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Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila
TWENTIETH CONGRESS
Second Regular Session



HOUSE BILL NO. 11435

Introduced by Hon. Julianne “Jam” L. Baronda

EXPLANATORY NOTE

Article XIV, Section 1 of the 1987 Philippine Constitution explicitly mandates that the State *"shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all."* Furthermore, Article II, Section 13 underscores that the State *"recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being."*

Implicit in these constitutional mandates is the obligation of the State to maintain learning environments where students, educators, and school workers can exercise their constitutional right to education free from physical harm, fear, and violence.

However, our educational institutions—long revered as safe sanctuaries for learning and development—are increasingly being shattered by an unprecedented surge of violence. In recent months, a terrifying pattern of physical attacks, knife stabbings, and deadly shootings inside and immediately around school premises across the country has laid bare severe gaps in campus security, child protection, and early intervention mechanisms:

- **June 16, 2026 (General Trias, Cavite):** A Grade 8 student armed with a kitchen knife entered a Grade 5 classroom at Bethel Academy and attacked seven young pupils without provocation, leaving two needing emergency surgery.
- **June 19, 2026 (Cavite City):** A Senior High School student was repeatedly stabbed in the arm and back during a violent altercation inside Cavite National High School.
- **June 22, 2026 (Tacloban City):** Two minors armed with firearms opened fire at San Jose National High School, killing three students and injuring 20 others.
- **June 23, 2026 (San Carlos City, Negros Occidental):** A 17-year-old Grade 10 student was stabbed outside Julio Ledesma National High School due to a personal grudge.
- **July 1, 2026 (Zamboanga City & Bacolod City):** Stabbing incidents erupted involving students at Cabaluay National High School in Zamboanga and near Sum-ag National High School in Bacolod.
- **July 31, 2026 (Las Piñas City):** A 13-year-old Grade 9 student was fatally stabbed in the chest by a 14-year-old classmate right outside a classroom during recess at Las Piñas National High School.
- **August 18, 2026 (Zamboanga City):** A tragic shooting incident inside the Junior High School premises of Ateneo de Zamboanga University left two dead.
- **September 18, 2026 (Banga, South Cotabato):** A horrific campus shooting at Banga National High School claimed 3 lives and wounded 8 others.

Between June and September 2026 alone, at least eight major violent incidents involving bladed weapons and firearms have resulted in 9 fatalities and over 40 injuries among learners. This alarming wave of campus violence—compounded by bullying, mental health

crises, and the exposure of vulnerable youth to online radicalization and extremism—
demands an immediate, structured, and comprehensive legislative intervention.

This bill seeks to institutionalize a **Comprehensive School Safety Framework**. By adopting a whole-of-society and all-hazards approach, the measure strengthens institutional response mechanisms across prevention, preparedness, and recovery. Furthermore, it mandates seamless coordination among the Department of Education (DepEd), local government units (LGUs), law enforcement agencies, and community stakeholders to enforce strict access controls, mental health support, and child protection policies.

In light of the constitutional duty to safeguard the youth and preserve the right to a secure, quality education, the immediate passage of this bill is earnestly sought.



HON. JULIENNE “JAM” L. BARONDA
Representative
Lone District, Iloilo City

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**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**

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

123 **SECTION 1. *Short Title.***

124 This Act shall be known as the “*Comprehensive School Safety Act.*”
125

126 **SECTION 2. *Declaration of Policy.***

127 It is hereby declared the policy of the State to protect and promote the right of all
128 learners and school personnel to an enabling, safe, healthy, and supportive learning and
129 working environment where all learners and school personnel are protected and secured
130 from any form of abuse, violence, or harm.
131

132 The State likewise recognizes that health promotion and healthy learning
133 environments are integral to school safety, and shall therefore promote conditions, policies,
134 practices, and environments that prevent harm, support physical, mental, and social well-
135 being, and enable learners and school personnel to thrive.
136

137 Towards this end, the State shall:

- 138 a) Adopt a comprehensive school safety framework that fosters a whole-of-society and
139 all-hazards approach in the development, implementation, monitoring, and
140 evaluation of school safety policies, programs and plans;
141 b) Institutionalize an integrated school safety system for basic education institutions
142 that ensures prevention from, response to, and recovery from threats and incidents
143 relating to school safety.
144 c) Strengthen coordination among the DepEd, national government agencies, LGUs,
145 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, and developmentally appropriate approaches in the design and implementation of school safety programs and interventions.

SECTION 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 (DepEd).

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.

TITLE II

SCHOOL SAFETY FRAMEWORK AND POLICIES

CHAPTER I. SCHOOL SAFETY FRAMEWORK

SECTION 4. *Establishment of the National Comprehensive School Safety Framework.*

The Department of Education (DepEd), in coordination with the Department of Health (DOH), the Department of Social Welfare and Development (DSWD), the

Department of the Interior and Local Government (DILG), the 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 and forms of violence;
- k) Detection of health and safety concerns, as well as assessment, referral, case management, and inter-agency coordination to address health and safety concerns and mitigate risk;
- 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 years to ensure that it remains responsive to new and emerging challenges in school safety.

SECTION 5. *Establishment of School Safety Plans.* – Every school shall develop and annually update a School Safety Plan that localizes and operationalizes the Framework 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.

SECTION 6. *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 Filipino and 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;
- j) Such other practical school safety information as may be prescribed by the DepEd;
and
- k) 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 made readily available in printed and electronic formats, as appropriate, and 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 also conduct an annual orientation on the School Safety Handbook to ensure that members of the school community understand their rights, responsibilities, and the procedures for preventing and responding to safety-related concerns.

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

CHAPTER II. SCHOOL SAFETY POLICIES

SECTION 7. *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, in accordance with applicable DepEd and DOH standards on the social and physical environment of schools. 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 a shared commitment to maintaining a safe learning environment.

SECTION 8. *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.

SECTION 9. *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 subject to bullying and the learner who has engaged in bullying behavior, in coordination with their respective families and licensed professionals, as appropriate.

SECTION 10. *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.

SECTION 11. *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.

SECTION 12. *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

SECTION 13. *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 on 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.

SECTION 14. *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 Department.

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. The Learner Formation Officer 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 the implementation of 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 on-site, 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 the 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, among others;
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 the commensurate teaching loads dedicated exclusively 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 student 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.

SECTION 15. *Responsibilities of Government Agencies.*

For the effective implementation of this Act, the concerned government agencies shall be responsible for the following:

- a) *DepEd.* – 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 Handbooks, 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) *DOH*. – 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) *DSWD*. – 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) *DILG*. – The DILG shall facilitate coordination between schools and LGUs and encourage local support for school safety initiatives.
- e) *PNP*. – 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) *LGUs*. – 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 the 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 (SEF) 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. 16. *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.

Schools shall establish mechanisms to ensure meaningful parent and guardian participation in the implementation of the National Comprehensive School Safety Framework through regular communication, consultation, and collaborative interventions.

- b) *Parents-Teachers Association (PTA)*. – The Parents-Teachers Association 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 (CPC)*. – 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

SECTION 17. *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 Philippine National Police (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.

SECTION 18. *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.

SECTION 19. *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 inspections 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.

SECTION 20. 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.

SECTION 21. *Nature- and Climate-Related School Safety Protocols.*

The DepEd, in coordination with the DILG, DOST, DOH, DENR, 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

SECTION 22. *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 DepEd.

Schools shall also ensure full disclosure to parents or guardians of information regarding the activity, including the objectives of the 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. 23. *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.

860 **CHAPTER IV. LEARNER WELL-BEING**

861
862 **SECTION 24. *Learner Well-Being and Psychosocial Support.***

863 Schools shall establish and implement a comprehensive, coordinated, and age-
864 appropriate system for promoting learner health and well-being, providing mental health
865 services, and ensuring psychosocial support, consistent with the principles of prevention,
866 early identification, appropriate referral, inclusion, and protection of learners.

- 867
- 868 a) *Health and Well-Being Promotion.* – Schools shall promote the physical, mental,
869 emotional, and social health and well-being of learners through healthy learning
870 environments, health-promoting policies and practices, health education and skills
871 development, and measures that address the conditions and determinants that
872 influence learner health and well-being. Preventive health promotion and the
873 development of healthy learning environments shall be implemented as integral
874 components of school safety and shall be guided by applicable policies of the DepEd
875 and the DOH.
- 876 b) *Mental Health Services.* – Schools shall facilitate access to appropriate mental health
877 services, including prevention, early identification, assessment, treatment, referral,
878 and other professional interventions, in accordance with Republic Act No. 12080 and
879 other applicable laws, rules, standards, and guidelines. Professional mental health
880 services shall be provided by appropriately qualified and authorized mental health
881 professionals within their respective scopes of practice.
- 882 c) *Psychosocial Support.* – Schools shall provide or facilitate appropriate psychosocial
883 support to learners experiencing stress, distress, crisis, trauma, loss, violence, abuse,
884 displacement, disasters, or other circumstances affecting their well-being. Such
885 support may include psychological first aid, supportive and responsive school-based
886 interventions, peer and social support, referral and linkage to appropriate services,
887 and other non-clinical measures that strengthen learners’ coping, resilience,
888 connectedness, and sense of safety and belonging. Psychosocial support shall
889 complement, and shall not substitute for, professional mental health services when
890 such services are required.

891
892 **TITLE V**
893 **RESPONSE**

894
895 **SECTION 25. *Incident Reporting, Assessment and Immediate Response.***

896 Every school shall establish and maintain responsive mechanisms and protocols for the
897 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 inter-agency 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.

Where the initial risk assessment identifies indicators of suicide risk, self-harm, active psychosis, or imminent danger to self or others, the school shall immediately activate emergency protocols and refer the learner for same-day psychiatric evaluation, in coordination with parents or guardians and the nearest DOH-accredited mental health facility or service provider.

Every school shall ensure that all members of the school community are informed of the reporting mechanisms, available support services, and emergency procedures established under this Act. Schools shall likewise ensure that reporting mechanisms are accessible to learners with disabilities and other learners requiring additional support.

Every school shall maintain updated emergency contact information and establish procedures for the immediate notification of parents or guardians, emergency responders, LGUs, and other appropriate authorities during emergencies and critical incidents.

SECTION 26. *Referral, Case Management, and Coordination.*

Every school shall establish a formal case management and referral system for learners requiring continuing intervention and support.

The system shall provide for:

- a) Designation of case managers, where appropriate;
- b) Multidisciplinary case conferences involving relevant school personnel;
- c) Counseling and psychosocial interventions;
- d) The establishment of a tiered referral pathway to hospitals, mental health and well-being offices, health professionals, psychologists, psychiatrists, social workers, child protection authorities, law enforcement agencies, or other service providers, consistent with Republic Act No. 12080 and other applicable laws and policies;
- e) Development of individualized intervention plans, where appropriate;
- f) Regular monitoring and follow-up;
- g) Coordination with parents or guardians;
- h) Documentation and secure case records; and
- i) Safe reintegration into the school community.

The DepEd 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, the DOJ, the PNP, and LGUs for the proper handling of cases, including children in conflict with the law, and for the provision of medical, legal, and psychosocial support.

TITLE VI RECOVERY

SECTION 27. *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 re-traumatization; 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.

SECTION 28. *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, the 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. These 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

SECTION 29. *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, AND ACCOUNTABILITY

SECTION 30. *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.

SECTION 31. *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.

SECTION 32. *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.

1122 The DepEd shall prescribe the form, content, submission schedule, and reporting
1123 procedures for the Annual School Safety Report.

1124
1125 A copy of the Annual School Safety Report shall also be furnished to the Local
1126 School Board, barangay LGU, and the Barangay Council for the Protection of Children
1127 (BCPC) for coordination purposes and inclusion of community-based safety measures in
1128 the local plans.

1129
1130 **SECTION 33. *National School Safety Report to Congress.***

1131 The DepEd shall submit a National School Safety Report to Congress every two
1132 years summarizing the nationwide implementation of this Act and the National
1133 Comprehensive School Safety Framework, including national school safety trends,
1134 significant findings, implementation status, emerging challenges, and recommendations for
1135 policy, programmatic, and budgetary improvements.

1136
1137 The National School Safety Report shall be made publicly available, subject to
1138 applicable laws on child protection, confidentiality, and data privacy.

1139
1140 **TITLE IX**
1141 **FINAL PROVISIONS**

1142
1143 **SEC. 34. *Appropriations.***

1144 The amount necessary for the initial implementation of this Act shall be charged
1145 against the current appropriations of the DepEd. Thereafter, such sums as may be necessary
1146 for the full implementation of this Act shall be included in the annual General
1147 Appropriations Act. LGUs shall provide support for the implementation of this Act through
1148 their respective local budgets and other available and authorized sources of funds, including
1149 the Special Education Fund (SEF) and local disaster risk reduction and management funds,
1150 as may be applicable, subject to existing laws, rules and regulations.

1151
1152 **SECTION 35. *Implementing Rules and Regulations.***

1153 The DepEd, in coordination with the DOH, DSWD, DILG, Leagues of LGUs, and
1154 other relevant stakeholders, shall promulgate the implementing rules and regulations of this
1155 Act within sixty (60) days from its effectivity.

1156
1157 **SECTION 36. *Separability Clause.***

1158 If any provision or part hereof is held invalid or unconstitutional, the remainder of
1159 the law or the provision not otherwise affected shall remain valid and subsisting.

1160 **SECTION 37. *Repealing Clause.***

1161 All laws, decrees, orders, rules and regulations or other issuances or parts
1162 inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

1163
1164 **SECTION 38. *Effectivity.***

1165 Notwithstanding the non-issuance of the implementing rules and regulations, this
1166 Act shall take effect after fifteen (15) days following its publication in the Official Gazette
1167 or in a newspaper of general circulation.

1168
1169 *Approved,*