



Introduced by Representative ANTOLIN “LENLEN” A. ORETA III

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

EXPLANATORY NOTE

Every learner has the right to study in an environment that is safe, healthy, inclusive, and supportive. Schools should not only provide quality education but also protect learners and school personnel from violence, abuse, bullying, discrimination, harassment, disasters, health emergencies, and other threats to their safety and well-being.

The continuing prevalence of violence and bullying among children underscores the need to strengthen school safety measures. The **2015 National Baseline Study on Violence Against Children**, conducted by the Council for the Welfare of Children and UNICEF, found that **65% of Filipino children and youth aged 13 to 24 experienced peer violence**, while **64.2% experienced physical violence and 61.5% experienced psychological violence** during childhood. More recently, the Department of Education reported **2,500 bullying cases in the National Capital Region during School Year 2024–2025**, demonstrating that bullying and violence continue to pose significant concerns within the school environment.

These circumstances show that school safety must go beyond physical security. It must also address the mental, emotional, psychosocial, and digital well-being of learners and school personnel. With the increasing use of digital technologies, schools must likewise be prepared to address cyberbullying, online abuse, cybersecurity risks, and other emerging threats.

This measure seeks to institutionalize a **Comprehensive School Safety Framework** for public and private basic education institutions. It provides common standards for the prevention of risks, preparedness for emergencies, response to incidents, and recovery and support for affected members of the school community.

Under the proposed measure, every school shall develop a **School Safety Plan** and maintain a **School Safety Handbook** containing appropriate procedures for emergency response, learner protection, reporting and referral, mental health and psychosocial support, digital safety, disaster preparedness, and off-campus activities.

The bill also strengthens the roles of school personnel and promotes coordination among the **Department of Education, Department of Health, Department of Social Welfare and Development, Department of the Interior and Local Government, Philippine National Police, local government units, and other concerned agencies and stakeholders**. It further provides for appropriate safety infrastructure, risk assessments, emergency drills, disaster preparedness, and mechanisms for addressing bullying, abuse, violence, discrimination, and other threats.

By establishing a unified and preventive approach to school safety, this measure seeks to ensure that schools are equipped not only to respond to incidents, but also to identify and prevent risks before they result in harm.

Ultimately, a safe learning environment is essential to quality education. Protecting learners and school personnel from violence, hazards, and other threats will allow schools to better fulfill their fundamental role in developing healthy, capable, and resilient Filipino children and youth.

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

A handwritten signature in black ink, reading "Antolin A. Oreta III". The signature is fluid and cursive, with a stylized flourish at the end.

ANTOLIN “LENLEN” A. ORETA III
Lone District of Malabon City

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
Second Regular Session

HOUSE BILL NO. 11491

Introduced by Representative ANTOLIN “LENLEN” A. ORETA III

AN ACT
INSTITUTIONALIZING A COMPREHENSIVE SCHOOL SAFETY FRAMEWORK,
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Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

TITLE I
GENERAL PROVISION

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

SEC. 2. *Declaration of Policy.* - The State shall 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 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.

This policy shall be consistent with the Philippines' commitment to attaining the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), Target 4.a, which calls for education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive, and effective learning environments for all, and SDG 16 (Peace, Justice, and Strong Institutions), Target 16.2, which calls for an end to abuse, exploitation, trafficking, and all forms of violence against and torture of children.

To this end, the State shall:

- (a) Adopt a comprehensive framework that fosters a whole-of-society and all-hazards approach 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 prevents, responds to, or recovers from threats and other untoward incidents;

(c) Strengthen coordination among the Department of Education (DepEd), national government agencies, local government units (LUs), 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.

SEC. 3. *Scope and Coverage.* - This Act shall apply to all public and private elementary and secondary schools and other basic education institutions as may be covered by the DepEd.

The provisions of this Act shall apply to all learners, school personnel, and other members of the school community, and encompass measures for the prevention of, response to, and recovery from hazards and threats to their safety and well-being within school premises or during 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, cyber-bullying, online abuse, cybersecurity risks, other forms of digital harm, 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

SEC. 4. *Establishment of the National Comprehensive School Safety Framework.* - The 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), LGUs, National Youth Commission (NYC), and other relevant government stakeholders, shall establish, maintain, and periodically update a National Comprehensive School Safety Framework (the Framework) to guide the implementation of this Act in all schools.

The Framework shall prescribe minimum standards for the prevention of, response to, or recovery from threats and incidents relating to school safety harmonizing and integrating for this purpose existing laws, policies, and mechanisms on the same. Such standards shall include:

(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) Standards for safe, responsible, and ethical reporting and journalism on school-related incidents and mass tragedies;

(g) Learner well-being, mental health promotion, counseling services, and psychosocial support;

(h) Emergency preparedness, disaster risk reduction and management, public health emergencies, crisis response and recovery, and business continuity;

(i) Periodic engagement with parents and other community stakeholders;

(j) Meaningful participation and empowerment of learners and the youth in matters affecting school safety and well-being;

(k) Reporting school safety concerns such as those involving school bullying and other forms of violence;

(l) 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;

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

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

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 three (3) years, or as may be necessary, to ensure that it remains responsive to new and emerging challenges in school safety.

SEC. 5. *Establishment of School Safety Plans.* - Every school shall develop and update every three (3) years, or as may be necessary, a School Safety Plan that adopts the Framework to the school's unique needs, risks, and resources, emphasizing the safety, protection, and wellbeing 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) Items identified as strictly prohibited in school premises, including the management protocols for confiscation of such items;

(f) 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;

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

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

(i) 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

(j) 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 oversee 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 every three (3) years or in case of material revisions thereto. 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 LGU and inform the development and updating of relevant local plans and programs.

SEC. 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 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) Confidentiality protocols and procedures to protect learner identity and privacy and to handle information, in accordance with data privacy laws;

(e) Prohibited items in school premises, including confiscation and management protocols;

(f) Guidelines for securely documenting and recording cases and maintaining legal compliance;

(g) Referral and escalation mechanisms to relevant agencies, including criteria, documentation, and follow-up;

(h) Roles, responsibilities, and functions of school leaders, teachers, guidance counselors, other school officials, learners, and parents;

(i) Emergency procedures for fire, earthquakes, severe weather, lockdowns, medical emergencies, evacuations, and other applicable situations;

(j) Emergency contact information for school officials, emergency responders, designated hospitals, and relevant government agencies;

(k) School maps showing evacuation routes, emergency exits, assembly and evacuation areas, clinics, School Care Centers, guidance offices, nearest hospitals, and other important locations;

(l) Visitor management procedures and campus access guidelines;

(m) Learner support services, including counseling, psychosocial support, referral services, and School Care Centers;

(n) Digital safety guidelines, 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; and

(o) Such other practical school safety information as may be prescribed by the DepEd.

The School Safety Handbook shall be made readily available in printed and electronic formats, 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 concerns.

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

CHAPTER II

SCHOOL SAFETY POLICIES

SEC. 7. *Policy on Safe School Culture.* - Every school shall foster a safe, inclusive, respectful, and supportive school culture that cultivates socio-emotional 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.

SEC. 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. Incidents of violence and harmful conduct involving learners shall be promptly addressed by the school through interventions that are fair, proportionate, developmentally appropriate, trauma-informed, and restorative, with due regard to the safety and rights of all persons involved.

Schools shall prohibit the establishment, operation, recruitment, and initiation activities of fraternities and sororities, in accordance with Republic Act No. 11053 or the "Anti-Hazing Act of 2018", and shall only promote the participation of learners in duly recognized school organizations that foster safe spaces, camaraderie, inclusion, leadership, and respect.

SEC. 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, cyber-bullying, 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 subject of bullying and the learner who has engaged in bullying behavior, in coordination with their respective families and licensed professionals, as appropriate.

SEC. 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.

SEC. 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.

SEC. 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, 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. 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.

SEC. 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 - The School Counselor, consisting of either a registered guidance counselor under Republic Act No. 9258 or the "Guidance and Counseling Act of 2004" or a registered psychologist under Republic Act No. 10029 or the "Philippine Psychology Act of 2009", shall head the School Care Centers, deliver school-based mental health services and learner support programs, and ensure the accessibility of guidance and psychosocial services pursuant to Republic Act No. 12080 or the "Basic Education Mental Health and Well-Being Promotion Act": Provided, That when there is no available School

Counselor or School Counselor Associate, the DepEd may assign teachers or other DepEd personnel, supervised by the Schools Division Counselor, to deliver school-based mental health services in line with the limitations and conditions of professional practice under Republic Act No. 12080.

(c) School Counselor Associates - School Counselor Associates shall assist the School Counselor in implementing learner support programs and facilitate access to appropriate guidance and psychosocial services, subject to the conditions of professional practice prescribed under Republic Act No. 12080. Where a School Counselor is not available, the School Counselor Associates shall facilitate referral to the Schools Division Counselor for counseling.

(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 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 (CPC), 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 learners' 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) Conduct campus safety audits and oversee school safety inspections and preventive maintenance;
- (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, physicians, dentists, and other qualified 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 and identify: physical or somatic complaints, including recurrent headaches, abdominal pain, sleep difficulties; tendencies for violence and self-harm that are possible signs of bullying, anxiety, or abuse; and 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 through teleconsultation or other arrangements with DOH-retained or accredited facilities.

(g) Security Personnel - Security guards and other authorized security personnel shall help maintain a safe and a 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 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 identifying signs of psychological distress such as self-harm or violent behavior;
- (3) Identify learners requiring additional support based on indicators such as 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.

Recognizing 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 student council officers and recognized learner organizations, shall support the promotion of a safe, inclusive, and respectful school environment. They shall:

- (1) Assist in raising awareness on 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. 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 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 implement 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 providing psychosocial support and rehabilitation services to 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 equipment to schools, which may be funded through the school's 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.

The DepEd shall encourage community participation and partnerships, which 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 are 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 Framework through regular communication, consultation, and collaborative interventions.

(b) Parents-Teachers Association (PTA) - The PTA shall serve as the primary partner organization 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 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 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.

TITLE IV

PREVENTION

CHAPTER I

SCHOOL SAFETY INFRASTRUCTURE AND PROTECTIVE MEASURES

SEC. 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 but shall not be installed in areas where there is a reasonable expectation of privacy. Designated and authorized personnel shall monitor the CCTV system during school hours and shall promptly identify and address incidents requiring immediate attention. The collection, storage, access, use, and disposal of CCTV footage shall comply with applicable data privacy laws and regulations and shall be used solely to investigate 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; and

(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. 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.

All equipment under this section shall be regularly inspected, tested, and maintained, and shall be replaced or replenished as needed. The results of such inspections shall be documented and included in the annual School Safety Audit under Section 19 of this Act.

SEC. 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. The findings shall guide the development and implementation of the School Safety Plan and appropriate 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) Vehicle Inspection – All motor vehicles entering the campus shall be subject to plain-view inspection. Drivers and riders shall present a valid identification or driver’s license, open all compartments for inspection, and, in the case of motorcycles, remove helmets and masks. Dangerous or prohibited items shall be surrendered for safekeeping at a designated secure location. Licensed firearms shall be unloaded and surrendered with the required permits and may be reclaimed upon exit. Visitors who refuse inspection shall be denied entry, while learners and personnel who fail to comply shall be subject to applicable administrative sanctions;

(e) 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;

(f) 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;

(g) Emergency Drills – Regularly conduct developmentally appropriate, trauma-informed, and inclusive drills for fires, earthquakes, severe weather, medical emergencies, active attacks, 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 consultation with relevant professionals;

(h) 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 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;

(i) 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. The findings shall guide the updating of the School Safety Plan and the prioritization of resources; and

(j) Incident Tracking – Schools shall maintain a centralized database recording all reported incidents, actions taken, and outcomes to ensure transparency, timely follow-ups, and accountability. The database shall include, but not be limited to:

(1) Number of incidents;

(2) Nature of incidents;

- (3) Number of learners involved;
- (4) Setting (time, date, location);
- (5) Actions taken post-incident;
- (6) Preventive measures implemented;
- (7) Learner details (age, grade, address, parents' background); and
- (8) Current case status.

SEC. 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.

SEC. 21. *Nature- and Climate-Related School Safety Protocols.* – The DepEd, in coordination with the DILG, DOST, DOH, Department of Environment and Natural Resources, 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 nature- and climate-related hazards of the area.

CHAPTER II

SAFETY DURING OFF-CAMPUS ACTIVITIES

SEC. 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 the 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 promote digital wellness and responsible technology engagement, and to ensure the safe, responsible, ethical, age-appropriate use of digital technologies in teaching, learning, communication, and school operations, consistent with the best interests and developmental needs of learners.

Schools shall establish measures to protect learners and school personnel from cyber-bullying, online abuse, cybersecurity risks, and other forms of digital harm. Such measures shall include, 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.

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

SEC. 24. *Prohibition on Mobile Devices and Other Electronic Gadgets.* – Schools and Community Learning Centers shall prohibit the use within school premises of mobile devices and other portable electronic gadgets by learners and personnel during instructional hours, and by teachers during their designated instructional periods, except when necessary for legitimate educational, health, safety, or school-related purposes. This policy shall be implemented to minimize distractions and promote a safe, focused, and conducive learning environment.

Exceptions may be allowed under the following circumstances:

(a) Learning and Authorized Educational Activities – When the use of such devices is necessary for classroom presentations, technology-assisted instruction, class-based learning activities, or reasonable adjustments to accommodate a learner with a learning disability or difficulty;

(b) Health and Well-Being – When a learner has a medical or health condition requiring the use of a mobile phone or other electronic device, as certified by a licensed physician and documented with the approval of the School Head;

(c) Emergency, Safety, and Risk Management – When necessary for communication, coordination, or access to information during emergencies, disasters, or other safety and risk management situations, including in response to a perceived threat or danger; and

(d) School-related Activities Outside School Premises – During field trips, educational excursions, and other authorized school-related activities conducted outside school premises.

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, and appropriate protection of learners. 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 healthy learning environments, health-promotion policies and practices, health education and skills development, and measures addressing factors affecting learner health and well-being. Such measures shall form an integral component of school safety and be guided by applicable policies of the DepEd and the 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, but not replace, 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 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 the necessity of immediate protective measures;
- (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 the propriety of referral or case management.

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.

At the beginning of the school year, every school shall maintain and update 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.

SEC. 27. 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 Department of Justice, 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

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; 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 further trauma; 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, the DSWD, LGUs, and other appropriate agencies to strengthen community-based recovery and reintegration services.

The DepEd shall, subject to available appropriations, 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

SEC. 30. *Protection and Support for School Personnel.* – All schools shall ensure that their personnel are equipped with 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, socio-emotional 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

SEC. 31. *Monitoring and Evaluation.* – The DepEd, in coordination with the DOH, DSWD, DILG, PNP, LGUs, NYC, and other concerned agencies, 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 Framework and the minimum standards established under this Act;

(b) Performance targets for the agencies identified in this section and those that are responsible for the implementation of this Act;

(c) Periodic review of School Safety Plans and School Safety Handbooks;

(d) Assessment of school safety infrastructure, equipment, personnel, and services;

(e) Monitoring of school safety incidents, trends, response times, recovery outcomes, and implementation of corrective actions;

(f) Collection and analysis of data on learner well-being, school climate, violence prevention, bullying, digital safety, emergency preparedness, and other school safety indicators;

(g) Monitoring of capacity-building activities and competency development of school personnel;

(h) 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;

(i) Periodic compliance assessments of public and private schools; and

(j) Such other monitoring mechanisms as may be prescribed by the DepEd.

SEC. 32. *National School Safety Information System.* – The DepEd shall establish and maintain a National School Safety Information System, integrated 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. 33. *Annual School Safety Report.* – Every school shall submit an Annual School Safety Report to the DepEd, through the SDO, 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 SDO 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, LGU, and the BCPC for coordination purposes and inclusion of community-based safety measures in the local plans.

SEC. 34. *National School Safety Report to Congress.* – The DepEd shall submit a National School Safety Report to Congress every two (2) years providing a summary of the nationwide implementation of this Act and the Framework, including national school safety trends, significant findings, implementation status, emerging challenges, and recommendations for policy, programmatic, and budgetary improvements.

SEC. 35. *Non-Compliance and Administrative Sanctions.* – A School Head or responsible school official who, without justifiable cause, fails or refuses to comply with the reportorial requirements, or with the minimum standards established under this Act, shall be subject to administrative sanctions under existing civil service rules and regulations. For private schools, persistent or willful non-compliance may be a ground for the suspension or non-renewal of the government permit to operate, without prejudice to other applicable laws: Provided, That non-compliance attributable to the unavailability of funds or resources beyond the school's control shall not, by itself, be a ground for sanctions under this section.

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 support the implementation of this Act through their respective local budgets and other available and authorized sources of funds, including the SEF and local disaster risk reduction and management funds, as may be applicable, subject to existing laws, rules, and regulations.

SEC. 37. *Implementing Rules and Regulations.* – The rules and regulations necessary for the effective and efficient enforcement of the provisions of this Act shall be formulated by the DepEd, in consultation with the DOH, DSWD, DILG, other relevant government agencies, leagues of LGUs, LGUs, the private sector, and other stakeholders, and shall be implemented within sixty (60) days from the effectivity of this Act.

Unjustified or willful failure or refusal of the concerned government agencies to promulgate the implementing rules and regulations (IRR) within the specified period shall subject the heads of the aforementioned government agencies to administrative penalties under applicable civil service laws.

Should the IRR contain any provision contrary to this Act, the heads of the government agencies responsible therefor shall, upon a showing of bad faith or gross negligence, be held administratively liable.

SEC. 38. *Separability Clause.* – If any provision or part of this Act is held invalid or unconstitutional, the remainder hereof not otherwise affected shall remain in full force and effect.

SEC. 39. *Repealing Clause.* – All laws, decrees, orders, rules and regulations, other issuances, or parts thereof that are inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 40. *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,