



Republic of the Philippines
Department of Education
REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

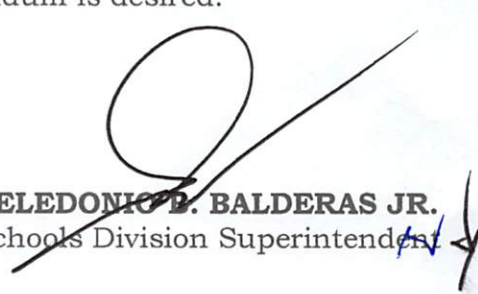
27 October 2026

DIVISION MEMORANDUM
No. 707 s. 2026

**DISSEMINATION OF THE DEPED CALABARZON
REGIONAL CODE OF CONDUCT**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary and Secondary Schools
Heads, Unit/Section
All Others Concerned

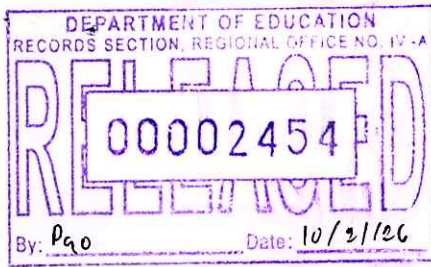
1. In reference to the **Regional Memorandum** dated October 19, 2026, titled **Implementation of the DepEd CALABARZON Regional Code of Conduct**, this division hereby disseminates the implementation of the DepEd CALABARZON Regional Code of Conduct
2. Attached is the copy of the Regional Memorandum for reference and guidance.
3. Immediate dissemination of this Memorandum is desired.


CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

Encl.: As stated,
Reference: DepEd Order (DO) No. 40, s. 2012 & DepEd Order (DO) No. 432, s. 2017
To be indicated in the Perpetual Index
under the following subjects:

CODE OF CONDUCT

OSDS-Admin Unit- dissemination implementation of the deped calabarzon regional code of conduct
REC7785R-011036/October 27, 2026



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



19 October 2026

Regional Memorandum
No. 684 s. 2026

**IMPLEMENTATION OF THE DEPED CALABARZON
REGIONAL CODE OF CONDUCT**

To: **Regional Committee on Decorum and Investigation**
Regional Office Functional Division Chiefs
Schools Division Superintendents
All Others Concerned

1. Pursuant to Republic Act No. 6713, otherwise known as the *Code of Conduct and Ethical Standards for Public Officials and Employees*; Republic Act No. 9155 or the *Governance of Basic Education Act of 2001*; Civil Service Commission (CSC) rules and regulations; and other relevant laws, issuances, and policies of the Department of Education (DepEd), this Office hereby adopts and implements the **DepEd CALABARZON Regional Code of Conduct**.
2. The Regional Code of Conduct shall serve as a framework that defines the behavioral expectations, ethical standards, and professional responsibilities of all officials and personnel in DepEd CALABARZON. It aims to foster a culture of integrity, accountability, transparency, professionalism, and excellence in public service, guiding personnel in the discharge of their duties and in their interactions with learners, parents, stakeholders, and fellow employees.
3. Consistent with the Department's commitment to uphold the rights, welfare, and dignity of learners and personnel, the Regional Code of Conduct is further anchored on Republic Act No. 7877 (*Anti-Sexual Harassment Act of 1995*), Republic Act No. 11313 (*Safe Spaces Act*), Republic Act No. 9710 (*Magna Carta of Women*), Republic Act No. 7610 (*Special Protection of Children Against Abuse, Exploitation and Discrimination Act*), Republic Act No. 10627 (*Anti-Bullying Act of 2013*), DepEd Order No. 40, s. 2012 (*Child Protection Policy*), and DepEd Order No. 32, s. 2017 (*Gender-Responsive Basic Education Policy*). These laws and policies promote safe, gender-responsive, inclusive, and respectful learning and working environments, while reinforcing standards of conduct that prevent abuse, discrimination, harassment, bullying, exploitation and other forms of misconduct.
4. All officials and personnel assigned in the Regional Office, Schools Division Offices, public elementary and secondary schools, learning centers, and other



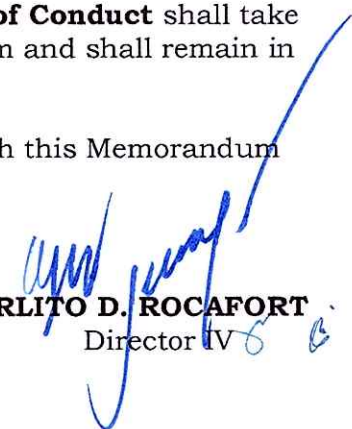
Address: Gate 2, Karangalan Village, Cainta, Rizal
Telephone No.: 02-8682-2114
Email Address: region4a@deped.gov.ph
Website: depedcalabarzon.ph



Certificate No. PHP QMS
22 93 0085

DepEd CALABARZON workplaces, regardless of appointment status, employment classification, or nature of engagement, are hereby directed to familiarize themselves with, adhere to, and uphold the provisions of the **DepEd CALABARZON Regional Code of Conduct**, attached as **Annex A** of this Memorandum.

5. To support the effective implementation and monitoring of compliance with the Regional Code of Conduct, all Regional Office functional divisions, Schools Division Offices, schools, and learning centers shall utilize the **Regional Code of Conduct Compliance Monitoring Checklist**, attached as **Annex B**. The checklist shall serve as a monitoring and self-assessment tool to promote accountability and continuous adherence to ethical and professional standards in the workplace.
6. The Regional Committee on Decorum and Investigation (CODI), in coordination with concerned offices, shall provide technical guidance on the implementation of the Regional Code of Conduct and may recommend appropriate interventions, capacity-building activities, and policy enhancements based on monitoring results and emerging concerns.
7. For clarifications or concerns regarding the implementation of this Memorandum and the Regional Code of Conduct, concerned personnel may coordinate with the Regional CODI through @ codi.calabarzon@deped.gov.ph
8. The attached **DepEd CALABARZON Regional Code of Conduct** shall take effect immediately upon issuance of this Memorandum and shall remain in force unless otherwise amended, revised, or repealed.
9. Immediate dissemination of and strict compliance with this Memorandum are directed.


CARLITO D. ROCAFORT
Director IV



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

Annex B

Regional Code of Conduct Compliance Monitoring Checklist
(For Semi-Annual/Annual Monitoring)

Office/School/SDO: _____

Reporting Period: _____

Focal Person: _____

Date Accomplished: _____

This Monitoring Checklist shall be used by Schools Division Offices (SDOs), schools, and Regional Office functional divisions and units in assessing compliance with the provisions of the Regional Code of Conduct. The results shall serve as basis for monitoring, technical assistance, and continuous improvement initiatives to promote professionalism, ethical behavior, accountability, and a positive workplace culture.

Compliance Indicator	Yes	No	Remarks/Evidence
A. Awareness and Dissemination			
1. The Regional Code of Conduct has been disseminated to all personnel.	☐	☐	
2. Personnel have signed the Commitment to Comply with the Regional Code of Conduct.	☐	☐	
3. Orientation or reorientation on the Code of Conduct was conducted.			
B. Professionalism and Ethical Conduct			
1. Personnel observe professionalism and integrity in the performance of duties.	☐	☐	
2. No incidents of dishonesty, misconduct, or conflict of interest were reported.	☐	☐	
3. Official communications and transactions are conducted respectfully.	☐	☐	
C. Respectful, Safe, and Gender-Responsive Workplace			

1. The workplace is free from discrimination, bullying, and harassment.	☐	☐	
2. Personnel demonstrate respect for diversity and inclusion.	☐	☐	
3. Reporting mechanisms for misconduct are accessible.	☐	☐	
4. Presence of a duly designated and functional CODI through an Office Order issued by the Head of Office/School Head.	☐	☐	
D. Learner and Stakeholder Protection			
1. Personnel comply with learner and child protection policies.	☐	☐	
2. Complaints involving learner rights are properly addressed.	☐	☐	
E. Accountability and Compliance Mechanisms			
1. Records of complaints and actions taken are maintained.	☐	☐	
2. Reported violations are acted upon according to policy.	☐	☐	
3. Corrective or preventive actions are implemented when necessary.	☐	☐	
F. Values-Based Service Excellence			
Activities promoting ethical behavior and positive workplace culture are implemented.	☐	☐	

Issues/Concerns Identified: _____

Actions Taken/Recommended: _____

Prepared by: _____

Reviewed by: _____

Approved by: _____



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

Annex A

DEPED CALABARZON REGIONAL CODE OF CONDUCT

RULE 1

GENERAL PROVISIONS

Section 1. Title

This Code shall be known as the “*DepEd CALABARZON Regional Code of Conduct.*”

Section 2. Rationale

The Department of Education takes cognizance on the increase of Gender-Based Sexual Harassment (GBSH) and all other forms of sexual harassment incidents within the Schools, the Schools Division Offices, and the Regional Office. For this reason, the Department of Education issued Memorandum OM-OUOPS-2024-05-01115 dated February 7, 2024, entitled “*Guidelines on the Implementation of the Safe Spaces Act in Basic Education Institutions*” in order to streamline the mechanisms for prevention, intervention, referral, and administrative sanctions of violations of Republic Act No. 11313, entitled “*An Act Defining Gender-Based Sexual Harassment in Streets, Public Spaces, Online, Workplaces, and Educational or Training Institutions, Providing Protective Measures and Prescribing Penalties Therefore,*” otherwise known as the “*Safe Spaces Act.*”

The Safe Spaces Act (SSA) expanded the coverage and definition of the different kinds/forms of sexual harassment that can be committed in public places, public utilities, online workplaces, and educational and training institutions. With the enactment of the SSA, any person can be an offender, the law aims to combat sexual harassment, particularly GBSH and all other forms of sexual harassment.

Expanding the scope of Republic Act 7877 was necessary as the law is limited only to sexual harassment related to work, training, and education with an emphasis on the offender’s authority, influence, and moral ascendancy. The SSA broadened the coverage and definition of the different kinds of sexual harassment that can be committed in public places, public utilities, online workplaces, and educational and training institutions. With the enactment of Republic Act 11313, the law aims to combat sexual harassment, particularly gender-based violence, making it applicable to any person who can be an offender.

To emphasize, under the SSA, GBSH in educational and training institutions includes not only those committed by school and office personnel against learners or fellow office personnel or school officials but also by learners against fellow learners or school and office personnel.

In ensuring its effective implementation, the law mandates that all educational, work, and training institutions be free from gender-based violence in the form of sexual harassment, through the issuance of policies that will protect the

rights and welfare of the learners, workers, co-workers, and trainers including partners and stakeholders.

As a response to the on-going developments/initiatives and being duty-bound to lead in the development of the Regional Code of Conduct, the Department of Education Region IV-A CALABARZON (DepEd CALABARZON), assesses its existing policy and finds the need to provide standardize and uniform procedures in the handling GBSH and all other forms of sexual harassment incidents/cases in the Schools Division Offices of DepEd CALABARZON.

DepEd CALABARZON recognizes the increase in the number of recorded and reported cases of GBSH and all forms of sexual harassment within its jurisdiction.

Given this, DepEd CALABARZON acknowledges the need of immediate prevention, early detection, immediate investigation and intervention, proper case management, and speedy resolution of cases in violation of the SSA in Schools, Schools Division Offices, and Regional Office under its jurisdiction.

Consistent with the SSA, DepEd CALABARZON localizes and implements this Code with the aim of streamlining the current systems and procedures. In addition, DepEd CALABARZON is optimistic that the localization and implementation of this Code would address identified policy gaps, issues, and problem areas on the existing mechanism by reducing the turn-around time and improving the efficiency and effectiveness of prevention, early detection, immediate investigation and intervention, proper case management, and speedy resolution of cases in violation of the SSA and related laws, rules and regulations.

Section 3. Scope

This Code shall apply to all public kindergarten, elementary and secondary schools offering formal and informal basic education, covering all types of learners, including those attending community learning centers, and specialized educational institutions as well as DepEd personnel in the Schools, Schools Division Offices, and Regional Office, whether teaching, non-teaching or teaching-related personnel within DepEd CALABARZON.

This Code also covers all partners and stakeholders such as but not limited to parents, guardians, guests, and visitors.

This Code covers mechanisms for prevention, referral, and administrative sanctions on GBSH and all other forms of sexual harassment that occur in physical or virtual settings, that may include but are not limited to in-and-off campus or school sanctioned activities.

All private schools offering K-12 Basic Education Services in DepEd CALABARZON are highly encouraged to adopt this Code as part of its School Manual/Policy/Student or Learner Handbook.

Section 4. Definition of Terms and Acronyms

The following terms shall mean and be understood as indicated below:

- a. **Alternative Learning System (ALS)** - refers to a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both nonformal and informal sources of knowledge and skills.
- b. **ALS Learners** - refers to out-of-school youth, and out-of-school adults which include among others, indigenous people, learners with disabilities, teenage mothers, socioeconomically disadvantaged learners, children in conflict with the law, persons deprived of liberty, rebel returnees, learners in emergency situations, and other marginalized sectors who have not completed basic education and are enrolled in the ALS program.
- c. **ALS Teachers** - refer to DepEd-employed teachers who implement ALS programs and related programs, projects and activities.
- d. **Anti-Sexual Sexual Harassment Officer (ASHO)** - refer to DepEd official/personnel designated to receive complaints involving GBSH and all forms of sexual harassment and to assist the CODI and manage the ASH Desk. Usually, the Records Officer of the Records Section of the Schools, Schools Division Offices, and Regional Office acts as the ASHO.
- d. **Catcalling** - refers to unwanted remarks directed towards a person, commonly done in the form of wolf-whistling and misogynistic, transphobic, homophobic, and sexist slurs.
- e. **Community Alternative Learning System Implementors (Community ALS Implementors)** - refer to persons engaged either by DepEd or any local government unit (LGU) to deliver ALS programs to out-of-school children in special cases and adults.
- f. **Community Learning Centers (CLCs)** – refers to a physical space to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and the improvement of people's quality of life. Historically, the term Community Learning Center (CLC) has been used to refer to both school and community-based learning centers.
- g. **Complaint** – refers to any allegation of any act or omission which may appear to be unreasonable, unfair, oppressive, discriminatory, illegal,

unjust, improper, inefficient involving learners, DepEd officials and employees and those under the Department's jurisdiction.

h. **Complainant** - refers to any person filing a complaint.

i. **Cyber** - refers to a computer or a computer network, the electronic medium in which online communication takes place.

j. **Cyberstalking** - involves the use of Information and Communications Technology (ICT) to perpetrate more than one incident intended to repeatedly harass, annoy, attack, threaten, frighten, and/or verbally abuse individuals (UNODC, 2015; Maras, 2016). Perpetrators can engage in cyberstalking directly by emailing, instant messaging, calling, texting, or utilizing other forms of electronic communications to communicate obscene, vulgar, and/or defamatory comments and/or threats to the victim and/or the victim's family, partner, and friends, and use technologies to monitor, survey and follow the victim's movements.

k. **Educational Institution** - includes public and private kindergartens, elementary and secondary schools, and learning centers, including Philippine Schools Overseas, and specialized educational institutions. For purposes of this Regional Code of Conduct, educational institutions include those that offer K-12 Basic Education Services, ALS, and other non-conventional forms of basic education.

l. **Fact-Finding Investigation** - an investigation conducted by the designated investigator/s regarding unsworn complaint/s (letter-complaint/s, email-complaint/s, and anonymous complaint/s) received by the ASHO or Records Officer for appropriate action.

m. **Forum Shopping** - refers to the "act of a party in repetitively availing several remedies in different courts, tribunals or quasi-judicial bodies, simultaneously or successively, all substantially founded on the same transactions and the same essential facts and circumstances, and all raising substantially the same issues either pending in or already resolved adversely by some other court, tribunal or quasi-judicial body."

n. **Gender** - refers to a set of socially ascribed characteristics, norms, roles, attitudes, values, and expectations identifying the social behavior of men and women, and the relations between them. Additionally, the World Health Organization (WHO) defines it as characteristics of women, men, girls, and boys that are socially constructed. This includes norms, behaviors, and roles associated with being a woman, man, girl, or boy, as well as relationships with each other.

o. **Gender-based online sexual harassment** - refers to an online conduct targeted at a particular person that causes or is likely to cause another

v. **Information and communication system** - refers to a system for generating, sending, receiving, storing, or otherwise processing electronic data messages or electronic documents and includes the computer system or other similar devices by or in which data are recorded or stored and any procedure related to the recording or storage of electronic data messages or electronic documents.

w. **Information and Communications Technology (ICT)** - shall mean the totality of electronic means to access, create, collect, store, process, receive, transmit, present, and disseminate information.

x. **Intervention** - refers to programmatic, gender-responsive, and child-friendly approaches or systematic social protection programs for children that are designed to promote the physical, mental, and social well-being of children; avert or prevent juvenile delinquency from occurring and stop or prevent children from re-offending. Said intervention also applies to both parties involved in GBSH and all other forms of sexual harassment in the workplace, education, and training environment. This includes but not limited to psychological first aid, guidance and counselling, and mental health and psychosocial support services.

y. **Learner, Pupil, or Student** - refers to bona fide pupils, students, or learners who are enrolled in the basic education system under the supervision and tutelage of a teacher or facilitator, whether full-time or part-time in regular courses or short-term and special training offered, including differently-abled learners, those who have been temporarily out of school, those who are in the school or community learning centers premises, including Philippine schools overseas, and specialized educational institutions.

z. **Learner Formation Officer** – a person/personnel designated 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.

aa. **Learning Facilitators** - refers to teachers financed by the private sector who implement ALS programs. The private sector shall include non-government organizations or associations, civil society organizations, or individuals.

bb. **LRP Concerns** – an umbrella term that refers to all types of Learner Rights Protection (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

mental, emotional, or psychological distress, and fear of personal safety, sexual harassment acts including unwanted sexual remarks and comments, threats, uploading or sharing of one's photos without consent, video and audio recordings, cyberstalking, and online identity theft.

p. **Gender-based sexual harassment (GBSH)** - refers to conduct that causes or is likely to cause mental, emotional, or psychological distress to a person based on gender, gender identity, and/or expression.

q. **Gender-based violence (GBV)** - refers to harmful acts directed at an individual or a group of individuals based on their gender. It is rooted in gender inequality, the abuse of power, and harmful norms. The term is primarily used to underscore the fact that structural, gender-based power differentials place women and girls at risk for multiple forms of violence. While women and girls suffer disproportionately from GBV, men and boys can also be targeted. The term is also sometimes used to describe targeted violence against LGBTQI+ populations when referencing violence related to norms of masculinity/femininity and/or gender norms.

r. **Gender identity and/or expression** - refers to the personal sense of identity as characterized, among others, by the manner of clothing, inclinations, and behavior in relation to masculine or feminine conventions. A person may have a male or female identity with physiological characteristics of the opposite sex or may have been assigned a particular sex at birth but who identifies with the opposite sex or may have an identity that does not correspond to one's sex assigned at birth or to one's primary or secondary sex characteristics, in which case this person is considered transgender.

s. **Guardians or Custodians** - refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have actual and physical custody of the child/learner.

t. **Home, Education, Employment, Activities, Substance Use, Reproductive Health (HEEADSS) Assessment** - refers to a comprehensive psychosocial assessment tool identifying risk and protective factors and assists health professionals in formulating a plan in partnership with the learners.

u. **Homophobic remarks or slurs** - are any statements in whatever form or however delivered, which are indicative of fear, hatred, or aversion towards persons who are perceived to be or identify as lesbian, gay, bisexual, queer, pansexual, and such other persons of diverse sexual orientation, gender identity or expression, or towards any person perceived to or actually have experienced same-sex attraction.

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.

cc. **LGBTQ+** - is an acronym for “lesbian, gay, bisexual, transgender, and queer with a “+” sign to recognize the limitless sexual orientations and gender identities used by members of our community.

dd. **Misogynistic remarks or slurs** - are any statements in whatever form or however delivered, that are indicative of the feeling of hating women or the belief that men are inherently better than women.

ee. **Moral Ascendancy** - refers to the requirement of imbalance under Republic Act 7877 or the “*Anti-Sexual Harassment Act of 1995*,” in the power relations between the victim and the perpetrator/offender in unequivocal terms.

ff. **Non-teaching Personnel** - refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement 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.

gg. **Off-Campus Activities** - refers to any authorized school activity relevant to learning that takes place outside the school premises, participated in by learners, and supervised by teachers and/or school personnel/staff and other concerned stakeholders/partners.

hh. **Parents** - refers to biological parents, step-parents, adoptive parents and the common-law spouse or partners of the parent.

ii. **Preliminary Investigation** – investigation conducted by the designated investigator/s regarding verified and sworn/notarized complaint/s received by the ASHO or Records Officer for appropriate action. The said investigation may be conducted *ex parte*.

jj. **Public Spaces** - refer to streets and alleys, roads, sidewalks, public parks, buildings, schools, churches, public washrooms, malls, internet shops, restaurants and cafes, transportation terminals, public markets, spaces used as evacuation centers, government offices, common carriers, public utility vehicles (PUVs) as well as private vehicles covered by app-based transport network services, other recreational spaces such as, but not limited to, cinema halls, theaters and spas, bars and clubs, resorts and water parks, hotels and casinos, and all other areas, regardless of ownership, openly accessible or offered to be accessed by the public.

kk. **School Personnel** - refers to the following persons, singly or collectively, working in a public or private school, classified as follows:

- i. **School Head** - refers to the school principal, chief executive officer, or administrator of a public or private school, learning centers, Philippine Schools Overseas, and specialized educational institutions.
- ii. **Other School Officials** - refers to other officers including teachers, who occupy supervisory positions or positions of responsibility, and are involved in policy formulation or implementation in a school.
- iii. **Academic Personnel** - includes all school personnel who are formally engaged in actual teaching service or in research assignments, either on a full-time or 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, including school officials who are responsible for academic matters and other school functions.
- iv. **Non-Academic Personnel** - includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment, including Teachers' Cooperative Managed Canteen Personnel hired by the management of the teachers' cooperative.

ll. **Referral** - is one of the mechanisms in the guidance services where learners, DepEd personnel, school personnel, parents, and individuals involved in GBSH and all forms of sexual harassment are referred for specialized services. Internal referral to Registered Guidance Counselors, Guidance Coordinators/Teachers, Psychometricians, and other Multi-Disciplinary Team. External referral to other government agencies, non-government agencies and organizations, and individuals in different professions, fields and interests and other Multi-Disciplinary Team that could properly address the GBSH and all forms of sexual harassment for investigation, intervention, and case management, and other similar action.

mm. **School-Related Activities** - refers to activities sanctioned by the school or the Department but are not limited to academic and non-academic activities, such as those relating to sports, scouting, journalism, arts, theatre, music, community service, field trips, and school-affiliated programs, including online, offline, or blended modality.

nn. **School Visitor or Guest** - refers to any person who visits the school, workplace or training environment and has official business with the school, workplace, or training environment. This also includes any person

factually and physically found within the school premises, workplace or training environment who does not have any official business.

oo. **Sexist Remarks or Slurs** - are statements in whatever form or however delivered, that are indicative of prejudice, stereotyping, or discrimination based on sex, typically against women.

pp. **Sexual Orientation** - describes to whom a person is sexually attracted. Some people are attracted to people of a particular gender; others are attracted to people of more than one gender. Some are not attracted to anyone.

qq. **Social and Behavioral Change (SBC)** - is a set of processes, approaches, tools, strategies, and tactics that promote positive and measurable changes in people's environments, societies, and behaviors. Is a set of processes, approaches, tools, strategies and tactics that promote positive and measurable changes in people's environments, societies, and behaviors. Set of strategies and interventions that influence drivers of change and support local action toward better societies. It helps development practitioners and policymakers design more effective programs for reducing poverty and inequity, it blends scientific knowledge with community insights to expand people's control over the decisions that affect their lives.

rr. **Special Schools/Special Educational Institutions** - specifically referring to Science High School, Philippine High School for the Arts, National Academy for Sports, and the like, which are schools classified as a public, secular, non-profit institution that combines a general secondary education level program with a special curriculum for learners.

ss. **Stakeholder** - any person, school, recognized Parent-Teacher Association (PTA), Local Government Unit (LGU), and other organizations that has/have professional or civic interests or concerns for the interest of the school and their students. (DepEd Order No. 007, S. 2024 Policy Guidelines on the Implementation of the Revised School-Based Management System)

tt. **Stalking** - refers to conduct directed at a person involving repeated visual or physical proximity, non-consensual communication, or a combination thereof that causes or will likely cause a person to fear for one's safety or the safety of others, or to suffer emotional distress.

uu. **Transphobic remarks or slurs** - are any statements in whatever form or however delivered, that are indicative of fear, hatred, or aversion towards persons whose gender identity and/or expression do not conform with their sex assigned at birth.

vv. **Teaching-Related Personnel** - refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.

Section 5. Policy Statement

DepEd CALABARZON values the dignity of every learner, employee/personnel or individual in all governance levels (Schools, Schools Division Offices, and the Regional Office), guarantees full respect for human rights, and promotes an environment conducive to learning, teaching, and working; and promotes the welfare of every learner, employee/personnel or individual from GBSH and all forms of sexual harassment.

This Code aims to adopt a systematic and viable measure to effectively carry out a mechanism of prevention, intervention, and resolution to address GBSH and all forms of sexual harassment committed against learners and personnel in Schools, Schools Division Offices, and the Regional Office; and ensures the consistency of the policies and procedures within DepEd CALABARZON in terms of protection, welfare, and well-being.

In line with DepEd's zero-tolerance policy against GBSH and all other forms of sexual harassment across all governance levels and in adherence to the SSA, DepEd CALABARZON mandates the creation and maintenance of safe, motivating, and child-friendly school, workplace, and training environment, requiring the Regional Office, Schools Division Offices, and Schools to establish their respective Committees on Decorum and Investigation (CODI) to address complaints, while ensuring confidentiality and protection for all involved learners and personnel. Furthermore, DepEd CALABARZON is committed to curbing the increase of GBSH and all other forms of sexual harassment incidents and strengthening preventive measures and mechanisms. This Code serves not only as a framework for accountability and responsibility but also as a strong deterrent against potential perpetrators.

To this end, DepEd CALABARZON undertakes to strengthen the principle of shared governance in all levels of governance and among partners and stakeholders in the implementation of the provisions of this Code.

The provisions of this Code shall be liberally construed to promote its objectives taking into account the best interests of learners in schools, as well as the welfare and well-being of every employee/personnel in all levels of governance as the paramount consideration without recourse to the strict technicalities of legal procedures and evidence but with regard to the proper observance of due process in all circumstances.

RULE II

CODE OF DECORUM

Section 6. Decorum of Personnel

All DepEd personnel are expected to observe the highest standards of conduct required under Republic Act 6713, entitled "*Code of Conduct and Ethical Standards for Government Officials and Employees*" and strengthened by DepEd Order No. 49, s. 2022, entitled "*Amendment to DepEd Order No. 47, s. 2022 or the Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services.*"

DepEd CALABARZON reminds all officials and employees to practice the highest form of professionalism and to observe the following:

- Perform and discharge their duties with the highest degree of excellence, professionalism, intelligence, and skill regardless of their gender, identity, or orientation as per Republic Act No. 6713, DepEd Order No. 49, s. 2022, and other applicable laws, rules and regulations.
- Uphold the public interest over and above personal interest regardless of their gender, identity, or orientation.
- Familiarize themselves and ensure compliance with the Regional Code of Conduct, related laws and administrative issuances, policies, rules, and regulations.
- Maintain professionalism in all relationships with colleagues, learners, and stakeholders regardless of their gender, identity, or orientation.
- Treat everyone equitably with respect and dignity without discrimination against or preference for anyone on the basis of age, gender, sexual orientation, race, ethnicity, national origin, religion, disability, status, political belief, or other circumstances.
- Personnel are prohibited from dating, engaging in amorous or sexual activities or relationships with any student of Basic Education, including any conduct intended to encourage such relationship.
- Personnel are prohibited from dating, engaging in amorous or sexual activities or relationships with any personnel over whom they hold, or are scheduled to hold, responsibilities such as assessment, supervision, advising, mentoring, training, guidance, counseling, selection, or administrative support. Provided that if there is an existing consensual relationship without any legal impediment between any personnel or risk of violation of this provision, the personnel involved shall promptly inform their immediate supervisor disclosing the relationship or risk. The supervisor shall ensure that any relationship reported shall not impair the personnel's ability to make objective decisions in the performance of his/her job functions.
- Employees and officials must consider the legal restrictions imposed by existing laws, rules, and DepEd Orders in the use of social media and other communication channels. Whether it be for personal use of the DepEd official or employee, or as an essential or as incidental tool in carrying out their mandate, social media rules should be complied with. Personnel shall avoid interactions, communication, and following social

media with learners outside of the school setting, except if they are relatives.

- Protect the rights of learners, colleagues, and others, including their autonomy and personal boundaries.
- Maintain safe physical and online environments by means of supervision of learners during school, online, and offsite activities including the prohibition of bullying, cyberbullying, or unauthorized sharing of images, videos, and other personal and sensitive personal information.
- 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.
- Supervise learners during the school, online and off-site activities.
- Report GBSH and all forms of sexual harassment to the appropriate authorities.
- Attend the appropriate training and capacity building activities on GBSH and all forms of sexual harassment protection measures and protocols.
- And other circumstances analogous to the preceding enumerations.

Other personnel decorum that are not expressly covered or enumerated under this Code shall be guided by the provisions of Republic Act No. 6713, Republic Act No. 11313, DepEd Order No. 49, s. 2006, DepEd Order No. 49, s. 2022, DepEd Order No. 006, s. 2026, OM-OUOPS-2024-05-01115 (Guidelines on the Implementation of the Safe Spaces Act in Basic Education) and other applicable rules and regulations by the Department and the Civil Service Commission.

Section 7. Decorum of Teachers

Teachers, regardless of the nature of their contract or status of appointment, shall uphold respect, courtesy, and professionalism in all interactions with the learners, co-teachers, school personnel, DepEd personnel across other levels of governance, parents, and other stakeholders.

In addition to the standards of conduct enumerated in Section 6, all DepEd CALABARZON teachers are expected to observe the following:

- Render the best service by providing an environment conducive to the learning and development of learners in basic education.
- Recognize that the interest and welfare of learners are of first and foremost concern, and shall deal justifiably and impartially with each of them.
- Determine the academic marks, the promotions, and the rewards and recognitions of learners in the subject or grade levels he or she handles, provided that such determination shall be in accordance with DepEd procedures of evaluation and measurement and regardless of their gender, identity, or orientation. In case of any complaint, teachers concerned shall immediately take appropriate actions, observing due process.
- Shall not prejudice or discriminate against a learner or colleagues, take advantage of status, position, or ascendancy to establish intimate relationships, or solicit sexual favors.

- Shall not accept favors or gifts from learners, their parents or others on their behalf in exchange for requested concessions, especially if undeserved.
- Observe appropriate dress code as provided under DepEd and Civil Service rules and regulations.
- Shall place premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.
- Shall maintain, at all times, a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.
- Practice positive and non-violent discipline as required, without resorting to corporal punishment under any circumstances.
- Must not engage in any acts or omissions defined as GBSH and all forms of sexual harassment in the workplace, public spaces, and online setting.
- Ensure that all school personnel, learners, parents or guardians, and stakeholders understand and adhere to the code of conduct and other guidelines on the SSA.
- And other circumstances analogous to the preceding enumerations.

Other teachers' decorum that are not expressly covered or enumerated under this Code shall be guided by the provisions of Republic Act No. 6713, Republic Act No. 11313, PRC Board Resolution No. 435, s. 1997, DepEd Order No. 49, s. 2022, OM-OUOPS-2024-05-01115 (Guidelines on the Implementation of the Safe Spaces Act in Basic Education), DepEd Order No. 006, s. 2026, and other applicable rules and regulations by the Department and the Civil Service Commission.

Section 8. Decorum of Learners

To foster student discipline, respect and integrity within the learning environment, all learners are expected to observe the following:

- Respect for self, others, and the school community regardless of their gender, identity, or orientation.
- Obey school authorities and lawful orders of authorities and other duty-bearers.
- Maintain harmonious and healthy relationships with classmates, peers, teachers, and other DepEd personnel and conduct themselves in appropriate manner in dealing and interacting with others.
- Observe appropriate decorum, school attire or uniform as provided under DepEd and Civil Service rules and regulations.
- Promote responsible digital and safe online behavior. The use of cellphones and other portable electronic devices by learners during instructional periods shall be only allowed for accessing educational platforms, digital resources or participating in authorized online collaborative activities, and for emergency situations.
- Shall familiarize and comply with this Regional Code of Conduct, the Learner/Student Handbook/School Manual or Policy, and other policies, regulations, and issuances of DepEd.
- Observe roles in preventing LRP incidents, proper and appropriate behaviors, and student discipline proceedings.
- Open for bag inspection for safety and security purposes.
- Observe prohibition on the use of cellphones and other portable electronic devices during instructional periods/classes except for academic purposes and emergency situations.

- Must not engage in any acts or omissions defined as GBSH and all forms of sexual harassment in the learning environment, public spaces, and online setting.
- And other circumstances analogous to the preceding enumerations.

Other learners' decorum which are not expressly covered or enumerated under this Code shall be guided by the provisions of DepEd Order No. 40, s. 2012, DepEd Order No. 18, s. 2015, DepEd Memorandum No. 090, s. 2025, DepEd Order No. 006, s. 2026, DepEd Memorandum OUOPS-2024-05-07998, Regional Memorandum No. 217, s. 2021, and other subsequent and applicable rules and regulations by the Department.

Section 9. Decorum of Parents or Guardians and Stakeholders

All DepEd offices, schools, and learning centers are considered as public spaces within the coverage of RA 11313. Thus, all parents or guardians and stakeholders shall at all times observe appropriate conduct while in DepEd offices, schools, learning centers, and all other areas used for DepEd and school-sanctioned activities, refraining from committing or attempting to commit any acts constituting GBSH and all forms of sexual harassment in accordance with laws, DepEd and Civil Service policies, and rules and regulations.

RULE III

SEXUAL HARASSMENT AND GENDER-BASED SEXUAL HARASSMENT (GBSH)

Section 10. Sexual Harassment/Gender-Based Sexual Harassment Committed in the Workplace

I. Sexual Harassment Committed in the Workplace

Sexual harassment is committed by the school heads, immediate supervisors, division/unit heads, directors, head of offices, or any other person who, having authority, influence or moral ascendancy over another in a work or employment environment, demands, requests or otherwise requires any sexual favor from another person, regardless of whether the demand, request or requirement for submission is accepted by the object of said act. It is committed in any of the following instances:

- a. The sexual favor is made as a condition in the hiring or in the employment, re employment or continued employment of said individual, or in granting said individual favorable compensation, terms, conditions, promotions, or privileges; or the refusal to grant the sexual favor results in limiting, segregating or classifying the employee which in any way would discriminate, deprive or diminish employment opportunities or otherwise adversely affect said employee;
- b. The above acts would impair the applicant's/employee's rights or privileges under existing laws; or
- c. The above acts would result in an intimidating, hostile, or offensive environment for the applicant/employee.

II. Gender-Based Sexual Harassment Committed in the Workplace

The act of GBSH in the workplace includes the following:

- a. An act or series of acts involving any unwelcome sexual advances, requests or demand for sexual favors or any act of sexual nature, whether done verbally, physically or through the use of technology such as text messaging or electronic mail or through any other forms of information and communication systems, that has or could have a detrimental effect on the conditions of an individual's employment or education, job performance or opportunities;
- b. A conduct of sexual nature and other conduct-based on sex affecting the dignity of a person, which is unwelcome, unreasonable, and offensive to the recipient, whether done verbally, physically or through

the use of technology such as text messaging or electronic mail or through any other forms of information and communication systems;

- c. A conduct that is unwelcome and pervasive and creates an intimidating, hostile or humiliating environment for the recipient: Provided, that the act of GBSH and all other forms of sexual harassment may also be committed between peers and those committed to a superior officer by a subordinate.

Information and communication system refers to a system for generating, sending, receiving, storing or otherwise processing electronic data messages or electronic documents and includes the computer system or other similar devices by or in which data are recorded or stored and any procedure related to the recording or storage of electronic data messages or electronic documents.

The top management composed of Regional Director, Assistant Regional Director, Schools Division Superintendent, Assistant Schools Division Superintendent, Chiefs of Functional Divisions, Unit/Section Heads, and School Heads/Principals, or any other persons of authority, influence or moral ascendancy in a workplace shall have the duty to prevent, deter, or punish the acts of GBSH and all other forms of sexual harassment in the workplace.

Section 11. Sexual Harassment/Gender-Based Sexual Harassment in the Educational/Training Institutions

I. Sexual Harassment Committed in an Educational or Training Institutions

In an educational or training institutions, whether public or private, sexual harassment is committed by a teacher, instructor, professor, coach, trainor, or any other person who, having authority, influence or moral ascendancy over another in an education or training environment, demands, requests or otherwise requires any sexual favor from the other, regardless of whether the demand, request or requirement for submission is accepted by the object of said Act. It is committed:

- a. Against one who is under the care, custody or supervision of the offender;
- b. Against one whose education, training, apprenticeship or tutorship is entrusted to the offender;
- c. When the sexual favor is made a condition to the giving of a passing grade, or the granting of honors and scholarships, or the payment of a stipend, allowance or other benefits, privileges, or considerations; or
- d. When the sexual advances result in an intimidating, hostile or offensive environment for the student, trainee or apprentice.

II. Gender-Based Sexual Harassment and all other forms of sexual harassment Committed in an Educational or Training Institutions

GBSH and all other forms of sexual harassment in the Educational or Training Institution includes, but is not limited to the following:

- a. An act or series of acts involving any unwelcome sexual advances, requests or demand for sexual favors or any act of sexual nature, whether done verbally, physically or through the use of technology such as text messaging or electronic mail or through any other forms of information and communication systems, that has or could have a detrimental effect on the conditions of an individual's education;
- b. Catcalling, wolf-whistling, unwanted invitations, misogynistic, transphobic, homophobic, and sexist slurs;
- c. Persistent uninvited comments or gestures on a persons' appearance;
- d. Relentless request for personal details (i.e. name, address, and other personal information);
- e. Statement of sexual comments and suggestions;
- f. Public masturbation or flashing of private parts, groping, making offensive body gestures at someone, and other similar lewd sexual actions;
- g. Any advances, whether verbal or physical, that are unwanted and have threatened one's sense of personal space and physical safety. This may include cursing, leering, intrusive gazing, and taunting;
- h. Persistent telling of sexual jokes, use of sexual names; and
- i. Stalking.

In addition to the aforementioned acts constituting GBSH and all other forms of sexual harassment in the Educational and/or Training Institution, the principals, school heads, teachers, instructors, professors, coaches, trainers, or any other person who has authority, influence, or moral ascendancy over another in an educational or training institution may also be held responsible and accountable for:

- A. Non-implementation of their duties to:
 - i. Disseminate or post a copy of the Safe Spaces Act (Republic Act No. 11313) and this Regional Code of Conduct in a conspicuous place in the educational institution;
 - ii. Provide measures to prevent GBSH and all other forms of sexual harassment in educational institutions, like information campaigns;

iii. Create an independent internal mechanism or a CODI to investigate and address complaints of GBSH and all other forms of sexual harassment; or

iv. Provide and disseminate, in consultation with all persons in the educational institution this Regional Code of Conduct as part of the school policy.

B. Failure to act on reported acts of GBSH and all other forms of sexual harassment committed in the educational institution.

Further, minor students who are found to have committed acts of GBSH or other forms of sexual harassment shall only be held liable for administrative sanctions by the school as stated in their Student/Learner Handbook, and School Manual/Policy or in compliance with the procedures on student discipline as mandated by Regional Memorandum No. 217 s, 2021 and other subsequent rules and regulations of the Department.

Section 12. Gender-Based Sexual Harassment and all other forms of sexual harassment in Streets and Public Spaces

The acts of GBSH and all other forms of sexual harassment perpetrated in streets and public spaces are committed through any unwanted and uninvited sexual actions or remarks against any person regardless of the motive for committing such action or remarks. Any unwelcome act or series of acts of a sexual nature constitutive of street-level and public spaces sexual harassment is committed through, but not limited to, following:

- a. Catcalling, wolf-whistling, unwanted invitations, misogynistic, transphobic, homophobic, and sexist slurs;
- b. Persistent uninvited comments or gestures on a persons' appearance;
- c. Relentless request for personal details (i.e. name, address, and other personal information);
- d. Statement of sexual comments and suggestions;
- e. Public masturbation or flashing of private parts, groping, making offensive body gestures at someone, and other similar lewd sexual actions;
- f. Any advances, whether verbal or physical, that are unwanted and have threatened one's sense of personal space and physical safety. This may include cursing, leering, intrusive gazing, and taunting;
- g. Persistent telling of sexual jokes, use of sexual names; and
- h. Stalking.

Section 13. Gender-Based Online Sexual Harassment

Gender-based online sexual harassment refers to an online conduct targeted at a particular person that causes or likely to cause another mental, emotional or psychological distress, and fear of personal safety, sexual harassment acts including unwanted sexual remarks and comments, threats, uploading or sharing of one's photos without consent, video and audio recordings, cyberstalking and online identity theft. It may be committed through, but not limited to, any of the following:

- a. Acts that uses information and communications technology in terrorizing and intimidating victims through physical, psychological, an/or emotional treats, including unwanted sexual misogynistic, transphobic, homophobic, and sexist remarks and/or comments online, whether publicly or through direct or private messages;
- b. Invasion of a victim's privacy through cyberstalking, persistent or intrusive messaging, or other forms of unwanted digital contact;
- c. Uploading and/or sharing, without the victim's consent, any media containing photos, audio, or videos with sexual content;
- d. Any unauthorized recording, distributing, or sharing any of the victim's photos, videos, or personal information online without authorization;
- e. Impersonating the victim online or spreading false information about them with the intent to damage/harm their reputation; or
- f. Filing false abuse reports at any governance level within the Department of Education purportedly to harm, intimidate, or harass the victim.

Exemption to acts constitutive of gender-based online sexual harassment are authorized written orders of the court to use online records or any copy thereof as evidence in any administrative, civil, or criminal investigation, provided that a written application is submitted to the Principal/School Head, Schools Division Superintendent, or the Regional Director, or any person who has the disciplining authority over their respective offices.

Section 14. Sexual Harassment or Gender-Based Sexual Harassment Committed by a Person Other than a DepEd Personnel or Learner

The provisions of this Code shall also apply to partners/stakeholders who are neither school personnel or learner, provided that, if the offender is a partner/stakeholder, he/she will be immediately referred to the proper government office or law enforcement agency for appropriate action. Conversely, if the partner/stakeholder is the victim, he/she may report the incident to the head of the school or office following the provisions of this Code on reporting incidents of GBSH and other forms of sexual harassment.

Partner/stakeholder refers to but not limited to the following: parents/guardian of a learner, other visitors of schools or offices, third-party service providers, a person engaged by DepEd offices/schools to provide service, but are not limited to security, maintenance, and sanitation services, and any other person who is neither an office/school personnel nor a learner and within the school/office vicinity or surrounding premises.

RULE IV

DUTIES AND RESPONSIBILITIES

The following are the duties and responsibilities of the different levels of governance, namely the Regional Office, the Schools Division Office, and the Schools/Community Learning Centers:

Section 15. The Regional Office (RO) shall:

- a. Lead in the development of a Regional Code of Conduct at the region, division, and school levels in consultation with the stakeholders (i.e. learners, teachers, parents, and partner agencies, including representatives from the School Division Offices) that shall define GBSH, its coverage, forms, classifications, appropriate penalties, and persons liable to commit such acts as provided in the law.
- b. Conduct a region-wide information dissemination through DepEd issuances related to safe spaces.
- c. Monitor the Division Offices on incidents and cases involving GBSH and all other forms of sexual harassment to ensure quality, relevant, effective, and efficient delivery of prevention and intervention programs in schools.
- d. Evaluate reports submitted by the Division Offices on incidents and cases involving GBSH and all other forms of sexual harassment.
- e. Validate the incidents and cases involving GBSH and all other forms of sexual harassment at the school and division level.
- f. Establish a feedback mechanism after the conduct of monitoring, evaluation, and validation activities as a basis for the provision of technical assistance to the School Division Office and School, through capacity building and training, specifically to the person in charge of handling gender-based sexual abuse.
- g. Report on the status of safe space implementation during the quarterly program implementation review of the region.
- h. Create a database system on the reports and results of investigations undertaken as a basis for monitoring, evaluation, and validation activities.
- i. Lead in the annual conduct of socio-behavioral change communication (SBCC) activities.
- j. Conduct capacity-building programs, orientations, meetings, and consultation activities on the laws, policies, and other strategies relevant to safe space.
- k. Facilitate the immediate and appropriate intervention for victims of GBSH and all other forms of sexual harassment in sustaining safe spaces.

- l. Develop innovative programs that contribute to maintaining safe spaces and lessen the number of incidents of GBSH and all other forms of sexual harassment in the Regional Office, Division Offices, and Schools/Community Learning Centers.
- m. Facilitate the provision of financial resources through downloading program-support funds to the Schools Division Offices subject to approved guidelines.
- n. Submit a comprehensive end-of-school-year report on safe space to the Central Office.
- o. Facilitate the distribution of Educational Modules that are age-appropriate, inclusive, and culturally sensitive which shall be used by all schools, whether public or private, including formal and nonformal systems.
- p. Programs and activities related to the implementation of this policy shall be charged to the Learner Rights and Protection funds and Gender and Development budget subject to the usual accounting and auditing rules and regulations.
- q. Establish a Committee on Decorum and Investigation (CODI) at the Regional Office level.

Section 16: The Schools Division Office (SDO) shall:

- a. Establish a CODI at the Division Office level.
- b. Provide guidance and assistance to schools and ensure that this Regional Code of Conduct and Division CODI are implemented and established, respectively, and in accordance with law and this Code.
- c. Implement this Regional Code of Conduct at the division and school level.
- d. Conduct a division-wide information dissemination through DepEd issuances related to safe spaces.
- e. Monitor the schools on incidents and cases involving GBSH and all other forms of sexual harassment to ensure quality, relevant, effective, and efficient delivery of prevention and intervention programs in schools.
- f. Evaluate reports submitted by the schools on incidents and cases involving GBSH and all other forms of sexual harassment.
- g. Establish a feedback mechanism after the conduct of monitoring, evaluation, and validation activities as the basis for providing technical assistance to the schools/community learning centers.
- h. Report on the status of safe space implementation during the quarterly program implementation review of the division.
- i. Create a database system on the reports and results of investigations undertaken as a basis for monitoring and evaluation activities.

j. Ensure the annual conduct of awareness-raising consciousness activities on GBSH towards its full elimination.

k. Conduct capacity building programs, orientations, meetings, and consultation activities on the laws, policies, and other strategies relevant to ensuring a safe space, and must have gone through the required training and capacity building (i.e. gender sensitivity training, etc.)

l. Facilitate the immediate and appropriate intervention for victims of GBSH and all other forms of sexual harassment in sustaining safe spaces, which may include:

i. Mental health and Psychosocial Support (MHPSS);

ii. Referral to an agency offering professional help or other institutions such as clinics or hospitals;

iii. Coordination with appropriate partner organizations and advocacy groups, including other support groups; and

iv. if applicable, the possible transfer of the complainant to another section, school or upon the discretion of the complainant, and parents may opt for modular learning.

m. develops innovative programs that contribute to maintaining safe spaces and lessen the number of incidents of GBSH and all other forms of sexual harassment in the Division Offices and schools.

n. Submit the comprehensive end-of-school-year report on safe spaces to the Regional Office.

o. Facilitate the distribution of Educational Modules that are age-appropriate, inclusive, and culturally sensitive which shall be used by all schools, whether public or private, including formal and non-formal systems.

p. Programs and activities related to the implementation of this policy shall be charged to the Learner Rights and Protection Funds and Gender and Development Budget subject to the usual accounting and auditing rules and regulations.

Section 17. Schools/Community Learning Centers (CLC)

The Schools/CLC shall:

a. Create a CODI in the school/CLC level.

b. Implement this Regional Code of Conduct in the school/CLC.

c. Regularly conduct school-wide information dissemination campaigns on SSA and other GBV-related laws such as the orientation of student councils and organizations, teaching and non-teaching staff, learners,

security officers, and other members of the school community and community learning centers.

d. Disseminate or post a copy of this Regional Code of Conduct, the SSA law and its IRR; and the DepEd Orders in a conspicuous place and other communication platforms of the school and CLC easily visible to learners, teachers, personnel, and visitors.

e. Report to the division office on the status of safe space implementation during the quarterly program implementation review of the school.

f. Create a database system on the reports and results of investigations undertaken as a basis for monitoring and evaluation activities.

g. Conduct appropriate socio-behavioral change communication activities on the prevention of sexual harassment.

h. Conduct LAC sessions with subject related to laws, policies, and other strategies relevant to ensuring a safe space in schools and CLCs.

i. Facilitate the immediate and appropriate intervention for victims of GBSH and all other forms of sexual harassment in sustaining safe spaces, such as:

i. Mental health and Psychosocial support Services (MHPSS)

ii. Referral to an agency offering professional help or other institutions, such as clinics or hospitals; and

iii. Coordination with appropriate partner organizations and advocacy groups, including other support groups.

j. Develop innovative programs that contribute to maintaining safe spaces and lessen the number of incidents of GBSH and all other forms of sexual harassment in schools and community learning centers.

k. Submit a comprehensive end-of-school-year report on safe space to the Division Office.

l. Lead in the utilization of Educational Modules by the teachers and learners.

m. Programs and activities related to the implementation of this policy shall be charged to Local funds, Learners Rights and Protection funds and Gender and Development budget subject to the usual accounting and auditing rules and regulations.

Section 18: School/CLC Officials

- a. Ensure the institutionalization of effective Guidelines in the implementation of the Safe Spaces Act in Basic Education and procedures and monitor the compliance thereof.
- b. Ensure the school's adoption of the guidelines in the implementation of this Code and the Safe Spaces Act in Basic Education.
- c. Ensure that all learners, school officials and personnel, parents or guardians, and visitors and guests, school officials, and CLC are aware of this Code and the Guidelines on the Implementation of the Safe Spaces Act in Basic Education.
- d. Establish a CODI tasked to investigate and address complains on GBSH and all other forms of sexual harassment.
- e. Conduct the capacity-building activities for the members of the CODI.
- f. Ensure that child participation, children's rights, and other complainants are respected and guaranteed in all matters and procedures affecting their welfare.
- g. Maintain a record of all proceedings related to GBSH and all other forms of sexual harassment and submit after each school year to the Division Office the report and a copy of the incident report.
- h. Conduct the appropriate training and capacity-building activities GBSH protection measures and protocols.
- i. Coordinate with the appropriate offices and other agencies for appropriate assistance and intervention.
- j. Ensure that all incidents of GBSH and all other forms of sexual harassment are addressed following the provisions of this Code and relevant laws, DepEd rules and regulations.

Section 19. Teachers, Non-Teaching Personnel, and Other School/CLC Personnel

Teachers, Non-Teaching Personnel, and Other School/CLC Personnel shall:

- a. Ensure that this Code and the guidelines on the implementation of the Safe Spaces Act are known.
- b. Exercise substitute or special parental authority over learners under supervision, and instruction within the school premises/community learning centers and during out-of-school activities as sanctioned by DepEd.
- c. Maintain harmonious and professional relationships with peers, officials, learners, and other stakeholders, in accordance with the guidelines and law.

- d. Report GBSH and all other forms of sexual harassment to the appropriate authorities.
- e. Practice positive and non-violent discipline as required, without resorting to corporal punishment under any circumstances.
- f. Ensure that this Code and the guidelines on Safe Spaces Act are communicated to all the learners, parents and guardians, visitors and guests.
- g. Ensure that all school personnel, learners, parents, guardians, and visitors understand and adhere to this Code of Conduct and guidelines on Safe Spaces Act.
- h. Respond to the periodic audits of the guidelines and mechanisms to support gender equality and safe space.
- i. Attend the appropriate training and capacity building activities on GBSH protection measures and protocols.

Section 20. Learners

Learners shall:

- a. Adhere to the set of standards stipulated in DepEd Order No. 006, s. 2026, Regional Memorandum No. 217 s. 2021, entitled Guidelines on the Express System of Reporting and Intervention of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents in DepEd CALABARZON, and Student's/Learner's Handbook/Manual of each school, and subsequent laws, rules and regulations of the Department.
- b. Participate in the conduct of the developed innovative programs to maintain a safe space and motivating learning environment.
- c. Keep themselves informed on the laws and policies related to safe spaces.
- d. Report incidents of GBSH and all other forms of sexual harassment to the CODI or any trusted school personnel.
- e. Attend and participate in intervention program/s such as counselling sessions when necessary.

Section 21. Mandatory Duty to Report and Document

Any person or all persons who have personal knowledge of GBSH and all other forms of sexual harassment or any related sexual offenses committed within the purview of this Code shall report the same to the ASHO, the School Head/Principal, Schools Division Superintendent, or Regional Director, as the case may be.

Upon receipt of the said report, the Disciplining Authority under DepEd Order No. 49, s. 2006, entitled "Revised Rules of Procedure of the Department of Education in Administrative Cases" shall refer the same to the CODI for investigation, intervention, and appropriate action.

The submission of reports of incidents of GBSH and all other forms of sexual harassment shall be made annually and shall be included in the final consolidated report submitted by the Regional Office to the Learners Rights and Protection Office (LRPO) Central Office.

The consolidated report shall then be submitted by the LRPO to the Office of the Undersecretary for Operations, and thereafter, submit the annual report to the Office of the Secretary.

RULE V

INTERVENTION AND REFERRAL MECHANISMS

The CODI shall facilitate the referral mechanism, documenting how reported issues or concerns progress from initial reporting to case closure, ensuring due process, appropriate interventions, and follow-up. Reports may originate from personnel-offender to learner-victim, learner-offender to personnel-victim, learner-offender to learner victim, and personnel-offender to personnel-victim.

In cases where the offender is a school personnel or staff from the Schools Division Office (SDO) or Regional Office (RO), such shall be referred to the proper Disciplining Authority.

Section 22. Intervention for Learners

Intervention programs for learners shall be under the direct and close supervision of the RGC/Guidance Teacher/Coordinator with the assistance of support persons such as but not limited to the Learner Formation Officer, CPC, SELG/SSLG Adviser, Class Adviser, LSWDO of DSWD, and RGCs of NGOs or civic organizations as partners.

The School Head/Principal, through the Guidance Counselor and/or Guidance Designate/Learner Formation Officer, shall address the safety and immediate needs of the learner/s involved, and adopt intervention mechanisms to protect the welfare of the learner/s who experienced GBSH or other related sexual offense, as may be appropriate, which may include but not limited to the following:

1. Provide Mental Health Psychosocial Support Services (MHPSS);
2. Referral to the appropriate agency and other institutions for rescue, medical care, or protective custody;
3. Coordination with women's groups, advocacy groups, and other support groups;
4. Transfer to another class, or school if needed, or the learner may opt to undertake an alternative delivery mode of education;
5. Inclusion of early warning or detection system of GBSH and all other forms of sexual harassment, through the use Rapid HEADSSS Assessment as a tool to detect early signs/symptoms of GBSH and all other forms of sexual harassment and Full HEADSSS Assessment for in-depth assessment of the case with trained professionals; or
6. Capacitate learners with basic life skills (e.g., resistance skills, decision-making skills, problem-solving skills, etc.).

Section 23. Intervention for Regional, Division, and School Officials and Other Personnel

The Regional Director, Schools Division Superintendent, School Head/Principal, with the support of the Guidance Counselor/Guidance Designate/Learner Formation Officer, shall adopt intervention mechanisms to protect the welfare of all officials and personnel who experienced GBSH and all other forms of sexual harassment, as may be appropriate, which may include but not limited to the following:

1. Capacitate school officials and other personnel on GBSH;
2. Provide Mental Health and Psychosocial Support Services (MHPSS) to teachers and other school officials with trained professionals;
3. Referral to the appropriate agency and other institutions as needed;
4. Provide regular physical examinations (which may include psychological evaluation, etc.) of officials and personnel in partnership with local stakeholders/partners;
5. Coordination with women's groups, advocacy groups, and other support groups for school officials and other personnel; or
6. Other intervention program/s as necessary and applicable.

Refer to ENCLOSURES 1 & 2 for suggested intervention program/s.

Section 24. Referral of the Offender and Victim

The offender or victim shall be referred to the RGC/Guidance Teacher/Coordinator/Learner Formation Officer through the following procedure:

1. The teacher/adviser or appropriate officer/personnel shall accomplish the Referral Form.
2. The RGC/Guidance Teacher/Coordinator/Learner Formation Officer shall obtain the consent from the parent/guardian.
3. The Referral Form shall be submitted to the RGC/Guidance Teacher/Coordinator/Learner Formation Officer via electronic mail or physical submission while observing strict confidentiality.
4. Upon receipt of the Referral Form, the RGC/Guidance Teacher/Coordinator/Learner Formation Officer shall assess, evaluate, and provide the schedule for intake interview or other services that may be deemed necessary to address the needs of the learners.
5. The RGC/Guidance Teacher/Coordinator/Learner Formation Officer shall inform the teacher/adviser that the learner has been given attention.

In case the offender or the victim is referred for intervention because of an issue or concern that is beyond the capability, competency, or expertise of the RGC/Guidance Teacher/Coordinator/Learner Formation Officer, the following procedure shall be observed:

1. The RGC/Guidance Teacher/Coordinator/Learner Formation Officer shall prepare the letter of referral or Referral Form to the nearest and most accessible and/or appropriate service provider. The letter shall include:

- Basic information about the offender or victim;
- Reason for referral;
- Type of intervention needed; and
- Proof of Service (duly acknowledged/signed and dated by the Service Provider or its authorized officer/personnel).

2. The RGC/Guidance Teacher/Coordinator/Learner Formation Officer shall monitor the offender's or victim's offender's progress/status by securing the contact information of the professional and agency or organization where the offender or victim is referred.

Section 25. Monitoring and Evaluation of Intervention

The effectiveness of the intervention program/s shall be regularly assessed through appropriate feedback mechanisms. An M&E plan shall be prepared at each governance level as the basis for the conduct of M&E. A policy evaluation after three (3) years shall be conducted to assess the achievement of its outcome and to further enhance its provisions and effectiveness.

RULE VI

COMMITTEE ON DECORUM AND INVESTIGATION (CODI)

Section 26. CODI Composition

Every CODI shall be headed by a woman and not less than half of its members shall be women. The Regional Director (RD)/Schools Division Superintendent (SDS)/School Head shall ensure that its respective CODI shall be headed by a woman.

A. CODI Qualifications

Chairperson and Co-Chairperson - The RO/Division/School CODI shall be headed by a woman who shall act as the Chairperson and Co-Chairperson, respectively.

Regular Members - The RD/SDS/School Head shall ensure that not less than half of its CODI members shall be women. It should be impartial and should be composed of at least one representative from each of the management, the employees from the supervisory rank, the rank-and-file employees, and the union/s or employees' association, if any.

Alternate Members - The RD/SDS/School Head shall designate a respective permanent alternate for each regular member, who shall act on their behalf in case of the absence, disqualification, or inhibition of the regular member. Such alternates must be authorized to render decisions to avoid delays in proceedings and ensure continuity in deliberations.

B. Grounds for Disqualification or Inhibition

The Chairperson, Co-Chairperson, or its regular members and alternates of the RO/SDO/School CODI may voluntarily inhibit or be disqualified from a particular GBSH and all other forms of sexual harassment case under the following circumstances:

1. Conflict of Interest
 - a. Related to any party within the fourth civil degree of consanguinity or affinity.
 - b. Has personal, professional or financial interest in the case.
2. Manifest Bias or Partiality
 - a. Demonstrated prejudice for or against any party.
 - b. Prior involvement in the incident being investigated.
3. Prior record of involvement as a person complained of, respondent or accused in any case of whatever nature of sexual harassment.
4. Other analogous circumstances that may reasonably cast doubt on impartiality.

The complainant or the person being complained of may formally request to disqualify or inhibit a CODI Chair/Co-Chair/Member/Alternate based on the above-mentioned grounds.

When the Chair/Co-Chair/Member/Alternate of the CODI is either the complainant or the person being complained of, such Chair/Co-Chair/Member/Alternate shall inhibit from the investigation, or the complaint may be filed directly with the CODI of the higher level of governance.

Inhibition may be voluntary or upon written motion by a party.

In case the Chair/Co-Chair/Member/Alternate of the CODI have been disqualified or inhibited, the RD/SDS/School Head, through an order/memorandum, shall reconstitute the membership of the CODI to replace the Chair/Co-Chair/Member/Alternate of the CODI who was disqualified or inhibited.

C. Term of Office

The CODI shall serve for a term **not exceeding two (2) years**. The composition of the CODI shall be reconstituted after the said term of office.

Section 27. RO Composition

The Regional Office CODI shall be created by the Regional Director (RD). It shall serve as an independent internal mechanism to address and investigate complaints of GBSH and all other forms of sexual harassment within the Regional Office.

The Regional Office CODI, when duly authorized/designated by the proper disciplining authority through an Order or Memorandum, shall handle GBSH and all other forms of sexual harassment cases where the perpetrator is its Regional Office personnel or teaching or related-teaching personnel referred by the lower levels of governance, when applicable.

The Regional Office shall observe equal representation of persons of diverse sexual orientation, gender identity, and/or expression exists in the CODI, as far as practicable. In consideration of the possible gravity of the reported sexual harassment to be deliberated, the Chair/Co-Chair/Members/Alternates of the CODI shall undergo training and orientation in handling cases of GBSH and all other forms of sexual harassment, sensitivity of cases, and confidentiality of cases.

The Regional Office shall ensure that there is an alternate member of the CODI available to immediately replace any regular member of the CODI who is unavailable, disqualified or inhibited from any investigation of sexual harassment incidents.

Section 28. SDO Composition

The Division CODI shall be created by the Schools Division Superintendent (SDS). It shall serve as an independent internal mechanism to address and investigate complaints of GBSH and all other forms of sexual harassment within the Division.

The Division CODI, when duly authorized/designated by the proper disciplining authority through an Order or Memorandum, shall handle GBSH and all other forms of sexual harassment cases where the perpetrator is its non-teaching personnel.

The Division shall observe equal representation of persons of diverse sexual orientation, gender identity, and/or expression exists in the CODI, as far as practicable. In consideration of the possible gravity of the reported sexual harassment to be deliberated, the Chair/Co-Chair/Members/Alternates of the CODI shall undergo training and orientation in handling cases of GBSH and all other forms of sexual harassment, sensitivity of cases, and confidentiality of cases.

The Division shall ensure that there is an alternate member of the CODI available to immediately replace any regular member of the CODI who is unavailable, disqualified or inhibited from any investigation of sexual harassment incidents.

Section 29. School Composition

The School CODI shall be created by the School Head/Administrator and shall serve as an independent internal grievance mechanism, act as the main body in the investigation of GBSH and all other forms of sexual harassment in schools and learning centers, and shall ensure sectoral and equitable representation.

The School CODI, when duly authorized/designated by the School Head/Administrator through an Order or Memorandum, shall act on GBSH and other forms of sexual harassment cases where the perpetrator is a learner, public school teacher, or school personnel.

The school is encouraged to observe that equal representation of persons of diverse sexual orientation, gender identity, and/or expression exists in the CODI, as far as practicable. In consideration of the possible gravity of the reported sexual harassment to be deliberated, the Chair/Co-Chair/Members/Alternates of the CODI shall undergo training and orientation in handling cases of GBSH and all other forms of sexual harassment, sensitivity of cases, and confidentiality of cases.

The school shall ensure that there is a sufficient number of individuals available to immediately replace any member of the CODI who is disqualified or inhibited from any investigation of sexual harassment incidents.

In consideration of DepEd Office Memorandum-OUPS-2024-05-01115, entitled "*Guidelines on the Implementation of the Safe Spaces Act in Education*," particularly the composition of CODI, the Child Protection Committee (CPC) shall be the same committee that will handle GBSH and all other forms of sexual harassment in the school/CLC. Provided that, the Chairperson of the CODI shall be a woman and that not less than half of its CODI members and alternates shall also be women.

The School CODI, as provided in DepEd Order No. 40, s. 2012, shall be composed of the following:

Chairperson	School Head or its authorized representative
Co-Chairperson	School Guidance Counselor/Designate/Coordinator/LFO
Members and Alternates:	

Representative of the teachers with alternate	Designated by the Faculty Club or Teachers' Association if any
Representative of the parents with alternate	Designated by the School Parents-Teachers Association
Representative of the students with alternate	Designated by the Supreme Elementary Learners Government (SELG)/ Supreme Student Learners Government (SSLG)
Representative from the community with alternate	Designated by the Punong Barangay preferably a member of the Barangay Council for the Protection of Children (BCPC or Barangay VAWC)
Representative of the Non-Teaching Personnel with alternate (in case the person being complained of is a non-teaching personnel)	Preferably Administrative Officer, Administrative Assistant or Project Development Officer, as may deemed applicable

If the Chair/Co-Chair/Member/Alternate of the School CODI commits GBSH and all other forms of sexual harassment, the LRPO Focal in the Schools Division Office shall recommend to the Schools Division Superintendent (SDS) to designate an impartial and competent personnel who shall perform the duties of the disqualified or inhibited Chair/Co-Chair/Member/Alternate of the School CODI.

Section 30. CODI Common Provisions

A. Functions of the CODI

The CODI shall perform the following functions:

1. Receive complaints of GBSH and all other forms of sexual harassment.
2. Investigate GBSH and all other forms of sexual harassment complaints including fact-finding/preliminary investigation in accordance with the prescribed procedure.
3. Within ten (10) days from the termination of the conduct of the investigation, submit a report of its findings with the corresponding recommendation to the Disciplining Authority for decision/resolution.
4. Ensure the protection of the complainant from retaliation and guarantee confidentiality to the greatest extent possible as well as ensure that the respondent is given the opportunity to be properly notified of and respond to the charge/s and that parties are given information on the hearings and its outcomes.
5. Lead in the conduct of discussions about sexual harassment within the agency or institution to increase understanding and prevent incidents of sexual harassment.

B. Duties and Responsibilities of the CODI

The CODI shall ensure that the following duties and responsibilities are fulfilled:

1. Ensure compliance with timelines, notice requirements, and due process principles.
2. Issue notices and communications necessary for the investigation.
3. Uphold neutrality, independence, confidentiality, and fairness throughout the entire investigation process.
4. Ensure the protection of a complainant from retaliation without causing her/him any disadvantage, diminution of benefits, or displacement, and without compromising his/her security of tenure.
5. Guarantee gender-sensitive and child-sensitive handling of cases, and strict confidentiality of all records, proceedings, and identities of parties to the greatest extent possible.
6. Undergo continuing training on gender sensitivity, gender-based violence, sexual orientation, gender identity and expression, and other GAD topics as needed, and issue a corresponding Training Evaluation Form to measure the programs implemented to address GBSH.
7. Lead in the conduct of discussions about sexual harassment and other related sexual offenses within the workplace and learning institution to increase the community's understanding of, and prevent incidents of, sexual harassment and other related forms of sexual offenses.
8. Conduct other activities that would engender a safe environment for all genders, especially women, in the workplace, school campuses, and training-related programs.
9. Submit a Fact-finding/Preliminary Investigation Report and recommendations to the disciplining authority.
10. Maintain accurate minutes, proceedings, resolutions, and investigation reports.
11. Avoid bias, conflict of interest, or actions that undermine CODI's integrity.
12. Participate in continuing capacity development on gender, child protection, administrative investigations, and CSC rules.

RULE VII PROCEDURES

Section 31. Standard Procedural Requirement

The procedural rules provided hereunder are the standard requirements in handling GBSH and all other forms of sexual harassment.

31.1. COMPLAINT

31.1.1. The complaint may be filed at any time before the Anti-Sexual Harassment Officer (ASHO) or Records Officer, who is duly authorized to receive complaints.

In particular, the complaint involving GBSH and all other forms of sexual harassment may be filed at any time with the following:

- (a) **Against Students/Learners:** Complaints against a student/learner must be filed with the School CODI through the School Head/Principal in accordance with the DepEd Child Protection Policy and Anti-Bullying Manual.
- (b) **Against Teaching or Related-Teaching or Non-Teaching Personnel of the Schools and Division Office:** Complaints against teachers, related-teaching personnel, and non-teaching personnel in the Schools and Division must be filed with the Division CODI through the duly designated ASHO or Records Officer of the Schools Division Office (SDO). This includes Job Order and Contract of Service hired by the School/Division.
- (c) **Against Teaching or Related-Teaching or Non-Teaching Personnel of the Regional Office:** Complaints against teachers, related-teaching personnel, and non-teaching personnel in the Regional Office must be filed with the Regional CODI through the duly designated ASHO or Records Officer of Regional Office (RO). This includes Job Order and Contract of Service hired by the Region.
- (d) **Against Third Persons or Non-DepEd Personnel:** Complaints against third persons or Non-DepEd personnel may be referred to the appropriate law enforcement agency such as PNP-WCPD or to the BCPC or DSWD pursuant to the existing referral mechanism or protocols of the Department.

31.1.2. A complaint shall be under oath and written in a clear, simple, and concise language and in a systematic manner so as to appraise the person complained of, of the nature and cause of the accusation and to enable the person complained of to intelligently prepare a defense or answer/comment. Should there be more than one person complained of, the complainant must specify the actions/omissions committed by each, unless they are deemed to have acted in conspiracy. In such cases, the complainant may be required to submit additional copies corresponding to the number of person complained of.

31.1.3. The complaint shall contain the following: (a) The full name and address of the complainant; (b) The full name and address of the person complained of, as well as the position and office of the offender, or the grade and section if the offender is a learner; (c) A chronological narration of the relevant and material facts which shows the acts or omission committed within the realms of gender-based sexual harassment; (d) Clearly legible duplicate original or certified true copies of documentary evidence and affidavits of the complainant's witnesses, if any; and, (e) Certification or statement of non-forum shopping. The absence of any of the aforementioned requirements shall cause the outright dismissal of the complaint without prejudice to its refile upon compliance with the same except those involving GBSH and all other forms of sexual harassment committed against learners.

31.1.4. Complaint received online, through official email communications, shall be duly received by the Anti-Sexual Harassment Officer (ASHO) or Records Officer with the information that the complainant shall submit the hard copy or original complaint duly signed and sworn to by the complainant with attached supporting documents if any.

31.1.5. Anonymous or unsworn complaint or report (*sumbong*) involving GBSH and all other forms of sexual harassment committed against learners and DepEd personnel, the Disciplining Authority concerned may *motu proprio* act on the matter taking into account the best interests of the learner and/or DepEd personnel and immediately refer the same to CODI for investigation and submission of the required CODI report to the Disciplining Authority for review and appropriate action.

No anonymous complaint shall be entertained unless the alleged act/s or omission/s complained of is/are:

- a. of public knowledge;
- b. verifiable; or
- c. shown by documentary or direct evidence sufficient to establish *prima facie* case or reasonable ground to believe that the person complained of probably committed the offense.

31.1.6. The withdrawal of the complaint at any stage by the complainant does not outrightly dismiss the complaint if there is an obvious merit to the allegations as supported by documentary evidence.

Section 32. Action on the complaint.

Upon receipt of a complaint, the duly designated ASHO or Records Officer shall immediately refer the same to the CODI concerned.

The CODI concerned, as the duly authorized committee to conduct investigation, shall evaluate the said complaint within three (3) days to determine if it falls within the coverage of GBSH and all other forms of sexual harassment.

If the complaint complies with the proper form and substance, the CODI concerned shall conduct Fact-Finding Investigation (FFI)/Preliminary Investigation (PI), as may be applicable. The designation order or memorandum of the Disciplining Authority constituting the CODI concerned shall serve as the authority of the said CODI to conduct FFI or PI.

However, if the complaint is insufficient in form and substance, the CODI concerned shall immediately inform the complainant to comply with the proper form and substance within the period of three (3) days. Otherwise, the complaint shall be outrightly dismissed subject to the re-filing of the same.

By way of an exception, in case of learners/students who are victims of GBSH and all other forms of sexual harassment, the CODI concerned may *motu proprio* act on the matter, with the consent of the parent/legal guardian, taking into account the best interests of the learner/s even without a written and duly sworn complaint, and immediately conduct investigation and submit the required report within ten (10) days from termination of the proceedings for review and appropriate action by the Disciplining Authority.

Section 33. Fact-Finding Investigation/Preliminary Investigation

A Fact-Finding Investigation/Preliminary Investigation, as may be applicable, shall be conducted by the CODI concerned to determine the protective and preventive measures to be undertaken and the existence of a *prima facie* case to formally charge the person complained of. A *prima facie* case shall mean that there is reasonable ground to believe that the person complained of is probably guilty of the charge/s against him/her and should be investigated accordingly.

Section 34. Fact-Finding Investigation/Preliminary Investigation, How conducted

(a) Fact-Finding Investigation/Preliminary investigation may be conducted in any of the following manner:

- i. The person complained of shall be required to submit a Counter-Affidavit or Comment within five (5) days from receipt of the complaint which is sufficient in form and substance;
- ii. Any documentary evidence or affidavit of witness submitted in support of the aforementioned Counter-Affidavit or Comment should be in the original or clearly legible duplicate or certified true copies thereof;
- iii. Clarificatory conference with the parties to discuss the merits of the case; or
- iv. In case of Preliminary Investigation, the investigation may be conducted *ex-parte* through evaluation of the submitted documents and the case records.

(b) A Show-Cause Order or Notice/Memorandum to Explain may be issued when the administrative disciplinary process is initiated by the Disciplining Authority or its authorized representative.

(c) Failure to submit a Comment/Answer under oath, Counter-Affidavit, or Explanation shall be considered as a waiver of the right to submit the same and the investigation may be completed in the absence thereof.

(d) The right to counsel may be exercised even during the Fact-Finding Investigation/Preliminary Investigation.

The CODI shall ensure that the investigation is conducted in a confidential, gender-sensitive, and trauma-informed manner, with due regard to the rights of both parties.

Section 35. Duration of the Fact-Finding Investigation / Preliminary Investigation

A Fact-Finding Investigation/Preliminary Investigation shall commence within a period of five (5) days upon receipt of the Disciplining Authority of the complaint which is sufficient in form and substance, and shall be terminated within twenty (20) days thereafter. However, the disciplining authority may extend such periods in meritorious cases.

In cases or complaints of sexual harassment involving learners, the duration of such investigation shall be in accordance with the DepEd Child Protection Policy, Regional Memorandum No. 217, s. 2021, and other subsequent rules and regulations of the Department.

Section 36. Investigation Report (CODI Report)

Within ten (10) days from the termination of the Fact-Finding Investigation/Preliminary Investigation, the CODI concerned shall submit the CODI report containing its findings and recommendations to the Disciplining Authority for review and appropriate action.

The CODI concerned shall also recommend attendance to gender-sensitivity training (GST) for the person complained of and appropriate intervention program/s to the victim/s to ensure proper decorum and well-being of both parties involved.

The CODI report shall be treated with strict confidentiality and in no case shall a copy thereof be given to any other person/party.

Section 37. Action of the Disciplining Authority after receipt of the CODI report

If *prima facie case* is established after the investigation, the Disciplining Authority shall issue a Formal Charge within five (5) days from receipt of the CODI report.

In the absence of a *prima facie case*, the complaint shall be dismissed within the same period.

Section 38. After the issuance of a Formal Charge against DepEd personnel by the Disciplining Authority, the Formal Investigation proceedings shall primarily be governed by the 2025 Rules on Administrative Cases in the Civil Service (RACCS). The provisions of DepEd Order No. 49, s. 2006, entitled “Revised Rules of Procedure of the Department of Education in Administrative Cases,” including its subsequent amendments, shall apply supplementarily.

In addition to the imposable sanction/penalty, the Disciplining Authority shall include in its decision a directive for the respondent to attend/undergo gender sensitivity training (GST) or seminar/anti-sexual harassment awareness activity and submit compliance thereof duly supported by certificate/s of completion or participation on the said training/activity.

In case of personnel under Job Order and Contract of Service hired by the RO, SDOs, or Schools, the Disciplining Authority concerned may validly terminate their respective contracts or non-renewal of said contracts for breach of contract in violation of GBSH and all other forms of sexual harassment, as stipulated in their contracts.

Section 39. In case of a learner/student committing GBSH and all other forms of sexual harassment, the proceedings shall be governed by the existing School Manual/Policy or Learner/Student Handbook on Student Discipline and Intervention Program pursuant to DepEd Order No. 40, s. 2012, DepEd Order No. 006, s. 2026, Regional Memorandum No. 217, s. 2021, and other subsequent rules and regulations of the Department.

Section 40. Complaint Against Non-DepEd Persons (Applies to Regional Office, Schools Division Offices, and Schools)

Any GBSH and all other forms of sexual harassment committed within the working/learning environment or during DepEd-sanctioned activities by individuals who are not DepEd employees, including parents, guardians, visitors, or contractors and its workers, must be immediately reported to the Disciplining Authority or the CODI concerned through the duly designated ASHO or Records Officer. The Disciplining Authority, through the CODI concerned, shall provide prompt protective and preventive measures to the parties concerned by ensuring the immediate safety of the victims and providing guidance and counseling, and separating the offender from the working/learning environment.

The CODI concerned shall immediately refer the GBSH and all other forms of sexual harassment to the nearest local law enforcement agency such as PNP-WCPD for case build-up, prosecution, and other appropriate action. The CODI concerned may also refer the matter to the Barangay Council for the Protection of Children (BCPC) or local Department of Social Welfare and Development (DSWD) for intervention and appropriate action. The parents or guardians of affected learners must be immediately notified of all actions taken regarding the incident such as the protective and preventive measures undertaken and the referral or follow-up, if any.

The CODI concerned shall document all actions taken including the referral and follow-up and submit a report to the Disciplining Authority for proper monitoring and compliance with the existing referral mechanism or protocols of the Department.

Section 41. Applicable Procedure for Cases Other than GBSH and All Other Forms of Sexual Harassment

Complaints filed against DepEd personnel pertaining to offenses or violations other than GBSH and all other forms of sexual harassment cases or standards of decorum shall follow the procedures or rules under DepEd Order No. 49, s. 2006 or the 2025 RACCS.

See **ENCLOSURE 3** on Diagram of Sexual Harassment, GBSH, and all Other Forms of Sexual Harassment Complaint

See **ENCLOSURE 4** on Sexual Harassment/GBSH Complaint Form

RULE VIII

LIABILITIES AND PENALTIES

Section 42. Liabilities of DepEd CALABARZON Personnel

Any DepEd CALABARZON personnel who, after due process, is found to have committed any violation of the standards of code of conduct and decorum prescribed under this Code shall be held administratively liable therefor, in accordance with applicable 2025 RACCS, DepEd rules and regulations governing administrative cases, and other applicable laws, rules and regulations.

Further, DepEd CALABARZON personnel shall likewise be held administratively liable for non-compliance with the provisions covering GBSH and all other forms of sexual harassment.

Section 43. Liabilities of Learners

Sanctions to learners shall be commensurate with the offense committed. The Disciplining Authority shall be guided by the provisions of this Code and the School's Student/Learner Handbook as well as other applicable rules in determining the appropriate sanctions to be imposed taking into consideration the best interests of the learner including his or her age, development stage, and medical and mental health conditions.

Further, learners who are found to have committed GBSH and all other forms of sexual harassment shall be meted with appropriate disciplinary action by the school and may also be responsible for additional consequences as provided by law and relevant DepEd issuances. The learner may likewise be referred to social services such as local DSWD for appropriate interventions.

Section 44. Liabilities of Parents, Guardians, and Stakeholders (Non-DepEd Personnel)

Any act or omission committed by the aforementioned individuals subject to sanctions under other laws or rules shall be referred to the proper authority or jurisdiction, such as but not limited to local law enforcement agency or Barangay where the act or offense occurred, in accordance with existing laws, rules and regulations.

Section 45. Classification of Offenses for DepEd CALABARZON Personnel

Offenses or violations under this Code may be classified as light, less grave, or grave, in accordance to its gravity or depravity and its resulting effects to the educational system, which shall, in turn, determine the corresponding impossible penalties or sanctions.

a. Light Offenses

Light offenses are minor infractions that do not significantly prejudice public service or impair the efficiency of government operations. These involve slight misconduct or simple neglect with minimal adverse effects and are penalized with relatively lighter administrative sanctions.

b. Less Grave Offenses

Less grave offenses are violations that have a moderate degree of seriousness and may adversely affect efficiency, integrity, or public perception of the service, but do not rise to the level of grave misconduct. These acts involve a higher degree of fault or negligence and warrant more serious penalties.

c. Grave Offenses

Grave offenses are serious violations characterized by willful intent, corruption, flagrant disregard of established rules, or conduct that severely undermines public trust, integrity, and the efficiency of government service. These offenses carry the most severe administrative penalties, including dismissal from the service.

Section 46. Penalties for DepEd CALABARZON Personnel

A. Penalties for Violations on Decorum

Any act or omission in violation of the standards of decorum prescribed for DepEd CALABARZON personnel shall be subject to penalties in accordance with existing and applicable laws, rules, and regulations expressly providing therefor, including but not limited to the following:

(a) Article XII (Disciplinary Actions) of the Code of Conduct of Professional Teachers, which provides for penalties such as revocation, suspension, reprimand, or cancellation of temporary or special permits;

(b) Section 11 of Republic Act No. 6713 (Code of Conduct and Ethical Standards for Public Officials and Employees), which prescribes penalties, including removal or dismissal, depending on the gravity of the offense and attendant circumstances;

(c) Section 58 of DepEd Order No. 49, s. 2006 (Revised Rules of Procedure of the Department of Education in Administrative Cases, as amended), which classifies administrative offenses and prescribes corresponding penalties; and

(d) Rule 10 of the 2025 Rules on Administrative Cases in the Civil Service (RACCS), which provides for administrative offenses and corresponding penalties.

(e) Other applicable law, rules or issuances providing for penalties to offenses or violations under this Code.

Notwithstanding the foregoing, any repealed, amended, or superseded law, rule, or issuance shall be replaced by the applicable prevailing law or rule in the imposition of penalties.

B. Penalties under GBSH and All Other Forms of Sexual Harassment

This Code adopts the classification of offenses and the corresponding penalties prescribed under the 2025 Rules on Administrative Cases in the Civil Service (RACCS), particularly Section 64 (Rules Applicable to Specific Offenses), which governs acts of GBSH and all other forms of sexual harassment. Any repeal, amendment, or superseding of the foregoing rules shall be deemed adopted by this Code and shall govern the imposition of penalties in GBSH and all other forms of sexual harassment.

Section 47. Student Discipline and Sanctions for Learners

Any act or omission committed by a learner shall be subject to appropriate sanctions in accordance with applicable laws, rules, and regulations, including but not limited to the following:

- (a) Section 9 of Regional Memorandum No. 217, s. 2021 and other subsequent issuances, rules and regulations which classifies offenses into light, less serious (or less grave), and serious (or grave) offenses;
- (b) Section 10 of Regional Memorandum No. 217, s. 2021, and other subsequent issuances, rules and regulations which governs due process in student discipline;
- (c) Section 11 of Regional Memorandum No. 217, s. 2021 and other subsequent issuances, rules and regulations which governs the imposition of sanctions and interventions in accordance with the principles of positive discipline and restorative justice;
- (d) The provisions of the School/Learner/Student Handbook; and
- (e) The provisions under DepEd Order No. 006, s. 2026 providing for the first level offenses, second level offenses, and third level offenses with corresponding penalties/sanctions and interventions; and
- (f) Other relevant and subsequent DepEd Orders, issuances, rules and regulations providing for penalties applicable to offenses or violations of learners/students.

Notwithstanding the foregoing, in the event that any of the laws, rules and regulations herein cited are repealed, amended, or superseded, the applicable new laws, rules and regulations and other issuances shall govern in relation to liabilities, sanctions, and appropriate penalties.

Section 48. Civil or Criminal Liability

Any civil or criminal liability arising from the acts or omissions herein shall be separate and distinct and shall not preclude or bar the institution of an administrative case under this Code.

Section 49. Duty to maintain Strict Confidentiality

At any stage of the investigation, prosecution, and trial of an offense under the Safe Spaces Act and this Code, the rights of all parties such as the complainant and the person complained of shall be recognized.

Considering the sensitivity of the case, the identity or other sensitive information that may reasonably identify the learner or DepEd personnel or any person concerned shall be withheld from the public to protect their respective privacy rights.

In addition, the Magna Carta for Public School Teachers protects the rights of public school teachers. Thus, no publicity shall be given to any disciplinary action against a public school teacher during the pendency of the administrative case.

In all cases of GBSH and all other forms of sexual harassment, any information relating to the identity and sensitive personal circumstances of all parties involved shall be treated with utmost confidentiality by all parties pursuant to the Data Privacy Act of 2012 and its IRR. Disclosure of information to other persons shall be strictly limited to those authorized by law and this Code, only after compliance with the general principles of transparency, lawful and legitimate purpose, and proportionality.

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

RULE IX

MISCELLANEOUS AND TRANSITORY PROVISIONS

Section 50. Policy Review, Monitoring, and Evaluation

Regional Office

The Regional Office, through the Office of the Regional Director, in coordination with other concerned functional divisions, shall review the effective implementation of this Code every after three (3) years; and shall monitor, and evaluate the integration of this Code in the Schools Division Offices and Schools within its jurisdiction.

Schools Division Offices

The Schools Division Offices (SDOs), through the Office of the Schools Division Superintendent, in coordination with other concerned offices, shall monitor and evaluate the integration of this Policy in the Division Office and Schools within its jurisdiction.

Schools

The schools, through the School Heads, in coordination with the concerned DepEd offices and the CODI, shall monitor and evaluate the integration of this Code within their jurisdiction. This Code may also be suppletorily applicable to the School Manual or Learner/Student Handbook.

Section 51. Separability Clause

Any part or provision of this DepEd CALABARZON Regional Code of Conduct which may be held invalid or unconstitutional shall not affect the validity and effectivity of the other provisions.

Section 52. Effectivity

This DepEd CALABARZON Regional Code of Conduct shall take effect immediately upon its approval, issuance, and publication on the Official Website of this Region until revoked or repealed by subsequent Regional Memorandum or DepEd Order.

Section 53. References

Republic Act No. 12080 (2024), entitled "*Basic Education Mental Health and Well-Being Promotion Act.*"

Republic Act No. 11930 (2022), entitled "*Anti-Online Sexual Abuse or Exploitation of Children (OSAEC) and Anti-Child Sexual Abuse or Exploitation Materials (CSAEM) Act.*"

Republic Act No. 11510 (2020), entitled "*Alternative Learning Systems Act.*"

Republic Act No. 11313 (2019), entitled "*An Act Defining Gender-Based Sexual Harassment in Streets, Public Spaces, Online, Workplaces and Educational or Training Institutions, Providing Protective Measures and Prescribing Penalties Therefor, Otherwise known as the Safe Spaces Act and its IRR.*"

Republic Act No. 10173 (2012), entitled "*Data Privacy Act.*"

Republic Act No. 7877 (1995), entitled "*An Act Declaring Sexual Harassment Unlawful in the 139 Employment, Education or Training Environment, and for Other Purpose, known as the Anti-Sexual Harassment Act.*"

Republic Act No. 6713 (1989), entitled "*Code of Conduct and Ethical Standards for Public Officials and Employees.*"

DepEd Order No. 006, s. 2026, entitled "*Guidelines on Ensuring a Safe and Motivating Learning Environment.*"

DepEd Memorandum No. 090, s. 2025, entitled "*Dissemination of the Revised Implementing Rules and Regulations of Republic Act No. 10627, known as the Anti-Bullying Act of 2013.*"

DepEd Memorandum-OUOPS-2024-05-01167, entitled "*Guidelines on the Protocols on the Handling of Children in Situations of Armed Conflict (CSAC) Learners in the Department of Education.*"

DepEd Memorandum-OUOPS-2024-05-07998, entitled "*Supplemental Guidelines for the Implementation of DepEd Order No. 40, s. 2012.*"

DepEd Order No. 49, s. 2022, entitled "*Amendments to DepEd Order No. 47, s. 2022, Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services.*"

DepEd Order No. 32, s. 2019, entitled "*National Policy Framework on Learners and Schools as Zones of Peace.*"

DepEd Order No. 32, s. 2017, entitled "*Gender-Responsive Basic Education Policy.*"

DepEd Order No. 57, s. 2017, entitled "*Policy on the Protection of Children in Armed Conflict.*"

DepEd Order No. 18, s. 2015, entitled "*Guidelines and procedure on the Management of CAR and CICL.*"

DepEd Order No. 55, s. 2013, entitled "*IRR of Republic Act No. 10627, Anti-Bullying Act of 2013.*"

DepEd Order No. 40, s. 2012, entitled "*DepEd Child Protection Policy.*"

Regional Memorandum No. 217 s. 2021, entitled "*Guidelines on the Express System of Reporting and Intervention of Child Abuse, Other Forms of Abuse, and Bullying Incidents in DepEd CALABARZON.*"

2025 Rules on Administrative Cases in the Civil Service

CSC Memorandum Circular No. 11, s. 2021, entitled "*Revised Administrative Disciplinary 166 Rules on Sexual Harassment Cases (Amendment to the Sexual Harassment Provisions in the 2017 Revised Rules on Administrative Cases in the Civil Service).*"

CSC Memorandum Circular No. 11, s. 2004, entitled "*Amendment of Section 63, Rule 163 XIII of the Administrative Disciplinary Rules on Sexual Harassment Cases.*"

Civil Service Commission (CSC) Resolution No. 01-0940, dated May 21, 2001, entitled "*Administrative Disciplinary Rules on Sexual Harassment Cases.*"

CSC Memorandum Circular No. 17, s. 2001, entitled "*Administrative Disciplinary Rules on Sexual Harassment Cases in the Civil Service.*"

CSC Memorandum Circular No. 30, s. 1995, entitled "*Implementing Rules and Regulations on RA 7877, An Act Declaring Sexual Harassment Unlawful in the Employment, Education or Training Environment, and for Other Purposes.*"

CSC Memorandum Circular No. 19, s. 1994, entitled "*Policy on Sexual Harassment in the Workplace.*"

Revised Protocol for the Case Management of Child Victims of Abuse, Neglect, Exploitation, and Discrimination (CANE+D) by the Department of Justice - Committee for the Special Protection of Children (2025)

ENCLOSURE 1:**SUGGESTED INTERVENTION PROGRAMS FOR LEARNERS IN TABULAR FORM**

The following are suggested intervention programs involving the learner-victim, learner-offender, their parents, and the community, depending on the needs and assessments. These programs will address various forms of harassment, including gender-based sexual harassment, sexual harassment, and gender-based online sexual harassment. By tailoring interventions to these specific issues, we can create a supportive environment that promotes awareness, prevention, and effective responses to such behaviors.

INTERVENTION PROGRAM	PREVENTIVE/ RESTORATIVE ACTIVITIES	TARGET PARTICIPANTS	EXPECTED OUTPUT
INTERVENTION FOR LIGHT OFFENSES			
Positive Youth Development Programs — strengthen Learners' social, emotional, and leadership skills to reduce risk behaviors and increase school engagement.	Preventive: Weekly clubs (leadership, arts, sports); service-learning projects; life skills workshops (decision-making, goalsetting, resilience). Restorative: Peer led restorative circles after peer harm; youth-led community repair projects.	All learners (school-wide), with targeted slots for vulnerable or disengaged Learners.	Increased attendance and participation; measurable gains in social-emotional skill assessments; fewer behavioral referrals; youth-led community projects completed.
Parent Child Integration Program — improve parent-child relationships and parental engagement.	Preventive: Regular family activity days; parent-child workshops on communication and positive discipline; joint goal setting sessions. Restorative: Facilitated family meetings after conflicts to repair relationships and agree on support plans.	Learners and their parents/guardians (all grades), prioritized outreach to families with identified needs.	Higher parent participation rates; improved family functioning scores; fewer school-home conflicts; action plans for family support.

Schoolwide Behavior Management Program using positive discipline and a nonviolent approach — create a consistent, restorative school climate.	Preventive: Whole school positive behavior expectations; classroom routines; SEL integration; teacher training in positive discipline. Restorative: Restorative conferencing; mediation; repair agreements as alternatives to suspension.	Entire school community (Learners, teachers, staff); targeted support for repeat offenders.	Reduced suspensions and expulsions; consistent use of repair agreements; improved classroom climate surveys; lower recidivism.
Values Formation Activities and Life Skills Training — instill core values and practical life skills.	Preventive: Values based assemblies; weekly life skills lessons (financial basics, communication, problem solving); mentoring pairings. Restorative: Values reflection circles following incidents; student-led restitution projects.	All Learners, integrated into class schedules and extracurricular offerings.	Demonstrated knowledge of values and life skills; improved conduct; student portfolios showing applied skills.
Health Services and Seminars/Workshops — promote awareness on risky behaviors and develop coping and adjustment skills.	Preventive: School health talks; age-appropriate sessions on substance use and sexual health; parent workshops on monitoring and support. Restorative: Post incident counseling and family education sessions; linkage to health services.	Learners, parents, and school staff; priority outreach to at risk cohorts.	Higher referral and uptake of health services; improved knowledge scores; reduced incidence of risky behaviors.

Explore venues for home school community collaboration — build integrated support networks.	Preventive: Regular triparty meetings; community resource fairs; MOUs with local service providers. Restorative: Joint family-school-community restorative conferences for serious incidents; coordinated wrap around plans.	School leadership, families, local NGOs, health centers, community leaders.	Formal partnership agreements; streamlined referral pathways; increased community referrals and support accessed.
INTERVENTION FOR LESS GRAVE AND LESS SERIOUS OFFENSES			
Guidance and Counselling — support Learners' emotional wellbeing, academic progress, and reintegration after incidents.	Preventive: Universal SEL lessons; career and study guidance; early screening for mental health; group workshops on coping and study skills. Restorative: Individual restorative counselling; victim-offender mediation; re-entry plans after suspension with scheduled follow ups.	All secondary Learners (universal) and targeted Learners with emotional/behavioral needs.	Reduced disciplinary referrals; documented re-entry plans and completed follow ups; improved well-being and academic indicators.
Peer Counselling — leverage trained peers to provide early support and facilitate restorative peer resolution.	Preventive: Recruit and train peer counsellors in active listening, confidentiality, and referral procedures; run peer support drop-ins and classroom awareness sessions. Restorative: Peer facilitated circles for low level conflicts under adult supervision; peer mediation resulting in	Trained peer counsellors and the student body seeking peer support.	Number of peer sessions held; proportion of issues resolved at peer level; appropriate professional referrals; positive participant feedback.

	agreed reparations.		
Behavior Management Program (Anger Management & Conflict Resolution) — teach emotion regulation and constructive conflict skills.	Preventive: Tiered intervention: classroom lessons on conflict resolution; targeted anger management groups (6–8 weeks); teacher de-escalation training. Restorative: Formal restorative conferencing for moderate incidents; negotiated restitution and behavioral contracts; community service focused on repair.	Learners with repeated disciplinary issues; referrals from teachers/screening.	Decrease in frequency/severity of incidents; completion of anger management groups; documented restorative agreements with compliance monitoring.
Parenting Programs — strengthen parental capacity to support adolescents and collaborate on restorative plans.	Preventive: Parent education series (teen development, supervision, communication); family workshops; support groups. Restorative: Family meetings post incident to agree on restitution, monitoring, and school reentry conditions.	Parents/guardians of secondary Learners; prioritized outreach for families of at risk youth.	Increased parent attendance at workshops; family reintegration plans implemented; improved parental monitoring measures.
Home Visitation Service — engage families in their home context to address barriers and restore relationships.	Preventive: Scheduled outreach visits for high-risk Learners (attendance, behavior, welfare checks); provide resources and referrals. Restorative: Homebased family meetings after major incidents to cocreate reintegration and	Families of Learners with chronic absenteeism, serious behavioral incidents, or welfare concerns.	Documented visit logs and action plans; improved attendance and family–school communication; uptake of recommended services.

	safety plans.		
Mentoring Program — provide sustained adult or near peer support for positive choices and restorative reintegration.	Preventive: Match Learners with trained mentors for regular meetings focusing on academics, planning, and life skills. Restorative: Mentors support reparation tasks, accountability check-ins, and community service coordination.	At risk secondary Learners, Learners returning from suspension, or those needing additional support.	Mentor-mentee meeting logs; improvements in grades/attendance; lower rereferral rates for discipline.
Afterschool Activities (Remedial classes & Extra-curriculars) — increase engagement and provide supervised positive activities.	Preventive: Remedial tutoring; clubs; sports; arts programs; vocational skill sessions; transportation/late buses. Restorative: Structured restorative service projects and supervised reflection groups post incident.	All secondary Learners, with targeted enrollment for struggling or disengaged Learners.	Higher academic recovery rates; participation statistics; reduced afterschool incidents; completion of restorative tasks.
Referral of children with special needs to trained professionals (DSWD, NGOs, civic orgs) — ensure timely specialist support and inclusion.	Preventive: Screening and early identification; individualized education plans; teacher training in accommodations. Restorative: Convene restorative inclusion meetings when exclusion occurs to agree on accommodations and remedial supports; coordinate referrals.	Learners suspected of or diagnosed with special needs and their families.	Completed referrals and assessments; IEPs or support plans in place; improved participation and reduced exclusion incidents.

Psychosocial Intervention — address trauma and psychosocial needs to restore wellbeing and prevent disengagement. <i>Suggested reference:</i> Psychosocial Support Activity Pack, and Evaluation Guide and Tool, as well as video recordings through this link: https://bit.ly/F2FMHPSSResources	Preventive: Schoolwide mental health promotion; resilience workshops; teacher training in psychological first aid. Restorative: Short-term group or individual psychosocial support after incidents (grief/trauma groups, restorative healing circles); referral to clinical care when needed.	Learners affected by trauma, crisis, or identified psychosocial needs.	Number of Learners receiving support; reduction in symptom checklists; improved classroom engagement and attendance.
--	---	---	---

INTERVENTION FOR GRAVE AND SERIOUS OFFENSES

INTERVENTION PROGRAM	PREVENTIVE/ RESTORATIVE ACTIVITIES	TARGET PARTICIPANTS	EXPECTED OUTPUT
Alternative Delivery Mode (ADM)	1. Modular Distance Learning 2. Online Distance Learning 3. Open High School	Identified Learners under Children In Conflict with the Law (CICL), and affected by trauma, crisis, or identified psychosocial needs or Children at Risk (CAR)	Number of Learners receiving support; reduction in symptom checklists; improved classroom engagement and attendance.
Referral to Other Professionals or organizations/appropriate service providers (LGUs and NGOs)	Undergo Assessment and/or diagnosis, therapeutic or clinical intervention.		

ENCLOSURE 2:**SUGGESTED INTERVENTION PROGRAMS FOR REGIONAL, DIVISION, AND SCHOOL OFFICIALS AND OTHER PERSONNEL IN TABULAR FORM**

INTERVENTION PROGRAM	PREVENTIVE/ RESTORATIVE ACTIVITIES	TARGET PARTICIPANTS	EXPECTED OUTPUT
1. Capacity Building for Staff — strengthen staff skills to implement restorative and preventive practices consistently across the school/division.	Preventive: Regular professional development on restorative practices, SEL pedagogy, trauma-informed care, classroom management, de-escalation, inclusive instruction, and referral protocols. Restorative: Staff-led restorative facilitation training, practice labs, and coaching for restorative conferencing after incidents.	All school staff (teachers, administrators, support staff) and division-level coordinators; new-hire induction cohorts.	Increased staff competence and confidence scores; fidelity of restorative practice implementation; reduction in punitive disciplinary actions; training completion records.
2. Leadership & Policy Development — create policies and leadership structures that support restorative approaches and prevention.	Preventive: Review and revise discipline policies to prioritize restorative responses; establish clear referral pathways and multi-tiered support systems; develop division-wide SEL and positive behavior frameworks. Restorative: Policy provisions for restorative conferencing, re-entry protocols, and community repair processes.	School leaders, division curriculum and student welfare officers, policy committees, and school boards.	Updated policy documents; adoption of restorative discipline guidelines; measurable decreases in suspensions/expulsions across division; consistent re-entry procedures.

3. Multi-disciplinary Teams & Case Management — coordinate supports for complex student cases.	Preventive: Establish school-based multi-disciplinary teams (MDTs) including guidance, counseling, special education, nursing, and social work; implement case tracking systems. Restorative: MDT-facilitated restorative planning meetings after serious incidents to coordinate reparative actions and support.	School counsellors, social workers, special educators, nurses, discipline coordinators, division-level support staff.	Regular MDT meetings; documented individualized support plans and action trackers; improved cross-agency coordination; reduction in unresolved complex cases.
4. Data Systems & Monitoring — use data to inform preventive strategies and monitor restorative outcomes.	Preventive: Implement centralized data dashboards for attendance, behavior incidents, referrals, and service uptake; routine data reviews to identify trends and at-risk cohorts. Restorative: Track restorative conference outcomes, compliance with repair agreements, and recidivism.	Division data officers, school heads, guidance counselors, behavior specialists.	Actionable data reports; data-driven interventions; measurable reductions in target indicators (repeat incidents, chronic absenteeism); timely follow-up on restorative plans.
5. Staff Wellness & Support — ensure personnel wellbeing to sustain restorative work.	Preventive: Provide staff wellness programs, stress-management workshops, peer support groups, and access to counseling. Restorative: Debriefing and restorative circles for staff after critical incidents.	All school and division personnel, with emphasis on high-stress roles (counselors, disciplinarians).	Reduced staff burnout indicators; higher retention rates; documented staff wellbeing activities and participation.

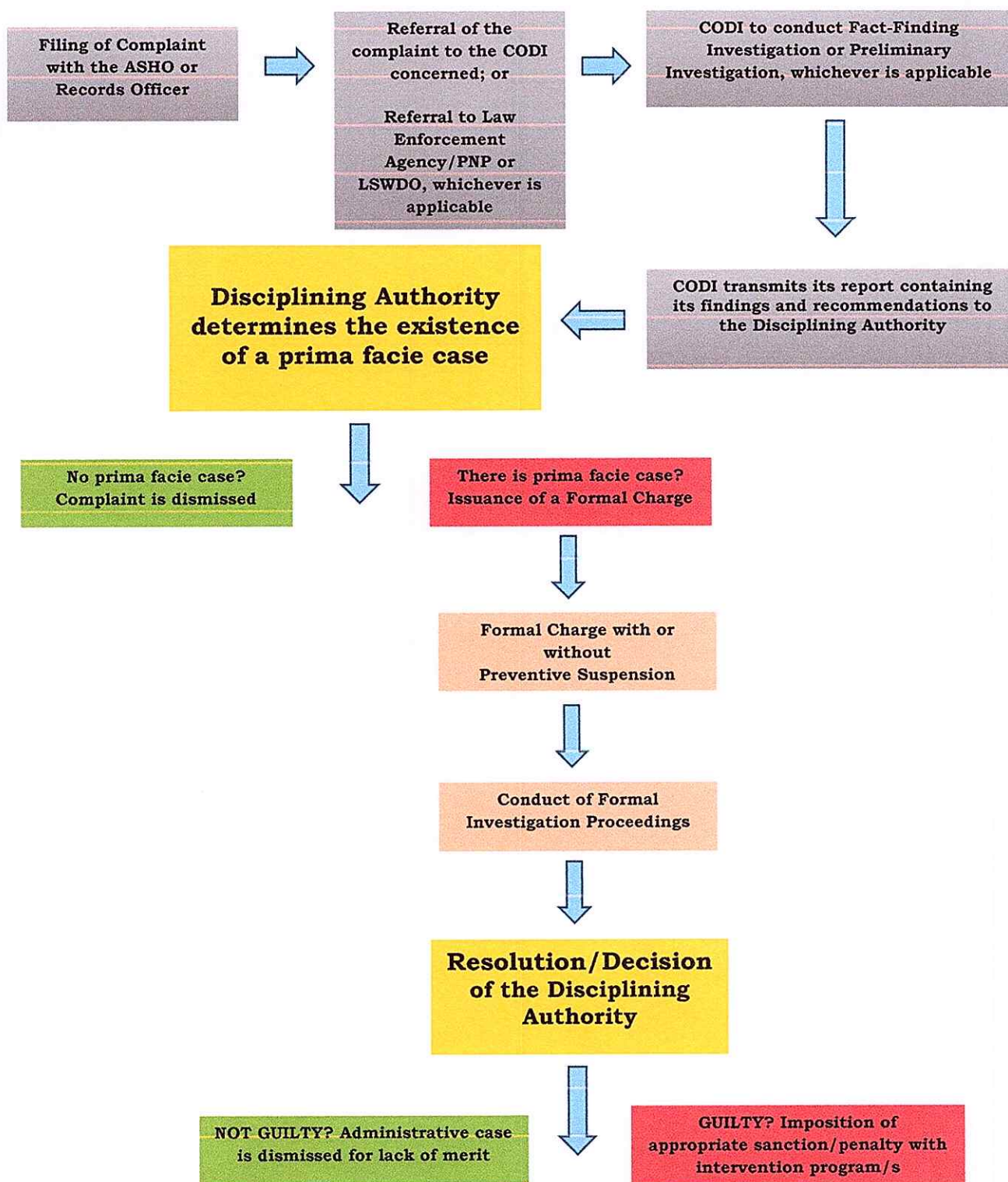
6. Community & Interagency Partnerships — strengthen links with external services for preventive and restorative support.	Preventive: Formal MOUs with health, social services, law enforcement diversion programs, and NGOs for prevention programs and referrals. Restorative: Joint restorative conferences involving external agencies when incidents affect the wider community.	Division leadership, school heads, local government units, health and social service agencies, NGOs.	Active partnership agreements; streamlined referral pathways; shared training events; coordinated responses to incidents.
7. Communication & Stakeholder Engagement — keep families and communities informed and involved.	Preventive: Regular communication plans (newsletters, town halls) to promote prevention programs and SEL; parent education sessions. Restorative: Transparent communication protocols for incidents, restorative processes, and outcomes; facilitated community dialogues.	School/Division communications officers, parents, community leaders, PTA/PTSO.	Increased parent/community engagement metrics; public awareness of restorative policies; timely and appropriate communications after incidents.
8. Resource Allocation & Sustainability — ensure funding and resources for restorative/preventive programs.	Preventive: Budget lines for SEL curriculum, staffing (counsellors, social workers), and after-school programs; grant-seeking support. Restorative: Allocate resources for restorative training, coordination time, and materials for repair projects.	Division finance officers, school administrators, grant coordinators.	Dedicated budget allocations; sustained program delivery; successful grant applications; documented resource use.

9. Professional Standards & Accountability — integrate restorative competencies into performance and evaluation.	Preventive: Include restorative practice competency and SEL implementation in teacher/appraiser frameworks; regular observation and feedback cycles. Restorative: Appraisal of staff facilitation of restorative processes and adherence to follow-up actions.	Division HR, school supervisors, appraisal committees, teachers.	Appraisal records reflecting restorative competencies; performance improvements; accountability for implementing repair agreements and follow-ups.
10. Crisis Response & Continuity Planning — prepare systems for timely restorative and psychosocial responses to critical incidents.	Preventive: Develop division-wide crisis response plans incorporating psychosocial support, communication, and rapid referrals; regular drills and tabletop exercises. Restorative: Rapid deployment of restorative circles, family-school conferences, and staff debriefs after incidents.	Division emergency planners, school heads, counselors, local emergency services.	Up-to-date crisis plans; timely psychosocial responses post-incident; reduced long-term disruption and quicker student reintegration.
11. Training for External Stakeholders — equip community partners and local officials with restorative knowledge.	Preventive: Joint training sessions for police, barangay officials, social workers, and NGO partners on youth development and restorative approaches. Restorative: Co-facilitated restorative events and shared protocols for referrals and conferencing.	Local law enforcement, barangay officials, social welfare officers, NGO staff, community leaders.	Improved cross-sector understanding and cooperation; joint protocols for restorative processes; fewer adversarial external responses.

12. Research, Evaluation & Continuous Improvement — evaluate program impact and refine interventions.	Preventive: Commission periodic program evaluations, collect qualitative feedback, and run pilot innovations. Restorative: Monitor restorative practice fidelity and outcomes; use lessons learned to update training and policy.	Division research units, external evaluators, school program leads.	Evaluation reports; evidence-based refinements; documented improvements in outcome metrics; dissemination of best practices.
---	--	---	--

ENCLOSURE 3:

Diagram of Sexual Harassment, GBSH, and all other forms of Sexual Harassment Complaint (DepEd Personnel)¹



¹ Learners are governed by separate student discipline proceedings as per School Manual/Learner Handbook, RM 217, s. 2021 or subsequent rules and regulations.

ENCLOSURE 4:**SEXUAL HARASSMENT/GBSH COMPLAINT FORM**

I. COMPLAINANT INFORMATION	
Full Name:	Sex: Age:
School/Office:	Position/Role:
Contact Number:	Email Address (optional):
If you are a parent/guardian filling out this form on behalf of a minor complainant, please provide your contact information below.	
Name:	Contact Number:
Address:	Email Address (optional):
II. YOUR COMPLAINT OF SEXUAL HARASSMENT IS MADE AGAINST:	
Name:	Designation/Title:
Address:	Relationship: __ Supervisor __ Subordinate __ Co-worker __ Other(please specify): _____
Date(s) sexual harassment/GBSH has occurred:	Time of the incident:
Location of the incident:	
Nature of Harassment (check all that apply):	
☐ Verbal (e.g., sexual jokes, comments) ☐ Physical (e.g., unwanted touching) ☐ Visual (e.g., lewd gestures, images) ☐ Online (e.g., messages, posts) ☐ Other: _____	
III. COMPLAINT INFORMATION (PLEASE GIVE DETAILS/NARRATIVE OF YOUR COMPLAINT)	

IV. PLEASE LIST THE NAME AND CONTACT INFORMATION OF ANY WITNESSES OR INDIVIDUALS THAT MAY HAVE INFORMATION RELATED TO YOUR COMPLAINT:

Name	Contact number/email address
1. _____	_____
2. _____	_____
3. _____	_____

DECLARATION

I hereby declare that the information provided is true and correct to the best of my knowledge. I understand that this complaint shall be handled with strict confidentiality and in accordance with DepEd policies, rules and regulations.

Signature above printed name:

Date Filed:

Complaint Received by:

Printed Name/Signature:

Date & Time:

VERIFICATION AND CERTIFICATION ON NON-FORUM SHOPPING

I, _____, of legal age, Filipino, and a resident of _____, under oath, hereby state:

1. That I am the complainant in the above-entitled case; I have caused the preparation of this Complaint; and that I have read and understood its contents which are true and correct based on my own personal knowledge and/or based on true and authentic records;

2. That I have not commenced any action or proceeding involving the same issue or subject matter and specifically the same complaint in the Supreme Court, the Court of Appeals, Trial Courts or any other tribunal or agency; that to the best of my knowledge, no such action or proceeding is pending in the Supreme Court, the Court of Appeals, Trial Courts or any other tribunal or agency, and that, if I should learn thereafter that a similar action or proceeding has been filed or is pending before these courts or tribunal or agency, I undertake to report that

fact to the Honorable Disciplining Authority within five (5) days therefrom; and

3. That the filing of this complaint is not in violation of the rule against splitting a single cause of action or multiplicity of suits.

IN WITNESS WHEREOF, I have hereunto set my hand this

_____.

Signature above printed name
Affiant

SUBSCRIBED AND SWORN to before me this _____.
Affiant is personally known to me to be the same person who executed and signed this Complaint.