
- (i) Digital safety guidelines and responsible technology use; and
- (j) Such other practical school safety information as may be prescribed by the DepEd.

The Handbook shall also contain guidance on digital wellness and responsible technology use, including developmentally appropriate use of digital devices, social media, online gaming, artificial intelligence, and other emerging technologies; healthy digital habits; prevention of digital harms; and pathways for help-seeking and referral when technology use adversely affects learner health, development, education, relationships, or daily functioning.

The School Safety Handbook shall be disseminated to learners, parents or guardians, school personnel, and other members of the school community at the beginning of every school year and whenever significant revisions are made.

Schools shall conduct an annual orientation on the School Safety Handbook to ensure that members of the school community understand their rights, responsibilities, and procedures for preventing and responding to safety-related concerns.

The Handbook shall be periodically reviewed in consultation with learners, parents or guardians, school personnel, and other relevant stakeholders.

CHAPTER II

SCHOOL SAFETY POLICIES

SEC. 8. Policy on Safe School Culture. Every school shall foster a safe, inclusive, respectful, and supportive school culture that cultivates socioemotional learning, empathy, peer connectedness, and the preservation of human dignity.

Schools shall promote positive relationships, mutual respect, responsibility, resilience, and meaningful participation among all members of the school community through preventive, developmentally appropriate, and evidence-based policies, programs, and practices that strengthen positive behavior, respectful conflict resolution, and shared commitment to maintaining a safe learning environment.

SEC. 9. Policy Against Violence and Harm. Every school shall adopt and enforce a policy against all forms of violence and harm, including physical violence, child abuse, exploitation, bullying, discrimination, harassment, sexual and gender-based violence, corporal punishment, retaliation, and other acts that threaten the safety, dignity, or well-being of learners and school personnel, whether occurring in person or through digital or other means.

Violence or harmful conduct perpetrated by school personnel against learners shall be subject to applicable child protection laws and appropriate administrative, disciplinary, and legal measures.

For incidents involving learners, schools shall ensure that violence and harmful conduct are promptly addressed and shall implement interventions that are fair, proportionate, developmentally appropriate, trauma-informed, and restorative, where appropriate, with due regard to the safety and rights of all persons involved.

SEC. 10. Anti-Bullying and Learner Protection Policy. Pursuant to Republic Act No. 10627, or the "Anti-Bullying Act of 2013," every school shall adopt and implement a comprehensive Anti-Bullying and Learner Protection Policy that promotes the safety, dignity, rights, and well-being of all learners and ensures the prevention, early identification, prompt reporting, timely intervention, and appropriate resolution of incidents involving bullying, cyberbullying, harassment, including technology-facilitated harassment and abuse, violence, child abuse, neglect, exploitation, discrimination, impersonation, non-consensual sharing of personal or intimate content, retaliation, and other acts that threaten the safety or welfare of learners.

The Policy shall provide for prompt mental health and psychosocial assessment, support, and appropriate intervention for learners affected by bullying, including both the learner who has been subjected to bullying and the learner who has engaged in bullying behavior, in coordination with their respective families and licensed professionals, as appropriate.

SEC. 11. School Code of Conduct. The School Safety Handbook shall include a School Code of Conduct that promotes a culture of respect, responsibility, integrity, inclusivity, and accountability among members of the school community.

The Code shall clearly define unacceptable acts, corresponding disciplinary and restorative interventions, and the rights and responsibilities of all members of the school community.

In implementing the Code, schools shall ensure that disciplinary measures are fair, proportionate, developmentally appropriate, non-discriminatory, and restorative in nature, with due regard for the best interests of the child, due process, and the rights of school personnel.

SEC. 12. Learner Participation and Voice. Every school shall recognize and promote the right of learners to participate meaningfully in matters affecting their safety, well-being, and school life, consistent with their evolving capacities and the best interests of the child.

Schools shall establish age-appropriate, inclusive, and learner-responsive mechanisms through which learners may express their views, report safety concerns, contribute to school safety initiatives, and participate in the development, implementation, monitoring, and evaluation of school safety policies and programs.

Schools shall provide opportunities for the student council and other recognized learner organizations to participate in school safety initiatives and such processes.

Learner participation shall be safe, respectful, and free from discrimination, retaliation, or intimidation.

SEC. 13. Consistency with Existing Laws and Policies. –The policies, programs, standards, and procedures adopted and implemented pursuant to this Act shall be consistent with existing laws, rules and regulations, and applicable policies of the DepEd and other relevant agencies on child protection, anti-bullying, positive discipline, mental health, gender-based violence, safe spaces, learner welfare, and other matters relating to the safety, dignity, rights, and well-being of learners and school personnel.

TITLE III

SCHOOL SAFETY GOVERNANCE

SEC. 14. School Safety Governance. Every school shall establish a comprehensive school safety governance system to ensure the effective implementation of this Act and to promote a safe, secure, inclusive, supportive, and resilient learning environment.

This may utilize or expand existing school governance mechanisms, with clear designation of school safety functions and responsibilities.

Every school shall organize or designate an appropriate school safety governance mechanism composed of school personnel responsible for learner protection, counseling and psychosocial support, school safety and security, health services, disaster risk reduction and management, and other functions as may be prescribed by the DepEd.

SEC. 15. Key School Safety Personnel. Every school shall ensure the availability of qualified school personnel necessary to effectively implement this Act.

The DepEd shall prescribe staffing standards, competency requirements, qualifications, deployment guidelines, training, and continuing professional development requirements for key school safety personnel.

Schools shall progressively strengthen the staffing of key personnel in public schools, consistent with national staffing standards and subject to the availability of funds.

Key school safety personnel may be designated from among qualified existing school personnel.

(a) **School Head.** – The School Head shall serve as the overall lead for the implementation of this Act at the school level, and shall:

1. Oversee the implementation of the School Safety Plan;
2. Ensure compliance with national school safety standards;
3. Provide leadership in fostering a safe, inclusive, and supportive school environment;
4. Allocate school resources to support school safety initiatives;
5. Ensure coordination among school personnel, parents, LGUs, concerned agencies, and relevant stakeholders;
6. Oversee incident management and post-incident recovery; and
7. Perform such other responsibilities as may be prescribed by the DepEd.

(b) **School Counselor.** – Pursuant to Republic Act No. 12080, or the "Basic Education Mental Health and Well-Being Promotion Act," the School Counselor shall serve as the lead professional responsible for guidance, counseling, learner mental health promotion, and psychosocial support, and shall:

1. Provide counseling services;
2. Conduct risk and psychosocial assessments;
3. Lead mental health promotion initiatives;
4. Coordinate referrals to appropriate service providers;
5. Support case management involving learners requiring specialized intervention;
6. Provide technical guidance to school personnel on learner well-being; and
7. Perform such other responsibilities as may be prescribed by the DepEd.

(c) **School Counselor Associates.** – School Counselor Associates shall assist the School Counselor in implementing learner support programs and shall facilitate access to appropriate guidance and psychosocial services.

In cases where a School Counselor is not available, School Counselor Associates may serve as the lead professional for the delivery of school-based mental health services, while ensuring appropriate referrals to mental health professionals, pursuant to Republic Act No. 12080.

(d) **Learner Formation Officer.** – Consistent with Republic Act No. 10627, the Learner Formation Officer shall serve as the primary focal person for learner formation and the first responder to reports of bullying and other learner-related incidents, and shall:

1. Receive, document, and facilitate the appropriate initial response to reports of bullying, peer violence, harassment, and other incidents involving learners;
2. Ensure that reported incidents are promptly referred to the School Head, guidance or counseling personnel, School Care Center, Child Protection Committee, or other appropriate authorities, as warranted;
3. Coordinate the implementation of preventive and formative programs that promote safe school culture;
4. Support learner-led and peer-based initiatives, including peer mentoring, buddy systems, bystander and upstander programs, and other learner formation activities;
5. Promote learner awareness of their rights and responsibilities, the School Code of Conduct, reporting mechanisms, and available protection and support services;
6. Monitor patterns and recurring concerns involving bullying, peer violence, and learner behavior, and recommend appropriate preventive interventions;
7. Regularly monitor actions taken on referrals of incidents of bullying, peer violence, and other learner-related incidents; and
8. Coordinate with classroom advisers, guidance or counseling personnel, parents or guardians, and other appropriate school personnel in addressing learner safety and formation concerns.

(e) **School Safety Officer.** – Every school shall designate a School Safety Officer who shall serve as the principal coordinator for the implementation of school safety programs under this Act.

The School Safety Officer shall:

1. Coordinate implementation of the School Safety Plan;
2. Monitor compliance with school safety standards;
3. Coordinate emergency preparedness activities;
4. Oversee school safety inspections;
5. Manage a non-threatening reporting system within the school;
6. Coordinate reporting and documentation;
7. Facilitate coordination with government agencies and emergency responders;
8. Support school safety training and drills; and
9. Perform such other responsibilities as may be prescribed by the DepEd.

(f) **School Health Personnel.** – School nurses, school physicians, school dentists, and other qualified school health personnel shall provide health services and support school health and wellness programs consistent with existing laws and DepEd policies.

They shall:

1. Provide appropriate school health services;
2. Participate in emergency preparedness and response;
3. Support mental health and psychosocial interventions;
4. Assist in health promotion and disease prevention activities;
5. Coordinate referrals to health facilities;
6. Coordinate and report to the LGUs cases of disease outbreaks in the school; and
7. Perform such other responsibilities as may be prescribed by the DepEd.

School health personnel should be trained to recognize physical or somatic complaints, including recurrent headaches, abdominal pain, sleep difficulties, as well as tendencies for violence and self-harm, as possible manifestations of bullying, anxiety, or abuse; identify signs of psychological distress; and facilitate referral to the School Counselor, other qualified school personnel, or appropriate health or mental health professionals.

Where qualified school health personnel are not available onsite, schools shall establish linkages with health and mental health professionals and facilities, including, where relevant, through teleconsultation or other consultative arrangements with DOH-retained or accredited facilities.

(g) Security Personnel. – Security guards and other authorized security personnel shall help maintain a safe and secure school environment.

They shall:

1. Regulate access to school premises;
2. Implement visitor management procedures;
3. Assist in emergency response;
4. Report security incidents;
5. Support the implementation of campus safety measures; and
6. Perform such other responsibilities as may be prescribed by the DepEd.

Schools shall have adequate security guards or trained security personnel, taking into consideration school size, enrollment, operating hours, location, and security risk.

In accordance with applicable DILG issuances, LGUs may extend auxiliary support through the deployment of barangay tanods or local law enforcement to secure the vicinity and immediate public perimeters of schools, subject to local risk assessment, capacity, and availability of local funds, including the Special Education Fund (SEF), as may be authorized under applicable laws.

(h) Classroom Adviser. – The Classroom Adviser shall promote learner well-being within the classroom and serve as the primary point of contact for learners and parents on routine learner welfare concerns.

The Classroom Adviser shall:

1. Monitor learner well-being and classroom climate;
2. Be trained in the identification of signs of psychological distress such as self-harm or violent behavior;
3. Identify learners requiring additional support based on indicators such as, but not limited to, chronic or sudden absence, repeated tardiness, withdrawal, and abrupt decline in participation or performance;
4. Coordinate with the School Counselor and other school personnel on appropriate interventions;
5. Maintain regular and periodic communication with parents or guardians regarding learner welfare;
6. Promote positive discipline and learner participation; and
7. Perform such other responsibilities as may be prescribed by the DepEd.

In recognition of their critical role in safeguarding the safety and well-being of learners, every Classroom Adviser shall be provided with commensurate teaching loads dedicated to learner safety and well-being responsibilities, including learner monitoring, parent engagement, case documentation, home visitation when necessary, participation in case conferences, implementation of interventions, and coordination with other school personnel for learner safety.

The DepEd shall ensure that the corresponding teaching load reduction, staffing requirements, and funding necessary to implement this provision are reflected in its staffing standards and annual appropriations.

(i) **Student Leaders.** – Student leaders, including officers of the student council and recognized learner organizations, shall support the promotion of a safe, inclusive, and respectful school environment.

They shall:

1. Assist in raising awareness of school safety policies and reporting mechanisms;
2. Promote positive behavior, peer support, and responsible bystander action;
3. Help identify and communicate learner safety concerns to appropriate school personnel;
4. Be trained to recognize peers experiencing safety or psychosocial concerns, refer them to appropriate school personnel or support services, and encourage them to seek assistance; and
5. Participate in the planning and implementation of school safety initiatives.

Student leaders shall not be tasked with investigating incidents, imposing disciplinary measures, or performing functions that are the responsibility of authorized school personnel.

SEC. 16. Responsibilities of Government Agencies. For the effective implementation of this Act, the concerned government agencies shall be responsible for the following:

(a) **Department of Education.** – The DepEd shall serve as the lead agency responsible for the implementation of this Act and shall exercise overall policy direction, coordination, supervision, monitoring, and evaluation of the National Comprehensive School Safety Framework.

In addition to its responsibilities under other applicable laws, the DepEd shall:

1. Formulate, harmonize, and periodically update national policies, standards, guidelines, and operational manuals for school safety;
2. Prescribe minimum standards for school safety infrastructure, equipment, staffing, programs, and services;
3. Provide schools with technical assistance, capacity-building, and implementation support;
4. Develop a model School Safety Plan, School Safety Handbook, reporting systems, and other implementation tools;
5. Establish national systems for school safety monitoring, reporting, and evaluation;
6. Provide financial and technical support to strengthen school safety implementation;
7. Coordinate with relevant government agencies and stakeholders;
8. Develop and periodically update, in coordination with relevant government agencies and stakeholders, national standards and operational guidelines on digital safety and responsible technology use in schools; and
9. Perform such other functions as may be necessary to carry out this Act.

(b) **Department of Health.** – The DOH shall serve as the technical authority for health, health promotion, health services, mental health promotion, disease prevention, and healthy school environments, consistent with its mandate.

It shall support the DepEd in the implementation and strengthening of school mental health and psychosocial services and in supporting emergency medical preparedness.

The DOH shall provide guidance in establishing referral mechanisms to DOH-retained hospitals, facilities, and health professionals.

(c) **Department of Social Welfare and Development.** – The DSWD shall provide technical assistance and support to schools in handling cases involving children in conflict with the law and victims of abuse.

It shall also assist in the provision of psychosocial support and rehabilitation services for affected learners, families, and personnel, and shall coordinate with schools for the proper case management and referral of incidents.

(d) **Department of the Interior and Local Government.** – The DILG shall facilitate coordination between schools and LGUs and encourage local support for school safety initiatives.

(e) **Philippine National Police.** – The PNP shall assist schools in maintaining campus security and in responding to incidents of violence and other threats.

It shall coordinate with schools and LGUs for the deployment of security personnel, the conduct of security audits, and the enforcement of laws on the prohibition of deadly weapons in school premises.

(f) Local Government Units. – LGUs shall support implementation of school safety programs, encourage schools to participate in local emergency planning, strengthen community partnerships, and assist schools in disaster preparedness and emergency response, consistent with their respective mandates and available resources.

They shall also coordinate with schools in the implementation of community diversion programs relative to children in conflict with the law.

LGUs may also provide security personnel or equipment to schools, which may be funded through the school's Special Education Fund or other authorized local funds.

The DepEd may enter into partnerships with other government agencies, state universities and colleges, civil society organizations, professional organizations, and the private sector to strengthen implementation of this Act.

SEC. 17. Community Engagement. Schools shall promote meaningful participation among learners, parents or guardians, families, LGUs, leagues of LGUs, civil society organizations, community organizations, youth organizations, faith-based organizations, and other stakeholders in the planning, implementation, monitoring, and continuous improvement of school safety programs.

Community participation shall complement and strengthen school-based efforts to create safe, secure, inclusive, supportive, and resilient learning environments.

Schools shall establish appropriate mechanisms to ensure that stakeholders are regularly informed, consulted, and engaged in school safety initiatives.

(a) Parents and Guardians. – Parents and legal guardians shall be recognized as essential partners of schools in promoting the safety, well-being, and holistic development of learners.

Schools shall conduct a mandatory orientation session for parents and guardians on the School Safety Plan, safety protocols, and other pertinent information regarding school safety.

Parents and guardians shall be encouraged to support the implementation of school safety policies, reinforce positive behavior and learner well-being at home, promptly communicate safety concerns to the school, participate in school safety orientations, consultations, and emergency preparedness activities, and cooperate with school authorities in implementing interventions affecting their children.

(b) Parents-Teachers Association. – The Parents-Teachers Association (PTA) shall serve as the primary organized partner of the school in promoting school safety and learner well-being.

The PTA shall participate in the development, implementation, and periodic review of the School Safety Plan, assist in promoting school safety awareness among parents and families, support school programs on school safety, assist the school in mobilizing community participation and volunteer support for school safety initiatives, and provide feedback on school safety concerns affecting learners and parents, subject to guidelines prescribed by the DepEd.

(c) Child Protection Committee. – Every school shall establish a Child Protection Committee (CPC), composed of the School Head, School Safety Officer, Learner Formation Officer, and designated representatives of learners, teachers, parents, and the community.

The CPC shall support the school in the prevention of and response to child abuse, violence, exploitation, discrimination, bullying, and other child protection concerns.

The CPC shall, as may be applicable, assist in the implementation of child protection policies and preventive programs; facilitate the appropriate handling, referral, and follow-up of child protection concerns; coordinate with relevant school personnel, parents or guardians, the Barangay Council for the Protection of Children (BCPC), the City or Municipal Social Welfare and Development Office (C/MSWDO), and other appropriate authorities; and recommend measures to strengthen the school's child protection mechanisms.

The establishment or functioning of a CPC shall not relieve the School Head or any other responsible school personnel of their duties and accountability under this Act and other applicable child protection laws, rules, and policies.

The DepEd shall encourage and facilitate community partnerships that strengthen the implementation of this Act.

TITLE IV

PREVENTION

CHAPTER I

SCHOOL SAFETY INFRASTRUCTURE AND PROTECTIVE MEASURES

SEC. 18. Safety Infrastructure and Equipment. Schools shall be equipped with appropriate safety infrastructure and security equipment, including, as applicable:

(a) **Closed-Circuit Television (CCTV).** – CCTV cameras shall be installed in common areas, entrances and exits, perimeter areas, and other locations identified through the school's risk assessment.

CCTV shall not be installed in areas where there is a reasonable expectation of privacy.

The collection, storage, access, use, and disposal of CCTV footage shall comply with applicable data privacy laws and regulations and shall be used solely for investigating documented bullying or security incidents.

(b) **Screening Equipment.** – Schools shall have access to appropriate screening equipment, including metal detectors, where warranted by the school's risk profile.

Screening shall be conducted by authorized and appropriately trained personnel in a reasonable, proportionate, non-discriminatory, and child-sensitive manner.

(c) **Visitor Management System.** – Schools shall establish appropriate systems to regulate and monitor visitor entry into and movement within school premises, including visitor identification, registration, verification, and access control.

(d) **Security Personnel and Protective Presence.** – Schools shall ensure appropriate security and protective presence based on their size, enrollment, location, and risk profile.

This may include licensed security guards and coordinated support from the PNP, barangay tanods, safety officers, community volunteers, and other authorized personnel.

(e) **Perimeter and Access Security.** – Schools shall maintain appropriate physical measures to secure school boundaries and regulate access, including, as appropriate, gates, fencing, lighting, locks, barriers, and other protective infrastructure.

SEC. 19. Emergency, Health, and Life-Safety Equipment. Schools shall be equipped with appropriate emergency, health, and life-safety equipment, including, as applicable:

- (a) First aid kits and essential emergency medical supplies;
- (b) Fire extinguishers and other required fire safety equipment;
- (c) Emergency lighting, flashlights, batteries, emergency power supplies, and other disaster preparedness supplies;
- (d) Rescue and evacuation equipment appropriate to identified hazards; and
- (e) Emergency communication and alert systems, including public address systems, alarms, emergency notification systems, two-way radios, and other equipment.

SEC. 20. Preventive Safety Measures. Every school shall implement preventive safety measures appropriate to its circumstances to reduce risks, strengthen preparedness, and promote a safe and secure learning environment.

At a minimum, schools shall implement:

(a) **Risk Mapping and Assessment.** – Regularly identify physical, social, behavioral, environmental, and digital risks, including locations and circumstances that may increase the likelihood of violence, bullying, abuse, harassment, accidents, emergencies, digital harm, harmful or unsafe technology use, or other threats to learner safety, health, development, and well-being.

Findings shall inform the School Safety Plan and preventive interventions.

(b) **Campus Security Monitoring.** – Maintain appropriate monitoring measures, including security patrols, monitoring of entrances and exits, observation of common and high-risk areas, and review of security camera footage where available, consistent with the school's risk profile and applicable privacy and child protection laws.

(c) **Visitor Screening.** – Establish procedures for visitor identification, registration, verification, issuance of passes where appropriate, and monitoring of visitor access, while ensuring access for emergency responders and other authorized persons.

(d) **Mandatory Screening and Inspection.** – Conduct mandatory screening of persons and belongings, including bag inspection or use of metal detectors, where authorized and warranted by the school's risk assessment and applicable DepEd standards.

Screening shall be conducted by authorized personnel in a respectful, non-discriminatory, child-sensitive, and developmentally appropriate manner.

(e) **Confiscation and Disposition of Prohibited Items.** – Establish procedures for the identification, confiscation, documentation, safekeeping, turnover, and lawful disposition of prohibited items, including appropriate due process, notification of parents or guardians when necessary, and coordination with authorities when required by law.

(f) **Emergency Drills.** – Regularly conduct developmentally appropriate, trauma-informed, and inclusive drills for fires, earthquakes, severe weather, medical emergencies, active attacks, other security incidents, and other relevant hazards.

Such drills shall be designed to prepare learners and school personnel to respond appropriately to emergencies while minimizing unnecessary fear or distress and shall be conducted with appropriate advance notice and in consultation with relevant professionals.

(g) **Safety Orientation and Awareness.** – Provide developmentally appropriate and role-appropriate safety orientation for learners, school personnel, parents and guardians, and other members of the school community.

These orientations shall cover the National Comprehensive School Safety Framework and the School Safety Plan, protocols for prevention from, response to, and recovery from school safety threats and incidents, digital safety, and responsible technology use.

(h) **Safety Audits and Preventive Maintenance.** – Conduct an annual School Safety Audit and regular inspections of infrastructure, facilities, equipment, emergency systems, and other safety measures, and implement corrective and preventive measures based on identified hazards and deficiencies.

Findings shall inform the School Safety Plan and resource priorities.

SEC. 21. General Standards for School Safety Measures. All school safety policies, infrastructure, equipment, and measures under this Chapter shall be appropriate to the school's size, enrollment, location, risk profile, specific needs, and subject to the availability of funds.

The DepEd, in coordination with relevant national government agencies and other stakeholders, shall establish national standards and operational guidelines for the provision, implementation, use, maintenance, and monitoring of infrastructure and equipment under this Chapter, including, where applicable, their installation, inspection, replacement, and data management and disposal.

SEC. 22. Nature- and Climate-Related School Safety Protocols. The DepEd, in coordination with the DILG, Department of Science and Technology (DOST), DOH, Department of Environment and Natural Resources (DENR), Department of Public Works and Highways (DPWH), and other relevant agencies, shall establish and periodically update national policies for the assessment, management, risk reduction, and recovery from nature- and climate-related hazards affecting schools.

These standards shall cover extreme heat conditions, tropical cyclones, flooding, earthquakes, air quality, and other related hazards that may endanger the safety of learners and school personnel.

The policy shall include a systemic plan for the construction of disaster-resilient infrastructure, and assessment and prioritization for retrofitting or replacement of unsafe building structures, taking into consideration the natural- and climate-related hazards of the area.

CHAPTER II

SAFETY DURING OFF-CAMPUS ACTIVITIES

SEC. 23. Safety During Off-Campus Activities. Schools conducting authorized off-campus activities shall adopt and implement measures to ensure the safety, security, health, and well-being of learners and school personnel participating in such activities.

Schools shall take reasonable and appropriate measures to prevent foreseeable harm to learners and school personnel throughout the activity.

Prior to any authorized off-campus activity, the school shall conduct an appropriate risk assessment and prepare an activity-specific safety plan, which shall include learner supervision arrangements and designated personnel-in-charge, transportation safety measures, emergency communication and response procedures, emergency contact information for participating learners, and such other safety measures as may be prescribed by the DepEd.

Schools shall also ensure full disclosure to parents or guardians of information regarding the activity, including the objectives, itinerary, transport arrangements, accommodations, identified risks, emergency procedures, and contact information of responsible personnel.

Schools shall likewise ensure that reasonable safety equipment is made available during the activity and that appropriate informed consent is secured in accordance with applicable laws and DepEd policies.

The DepEd shall prescribe minimum operational standards governing educational tours, work immersion, athletic competitions, cultural activities, community engagement activities, and other authorized off-campus activities.

CHAPTER III

DIGITAL SAFETY AND RESPONSIBLE TECHNOLOGY USE

SEC. 24. Digital Safety and Responsible Technology Use. Schools shall adopt and implement comprehensive policies and programs to ensure that the use of digital technologies in teaching, learning, communication, and school operations is safe, responsible, ethical, age-appropriate, and consistent with the best interests and developmental needs of learners.

Such policies and programs shall promote digital wellness and responsible technology use, including developmentally appropriate use of digital devices, social media, gaming, artificial intelligence, and other emerging technologies.

Schools shall establish measures to protect learners and school personnel from cyberbullying, online abuse, cybersecurity risks, and other forms of digital harm.

Such measures shall include, as appropriate, the prevention and early identification of digital-related harm and harmful or unsafe technology use, appropriate intervention and referral mechanisms, media and information literacy programs, orientation programs for parents and guardians, procedures for reporting and responding to digital safety incidents, and other digital safety measures as may be prescribed by the DepEd.

Schools shall prohibit the use of mobile devices and other electronic gadgets by learners within school premises during class hours, except for learning-related activities, health and well-being-related activities, and purposes related to safety, emergency response, or risk management, including in response to a perceived threat or danger, and during field trips and other school-related activities conducted outside school premises.

Implementation of this Section shall be consistent with applicable laws on child protection, data privacy, cybersecurity, and online safety.

CHAPTER IV

LEARNER WELL-BEING

SEC. 25. Learner Well-Being and Psychosocial Support. Schools shall establish and implement a comprehensive, coordinated, and age-appropriate system for promoting learner health and well-being, providing mental health services, and ensuring psychosocial support, consistent with the principles of prevention, early identification, appropriate referral, inclusion, and protection of learners.

(a) **Health and Well-Being Promotion.** – Schools shall promote the physical, mental, emotional, and social health and well-being of learners through health learning environments, health-promoting policies and practices, health education and skills development, and measures that address the conditions and determinants that influence learner health and well-being.

Preventive health promotion and the development of healthy learning environments shall be implemented as integral components of school safety and shall be guided by applicable policies of the DepEd and DOH.

(b) **Mental Health Services.** – Schools shall facilitate access to appropriate mental health services, including prevention, early identification, assessment, treatment, referral, and other professional interventions, in accordance with Republic Act No. 12080 and other applicable laws, rules, standards, and guidelines.

Professional mental health services shall be provided by appropriately qualified and authorized mental health professionals within their respective scopes of practice.

(c) **Psychosocial Support.** – Schools shall provide or facilitate appropriate psychosocial support to learners experiencing stress, distress, crisis, trauma, loss, violence, abuse, displacement, disasters, or other circumstances affecting their well-being.

Such support may include psychological first aid, supportive and responsive school-based interventions, peer and social support, referral and linkage to appropriate services, and other non-clinical measures that strengthen learners' coping, resilience, connectedness, and sense of safety and belonging.

Psychosocial support shall complement, and shall not substitute for, professional mental health services when such services are required.

TITLE V

RESPONSE

SEC. 26. Incident Reporting, Assessment, and Immediate Response. Every school shall establish and maintain responsive mechanisms and protocols for the reporting, assessment, protection interventions, and immediate response to school safety concerns involving learners, school personnel, and other members of the school community.

Such mechanisms shall form part of the School Safety Plan and shall be implemented in accordance with this Act and applicable laws.

Schools shall ensure that the implementation of this Section is guided by the principles of child protection and the best interests of the child, confidentiality and respect for privacy, timely

intervention, trauma-informed and developmentally appropriate practices, due process, coordinated interagency response, and survivor-centered, rights-based, and restorative approaches, where appropriate.

Schools shall ensure the availability of multiple reporting channels, which may include in-person reporting, anonymous reporting systems, digital reporting platforms, designated reporting officers, emergency hotlines, and such other reporting mechanisms as may be prescribed by the DepEd.

Upon receipt of a report, the school shall:

- (a) Immediately record the report;
- (b) Conduct an initial risk assessment;
- (c) Determine whether immediate protective measures are necessary;
- (d) Notify the School Head and appropriate school personnel;
- (e) Notify parents or guardians, where appropriate;
- (f) Activate emergency response procedures when necessary;
- (g) Coordinate with the PNP, LGU, and other relevant local authorities in cases involving violence, imminent threats to safety or security, and other emergencies;
- (h) Document actions taken; and
- (i) Determine whether referral or case management should be initiated.

SEC. 27. Case Management and Referral System. The DepEd shall establish a formal case management and referral system for learners requiring continuing or specialized intervention.

The system shall establish standardized case management forms, referral protocols, documentation procedures, and inter-agency coordination mechanisms to promote consistency across schools.

Schools shall coordinate with the DSWD, DOH, PNP, LGUs, and other appropriate agencies for the proper handling of cases, including children in conflict with the law, and for the provision of medical, legal, psychosocial, protective, and other appropriate support.

All case management and referral procedures shall observe confidentiality, data privacy, child protection standards, due process, and the best interests of the child.

TITLE VI

RECOVERY

SEC. 28. School Recovery. Schools shall establish and implement recovery and reintegration measures for learners, school personnel, and other affected members of the school community.

Recovery measures shall aim to restore safety, promote healing, minimize disruption to learning, strengthen resilience, and facilitate the safe return of affected persons to school.

Schools shall, at a minimum:

- (a) Provide timely counseling, psychosocial support, psychological first aid, and other appropriate interventions;
- (b) Develop individualized intervention and reintegration plans for learners or school personnel requiring continuing support, where appropriate;
- (c) Implement academic accommodations and learning continuity measures for affected learners;
- (d) Engage parents or guardians in planning and supporting the recovery of affected learners;
- (e) Coordinate referrals to appropriate government agencies, health professionals, and community-based service providers;
- (f) Monitor the progress of affected learners and school personnel following reintegration;
- (g) Implement measures to prevent retaliation, stigmatization, discrimination, or retraumatization; and
- (h) Conduct post-incident reviews to identify lessons learned and improve school safety systems.

Recovery and reintegration measures shall be developmentally appropriate, trauma-informed, culturally responsive, and consistent with the best interests of the child.

SEC. 29. National Support for School Recovery and Continuous Improvement. The DepEd shall establish a National School Recovery and Support Program to strengthen the capacity of schools to respond to and recover from incidents affecting school safety and learner well-being.

This shall be integrated into the School Safety Plan.

The Program shall include:

- (a) Technical assistance to affected schools;
- (b) Deployment of specialized psychosocial support teams, where appropriate;
- (c) Development of standardized recovery and reintegration protocols;
- (d) Capacity-building for school personnel on post-incident recovery;
- (e) Technical assistance for learning continuity and academic recovery;
- (f) Collection and analysis of post-incident data and lessons learned;
- (g) Dissemination of good practices and model recovery interventions; and
- (h) Such other support measures as may be prescribed by the DepEd.

The DepEd shall coordinate with the DOH, DSWD, LGUs, and other appropriate agencies to strengthen community-based recovery and reintegration services.

Subject to the availability of appropriations, the DepEd shall prioritize technical assistance and specialized support for schools significantly affected by major emergencies, disasters, violence, or other critical incidents.

The DepEd may organize or designate regional or division-level multidisciplinary support teams to provide technical assistance, psychosocial support, crisis intervention, and other specialized services to schools affected by major incidents, emergencies, or disasters.

Such teams shall include or have rapid access to a psychiatrist, alongside psychologists and social workers, for post-incident deployment as needed.

TITLE VII

PROTECTION OF SCHOOL PERSONNEL

SEC. 30. Protection and Support for School Personnel. All schools shall ensure that school personnel receive appropriate protection, support, and resources necessary to safely and effectively perform their responsibilities under this Act.

Such measures shall include:

- (a) Access to counseling, psychosocial support, employee wellness, and mental health services, including mental health leave certification, psychological or psychiatric assessments, or fitness-to-return assessments following a critical incident;
- (b) Training and continuing professional development on school safety, learner protection, socioemotional learning, emergency preparedness, crisis management, and trauma-informed response;
- (c) Appropriate legal assistance and institutional support for school personnel acting in good faith in the performance of official duties;
- (d) Protection against retaliation, intimidation, harassment, or threats arising from the implementation of school safety measures;
- (e) Provision of appropriate personal protective equipment, emergency equipment, and occupational safety measures where necessary;
- (f) Access to post-incident debriefing and recovery support following critical incidents;
- (g) Recognition of school safety responsibilities in workload planning and administrative support; and
- (h) Such other measures as may be prescribed by the DepEd.

Nothing in this Act shall be construed to diminish existing rights, benefits, and protections available to school personnel under existing laws.

TITLE VIII

MONITORING, EVALUATION, ACCOUNTABILITY, AND REPORTING

SEC. 31. Monitoring, Evaluation, and Accountability. The DepEd shall establish a comprehensive national monitoring and evaluation system to assess compliance with this Act, measure the effectiveness of school safety programs, and support evidence-based planning, policymaking, budgeting, and continuous improvement.

These shall be harmonized with existing indicators and assessment, self-appraisal, and reporting mechanisms to avoid duplicative reporting requirements.

The monitoring and evaluation system shall include:

- (a) Monitoring of compliance with the National Comprehensive School Safety Framework and the minimum standards established under this Act;
- (b) Periodic review of School Safety Plans and School Safety Handbooks;
- (c) Assessment of school safety infrastructure, equipment, personnel, and services;
- (d) Monitoring of school safety incidents, trends, response times, recovery outcomes, and implementation of corrective actions;
- (e) Collection and analysis of data on learner well-being, school climate, violence prevention, bullying, digital safety, emergency preparedness, and other school safety indicators;
- (f) Monitoring of capacity-building activities and competency development of school personnel;
- (g) Monitoring of appropriate indicators of digital wellness and emerging digital risks, including learner-reported digital well-being, harmful or unsafe technology use, gaming or social media use, technology-associated sleep disruption, and other digital-related behavioral health concerns, subject to applicable child protection and data privacy laws;
- (h) Periodic compliance assessments of public and private schools; and
- (i) Such other monitoring mechanisms as may be prescribed by the DepEd.

SEC. 32. Administrative Accountability. Any school head, school personnel, or responsible official who willfully and without justifiable cause:

- (a) Fails to implement a duly approved School Safety Plan;
- (b) Deliberately suppresses, conceals, or fails to report a serious school safety incident required to be reported under this Act;
- (c) Retaliates against or intimidates a learner, parent, guardian, or school personnel for making a good-faith report of a school safety concern;
- (d) Knowingly misuses or unlawfully discloses confidential information or protected personal data obtained pursuant to this Act; or
- (e) Willfully obstructs the implementation of a lawful school safety measure;

shall be subject to appropriate administrative sanctions under existing civil service, education, child protection, and other applicable laws, without prejudice to civil or criminal liability when warranted.

For private schools, violations shall be subject to appropriate administrative sanctions under applicable DepEd rules and regulations, without prejudice to civil or criminal liability under existing laws.

No penalty shall be imposed on a school or school personnel solely because an unforeseen school safety incident occurred despite the implementation of reasonable and required preventive and response measures.

SEC. 33. National School Safety Information System. The DepEd shall establish and maintain a National School Safety Information System, interoperable with existing DepEd information systems, to support planning, monitoring, research, policy development, and resource allocation under this Act.

The System shall collect, consolidate, analyze, and report information on:

- (a) Incidents involving violence, bullying, abuse, discrimination, harassment, emergencies, disasters, and other school safety concerns;
- (b) Learner well-being, school climate, and behavioral trends;
- (c) Implementation of school safety programs, infrastructure, equipment, and personnel;
- (d) Emergency preparedness and disaster resilience;
- (e) Digital safety and technology-related incidents and behavioral health trends, including emerging risks associated with digital technologies, subject to applicable child protection, confidentiality, and data privacy laws;
- (f) Implementation of recovery and reintegration measures;
- (g) Capacity-building and professional development activities;
- (h) School safety performance indicators; and
- (i) Such other information as may be prescribed by the DepEd.

Information collected under this Section shall be used to support evidence-based policymaking, strategic planning, budget preparation, program evaluation, and continuous improvement of school safety programs.

The collection, processing, storage, sharing, and publication of information under this Section shall comply with applicable laws on child protection, confidentiality, and data privacy.

SEC. 34. Annual School Safety Report. Every school shall submit an Annual School Safety Report to the DepEd, through the Schools Division Office, summarizing the implementation of its School Safety Plan, including the status of school safety implementation, significant incidents and trends, actions taken, implementation challenges, resource needs, and such other information as may be prescribed by the DepEd.

The Schools Division Office shall review the reports submitted by schools and provide appropriate technical assistance, recommendations, and other support necessary to address identified gaps and strengthen the implementation of School Safety Plans.

The DepEd shall prescribe the form, content, submission schedule, and reporting procedures for the Annual School Safety Report.

A copy of the Annual School Safety Report shall also be furnished to the Local School Board, barangay LGU, and the Barangay Council for the Protection of Children (BCPC) for coordination purposes and inclusion of community-based safety measures in the local plans.

SEC. 35. National School Safety Report to Congress. The DepEd shall submit a National School Safety Report to Congress every two (2) years summarizing nationwide implementation of this Act and the National Comprehensive School Safety Framework, including national school safety trends,

significant findings, implementation status, emerging challenges, and recommendations for policy, programmatic, and budgetary improvements.

The National School Safety Report shall be made publicly available, subject to applicable laws on child protection, confidentiality, and data privacy.

TITLE IX

FINAL PROVISIONS

SEC. 36. Appropriations. The amount necessary for the initial implementation of this Act shall be charged against the current appropriations of the DepEd.

Thereafter, such sums as may be necessary for the full implementation of this Act shall be included in the annual General Appropriations Act.

LGUs shall provide support for the implementation of this Act through their respective local budgets and other available and authorized sources of funds, including the Special Education Fund (SEF) and local disaster risk reduction and management funds, as may be applicable, subject to existing laws, rules, and regulations.

Priority in the allocation of national government resources shall be given to schools identified through risk assessment as having significant safety, infrastructure, emergency preparedness, health, mental health, or security deficiencies.

SEC. 37. Implementing Rules and Regulations. The DepEd, in coordination with the DOH, DSWD, DILG, Leagues of LGUs, and other relevant stakeholders, shall promulgate the implementing rules and regulations of this Act within sixty (60) days from its effectivity.

SEC. 38. Transitory Provision. Within one (1) year from the effectivity of this Act, all schools covered by this Act shall develop and submit their initial School Safety Plans in accordance with the National Comprehensive School Safety Framework and the minimum standards prescribed under this Act.

The DepEd shall provide technical assistance and capacity-building to schools to facilitate compliance.

Existing school safety, disaster risk reduction and management, child protection, anti-bullying, mental health, and related mechanisms shall be harmonized with this Act and shall remain in effect insofar as they are not inconsistent with its provisions.

SEC. 39. Separability Clause. If any provision or part hereof is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

SEC. 40. Repealing Clause. All laws, decrees, orders, rules and regulations, or other issuances or parts thereof inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 41. Effectivity. Notwithstanding the non-issuance of the implementing rules and regulations, this Act shall take effect after fifteen (15) days following its publication in the Official Gazette or in a newspaper of general circulation.

Approved,