



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

June 24, 2026

DIVISION MEMORANDUM

No. 360, s. 2026

**MONITORING OF PRIVATE SCHOOLS ON THE IMPLEMENTATION OF ENSURING
SAFE AND MOTIVATING LEARNING ENVIRONMENT IN SCHOOLS**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors, Principals, Head Teacher
In-Charge of the District
Heads of Private Elementary/ Secondary Schools
and Integrated Schools
All Others Concerned

1. Pursuant to Department of Education Order No. 40, series of 2012, and Memorandum DM-OUOPS-2024-05-07998, and DepEd Order No. 006, s. 2026 regarding the Implementation of the Child Protection Policy, the Schools Division of Aklan shall monitor the private schools with the safety protocols implemented in their respective schools through the Learner Rights and Protection Division.
2. All private schools in the Division of Aklan shall cooperate by accomplishing LRPD Monitoring Tool and learners' safety inspection to be conducted by the division personnel. **See Enclosure 1.**
3. The LRP Division focal person, Attn: **Mr. Allan Carlo C. Soriano, Project Development Officer I**, and Division Personnel In-Charge of Private Schools, Attn: **Mr. John C. Marciales, Education Program Specialist II (SMM&ES)** shall monitor the implementation of the *Guidelines on Ensuring Safe and Motivating Learning Environment* in the conduct of the said activity in all private schools within the School Year 2026-2027.
4. Travel and other expenses incurred by the monitoring school personnel, in the conduct of above-mentioned activity be charged against Local Funds/MOOE subject to the usual accounting and auditing rules and procedures.



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SCHOOLS DIVISION OF AKLAN

5. For more information, kindly contact **ALLAN CARLO C. SORIANO** Learner Rights Protection Division Focal through mobile no. 09662451919 or email: allancarlo.soriano@deped.gov.ph
6. Widest dissemination of and strict compliance with this Memorandum are desired.


FELICIANO C. BUENAFE JR., CESO VI
Schools Division Superintendent

Encl.: As Stated

Reference: DO No. 40, series of 2012, DM-OUOPS-2024-05-07998, DepEd Order No. 006, s. 2026, and DepEd Order 09, s. 2026

To be indicated in the Perpetual Index

Under the following subjects:

	PERSONNEL	POLICIES	RIGHTS AND PROTECTION
ACCS			



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ENCLOSURE 1 to Division Memorandum No. 360, series of 2026

**LEARNER RIGHTS AND PROTECTION DIVISION
(LRPD) MONITORING TOOL**

2026-2027
SCHOOL YEAR

DISTRICT

SCHOOL NAME

Instructions: Check the appropriate column corresponding to the status of the observed indicator. Write under the *Remarks* column the gaps, issues and concerns if the indicator is **Partially Met** or **Unmet**.

Goal: Safeguard the rights and protection of all learners through zero tolerance for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse.

Outcome: Schools and Learning Centers ensured a child-friendly and healthy learning and working environment.

INDICATORS	MOVs	MET	PARTIALLY MET	UNMET	REMARKS
I. Child Protection Committee (CPC) Organization and Coordination					
Ensured schools and learning centers have a functional Child Protection Committee (CPC)	- Printed CPC Composition (organization chart) in accordance to DO No. 40, s. 2012 posted-on in the School Head's Office - Attached List of CPC Members in accordance to the Section 10 of the said order see <i>Annex A</i>				
II. Policies and Guidelines					
Ensured that school has established school-based Child Protection Policy (CPP) and Anti-Bullying Policy (ABP)	- Archived files of Incident Report Submitted and labeled "CONFIDENTIAL" /Intake Sheet if the case is still in-progress labeled as "CONFIDENTIAL" - Printed on paper the Seven Flowcharts in Handling LRP Cases in accordance to Regional Memorandum No. 386, s. 2025 the standardized protocols				
III. Human Resource Development and Partnerships					
Conducted School Orientation of Child Protection related activities to teaching and non-teaching staff	- Printed Memorandum/Most recent Advisory Activity Proposal from the Division of Aklan - Prepared Attendance Sheet/Photos during the activity with indicated date of conduct				
IV. Service Delivery					
Conducted integration of awareness inside the classroom by teachers regarding Anti-Bullying and Child Abuse	Printed Photos (3) of a teacher- preferably Guidance Designate in the classroom				
V. Accountability and Performance					
Monitored by LRPD Focal/ Accomplished units I-IV	Printed Photos with LRPD Focal/Provided the MOVs in preceding units				

Monitored by:

Received by:

ALLAN CARLO C. SORIANO

Division LRP Focal-Secretariat

(signature over printed name with date)



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Republic of the Philippines
Department of Education

ONE- 213506

MAY 14 2012

DepEd ORDER
No. **40**, s. 2012

DEPED CHILD PROTECTION POLICY

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Unit
Regional Secretary, ARMM
Regional Directors
Schools Division/City Superintendents
Chiefs of Divisions
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. For the information and guidance of all concerned, the Department of Education (DepEd) issues the enclosed copy of the Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse entitled **"DepEd Child Protection Policy."**
2. Pursuant to Section 26 thereof, this DepEd Order shall take effect immediately upon issuance.
3. All Orders, Memoranda and other related issuances inconsistent with these policy and guidelines are deemed amended accordingly upon its effectivity.
4. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As stated
Reference: DepEd Memorandum No. 297, s. 2006
To be indicated in the Perpetual Index
under the following subjects:

LEGISLATIONS
POLICY
PUPILS

RULES & REGULATIONS
STUDENTS
TEACHERS

DEPARTMENT OF EDUCATION

Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse

I. GENERAL PROVISIONS

Section 1. Short Title

This Department Order shall be known as the “DepEd Child Protection Policy.”

Section 2. – Statement of Policy

Pursuant to the 1987 Constitution, the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3 [2]).

The Constitution further provides that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. (Article XIV, Section 3 [2]).

The Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges the government to take measures to encourage regular attendance in school and reduce drop-out rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child’s human dignity, and in conformity with the CRC.

Towards this end, the Department of Education (DepEd), in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of children. The best interest of the child shall be the paramount consideration in all decisions and actions involving children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children, as enunciated in the CRC. Teachers and learning facilitators especially in learning centers are their substitute parents, and are expected to discharge their functions and duties with this in mind. In this connection, the Family Code empowers the school, its administrators and teachers, or the individual, entity or institution engaged in child care to exercise the special parental authority and responsibility over the child, while under their supervision, instruction or custody.

The Department recognizes that cases of abuse may arise as a result of the difficult situations faced by teachers and other officials within and outside school.

DepEd has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation.

Furthermore, this Department aims to ensure such special protection from all forms of abuse and exploitation and care as is necessary for the child's well-being, taking into account the primary rights and duties of parents, legal guardians, or other individuals who are legally responsible and exercise custody over the child. DepEd recognizes the participatory rights of the child in the formulation and implementation of policies, and in all proceedings affecting them, whether they be victims or aggressors, either directly, or through a representative.

Accordingly, this Department reiterates a zero tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse, and hereby promulgates this Department Order.

Section 3. – Definition of Terms

- A. “Child”** – refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty,

exploitation or discrimination because of a physical or mental disability or condition; (RA 7610). For purposes of this Department Order, the term also includes pupils or students who may be eighteen (18) years of age or older but are in school.

B. ***“Children in School”*** – refers to bona fide pupils, students or learners who are enrolled in the basic education system, whether regular, irregular, transferee or repeater, including those who have been temporarily out of school, who are in the school or learning centers premises or participating in school-sanctioned activities.

C. ***“Pupil, Student or Learner”*** – means a child who regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.

D. ***“School Personnel”*** – means the persons, singly or collectively, working in a public or private school. They are classified as follows:

a. ***“School Head”*** refers to the chief executive officer or administrator of a public or private school or learning center.

b. ***“Other School Officials”*** include other school officers, including teachers, who are occupying supervisory positions or positions of responsibility, and are involved in policy formulation or implementation in a school.

c. ***“Academic Personnel”*** includes all school personnel who are formally engaged in actual teaching service or in research assignments, either on a full-time or a part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers, and other similar persons. They may include school officials who are responsible for academic matters, and other school officials.

d. ***“Other Personnel”*** includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment.

E. ***“Child Protection”*** - refers to programs, services, procedures and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination and violence.

- F. ***“Parents”*** – refers to biological parents, step-parents, adoptive parents and the common-law spouse or partner of the parent;
- G. ***“Guardians or Custodians”*** – refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.
- H. ***“School Visitor or Guest”*** – refers to any person who visits the school and has any official business with the school, and any person who does not have any official business but is found within the premises of the school. This may include those who are within the school premises for certain reasons, e.g. student teachers, catechists, service providers, suppliers, bidders, parents and guardians of other children.
- I. ***“Child Abuse”*** – refers to the maltreatment of a child, whether habitual or not, which includes any of the following:
- 1) psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment;
 - 2) any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;
 - 3) unreasonable deprivation of the child’s basic needs for survival, such as food and shelter; or
 - 4) failure to immediately give medical treatment to an injured child resulting in serious impairment of his or her growth and development or in the child’s permanent incapacity or death (Sec. 3 [b], RA 7610).
- J. ***“Discrimination against children”*** – refers to an act of exclusion, distinction, restriction or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

K. ***“Child exploitation”*** - refers to the use of children for someone else’s advantage, gratification or profit often resulting in an unjust, cruel and harmful treatment of the child. These activities disrupt the child’s normal physical or mental health, education, moral or social emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

There are two (2) main forms of child exploitation that are recognized:

1. **Sexual exploitation** – refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes. It includes, but it is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability.
2. **Economic exploitation** – refers to the use of the child in work or other activities for the benefit of others. Economic exploitation involves a certain gain or profit through the production, distribution and consumption of goods and services. This includes, but is not limited to, illegal child labor, as defined in RA 9231.

L. ***“Violence against children committed in schools”*** - refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty. It includes, but is not limited to, the following acts:

1. *Physical violence* refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.
2. *Sexual violence* refers to acts that are sexual in nature. It includes, but is not limited to:

- a) rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body;
- b) forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and
- c) acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.

- 3. *Psychological violence* refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.
- 4. *Other acts of violence* of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.

M. “Bullying or Peer Abuse” – refers to willful aggressive behavior that is directed, towards a particular victim who may be out-numbered, younger, weak, with disability, less confident, or otherwise vulnerable. More particularly:

1. Bullying – is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:

a. Threats to inflict a wrong upon the person, honor or property of the person or on his or her family;

b. Stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention;

c. Taking of property;

d. Public humiliation, or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt;

e. Deliberate destruction or defacement of, or damage to the child's property;

f. Physical violence committed upon a student, which may or may not result to harm or injury, with or without the aid of a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;

g. Demanding or requiring sexual or monetary favors, or exacting money or property, from a pupil or student; and

h. Restraining the liberty and freedom of a pupil or student.

2. Cyber-bullying - is any conduct defined in the preceding paragraph, as resulting in harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites or other platforms or formats.

N. "Other acts of abuse by a pupil, student or learner"– refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, not falling under the definition of 'bullying' in the preceding provisions, including but not limited to acts of a physical, sexual or psychological nature.

O. "Corporal Punishment" - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried

out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline. It includes physical, humiliating or degrading punishment, including, but not limited to the following:

- 1) Blows such as, but not limited to, beating, kicking, hitting, slapping, or lashing, of any part of a child's body, with or without the use of an instrument such as, but not limited to a cane, broom, stick, whip or belt;
- 2) Striking of a child's face or head, such being declared as a "no contact zone";
- 3) Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;
- 4) Forcing a child to perform physically painful or damaging acts such as, but not limited to, holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects;
- 5) Deprivation of a child's physical needs as a form of punishment;
- 6) Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials that can cause discomfort or threaten the child's health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;
- 7) Tying up a child;
- 8) Confinement, imprisonment or depriving the liberty of a child;
- 9) Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
- 10) Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;

11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and

12) Other analogous acts.

P. “Positive and Non-Violent Discipline of Children” –is a way of thinking and a holistic, constructive and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impacts that teachers want to have on their students’ adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.

II. DUTIES AND RESPONSIBILITIES

Section 4. Central Office

The DepEd Central Office shall have the following duties and responsibilities:

A. Develop a policy and guidelines for the prevention of violence against children in schools and make these available to all schools;

B. Conduct a nationwide information dissemination and campaign on violence prevention programs for children and research-based best practices for teachers, which are intended to promote new techniques, methodologies and research related to teaching, classroom management, child development, positive and non-violent discipline;

C. Devise programs, campaigns and activities through the Offices of the Undersecretary for Programs and Projects and Regional Operations, to raise consciousness, mobilize and educate the students, parents, teachers, community, local government units and other stakeholders in addressing child abuse, exploitation, violence, discrimination and bullying; and

D. Formulate a system of standard reporting, prescribe standards and procedures for monitoring and evaluation, and maintain the central repository of Regional Reports (Annex "A") on incidents and cases of child abuse, exploitation, violence, discrimination, bullying and other acts of abuse, through the Office of the Undersecretary for Legal and Legislative Affairs.

The data on the number and types of reports made under these guidelines, the results of investigations undertaken to verify the details made in the complaints, the sanctions imposed, the action taken and the interventions adopted, are to be maintained on an annual aggregated basis.

E. The Secretary shall exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations.

Section 5. Regional Offices

The Regional Offices shall have the following duties and responsibilities:

A. Encourage and support advocacy campaigns and capability building activities on the prevention of child abuse, violence, exploitation, discrimination, bullying and other forms of abuse, promotion of positive and non-violent discipline, conflict resolution and peer mediation;

B. Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report (Annex "A") to the Undersecretary for Legal and Legislative Affairs;

C. Monitor and evaluate the implementation and enforcement of this Department Order by the Schools Division Offices and such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;

D. Exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations; and

E. Give recommendations to the Central Office on the policies, programs, and services, to address and prevent cases of child

abuse, exploitation, violence and discrimination, bullying and other acts of abuses, consistent with this Department Order.

Section 6. Division Offices

The Division Offices shall have the following duties and responsibilities:

A. Conduct the information-dissemination activities and in-service training for teachers on the protection of children in school from abuse, violence, exploitation, discrimination, bullying or peer abuse and other related cases;

B. Undertake advocacy campaigns and capability building activities to enable the schools to do the following:

- Apply positive and non-violent discipline,
- Formulate and implement guidelines and procedures to emphasize the role of all stakeholders and other persons in the prevention and reporting of cases of bullying, and
- Provide conflict resolution or peer mediation, including referral to appropriate service providers, if needed;

C. Organize and conduct the capacity building activities for members of the Child Protection Committee and Guidance Counselors/Teachers; including, but not limited to the identification of students who may be suffering from significant harm based on any physical, emotional or behavioral signs;

D. Develop strategies to address the risk factors that contribute to the commission of acts of abuse, violence, exploitation, discrimination, and bullying;

E. Consolidate the reports on incidents and cases of all schools and submit a Division Report (Annex "A") to the Regional Office;

F. Monitor and evaluate the implementation and enforcement by public and private schools of this Department Order and such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;

G. Exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of

Education in Administrative Cases and other existing laws, rules and regulations;

H. Give recommendations to the Regional Office and devise measures to address and prohibit abuse, exploitation, violence and discrimination, and bullying or peer abuse of children, consistent with this Department Order;

I. Utilize resources, coordinate with appropriate offices and other agency or instrumentality for such assistance as it may require in the performance of its functions;

J. Encourage and support activities and campaigns initiated by stakeholders; and

K. Perform such other functions, as may be assigned by the Secretary or the Regional Director.

Section 7. – Schools

The School Heads shall have the following duties and responsibilities:

- A. Ensure the institution of effective child protection policies and procedures, and monitor compliance thereof;
- B. Ensure that the school adopts a child protection policy;
- C. Ensure that all pupils, students or learners, school personnel, parents, guardians or custodians, and visitors and guests are made aware of child protection policy (Annex "C").
- D. Organize and convene the Child Protection Committee for the school;
- E. Conduct the capacity building activities for the members of the Child Protection Committee and Guidance Counselors/Teachers;
- F. Conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners;

- G. Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their welfare;
- H. Maintain a record of all proceedings related to bullying or peer abuse and submit after each school year to the Division Office the report and a copy of the intake form (Annexes "A" & "B", respectively);
- I. Conduct the appropriate training and capability-building activities on child protection measures and protocols;
- J. Ensure that the school adopts a student Code of Conduct to be followed by every pupil, student or learner while on school grounds, or when traveling to and from school, or during a school-sponsored activity, and during lunch period, whether on or off campus;
- K. Adopt such conflict resolution mechanisms that respect the rights of indigenous peoples, provided that they conform to this Department Order and they uphold the rights of the child;
- L. Coordinate with the appropriate offices and other agency or instrumentality for appropriate assistance and intervention, as may be required in the performance of its functions;
- M. Coordinate with the Department of Social Welfare and Development or, the appropriate government agencies or non-governmental organizations on a Child Protection Hotline for reporting abuse, violence, exploitation, discrimination, bullying and other similar acts and for counseling;
- N. Ensure that all incidents of abuse, violence, exploitation, discrimination, bullying and other similar acts are addressed in accordance with the provisions of this Department Order.

Section 8. Duties and Responsibilities of School Personnel

Article 218 of the Family Code of the Philippines provides the following responsibilities of school administrators, teachers, academic and non-academic and other personnel:

A. Exercise special parental authority and responsibility over the child while under their supervision, instruction and custody. Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution.

Articles 220 and 233 of the Family Code of the Philippines, Presidential Decree No. 603, and other related laws enumerated the following duties and responsibilities of the abovementioned persons and personnel over the children under their supervision, instruction and custody:

B. Keep them in their company and support, educate and instruct them by right precept and good example;

C. Give them love and affection, advice and counsel, companionship and understanding;

D. Enhance, protect, preserve and maintain their physical and mental health at all times;

E. Furnish them with good and wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company and prevent them from acquiring habits detrimental to their health, studies and morals;

F. Represent them in all matters affecting their interests;

G. Inculcate the value of respect and obedience;

H. Practice positive and non-violent discipline, as may be required under the circumstances; provided, that in no case shall corporal punishment be inflicted upon them;

I. Perform such other duties as are imposed by law upon them, as substitute parents or guardians; and

J. School personnel shall also strictly comply with the school's child protection policy.

Section 9. Duties and Responsibilities of Pupils, Students and Learners

Pupils, students and learners shall have the following duties and responsibilities:

- A. Comply with the school's regulations, as long as they are in harmony with their best interests. Pupils, students and learners shall refrain from:
 - i. Engaging in discrimination, or leading a group of pupils or students to discriminate another, with reference to one's physical appearance, weaknesses and status of any sort;
 - ii. Doing any act that is inappropriate or sexually provocative;
 - iii. Participating in behavior of other students that is illegal, unsafe or abusive;
 - iv. Marking or damaging school property, including books, in any way;
 - v. Engaging in fights or any aggressive behavior;
 - vi. Introducing into the school premises or otherwise possessing prohibited articles, such as deadly weapons, drugs, alcohol, toxic and noxious substances, cigarettes and pornographic material; and
 - vii. Performing other similar acts that cause damage or injury to another.

An allegation that any of these acts has been committed shall not be used to curtail the child's basic rights, or interpreted to defeat the objectives of this Department Order.

- B. Conduct themselves in accordance with their levels of development, maturity, and demonstrated capabilities, with a proper regard for the rights and welfare of other persons;
- C. Respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity; and
- D. Observe the Code of Conduct for pupils, students and learners.

Section 10. Establishment of Child Protection Committee

All public and private elementary and secondary schools shall establish a Child Protection Committee (CPC).

A. The CPC shall be composed of the following:

1. School Head/Administrator – Chairperson
2. Guidance Counselor/ Teacher – Vice Chairperson
3. Representative of the Teachers as designated by the Faculty Club
4. Representative of the Parents as designated by the Parents-Teachers Association
5. Representative of pupils, students and learners as designated by the Supreme Student Council
6. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC).

B. The CPC shall perform the following functions:

1. Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety, which shall be reviewed every three (3) years. The template for the school child protection policy is attached as Annex “C”;
2. Initiate information dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse;
3. Develop and implement a school-based referral and monitoring system. The template for the referral system is attached as Annex “D”;
4. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
5. Identify, refer and, if appropriate, report to the appropriate offices cases involving child abuse, exploitation, violence, discrimination and bullying;

6. Give assistance to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions;
7. Coordinate closely with the Women and Child Protection Desks of the Philippine National Police (PNP), the Local Social Welfare and Development Office (LSWDO), other government agencies, and non-governmental organizations (NGOs), as may be appropriate;
8. Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and
9. Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.

III. PREVENTIVE MEASURES TO ADDRESS CHILD ABUSE, EXPLOITATION, VIOLENCE, DISCRIMINATION AND BULLYING AND OTHER ACTS OF ABUSE

Section 11. Capacity Building of School Officials, Personnel, Parents and Students

All public and private elementary and secondary schools shall build the capacities of school personnel, pupils, students and learners, parents and guardians to understand and deal with child abuse, exploitation, violence and discrimination cases, bullying and peer violence by conducting sessions, trainings and seminars on positive peer relationships and enhancement of social and emotional competence.

They shall use training modules which include positive and non-violent discipline in classroom management, anger and stress management and gender sensitivity. They shall likewise employ means which enhance the skills and pedagogy in integrating and teaching children's rights in the classroom.

The programs that are intended to promote Positive and Non-Violent Discipline include, but are not limited to, the following:

1. Integration of education sessions on corporal punishment and positive discipline in the initiatives of the Parent-Teachers Associations (PTAs);
2. Capacity-building programs for school administrators, teachers and non-academic personnel focused on children's rights, child development and positive and nonviolent approaches in teaching and classroom management, to enable them to incorporate positive discipline messages in parent-teacher conferences and family counseling, and integrate messages on children's rights and corporal punishment in classroom discussions;
3. Encouraging and supporting the formation and initiatives of support groups among teaching and non-teaching staff, and parents and caregivers;
4. Implementing specific parenting orientation sessions with parents and caregivers and other activities;
5. Implementing school activities or events that raise awareness on children's rights, corporal punishment and positive discipline, fostering the active involvement of and providing venues for bringing together parents, families and children;
6. Encouraging and supporting student-led initiatives to raise awareness on children's rights, corporal punishment and positive discipline; and
7. Setting up child-friendly mechanisms for obtaining children's views and participation in the formulation, monitoring and assessment of school rules and policies related to student discipline.

IV. PROTECTIVE AND REMEDIAL MEASURES TO ADDRESS CHILD ABUSE, EXPLOITATION, VIOLENCE, DISCRIMINATION, BULLYING AND OTHER ACTS OF ABUSE

Section 12. Procedures in Handling Bullying Incidents in Schools. A complaint for bullying or peer abuse shall be acted upon by the School Head following the procedures herein set forth:

- a. **Bullying** - Upon the filing of a complaint or upon notice by a school personnel or official of any bullying or peer abuse incident, the same shall be immediately reported to the School Head, who

shall inform the parents or guardian of the victim and the offending child, in a meeting called for the purpose. The victim and the offending child shall be referred to the Child Protection Committee for counseling and other interventions. The penalty of reprimand, if warranted, may be imposed by the School Head in the presence of the parents or guardians.

If bullying is committed for a second or subsequent time, after the offending child has received counseling or other interventions, the penalty of suspension for not more than one (1) week may be imposed by the School Head, if such is warranted. During the period of suspension, the offending child and the parents or guardians may be required to attend further seminars and counseling. The School Head shall likewise ensure that the appropriate interventions, counseling and other services, are provided for the victim or victims of bullying.

- b. **Bullying that results in serious physical injuries or death** - If the bullying or peer abuse resulted in serious physical injuries or death, whenever appropriate, the case shall be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.
- c. **Procedure** - In all cases where the imposable penalty on the offending child is suspension, exclusion or expulsion, the following minimum requirements of due process shall be complied with:
 - (1) The child and the parents or guardians must be informed of the complaint in writing;
 - (2) The child shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;
 - (3) The decision of the school head must be in writing, stating the facts and the reasons for the decision;
 - (4) The decision of the school head may be appealed, as provided in existing rules of the Department.

Section 13. Implementation of Non-punitive Measures.
Depending on the gravity of the bullying committed by any pupil, student or learner, the school may impose other non-punitive

measures, in lieu of punitive measures, in accordance with the principles of Positive and Non-Violent Discipline.

Section 14. Other acts of violence or abuse. Other serious acts of violence or abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, shall, and whenever appropriate, be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.

V. RULES AND PROCEDURES IN HANDLING CHILD ABUSE, EXPLOITATION, VIOLENCE AND DISCRIMINATION CASES

Section 15. - Prohibited Acts

The following acts, as defined in Section 3 of this Order, are hereby prohibited and shall be penalized in administrative proceedings as Grave or Simple Misconduct depending on the gravity of the act and its consequences, under existing laws, rules and regulations:

1. Child abuse;
2. Discrimination against children;
3. Child Exploitation ;
4. Violence Against Children in School;
5. Corporal Punishment;
6. Any analogous or similar acts.

Section 16. Investigation and Reporting. The conduct of investigation and reporting of cases of child abuse, exploitation, violence or discrimination, shall be done expeditiously, as herein provided.

A. PUBLIC SCHOOLS

- A. The School Head or the Schools Division Superintendent, upon receipt of the Complaint, shall forward the same, within forty-eight (48) hours, to the Disciplining Authority, who shall then issue an Order for the conduct of a fact-finding investigation, not later than seventy-two (72) hours from submission. These periods shall be strictly observed, except when justified by circumstances beyond their

control; *Provided*, that, if the person complained of is a non-teaching personnel, the Schools Division Superintendent shall cause the conduct of a fact-finding investigation within the same period.

- B. If a complaint is not sufficient in form, the concerned School Head, Schools Division Superintendent, or Disciplining Authority shall immediately inform the complainant of the requirements of a formal complaint. Upon the filing of the formal complaint, the same shall be acted upon pursuant to the preceding paragraphs.
- C. The conduct of a fact-finding investigation shall be in accordance with the Revised Rules of Procedure of the Department of Education in Administrative Cases. Pending investigation, upon referral of the School Principal or Guidance Counselor/Teacher, the Local Social Welfare and Development Officer (LSWDO) of the concerned local government unit shall assess the child and provide psycho-social intervention to help the child victim recover from whatever trauma he or she has experienced as a result of the abuse. The offender shall likewise undergo psycho-social intervention, if such is warranted.

If a prima facie case exists based on the Investigation Report and the records, a Formal Charge shall be issued by the Disciplining Authority, which may be the basis for the issuance of an Order of Preventive Suspension or as an alternative, reassignment of the offending party, as may be warranted. The respondent may be placed under preventive suspension pending investigation, for a period of ninety (90) days, if the injury or abuse committed against a child is so grave, as to render the child unable to attend his or her classes. The respondent may also be preventively suspended to preclude the possibility of influencing or intimidating witnesses.

The respondent may file a Motion for Reconsideration with the Disciplining Authority or may elevate the same to the Civil Service Commission by way of an Appeal within fifteen (15) days from receipt thereof.

D. The Revised Rules of Procedure of the Department of Education in Administrative Cases shall apply in all other aspects.

E. A complaint for education-related sexual harassment as defined under Resolution No. 01-0940 of the Civil Service Commission, must be in writing, signed and sworn to by the complainant. It shall contain the following:

1. the full name and address of the complainant;
2. the full name, address, and position of the respondent;
3. a brief statement of the relevant facts;
4. evidence, in support of the complainant, if any;
5. a certification of non-forum shopping.

E.1. The Complaint shall be referred to the Committee on Decorum and Investigation. Upon receipt of the complaint, the Committee shall require the person complained of to submit his or her Counter-Affidavit/Comment, which shall be under oath, not later than three (3) days from receipt of the notice, furnishing the complainant a copy thereof, otherwise the Counter-Affidavit or Comment shall be considered as not filed.

E.2. The procedure for the conduct of an investigation and all other related incidents, shall be in accordance with the rules under Resolution No. 01-0940 of the Civil Service Commission; Provided, that, if the respondent is a teacher, the composition of the Formal Investigating Committee shall be in accordance with Section 9 of R.A. 4670.

F. The Regional Directors shall periodically monitor and keep a record of all reported child abuse cases, and submit a final consolidated regional report (Annex "A") to the Office of the Undersecretary for Legal and Legislative Affairs and the Undersecretary for Regional Operations.

G. Failure to submit an incident report or to render a decision involving the case within the prescribed period, without justifiable cause, shall be a ground for administrative action for neglect of duty against the responsible official.

H. The Office of the Undersecretary for Legal and Legislative Affairs shall compile the regional reports and submit an annual report to the Secretary.

Section 17. Jurisdiction. Complaints of child abuse, violence, discrimination, exploitation, bullying and other acts of abuse under this Department Order shall be within the exclusive jurisdiction of the Department, and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts committed by persons not under the jurisdiction of the Disciplinary Authority of the Department shall be referred to the appropriate authorities.

Section 18. Confidentiality. In child abuse, violence, discrimination, exploitation, bullying or peer abuse and other acts of abuse by a pupil, student or learners, the identity or other information that may reasonably identify the pupil, student or learner, whether victim or offender, shall be withheld from the public to protect his or her privacy.

On the other hand, the Magna Carta for Public School Teachers protects the rights of teachers and no publicity shall be given to any disciplinary action against a teacher during the pendency of his or her case.

Section 19. Criminal and Civil Liability. Criminal and civil liability arising from child abuse, discrimination, exploitation, and other acts of abuse are separate and distinct, and shall not be a bar to the filing of an administrative case under these guidelines.

B. Private Schools

Section 20. Complaint against school personnel or official. A complaint for child abuse, violence, exploitation or discrimination in a private school shall be filed with the School Head/Chief Executive Officer and shall be acted upon pursuant to the school's rules of procedures on administrative cases. The penalty shall be that which is provided by the rules of the school, subject to the requirements of due

process. The administrative case shall be without prejudice to any civil or criminal case that may be filed.

Section 21. The private school shall submit the report (Annex "A") to the Division Office after each school year.

VI. REFERRAL AND ASSESSMENT OF VICTIMS AND OFFENDERS AND OTHER CHILDREN

Section 22. Referral and Assessment. In all cases involving child abuse, violence, exploitation, discrimination, bullying and other acts of abuse, the CPC shall accomplish the Intake Sheet (Annex "B"). The School Head may refer the victims and offenders in cases involving child abuse, exploitation, discrimination, bullying or peer abuse and other acts of abuse, to the LSWDO for assessment. The LSWDO shall determine the appropriate intervention.

The School Head, with the aid of the assigned Guidance Counselor/Teacher, and in coordination with the LSWDO, shall immediately remove the victim, or in appropriate cases the offender, from the place of the incident, if the victim is determined to be at risk. The child's family shall be informed of any action taken.

The School Head may also refer to the LSWDO other pupils, students or learners who are victims of abuse at home, children at risk, children in especially difficult circumstances, children with special needs or at risk, children facing difficult situations, or those who are exhibiting signs of aggressive behavior, with a view to obtaining professional assessment, appropriate interventions and assistance from competent service providers.

VII. MISCELLANEOUS PROVISIONS

Section 23. Duties of Private Schools

Private Schools shall be responsible for promulgating a school child protection policy, including a policy on bullying, a protocol for reporting and procedures for handling and management of cases, consistent with these policies and guidelines.

Section 24. - Separability Clause

Any part or provision of this Department Order which may be held invalid or unconstitutional shall not affect the validity and effectivity of the other provisions.

Section 25. Repealing Clause

All prior Department Orders or other issuances, or provisions thereof, which are inconsistent with this Department Order are hereby repealed, revised or modified accordingly.

Section 26. – Effectivity

This Department Order shall take effect immediately upon issuance.



BR. ARMIN A. LUSTRO FSC
Secretary





Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

OCT 08 2024

REGIONAL MEMORANDUM

No. 932, s. 2024

**SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION OF
DEPED ORDER NO. 40, S. 2012, OR THE DEPED
CHILD PROTECTION POLICY**

To: Schools Division Superintendents
All Others Concerned

1. Attached is Memorandum DM-OUOPS-2024-05-07998 dated September 26, 2024, from **Atty. Revsee A. Escobedo**, *Undersecretary for Operations*, regarding the **Supplemental Guidelines for the Implementation of DepEd Order No. 40, s. 2012, or the DepEd Child Protection Policy**, which is self-explanatory.
2. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Incl: As Stated

Reference: Memorandum from Atty. Revsee A. Escobedo dated September 26, 2024

To be indicated in the Perpetual Index
under the following subjects:

LEARNERS

PERSONNEL

POLICY

JRJ/ESSD-RM-Supplemental Guidelines for the Implementation of DO 40 s. 2012/
203/October 4, 2024



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Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS



MEMORANDUM
DM-OUOPS-2024-05-07998

TO : ALL REGIONAL DIRECTORS
ALL SCHOOLS DIVISION SUPERINTENDENTS
ALL SCHOOL HEADS
ALL OTHERS CONCERNED

FROM :  **ATTY. REVSEE A. ESCOBEDO**
Undersecretary for Operations 

SUBJECT : SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION
OF DEPED ORDER NO. 40, S. 2012, OR THE DEPED CHILD
PROTECTION POLICY

DATE : September 26, 2024

1. DepEd Order (D.O.) No. 40, series of 2012, or the "DepEd Child Protection Policy," reiterates the zero-tolerance policy of the Department of Education (DepEd) for any act of child abuse, exploitation, neglect, violence, discrimination, bullying, and other forms of abuse based on the 1987 Constitution, the Convention on the Rights of the Child, Republic Act (R.A.) No. 7610 or the "Special Protection of Children Against Abuse, Exploitation and Discrimination Act," Executive Order No. 209 (1987) or the "Family Code of the Philippines," Presidential Decree No. 603 or the "The Child and Youth Welfare Code," and "Republic Act 10627, otherwise known as the "Anti-Bullying Act of 2013", among other relevant laws.

2. Violence against children adversely affects the learning process and well-being of children, both in school and at home, whether learning is face-to-face, online, or at home. As such, it is envisioned that the DepEd Child Protection Policy, taken together with this DepEd Memorandum as well as other relevant DepEd policies,¹ shall heighten the awareness and sensitivity of teaching and non-teaching personnel, community Alternative Learning System (ALS) implementors, parents, guardians and caregivers in home-based or distance learning and homeschooling, government agencies, local government units (LGUs), community leaders, children themselves and other stakeholders towards the devastating impact of violence in schools, community learning centers and at home, and strengthen their commitment to take action to promote positive social norms and implement mechanisms for ensuring that schools, community learning centers and homes are

¹ D. O. No. 55, s. 2013, "Implementing Rules and Regulations (IRR) of Republic Act (R.A.) No. 10627 otherwise known as the Anti-Bullying Act of 2013" ["Anti-Bullying Policy"], dated December 23, 2013; D.O. No. 18, 2. 2015, "DepEd Guidelines and Procedures on the Management of Children-At-Risk (CAR) and Children in Conflict with the Law (CICL)", dated May 18, 2015; D.O. No. 57, s. 2017, "Policy on the Protection of Children in Armed Conflict", dated November 21, 2017, among others.

safe and nurturing spaces for learning.

3. With various Learning Delivery Modes (LDMs), there are online risks to children including online sexual abuse and exploitation of children (OSAEC), exposure of children to unsafe and inappropriate content and behavior online, or to predators such as stalkers and scammers, and violations of the privacy of children, or prohibited harnessing of their personal information, among others.

4. This DepEd Memorandum is intended to highlight and expound the roles and responsibilities of various offices and personnel of DepEd, especially school heads, Child Protection Committees in schools and community learning centers, teachers and guidance counselors, other non-teaching personnel, community ALS implementors, parents, guardians, learners' peers and learners themselves in preventing, detecting, reporting and addressing child abuse, online sexual abuse and exploitation, neglect, violence, discrimination, and other forms of abuse.

5. This DepEd Memorandum also strengthens the responsive mechanisms of the Child Protection Policy, especially the referral system, and emphasizes the importance of DepEd linking with multi-disciplinary and collaborative child protection systems in Local Government Units and communities, including the Local Councils for the Protection of Children (LCPCs), as well as maintaining partnerships with other agencies, civil society organizations (CSOs), and private entities working for the protection of children.

6. This DepEd Memorandum is issued primarily to set clarifications to the DepEd Child Protection Policy in addressing the context of online safety, reiterate the referral system in consideration of the different learning modalities, emphasize the provision of intervention programs for learner-victims, and set in place the Learner Rights and Protection Office in the child protection system of the Department.

7. For more information, please contact the **Learner Rights and Protection Office**, 3rd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at lrpo@deped.gov.ph or at the telephone number (02) 8632-1372.

8. Immediate dissemination of this Memorandum is desired.

(Enclosure to DM-OUOPS-2024-____-_____))

**Supplemental and Expanded Guidelines on the Implementation of DepEd
Order No. 40, s. 2012, or the DepEd Child Protection Policy**

I. INTRODUCTION

Pursuant to the 1987 Constitution, 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.” (Article XV, Section 3 [2]) The State shall also defend the “right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development” (Article XV, Section 3 [2]).

The Constitution further provides that all educational institutions shall “inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.” (Article XIV, Section 3 [2])

As the State is mandated to uphold the right to quality and accessible education in a safe and nurturing environment for the learners, the DepEd recognizes its obligation to provide and foster safe and gender-sensitive learning environments, which promote inclusivity, positive discipline, and learner-centered teaching as well as protect and improve children’s physical, mental and socio-emotional well-being. Towards this end, the DepEd, in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of learners.

Finally, DepEd recognizes the participatory rights of the learners, with consideration of their evolving capacities and maturity, in the formulation and implementation of policies, and in all proceedings affecting them, whether they be victims or aggressors, either directly, or through a representative.

Accordingly, the DepEd reiterates a zero-tolerance policy for any act of child abuse, exploitation, neglect, violence, discrimination, and other forms of abuse, and hereby supplements DepEd Order No. 40, s. 2012, or the “DepEd Child Protection Policy” by providing clarifications and expansion of the Child Protection Committees.

II. SCOPE AND COVERAGE

This DepEd Memorandum supplements the implementation of DepEd Order No. 40, s. 2012, or the “DepEd Child Protection Policy” by providing clarifications to reiterate the procedures in the management and referral of incidents. This DepEd Memorandum expands the prohibited acts as well as the membership, duties, and responsibilities of the Child Protection Committees in schools.

Further, DepEd Order No. 40, s. 2012 and this DepEd Memorandum shall apply to all public and private schools and community learning centers, in all their school-sponsored, school-related, and off-campus activities, functions, or programs.

III. DEFINITION OF TERMS

A. **“Child”** – refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves from abuse, neglect, cruelty, exploitation, or discrimination because of a physical or mental disability or condition (Sec. 3[a], RA 7610).

For purposes of implementing DepEd Order No. 40, s. 2012, the term also includes persons who may be above eighteen provided that they are enrolled in a basic education institution. Accordingly, “learner” may be interchangeably used with this term.

B. **“Child marriage”** – refers to any marriage entered into where one or both parties are children, and solemnized in civil or church proceedings, or in any recognized traditional, cultural, or customary manner. It shall include informal union or cohabitation outside wedlock between an adult and a child, or between children (Sec. 3[b], RA 11596).

C. **“Child Protection Specialists”** – refers to any DepEd personnel who has successfully completed the Child Protection Specialization Course.

D. **“Child Sexual Abuse or Exploitation Materials”** – refers to any representation, whether offline, or by, through or with the use of ICT, by means of visual, video, audio, written, or any combination thereof, by electronic, mechanical, digital, optical, magnetic or any other means, of a child engaged or involved in real or simulated sexual activities, or depicting acts of sexual abuse or exploitation of a child as a sexual object. It shall also include materials that focus on the genitalia or other private body parts of a child (Sec. 3[c], RA 11930).

E. **“Grooming”** – refers to predatory conduct, act, or pattern of acts, of establishing a relationship of trust, or emotional connection by another, with a learner, and/or the family, guardian, and/or caregivers, whether in person or via electronic and other similar devices, for the purpose of perpetrating sexual abuse or exploitation or the production of any form of CSAEM (Sec. 3[i], RA 11930).

F. **“Information and communications technology (ICT)”** – refers to the totality of electronic means to access, create, collect, store, process, receive, transmit, present and disseminate information.

- G. “Learner”** – refers to a child who attends classes in any level of the basic education system, under the supervision and tutelage of a teacher, learning facilitator, community ALS implementor, learning support aide, parents, guardian or other caregiver.
- H. “Learner Protection”** – refers to programs, services, procedures and structures that are intended to prevent, detect and respond to child abuse, exploitation, neglect, violence, discrimination, bullying, and other forms of abuse.
- I. “Learner Rights and Protection Office”** – refers to the office under the supervision of the Undersecretary for Operations (OUOps) pursuant to DepEd Order No. 1, s. 2023, which was created by virtue of DepEd Order No. 3, s. 2021 to establish a mechanism to fully operationalize, implement, and coordinate programs, projects, and activities pertaining to learner rights and protection.
- J. “Online Sexual Abuse or Exploitation of Children”** – refers to the use of ICT as a means to abuse and/or exploit children sexually, which includes cases in which offline child abuse and/or exploitation is combined with an online component. This can also include, but is not limited to, the production, dissemination, and possession of CSAEM; online grooming of children for sexual purposes; sexual extortion of children; sharing image-based sexual abuse; commercial sexual exploitation of children; exploitation of children through online prostitution; and live-streaming of sexual abuse, with or without the consent of the victim: Provided, That OSAEC may be used interchangeably with online child sexual exploitation or abuse (OCSEA) (Sec. 3[t], RA 11930).

IV. CLARIFICATION ON PROHIBITED ACTS

In view of the promulgation of Republic Act (RA) Nos. 11596² and 11930³, child marriage and OSAEC shall also be considered prohibited acts in relation to Section 15 of DepEd Order No. 40, s. 2012.

Further, DepEd shall join in preventing and reporting child marriage and OSAEC. Hence, awareness-raising and capacity-building activities, including procedures on reporting, shall form part of the preventive and responsive mechanisms of the Department.

² An Act Prohibiting the Practice of Child Marriage and Imposing Penalties for Violations Thereof.

³ Anti-Online Sexual Abuse or Exploitation of Children (OSAEC) and Anti-Child Sexual Abuse or Exploitation Materials (CSAEM) Act.

In relation to “Bullying or Peer Abuse” defined under Section 3(M) of DepEd Order No. 40, s. 2012, the said provision shall be disregarded in light of its express repeal by DepEd Order No. 55, s. 2013 or the “Implementing Rules and Regulations of Republic Act No. 10627 otherwise known as the Anti-Bullying Act of 2013”.

V. PREVENTIVE MECHANISMS

A. Establishment of the Child Protection Committee at the Regional Level

All Regional Offices shall establish a Child Protection Committee (Regional Child Protection Committee) to act as a multi-disciplinary team in the management of learner rights and protection concerns at the Regional level. The Regional Child Protection Committee (RCPC) shall have the following members:

1. Assistant Regional Director- Chairperson;
2. Regional Focal Person for Learner Rights and Protection- Vice Chairperson;
3. Chief of the Education Support Services Division- Member;
4. Representative of the School Health and Nutrition Unit- Member; and
5. Registered Guidance Counselor employed by the Regional Office or the Education Program Specialist for *Edukasyon sa Pagpapakatao*.

The RCPC shall convene when there are severe and complex incidents that requires the immediate attention of the Regional Director and the Central Office. The RCPC shall also be involved in the planning of preventive mechanisms, such as awareness-raising and capacity-building activities.

B. Duties and Responsibilities of the Regional Child Protection Committee

The Regional Child Protection Committee shall have the following functions:

1. Monitor learner rights and protection incidents in the Schools Division Offices and provide technical assistance relative to the referral of cases to partner agencies and other related services needed by the learner.
2. Recommend interventions for the well-being and development of learners;
3. Spearhead the conduct of capacity-building activities at the Regional level;
4. Strengthen inter- agency partnership and collaboration;
5. Provide timely and appropriate technical assistance to Schools Division Offices in the prevention, recognition, recording, reporting, and referral of learner rights and protection incidents;
6. Allocate funds for regional-level capability building, advocacy

- programs, and other related activities from Regional Maintenance and Other Operating Expenses Fund and downloaded Program Support Fund; and
7. Perform such other functions, as may be assigned by the Secretary.

C. Establishment of the Child Protection Committee at the Division Level

All Schools Division Offices shall establish a Child Protection Committee (Division Child Protection Committee) to act as a multi-disciplinary team in the management of learner rights and protection concerns at the Division level. The Division Child Protection Committee (RCPC) shall have the following members:

1. Chief of the School Governance and Operations Division – Chairperson;
2. Education Program Specialist of the School Governance and Operations Division - Vice Chairperson;
3. Division Focal Person for Learner Rights and Protection- Secretariat;
4. Representative of the School Health and Nutrition Unit- Member;
5. Division Federation of the School Supreme Elementary/Secondary Learner Government- Member; and
6. Registered Guidance Counselor employed by the Schools Division Office or the Education Program Specialist for *Edukasyon sa Pagpapakatao* and Guidance.

The DCPC shall convene when there are severe and complex incidents that requires immediate attention of the Schools Division Superintendent and the Regional Director. The DCPC shall also be involved in the planning of preventive mechanisms, such as awareness-raising and capacity-building activities.

D. Duties and Responsibilities of the Division Child Protection Committee Level

The Division Child Protection Committee shall have the following functions:

1. Monitor learner rights and protection incidents in the school and provide technical assistance relative to the referral of cases to partner agencies and other related services needed by the learner;
2. Provide immediate and appropriate technical assistance to the Child Protection Committees in schools in handling learner disclosures/complaints;
3. Allocate funds for school-level capability building, advocacy programs, and other related activities from the Maintenance and Other Operating

Expenses Fund of the Division and downloaded Program Support Funds from the Central Office;

4. Strengthen inter- agency partnerships and collaboration; and
5. Perform such other functions, as may be assigned by the Secretary or the Regional Director.

E. Clarifications on the Membership of the Child Protection Committees in Schools

When the school is dealing with an incident of sexual abuse or exploitation, and suicide or death due to abuse or violence, only the School Head/Administrator, School Learner Rights and Protection Focal Person, and the Registered Guidance Counselor/Designate shall be allowed to handle the incident due to the sensitive nature of the matter.

F. Duties and Responsibilities of the Child Protection Specialists

Child Protection Specialists (CPSs) shall have the following functions:

1. Provide technical assistance to their Schools Division Offices and schools in managing learner rights and protection concerns;
2. Assist in the referral of Learner Rights and Protection Incidents to other government or non-government agencies for appropriate interventions or further case management;
3. Build a network and liaise with these organizations, whether government or non-government, to help Child Protection Committees in schools in referring concerns to the appropriate organization. These organizations include, but are not limited to, the Barangay Councils for Children Protection (BCPCs), Women and Children's Protection Desks (WCPDs), Local/City/Municipal Social Welfare and Development Offices (LSWDOs/CSWDOs/MSDWOs), Child Protection Units (CPUs) in hospitals, the Department of Social Welfare and Development (DSWD) and child-focused non-government organizations;
4. Create a clear directory of the partner organizations where services and various forms of assistance may be available for learner-victims. The directory shall be regularly updated and made readily available to all schools at all times; and
5. Provide timely technical assistance to schools in handling learner rights and protection concerns such as, but not limited to, child abuse, discrimination, exploitation, violence, and other similar acts.

G. Safeguarding Measures for Learners during the Conduct of Curricular and Co-Curricular Programs and Activities Inside or Outside the School Premises

All schools and the organizer of the curricular or co-curricular program or activity shall implement the following safeguarding measures:

- i. Intensify and promote learner participation;
- ii. Set up Learner Rights and Protection Desks capable to recognize, record, report, and refer incidents;
- iii. Formulate safeguarding protocol for all participants (Template for Safeguarding Protocol is attached as Annex “A” of this DepEd Memorandum); and
- iv. Discuss the safeguarding protocol during the preliminary activities of every program.

H. Online Protection

In relation to DepEd Order No. 40, s. 2012, Section 3(K), this DepEd Memorandum clarifies that Child Exploitation may be committed online. Further, with the enactment of RA 11930 and its Implementing Rules and Regulations, Online Sexual Abuse or Exploitation of Children committed against learners should be detected, reported, and acted upon.

It is also acknowledged by the Department that there are emerging issues on online protection such as the appearance of learners in the social media accounts of DepEd personnel.

To protect learners from any form of online exploitation, all DepEd offices and personnel should observe the Safeguarding Guidelines in the Use of Information and Communications Technology and Social Media for Learners and DepEd Personnel. (The Safeguarding Guidelines in the Use of Information and Communications Technology and Social Media for Learners and DepEd Personnel is attached as Annex “B” of this DepEd Memorandum).

I. Capacity Building of Schools Officials, Personnel, Parents/Guardians, Learners, Division, and Regional Focal Persons

1. All public and private basic education schools, as well as community learning centers, shall formulate preventive programs, projects, and activities to capacitate learners, teaching and non-teaching personnel, parents, guardians, and caregivers, to uphold learner protection and manage child abuse, exploitation, neglect, violence, discrimination, bullying and peer violence, and other forms of abuse.

Capacity-building activities shall include, but not be limited to, the conduct of sessions, trainings, seminars and workshops on positive peer relationships, positive and non-violent discipline in classroom management, enhancement of social and emotional competence, anger and stress management, gender sensitivity, as well as prevention,

recognition, recording, reporting, and referral to appropriate agencies and authorities of child abuse, exploitation, neglect, violence, discrimination, bullying, and peer violence, and other forms of abuse.

Capacity-building activities shall also cover the enhancement of pedagogy and andragogy skills in integrating and teaching children's rights, including child protection, and the development of instructional materials and other social behavior change materials.

2. Recognizing the need for awareness-raising and capacity-building of school/learning center officials, personnel, parents, guardians, and learners on matters pertaining to learner online protection, capacity-building activities shall include orientations and trainings on Child Online Safeguarding, Online Sexual Abuse and Exploitation of Children, and similar topics.

VI. RESPONSIVE MECHANISMS

A. Reporting to the Learners TeleSafe Contact Center Helpline

The Learners TeleSafe Contact Center Helpline shall have the following duties and responsibilities:

1. The Learners TeleSafe Contact Center Helpline under the Learner Rights and Protection Office shall be the central repository of data on incidents of abuse, violence, exploitation, discrimination, and other forms of abuse.
2. The Learners TeleSafe Contact Center Helpline shall receive reports on incidents from the school, as endorsed and reviewed by the Regional and Schools Division Offices.
3. The Learners TeleSafe Contact Center Helpline shall likewise review and endorse reports of incidents from learners, parents or guardians, and concerned citizens. The reports received by the Learners TeleSafe Contact Center Helpline shall then be acted upon by the field offices as provided under DepEd Order No. 40, s. 2012.

B. Risk Assessment

The Child Protection Committees in schools, through the registered guidance counselors/designates and the school heads, shall accomplish the Initial Risk Assessment Form, in addition to the Intake Sheet, when there is a probable incident of abuse, violence, exploitation,

discrimination, and other forms of abuse. The Initial Risk Assessment Form is attached to this DepEd Memorandum as Annex “C”.

The Child Protection Committees in schools shall then refer the learner-victim to the Local Social Welfare and Development Office for proper assessment and intervention.

C. Reporting and Referral

1. All incidents of child abuse, violence, exploitation, discrimination, and other forms of abuse, whether raised to the school or based on Risk Assessment, should be reported to the Schools Division Offices, Regional Offices, and the Central Office, particularly to the Learner Rights and Protection Office.
2. If the incident happened at home and the perpetrators are not the personnel of a school, the matter should be referred to the Local Social Welfare and Development Office through the Municipal/City Social Welfare and Development Office, and the Philippine National Police through the Women and Children Protection Desk.
3. If the incident requires intervention beyond the capacity of the school, the incident may also be referred to the appropriate agency.
4. The procedure of reporting and referral is attached to the DepEd Memorandum as Annex “D”.

D. Enhanced Intake Sheet

In handling all incidents of abuse, violence, exploitation, discrimination, and other forms of abuse, all schools shall utilize the enhanced Intake Sheet, which is attached to this DepEd Memorandum as Annex “E”.

Further, the Intake Sheet should be kept confidential. Only the Registered Guidance Counselors/Designates may keep the Intake Sheet unless otherwise required by laws, rules, and other issuances. In handling incidents, the School Head, the Division and Region Focal Persons for Learner Rights and Protection, as well as the Central Office may check the contents of the Intake Sheet for purposes of providing interventions to the learner-victim.

It is further clarified by this Memorandum that the Intake Sheets should be filled in by the Child Protection Committees in schools, through the Registered Guidance Counselors or Designates, and signed by the School Head.

VII. EFFECTIVITY

This Memorandum shall take effect immediately upon its approval. All other orders, issuances, rules, and regulations that are inconsistent with the provisions of these guidelines are repealed and rescinded accordingly.

VIII. REFERENCES

RA 7610 (*An Act Providing for Stronger Deterrence and Special Protection Against Exploitation and Discrimination, and for Other Purposes*)

RA 11930 (*An Act Punishing Online Sexual Abuse or Exploitation of Children, Penalizing the Production, Distribution, Possession and Access of Child Sexual Abuse or Exploitation Materials, Amending Republic Act No. 9160, Otherwise known as the “Anti-Money Laundering Act of 2001”, as Amended and Repealing Republic Act No. 9775, Otherwise Known as the “Anti-Child Pornography Act of 2009”*)

DepEd Order No. 40, s. 2012 (*DepEd Child Protection Policy*)



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Effectivity	03.23.23	Page	12 of 12



ANNEX A

SAFEGUARDING PROTOCOLS DURING CURRICULAR AND CO-CURRICULAR PROGRAMS

All curricular and co-curricular programs and activities, whether conducted inside or outside the school, shall have the following guidelines as the minimum protocols (template) to prevent abuse, violence, exploitation, discrimination, and other forms of abuse:

Safeguarding Guidelines for the Learners

The Department of Education (DepEd) is committed to the promotion of the best interest of the child in all decisions and actions involving children in accordance with DepEd Order No. 40, s. 2012 or the “DepEd Child Protection Policy” and other relevant issuances. DepEd is mandated to provide special protection to learners. Thus, all trips, activities, and events arranged by DepEd should be guided by well-crafted safeguarding guidelines in order to minimize risk, guarantee safe space, and ensure positive event or activity experience for all participants, organizers, and others who are involved in the event or activity. Further, through the safeguarding guidelines, appropriate preventive, protective, and remedial measures will be properly implemented.

Based on the foregoing, the following safeguarding guidelines shall be put in place before, during, and after the conduct of this activity in all identified venues and/or billeting centers.

I. Safe Interactions Before, During, and After the Activity

- A. Everyone shall ensure that respectful, non-violent, and non-sexualized interactions are done during the Event / Activity. This applies to:
1. adult participants to learner participants;
 2. adult participants to fellow adult participants;
 3. learner participants to fellow learner participants; and
 4. learner participants to adult participants.

The use of foul and vulgar language is prohibited.

B. Adult participants are highly required to observe the following:

1. They are highly discouraged from sending a social media friend request or message to any child participant before, during, or after the activity.
2. They should obtain informed consent from the child’s parent or legal guardian or teacher before photographing or filming a child. The activity staff or the activity photographer/videographer must explain how the photograph or film will be used.

3. They must adhere to the two-adult rule: Two or more adults are required to supervise all activities where children are involved and present.
4. They should not spend time alone with a learner (one-on-one) or with learners away from others.
5. They should not share a room with one learner.
6. They should not engage in any form of inappropriate touching of learners.
7. They should not make sexually suggestive comments to a learner, even in fun.
8. They should not allow allegations made by a learner to go unchallenged, unrecorded, or not acted upon.
9. They should maintain a safe and appropriate distance from learners and young people.
10. They should ensure appropriate company with a learner or young person while in a car or other vehicle.
11. They should request written parental or official consent if activity organizers or partners are required to transport learners or young people.

C. As to the learner participants, the following shall be strictly observed;

1. If they receive a friend request or social media message from an adult participant who attended the activity, they are not obliged to accept or respond. They should tell their parents/guardians and/or their teacher about it.
2. They should always wear the activity identification cards.
3. They should use proper language when talking with other learners and adult participants.
4. They should never talk to other learners and adult participants privately and in secluded areas.
5. They are prohibited from bringing to the activity premises pornographic materials and dangerous chemicals and substances.

II. Activity's Presenters or Resource Persons

- A. Presenters or Resource Persons shall ensure that the visuals, words, and content presented in the Activity are age and developmentally appropriate, and follow the principles of non-discrimination, gender sensitivity, and inclusivity.
- B. Presenters will have to acknowledge the diversity of the activity participants and be sensitive about this.
- C. If a certain topic discusses violence or any potentially distressing content, a trigger warning shall be placed at the start of the presentation.
- D. Presenters shall also pay special attention to their language, ensuring that this is safe for learner participants.

III. Reporting Safeguarding Concerns during the Activity

- A. If a participant wishes to report a learner protection concern while the activity is ongoing, he or she may approach the Learner Rights and Protection (LRP) Desk.
- B. If a learner participant experiences distress or any protection concern during the Event/Activity, he/she may approach designated guidance counselors/designates or psychological first aid (PFA) providers present in the activity.

For any safeguarding concerns, please contact the Learner Rights and Protection Office – Learners Telesafe Contact Center Helpline at +639451759777 or at (02) 8632-1372. You may also approach any member of the activity's designated LRP Desk or Technical Working Group.

ANNEX B

**SAFEGUARDING GUIDELINES IN THE USE OF INFORMATION AND
COMMUNICATIONS TECHNOLOGY AND SOCIAL MEDIA FOR LEARNERS AND
DEPED PERSONNEL**

I. Personal information of Learners

If a personal information of learners would be processed or used in the school or community learning center's official social media page, or by the school personnel, the social media manager or the school personnel concerned, with the authority from the school or community learning center head, or the school or community learning center head himself or herself shall:

- a. Secure first the written consent of the learner and his or her parent, guardian, or caregiver. For this purpose, the written consent may be obtained through electronic signatures; and
- b. The written consent must be attained prior to the processing of the personal information with the declaration of the purpose for which the same would be used. The written consent must indicate that the learner and his or her parent or guardian are aware of the time, place, and manner of the use of the personal information.

II. Sensitive Personal Information of Learners

As a general rule, sensitive personal information of learners shall not be processed or used by the social media manager and the school personnel, except with the authority of the school or community learning center head, and only in the following cases:

- a. The learners with his parents, guardians, or caregivers have given their written consent, specific to the purpose disclosed to him or her before the processing; and
- b. The processing of the same is provided for under existing laws, rules, and regulations, such as those stated under the Data Privacy Act.

At all times, sensitive personal information of learners should be handled with utmost care and shall be kept confidential.

III. Handling of Reports Received by the School Social Media Page

In the event that the official social media page of the school receives reports related to an alleged violation of the DepEd Child Protection Policy, or other relevant laws, rules, and regulations, the social media manager shall inform the Child Protection Committee of the school. The Child Protection Committee of the school shall act upon the report following the procedures stated under DepEd Order No. 40, s. 2012.

IV. Group Chats

As a general rule, group chats may not be used for communications regarding school matters between school personnel and learners. However, group chats may be used for communication if the following requirements are met:

- a. If there are no other practicable means for teachers to communicate with learners;
- b. The communication is regarding school matters; and
- c. The parents consented to the making of the group chat.

V. Private Communications with Learners

As a general rule, online private communications between school personnel and the learners are not allowed, except in the following cases:

- a. With the consent of the learner, and of his parents, guardian, or caregiver, strictly on school or academic-related matters; and
- b. When the DepEd personnel receives complaints from learners related to the alleged violation of child protection policy and other relevant laws, rules and regulations.

School personnel are prohibited from conducting direct-private communications with learners through phone calls, SMS, e-mail, and social media accounts to mutually protect the learners and school personnel from a possible child abuse or exploitation incident or false accusation thereof.

VI. Use of Video Conferencing Platforms

- a. Regardless of the video conferencing platform to be used, teachers shall ensure that the privacy and safety features of the video conferencing platform are enabled. When needed, teachers are encouraged to seek the assistance of the Information Technology Personnel of the school.
- b. Teachers shall ensure that the video conference meeting details are confidential and are only known to learners and their parents or guardians.
- c. Teachers may be required to open the learners' webcams during online classes. In line with this, teachers may encourage learners to use virtual backgrounds during the online class.¹
- d. Teachers and learners, including their immediate environment, shall ensure that their webcam feed shows appropriate and safe video and audio streams.
- e. Teachers shall not leave the learners on their own after the online synchronous class to ensure that there is continuous supervision while online.
- f. Before the online class may be recorded, teachers must first secure the consent of the learners. The recording shall only be used for academic purposes.
- g. Learners are prohibited from recording the online class without the consent of the teachers and his/her classmates.

¹ NPC Bulletin No. 16. Bullet No.5 under Dos for teachers. Privacy Dos and Don'ts for Online Learning in Public K-12 Classes.

VII. Behavior in Social Media and Video Conferencing Platforms

Learners, teachers, non-teaching personnel, parents, and guardians should be mindful of the following prohibited behaviors on the official social media page of the school and video conferencing platforms:

- a. Using obscene, profane, or vulgar language or any derogatory language regarding race, gender, religion, sexual orientation, citizenship, socio-economic status or ability;
- b. Making sexually explicit, suggestive, humiliating, or degrading comments;
- c. Exhibiting harassing, intimidating, or bullying behavior;
- d. Doing any form of verbal, sexual, or mental abuse;
- e. Posting/Presenting any material inappropriate for children; and
- f. Posting/Presenting any material promoting alcohol or illegal drugs.

ANNEX C
INITIAL RISK ASSESSMENT FORM

Note: This tool shall be used by the Registered Guidance Counselor/ Guidance Designate of the school.

Use the following questions to complete the matrix below:

- **IDENTIFY-** What are the activities in school and at home which present a risk to children?
- **RISK-** What could go wrong?
- **PROBABILITY-** What is the likelihood of something going wrong?
- **IMPACT-** What would be the consequences to the child?
- **ACTION-** Identify ways to reduce these risks, and resources required to reduce the risks.

Name of Learner-Victim:

Context:

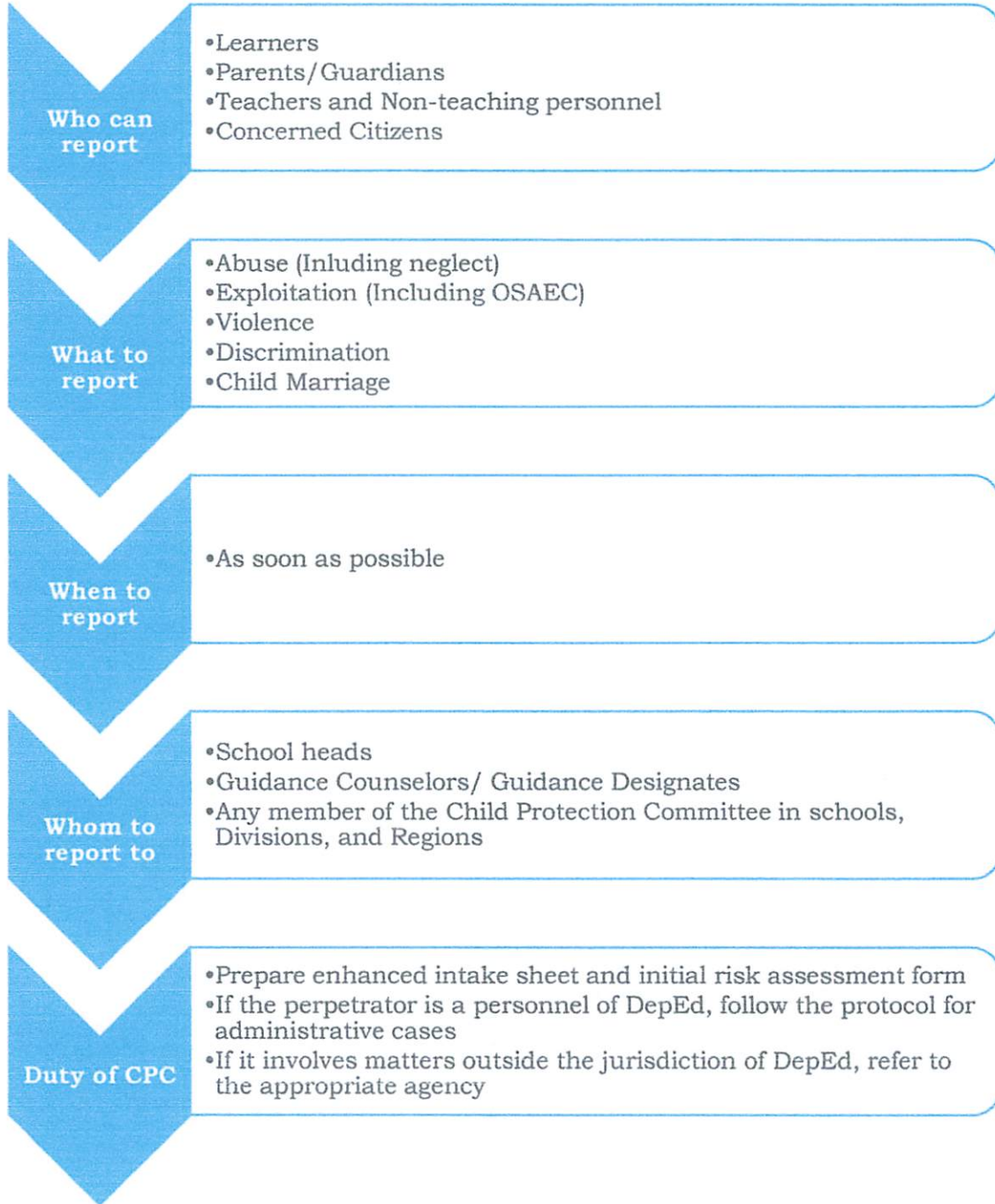
Identified Risk to Child	Analysis of Risk Factors	Probability			Impact	Action(s) to be Taken	By Whom	By When
		High	Medium	Low				

Prepared by:

**SIGNATURE OVER PRINTED NAME OF THE
REGISTERED GUIDANCE COUNSELOR/ GUIDANCE DESIGNATE**

ANNEX D

REPORTING AND REFERRAL PROCEDURE



**STRICTLY
CONFIDENTIAL**

ANNEX E
ENHANCED INTAKE SHEET

Note: This intake sheet should be handled with utmost confidentiality to protect the sensitive personal information of the learner. As much as practicable, this incident should only be kept by the Guidance Counselor/Designate and may not be forwarded to uninterested parties, unless required by laws, rules, and regulations.

I. IDENTIFYING INFORMATION

A. Learner-Victim:

Name: _____ Age: _____ Sex: _____

Date of Birth: _____ Grade Level and Section: _____

Name of Adviser: _____

Adviser's observations on the learner-victim before the incident:

(May be responsive to the following: How was the school performance of the learner before the incident? How does the learner interact with his/her peers before the incident? Does the learner have health (physical or mental) concerns before the incident?)

Adviser's observations on the learner-victim after the incident:

(May be responsive to the following: How was the school performance of the learner after the incident? How does the learner interact with his/her peers after the incident? Does the learner have health (physical or mental) concerns after the incident?)

B. Parents and Guardian:

Name of the mother: _____ Age: _____

Occupation: _____ Contact No.: _____

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CONFIDENTIAL**

Address: _____

Name of the father: _____ Age: _____

Occupation: _____ Contact No.: _____

Address: _____

If applicable:

Name of the guardian: _____ Age: _____

Occupation: _____ Contact No.: _____

Address: _____

C. Complainant:

Name: _____ Age: _____

Relation to the learner-victim: _____ Contact No.: _____

Address: _____

II. ALLEGED OFFENDER:

A. If the alleged offender is a School Personnel

Name: _____ Age: _____ Sex: _____

Date of Birth: _____ Contact No.: _____

Address: _____

Relationship to the learner-victim: _____

B. If the alleged offender is neither school personnel nor a student

Name: _____ Age: _____ Sex: _____

Date of Birth: _____ Contact No.: _____

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Address: _____

Relationship to the learner-victim: _____

III. DETAILS OF THE INCIDENT:

Date of the incident (estimation is acceptable): _____

1.

2.

3.

4.

5.

IV. INITIAL ACTIONS TAKEN:

1.

2.

3.

V. RECOMMENDATIONS/ NEXT STEPS:

Referral: (___) YES (___) NO

Referral to: _____

Reason for referral: _____

Other recommendations/next steps:

1.

2.

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3.	
4.	
5.	

Date of Intake: _____

Prepared by:

Reviewed by:

(GUIDANCE COUNSELOR/ DESIGNATE)

(SCHOOL HEAD)



Republic of the Philippines
Department of Education

MAR 24 2026

DepEd ORDER
No. 006, s. 2026

**GUIDELINES ON ENSURING A SAFE AND MOTIVATING
LEARNING ENVIRONMENT**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) is mandated to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education, which includes creating an enabling and supporting learning environment where learners are protected and secured from any form of harm, abuse, and violence within and under its jurisdiction. Consistent with the DepEd's principle of promoting the welfare, safety, and security of learners, the **Guidelines on Ensuring a Safe and Motivating Learning Environment** is hereby adopted. This Order harmonizes all DepEd issuances with the common goal of ensuring a safe learning environment.

2. This Order consolidates various guidelines from all DepEd issuances that aimed to protect learners from any incident related to learner rights protection (LRP) concerns. These concerns include incidents such as bullying and gender-based violence, among others. This Order provides simplified, more coherent guidelines from prevention to response measures that covers common security protocols, consistent procedures for incident reporting, and the provision of mental health and psychosocial support for victims.

3. This Order expressly repeals the following:

- a. DepEd Order (DO) No. 6, s. 1954 – Prohibiting the Practice of Hazing in Schools and Imposes Sanctions for Violations;
- b. DO 70, s. 1999 - Prohibiting Students of Elementary and Secondary Schools from Using Cellular Phones and Pagers During Class Hours;
- c. DO 26, s. 2000 - Prohibiting Students of Elementary and Secondary Schools from Using Cellular Phones and Pagers During Class Hours;
- d. DO 83, s. 2003 - Reiteration to DECS Orders Nos. 70, s. 1999 and 26, s. 2000 (Prohibiting Students of Elementary and Secondary Schools from Using Cellular Phones and Pagers During Class Hours; and

- e. Other issuances that are inconsistent with this Order.
4. This Order shall take effect upon its approval, issuance, and 15 days after its publication in the Official Gazette or in a newspaper of general circulation and after its publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
5. If any provision of this Order is declared invalid and/or unconstitutional by a court of competent authority, the remaining provisions thereof not otherwise affected shall remain valid and in full force and effect.
6. For more information, please contact the following:
- a. **Office of the Assistant Secretary for Governance and Operations**, through email at asec.ops@deped.gov.ph or at landline number (02) 8633-7242.
 - b. **Learner Rights and Protection Division**, through email at weprotectlearners@deped.gov.ph or at landline number (02) 8632-1372.
7. Immediate dissemination of and strict compliance with this Order is directed.




SONNY ANGARA
Secretary *GA*

Encl.:
As stated

References:
DepEd Order (Nos.: 83, s. 2003; 26, s. 2000; DO 70, s. 1999; and 6, s. 1954)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS AND OFFICES
LEARNERS
POLICY
RIGHTS
SCHOOLS
TEACHERS

GUIDELINES ON ENSURING A SAFE AND MOTIVATING LEARNING ENVIRONMENT

I. RATIONALE

Consistent with the Philippines' commitment to the Association of Southeast Asian Nations (ASEAN) Declaration on the Elimination of Bullying of Children¹, which seeks to strengthen the protection of children from learner rights protection (LRP) concerns within ASEAN, the Department of Education (DepEd) continues to prioritize the safety and welfare of the Filipino learners. As a member state affirming the ASEAN Commission on the Promotion and Protection of the Rights of Children (ACWC) Workplan 2021-2025, the DepEd adheres to the principles and strategies set forth in the ASEAN Regional Plan of Action on Elimination of Violence against Children (ASEAN RPA on EVAC)², which emphasize educational interventions, community engagement, and strengthened collaboration with relevant stakeholders.

To support effective prevention and response strategies, the DepEd grounds its approach in an understanding of the social and emotional characteristics of Filipino learners. These traits are shaped by Filipino cultural values such as *masigasig*, *magiliw*, *maalalahanin*, *malikhain*, *may malasakit*, *magalang*, and *matatag*, among others. As learners mature, their cognitive abilities become more refined, while their emotional development progresses from expressing personal emotions to understanding the emotions of others. Socially, learners advance from recognizing basic social roles to defining and establishing their place within the broader society (Rungduin and Reyes, 2015)³.

As the primary government agency mandated "to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education"⁴, the DepEd is responsible for ensuring an enabling learning environment where learners are motivated to learn and protected from abuse, violence, and harm. Consistent with existing child protection laws and its mandate to promote the welfare, safety, and security of learners, the DepEd adopts policies and programs that safeguard learners and all education stakeholders, including teaching, teaching-related and non-teaching personnel, and ensure that schools, Community Learning Centers (CLCs), and all DepEd offices remain safe and supportive environments. In line with this mandate, the DepEd has issued several policies, including DepEd Order No.

¹ Association of Southeast Asian Nations (2021). Declaration on the Elimination of Bullying of Children in ASEAN. Accessed through: <https://asean.org/declaration-on-the-elimination-of-bullying-of-children-in-asean/>

² Association of Southeast Asian Nations (2017). ASEAN Regional Plan of Action on the Elimination of Violence against Children (ASEAN RPA on EVAC). Accessed through: <https://asean.org/book/asean-regional-plan-of-action-on-the-elimination-of-violence-against-children-asean-rpa-on-evac/>

³ Rungduin, T., & Reyes, Z. (2015). The Filipino Learner: A Socioemotional Perspective. Retrieved from Research Gate: https://www.researchgate.net/publication/285202735_The_Filipino_learner_A_socioemotional_perspective

⁴ DepEd website. Accessed on April 15, 2025, through: <https://www.deped.gov.ph/about-deped/vision-mission-core-values-and-mandate/>

40, s. 2012 (Child Protection Policy)⁵ and OM-OUOPS-2024-05-01115 (Guidelines on the Implementation of the Safe Spaces Act in Basic Education), among others.

Despite these policy measures and the establishment of the Learner Rights Protection Office (LRPO) to operationalize child protection initiatives, reports indicate the continued prevalence of LRP incidents. The 2018 Programme for International Student Assessment (PISA) reported that 65% of Filipino learners experienced bullying-related incidents several times a month, including those involving physical harm.⁶ However, LRP concerns extend beyond bullying and may also include discrimination, cyber harassment, sexual violence, and other forms of abuse. In response to increasing LRP cases, particularly bullying, the Second Congressional Commission on Education (EDCOM 2) Year Two Report recommended several measures, including the amendment of DepEd Order No. 55, s. 2013, or the Implementing Rules and Regulations (IRR) of the Anti-Bullying Act of 2013.

While the EDCOM 2 recommendations largely focus on bullying, the report also identifies broader gaps affecting the implementation of related DepEd policies aimed at ensuring a safe learning environment. In particular, the lack of coherence and coordination among existing policies has resulted in fragmented efforts, overlapping initiatives, and insufficient alignment across governance levels, thereby diminishing their overall effectiveness.

Hence, the DepEd adopts this Order that harmonizes all DepEd issuances that shall mitigate cases of LRP concerns, strengthen prevention and response mechanisms in schools and CLCs, and increase the stakeholders' involvement to address LRP concerns to ensure a safe and motivating learning environment.

II. POLICY STATEMENT

The DepEd hereby adopts the Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE), which harmonize all DepEd issuances aimed at ensuring a safe learning environment by providing coherent instructions on security measures, incident reporting procedures, and the provision of mental health and psychosocial support. This Order reflects the DepEd's commitment to promoting the welfare, safety and security of learners through child-friendly, gender-sensitive, safe, and motivating environment, with particular focus on mitigating cases of LRP concerns nationwide, strengthening prevention and response mechanisms in schools and CLCs, and increasing stakeholder involvement in addressing LRP concerns.

III. SCOPE

This Order establishes the prevention and response strategies to address incidents related to LRP concerns in both physical and virtual settings, including, but not limited to, school grounds, activities, and off-campus environments. It governs the following DepEd Orders, amendments, and other

⁵ Department of Education (2012). DepEd Child Protection Policy. DepEd Order No. 40, s. 2012. Accessed through: https://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf

⁶ OECD (2018). PISA 2018 Results (Volume III). Chapter 2 Bullying. Accessed through: https://www.oecd.org/en/publications/pisa-2018-results-volume-iii_acd78851-en.html

relevant issuances that provide interventions and protocols addressing the same concerns:

- A. DepEd Order No. 40, s. 2012 – Child Protection Policy
- B. DepEd Order No. 18, s. 2015 – Guidelines and Procedures on the Management of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL)
- C. DepEd Order No. 32, s. 2017 – Gender-Responsive Basic Education Policy
- D. DepEd Order No. 57, s. 2017 – Policy on the Protection of Children in Armed Conflict
- E. DepEd Order No. 32, s. 2019 – National Policy Framework on Learners and Schools as Zones of Peace
- F. DepEd Order No. 47, s. 2022 – Promotion of Professionalism in the Implementation and Delivery of Basic Education Program and Services
- G. DepEd Order No. 49, s. 2022 – Amendments to DepEd Order No. 47, s. 2022
- H. DM-OUOPS-2024-05-01167 – Guidelines on the Protocols on the Handling of Children in Situations of Armed Conflict (CSAC) Learners in the Department of Education
- I. DM-OUOPS-2024-05-07998 – Supplemental Guidelines for the Implementation of DepEd Order No. 40, s. 2012
- J. IRR of Republic Act (RA) No. 10627 Otherwise Known as The Anti-Bullying Act of 2013

This Order serves as a general guideline and does not amend or repeal the above issuances. Its purpose is to supplement, harmonize, and clarify existing instructions and procedures. It applies to all public schools and CLCs.

Private schools, State and Local Universities and Colleges (SUCs/LUCs), and Philippine Schools Overseas (PSOs) are highly encouraged to adopt this Order.

IV. DEFINITION OF TERMS

For purposes of this Order, the following terms are defined:

- A. **Child Protection Committee (CPC)** sets up mechanisms to protect learners from all forms of LRP incidents. The CPC is composed of the school head/administrator, guidance counselor/teacher, representative of the teachers, representative of the parents, representative of the learners, and representative of the community, which shall have the responsibility to protect learners from all forms of abuse, exploitation, and neglect by ensuring that preventive and responsive mechanisms are in place.
- B. **General Operating Procedure** is the general response strategy prescribed by DepEd where schools can pattern their context-appropriate standard operating procedures. It captures stages of the response mechanisms addressing incidents related to LRP concerning Adult to Learner, Learner to Learner, and Learner to Community (*see diagram in Annex A-C*).
- C. **Interventions** refer to the programs provided by DepEd throughout the course of response mechanism to intervene in incidents related to LRP concerns. This includes psychological first aid, guidance and counseling, and mental health and psychosocial support services.

- D. **Learner Formation Officer** is a designated personnel by the school head/principal who shall be responsible for maintaining a safe and respectful learning environment by enforcing school policies and managing learner behavior.
- E. **LRP Concerns** is an umbrella term that refers to all types of LRP concerns or cases involving child abuse, violence, exploitation, discrimination, bullying, gender-based sexual harassment, or any other conditions and circumstances prejudicial to the development of learners based on any ground, such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus (HIV), and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability, or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedom.
- F. **Protocols** refer to the established rules and regulations, such as the code of conduct, learner handbook, and other security measures that guide the schools in ensuring the prevention or reduction of harm or threat in the school community.
- G. **Safe and Motivating Learning Environment** is a state of the school community where a safe environment triggers the learner's innate drives to participate in the learning process. It encompasses the shared responsibility of the "whole-of-society" in ensuring that all learners, regardless of their background and identities, feel safe, belong, and supported; enabling the learners to fully engage in the learning environment without fear and threat.
- H. **School Code of Conduct** refers to a set of rules and guidelines formulated by individual schools and CLCs, based on the Standardized Code of Conduct. It serves as a framework for establishing clear expectations for behavior and ethical standards for both learners and personnel within the school community. The code ensures that schools adhere to consistent protocols that promote a safe, respectful, and motivating learning environment.
- I. **Standard Operating Procedures** refer to the school's context-appropriate standard operating procedures patterned based on the general response strategy prescribed by DepEd. It captures stages of response to incidents related to LRP concerns, which involves risk assessment, incident reporting, referral protocols, and investigation protocols.
- J. **Standardized Code of Conduct** refers to a set of guidelines and expectations prescribed by DepEd that govern the behaviors, actions, and responsibilities of learners and teaching and non-teaching personnel consistent with the DepEd's existing policies in ethical standards for personnel. It aims to create a positive and respectful atmosphere within the school community, promoting the welfare and safety of all individuals while upholding the values of respect, discipline, and accountability.

V. ESMLE FRAMEWORK

The Guidelines on ESMLE are guided by a conceptual framework that emphasizes a **whole-of-society approach**, where all sectors – including government offices and agencies, the private sector, and civil society – play a collective role in supporting the DepEd in addressing complex issues such as bullying, violence, health, and environmental changes⁷ (Kjellen and Wong, 2023).

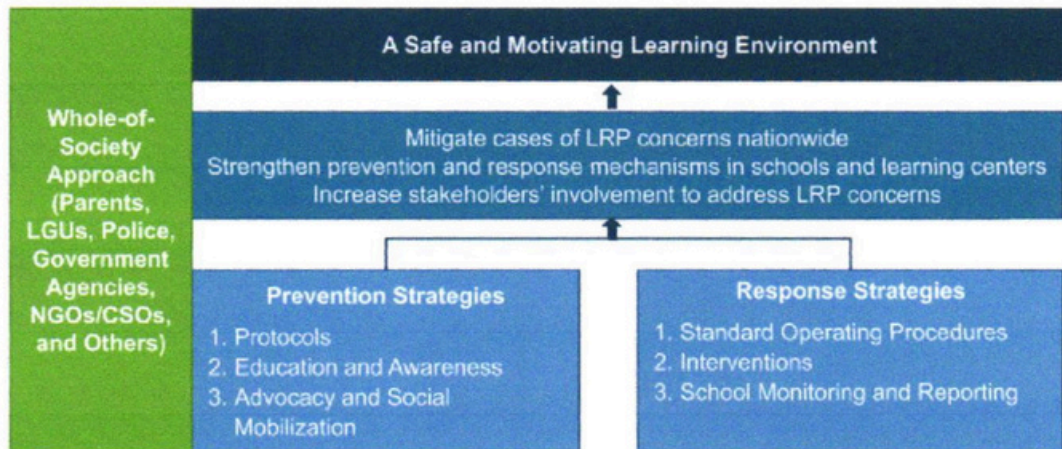


Figure 1. Conceptual Framework: Ensuring a Safe and Learning Environment

Figure 1 illustrates the four interconnected elements of the framework: **(1) the support pillar** composed of initiatives from parents, local government units (LGUs), police, government agencies, non-government agencies (NGOs), and other stakeholders, which provides the foundation for implementing prevention and response strategies while enhancing integration, coordination, and capacity building across sectors; **(2) implementation strategies**, divided into prevention measures to proactively reduce LRP incidents and response measures to address cases that have occurred, including three specific response actions; **(3) policy outcomes**, which aim to mitigate LRP cases nationwide, strengthen prevention and response mechanisms in schools and CLCs, and increase stakeholder participation; and **(4) the overarching policy objective of ensuring a safe and motivating learning environment**. This framework serves as a roadmap for the DepEd, with the help of different sectors of society and all DepEd offices, from regional to school level, in ensuring that cases of LRP concerns are reduced, operations and responses are effective, and all stakeholders or parties involved work together toward building a safer and inclusive learning environment.

VI. PREVENTION STRATEGIES

- A. **Protocols** - Refer to the formulation, dissemination, and regular review of the school's Code of Conduct and Learner Handbook, aligned with DepEd policies.

⁷ Kjellén, M., & Wong, C. (2023, December). ResearchGate. Retrieved from Chapter 13 Governance: A 'whole-of-society' approach: https://www.researchgate.net/publication/376418936_Governance_A_'whole-of-society'_approach

1. **Learner Handbook**

To promote learner welfare and a safe school environment, the DepEd, through the Bureau of Learner Support Services (BLSS), shall develop a learner handbook that shall serve as the key information, education, and communication (IEC) material that schools and CLCs shall use to orient learners on and educate the learners about their rights, school prevention and response strategies, and protection from incidents related to LRP concerns, including violence, bullying, abuse, and other threats to safety and well-being. The Handbook shall also provide standardized procedures for handling LRP incidents on campus, during online learning, or during school-related activities, covering:

- **Reporting and Response Procedures:** Steps to receive, verify, and respond to reports or disclosures in a timely, sensitive, and trauma-informed manner;
- **Confidentiality Protocols:** Procedures to protect learner identity and privacy of learners and handle information per data privacy laws;
- **Documentation and Recordkeeping:** Guidelines for securely documenting cases and maintaining legal compliance;
- **Referral Mechanisms:** Pathways to escalate cases to relevant agencies, including criteria, documentation, and follow-up;
- **Roles and Responsibilities:** Functions of school leaders, teachers, CPC members, guidance counselors, learners, and parents; and
- **Psychosocial and Mental Health Support:** Immediate emotional support, debriefing by trained professionals, and assurance of learner safety.

The Handbook shall be distributed in digital or printed formats, or both, during enrollment, orientation, or other appropriate times, and posted in at least 3 conspicuous locations within the school or on the school website. Orientation sessions for learners, school personnel, and parents may be conducted to ensure familiarity with its contents.

2. **Standardized Code of Conduct**

The Learner Handbook shall include the Standardized Code of Conduct, developed by BLSS and the Bureau of Human Resource and Organization Development (BHROD) for learners and school personnel (teaching, teaching-related, and non-teaching). Schools may adapt it to local contexts while maintaining alignment with DepEd policies.

a. **Code of Conduct for Personnel:** Ensures personnel:

- Uphold professionalism and ethics per RA No. 6713 (*Code of Conduct and Ethical Standards for Public Officials and Employees*) and DepEd Order No. 49, s. 2022 (*Amendments to DepEd Order No. 47, s. 2022*);
- Protect learners' rights, autonomy, and personal boundaries;
- Maintain safe physical and online environments, including proper communication channels and prohibition of cyberbullying or unauthorized sharing of learner images/videos;
- Treat learners equitably, avoiding favoritism or gender-based discrimination;

- Observe prohibited behaviors, including romantic/sexual relationships with learners, corporal punishment, humiliating discipline, exposure to vices, and posting harmful content; and
 - Supervise learners during school, online, and off-site activities, in coordination with parents/guardians.
- b. **Code of Conduct for Learners:** Outlines expected behaviors in an age-appropriate, child-friendly manner, including:
- Respect for self, others, and the school community;
 - Promote responsible digital and safe online behavior;
 - Roles in preventing LRP incidents;
 - Prohibited behaviors and disciplinary measures;
 - Reporting process and learners' right to be heard; and
 - Application during school, online, and school-related offsite activities.

The Standardized Code of Conduct shall provide interventions and disciplinary measures for violations. It shall be periodically reviewed, and be developed through stakeholder consultation, including learners, personnel, parents, community members, local authorities, and other representatives from relevant agencies and offices.

3. **Localized Anti-Bullying Policy**

In compliance with Section 5 of the Revised IRR of RA No. 10627 (Anti-Bullying Act), all public schools and CLCs shall adopt a localized anti-bullying policy reflecting learners' and community needs, submitted to the Schools Division Office (SDO), and integrated into the Learner Handbook. Private schools are encouraged to do the same, aligned with DepEd issuances.

DepEd schools and CLCs shall refer to the Anti-Bullying Policy Template for Schools (*See Annex D*) and adopt it in full or in part, as appropriate to their operations, ensuring alignment with this Order and other related issuances.

4. **Anti-Hazing and Fraternities/Sororities Prohibition:** All forms of hazing are strictly prohibited under RA No. 11053 (*Anti-Hazing Act of 2018*). Fraternities and sororities are prohibited; learners are encouraged to join school-registered organizations promoting safe space and camaraderie.

5. **Other security measures for safety in schools**

- a. **Security Personnel:** Schools may hire personnel funded through the school's Maintenance and Other Operating Expenses (MOOE) to maintain safety and enforce LRP protocols.
- b. **Visitor Guidelines:** All visitors are required to present a valid identification card, surrender prohibited items for safekeeping, and ensure that any firearms brought into the premises are unloaded and supported by valid license or permit documents.
- c. **Bag Inspections:** All learners, personnel, and visitors must submit their bags for inspection at the school entrance to maintain a secure

environment. These routine entry inspections must be conducted using authorized non-contact methods, specifically full-body electronic scanners, bag scanners, handheld metal detectors, or search sticks. Under no circumstances shall "stop and frisk" procedures or physical pat-downs be integrated into authorized security protocols. These inspections are primarily the responsibility of licensed security personnel, though in their absence, designated non-teaching staff or authorized School Parent-Teacher Association (SPTA) members may provide assistance. In instances where exterior queuing space is limited, the school head may authorize inspections at building entrances or designated open areas prior to classroom entry.

Beyond routine entry checks, a full bag search may be executed within school premises when there is reasonable suspicion that an individual is in possession of prohibited items. The suspicion must be rooted in observable grounds, such as unusual or nervous behavior suggesting concealment, visible bulges or protruding objects, or credible reports from the school community, rather than discriminatory assumptions based on race, gender, or family history. When a learner is involved, they must be discreetly escorted to the Principal's Office, where the search is conducted in the presence of a Guidance Counselor or designated staff. To ensure the learner feels supported, they shall be asked to open the bag for visual inspection, and personnel should avoid touching personal belongings unless absolutely necessary to clear the view. For personnel or visitors, security shall escort the individual to the guardhouse; any refusal to comply with these safety measures will result in a denial of entry.

To supplement these measures, School Heads are required to implement a monthly random routine bag inspection across all grade levels. This process is governed by a formal Random Routine Bag Inspection School Plan (*see Annex E*), which must be submitted to the Schools Division Superintendent through the SGOD-DRRMO to ensure administrative oversight and consistency.

- d. **Prohibited Items and Confiscation:** Items identified as strictly prohibited include weapons such as firearms, daggers, and brass knuckles; explosives and incendiary devices; hazardous chemicals; and illegal substances. If such items are discovered, they shall be addressed under existing national laws and DepEd guidelines, such as the Comprehensive Dangerous Drugs Act (RA 9165) or the management protocols for Children-at-Risk. In the specific event that illegal drugs are seized, the inspecting official is legally bound to observe the strict Chain of Custody rule under Section 21 of RA 9165 to preserve the integrity of the evidence for judicial proceedings.

Furthermore, items that are irrelevant to learning and capable of causing disruption or harm, including common tools like hammers or razor blades, flammable materials like lighters and vapes, or gambling and adult materials, shall be confiscated using a formal Confiscation Slip (*see Annex F*). An exception may be granted if

these items are explicitly required for science experiments, sports, or other approved school events. Any confiscated item must be turned over to the appropriate authority, with further action taken in accordance with the school's disciplinary measures.

- e. **Vehicle and Item Inspection:** All vehicles and motorcycles entering the campus are subject to a plain view inspection. For four-wheeled vehicles, this requires drivers to roll down all windows and open all compartments, including glove boxes and trunks, while presenting a valid driver's license for documentation. Motorcycle riders must remove helmets and masks and open all onboard compartments for inspection. Any unnecessary or dangerous articles found during this process must be surrendered for safekeeping in a designated school locker or secure location. Licensed firearms, specifically, must be unloaded and surrendered along with valid permits; the owner will be issued a locker key and may reclaim the firearm upon exiting the premises. Visitors who refuse these protocols will be denied entry, while learners and personnel who fail to comply may face applicable administrative penalties.
- f. **Closed-circuit Television (CCTV) and Security Equipment:** To enhance security and monitor activities, schools are encouraged to install CCTV cameras in strategic locations, including entrances, hallways, classrooms, and outdoor spaces. These systems must undergo regular maintenance to ensure they remain fully operational, with footage stored securely for future reference.

The acquisition of CCTVs and related security equipment may be facilitated through the procurement processes of the SDO, or through coordination with the LGUs and other stakeholders. All procurement and installation activities must strictly adhere to existing accounting, auditing, budgeting, and procurement rules and regulations.

- g. **Prohibition of Portable Electronic Devices During Instructional Hours.** Schools and CLCs shall prohibit the use of cellphones and other portable electronic devices by both learners and personnel during instructional periods. This measure is intended to minimize distractions and maintain the integrity of the learning environment.

Exceptions may be granted in meritorious cases, specifically for:

- i. Academic purposes: Accessing educational platforms, digital resources, or participating in authorized online collaborative activities.
- ii. Emergency situations: Facilitating communication during disasters, medical crises, or other immediate safety concerns.

To ensure accountability, any violations of this policy by teaching or non-teaching personnel, as well as learners, shall be subject to administrative sanctions and penalties as outlined in the standardized disciplinary framework (see Annex G).

- B. **Education and Awareness** - Refer to strategies that ensure all stakeholders – learners, teachers, parents, and community members – are informed and educated about LRP, including the protocols, procedures, and interventions in handling LRP-related incidents.

All public schools and CLCs shall, and private schools are encouraged to:

1. Integrate LRP initiatives into the curriculum and implement comprehensive training programs to promote learners' safety and well-being;
2. Conduct age-appropriate educational and awareness activities on LRP for learners, school administrators, and personnel;
3. Embed core LRP lessons across all grade levels using teaching manuals collaboratively developed by DepEd and partner stakeholders;
4. Provide mandatory capacity-building for teaching and non-teaching personnel, including school heads and CPC members, covering conflict resolution, alternative dispute resolution, negotiation, cultural and gender sensitivity, LRP case management, and related topics, subject to existing DepEd rules and regulations;
5. Implement digital and multimedia advocacy through social media campaigns, blogs, vlogs, digital posters, audiovisual materials, and/or IEC materials (e.g., FAQs, brochures, creative materials promoting positive conduct and learner empowerment);
6. Organize events that foster collaboration and camaraderie, such as sports competitions and music-based activities; and
7. Encourage guidance counselors and designates to facilitate classroom sessions and activities on conflict resolution, peer mediation, and constructive communication as needed.

- C. **Advocacy and Social Mobilization** - Refer to campaigns, information dissemination, and collaborative partnerships that engage learners, school personnel, parents and community members to promote a culture of safety, respect, and child protection, and to raise awareness of LRP concerns.

All public schools and CLCs shall, and private schools are encouraged to:

1. **Engage the Community** – organize awareness campaigns and activities that involve learners, parents, educators, and community members in understanding and addressing LRP concerns, fostering a sense of collective responsibility. Recommended activities include:
 - a. Student government and organizations' activities with LRP themes;
 - b. Community and PTA orientations on DepEd policies and school initiatives on child protection and anti-bullying;
 - c. Symposiums, forums, or workshops on LRP, responsible digital citizenship, and positive, non-violent discipline;
 - d. Creation and distribution of IEC materials highlighting stakeholder roles in promoting LRP;
 - e. Launching of LRP campaigns during the National Children's Month each November; and
 - f. Community-initiated activities with LRP themes to strengthen safe and supportive learning environments.

2. **Develop Partnerships** – collaborate with LGUs, CSOs, private sectors, and relevant stakeholders to enhance LRP support systems. Schools and offices are encouraged to establish linkages with:
 - i. National government agencies involved in child welfare and protection;
 - ii. Human rights and law enforcement bodies;
 - iii. Local and international NGOs; and
 - iv. Parent-teacher associations and community-based groups.

These partnerships aim to mobilize resources, share technical expertise, and strengthen coordinated responses to ensure learner safety and well-being.

VII. RESPONSE STRATEGIES

- A. **Standard Operating Procedures (SOPs)** – Refer to the school-specific procedures based on the general response strategies prescribed by DepEd. SOPs shall define roles, timelines, reporting channels, protective measures, and investigation protocols to address incidents of violence, abuse, bullying, and other threats to learner safety. Schools and CLCs shall base their SOPs on relevant DepEd issuances and refer to *Annexes A, B, and C* for simplified process flows, including adult-to-learner, learner-to-learner, and learner-to-community protection concerns.
1. **Risk Assessment** - The CPC, through registered guidance counselors, learner formation officers, or school heads, shall accomplish the Initial Risk Assessment Form (*see Annex H*) upon determining a probable LRP-related incident including abuse, violence, exploitation, discrimination, bullying, or gender-based sexual harassment.
2. **Incident Reporting** – Schools shall maintain a clear, accessible, and confidential reporting system to ensure learner and staff safety. All incidents shall be documented using an Incident Report and Intake Sheet containing at a minimum: identifying information of the victim and alleged respondent, and initial interventions provided. These records shall be confidential and maintained solely by the Registered Guidance Counselor or the designated CPC personnel.
 - a. The school personnel who accomplished the incident report shall refer the said report to the proper Disciplining Authority within 48 hours from its receipt, whether verbally or in writing.
 - b. Fact-Finding Investigations (FFI) shall be conducted for substantiated reports, and a comprehensive report containing the findings and recommendations shall be submitted to the School Head within 10 calendar days.
 - c. The School Head shall submit investigation results to the Schools Division Superintendent (SDS) and the Regional Director (RD) within 30 calendar days from the receipt of the report or complaint.
 - d. Schools shall submit to the SDO, within the first week of each school year, an annual report on bullying cases, interventions undertaken, relevant statistics, and other pertinent information.

- e. The SDO shall compile all incident reports from schools and submit a consolidated statistical report to the RO and LRPD within the first month of each school year.
3. **Referral Protocols** – Schools shall observe established referral protocols by promptly reporting incidents to the designated CPC member and referring them to the appropriate authorities, including the SDO, RO, and relevant government agencies, in accordance with existing laws and policies to ensure the immediate protection and support of the learner involved.
 4. **Investigation Protocols** – Schools shall implement standardized or school-developed procedures for investigating reported LRP incidents. These protocols shall be consistent with existing DepEd issuances, including DepEd Order No. 40, s. 2012 (*DepEd Child Protection Policy*), DepEd Order No. 15, s. 2012 (*DepEd Policy Framework for the Implementation of the Alternative Dispute Resolution System-Mediation*), and DepEd Order No. 49, s. 2006 (*Revised Rules of Procedure of the Department of Education in Administrative Cases*), and shall form part of the school's Standard Operating Procedures (SOPs).
 - a. **Procedural Due Process.** Subject to applicable DepEd issuances, relevant laws, and prescribed SOPs, the following minimum requirements of due process shall be observed in cases where a penalty may be imposed:
 - i. **Written Notice** - The respondent shall be informed in writing of the complaint or offense, together with the supporting evidence;
 - ii. **Right to Answer Complaints** - The respondent shall be given the opportunity to submit a written answer within 10 calendar days, with the assistance of a parent/legal guardian or legal counsel;
 - iii. **Written Decision** - The disciplining body shall issue a written decision stating the facts, issues, and basis of the ruling; and
 - iv. **Appeal** - The decision may be appealed to the immediate higher authority (e.g., SDS or RD) within 15 days from receipt. Failure to file within the prescribed period shall result in dismissal of the appeal in accordance with DepEd Order No. 49, s. 2006 (*Revised Rules of Procedure of the Department of Education in Administrative Cases*). The higher authority may affirm, modify, or remand the decision for further review.

In bullying cases, the decision may be appealed to the Office of the Undersecretary for Legal and Legislative Affairs, by authority of the Secretary of DepEd, within 10 days from receipt of the decision, in accordance with the Revised IRR of the Anti-Bullying Act.

- B. **Interventions** - Refer to programs provided by DepEd as part of the response mechanism for incidents related to LRP concerns. This includes

psychological first aid, guidance and counseling, and mental health and psychosocial support services.

Intervention programs aim to maintain a safe and supportive learning environment and address the following:

- Acts, physical or verbal, that may lead to LRP concerns;
- Determinants influencing learners to commit LRP-related acts;
- Factors affecting a learner that may cause harm to self or others due to personal, family, or social circumstances; and
- Impact of LRP incidents on learners' psychological, virtual, and physical well-being.

Schools are also encouraged to implement additional programs such as counseling, life skills training, and other mental health and psychosocial support activities. These shall engage all parties involved, including perpetrators, victims, bystanders, parents or guardians, school personnel, and other affected individuals.

1. **Positive Discipline** – As defined in DepEd Order No. 40, s. 2012 (*Child Protection Policy*), positive discipline is a holistic, constructive, and proactive approach that helps learners develop appropriate behavior and self-discipline. It focuses on long-term goals, using everyday situations to teach life-long skills and values while respecting learners' rights and dignity.

DepEd allows teachers and school personnel to impose disciplinary measures to correct behavior, provided there are constructive and support the learner's development.

Corporal punishment or any measures that are physically, sexually, or psychologically harmful, degrading, humiliating, abusive, or violent are strictly prohibited. Discipline must uphold the learner's dignity and growth.

The school administration is responsible for maintaining discipline both on campus and during authorized off-campus school activities.

2. **Limitations in Imposing Discipline** – Discipline shall:
 - Prioritize the best interest of the learner;
 - Be proportionate to the nature and gravity of the offense (*see Annex I*), with physically harmful punishment strictly prohibited; and
 - Be applied only for a valid cause, based on observable and reasonable grounds or credible information, in accordance with school rules and due process.

- C. **School Monitoring and Reporting** - Refer to the coordination mechanism across all DepEd's governance levels, from CO to schools and CLCs, to monitor and report the effectiveness of strategies in addressing LRP incidents. This includes identifying challenges and providing policy recommendations through monitoring and evaluation (M&E).

To ensure effective child protection, schools shall implement continuous M&E systems based on the standard framework provided by the CO

through the LRPD. This includes maintaining accurate incident records, tracking interventions, assessing the impact of safety protocols, and gathering feedback from learners, parents, and staff. M&E results shall inform policy adjustments and implementation improvements.

The CO, through the LRPD, shall provide a coordinated M&E system and guidance. Schools and CLCs may customize procedures, but the following guidelines are required:

1. **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:
 - a. Number of incidents;
 - b. Nature of incidents;
 - c. Number of learners involved;
 - d. Setting (time, date, location);
 - e. Actions taken post-incident;
 - f. Preventive measures implemented;
 - g. Learner details (age, grade, address, parents' background); and
 - h. Current case status.
2. **Regular Audits** – Schools and CLCs shall review and audit their protocols and procedures regularly. Feedback from stakeholders shall be integrated into these audits to improve practices.
3. **Feedback Mechanisms** – Schools and CLCs shall establish official channels, physical or online, for learners, parents, and staff to provide feedback – anonymously or named – on M&E, interventions, and protocols. Feedback shall be incorporated into school guidelines and communicated to the SDO.
4. **Documentation and Data Integrity**
 - a. All cases shall be logged in the School Child Protection database for monitoring and follow-up;
 - b. Summary reports shall be submitted to the Division LRP Focal Person; and
 - c. The Division Focal shall forward cases to the LRP Regional Office for technical guidance.

All records, databases, and related processes shall comply with RA No. 10173 (*Data Privacy Act of 2012*).

VIII. EMERGENCY HOTLINES - In urgent situations requiring immediate intervention, schools may coordinate with the following authorized hotlines/helplines:

- 911 - National Emergency Hotline
- 1383 - Mahalin at Kalingain Ating Mga Bata (MAKABATA) Helpline
- 1553 - National Center for Mental Health (NCMH) Crisis Hotline
- (02) 8632-1372 - Learners' Telesafe Contact Center Helpline (LTCCH)
- (02) 8525-6028 - National Bureau of Investigation (NBI) Anti-Violence Against Women and Children Division

Coordination with these emergency services does not exempt the school from submitting a formal incident report, which must be accomplished immediately following the response. The school shall also provide immediate assistance as needed.

IX. ROLES AND RESPONSIBILITIES

A. **Central Office (CO).** To ensure effective implementation of this Order, the CO, through its offices, shall:

1. Office of the Undersecretary for Legal and Legislative Affairs:
 - a. Decide with finality all appeals on RO decisions by authority of the Secretary, without limiting the Secretary from directly issuing a decision.
2. Bureau of Curriculum Development (BCD):
 - a. Integrate child protection concepts, digital citizenship, and socio-emotional learning (SEL) in the curriculum;
 - b. Ensure curriculum review for inclusivity and cultural responsiveness;
 - c. Support teachers with guides, exemplars, and training for sensitive content;
 - d. Integrate LRP and gender sensitivity in Good Manners and Right Conduct (GMRC) and Values Education, in coordination with LRPD and the Gender and Development (GAD) Secretariat; and
 - e. Enhance learner profiling in the Homeroom Guidance Program at the start of the school year.
3. Bureau of Human Resource and Organizational Development (BHROD):
 - a. Define penalties, roles, and responsibilities of personnel across governance levels;
 - b. Provide guidelines for school discipline officers and coordinators;
 - c. Develop a standardized code of conduct for personnel; and
 - d. Ensure programs addressing gender-based LRP concerns have allocated GAD budget.
4. Bureau of Learner Support Services (BLSS):
 - a. Develop a standardized code of conduct for learners;
 - b. Enrich the Drop-Out Reduction Program to include Children-at-Risk and Children in Conflict with the Law, in coordination with the Bureau of Learning Delivery - Teaching and Learning Division (BLD-TLD) and the Youth Formation Division (YFD); and
 - c. Strengthen CO helplines for learner abuse and mental health, in coordination with the National Center for Mental Health and LGUs.
5. BLSS – Learner Rights and Protection Division (LRPD):
 - a. Lead the M&E of this Order;
 - b. Develop and implement a standardized reporting mechanism and database, in coordination with the Information and Communications Technology Service (ICTS) and Policy and Planning Service - Educational Management Information System Division (PPS-EMISD);
 - c. Prescribe uniform standards for M&E of reported incidents;
 - d. Maintain a centralized repository of regional LRP reports;

- e. Develop the Learner Handbook and Standardized Code of Conduct with the Bureau of Learner Support Services (BLSS);
 - f. Provide guidelines for designating school Learner Formation Officers and coordinators; and
 - g. Engage counterpart agencies and define roles in case referrals through MOAs/MOUs.
6. Finance Service:
- a. Allocate funding for LRP resources, programs, personnel for helplines, and licensed security personnel.
- B. **Regional Offices (ROs)** – To implement this Order, ROs, through their divisions, shall:
- 1. Learner Rights and Protection Section (LRPS):
 - a. Provide capacity-building and technical support to SDO LRP Focal Persons;
 - b. Facilitate intervention and referral of learner protection concerns;
 - c. Develop, implement, monitor, and sustain regional LRP programs;
 - d. Consolidate SDO reports on LRP incidents, interventions, and resolutions;
 - e. Conduct regular coordination meetings with SDOs;
 - f. Provide policy recommendations to CO; and
Monitor compliance of public schools with Anti-Bullying Policy submission, in coordination with SDOs.
 - 2. Legal Unit:
 - a. Facilitate investigation, disciplinary action, and implementation of decisions involving personnel;
 - b. Ensure prompt resolution of LRP cases under the RO jurisdiction; and
 - c. Provide legal guidance to RO LRPS, SDO LRP Focal Persons, and Legal Units.
 - 3. Education Support Services Division (ESSD):
 - a. Implement regional initiatives promoting a safe learning environment with partners;
 - b. Strengthen partnerships and mobilize resources; and
 - c. Assist SDOs in managing learner well-being programs and activities.
 - 4. Curriculum and Learning Management Division (CLMD): Monitor the curriculum delivery concerning integrating the LRP and gender sensitivity topics in the GMRC and Values Education subjects, as a basis for possible policy recommendations to the CO.
 - 5. Quality Assurance Division (QAD): Monitor compliance of private schools with Anti-Bullying Policy and reports, coordinating with SDOs.
 - 6. Finance Division: Support funding for the Regional Learners TeleSafe Contact Center Helpline, including personnel compensation.
 - 7. Personnel Section: Assist in staffing and HR management for the Regional Learners TeleSafe Contact Center Helpline.

C. Schools Division Offices (SDOs) – Responsible for child-friendly schools and CLCs:

1. Office of the Schools Division Superintendent:
 - a. Facilitate implementation and compliance in schools and CLCs;
 - b. Coordinate with LGUs on Peace and Order Council activation;
 - c. Facilitate investigations and disciplinary actions via SDO Legal Unit; and
 - d. Guide staffing and funding for LRP personnel.
2. School Governance and Operations Division (SGOD):
 - a. Provide capacity-building and technical assistance for Guidance Counselors, Designates, and Advocates;
 - b. Support intervention, referral, monitoring, and evaluation of school-based LRP programs;
 - c. Consolidate school reports on LRP incidents and submit to RO LRPS;
 - d. Facilitate LRP discussions through In-Service Training (INSET)/ Learning Action Cell (LAC) sessions; and
 - e. Monitor compliance of schools with the Anti-Bullying Policy and reports.
3. Curriculum Implementation Division (CID):
 - a. Monitor curriculum delivery on LRP and gender sensitivity;
 - b. Provide recommendations to CO via RO; and
 - c. Conduct orientation on Homeroom Guidance Program modules.

D. Schools and Community Learning Centers (CLCs) – Implementers of child protection and empowerment:

1. Enhance administrative and supervisory routines (e.g., visibility of authorities, efficient personnel clustering;
2. Teach child protection and empowerment in values education, GMRC, and Edukasyon sa Pagpapakatao (EsP);
3. Strengthen positive discipline, avoiding corporal or punitive actions;
4. Capacitate personnel through LAC and INSET sessions;
5. Organize parenting seminars with collaboration from parents/guardians;
6. Conduct learner formation activities;
7. Engage learner governments and school organizations to lead protection campaigns;
8. Maintain CCTVs, Public Address (PA) systems, and distribute IEC materials;
9. Empower the School Governance Council and Child Protection Committee;
10. Establish clear incident reporting and referral systems aligned with national policies;
11. Facilitate, in coordination with partners and resources:
 - a. Clinical and aftercare support for victims and perpetrators; and
 - b. Counseling for violators focusing on empathy, accountability, and behavior change.
12. Clearly define the roles of learners, personnel, and stakeholders in child protection initiatives;

13. Conduct regular collaboration with barangay, community, organizations, and parents; and
14. Engage parent associations, alumni, volunteers, and student organizations to support school safety.

X. FUND SOURCE

The funds for the implementation of this Order shall be charged against available and appropriate funding sources, in accordance with existing budgeting, accounting, auditing, and procurement rules, laws, and regulations.

XI. MONITORING AND EVALUATION

The CO, through the LRPD, in coordination with the ROs, SDOs, schools, CLCs, and stakeholders, shall be primarily responsible for the monitoring and evaluation of the implementation of this Order. An M&E plan shall be prepared at each governance level as the basis for the conduct of M&E. A policy evaluation shall be conducted to assess the achievement of its outcome and to further enhance its provisions and effectiveness.

Additionally, the CO, through the LRPD, shall be responsible for the review and update, if necessary, of the attached templates and reporting mechanisms to ensure their relevance and effectiveness. Material revisions/updates affecting regulatory compliance shall be communicated to all relevant offices and stakeholders.

XII. CONFIDENTIALITY

Any information relating to the identity and personal circumstances of all parties involved in an incident covered by this Order shall be treated with the utmost confidentiality by all parties that collected the said data, including but not limited to the school head or school principal, teachers, school counselor or school counselor associate, and parents or parent-substitutes. Furthermore, all personal information, sensitive personal information, and/or privileged information collected shall be subject to the rules and regulations set forth in RA No. 10173, or the *Data Privacy Act of 2012* and its IRR.

Access to the data collected pursuant to this Order shall be strictly limited to the duly authorized school personnel and designated officials within the appropriate and relevant district office, regional office, and central office.

Any personnel who commit a breach of confidentiality shall be subject to appropriate administrative action in accordance with the existing rules and regulations of the DepEd or in the private school, without prejudice to any civil or criminal action.

XIII. SEPARABILITY CLAUSE

If any provision of this Order is hereby declared as invalid and/or unconstitutional by a court of competent authority, the remaining provisions thereof not otherwise affected shall remain valid and in full force and effect.

XIV. REPEALING CLAUSE

All other related provisions inconsistent with this Order are hereby repealed, rescinded or modified accordingly. Specifically, this DepEd Order repeals the following policies:

1. DepEd Order No. 6, s. 1954 or the Prohibiting the Practice of Hazing in Schools and Imposes Sanctions for Violations;
2. DepEd Order No. 70, s. 1999 or Prohibiting Students of Elementary and Secondary Schools from Using Cellular Phones and Pagers During Class Hours;
3. DepEd Order No. 26, s. 2000 or Prohibiting Students of Elementary and Secondary Schools from Using Cellular Phones and Pagers During Class Hours; and
4. DepEd Order No. 83, s. 2003 or Reiteration to DECS Orders Nos. 70, s. 1999.

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XVI. EFFECTIVITY AND AMENDMENTS

This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication on the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC) UP Diliman, Quezon City.

Revisions to the annexed templates and forms, as necessary, may be issued through a DepEd Memorandum to ensure flexibility and responsiveness to implementation needs, without requiring amendments to this policy.

LIST OF ANNEXES:

ANNEX A: Adult to Learner Protection Concern

Outlines the procedures to be observed in addressing cases involving potential harm, abuse, or rights violations committed by adults against learners.

ANNEX B: Learner to Learner Protection Concern

Outlines the procedures to be observed in addressing cases involving potential harm, abuse, or violations of rights committed by learners against fellow learners.

ANNEX C: Learner to Community Protection Concern

Outlines the procedures to be observed in addressing cases where learners may cause potential harm, abuse, or violations of rights against members of the community, particularly Children at Risk (CAR) and Children in Conflict with the Law (CICL).

ANNEX D: DepEd's Anti-Bullying Policy Template for Schools

The template guides schools in formulating anti-bullying policies consistent with the Republic Act (RA) No. 10627, otherwise known as the "Anti-Bullying Act of 2013" (Anti-Bullying Act), its Revised Implementing Rules and Regulations (Revised IRR) to ensure prevention, proper reporting, implementation of discipline, response, and a safe learning environment.

ANNEX E: Random Routine Bag Inspection Plan

Specifies the school's annual plan for conducting random bag inspections, detailing the grade levels covered, frequency, designated personnel, and required resources.

ANNEX F: Confiscation Slip for Prohibited Items

Serves as a written record issued when a prohibited item/s is/are confiscated due to policy violations, indicating the details of the incident and retrieval procedures.

ANNEX G: Administrative Sanctions and Penalties for Using Portable Electronic Devices During Instructional Hours

Outlines the disciplinary actions for both personnel (teaching and non-teaching) and learners for using portable electronic devices during instructional hours.

ANNEX H: Initial Risk Assessment Form

Serves as a critical diagnostic tool for the CPC, through the Registered Guidance Counselor/Guidance Designate of the school, for early detection and management of cases involving LRP concerns.

ANNEX I: Classification of Offenses and Penalties

Demonstrates the classification of offenses and its corresponding penalties to address non-bullying incidents in consideration of the frequency and severity of the acts committed.

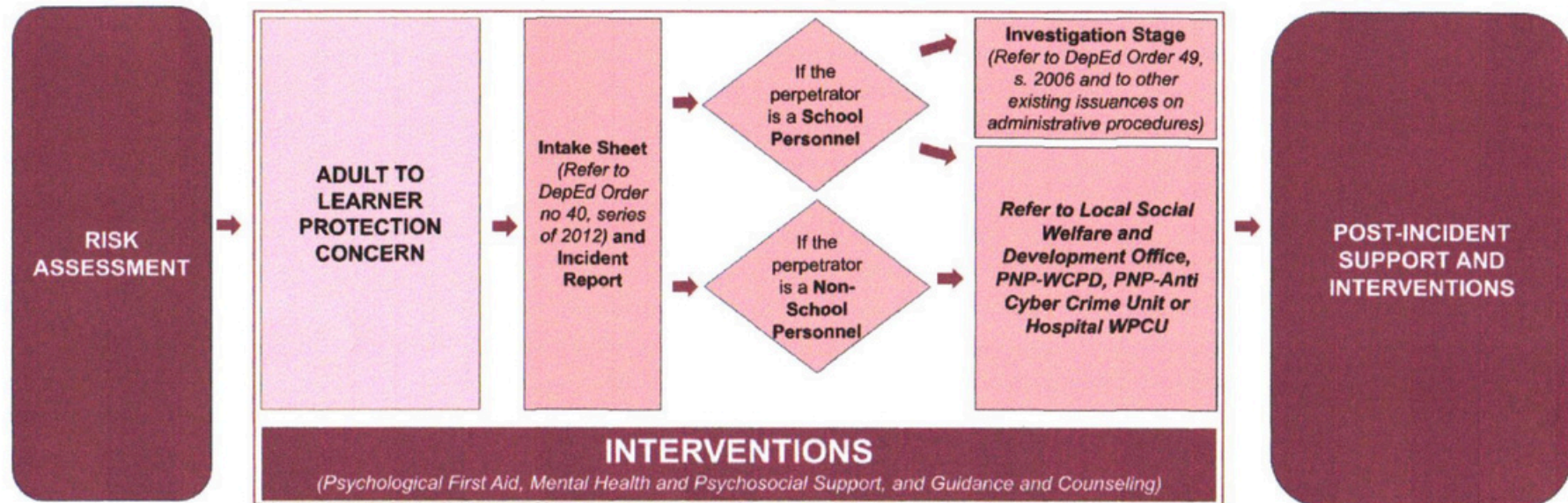
ANNEX J: Confiscation Slip for Violation of Responsible Use of Portable Electronic Device Policy

Serves as a written record issued when a learner's portable electronic device is confiscated due to policy violations, indicating the details of the incident and retrieval procedures.

ANNEX K: Call Slip

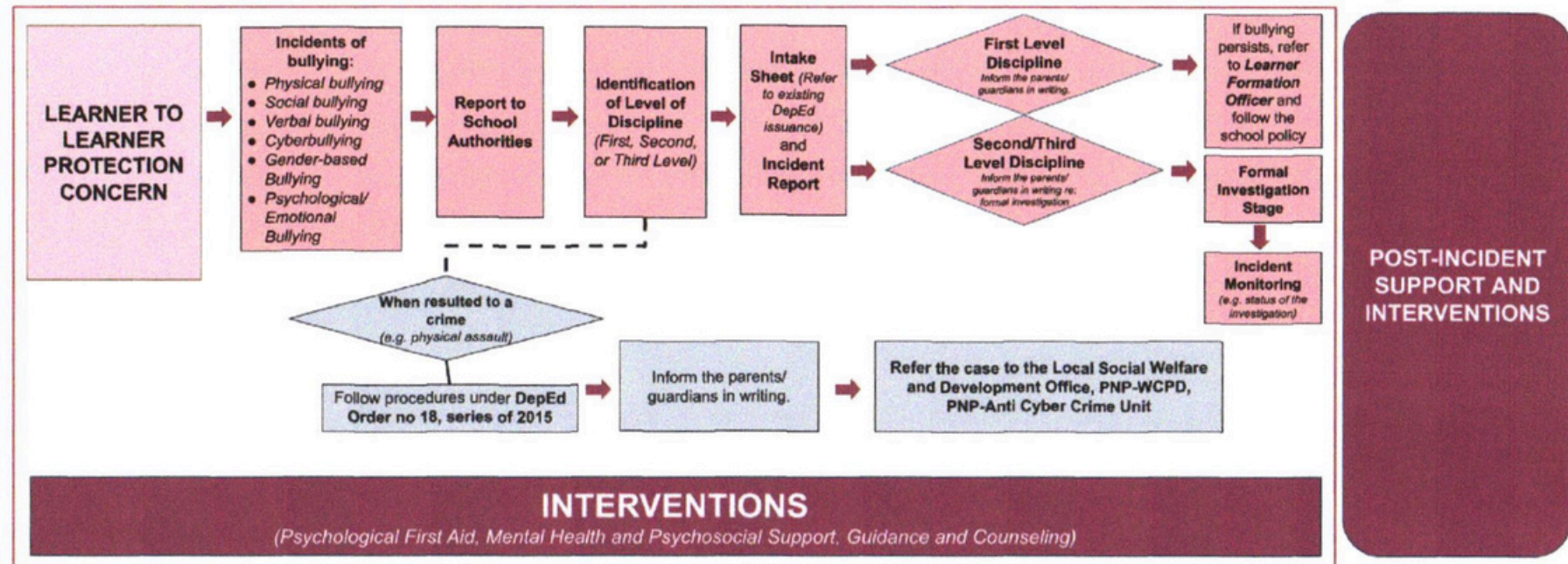
A document issued to parents or guardians inviting them to attend a meeting regarding a learner's concern or case.

ANNEX A - ADULT TO LEARNER PROTECTION CONCERN



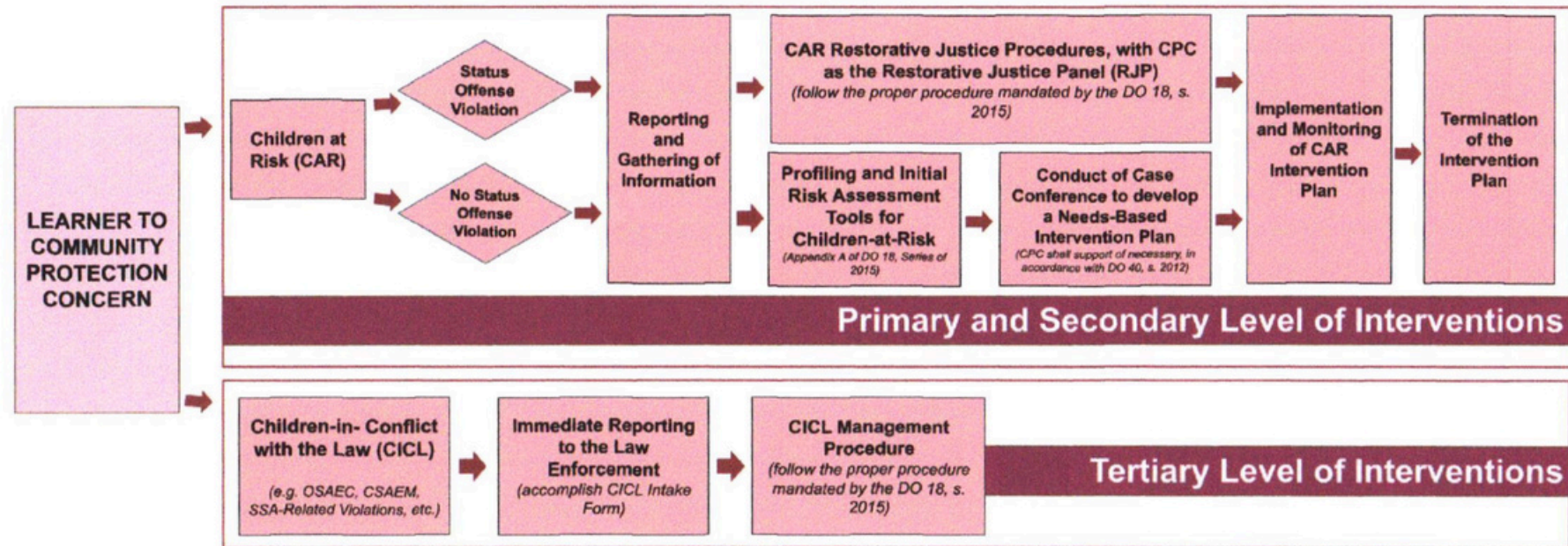
(Concerned Issuances: DO 40, s. 2012, DO 49, s. 2006)

ANNEX B - LEARNER TO LEARNER PROTECTION CONCERN



(Concerned Issuances: RA 11930; DO 18, s. 2015; and the Revised IRR of The Anti-Bullying Act of 2013)

ANNEX C - LEARNER TO COMMUNITY PROTECTION CONCERN



(Concerned Issuances: DO 18, s. 2015)

ANNEX D: DEPED ANTI-BULLYING POLICY TEMPLATE FOR SCHOOLS
(Note: Sections highlighted in yellow shall be completed by the schools.)

ANTI-BULLYING POLICY

[Name of the Public or Private school or Community Learning Center] (the "School" or "CLC", as may be applicable) hereby adopts the rules and regulations (the "Policy") provided herein, in compliance with Republic Act (RA) No. 10627, otherwise known as the "Anti-Bullying Act of 2013" (Anti-Bullying Act), its Revised Implementing Rules and Regulations (Revised IRR), other pertinent laws, and rules and regulations of the Department of Education (DepEd).

I. GENERAL PROVISIONS

Section 1. Scope and Coverage. The Policy shall apply to all grade levels of the School. For the avoidance of doubt, the Policy shall extend and be applicable to all stakeholders of the School, including but not limited to its Learners, School Personnel, Service Provider, and the Parents or Guardians of said Learners.

Section 2. Declaration of Policy. The School affirms its commitment to providing a safe, inclusive, and supportive learning environment that upholds the dignity and rights of every Learner. To this end, the School shall implement comprehensive anti-bullying measures with the following objectives:

- a. Ensure a learning environment that is free from bullying, harassment, and all forms of violence, and that is conducive to the academic, emotional, and social development of all Learners;
- b. Uphold the rights of children, including their right to express their views freely and to have such views given due weight in all matters affecting them;
- c. Promote the development of moral character, ethical values, and personal discipline by cultivating positive traits such as empathy, kindness, respect, and responsibility, and by strengthening Learners' social and emotional skills for effective relationship-building and conflict resolution; and
- d. Foster a positive school climate by requiring the School to actively maintain a space where Learners feel physically, emotionally, and socially secure, and where respect, empathy, and understanding are consistently modeled and reinforced.

Section 3. Definition of Terms. As used in the Anti-Bullying Act and its Revised IRR, other relevant laws, and issuances of DepEd, the following terms shall mean or be understood as follows:

- a. **"Bully"** refers to any Learner who commits acts of bullying, as defined in Section 4 of this Policy.
- b. **"Bystander"** refers to any person who witnesses or has personal knowledge of any actual or perceived incidents of bullying or retaliation, as defined by this Policy.
- c. **"Disciplining Authority"** refers to either the teacher, Learner Formation Officer, or Principal or School Head who are tasked to act on the bullying incident pursuant to Section 19 of this Policy.

- d. **“Exclusion”** refers to a penalty wherein a learner is immediately dropped from the class list of the school. In such cases, the learner may continue his/her education through appropriate educational interventions in an educational setting other than the school of origin. Such placement shall be based on the learner’s needs and context after a formal assessment and recommendation of the concerned governing agencies.
- e. **“Hostile environment”** refers to a situation where unwelcome or offensive behavior creates an intimidating, unfriendly, aggressive, or abusive atmosphere for the victim and upstander, among others.
- f. **“Learner”** refers to any individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life, and who is enrolled either in a school or in a Community Learning Center (CLC), as may be applicable.
- g. **“Non-readmission”** refers to a penalty where a student is no longer allowed to be admitted for the following school year but is allowed to complete his or her current school year.
- h. **“Precursor to Bullying”** refers to acts, whether physical, verbal, or through the use of technology or electronic means, that indicate that bullying may occur or that a Learner is starting to be bullied by fellow Learner/s.
- i. **“Retaliation”** refers to acts which include any form of intimidation, reprisal, or harassment against a person who reports a bullying incident, who provides information during an investigation of bullying, who is a witness to, or who has reliable information about a bullying incident.
- j. **“School Personnel”** refers to all persons working for the School, which include the following:
 - i. **Teacher** refers to a person who is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether full-time or part-time, in the School.
 - ii. **Non-Teaching Personnel** refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement agency outcomes, but neither involve nor directly support the actual conduct of teaching or delivery of instruction.
 - iii. **Related-Teaching Personnel** refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation.

- k. **"Service Provider"** refers to any person who is not a part of the above-enumerated school personnel but who works in the School, such as, but not limited to security guards, canteen personnel, utility workers, and transportation service personnel;
- l. **"Suspension"** refers to a penalty wherein a learner is temporarily disallowed from attending classes for a specified number of days, based on the degree, frequency, and level of commitment involved in LRP-concern incidents. During the period of suspension, the learner shall be considered absent and shall be provided appropriate educational interventions by the school.
- m. **"Upstander"** refers to a person who speaks, acts, or intervenes on behalf of a Learner being bullied, including but not limited to getting help from a trusted adult; and
- n. **"Victim"** refers to any Learner to whom acts of bullying or retaliation, as defined by this Policy, are directed.

II. PROHIBITION ON BULLYING

Section 4. Acts of Bullying. "Bullying" refers to any severe or repeated use by one or more Learners of a written, verbal, or electronic expression; a physical act or gesture; or any combination thereof, directed at another Learner that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm, or damage to their property; creating a hostile environment at school for the other Learners; infringing on the rights of another student at school; or materially and substantially disrupting the educational process or the orderly operation of a school, such as but not limited to, the following forms:

- a. **Physical Bullying** – refers to any unwanted physical contact between the bully and the victim.
Examples include but are not limited to: punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head-locking, grappling, inflicting school pranks, teasing, fighting, and the use of any available objects as weapons
- b. **Psychological or Emotional Bullying** – refers to any act that causes damage to a victim's psyche and/or emotional well-being.
Examples include but are not limited to: name-calling, humiliation, intimidation, circulating malicious rumors, manipulation, coercion, and other circumstances tending to cause dishonor, discredit or expose a person to contempt
- c. **Verbal Bullying** – refers to any slanderous statement or accusation that causes the victim undue emotional distress.
Examples include but are not limited to: directing foul language or profanity at the target, teasing, name-calling, tormenting, taunting, threats, cursing, making offensive jokes, and commenting negatively or inappropriately on victim's looks, clothes and body; and all forms of aggression involving the use of written or spoken language to demean, harm, or exert power over another Learner

- d. **Cyber-Bullying** – refers to all forms of bullying carried out through the use of technology or any electronic means.

Examples include but are not limited to: sending offensive or harmful messages through text, email, instant messaging, or online chat platforms, posting hurtful, threatening, or inappropriate comments, photos, or videos online, engaging in trolling, spamming, or other disruptive online behavior intended to cause emotional distress, stealing, misusing, or disclosing another person's personal information without consent, using another person's name, identity, or online account without authorization to impersonate or cause harm

- e. **Social Bullying** – refers to a form of bullying that aims to damage the social reputation of a Learner or a group of Learners, including but is not limited to relationships affecting the victim's social standing.

Examples include but are not limited to: deliberate, repetitive, or aggressive social behavior against Learners with disabilities, Learners who are members of indigenous or ethno-linguistic groups, and Learners who are part of religious groups, among others

- f. **Gender-based Bullying** – refers to any act that humiliates, excludes, or targets individuals based on their perceived or actual sexual orientation, gender identity, or gender expression.

Examples include but are not limited to: acts that create an intimidating, hostile, or humiliating environment for the victim, such as unwanted sexual remarks or actions, use of sexist, homophobic, misogynistic, or transphobic remarks, among others

- g. **All other forms of bullying analogous** to those provided under the Policy, the Anti-Bullying Law and its Revised IRR, other pertinent laws, and rules and regulations of DepEd.

Examples include but are not limited to: stealing another person's property, deliberately destroying, defacing, or damaging another's property, extorting money, food, or possessions from other Learners

Section 5. Prohibited Acts. The following acts are prohibited under this Policy:

- a. All forms of bullying, as defined and classified in this Policy;
- b. Acts of bullying, committed at the following locations or circumstances:
- i. on School grounds;
 - ii. on properties and establishments immediately adjacent to School grounds, up to a two (2)-kilometer radius from the School;
 - iii. on streets near the School, up to a two (2)-kilometer radius;
 - iv. during School-sponsored or School-related activities, functions, or programs, whether conducted on or off School grounds, as long as an act of bullying is committed before, during, or immediately after the said activities, functions, or programs;
 - v. at School bus stops;
 - vi. at School buses or other vehicles owned, leased or used by the School or privately-owned but accredited by the School; and
 - vii. anywhere through the use of technology or an electronic device owned, leased, or used by the School;

- c. Acts of bullying committed outside the above-mentioned locations or circumstances, through the use of technology or an electronic device not owned, leased, or used by the School, if such acts create a hostile environment at the School for the victim; infringe on the rights of the victim at the School; or materially and substantially disrupt the educational process or the orderly operation of the School; and
- d. Any act of retaliation, as defined in Section 3 (i) of this Policy, against a person who reports an incident of bullying, provides information during an investigation of bullying, or serves as a witness or has reliable information about a bullying incident.
- e. False Accusation of Bullying - If the learner, after an investigation, is found to have knowingly made a false accusation of bullying, the said learner shall be subjected to disciplinary actions or to appropriate interventions in accordance with the existing rules and regulations of the DepEd.

III. PREVENTION AND INTERVENTION PROGRAMS TO ADDRESS BULLYING

Section 6. Prevention Programs. The School shall implement and maintain a comprehensive program designed to educate all stakeholders and personnel on the harmful effects of bullying and the ways they can safely report or address the same through the following initiatives:

a. School-Wide Initiatives

Initiatives that promote a positive school climate and institutional commitment to bullying prevention, including:

- i. Creating a positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships, and the understanding of and respect for individual differences;
- ii. Periodically assessing and monitoring the nature, extent, and perceptions of bullying behaviors and attitudes of Learners;
- iii. Periodically reviewing and enhancing the Learners' and Personnel's manual or code of conduct in relation to bullying;
- iv. Conducting activities for Learners, School Personnel, and Service Providers on how to recognize and respond to bullying;
- v. Continuing personnel development to sustain bullying prevention programs; and
- vi. Coordinating with Local Government Units, barangays (Barangay Council for the Protection of Children), and other stakeholders.

The School shall provide the following programs and initiatives to prevent bullying: [Kindly recommend and enumerate specific programs to be implemented as a School-wide initiative].

b. Classroom-Based Initiatives

Initiatives that empower Teachers and Learners within the classroom setting to recognize, prevent, and address bullying, including:

- i. Reinforcing school-wide rules pertaining to bullying;
- ii. Building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management,

- interpersonal skills and empathy, and responsible decision-making and problem-solving;
- iii. Discussing issues related to bullying and strategies for responding to and reporting incidents of bullying;
- iv. Teaching positive online behavior and safety and how to recognize and report cyberbullying; and
- v. Providing an inclusive and caring learning environment for Learners.

The School shall conduct the following programs to prevent bullying: [Kindly recommend specific programs to be implemented as a classroom-level initiative].

c. Parent and Family Engagement

Programs that actively involve parents and guardians in the School's anti-bullying initiatives, such as:

- i. Discussing the anti-bullying policy of the School, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars; and
- ii. Conducting or sponsoring education sessions for Parents to learn, teach, model, and reinforce positive social and emotional skills to their children.

The School shall conduct the following programs to prevent bullying: [Kindly recommend specific programs in relation to parent involvement].

d. Learner Monitoring and Early Intervention

Monitoring Learners who are vulnerable to committing aggressive bullying acts or who are possible victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

The School shall [Kindly recommend the process of monitoring and the corresponding form of early intervention].

e. Other Bullying Prevention Measures

Additional programs or strategies that the School may develop and implement in support of a safe and nurturing learning environment.

The School shall [Kindly specify other relevant bullying prevention initiatives, if any].

Section 7. Intervention Program. The School shall implement intervention programs and strategies to support the enforcement of this Policy. "Intervention" shall refer to activities which are designed to address the causes and effects of bullying. These may include programs such as counseling, life skills training, education, and other mental health and psychosocial support activities that will enhance the psychological, emotional and psycho-social well-being of the victim, the bully, the bystander, the upstander, and the school community, among others.

The intervention programs may include, but are not limited to, the following:

- a. Activities that will address acts of bullying;

- b. Approaches that emphasize guidance and the promotion of positive behavioral changes, rather than punishment;
- c. Strategies that uphold principles of child protection and promote safe, respectful, and non-violent forms of discipline;
- d. Opportunities for the victim, the bully, the upstander, and the bystanders to understand the bullying incident and its negative consequences;
- e. Programs and initiatives to develop and practice respectful and empathetic behavior; and
- f. Referrals to external services or professionals, especially for concerns that go beyond School's capacity to manage.

Specific intervention programs per stage of the case handling may include the following:

- a. **During Case Handling**
 - i. **For the Victim** – Assessment, provision of mental health and psychosocial support services and any other intervention programs such as [Schools to insert specific intervention programs]. However, should the foregoing intervention programs be insufficient, the victim may be referred to the SDO or established partners/stakeholders.
 - ii. **For the Bully** – Interview, Case Study of Psychological Assessment, Administration of Psychological Test (level 1), Provide Individual Counseling, Development of intervention programs, such as psychological, cognitive, or behavioral programs, among others, based on assessment findings, Implementation of the intervention program with the consent of the learner and the parent/s and or guardian, Post-evaluation of the impact of the intervention program, and refer to relevant partners when necessary (LGU, LSWDO, Psychologists, Mental Health professionals, Guidance Counselors).
- b. **Post-Intervention Process** – the Disciplining Authority may conduct a case conference with the parents/guardians to:
 - i. Discuss the post assessment findings of the intervention program conducted;
 - ii. Recommend further intervention program, if needed; and
 - iii. Make appropriate recommendations as regards the disciplinary procedures before submission to the SDO.
- c. **Aftercare Program Strategies**
 - i. **For the Victim**— Strengthen family support, strengthen coping skills, enhancement of self-concept, emotional check-ins through journal, peer buddy system, participate in School Clubs and Student Groups, boosting self-confidence, and self-concept development activity through [Schools to insert specific efforts or specific school personnel who will handle]
 - ii. **For the Bully** – Strengthen family support, anger management activity, reflection journal, self-discovery activity, peer coaching and mentoring, participate in School Clubs and Student Groups, learn to empathize, and behavior modification through counseling service [Schools to insert specific efforts or specific school personnel who will handle]

IV. JURISDICTION IN BULLYING CASE

Section 8. Jurisdiction. Complaints of bullying and other acts under this Policy shall be within the primary jurisdiction of the School and/or DepEd, which shall ensure appropriate investigations, sanctions, and intervention programs, without prejudice to existing laws, rules and regulations. Complaints for acts not covered by the Anti-Bullying Act of 2013 or the Revised IRR shall be referred to the appropriate authorities that have jurisdiction over such matters. The School shall ensure that these cases are properly endorsed and handled in accordance with applicable laws and regulations.

Section 9. Applicability of Republic Act No. 9344, as Amended, and Other Related Laws. If the bullying incident or retaliation results in serious physical injuries or death, the case shall be handled in accordance with the provisions of RA No. 9344, otherwise known as the "Juvenile Justice and Welfare Act," as amended, along with its IRR and other applicable laws, as warranted by the circumstances surrounding the bullying incident.

Criminal and civil liability arising from child abuse, discrimination, exploitation, and other acts constituting a crime or offense are separate and distinct and shall not be a bar to the filing of an administrative case under this Policy. Accordingly, the School shall refer the case to the appropriate government institution for purposes of instituting the applicable criminal and/or civil actions.

V. MECHANISMS AND PROCEDURES IN HANDLING BULLYING INCIDENTS IN SCHOOLS

Section 10. Immediate Response to On-Going Bullying. Any victim, bystander, or individual who witnesses or has direct knowledge of a bullying incident that is actively taking place or requiring urgent attention, shall promptly report the matter to any available School Personnel.

Upon being notified thereof, said School Personnel shall take immediate and appropriate action to ensure the safety and well-being of the individuals involved. The Personnel shall undertake the following measures:

- a. Immediately stopping the bullying or retaliatory act;
- b. Safely separating the Learners involved to prevent further conflict or harm;
- c. Removing the victim or, where appropriate, the alleged bully from the scene of the incident to ensure their safety;
- d. Assessing and addressing the immediate safety needs of the victim, which shall include:
 - i. determining any urgent protective measures required; and
 - ii. providing or facilitating prompt medical attention where necessary, and securing a medical certificate in cases involving physical injury; and
- e. Escort the alleged bully to the Disciplining Authority depending on the level of disciplinary intervention, for further assessment and appropriate action.

Section 11. Reporting of Bullying Incidents. Any victim, bystander, or individual who witnesses or has personal knowledge of an incident of bullying, retaliation, or any precursor to bullying that is not actively taking place or does not require urgent

attention, shall immediately report the same, whether verbally or in writing, to the Disciplining Authority depending on the level of disciplinary intervention.

Section 12. Anonymous Reports. Reports of incidents initiated by persons who prefer to remain anonymous shall be entertained and afforded protection from possible retaliation. Nevertheless, no sanction shall be taken against an alleged bully solely based on an anonymous report and without any evidence to substantiate the allegation of bullying.

In this regard, the channel for anonymous reporting of bullying can be accessed through _____.

[School shall establish and maintain secure channels for anonymous reporting, including but not limited to, a designated reporting box placed in accessible areas within the school premises, or a secure online reporting platform administered and monitored by the designated school authorities. Kindly specify which is applicable for the School].

Section 13. Commencing Actions in Cases of Bullying. In cases of bullying incidents, an action may be commenced by the Learner, his/her representative, or any School Personnel through the filing of a complaint before the Disciplining Authority exercising jurisdiction over the matter pursuant to Section 19 of this Policy.

Section 14. Referral of Reports of Complaints. Reports of bullying incidents, anonymous reports, and complaints should be filed with the appropriate Disciplining Authority pursuant to Section 19 of this Policy. However, should the Disciplining Authority determine that the incident does not fall within his or her jurisdiction, he or she shall refer the same to the proper Disciplining Authority within forty-eight (48) hours from the receipt of the report or complaint.

Section 15. Conduct of a Fact-Finding Investigation. If the report or Complaint is deemed sufficient in substance, the Disciplining Authority shall immediately initiate the conduct of a Fact-Finding Investigation (FFI) to determine the veracity of the allegations and circumstances surrounding the bullying incident. The Disciplining Authority shall use the report as a result of the FFI as basis for his or her decision and shall promptly undertake to do the following:

- a. Conduct separate interviews or consultations with the parties involved;
- b. Assess the level of threat and develop appropriate intervention strategies;
- c. Inform the victim and their parents or guardians of the steps to be taken to prevent any further acts of bullying or retaliation; and
- d. Submit a complete written report to the Principal/School Head, for his or her information, containing their findings and recommendations within ten (10) calendar days from their designation.

The Disciplining Authority may also conduct an FFI *motu proprio* (on his/her own initiative) when he/she has well-founded belief or reasonable ground to suspect that any prohibited act under Section 5 of this Policy has been committed.

Section 16. Due Process. In all cases where a penalty is to be imposed on the bully, the following minimum requirements of due process shall be complied with:

- a. **Written Notice.** The Learner complained of and his or her parents or guardians shall be informed of the nature of the complaint or offense committed in writing together with the supporting pieces of evidence;
- b. **Right to Answer Complaints.** The Learner complained of shall be given the opportunity to answer the complaint in writing within five (5) school days from receipt of the Complaint, with the assistance of his or her parents or the parent-substitute; and
- c. **Written Decision.** The decision of the Disciplining-Authority shall be in writing, stating clearly the facts and the reasons for the decision.
- d. **Appeal.** The decision of the Disciplining Authority may be appealed pursuant to **Section 18** of this Policy.

Section 17. Period to Render Decision. The Disciplining Authority must provide his/her decision within thirty (30) calendar days from the receipt of the report or Complaint, unless there is a valid reason for the postponement of the proceedings.

Section 18. Procedure of Appeal. Any party adversely affected by the Decision of the Disciplining Authority may appeal the same pursuant to Rule V of the Revised IRR.

Section 19. Levels of Discipline in Anti-Bullying Cases. The specific procedure to address bullying incidents shall consider the frequency and severity of the bullying acts committed. Each level is designed to ensure effective discipline, intervention, and support for all Learners involved, with distinct protocols and designated school officials responsible for managing each level.

- a. **First Level of Disciplinary Intervention including Precursors to Bullying.** This level of discipline applies to precursors to bullying or bullying behaviors that can be classified as "minor bullying acts."

Minor bullying acts involve less severe actions that do not pose immediate physical, psychological, or emotional harm but still disrupt the learning environment and these behaviors can often be handled through direct intervention and guidance from teachers.

Upon observing or being informed of a minor bullying incident, the teacher shall immediately conduct an initial assessment and implement appropriate intervention measures. Such incidents must still be properly documented and reported in accordance with school protocols.

In cases where minor bullying behaviors persist despite intervention or escalate into more serious incidents of bullying, teachers shall refer these cases to the Learner Formation Officer or the Principal/School Head for further action in accordance with Section 19 of this policy.

- b. **Second Level of Disciplinary Intervention.** This level of discipline applies to bullying behaviors that can be classified as "serious bullying acts."

Serious bullying acts are severe or repeated behaviors that go beyond minor offenses which necessitate a formal proceeding intervention by the Learner Formation Officer.

[For schools to input how a Learner Formation Officer will handle bullying complaints or cases ensuring that the rights of the victim, the bully, the

upstander, and the bystander are protected and upheld during the conduct of the investigation while maintaining confidentiality throughout the process.]

- c. **Third Level of Disciplinary Intervention.** This level of discipline applies to acts of bullying that cannot be resolved by the teacher at the classroom level or by the Learner Formation Officer. These include more severe or complex situations as these incidents require a higher level of intervention due to their potential impact on student safety and well-being.

In these cases, the Principal/School Head shall conduct thorough investigations, notify parents or parent-substitutes, implement safety plans for affected Learners, and coordinate with law enforcement, as necessary.

[For schools to input step by step process for the implementation of safety plans or coordination with law enforcement, as necessary]

Section 20. School Counselor or School Counselor Associate Intervention. The intervention of the School Counselor or School Counselor Associate can be at any level of the disciplinary interventions as provided in Section 21 of this Policy. The School Counselor or School Counselor Associate shall work closely with teachers, the Learner Formation Officer, and the Principal/School Head to create a comprehensive approach to bullying prevention and intervention.

Such interventions shall, in no case, substitute disciplinary measures to be carried out by the School. They shall be implemented alongside or in support of the disciplinary process during the initial reports of bullying, the provision of emotional support for victims, the implementation of interventions for bullies, follow-up support for affected Learners, emergency situations, and other similar circumstances.

Section 21. Disciplinary Administrative Action. Bullying incidents shall be treated according to their nature, gravity, severity, and attending circumstances.

Depending on the levels of discipline as indicated in Section 19 of this Policy, the teacher, Learner Formation Officer, or Principal/School Head may impose reasonable disciplinary measures, such as but not limited to written reprimand, suspension, non-readmission, or expulsion, provided that the requirements of due process mentioned above are complied with. Further, the bully, joined by his/her parents, shall also be required to undergo an intervention program to be implemented by the School Counselor or School Counselor Associate.

The following disciplinary administrative actions that may be taken against the bully, depending on the severity and circumstances of the case:

Levels of Disciplinary Intervention	Penalties	
First Level of Disciplinary Intervention including Precursors to Bullying. This level of discipline applies to precursors to bullying or bullying behaviors that can be classified as	First Offense	Written reprimand and Summon of Parents

Levels of Disciplinary Intervention	Penalties	
“minor bullying acts” such as, but not limited to: 1. Uttering profanities / swearwords against a learner; 2. Disruptive behavior and/ or pranks against a learner; 3. Grabbing belongings of another learner without permission; 4. Punching, pinching another learner which does not result in physical injuries; and 5. Fighting a learner which does not result in physical injuries.	Second Offense	Suspension from classes for three (3) days
	Third or subsequent offense	Suspension from classes for five (5) days
Second Level of Disciplinary Intervention This level of discipline applies to bullying behaviors that can be classified as “serious bullying acts” such as, but not limited to: 1. Stalking; 2. Catcalling, wolf-whistling, unwanted invitations, misogynistic, transphobic, homophobic and sexist slurs, persistent uninvited comments or gestures on a person’s appearance, relentless requests for personal details, statement of sexual comments and suggestions against a learner 3. Assaulting or inflicting slight physical injuries to another learner; 4. Theft or stealing learner’s belongings; and 5. Intimidating or threatening a learner.	First Offense	Suspension from classes for five (5) days, Summon of Parents, and referral to the Social Welfare Development Office
	Second Offense	Non-readmission
	Third or subsequent offense	Exclusion

Levels of Disciplinary Intervention	Penalties	
Third Level of Disciplinary Intervention This level of discipline applies to acts of bullying that cannot be resolved by the teacher at the classroom level or by the Learner Formation Officer, such as, but not limited to: 1. Inflicting physical injuries to another learner when the victim is incapacitated or requires medical intervention for 10 days or more; 2. Offensive physical or body gestures at someone, and exposing private parts for the sexual gratification of the respondent with the effect of demeaning, harassing, threatening or intimidating the offended party, including flashing of private parts, public masturbation, groping, and similar lewd sexual actions; 3. Uploading and sharing recorded or live videos which degrades, demeans or shames other learners; and 4. Uploading and sharing one's or another student's recorded/live video, photo, or voice with sexual content in the social media or to any person willing to pay for purposes of gain or profit.	First Offense	Exclusion

A learner under investigation of a case involving the penalty of expulsion may be preventively suspended for thirty (30) days from entering the school premises if the evidence of guilt is strong and the school head is morally convinced that the continued stay of the pupil or student during the period of the investigation constitutes a distraction to the normal operations of the school or poses a risk or danger to the life of persons and property in the school.

In addition to the foregoing, the school may implement other reasonable measures or arrangements to ensure the safety of all individuals concerned.

VI. DUTIES AND RESPONSIBILITIES OF SCHOOL PERSONNEL, LEARNERS, AND EDUCATION STAKEHOLDERS

Section 22. School. The School shall have the primary duty of protecting its Learners from all forms of violence and bullying, taking a proactive approach in

responding to behavior exhibited by Learners officially enrolled in their respective institutions. The minimum roles and responsibilities of the members of the school community in handling and resolving bullying cases, which includes all School Personnel, Learners, parents, and parent-substitutes are as follows:

- a. Adopt and implement policies to address bullying;
- b. Educate Learners on the dynamics of bullying, the anti-bullying policies of the School, and the mechanisms for the anonymous reporting of acts of bullying or retaliation;
- c. Educate parents and guardians on the dynamics of bullying, the anti-bullying policies of the Schools, and how parents and guardians can provide support and reinforce the policies at home;
- d. Maintain a public record of relevant information and statistics on acts of bullying or retaliation, *Provided*, that the names of Learners who committed acts of bullying or retaliation shall be kept strictly confidential and only made available to the DepEd, school administration, teachers directly responsible for the said Learners, and parents or guardians of Learners who are or have been victims of acts of bullying or retaliation;
- e. Adopt comprehensive and multi-faceted bullying prevention programs applicable to all Learners regardless of risk or vulnerability to bullying;
- f. Monitor Learners who are vulnerable towards committing aggressive acts or possible targets or victims for the purpose of early intervention;
- g. Develop and implement programs to promote the continuity of comprehensive anti-bullying policies, designed to address issues that influence the Learner to commit bullying, factors that make a Learner a target of bullying, and the effects of bullying;
- h. Develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, School Personnel, Service Providers and all other persons who may be affected by the bullying incident; and
- i. Provide Learners and their parents or guardians with a copy of the anti-bullying policies being adopted by the School, include such policies to the School's student and/or employee's handbook, and post the same on conspicuous areas within the Schools and its website.

Section 23. Principal/School Head. The Principal/ School Head shall:

- a. Designate a Learner Formation Officer to handle the bullying incidents, taking into consideration the population of the School and the historical data on the prevalence of bullying. In no case shall the School Counselor and School Counselor Associate be designated as a Learner Formation Officer;
- b. Adopt, implement, and oversee the effective implementation of this Policy in accordance with the Anti-Bullying Act and the Revised IRR;
- c. Coordinate with the concerned local government units (LGUs) for aid in the implementation of this Policy and the School's other anti-bullying programs, if any;
- d. Take primary responsibility for ensuring that the contact details of the Learner Formation Officer (LFO) and the Child Protection Committee (CPC) are prominently displayed within each classroom. The contact information for the LFO shall be posted to enable prompt follow-up on any matters related to bullying incidents, while the CPC contact details shall serve as the communication channel for receiving and managing reports of bullying;

- e. Ensure that the parents or guardians of the Learners involved in any incident of bullying or retaliation are promptly and appropriately informed of the situation, including relevant details and any corresponding actions taken by the school;
- f. Report, refer, and monitor all cases or incidents related to bullying and ensure that bullying incidents are investigated and resolved within the period indicated in this Policy;
- g. Monitor, evaluate, and assess the implemented plans, programs, and policies;
- h. Spearhead advocacy activities or orientations on anti-bullying programs and procedures for reporting bullying cases for Learners, school personnel, parents or guardian;
- i. Lead the consolidation and maintenance of a public record of relevant information and statistics on acts of bullying and retaliation in the school; and
 - i. If it is determined that bullying or retaliation, including precursors to bullying, has occurred:
 - a. Notify law enforcement should they believe that criminal charges under the Revised Penal Code may be pursued against the bully;
 - b. Take appropriate disciplinary administrative action;
 - c. Notify the parents or guardians of the bully;
 - d. Notify the parents or guardians of the victim of the incident and of the action/s taken to prevent any further acts of bullying or retaliation; and
 - e. Should the incident involve students from more than one school, the school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school so that both may take appropriate action.

Section 24. School Counselor. The School Counselor or School Counselor Associate shall support all Learners through the following:

- a. Conduct learning sessions or activities for teachers and other school personnel in handling bullying cases;
- b. Conduct regular awareness-raising programs, at least annually, with School stakeholders, including but not limited to parents or parent-substitutes, Learners and School Personnel, in order to prevent and address bullying incidents;
- c. Ensure the safety and well-being of the victim of bullying, the bully, upstander and the bystander;
- d. Determine their needs for protection and appropriate intervention, and ensure these are provided to them;
- e. Refer cases to the appropriate offices and other agencies or instrumentalities or non-government organizations for appropriate assistance and intervention, as required by the circumstances;
- f. Monitor Learners who have gone through third-party intervention to ensure their continuous improvement and attendance in the intervention program; and
- g. Attend and participate in capacity building and seminars relevant to counseling.

Section 25. Learner Formation Officer. The Learner Formation Officer shall also be referred to as the Discipline Officer. It shall be responsible for maintaining a safe

and respectful learning environment by enforcing school policies and managing student behavior. It shall be their duty to:

- a. Provide Learners and their parents or guardians with a copy of this Policy;
- b. Enable Learners to anonymously report bullying or retaliation and provide clear instructions on how to make an anonymous report;
- c. Handle and resolve bullying complaints and cases, and ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation while maintaining confidentiality throughout the process;
- d. Maintain a public record of relevant information and statistics on acts of bullying and retaliation in school, subject to the conditions stipulated under Section 23 (d) of this Policy; and
- e. Render desk duty for at least two (2) hours per day for sessions or consultations with Learners, school personnel, and parents or parent-substitutes for purposes of reporting and inquiries.

Section 26. Teaching and Non-Teaching Personnel. All teaching and non-teaching personnel shall work together to immediately address and respond to all cases of bullying.

Further, it shall be their duty to execute the following:

- a. Support and take part in the School's bullying prevention and response programs, including training on how to handle reports of bullying;
- b. Provide assistance to victims or those who are experiencing precursors to bullying;
- c. Report any incidents of bullying or any of the precursors to bullying that may be taking place to the designated school authorities, ensuring that such instances are still reported even when immediately resolved by the teacher or school personnel involved;
- d. Create and maintain a positive classroom environment, allowing for Learners to safely report incidents of bullying by regularly monitoring student interactions and identifying bullying behaviors; and
- e. Establish and maintain teacher-parent collaboration to prevent and address bullying concerns.

Section 27. Learners. Learners shall actively participate in any and all measures to prevent bullying. It shall be their duty and responsibility to do the following:

- a. Participate in and cooperate with all prevention, intervention, and related measures implemented by the school to address bullying and its precursors;
- b. Familiarize themselves with the relevant anti-bullying policies as established by the School;
- c. Refrain from engaging in any conduct that may be classified as bullying or that may contribute to an environment conducive to bullying;
- d. Render aid or support to any individual who is a victim of bullying or who is experiencing precursors to bullying, when it is reasonably safe for them to do so and without compromising their own safety and well-being; and
- e. Promptly report any and all incidents of bullying or precursors to bullying that comes to their attention.

Section 28. Parents and Guardians. Parents and guardians shall be encouraged to:

- a. Actively participate and cooperate with all prevention, intervention, and related measures concerning anti-bullying initiatives implemented by the School;
- b. Familiarize themselves with the relevant school plans, programs, and policies related to anti-bullying;
- c. Cooperate with School authorities in managing incidents of bullying that involve their child/children; and
- d. Adopt positive discipline strategies when addressing behavioral issues with their child/children.

VII. MISCELLANEOUS PROVISIONS

Section 29. Confidentiality. Any information relating to the identity and personal circumstances of all parties involved in a bullying or retaliatory incident shall be treated with the utmost confidentiality by all parties that collected the said data, including but not limited to the Principal/School Head, teachers, School Counselor or School Counselor Associate, Learner Formation Officer, and parents or guardians.

The names of the Learners involved may be disclosed to DepEd and its respective Offices, the Principal/School Head, teachers, School Counselor or School Counselor Associate, Learner Formation Officer and parents or parent-substitutes of Learners who are the victims of bullying or retaliation.

Further, all personal information, sensitive personal information, and/or privileged information collected shall be subject to the rules and regulations set forth in Republic Act No. 10173, or the Data Privacy Act of 2012 and its IRR. Disclosure to other persons shall be strictly limited to those authorized by law and this Policy, and only for lawful and legitimate purposes.

Any school personnel who breaches the duty of confidentiality shall be subject to appropriate administrative action in accordance with the existing rules and regulations of DepEd or in the private school, without prejudice to any civil or criminal action under existing laws.

Section 30. Separability Clause. If any provision of the Policy is declared invalid or unconstitutional, the remainder thereof not otherwise affected shall remain in full force and effect.

Section 31. Repealing Clause. All prior policies, rules, and guidelines issued by the School that are inconsistent with the provisions of this Policy are hereby repealed, revised, or modified accordingly.

Section 32. Effectivity. This Policy shall take effect immediately after it is posted in three (3) conspicuous places within the school premises and its publication on the official school website or social media page, if any.

ANNEX E: RANDOM ROUTINE BAG SEARCH SCHOOL PLAN

RANDOM ROUTINE BAG SEARCH SCHOOL PLAN
SCHOOL YEAR _____

GRADE LEVEL	FREQUENCY	PERSONS RESPONSIBLE	RESOURCES

Prepared by:

CHILD PROTECTION COMMITTEE

Approved by:

SCHOOL HEAD

ANNEX F: CONFISCATION SLIP FOR PROHIBITED ITEMS

<<<< insert school letter head >>>>

DOCUMENT NO. _____

CONFISCATION SLIP

NAME OF LEARNER:	DATE:
GRADE & SECTION:	TEACHER-IN-CHARGE:

ITEM/S CONFISCATED:

☐	Pornographic Materials Pls. specify: _____	☐	Cigarettes, Vape
☐	Unnecessary items that may cause harm Pls. specify: _____	☐	Gambling Paraphernalia Pls. specify: _____
☐	Flammable & hazardous chemicals Pls. specify: _____	☐	Others Pls. specify: _____
☐	Deadly Weapon/s Pls. specify: _____		

Confiscated by:

Noted by:

TEACHER-IN-CHARGE

GUIDANCE TEACHER/DESIGNATE

To be accomplished upon claiming the confiscated item.

DOCUMENT NO. _____

CLAIM SLIP

I, (name of parent/guardian), parent/guardian of (name of learner), acknowledge receipt of the item that was confiscated from my child within the school premises.

I fully understand the reason for its confiscation and commit to providing proper guidance to my child to prevent the recurrence of bringing items that do not contribute to the learning process or to his/her studies.

PARENT'S SIGNATURE OVER PRINTED NAME

DATE OF CLAIM

ANNEX G: ADMINISTRATIVE SANCTIONS AND PENALTIES FOR USING PORTABLE ELECTRONIC DEVICES DURING INSTRUCTIONAL HOURS

- A. **For Learners** - the sanctions subject to the minimum requirement of due process are as follows:
1. **1st Offense**
 - a. Temporary confiscation of the portable electronic devices and return at the end of the subject period (specific designated time allocated for a particular subject)
 - b. Documentation using the Confiscation Slip (*see Annex J*)
 2. **2nd Offense**
 - a. Temporary confiscation of the portable electronic devices and return at the end of the class hours (total time allocated for instruction within a school day)
 - b. Documentation using the Confiscation Slip (*see Annex J*)
 - c. Parental notice, through formal communication, to inform the parent/guardian of the incident
 3. **3rd and Succeeding Offense**
 - a. Confiscation of portable electronic devices that will be deposited at the Office of the School Head/Administrator
 - b. Documentation using Confiscation Slip and Call Slip (*see Annex J and K*)
 - c. Return of the portable electronic devices until the parent/guardian retrieves the same
 - d. Imposition of proper Disciplinary action
- B. **For Teaching, Teaching-related, and Non-Teaching Personnel** - Violations shall be a ground for administrative disciplinary action, which the disciplining authorities can initiate. Schools and CLCs shall be responsible for the following:
1. Inform the learners and parents, guardians of this Order at the beginning of every school year through orientation, advisories, and conferences; and
 2. Implement suitable technical and organizational measures to ensure the security and confidentiality of the learners' Personally Identifiable Information (PII); prevent unauthorized use, access, or disclosure; and ensure that the PII is used solely for the stated purpose and not disclosed to any party or public forum (e.g., social media) without the explicit consent of the learner and their parent/legal guardian, unless such disclosure is legally mandated or essential for the school to perform its essential functions.

Further, schools and CLCs shall encourage the parents/legal guardians to manage the learner's responsible use of portable electronic devices and to support the implementation of this Order.

ANNEX H: INITIAL RISK ASSESSMENT FORM

INITIAL RISK ASSESSMENT FORM

Note: This tool shall be used by the Registered Guidance Counselor/Guidance Designate of the school.

Use the following questions to complete the matrix below:

- **IDENTIFY** - What are the activities in school and at home which present a risk to children?
- **RISK** - What could go wrong?
- **PROBABILITY** - What is the likelihood of something going wrong?
- **IMPACT** - What would be the consequences to the child?
- **ACTION** - Identify ways to reduce these risks, and resources required to reduce the risks.

Name of Learner-Victim:

Context:

Identified Risk to Child	Analysis of Risk Factors	Probability			Impact	Action(s) to be Taken	By Whom	By When
		High	Medium	Low				

Prepared by:

**SIGNATURE OVER PRINTED NAME OF THE
REGISTERED GUIDANCE COUNSELOR/GUIDANCE DESIGNATE**

ANNEX I: CLASSIFICATION OF OFFENSES AND PENALTIES FOR NON-BULLYING RELATED INCIDENTS

The following are the classification of non-bullying related offenses and their corresponding penalties, within the jurisdiction of the Department of Education, without prejudice to any civil or criminal action:

Offense	Penalty
First Level These acts involve <u>less severe actions that do not pose immediate physical, psychological, or emotional harm</u> but still disrupt the learning environment and these behaviors can often be handled through direct intervention and guidance from teachers/authorities. This level of discipline applies to precursor behaviors or acts that can be classified as "minor offenses" such as, but not limited to: - Uttering profanities/swearwords inside the school premises, or through online platforms, or during school sanctioned activities whether inside or outside the school; - Sharing fake news or false information that can create confusion or commotion in the school; - Disruptive behavior and/or pranks in class or within the school premises or during school-sanctioned activities, whether inside or outside the school; - Grabbing other's belongings (e.g., toys, things, food, etc.) inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school; - Simple vandalism inside the classroom or school premises, involving damage valued at not more than Php 500.00. Vandalism is marking or damaging school property; - Punching, pinching another learner which does not result to physical injuries, inside the classroom, school premises or during school-sanctioned activities; - Fighting in class/school premises or during school-sanctioned activities which does not result to physical injuries; - Carrying, concealing, liquor, toxic substances, cigarettes/e-cigarettes/vapes, and pornographic materials inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school;	For Learners: 1st offense: Written reprimand and parental notice (through formal communication). 2nd offense: Written reprimand and summon of parents through Call Slip (See Annex K). 3rd offense: Suspension not exceeding five (5) days, with provision of alternative learning modalities. For School Personnel: Any personnel who commits the aforementioned acts shall be subject to appropriate administrative actions and/or sanctions in accordance with the existing rules and regulations of the Department of Education or in the private school, without prejudice to any civil or criminal action.
Second Level	For Learners: 1st offense:

Offense	Penalty
These acts are <u>severe or repeated behaviors that go beyond minor offenses</u> which necessitate a formal proceeding intervention by the Learner Formation Officer or other relevant authorities. This level of discipline applies to behaviors or acts that can be classified as “serious offenses” such as, but not limited to: 1. Stalking inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school; 2. Assaulting or inflicting slight physical injuries to another learner or teacher or school personnel, whether inside or outside the school. Slight physical injuries are those that require medical intervention for 1–9 days; 3. Theft or stealing other’s belongings inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school; 4. Intimidating or threatening school personnel or learners whether inside or outside the school. This includes threat or intimidation done electronically or using social media platforms; 5. Gambling or possession of gambling materials inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school; 6. Smoking cigarettes/e-cigarettes/vapes, inside the school premises or during school-sanctioned activities whether inside or outside the school; 7. Serious vandalism inside the classroom or school premises involving damaged valued at more than Php500.00 Vandalism is marking or damaging school property; 8. Offensive physical or body gestures at someone, and exposing private parts for the sexual gratification of the respondent with the effect of demeaning, harassing, threatening or intimidating the offended party, including flashing of private parts, public masturbation, groping, and similar lewd sexual actions committed inside the classroom, school premises or school-sanctioned activities whether inside or outside the school.	Suspension not exceeding five (5) days, with provision of alternative learning modalities, and referral to the Social Welfare Development Office. 2nd offense: Non-readmission and referral to the Social Welfare Development Office. 3rd offense: Exclusion and referral to the Social Welfare Development Office. For School Personnel: Any personnel who commits the aforementioned acts shall be subject to appropriate administrative actions and/or sanctions in accordance with the existing rules and regulations of the Department of Education or in the private school, without prejudice to any civil or criminal action.
Third Level These include <u>more severe or complex situations as these incidents require a higher level of intervention</u> due to their potential impact on learner safety and well-being.	For Learners: 1st offense: Non-readmission and referral to the appropriate office (e.g. PNP, Social

Offense	Penalty
This level of discipline applies to offenses that cannot be resolved at the school level, such as, but not limited to: 1. Joining, organizing and/or recruiting learners to fraternities, sororities, street gangs, and similar organizations; 2. Cheating/dishonesty during class assessment/exams; or allowing another student to copy one's answer in exams or assigned homework or similar assessment whether for personal reasons, profit or gain (<i>sagot for sale</i>); 3. Making bomb threats/jokes; 4. Inflicting serious physical injuries to another learner or personnel, whether inside or outside the school. Serious physical injuries occur when the victim requires medical intervention for 10 days or more; 5. Use, possession, or sale of prohibited drugs or substances inside the school premises or during school-sanctioned activities whether inside or outside the school; 6. Drinking liquor inside the school or during school-sanctioned activities whether inside or outside the school or coming to the school intoxicated; 7. Acts of lasciviousness, offensive physical or body gestures at someone, and exposing private parts for the sexual gratification of the offender with the effect of demeaning, harassing, threatening or intimidating the offended party including flashing of private parts, public masturbation, groping, and similar lewd sexual actions committed inside the classroom, school premises or school-sanctioned activities whether inside or outside the school; 8. Sexual exploitation, sexual assault or rape committed whether inside or outside the school; 9. Carrying and concealing deadly weapons, such as firearms, ammunitions, explosives, bladed/pointed/blunt weapons inside the school premises or during school-sanctioned activities whether inside or outside the school; 10. Homicide or murder committed whether inside or outside the school; Hazing in any form inside or outside the school premises; 11. Uploading and sharing recorded or live videos which degrades, demeans, or shames other learners and school personnel; 12. Uploading and sharing one's or another student's recorded/live video, photo, or voice with sexual content in the social media or to	Welfare Development Office). 2nd offense: Exclusion and referral to the appropriate office (e.g. PNP, Social Welfare Development Office). For School Personnel: Any personnel who commits the aforementioned acts shall be subject to appropriate administrative actions and/or sanctions in accordance with the existing rules and regulations of the Department of Education or in the private school, without prejudice to any civil or criminal action.

Offense	Penalty
any person willing to pay for purposes of gain or profit (online sex for sale).	

**ANNEX J: CONFISCATION SLIP FOR VIOLATION OF RESPONSIBLE USE OF
PORTABLE ELECTRONIC DEVICE POLICY**

CONFISCATION SLIP

(For Violation of Responsible Use of Portable Electronic Device Policy)

School: _____ Date: _____

Time: _____

Student Name: _____

Grade/Section: _____

Adviser/Class Teacher: _____

***Reason for Confiscation**

- ☐ Unauthorized use of portable electronic device during class hours
- ☐ Uploading/sharing photos, videos, or audio recordings of others during class hours
- ☐ Unauthorized social media access during class hours
- ☐ Others (specify): _____

***Offense Level**

- ☐ First Offense
- ☐ Second Offense
- ☐ Third Offense

***Action Taken**

- ☐ Device temporarily confiscated *(First/Second Offense)*
- ☐ Device deposited in the Office of the School Head *(Third Offense)*
- ☐ Return of device at the end class/day *(First/Second Offense)*
- ☐ Return of device only to parent/guardian *(Third Offense)*
- ☐ Parental notice issued
- ☐ Disciplinary action recommended *(for Third Offense)*

***Device Details**

*Brand/Model: _____

*Serial Number *(if available)*: _____

*Description/Color: _____

Teacher/Personnel Confiscating

Signature over Printed Name

I acknowledge that my portable electronic device was confiscated in accordance with school policy.

Student Signature: _____ Date: _____

Parent/Guardian Acknowledgment *(for 3rd Offense of Retrieval)

I acknowledge receipt of my child's device and understand the policy.

Parent/Guardian Name: _____

Signature: _____

Date: _____

Notes/Remarks:

ANNEX K: CALL SLIP

CALL SLIP

Petsa: _____

Magandang Araw!

Inaanyayahan po namin kayo sa Guidance Office ng paaralan sa darating na _____ *araw at petsa* _____, sa oras na _____, upang dumalo para sa isang pag-uusap na may kinalaman sa inyong anak.

Inaasahan namin ang inyong kooperasyon at positibong pagtugon.

Gumagalang,

Guidance Designate

Class Adviser

Natanggap ni:

Pangalan at Lagda ng Magulang

Petsa



Republic of the Philippines
Department of Education

APR 16 2026

DepEd ORDER
No. 009, s. 2026

**GUIDELINES ON THE IMPLEMENTATION OF THE THREE-TERM
SCHOOL CALENDAR IN BASIC EDUCATION**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
State/Local Universities and College Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Implementation of the Three-Term School Calendar in Basic Education** to enable schools and community learning centers (CLCs) to optimize instructional time, strategically implement school activities, and strengthen the implementation of the Academic Recovery for Accessible Learning (ARAL) Program. This initiative aligns with the **Eight-Point Socioeconomic Agenda** of President Ferdinand R. Marcos, Jr. and the **Five-Point Reform Agenda** of DepEd.

2. A review of the existing four-quarter school calendar has revealed limitations, including recurring class disruptions that compress instructional time and contribute to learning gaps, increased teacher workload, and reduced learning engagement, especially among vulnerable learners. To address these challenges, the Department is adopting the Three-Term School Calendar to support more continuous learning, provide longer and more flexible instructional periods, reduce ancillary and non-teaching-related tasks of teachers, and ensure more manageable teaching workloads. Ultimately, this reform aims to strengthen the quality of instruction and advance improved and more equitable learning outcomes for all learners.

3. Private schools, Philippine Schools Overseas (PSOs), and state/local universities and colleges (SUCs/LUCs) may adopt the Three-Term School Calendar in Basic Education and its corresponding guidelines. Notwithstanding such adoption, these schools shall abide by the required number of class days and the opening of the school year (SY) in accordance with the provisions of Republic Act (RA) No. 7797 (An Act to Lengthen the School Calendar from Two Hundred [200] Days to Not More Than Two Hundred Twenty [220] Class Days), as amended by RA 11480 (An Act Amending Section 3 of RA 7797, Otherwise Known as an Act to Lengthen the School Calendar from Two Hundred [200] Days to Not More Than Two Hundred Twenty [220] Class Days).



4. The **SY 2026–2027** shall formally open on Monday, **June 8, 2026**, and end on Thursday, **April 8, 2027**. It shall consist of **201 class days**, from the first day of Term 1 to the last day of Term 3. Adjustments to the school calendar due to unforeseen circumstances may be made through subsequent issuances. For succeeding school years, DepEd shall issue a Memorandum before the start of every school year, specifying the detailed schedule of school activities as well as celebrations and observances.

5. This Order expressly repeals DepEd Order (DO) No. 012, s. 2025 (Multi-year Implementing Guidelines on the School Calendar and Activities) in its entirety and amends the transfer and enrollment provisions in DO 017, s. 2025 (Revised Basic Education Enrollment Policy). All other related issuances, rules, regulations, and provisions that are inconsistent with this Order are repealed, rescinded, or modified accordingly.

6. This Order shall take effect immediately upon its approval, issuance, and publication in the DepEd website, the Official Gazette, or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

7. For more information and inquiries, all concerned may contact the **Office of the Undersecretary for Learning Systems** through the **Bureau of Learning Delivery-Office of the Director**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bld.od@deped.gov.ph or at telephone numbers (02) 8536-6540 or 8537-4347.

8. Immediate dissemination of and strict compliance with this Order is directed.

SONNY ANGARA
Secretary

Encl.:

As stated

References:

DepEd Order (Nos. 017 and 012, s. 2025)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS AND OFFICES
CALENDAR
CLASSES
LEARNERS



POLICY
SCHOOLS
TEACHERS

Camela Claraon *Angara*



(Enclosure to DepEd Order No. 009, s. 2026)

POLICY GUIDELINES ON THE IMPLEMENTATION OF THE THREE-TERM SCHOOL CALENDAR IN BASIC EDUCATION

I. RATIONALE

1. The Department of Education (DepEd) is mandated to ensure the effective and efficient delivery of the K to 12 Basic Education Curriculum [Republic Act (RA) No. 7797 as amended by RA 11480], the Quality Basic Education Development Plan 2025-2035 (Q-BEDP 2025-2035) and the Department's 5-Point Reform Agenda. Central to this mandate is a responsive school calendar that protects instructional time, supports learner well-being, and enables the attainment of desired learning outcomes across diverse learning contexts.
2. While compliant with statutory requirements, the four-quarter school calendar has proven insufficient to fully address persistent learning losses and the need for sustained academic recovery.

A review of the existing four-quarter school calendar has revealed structural limitations and frequent class disruptions that compress actual instructional time. The quarterly breaks and short assessment cycles fragment learning continuity, increase teacher workload, and reduce opportunities for sustained teaching-learning engagement.

3. On the other hand, the Three-Term School Calendar provides an organized structure that protects instructional time while supporting enriched teaching-learning experiences. Longer and more coherent academic terms allow deeper mastery of competencies and more deliberate pacing of lessons. The three-term structure also reduces the frequency of transitions, rationalizes school activities, and minimizes ancillary and nonteaching-related tasks, thereby promoting high-quality instruction, more manageable teaching workloads, and improved and more equitable learning outcomes.
4. The Three-Term School Calendar provides longer and more flexible instructional periods and less assessment cycles. It allows deeper learner engagement and mastery of competencies through longer instructional blocks. It also enhances remediation and enrichment efforts and promotes sustainable teaching-learning conditions aligned with the Academic Recovery for Accessible Learning (ARAL) Program [RA 12028, as adapted in basic education through DepEd Order (DO) No. 18, s. 2025].

II. SCOPE OF THE POLICY

5. This Order shall apply to all public elementary and secondary schools, and community learning centers (CLCs).
6. For SY 2026-2027, private schools, Philippine Schools Overseas (PSOs), and state or local universities and colleges (SUCs or LUCs) offering

basic education may adopt these guidelines provided that they do not deviate from the required number of class days and other applicable laws, rules, and regulations [RA 11480].

7. DepEd shall issue a memorandum before the start of every school year, providing the specific schedule of each term and specific school activities.

III. DEFINITION OF TERMS

8. For purposes of this Order, the following terms are defined as follows:

- a. **Class Days** - the total number of days allocated for teaching and learning from the start of Term 1 to the end of Term 3 under the Three-Term School Calendar.
- b. **End-of-Term Block** - the period between terms allocated for grade computation, conduct of co-curricular and extra-curricular activities and competitions at the school, division and regional levels, implementation of the ARAL Program, professional development activities, and wellness breaks for teachers and learners.
- c. **Instructional Block** - a designated period of class days or protected instructional time devoted to teaching and learning across all approved learning delivery modalities.
- d. **Opening Block** - the initial phase of Term 1, covering beginning-of-school-year (BOSY) activities, including assessments, health checks, and orientation programs for learners and parents.
- e. **Term** - a division of the Three-Term School Calendar composed of an Opening Block (applicable only to Term 1), Instructional Block, and End-of-Term Block.
- f. **Term Examination** - the summative assessment administered during the last week of the Instructional Block in each term.
- g. **Three-Term School Calendar** - the school calendar organized into three terms within a school year.
- h. **Wellness Break** - a scheduled and protected period within the End-of-Term Block dedicated to the physical, mental, social, and emotional well-being of teachers and learners. During the allotted days, academic tasks and formal instruction are suspended to allow rest, stress recovery, and participation in wellness activities. For teachers, the wellness break is different from the Wellness Leave as provided for by DO 002, s. 2026 (Guidelines on the Grant of Wellness Leave for the Department of Education Personnel).

IV. POLICY STATEMENT

9. DepEd hereby adopts and institutionalizes the Three-Term School Calendar in basic education to optimize instructional time, ensure

sustained learning continuity, strengthen learning recovery efforts, and promote the well-being of learners and teachers while remaining compliant with the statutory requirement on the prescribed number of class days per school year.

V. GENERAL GUIDELINES

A. Three-Term School Calendar Structure

10. The school year shall consist of not more than two hundred twenty (220) class days and shall start not earlier than the first Monday of June and not later than the last day of August [RA 11480].



Figure 1. Three-Term School Calendar Structure

11. The Three-Term School Calendar shall include three (3) terms consisting of the **Opening Block**, **Instructional Block**, and **End-of-Term Block**.

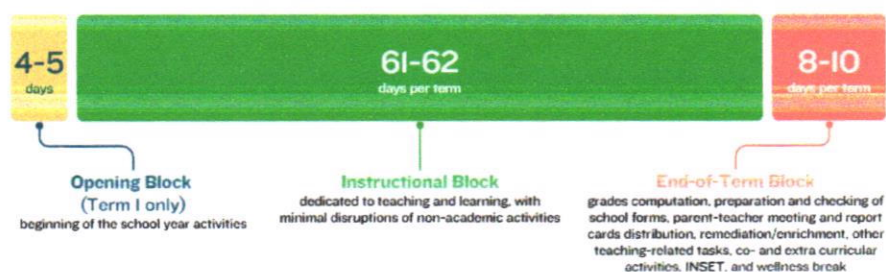


Figure 2. Term Structure

12. The **Opening Block** at the start of Term 1 shall be dedicated to beginning-of-school-year (BOSY) activities. These include orientation sessions for learners and parents, administration of BOSY assessments, conduct of initial mandatory health assessments and learner screening, and the collection and submission of required data (e.g., language mapping, school forms). Health assessments and screening may extend beyond the Opening Block in consideration of resources that are only available outside the school. A suggested list of activities for the Opening Block is provided in **Annex A**.
13. The **Instructional Block** shall be devoted to teaching and learning activities aligned with the prescribed learning competencies. Within the Instructional Block, structured ARAL Program remediation sessions shall also be scheduled for all grade levels. These shall be conducted after classes, for a duration of 30-60 minutes on designated

days, two (2) to four (4) times per week. A sample schedule for the Instructional Block is provided in **Annex A**.

14. In cases where school-related activities and learner support programs (e.g., School-Based Feeding Program, mental health services, etc.) need to take place during the Instructional Block, these shall be strategically scheduled, preferably outside class hours, to minimize, if not eliminate, disruption to instructional time.
15. Each Term shall end with a two-week **End-of-Term Block**. A list of activities and scheduling guide for the End-of-Term Block are provided in **Annex A**.
16. For SY 2026-2027, each term shall consist of 65 to 69 days of engaged teaching and learning, excluding weekends and legal holidays. A detailed list of activities and corresponding schedules are provided in **Annex B**.

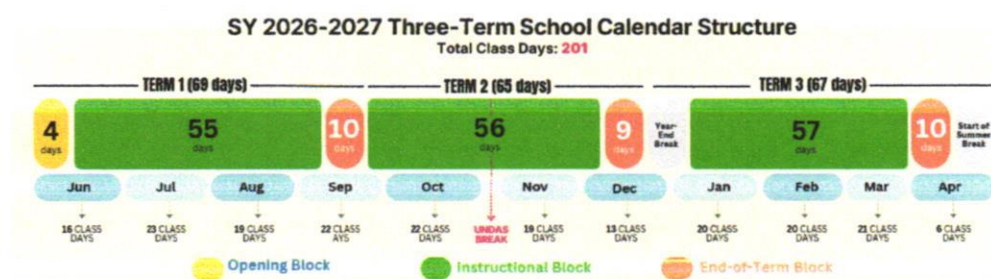


Figure 3. Three-Term School Calendar for SY 2026-2027

B. Co-Curricular Activities and Legislated Celebrations

17. The Department affirms its commitment to the holistic development of learners through curricular and extra-curricular activities aligned with curriculum standards. These activities contribute to the holistic development of learners by fostering socialization, strengthening values formation, and enhancing collaboration and leadership skills, while complementing and reinforcing academic learning.
18. Consistent with the Department's intent to protect instructional time, Central Office-initiated activities for learners and teachers shall be conducted in a structured and programmed manner across all governance levels during the End-of-Term Block. Regional offices (ROs) shall determine the scheduling of layered activities and eliminations within the End-of-Term Blocks.
19. National-level activities shall be conducted during the EOSY break to ensure the participation of learners who qualify through lower-level competitions and programs.
20. The conduct of legislated and other celebrations shall likewise uphold the protection of instructional time, subject to the following:

- i. Legislated activities shall be conducted **strictly within the classroom** through integration into regular teaching and learning processes. Teachers shall contextualize and embed the themes, objectives, and key messages into relevant subject areas using age-appropriate learning tasks, discussions, performance outputs, or formative assessments. A Non-Exhaustive List of Nationwide Regular and Special Holidays is provided in **Annex C**, while the Calendar of Legislated Activities and Celebrations is provided in **Annex D**.
- ii. In instances where local celebrations or holidays fall within the Instructional Block, schools shall implement appropriate asynchronous learning activities or, when necessary, conduct make-up classes during the End-of-Term Block to compensate for lost instructional time.
- iii. A separate issuance on school clubs, organizations, and other learner support observances shall be released by the Bureau of Learner Support Services (BLSS).

C. Professional Development of Teachers

21. Schools shall organize professional development activities in accordance with the standards set by the National Educators Academy of the Philippines (NEAP). These activities shall be conducted for two (2) days during the End-of-Term Blocks, for a minimum of thirty-two (32) hours annually.
22. Learning Action Cell (LAC) sessions shall continue to be conducted within the Instructional Block [DO 35, s. 2016 The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning]. Specific guidelines on the improved implementation of the LAC sessions, including their appropriate scheduling, shall be provided in a subsequent issuance.

D. Wellness Break

23. A four-day wellness break for learners shall be observed within the End-of-Term Block to provide time for rest, reflection, and the processing of learning experiences, thereby supporting renewed engagement in the succeeding term. During this period, guided asynchronous activities focused on reflection and consolidation of learning shall be implemented.
24. Teachers shall likewise be granted a two-day wellness break within the End-of-Term Block, following the timely completion of all end-of-term activities, to allow rest and rejuvenation. A scheduling guide is provided in **Annex A**. Teachers shall not be assigned instructional, administrative, or extracurricular duties during wellness breaks, except in cases of emergency or exigency of service.

E. Curriculum Delivery and Assessment

25. Curriculum delivery under the Three-Term School Calendar shall be guided by curriculum and learning delivery guides aligned to the three-term structure. The teaching-learning process shall ensure the coherent sequencing of learning competencies, adequate time for mastery, and deliberate integration of both remediation and enrichment measures to support diverse learner needs.

The Budget of Work (BoW) for Learning Competencies can be accessed through <https://tinyurl.com/Three-Term-BoW> and is likewise provided in **Annex E**. The BoW specifies the recommended number of weeks, rather than a fixed number of days for the delivery of various competencies and lessons. This is intended as a guiding reference only for teachers in lesson planning. Teachers are afforded flexibility to manage instructional pacing in accordance with learners' needs and contextual realities. Regional and Division Offices are advised to refrain from prescribing a set number of days for the accomplishment of learning competencies.

26. All existing learning resources across learning areas and grade levels shall continue to be used, as these remain aligned with the prescribed learning competencies organized in the BOW.
27. Teachers shall conduct regular **formative assessments** throughout the Instructional Block to monitor learner progress and inform timely instructional adjustments. To assess mastery of competencies, **two teacher-developed summative assessments** shall be administered prior to the **Term Examination** which shall be conducted during the last week of the Instructional Block. The orientation and training sessions on assessment will reiterate the true purpose of assessments in the teaching-learning process. The aim is to attain mastery and not simply breadth, which necessitates that critical learning competencies be prioritized in assessments.
28. Progress Reports or Performance Reports shall be issued after each term and shall reflect learners' cumulative performance based on the competencies covered within the term. These reports shall be distributed during the Parent-Teacher Conference (PTC) scheduled on a **working day during the End-of-Term Block**. A separate issuance on classroom assessments, grading system, and awards and recognition shall be released.
29. The Bureau of Education Assessment (BEA) shall strategically schedule national assessments for targeted grade levels within the school year, ensuring minimal disruptions to non-participating learners. As best as possible, assessments shall be scheduled towards the end of the Instructional Block or during the End-of-Term Block.
30. Work Immersion, Field Exposure, and Arts Apprenticeship for the Strengthened Senior High School (SSHS) may be scheduled during any of the three terms, in accordance with implementation models outlined in relevant issuances. These shall remain aligned with the Three-Term School Calendar and existing agreements with industry

partners. However, all Grade 12 learners under the old SHS Curriculum shall strictly adhere to the implementation standards and protocols established in DO 30, s. 2017 (Guidelines for Work Immersion) as amended by DepEd Order No. 39, s. 2018, and DO 021, s. 2019 (Policy Guidelines on the K to 12 Basic Education Program).

F. Continuity of Learning and Academic Recovery Mechanisms

31. In-person learning shall remain to be the primary delivery modality in all schools and Community Learning Centers (CLCs).
32. Alternative learning delivery modalities may be implemented **only** during local holidays and other class disruptions for a maximum of five (5) days per term. This provision shall not apply to modalities governed by the issuance on Flexible Learning Programs (FLP).
33. ARAL Program sessions shall be conducted within the Instructional Block and during the End-of-Term Block.

G. Late Enrollment and Transfer of Learners

34. Late enrollees shall be admitted provided that they meet the eighty percent (80%) of the prescribed number of class days, or enroll not later than the conduct of the second summative test in Term 1 [DO 17, s. 2025 Revised Basic Education Enrollment Policy].
35. Learners transferring from other schools within the school year shall be admitted, subject to the submission and transfer of official academic records including BOSY assessment results.

H. Alternative Learning System (ALS)

36. ALS intervention classes shall formally commence on the same date as the opening of the public formal basic education system. The duration and pacing of ALS learning interventions shall remain flexible and learner-centered, guided by the Individual Learning Agreement (ILA), results of pre-assessments, and Recognition of Prior Learning (RPL), and shall be aligned, where applicable, with the Three-Term School Calendar.

VI. FUNDING REQUIREMENTS

37. Expenses related to the implementation of this Order shall be charged against authorized available funding sources, subject to existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.

VII. MONITORING AND EVALUATION

38. The Learning Systems Strand (LSS), in coordination with the ROs, through the Curriculum and Learning Management Division (CLMD) and Schools Division Offices (SDOs), through the Curriculum Implementation Division (CID), shall oversee the implementation of the Three-Term School Calendar. Likewise, ROs and SDOs shall

provide technical assistance and submit periodic reports on compliance, learning outcomes, implementation plan for the End-of-Term Block, and teacher workload indicators.

39. An annual review of the Three-Term School Calendar shall guide the continued implementation of the initiative to ensure continuous improvement and responsiveness to emerging needs. A comprehensive review of the Three-Term School Calendar shall be conducted after five (5) school years to assess its effectiveness and recommend necessary policy refinements.
40. A Monitoring and Evaluation (M&E) tool for the implementation of the Three-Term School Calendar shall be provided through a separate issuance.

VIII. REPEALING PROVISIONS

41. This Order repeals in full DO 12, s. 2025 (Multi-year Implementing Guidelines on the School Calendar and Activities). All other issuances, rules, regulations, and provisions that are inconsistent with this Order are hereby repealed, rescinded, or modified accordingly.

IX. EFFECTIVITY

42. This Order shall take effect beginning School Year 2026-2027 upon its approval and publication on the official DepEd website, the Official Gazette, or in a newspaper of general circulation. Certified copies shall be registered with the Office of the Administrative Register (ONAR) at the University of the Philippines Law Center, Diliman, Quezon City.

X. REFERENCES

Department of Education. 2005. DepEd Order No. 9, s. 2005, *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*

Department of Education. 2008. DepEd Order No. 19 s. 2008, *Implementation of No Collection Policy in all Public Elementary and Secondary Schools*

Department of Education. 2008. DepEd Order No. 24 s. 2008, *Institutionalization of Brigada Eskwela Program of the National Schools Maintenance Week (NCMW)*

Department of Education. 2016. DepEd Order No. 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*

Department of Education. 2022. DepEd Order No. 27, s. 2022, *School Calendar for School Year 2022-2023*

Department of Education. 2022. DepEd Order No. 29, s. 2017, *Policy Guidelines on System Assessment in the K to 12 Basic Education Program*

Department of Education. 2022. DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework*

Department of Education. 2024. DepEd Order No. 22, s. 2024, *Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies*

Department of Education. 2025. DepEd Order No. 17, s. 2025, *Revised Basic Education Enrollment Policy*

Department of Education. 2025. DepEd Order No. 002, s. 2026, *Guidelines on the Grant of Wellness Leave for the Department of Education Personnel*

Republic Act No. 7797. *An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days*

Republic Act No. 10121. *An Act Strengthening the Philippine Disaster Risk Reduction and Management System Providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Disaster Risk Reduction and Management Plan Appropriating Funds Therefor and for other Purposes*

Republic Act No. 11480. *An Act Amending Section 3 of Republic Act No. 7797, Otherwise Known As "An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days*

Republic Act No. 11510. *An Act Institutionalizing the Alternative Learning System in Basic Education For Out-Of-School Children in Special Cases and Adults and Appropriating Funds Therefor*

Republic Act No.12028. *An Act Establishing an Academic Recovery and Accessible Learning (ARAL) Programs and Appropriating Funds Therefor*

A GUIDE FOR SCHEDULING OPENING, INSTRUCTIONAL, AND END-OF-TERM BLOCKS

To ensure the organized and effective implementation of the Three-Term School Calendar, all schools shall adopt a structured scheduling framework consisting of three key blocks: (1) Opening Block; (2) Instructional Block; and (3) End-of-Term Block. This framework shall guide the systematic sequencing of school activities to optimize instructional time, strengthen assessment and remediation practices, support professional development of teachers, and promote the well-being of both learners and teachers.

Through this structure, schools are expected to ensure coherence, efficiency, and responsiveness in the delivery of quality basic education across the school year.

A. OPENING BLOCK

Schools shall implement developmentally appropriate activities during the Opening Block to support a smooth and effective transition into formal instruction in Term 1. These activities shall establish learner readiness, generate baseline data, and introduce foundational routines, expectations, and competencies necessary for successful engagement in the Instructional Block.

The structure shall strengthen classroom organization, orient learners to school protocols and culture, and provide teachers with critical information to inform instructional planning and support. The tables below provide a list of suggested activities for the Opening Block.

Table 1. Sample List of Activities for the Opening Block (Key Stage 1)

SUGGESTED LIST OF ACTIVITIES				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routine				
• Getting-to-Know-You Activities • Orientation on Classroom Routines • Learning Engagement Activities	• Getting-to-Know-You Activities • Administration of Beginning of School Year Assessments • Establishment of Classroom Rules • Guided Practice Activities	• Administration of Beginning of School Year Assessments • Socio-Emotional Check • Reinforcement of Classroom Routines	• Getting-to-Know-You Activities • Mandatory Health Assessments • Introduction to Structured Learning • Orientation on Classroom Responsibilities • Orientation for Parents	• Review and Reinforcement of Classroom Routines • Mini-Lessons • Goal Setting Activity • Community Building
Reflection and Closing				

Table 2. Sample List of Activities for the Opening Block (Key Stages 2-4)

SUGGESTED LIST OF ACTIVITIES				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routine				
• Homeroom Guidance/Values Formation Session • Socio-emotional Learning and Well-being Check	• Learning Area Orientation by Learning Area Teachers • Announcements and Updates	• Administration of Beginning of School Year Assessments • General Assembly (i.e., Anti-bullying Campaign, etc.)	• Administration of Beginning of School Year Assessments • Goal Setting Activity • Orientation for Parents	• Administration of Beginning of School Year Assessments • Presentation of Lesson Outline for the Year • Portfolio Building • Community Building
Reflection and Closing				

B. INSTRUCTIONAL BLOCK

A structured and protected Instructional Block shall be implemented in all schools to ensure the effective delivery of curriculum standards and maximization of uninterrupted instructional time supported by appropriate assessment practices. ARAL Program remediation sessions shall be systematically scheduled within the Instructional Block to strengthen learning recovery, address gaps in foundational skills, and promote equitable and improved learning outcomes for all learners.

School-based co-curricular activities shall be conducted only after class hours during the Instructional Block. At the division or regional levels, such activities should be scheduled alongside or immediately after the ARAL Program sessions. School heads must ensure that no co-curricular and extra-curricular activities, including preparations and rehearsals, are conducted during the Instructional Block.

Table 3. Sample Schedule for the Instructional Block for Key Stage 1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00 AM	Homeroom and Guidance Program	GMRC	GMRC	GMRC	GMRC
8:00-9:00 AM	Filipino	Filipino	Filipino	Filipino	English
9:00-9:20 AM	HEALTH BREAK				
9:20-10:20 AM	English	English	English	Mathematics	Mathematics
10:20-11:20 AM	Mathematics	Mathematics	Makabansa	Makabansa	Makabansa
11:20-12:00 PM	LUNCH BREAK				
12:00-1:00 PM	Makabansa	Science	Science	Science	Science
AFTER CLASS					
1:00-2:00 PM		ARAL Program		ARAL Program	

Table 4. Sample Schedule for the Instructional Block for Key Stage 2

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00 AM	Homeroom and Guidance Program	GMRC	GMRC	GMRC	GMRC
8:00-9:00 AM	Filipino	English	Filipino	Filipino	Filipino
9:00-9:20 AM	HEALTH BREAK				
9:20-10:20 AM	English	Science	English	Science	English
10:20-11:20 AM	Science	Mathematics	Araling Panlipunan	Mathematics	Science
11:20-12:00 PM	LUNCH BREAK				
12:00-1:00 PM	Mathematics	EPP	EPP	Araling Panlipunan	Mathematics
1:00-2:00 PM	Araling Panlipunan	MAPEH	MAPEH	EPP	Araling Panlipunan
2:00-3:00 PM	MAPEH	ARAL Program	ARAL Program	MAPEH	EPP
AFTER CLASS					
3:00-4:00 PM	ARAL Program			ARAL Program	

Table 5. Sample Schedule for the Instructional Block for Key Stage 3

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00 AM	Homeroom and Guidance Program	Values Education	Values Education	Values Education	Values Education
8:00-9:00 AM	English	Filipino	Filipino	Filipino	Filipino
9:00-10:00 AM	Science	Mathematics	English	English	English
9:00-9:20 AM	HEALTH BREAK				
9:20-10:20 AM	Mathematics	Araling Panlipunan	Science	Science	Science
10:20-11:20 AM	Araling Panlipunan	EPP/TLE	Araling Panlipunan	Mathematics	Mathematics
11:20-12:00 PM	LUNCH BREAK				
12:00-1:00 PM	EPP/TLE	MAPEH	MAPEH	EPP/TLE	Araling Panlipunan
1:00-2:00 PM	MAPEH	ARAL Program	ARAL Program	MAPEH	EPP/TLE
AFTER CLASS					
2:00-3:00 PM	ARAL Program			ARAL Program	

Table 6. Sample Schedule for the Instructional Block for Key Stage 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00 AM	Human Movement 1 (Elective)	Human Movement 1 (Elective)	Human Movement 1 (Elective)	Human Movement 1 (Elective)	Homeroom Guidance Program
8:00-9:00 AM					General Science
9:00-9:20 AM	HEALTH BREAK				
9:20-10:20 AM	Effective Communication	Effective Communication	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Mabisang Komunikasyon	General Mathematics
10:20-1:20 AM	General Science	General Science	Mabisang Komunikasyon	General Science	Pag-aaral ng Kasaysayan at Lipunang Pilipino
11:20-12:00 PM	LUNCH BREAK				
12:00-1:00 PM	General Mathematics	Pag-aaral ng Kasaysayan at Lipunang Pilipino	General Mathematics	General Mathematics	Life & Career Skills
1:00-2:00 PM	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Life & Career Skills	Life & Career Skills	Life & Career Skills	
AFTER CLASS					
2:00-3:00 PM	ARAL Program	ARAL Program			

Table 7. Sample Schedule for the Instructional Block for Multigrade Program for Grades 1 and 2

Time	No. of Min.	Structured Instructional Blocks				Consolidated Assessment Day
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:00 AM	30	Flag Ceremony/Daily Routine				
8:00-8:40 AM	40	GMRC 1 & 2	GMRC 1 & 2	GMRC 1 & 2	GMRC 1 & 2	GMRC 1 & 2
8:40-10:00 AM	80	Reading and Literacy 1/ Filipino 2	Reading and Literacy 1/ Filipino 2	Mathematics 1 & 2	Mathematics 1 & 2	Reading and Literacy 1/ Filipino 2
						Language 1/ English 2
10:00 -10:20 AM	20	HEALTH BREAK				
10:20-11:00 AM	40	Language 1 /English 2	Language 1 /English 2	Makabansa 1 & 2	Makabansa 1 & 2	Mathematics 1 & 2
11:00 -11:40 AM	40	ARAL Program				
11:40-1:00 PM		HEALTH BREAK				
1:00-1:40 PM	40	Language 1 /English 2	Language 1 /English 2	Makabansa 1 & 2	Makabansa 1 & 2	Makabansa 1 & 2
1:40-2:40 PM	60	ARAL Program				
2:40-3:40 PM	60	Homeroom and Guidance Program	Library Work, Co-curricular Activities, and Culminating Activities			Collaborative Session/ Ancillary Tasks
3:40-4:30 PM	50	Teaching-Related Tasks				

Table 8. Sample Schedule for the Instructional Block for Multigrade Program for Grades 3 and 4

Time	No. of Min.	Structured Instructional Blocks				Consolidated Assessment Day
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:00 AM	30	Flag Ceremony/Daily Routine				
8:00-8:45 AM	45	GMRC 3 & 4	GMRC 3 & 4	GMRC 3 & 4	GMRC 3 & 4	GMRC 3 & 4
8:45-10:15 AM	90	Filipino 3 & 4	Filipino 3 & 4	Mathematics 3 & 4	Mathematics 3 & 4	Mathematics 3 & 4
						Filipino 3 & 4
10:15-10:30 AM	15	HEALTH BREAK				
10:30-12:00 PM	90	English 3 & 4	English 3 & 4	Science 3 & 4	Science 3 & 4	Science 3 & 4
12:00-1:00 PM		HEALTH BREAK				
1:00-1:45 PM	45	MAPEH 3 & 4	MAPEH 3 & 4	MAPEH 3 & 4	MAPEH 3 & 4	MAPEH 3 & 4
1:45-3:15 PM	90	Makabansa 3/ AP 4	Makabansa 3/ AP 4	ARAL Reading 3/ EPP 4	ARAL Reading 3/ EPP 4	ARAL Reading 3/ EPP 4
						Makabansa 3/ AP 4
3:15-4:00 PM	45	ARAL Program				Collaborative Session/ Ancillary Tasks
4:15-4:30 PM	15	Homeroom and Guidance Program			Teaching-Related Tasks	

Table 9. Sample Schedule of Instructional Block for Multigrade Program for Grades 5 and 6

Time	No. of Min.	Structured Instructional Blocks				Consolidated Assessment Day
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:00 AM	30	Flag Ceremony/Daily Routine				
8:00-8:45 AM	45	GMRC 5 & 6	GMRC 5 & 6	GMRC 5 & 6	GMRC 5 & 6	GMRC 5 & 6
8:45-10:15 AM	90	English 5 & 6	English 5 & 6	Mathematics 5 & 6	Mathematics 5 & 6	English 5 & 6
						Mathematics 5 & 6
10:15-10:30 AM	15	HEALTH BREAK				
10:30-12:00 PM	90	Filipino 5 & 6	Filipino 5 & 6	Science 5 & 6	Science 5 & 6	Filipino 5 & 6
12:00-1:00 PM	60					Science 5 & 6
		HEALTH BREAK				
1:00-2:30 PM	90	EPP 5 & 6	EPP 5 & 6	AP 5 & 6	AP 5 & 6	AP 5 & 6
2:30-3:15 PM	45					EPP 5 & 6
2:30-3:15 PM	45	MAPEH 5 & 6	MAPEH 5 & 6	MAPEH 5 & 6	MAPEH 5 & 6	MAPEH 5 & 6
3:15-4:00 PM	45	ARAL Program				Collaborative Session/ Ancillary Tasks
4:00-4:30 PM	15	Homeroom and Guidance Program			Teaching-Related Tasks	

C. END-OF-TERM BLOCK

The End-of-Term Block shall be scheduled to ensure that all necessary activities are conducted within the term without disrupting the Instructional Block. These activities shall include, but not be limited to: (1) ARAL Program sessions; (2) computation of grades and completion of school forms; (3) co-curricular and extracurricular activities; (4) distribution of Progress or Performance Reports; (5) In-Service Training for Teachers (INSET); and (6) wellness breaks for both learners and teachers.

Schools may design and implement their own schedules, provided that the minimum number of required hours for the ARAL Program, and the prescribed number of days for co-curricular and extracurricular activities, wellness breaks and other authorized school programs are fully complied with. The table below presents the model for End-of-Term Block scheduling.

Table 10. End-of-Term Block Schedule

END OF TERM BLOCK										
ACTIVITY	DAY									
	1	2	3	4	5	6	7	8	9	10
Academic Recovery for Accessible Learning (ARAL) Program										
Computation of Grades/Accomplishment of School Forms										
Co-curricular and extracurricular activities										
Distribution of Progress/Performance Reports										
In-Service Training for Teachers (INSET)										
Wellness Break for Learners (guided asynchronous activities on learning experiences from the term)										
Wellness Break for Teachers										

The End-of-Term Block shall be scheduled for a minimum of eight (8) days to a maximum of ten (10) days to safeguard instructional integrity and support the holistic well-being of learners and teachers within the Three-Term School Calendar framework. The allocation of this dedicated period shall be guided by the following structure:

- a. **Days 1-5:** These days shall be dedicated for the simultaneous conduct of the following activities:

- a.1. **Academic Recovery for Accessible Learning (ARAL) Program.**

ARAL Program sessions shall be conducted during these days. In small schools, the scheduling of sessions shall be carefully organized to allow teachers to effectively manage their multiple responsibilities, taking into consideration the range of tasks assigned to them. External tutors may be engaged to facilitate ARAL Program sessions.

a.2. Computation of Grades and Accomplishment of School Forms. The computation of grades and accomplishment of school forms shall be undertaken on these days.

a.3. Co-Curricular and Extra-Curricular Activities. The table that follows presents a suggested list of co-curricular and extracurricular activities that may be conducted at the school, division, or regional levels. Other school-related activities (i.e., health-related activities and similar programs) may also be scheduled provided they do not disrupt the implementation of the core activities outlined above.

Table 10.1 Suggested List of Co-curricular and Extracurricular Activities

LEVELS OF GOVERNANCE	SUGGESTED ACTIVITIES
School level	• school-wide clubs, organizations, and interest groups • intra-school academic, sports, and cultural activities • school-initiated programs and assemblies
Division level	• division-wide academic, sports, and cultural competitions • division-level training, workshops, and eliminations • capacity building activities for learners and teacher-coaches
Regional level	• regional competitions and culminating activities • advanced training and selection activities for national participation • regional enrichment and development programs approved by the Regional Office

Note: National-level activities shall be conducted at the end of Term 3, during EOSY break.

- b. Day 6. Distribution of Progress Report or Performance Report.** Day 6 of the End-of-Term Block shall be dedicated to the distribution of performance reports to parents or legal guardians. Teachers shall also use this opportunity to confer with parents or legal guardians, provide feedback on learners' school performance and progress, and further strengthen home-school collaboration and partnership.
- c. Days 7-8. In-Service Training for Teachers (INSET).** These days shall be allocated for the conduct of a 16-hour INSET per term, contributing to the completion of the minimum 32-hour professional development provision per school year. This shall support professional capacity building and instructional improvement.
- d. Days 7-10. Wellness Break for Learners.** A four-day wellness break shall be observed for learners to reflect on their learning experiences and take some rest, thereby promoting readiness and renewed engagement for the next term. On these days, guided asynchronous activities focused on processing and reflecting upon learning experiences from the term shall be conducted as appropriate.
- e. Days 9-10. Wellness Break for Teachers.** A two-day wellness break shall also be provided for teachers following the conduct of the INSET. This is intended to promote work-life balance, support mental and physical well-being, and sustain long-term professional productivity across the three terms.

The tables that follow present models of End-of-Term Block schedules for 10 days.

Model A.1

Table 10.2 End-of-Term Block Schedule for 7:00AM – 1:00PM

TIME	WEEK 1				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
7:00-9:00 AM	Computation of Grades/ Accomplishment of School Forms				
9:00-10:00 AM	ARAL Program				
10:00 AM– onwards	• School-initiated programs • School-initiated assemblies for learners • Intra-school academic/sports/cultural competitions • Division-level eliminations • Advanced regional training and selection activities for national participation				
WEEK 2					
	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
	Distribution of Report Cards	INSET for teachers Wellness break for learners (Guided asynchronous activities on learning experiences from the term)		Wellness break for learners (Guided asynchronous activities on learning experiences from the term) Wellness break for teachers	

Model A.2

Table 10.3 End-of-Term Block Schedule for 8:00AM-3:00PM

TIME	WEEK 1				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8:00-10:00 AM	ARAL Program				
10:00-12:00 PM	Computation of Grades/ Accomplishment of School Forms				
12:00 PM onwards	• School-initiated programs • School-initiated assemblies for learners • Intra-school academic/sports/cultural competitions • Division-level eliminations • Advanced regional training and selection activities for national participation				
WEEK 2					
	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
	Distribution of Report Cards	INSET for Teachers Wellness Break for Learners (Guided asynchronous activities on learning experiences from the term)		Wellness break for learners (Guided asynchronous activities on learning experiences from the term) Wellness break for teachers	

Model B.1

Table 10.4 End-of-Term Block Schedule for 7:00AM-1:00PM

TIME	WEEK 1				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
7:00-8:00 AM	ARAL Program				
8:00 AM onwards	Computation of Grades/ Completion of School Forms		• School-initiated programs • School-initiated assemblies for learners • Intra-school academic/sports/cultural competitions • Division-level eliminations • Advanced regional training and selection activities for national participation		
WEEK 2					
	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
	Distribution of Report Cards	INSET for Teachers Wellness Break for Learners <i>(Guided asynchronous activities on learning experiences from the term)</i>		Wellness break for learners <i>(Guided asynchronous activities on learning experiences from the term)</i> Wellness break for teachers	

Model B.2

Table 10.5 End-of-Term Block Schedule for 9:00AM-3:00PM

TIME	WEEK 1				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00–10:00AM	ARAL Program				
10:00AM onwards	Computation of Grades/ Completion of School Forms		• School-initiated programs • School-initiated learners’ assemblies • Intra-school academic/sports/Cultural competition • Division-level eliminations • Advanced regional training and selection activities for national participation		
WEEK 2					
	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
	Distribution of Report Cards	INSET for Teachers Wellness Break for Learners <i>(Guided asynchronous activities on learning experiences from the term)</i>		Wellness break for learners <i>(Guided asynchronous activities on learning experiences from the term)</i> Wellness break for teachers	

Table 10.6 Sample Monitoring Tool for Learner and Teacher's Schedule for the End-of-Term Block

TIME	DAY 1		DAY 2		DAY 3		Day 4		Day 5	
	Learners	Teachers	Learners	Teachers	Learners	Teachers	Learners	Teachers	Learners	Teachers
AM	ARAL Program	Computation of Grades/ Completion of School Forms	ARAL Program	Computation of Grades/ Completion of School Forms	ARAL Program	Computation of Grades/ Completion of School Forms	ARAL Program	Computation of Grades/ Completion of School Forms	ARAL Program	Computation of Grades/ Completion of School Forms
PM										
TIME	DAY 6		DAY 7		DAY 8		Day 9		Day 10	
	Learners	Teachers	Learners	Teachers	Learners	Teachers	Learners	Teachers	Learners	Teachers
AM	ARAL Program	Distribution of Performance Reports to Parents	Wellness break for learners <i>(Guided asynchronous activities on learning experiences from the term)</i>	INSET	Wellness break for learners <i>(Guided asynchronous activities on learning experiences from the term)</i>	INSET	Wellness break for learners <i>(Guided asynchronous activities on learning experiences from the term)</i> Wellness break for teachers			
PM	Co-Curricular Activities									

**This sample is aligned with Model A. 1 End-of-Term Block Schedule*

**THREE-TERM SCHOOL CALENDAR IN BASIC EDUCATION
FOR SCHOOL YEAR (SY) 2026–2027**

End-of-School Year (EOSY) 2025-2026								
Month	Activity							
April 2026								
1	- Start of 30-day Teachers' EOSY Break - Maundy Thursday (Regular Holiday) - Good Friday (Regular Holiday) - Black Saturday (Additional Special Non-Working Holiday) - The Day of Valor (Regular Holiday) 2026 National Schools Press Conference (NSPC) 2026 National Festival of Talents (NFOT) 2026 Palarong Pambansa	APRIL 2026						
2		S	M	T	W	TH	F	SA
3					1	2	3	4
4		5	6	7	8	9	10	11
9		12	13	14	15	16	17	18
13-17		19	20	21	22	23	24	25
18-22		26	27	28	29	30		
25-30								
May 2026								
1		- Labor Day (Regular Holiday) - End of 30-day Teachers' EOSY Break - EOSY Intervention Program - Training Window for Teachers, School Heads, and Teaching Related-Personnel - Oplan Balik Eskwela	MAY 2026					
4-22	S		M	T	W	TH	F	SA
4-29							1	2
	3		4	5	6	7	8	9
	10		11	12	13	14	15	16
	17		18	19	20	21	22	23
	24		25	26	27	28	29	30
	31							
School Year 2026-2027								
TERM 1			June 8 - September 15, 2026					
Month	Activity							
June 2026								
1-5	- Brigada Eskwela - Enrollment Period - Opening Block: Start of Term 1 - Start of Mandatory Learners' Health Assessment, Learners and Parents' Orientation, and other activities - Start of Testing Window for BOSY Assessments (CRLA, RMA, Phil-IRI, etc.) - Gathering and Submission of Data needed for the New School Year	JUNE 2026						
8-11		S	M	T	W	TH	F	SA
			1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
		21	22	23	24	25	26	27
		28	29	30				
						Class Days: 16		

	(e.g. Class Program, School Forms, etc.)																																																		
12	Independence Day (Regular Holiday)																																																		
22-26	Phil ECD Checklist for BOSY																																																		
23	DepEd's Founding Anniversary: Flag Raising Ceremony and Opening of Activity (Nationwide)																																																		
24	DepEd's Founding Anniversary: Anniversary Proper																																																		
July 2026																																																			
3	End of Mandatory Learners' Health Assessment	JULY 2026 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table> Class Days: 23	S	M	T	W	TH	F	SA				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
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26	27	28	29	30	31																																														
6	Term 1: First Teacher-made Summative Test																																																		
10	End of Testing Window for BOSY Assessments (CRLA, RMA, Phil-IRI, etc.)																																																		
13-17	MFAT																																																		
20-24	National Federation SELG and SSLG Election																																																		
28	Term 1: Second Teacher-made Summative Test																																																		
August 2026																																																			
21	Ninoy Aquino Day (Non-Working Holiday)	AUGUST 2026 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table> Class Days: 19	S	M	T	W	TH	F	SA							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
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28	Term 1 Examination																																																		
31	National Heroes Day (Regular Holiday)																																																		
September 2026																																																			
1	Term 1 Examination	SEPTEMBER 2026 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td></td><td></td><td></td><td></td></tr></table> Class Days: 11	S	M	T	W	TH	F	SA			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15																									
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2-15	End-of-Term Block																																																		
2-8	ARAL Program, Computation of Grades, Accomplishment of School																																																		

	Forms, & Co-/Extra-Curricular Activities																																																		
9	PTA Meeting & Distribution of Report Cards																																																		
10-11	INSET																																																		
10-15	Wellness Break of Learners (<i>Guided asynchronous learning experiences</i>)																																																		
14-15	Wellness Break of Teachers																																																		
15	End of Term 1																																																		
TERM 2																																																			
September 16 - December 18, 2026																																																			
Month	Activity																																																		
September 2026																																																			
16	Start of Term 2 - Start of Testing Window for NCAE (Grade 10 only)	<table><tr><th colspan="7">SEPTEMBER 2026</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr></table> Class Days: 11	SEPTEMBER 2026							S	M	T	W	TH	F	SA				16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																	
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21-25	Start of Testing Window for MOSY Assessments (<i>CRLA, RMA, Phil-IRI, etc.</i>)																																																		
October 2026																																																			
5	- Culmination of National Teachers' Month - World Teachers' Day	<table><tr><th colspan="7">OCTOBER 2026</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table> Class Days: 22	OCTOBER 2026							S	M	T	W	TH	F	SA					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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5-9	NAT for Grade 10																																																		
7	Term 2: First Teacher-made Summative Test																																																		
19-23	End of Testing Window for MOSY Assessments (<i>CRLA, RMA, Phil-IRI, etc.</i>)																																																		
29	Term 2: Second Teacher-made Summative Test																																																		
November 2026																																																			
1	All Saints' Day (<i>Special Non-Working Holiday</i>)	<table><tr><th colspan="7">NOVEMBER 2026</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td>X</td><td>X</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table> Class Days: 19	NOVEMBER 2026							S	M	T	W	TH	F	SA	X	X	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
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29	30																																																		
2	All Souls' Day (<i>Additional Special Non-Working Holiday</i>)																																																		
15	PEPT (<i>Luzon & VisMin Custers</i>)																																																		
27	Araw ng Pagbasa																																																		
30	Bonifacio Day (<i>Regular Holiday</i>)																																																		

December 2026

3-4	Term 2 Examination
4	End of Testing Window for NCAE (Grade 10 only)
7-18	End-of-Term Block
7-14	ARAL Program, Computation of Grades, Accomplishment of School Forms, & Co-/Extra-Curricular Activities
8	Feast of the Immaculate Conception of Mary (<i>Special Non-Working Holiday</i>)
15	PTA Meeting & Distribution of Progress/Performance Report
16	Year-End Activity
17-18	- INSET - Wellness Break of Learners (<i>Guided asynchronous learning experiences</i>)
18	End of Term 2
19-31	Year-End Break (Wellness Break of Learners & Teachers)
24	Christmas Eve (<i>Special Non-Working Holiday</i>)
25	Christmas Day (<i>Regular Holiday</i>)
30	Rizal Day (<i>Regular Holiday</i>)
31	Last Day of the Year (<i>Special Non-Working Holiday</i>)

DECEMBER 2026

S	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Class Days: 13

TERM 3

January 4 - April 8, 2026

Month Activity

January 2027

1	New Year's Day (<i>Regular Holiday</i>)
4	Start of Term 3
25	Term 3: First Teacher-made Summative Test
30	Start of Early Registration for Incoming Kinder, Grades 1, 7, 11, OSCYA, and Transferees

JANUARY 2027

S	M	T	W	TH	F	SA
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Class Days: 20

February 2027																																												
1-5	Start of Testing Window for EOSY Assessments (CRLA, RMA, Phil-IRI, etc.)	FEBRUARY 2027 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Class Days: 20	S	M	T	W	TH	F	SA		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						
S	M		T	W	TH	F	SA																																					
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7	8		9	10	11	12	13																																					
14	15		16	17	18	19	20																																					
21	22	23	24	25	26	27																																						
28																																												
6	Chinese New Year (Additional Special Non-Working Holiday)																																											
15-19	NAT for Grade 12																																											
16	Term 3: Second Teacher-made Summative Test																																											
26	End of Early Registration for Incoming Kinder, Grades 1, 7, 11, OSCYA, and Transferees																																											

March 2027																																												
1-5	ELLNA for Grade 3	MARCH 2027 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>SA</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr></table> Class Days: 21	S	M	T	W	TH	F	SA		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
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7	8		9	10	11	12	13																																					
14	15		16	17	18	19	20																																					
21	22	23	24	25	26	27																																						
28	29	30	31																																									
8-12	- NAT for Grade 6 - End of Testing Window for EOSY Assessments (CRLA, RMA, Phil-IRI, etc.)																																											
15-16	Term 3 Examination (Moving up/ Graduating Learners)																																											
15-19	Phil ECD Checklist for EOSY																																											
17-23	Computation of Grades, Accomplishment of School Forms, and Academic Deliberation (Moving Up/ Graduating Learners)																																											
22-23	Term 3 Examination (Other Grade Levels)																																											
24, 29, 30, & 31	End-of-Term Block																																											
24	Announcement of Academic Excellence Awardees (Moving up/ Graduating Learners)																																											
24, 29, 30, & 31	Computation of Grades (Other Grade Levels), Accomplishment of School Forms, & Co-/Extra-Curricular Activities																																											
25	Maundy Thursday (Regular Holiday)																																											
26	Good Friday (Regular Holiday)																																											
27	Black Saturday (Additional Special Non-Working Holiday)																																											

April 2027		APRIL 2027						
1-8	● End-of-Term Block	S	M	T	W	TH	F	SA
1	● Accomplishment of School Forms & Co-/Extra-Curricular Activities					1	2	3
2 & 5	● INSET	4	5	6	7	8	9	10
6-7	● EOSY Rites	11	12	13	14	15	16	17
8	● PTA Meeting & Distribution of Report Cards ● End of Term 3	18	19	20	21	22	23	24
9	● The Day of Valor (<i>Regular Holiday</i>) ● Start of 30-day Teachers' EOSY Break	25	26	27	28	29	30	
19-23	● 2027 NSPC	Class Days: 6						
26-30	● 2027 NFOT							
May 2027		MAY 2027						
1	● Labor Day (<i>Regular Holiday</i>)	S	M	T	W	TH	F	SA
3-7	● 2027 Palarong Pambansa							X
9	● End of 30-day Teachers' EOSY Break	2	3	4	5	6	7	8
10-14	● Start of EOSY Intervention Program ● Start of Training Window for Teachers, School Heads, and Teaching Related-Personnel	9	10	11	12	13	14	15
17	● Start of Oplan Balik Eskwela	16	17	18	19	20	21	22
		23	24	25	26	27	28	29
		30	31					
June 2027		JUNE 2027						
1-4	● End of Training Window for Teachers, School Heads, and Teaching Related-Personnel	S	M	T	W	TH	F	SA
4	● End of Oplan Balik Eskwela			1	2	3	4	5
7-11	● Brigada Eskwela ● Enrollment Period	6	7	8	9	10	11	12

ACRONYMS USED

- **BOSY** – Beginning-of-School Year
- **CRLA** – Comprehensive Rapid Literacy Assessment
- **ELLNA** – Early Language, Literacy, and Numeracy Assessment
- **EOSY** – End-of-School Year
- **MFAT** – Multi-Factored Assessment Tool
- **MOSY** – Middle-of-School Year
- **NCAE** – National Career Assessment Examination
- **NAT** – National Achievement Test
- **OSCYA** – Out of School Children, Youth, and Adults
- **PEPT** – Philippine Educational Placement Test
- **Phil ECD Checklist** – Philippine Early Childhood Development Checklist
- **Phil-IRI** – Philippine Informal Reading Inventory
- **RMA** – Rapid Mathematics Assessment
- **SELG** – Supreme Elementary Learner Government
- **SSLG** – Supreme Secondary Learner Government

Legend:

-  - Opening Block
-  - Instructional Block
-  - End-of-Term Block
-  - PTA Meeting, Distribution of Report Cards, & Other Home-School Collaboration-Related Activities
-  - Administration of Teacher-made Summative Test
-  - Administration of Term Examination
- X - Declared Holidays

Summary of Three-Term School Calendar for School Year (SY) 2026–2027

TERM	NO. OF CLASS DAYS	TERM STRUCTURE				
		START OF TERM	INSTRUCTIONAL BLOCK		END-OF-TERM BLOCK	END OF TERM
Term 1	69	June 8, 2026	OPENING BLOCK June 8-11, 2026 (4 class days)	June 15 - September 1, 2026 (55 class days)	September 2-15, 2026 (10 class days)	September 15, 2026
Term 2	65	September 16, 2026	September 16 - December 4, 2026 (56 class days)		December 7-18, 2026 (9 class days)	December 18, 2026
Term 3	67	January 4, 2027	January 4 - March 23, 2027 (57 class days)		March 24 - April 8, 2027 (10 class days)	April 8, 2027
TOTAL	201 class days	EOSY BREAK: April 9 - May 9, 2027				

Number of Class Days per Month

Term	Month	No. of Class Days
Term 1	June 2026	16
	July 2026	23
	August 2026	19
	September 2026	11
Term 2	September 2026	11
	October 2026	22
	November 2026	19
	December 2026	13
Term 3	January 2027	20
	February 2027	20
	March 2027	21
	April 2027	6
TOTAL		201

Annex C

**NON-EXHAUSTIVE LIST OF NATIONWIDE REGULAR
AND SPECIAL HOLIDAYS (REPUBLIC ACT 9492)**

Holiday	Date of Celebration
Regular Holidays	
New Year's Day	January 1
Maundy Thursday	Movable Date
Good Friday	Movable Date
<i>Eidul Fitr</i>	Movable Date
<i>Eidul Adha</i>	Movable Date
Araw ng Kagitingan	Monday nearest April 9
Labor Day	Monday nearest May 1
Independence Day	Monday nearest June 12
National Heroes Day	Last Monday of August
Bonifacio Day	Monday nearest November 30
Christmas Day	December 25
Rizal Day	Monday nearest December 30
Nationwide Special Holidays	
Ninoy Aquino Day	Monday nearest August 21
All Saints' Day	November 1
Last Day of the Year	December 31

Annex D

CALENDAR OF LEGISLATED ACTIVITIES AND CELEBRATIONS

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities
JUNE				
PP No. 1204, s. 1998 https://www.officialgazette.gov.ph/1998/04/21/proclamation-no-1204-s-1998/	National Dengue Awareness Month	1-30	To increase public awareness and strengthen nationwide action to prevent and control dengue, particularly during the start of the rainy season when dengue cases typically rise	Posting IEC materials on Bulletin Boards; Inviting an Expert for a Pep Talk during Flag Raising/Lowering Ceremonies or PTA Meeting; Lesson Integration
PP No. 184, s. 1993 https://lawphil.net/executive/proc/proc1993/proc_184_1993.html	National Kidney Month	1-30	To instill consciousness and increase public awareness of the fatal consequences of renal diseases	Hanging of Streamers; Lesson Integration
PP No. 1782, s. 2009 https://lawphil.net/executive/proc/proc2009/proc_1782_2009.html	W.A.T.C.H. (We Advocate Time Consciousness and Honesty) Month	1-30	To instill deeper awareness of honesty and punctuality among the youth and the entire society	Hanging of Streamers; Quick Discussion during Flag Raising /Lowering Ceremony; Lesson Integration

PP No. 237, s. 1988 http://www.philchm.ph/wp-content/uploads/proclamation-237-s-1988.pdf	Philippine Environment Month	1-30	To heighten the environmental consciousness of our people and to generate greater participation and integration of efforts through the extended celebration of environmental protection concern and awareness in the country	Lesson Integration; Video Presentation
PP No. 1521, s. 2008 https://lawphil.net/executive/proc/proc2008/proc_1521_2008.html	National Information and Communications Technology Month	1-30	To promote, strengthen, and harmonize the country's ICT development efforts by highlighting the vital role of information and communication in nation-building and economic growth	Informatic video via DepEd Tayo FB Page; Culmination Activities
PP No. 1149, s. 1973 https://lawphil.net/executive/proc/proc1973/proc_1149_1973.html	World Environmental Day	5	To reaffirm the concern for the preservation, improvement and beautification of our environment	Hanging of Streamers; Online advocacy materials via DepEd Tayo FB Page; Lesson Integration
PP No. 1307, s. 2007 https://lawphil.net/executive/proc/proc2007/proc_1307_2007.html	National Safe Kids Week	3rd Week	To promote awareness to this serious health problem, provide a venue for cooperation among concerned organizations and prevent the unnecessary disability and deaths of Filipino children due to traumatic injuries	Lesson Integration; Symposium

Administrative Order (AO) No. 322, s. 1997 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/6/80086	Department of Education Founding Anniversary	23	To commemorate the founding anniversary of the Department	Hanging of Streamers; Flyers/Leaflets; Lesson Integration
PP No. 264, s. 1988 https://lawphil.net/executive/proc/proc1988/pdf/proc_264_1988.pdf	International Day Against Drug Abuse and Illicit Trafficking	26	To strengthen global action and cooperation in achieving a world free of drug abuse	Symposium; Lesson Integration; Film Viewing; Hanging of Streamers
RA No. 9187 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/6/5679	Commemoration of the Historic Siege of Baler and Philippine-Spanish Friendship Day	30	To commemorate the cultural and historical ties, friendship and cooperation between the Philippines and Spain	Lesson Integration
JULY				
E.O No. 29, s. 2017 https://lawphil.net/executive/execord/eo2017/eo_29_2017.html	National Disaster Resilience Month	1-31	To promote the significance of disaster resilience which pertains to the ability of individuals, communities, organizations, and states to adapt to and recover from the effects of hazards and disasters through effective risk management	Hanging of Streamers /Online Advocacy materials; Lesson Integration
PD No. 491, s. 1974 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/26/24673	Nutrition Month	1-31	To create greater awareness among the Filipino people on the importance of nutrition	Culmination Activity (School Level/Classroom Level)

PP No. 361, s. 2000 PP No. 1870, s. 1979 https://ncda.gov.ph/disability-laws/proclamations/proclamation-no-361/	National Disability Prevention and Rehabilitation Week	3rd Week	To stimulate public awareness on the problems of disability, and encourage every citizen to take active responsibility in the upliftment of the economic and social conditions of the PWDs of our society; thereby, encouraging them to take proactive roles in nation building	Hanging of Streamers; School-Based Activity
PP No. 993, s. 2014 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/7/60725	Linggo ng Musikang Pilipino	Last Week	To promote and develop the local music industry, which in return, advances Filipino art and culture, contributes to the development of the economy, provides employment and revenue stream, and supports other local industries	Lesson Integration; Classroom/ School Level Art and Music Activity; Film Viewing
AUGUST				
RA No. 6759	White Cane Safety Day	1	To instill public awareness of the plight of the blind, promoting recognition and acceptance of the “white cane” as a symbol of the need of the blind for specific assistance and as a reminder of the individual’s duty to care for and accord due respect to his unfortunate brethren	Hanging of Streamers; Lesson Integration
Proklamasyong Blg. 1041, s. 1997	Buwan ng Wikang Pambansa	1-31	To foster national unity and pride by recognizing the role of the national language in communication, understanding, and national development	School Level Culminating Activity; Lesson Integration

Proclamation No. 282, s. 2017	ASEAN Month	1-31	To further promote and heighten awareness of the ASEAN, and instill in the minds of the Filipino people the importance, value and meaning of the ASEAN in achieving and maintaining regional peace and sustainable development	Lesson Integration; Hanging of Streamers; Online Advocacy Materials
Health Calendar 2023 (DOH)	National Adolescent Immunization Month	1-31	To raise awareness and increase vaccination rates among preteens and teenagers	Discussion during Flag Raising/Lowering Ceremonies and PTA Meetings with an Expert; Lesson Integration
RA No. 10028	Breastfeeding Awareness Month	1-31	To raise awareness on the importance of and to further promote breastfeeding	Hanging of Streamers/Online Advocacy materials; Discussion during PTA Meetings; Lesson Integration
PP No. 1761, s. 1978	National Lung Month	1-31	To raise awareness on the fact that lung disease, especially pneumonia and tuberculosis, continues to exact a huge toll of precious lives among our people, especially the low-income group	Lesson Integration; Quick Discussion during Flag Raising/Flag Lowering; PTA Meetings; hanging of Streamers/Online Advocacy Materials
DOH Calendar 2023	Sight Saving Month	1-31	To promote public awareness about the importance of eye health and the prevention of avoidable blindness	Issue Advisory; hanging of Streamers/online Advocacy materials
PP No. 339, s. 2012	History Month	1-31	To emphasize the most significant turning points in Philippine history	Lesson Integration

PP No. 40, s. 1954	Sight-Conservation Week	1st Week	This observance seeks to raise public awareness on the prevention of blindness, recognizing that a significant number of blind Filipinos could have preserved their sight through proper precautions. It aims to promote a nationwide educational campaign to inform and empower citizens in protecting their vision and preventing avoidable blindness.	Issuance of Advisory; Online Advocacy Materials; Less on Integration; Pep Talk by an expert during symposium, FR/FL Ceremonies
RA No. 10689	National Indigenous Peoples Day	9	It is hereby declared a policy of the government to advance the rights and collective well-being of indigenous peoples through the annual observance of the National Indigenous Peoples Day in the Philippines.	IPEd Day; Lesson Integration; Hanging of Advocacy Materials
PP No. 229, s. 2002	Philippine International Youth Day	12	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. It shall inculcate in the youth patriotism, and nationalism, and encourage their involvement in public and civic affair.	Lesson Integration; Hanging of streamers / Online Advocacy materials
RA No. 10742 https://www.officialgazette.gov.ph/2016/01/15/republic-act-no-10742/	Linggo ng Kabataan	On the week where the 12th of August falls to coincide with the International Youth Day	To recognize the vital role of the youth in nation-building, thus, establishing adequate, effective, responsive and enabling mechanisms and support systems that will ensure the meaningful participation of the youth in local governance and nation-building	Hanging of Streamers; online advocacy materials; Symposium/Tribute to the Youth (video material)
RA No. 6741 https://elibrary.judiciary.gov.ph/thebookshelf/showdoc/5/10367/2/2034	Commemoration of the Birth Anniversary of President Manuel L. Quezon	19	In order to commemorate the birth anniversary of former President Manuel L. Quezon	Hanging of Streamer; Lesson Integration (History/Aral Pan)

United Nations General Assembly as part of a Swedish-sponsored GA Resolution A/63/L.49 https://docs.un.org/en/A/63/L.49	World Humanitarian Day	19	To contribute to increasing public awareness about humanitarian assistance activities worldwide and the importance of international cooperation in this regard, as well as to honour all humanitarian and United Nations and associated personnel who have worked in the promotion of the humanitarian cause and those who have lost their lives in the cause of duty	Lesson Integration
RA No. 10970	National Tech-Voc Day	25	To promote and highlight the importance of technical-vocational education and training (TVET) in national development, employment generation, and poverty reduction	Lesson Integration; Hanging of Streamer/Online Advocacy Materials; Skills Olympics
SEPTEMBER				
PP No. 675, s. 2004	National Peace Consciousness Month	1-30	To instill greater consciousness and understanding among the Filipino people on the comprehensive peace process to strengthen and sustain institutional and popular support for and population in this effort, as well as in the global movement spearheaded by the United Nations to promote a Culture of Peace based on nonviolence, respect for fundamental rights and freedoms, tolerance, understanding and solidarity	Lesson Integration; Hanging of Streamers/Online Advocacy materials
PP No. 316, s. 2017	Maritime and Archipelagic Nation Awareness Month	1st Week	To raise awareness and consciousness on maritime and archipelagic issues and concerns	Lesson Integration; Hanging Advocacy materials/ online Advocacy materials
PP No. 461, s. 1994	National Crime Prevention Week	2-8	To generate community awareness and appreciation of the importance and value of crime prevention and foster interest and participation of the general public	Hanging of Advocacy Materials; Lesson Integration; Symposium

PP No. 239, s. 1993	Literacy Week Celebration	8	To highlight the importance of literacy and education, given governments vision of Philippines 2000 that would be better achieved with the improvement of the quality of our human resources through literacy and education, among others; to recognize those who have dedicated their life's work to reaching out to illiterate individuals and communities.	Literacy Summit/ Symposium (Barangay/Municipal Level) Hanging of Streamers/Online Advocacy materials
UNESCO in its 14th Session in November 1966	International Literacy Day / National Literacy Day	Sept 8	To remind policy-makers, practitioners, and the public of the critical importance of literacy for creating more literate, just, peaceful, and sustainable society; an occasion for reviewing the progress that has been made and deciding on further objectives for the gradual reduction and ultimate eradication of illiteracy as a factor militating against economic, social and cultural development	Hanging of streamers/Online Advocacy Materials
PP No. 242, s. 2011	National Teachers' Month	Sept 5 – Oct 5	To generate widespread awareness and support for World Teachers' Day here in the Philippines; to revitalize the image of teaching as a vocation by increasing public awareness on the value of teachers in Philippine society and national development; to celebrate the unique role and service that teachers play in guiding families, strengthening communities, and building the nation	National Teachers Day Hanging of Streamers/Online Advocacy Materials;
PP No. 1881, s. 2009	International Day of Peace in the Philippines	21	Observed as a day of global ceasefire and non-violence, an invitation to all nations and people to honor a cessation of hostilities for its duration	Hanging of Streamers
Organized by: International Association for Suicide Prevention (IASP), in collaboration with the World Health Organization (WHO) and the World Federation for Mental Health (WFMH)	World Suicide Prevention Day	10	To raise awareness around the globe that suicide can be prevented; to challenge harmful myths, reduce stigma, and foster open, compassionate conversations about suicide	Hanging (online) of Advocacy Materials/ Film showing; Symposium Discussion during PTA Meetings

PP No. 470, s. 2003	International Coastal Clean-up Day	3rd Saturday	To remind and re-awaken our people for vigilance in support for the continuing crusade against the debris crises all over the world - a united front for all "citizens of the world" to keep Mother Earth clean	Participation Coastal Clean Up in cooperation with LGU; Lesson Integration
PP No. 241, s. 1993	Linggo ng Kasuotang Pilipino	3rd Week	To project the unique Filipino identity and to create a sense of pride in being a Filipino; to show the importance of the Filipino attire in order to give due recognition to Filipino heritage and culture	Lesson Integration; Film showing (Kasuotang Filipino)
PP No. 1895, s. 2009	"Salu-salo ng Pamilya Mahalaga" Day	4th Monday	Salu-salo ng Pamilya is an opportunity for families to enhance family communication, when members can express affirmation of each other and share a positive experience of joy and love, thereby further strengthening the bond of families; to highlight and celebrate the value of Salu-salo ng Pamilya as a national tradition that should be observed and sustained by all Filipino families.	Quick Discussion during FR/FL Ceremonies and in PTA Meetings Shortened classes to allow Salu-Salong Pamilya
PP No. 60, s. 1992 https://lawphil.net/executive/proc/proc1992/proc_60_1992.html	Family Week	Last Week	To call public attention and ensure nationwide awareness of the importance of the family	Hanging of Streamers; Quick Discussion during PTA Meeting
OCTOBER				
PP No. 1098, s. 1997 https://lawphil.net/executive/proc/proc1997/proc_1098_1997.html	Consumer Welfare Month	1-31	To promote dissemination of sound consumer information by both public and private sector, including the media, on subjects such as complaints and policies affecting consumer and encourage dialogue and cooperation among consumers, business and government and broaden the scope of consumer education by heightening consumer awareness	Lesson Integration
PP No. 1906, s. 2009 https://lawphil.net/executive/proc/proc2009/proc_1906-a_2009.html	National Indigenous Peoples Month	1-31	Declared in the context of Philippine Indigenous Peoples' Rights as the month of people's participation in the celebration and preservation of Indigenous Cultural Communities as part of the Life of the Nation	IPed Day

PP No. 1326, s. 1974 https://lawphil.net/executive/proc/proc1974/proc_1326_1974.html	National Scouting Month	1-31	To promote and strengthen the Scouting Movement in the Philippines by recognizing its vital role in developing the character, citizenship, and leadership of Filipino youth, and by encouraging the active moral and material support of all citizens to sustain the programs of the Boy Scouts and Girl Scouts of the Philippines	School BSP Camporal/ GSP Encampment
PP No. 470, s. 1994	Linggo ng Katandaang Filipino (Elderly Filipino Week)	1st Week	To promote the well-being of elderly Filipinos	Lesson Integration; Hanging of Streamers
UNESCO https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@ed_dialogue/@sector/documents/normativeinstrument/wcms_493315.pdf	World Teachers' Day	5	It is a day to celebrate how teachers are transforming education but also to reflect on the support they need to fully deploy their talent and vocation, and to rethink the way ahead for the profession globally.	National Teachers Day
RA No. 10743 https://www.deped.gov.ph/2016/06/27/do-46-s-2016-implementing-rules-and-regulation-of-republic-act-no-10743-an-act-declaring-the-fifth-day-of-october-of-every-year-as-the-national-teachers-day-otherwise-known-as-the-national-teachers-day/ https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/66305	National Teachers' Day	5	To celebrate the profession of teaching and acknowledge the indispensable role of teachers in nation-building and in providing quality education at all levels	-do-

PP No. 452, s. 1994 https://ncda.gov.ph/disability-laws/proclamations/proclamation-no-452/	National Mental Health Week	2nd Week	The First World Mental Health Day's celebration has triggered more active international communications, which lead to a stronger cooperation worldwide among the participating organizations; to join a synchronized worldwide celebration in order to get more public attention and support for mental health work.	Hanging of Streamers
UN General Assembly Resolution 64/200 https://www.un.org/en/observances/tsunami-awareness-day Sendai Framework https://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf?startDownload=true	International Day of Disaster Risk Reduction	13	To promote a culture of disaster prevention, resilience and responsible citizenship, generate understanding of disaster risk, support mutual learning and share experiences; and encourage public and private stakeholders to actively engage in such initiatives and to develop new ones at the local, national, regional and global levels	Emergency Drills; Symposium
PP No. 483, s. 2003 https://lawphil.net/executive/proc/proc2003/pdf/proc_483_2003.pdf	United Nations Week	18-24	To commemorate the Anniversary of the entry into force of the United Nations Charter as a way of making known to the peoples of the world the aims and achievements of the United Nations, and of gaining support for the work of the United Nations	Hanging of Streamers

Presidential Proclamation No. 472 https://ncda.gov.ph/disability-laws/proclamations/proclamation-no-472/	ADHD Awareness Week	3rd week of October	To promote public awareness, understanding, and support for individuals with Attention Deficit/Hyperactivity Disorder (AD/HD) by recognizing it as a serious neurobiological condition that requires early detection, proper management, and social acceptance	Issuance of Advisory; Hanging of Streamers/Online Advocacy Materials
PP No. 489, s. 2012 https://lawphil.net/executive/proc/proc2012/proc_489_2012.html	Juvenile Justice and Welfare Consciousness Week	4th Week	To celebrate and recognize the Filipino children and youth as the most valuable asset of the nation; to mainstream awareness and consciousness of the Filipino people on the Juvenile Justice and Welfare Act in order to emphasize the rights of every Filipino youth and child, including children-at-risk and in conflict with the law, their role in nation-building, and the responsibilities of all duty bearers and stakeholders in ensuring the protection and promoting the welfare of the Filipino youth and children	Hanging of Streamers; Lesson Integration; Symposium
NOVEMBER				
PP No. 479, s. 1994 https://lawphil.net/executive/proc/proc1994/proc_479_1994.html	Filipino Values Month	1-30	To create moral awakening and national consciousness on human values that are unique, genuine and positively Filipino	Lesson Integration; Hanging of Streamers/Online Advocacy Materials
PP No. 1168, s. 2006 https://lawphil.net/executive/proc/proc2006/proc_1168_2006.html	Malaria Awareness Month	1-30	To facilitate program management and inculcate better health-seeking behaviors among the general population especially the high-risk population on prevention and control of malaria	Hanging of Streamers; Lesson Integration Quick discussion during FR/FL Ceremonies

RA No. 10661 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/62409	National Children's Month	1-30	To commemorate the adoption of the Convention on the Rights of the Child by the United Nations General Assembly on 20 November 1989, and to instill its significance in the Filipino consciousness	Hanging of Streamers
RA 9512 https://lawphil.net/statutes/repacts/ra2008/ra_9512_2008.html	National Environment Awareness Month	1-30	To promote national awareness on the role of natural resources in economic growth and the importance of environmental conservation and ecological balance towards sustained national development	Hanging of Streamers; Lesson Integration
PP No. 837, s. 1991 https://lawphil.net/executive/proc/proc1991/proc_837_1991.html	Library and Information Services Month	1-30	To focus public awareness to the invaluable service that libraries and information centers render, i.e. providing data and materials for lifelong knowledge and learning, for research and for leisure	Viewing of Advocacy video materials
Presidential Proclamation No. 829 Declaring the Period from November 10 to 16 of Every Year as Deaf Awareness Week https://ncda.gov.ph/disability-laws/proclamations/proclamation-829/	Deaf Awareness Week	Nov. 10-16	To focus public awareness on deafness, its prevention and rehabilitation	Hanging of Streamers; Quick Discussion during FR/FL Ceremonies

UN General Assembly Resolution 74/203 https://docs.un.org/en/A/RES/70/203	World Tsunami Awareness Day	5	To recognize the significance of preparedness and the prompt dissemination of information through early warning systems, the use of traditional knowledge and the concept of “Building back better” in the recovery, rehabilitation and reconstruction phases in order to protect the lives of people and prevent the damage caused by tsunamis	Hanging of Advocacy Materials; Lesson Integration/Film Viewing
RA No. 12228 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/99398	Sheikh Karimul Makhdum Day	7	To commemorate the establishment of the first Philippine Mosque, and the introduction of Islam in the Philippines	Lesson Integration
PP No. 829, s. 1991 https://ncda.gov.ph/disability-laws/proclamations/proclamation-829/	Deafness Awareness Week	10-16	To focus public awareness on deafness, its prevention, and rehabilitation	Hanging of Streamers/ Online Advocacy Materials; Symposium/Quick Discussion during FR/FL Ceremonies
RA No. 10922 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/70363	Economic and Financial Literacy Week	2nd Week	To develop national consciousness on economic and financial literacy	Hanging of Streamers
RA No. 11369 https://lawphil.net/statutes/repacts/ra2019/ra_11369_2019.html	National Students' Day	17	Held in accord with the observance of International Students' Day, and in recognition of the invaluable contribution of student activism to Philippine democracy for initiating efforts to foster leadership among Filipino students	Hanging of Streamers/Online Advocacy Materials

PP No. 1667, s. 2008 https://climate.gov.ph/public/ckfinder/userfiles/files/Knowledge/Proclamation%20No_%201667%2C%20s_%202008.pdf	Global Warming and Climate Change Consciousness Week	19-25	To raise public awareness on the warming of the earth's surface, which threatens national food and energy security, by promoting a broad and intensive information and education campaign that will emphasize its serious consequences and encourage collective action toward finding solutions	Hanging of Streamers; Lesson Integration
RA No. 11468 https://lawphil.net/statutes/repacts/ra2020/ra_11468_2020.html	National Day of Remembrance for Road Crash Victims, Survivors, and their Families	3rd Sunday	To raise the awareness of the people on the causes, consequences and costs of road deaths and injuries, and for the strengthening of advocacy to prevent such traumatic incidents and promote road safety through a collaborative platform that brings together various sector stakeholders	Lesson Integration
RA No. 10398 https://lawphil.net/statutes/repacts/ra2013/ra_10398_2013.html	National Consciousness Day for the Elimination of Violence Against Women and Children (VAWC)	25	Held in recognition of the need to establish a comprehensive and structured campaign for national consciousness on anti-violence against women	Symposium Discussion during PTA Meetings Lesson Integration
PP No. 1160, s. 2015 https://lawphil.net/executive/proc/proc2015/proc_1160_2015.html	National Day for Youth in Climate Action	25	To empower the youth in raising public consciousness on the science of climate change and on ways to lead a climate-resilient and climate-smart lifestyle	Hanging of Streamers/Online Advocacy Materials

PP No. 1172, s. 2006 https://www.pdic.gov.ph/files/gad/National%20GAD%20Mandates/Proc.%20No.%201172,%20s.%202006%20-%2018-Day%20Campaign%20to%20End%20VAW.pdf	18-day Campaign to End Violence Against Women (VAW)	Nov 25-Dec 12	To emphasize that violence against women is a human rights violation, and thereby, to raise awareness on gender-based violence as a human rights violation, and to ensure better protection for survivors/victims of violence	Hanging of Streamers; Lesson Integration
RA No. 10556 https://lawphil.net/statutes/repacts/ra2013/ra_10556_2013.html	Araw ng Pagbasa	27	To recognize the importance of promoting reading as a shared activity among the youth, families, educators and the private sector, thereby emphasizing personal interaction and facilitating the exchange of ideas throughout the country	School Level Reading Summit
Presidential Proclamation No. 199 s. 1999 https://lawphil.net/executive/proc/proc1999/proc_199_1999.html	Week of the Gifted and Talented Week	4th Week	The goal of the state system is the pursuit of excellence and the basic aspect of this effort is the provision of special, appropriate and relevant programs and services to effectively harness their gifts.	School Level Talent Exhibit
PP No. 780, s. 2019 https://lawphil.net/executive/proc/proc2019/pdf/proc_780_2019.pdf	National Science and Technology Week	4th Week	To give national and regional attention to the contributions of science and technology to national development; to recognize and appreciate outstanding accomplishments and personalities in the field of science and technology	Hanging of Streamers/Online Advocacy material; Lesson Integration
PP No. 25, s. 1998 https://lawphil.net/executive/proc/proc1998/proc_2	National Music Week for Young Artists	Last Week	In recognition of the Filipinos innate love for music, a fitting celebration to encourage young artists to excel in music composition and performance; to preserve, develop and promote Philippine Music as an art and as a handmaid of cultural development	Lesson Integration

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DECEMBER				
United Nations/UNAIDS https://www.unaids.org/en/World_AIDS_Day	World AIDS Day	1	To raise awareness, commemorate those who have died, and celebrate victories such as increased access to treatment and prevention services	Lesson Integration
Presidential Proclamation No. 1157 Declaring December 3, 2006 and Every Year Thereafter as International Day of Persons with Disabilities in the Philippines https://ncda.gov.ph/disability-laws/proclamations/proclamation-no-1157/	International Day of Persons with Disabilities in the Philippines	3	To synergize efforts and resources by both public and private sectors for the promotion and improvement of well-being of persons with disabilities to enable them to be part of our nation's development and progress; to maximize their efforts to help create a society that attains the full economic and social development of our disabled countrymen, particularly the disadvantaged, and to support "International Day of Persons with Disabilities in the Philippines" in every year way possible so as to make the advocacy concerning the persons with disabilities more productive, lasting and meaningful	Hanging of Streamers/Online Advocacy Materials
Health Calendar 2023 (DOH) https://doh.gov.ph/healthcalendar	Firecrackers Injury Prevention Month	1-31		Lesson Integration
RA No. 9201 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/324	National Human Rights Consciousness Week	4-10	To instill the significance of human rights in every Filipino, and make the protection and promotion of these rights a continuing concern of all sectors of society	Lesson Integration; Quick Discussion during FR/FL Activities

RA No. 8296 https://lawphil.net/statutes/repacts/ra1997/ra_8296_1997.html	National Children's Day of Broadcasting	2nd Sunday	To promote positive values and enable children to exercise their rights to freedom of thought and expression as stated in the United Nations Convention on the Rights of the Child The participation of children as talents or guests should be encouraged.	School Level Radio Broadcasting; Guesting in local TV and Radio Station
PP No. 2399, s. 1985 https://www.officialgazette.gov.ph/1985/02/25/proclamation-no-2399-s-1985/	Education Week	2nd Week	To recognize the objectives, programs, and accomplishments of the education system	Hanging of Streamers; Discussion during PTA Meetings, FR/FL Ceremonies
JANUARY				
PP No. 1398, s. 1975 https://www.officialgazette.gov.ph/1975/03/13/proclamation-no-1398-s-1975/	Food Conservation Month	1-31	To promote food conservation; to keep the Filipino people ever conscious of and concerned about programs aimed at food sufficiency	Lesson Integration
PP No. 760, s. 2014 https://www.officialgazette.gov.ph/2014/05/05/proclamation-no-760-s-2014/	Zero Waste Month	1-31	"Zero waste" is an advocacy that promotes designing and managing products and processes to systematically avoid and eliminate the volume and toxicity of waste and materials, and to conserve and recover all resources, and not indiscriminately dispose or burn them.	Lesson Integration
Health Calendar 2023 (DOH) https://doh.gov.ph/healthcalendar	Firecrackers Injury Prevention Month	1-31	To reduce the incidence of blast injuries, burns, and eye damage following New Year Celebrations	Symposium
RA No. 9201 https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/324	National Human Rights Consciousness Week	4-10	To propagate, particularly among the students, a human rights culture that aims at sustainable development in the country	Lesson Integration Symposium

PP No. 1348, s. 1974 https://www.officialgazette.gov.ph/1974/11/12/proclamation-no-1348-s-1974/	National Cancer Consciousness Week	3rd Week	To arouse public awareness on the dangers of cancer, its prevention, and control	Hanging of streamers/Online Advocacy materials; Lesson Integration
Presidential Proclamation No. 711, s. 1996 Declaring the Third Week of January as Autism Consciousness Week https://www.officialgazette.gov.ph/1996/01/04/proclamation-no-711-s-1996/	National Autism Consciousness Week	3rd week	To raise awareness of the challenges faced by persons with autism and to foster supportive, inclusive communities that uphold their dignity, promote independent living, and empower them to contribute meaningfully and productively to society	Hanging of Streamers/Online Advocacy materials; Discussion during PTA Meetings; FR/FL activities
RA No. 11014 https://web.senate.gov.ph/republic-acts/ra%2011014.pdf	Commemoration of the First Philippine Republic Day	23	To commemorate the declaration of the First Philippine Republic on January 23, 1899 held at the Barasoain Church in the City of Malolos, Province of Bulacan	Lesson Integration; Hanging of Streamers/Online Advocacy materials

FEBRUARY				
Presidential Proclamation No. 157, s. 2002 Declaring the Month of February as National Down Syndrome Consciousness Month https://www.officialgazette.gov.ph/2002/02/18/proclamation-no-157-s-2002/	National Down Syndrome Awareness Month	February of every year	Children with Down Syndrome deserve the dignity and respect from everyone and need the State's mantle of protection against abuse, violence and public indifference; nationwide awareness of the Down Syndrome condition will immensely help in educating the public on the great potential that children with Down Syndrome possess to live normal lives.	Lesson Integration; Hanging of Streamers; Discussion during PTA Meetings
PP No. 683, s. 1991 https://www.officialgazette.gov.ph/1991/01/28/proclamation-no-683-s-1991-2/	National Arts Month	February of every year	Disciplines of theatre, dance, music, visual arts, architecture, literature, media arts, and film need to be preserved, enriched, and evolved in a climate of free artistic and intellectual expression.	National Festival of Talents (NFOT)
RA No. 12224 titled National Day of Awareness on Hijab and Other Traditional Garments and Attire https://lawphil.net/statutes/repact	National Hijab Day	1	To promote diversity, awareness, and tolerance of the various religious and cultural beliefs through the wearing of indigenous and traditional clothing, head garments and coverings	Hanging of Streamers/Online Advocacy materials Lesson Integration; (IPEd Day)

s /ra2025/ra_12224_2025.html				
PP No. 559, s. 2004 https://www.officialgazette.gov.ph/2004/02/24/proclamation-no-559-s-2004/	National Dental Health Month	1-28	To propagate the value of oral/dental health to the people	Hanging of Streamers; School symposium;
PP No. 1096, s. 1973 https://www.officialgazette.gov.ph/1973/01/09/proclamation-no-1096-s-1973/	Philippine Heart Month	1-28	"Philippine Heart Month" is devoted to the task of effecting the highest possible degree of health care among our people through intensive encouragement of research, experimentation and study of the human heart and its affliction, as well as community involvement in the task of nation building for a healthier citizenry by extensive mass continuing education.	Hanging of Tarps; Online Advocacy Materials Lesson Integration
PP No. 72, s. 1999 https://www.officialgazette.gov.ph/1999/02/03/proclamation-no-72-s-1999/	Adoption Consciousness Day	1st Saturday	To call public attention to ensure nationwide awareness of the growing number of orphaned, abandoned or neglected Filipino children in need of alternative wholesome family environment	Hanging of Tarps; Other advocacy materials Lesson Integration
UN Gen Assembly A/RES/70/212 https://docs.un.org/en/A/RES/70/212	International Day of Women and Girls in Science	11	This Day is an opportunity to promote full and equal access to and participation in science for women and girls.	Posting of Advocacy Materials

PP No. 417, s. 2018 https://www.officialgazette.gov.ph/downloads/2018/02feb/20180205-PROC-417-RRD.pdf	Safer Internet Day for Children Philippines	2nd Tuesday	To promote online safety by encouraging responsible internet use and addressing the challenges and opportunities of the digital world for Filipino children	Symposium Lesson Integration
PP No. 731, s. 1996 https://pcw.gov.ph/assets/files/2022/07/Proclamation-731-19960205.pdf	National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation	2 nd week of February	• To promote awareness on the problem of child sexual abuse and exploitation; • To participate in the nationwide campaign to prevent child sexual abuse and exploitation; • To instill in the general public respect for laws and ordinances related to the welfare of children, and surveillance and report of suspected cases to DSWD or law enforcement agencies; • To integrate in school curriculum topics on child abuse and exploitation; and • To provide orientation to all sectors on RA 7610 and other laws and on the problem of child abuse and exploitation.	Symposium; Lesson Integration Posting of Advocacy Materials
Presidential Proclamation No. 1385, s. 1975 Designating the Period from February 14 to 20, 1975 and Every Year Thereafter, as Retarded Children's Week https://www.officialgazette.gov.ph/1975/02/12/proclamation-no-1385-s-1975/	Intellectual Disability Awareness Week	2 nd week of February	To foster greater public understanding and promote the rights of individuals with intellectual disability	Posting of Advocacy Materials

PP No. 1224, s. 2007 https://www.officialgazette.gov.ph/2007/01/30/proclamation-no-1224-s-2007/	EDSA People Power Commemoration Week	22-25	To highlight the principles and values that the EDSA People Power Revolution stands for, through its yearly commemoration that will serve to enshrine EDSA People Power as a continuing and permanent source of inspiration for future generations	Posting of Advocacy materials Film Showing (classrooms)
PP No. 467, s. 1965 https://www.officialgazette.gov.ph/1965/10/04/proclamation-no-467-s-1965/	Leprosy Control Week	Last Week	Leprosy sufferers all over the country are one of the most forgotten segments of society. A public information program for an understanding of the modern concept of treatment, prevention and rehabilitation will go a long way in erasing the stigma attached to the disease	Lesson Integration
MARCH				
PP No. 115-A, s. 1966 https://www.officialgazette.gov.ph/1966/11/17/proclamation-no-115-a/	Fire Prevention Month	1-31	To promote fire safety awareness and prevention strategies, and to prepare the public for fire emergencies	Fire Drill; Symposium Lesson Integration
PP No. 227, s. 1998 https://pcw.gov.ph/assets/files/2022/07/Proclamation-227-19880317.pdf	Women's Role in History Month	1-31	To recognize and celebrate the contributions of Filipino women in the development of society and to promote gender awareness and equality	Lesson Integration

PP No. 224, s. 1988 https://www.officialgazette.gov.ph/1988/03/01/proclamation-no-224/ PP No. 224, s. 1988 https://www.officialgazette.gov.ph/1988/03/01/proclamation-no-224/	Women's Week Women's Rights and International Day of Peace March 8, 1988 and every year thereafter	First week of March of every year	Filipino women have been active in the struggle for national independence, for civil liberties, for equality of the sexes, and for human rights; and it is but just and proper to declare a week and a particular day of the year as Women's Rights and International Peace Day, in solidarity with the United Nations, and in commemoration of the struggle of Filipino women for national freedom, civil liberty, equality and human rights.	Posting of Advocacy Materials; Discussion during PTA Meetings -do-
PP No. 759, s. 1996 https://pcw.gov.ph/assets/files/2022/07/Proclamation-759-19960306.pdf	Protection and Gender-Fair Treatment of the Girl Child Week	4th Week	To promote the protection, welfare, and gender-fair treatment of the girl child by raising national awareness on the issues affecting Filipina girls, ensuring equal opportunities in education, health, and development, addressing exploitation and gender-based discrimination, and mandating government agencies to develop programs, policies, and legal reforms that safeguard the rights and well-being of girls below 18 years old	Lesson Integration; Posting of Advocacy Materials

APRIL				
PP No. 190, s. 2017 https://www.officialgazette.gov.ph/2017/04/04/proclamation-no-190-s-2017/	National Intellectual Property Month	1-30	To further public appreciation of the significance of intellectual property in relation to the country's social, cultural, economic, and technological development	Lesson Integration; Posting of Advocacy Materials
PP No. 964, s. 1997 https://www.officialgazette.gov.ph/1997/02/11/proclamation-no-964-s-1997/	Commemoration of the Birth Anniversary of Francisco 'Balagtas' Baltazar	2	To commemorate Francisco Baltazar on his birthdate and conduct nationwide programs and activities in his honor	Lesson Integration
EO No. 203, s. 1987 https://lawphil.net/executive/execorder/eo1987/eo_203_1987.html	Commemoration of the Araw ng Kagitingan	9	To hold appropriate rites in honor of the heroic defenders of Bataan and their parents, wives and/or widows	Posting of Advocacy materials; Lesson Integration; Film Showing (Classroom Level)
RA No. 11293 https://lawphil.net/statutes/repacts/ra2019/ra_11293_2019.html	Philippine Innovation Day	21	To promote public awareness and national support for innovation and highlight milestones of government and private sector initiatives in relation thereto	Posting of Advocacy Materials; Symposium

UNESCO Project-ITU Member States in PLENIPOTENTIARY Resolution 70 (Rev. Busan, 2014) https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/Resolutions/Resolution70_PP_BUSAN_14.pdf	International Girls in ICT Day	28	To promote and increase the interest of, and opportunities for, women and girls in ICT careers during elementary, secondary and higher education	Posting of Advocacy Materials
MAY				
RA No. 10069 https://lawphil.net/statutes/repacts/ra2010/ra_10069_2010.html	Health Workers' Day	7	To give due recognition to the important role and contributions of the health workers who provide vital health services to our people and to promote their rights and welfare and enhance their sense of worth and dignity	Posting of Advocacy materials
United Nations General Assembly Resolution A/RES/60/252, https://docs.un.org/en/A/RES/60/252	World Information Society Day	17	To help raise awareness of the possibilities that the use of the Internet and other information and communication technologies can bring to societies and economies, as well as of ways to bridge the digital divide	Posting of Advocacy Materials
PP No. 1282, s. 2016 https://www.officialgazette.gov.ph/2016/05/23/proclamation-no-1282-s-2016/	Commemoration of the Philippine-Australia Friendship Day	22	To celebrate, enhance, and enrich the bilateral cooperation of the Philippines and Australia	Lesson Integration Posting of Advocacy materials

PP No. 1481, s. 2008 https://www.officialgazette.gov.ph/2008/04/10/proclamation-no-1481/	Philippines' Earth Day	22	To raise the level of awareness on the gravity of environmental degradation and destruction in the country that threatens the very quality of life of many Filipino	Symposium Lesson Integration Posting of advocacy Materials
EO No. 179, s. 1994 https://lawphil.net/executive/execorders/eo1994/eo_179_1994.html	Display of the National Flag	May 28-June 12	Reverence and respect shall at all times be accorded the flag, the anthem, and other national symbols which embody the national ideals and traditions and which express the principles of sovereignty and national solidarity. The heraldic items and devices shall seek to manifest the national virtues and to inculcate in the minds and hearts of our people a just pride in their native land, fitting respect and affection for the national flag and anthem, and the proper use of the national motto, coat-of-arms and other heraldic items and devices.	Lesson Integration Flaglets making (classroom) Viewing of Video Lessons on heraldic items
PP No. 374, s. 1965 https://www.officialgazette.gov.ph/1965/03/06/proclamation-no-374-s-1965/	Flag Day	28	The heraldic items and devices shall seek to manifest the national virtues and to inculcate in the minds and hearts of our people a just pride in their native land, fitting respect and affection for the national flag and anthem, and the proper use of the national motto, coat-of-arms and other heraldic items and devices.	-do-
Res. WHA 42.19, 1988 https://www.who.int/campaigns/world-no-tobacco-day	World No Tobacco Day	31	To draw global attention to the tobacco epidemic and the preventable death and disease it causes	Symposium Lesson Integration; Posting of Advocacy Materials

Annex E

**THREE-TERM BUDGET OF WORK FOR LEARNING COMPETENCIES
IN BASIC EDUCATION**

Kindergarten - <https://tinyurl.com/3TBoW-Kinder>

Araling Panlipunan - <https://tinyurl.com/3TBoW-AP>

English - <https://tinyurl.com/3TBoW-English>

EPP / TLE / TechPro - <https://tinyurl.com/3TBoW-TLE>

Filipino - <https://tinyurl.com/3TBoW-Filipino>

GMRC - <https://tinyurl.com/3TBoW-GMRC>

MAPEH - <https://tinyurl.com/3TBoW-MAPEH>

Mathematics - <https://tinyurl.com/3TBoW-Math>

Science - <https://tinyurl.com/3TBoW-Science>

SHS - <https://tinyurl.com/3TBoW-SHS>