DEPARTMENT OF EDUCATION
SDO-Iriga City RECORDS SECTION
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CTRL No.: 2026-11-573

Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BICOL)
TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD IRIGA

November 9, 2026

DIVISION MEMORANDUM
No. 573, s. 2026

DISSEMINATION OF DEPED REGION V LEARNER RIGHTS AND PROTECTION (LRP) RESOURCE PACKAGE

To: Assistant Schools Division Superintendent
Chief ES -SGOD
OIC-Public Schools District Supervisors
Secondary Lead Principal
All Public Elementary and Secondary School Heads
Learner Formation Officers
Guidance Counselors/School Counselor Associates/Guidance Designates
All Others Concerned

1. Please be informed of Regional Memorandum No. 1337, s. 2026, entitled *"DepEd Region V Learner Rights and Protection (LRP) Resource Package."* The resource package contains relevant LRP tools and templates, reminders, and Frequently Asked Questions (FAQs) to guide schools in addressing learner protection concerns.

2. The resource package shall serve as a guide for the School Child Protection Committee (CPC), Learner Formation Officers, Guidance Counselors, School Counselor Associates, and Guidance designated in managing and handling cases and concerns related to Learner Rights and Protection (LRP).

3. All provisions and guidelines on the proper utilization of the LRP Resource Package are stipulated in the attached Regional Memorandum.

4. Furthermore, the Regional Virtual Orientation for Learner Formation Officers, originally scheduled on November 6, 2026, has been rescheduled. The new schedule shall be announced through a separate Regional Memorandum.

5. For the information, guidance, and appropriate action of all concerned.

MARIA-MAGNOLIA F. BRIOSO, CESO VI
OIC-Schools Division Superintendent

SGOD-LRP/slrv
11-9-2026

Republic of the Philippines
Department of Education
REGION V - BICOL

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7 October 2026

REGIONAL MEMORANDUM
No. 01337 s. 2026

DEPED REGION V LEARNER RIGHTS AND PROTECTION (LRP) RESOURCE PACKAGE

To : Assistant Regional Director
Schools Division Superintendents
Assistant Schools Division Superintendents
Regional Chiefs of Functional Divisions/Sections/Units
Regional and Division LRP Focal Persons
Public Elementary and Secondary School Heads
Community Learning Centers (CLCs)
All Concerned

1. Relative to DepEd Order No. 006, s. 2026, re: Guidelines on Ensuring a Safe and Motivating Learning Environment dated March 24, 2026, DepEd Order No. 40 s. 2012, re: DepEd Child Protection Policy, and other related Learner Rights and Protection (LRP) existing policies and/or issuances, this Office issues this DepEd Region V – Learner Rights and Protection (LRP) Resource Package which contains all related LRP Tools and Templates, Reminders and Frequently Asked Questions (FAQs).

2. This Resource Package is a consolidation of all the tools and templates as enclosed in LRP-related issuances, which are aligned to DepEd's commitment to ensure safe, secure, and resilient learning environments. This is also in response to the increasing occurrence of active shooting and other active attack incidents affecting schools and communities worldwide.

3. Specifically, this Memorandum offers the following LRP tools/templates related to LRP reporting and referral of incidents for use by all schools:

a. Initial Risk Assessment Template (based on Annex H DO No. 006, s. 2026)
b. LRP Incident Report Template (initiated by RO V)
c. Enhanced Intake Sheet (based on DO No. 40 s. 2012)
d. Intervention Plan (based on RM No. 01052 s. 2024)
e. Referral Form (based DO No. 18, s. 2015)
f. Post Intervention Report Template (initiated by RO V)
g. Model Template for the School Child Protection Policy (based on RM 00969 s. 2024)
h. Model Template for Anti-Bullying Policy (based on DO No. 6, s. 2026)
i. M&E Tool: Child Protection Committee Enhanced Monitoring and Evaluation Tool for Public and Private Schools in Region V (based on Memorandum No. OM-OUGOPS-2026-11-3491

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j. M&E Tool: Monitoring and Evaluation Tool for the Implementation of School-Based Anti-Bullying Policy in Region V (based on Annex D of DO 6, s. 2026)
k. Call Slip (based on Annex K of DO 6, s. 2026)
l. Confiscation Slip for Prohibited Items (based on Annex F of DO 6, s. 2026)
m. Confiscation Slip for Violation of Responsible Use of Portable Electronic Device Policy (based on Annex J of DO 6, s. 2026)

4. These tools/templates can be accessed through the link provided below:
https://bit.ly/4xzvNL7



5. To reiterate the response strategies pursuant to DepEd Order No. 006, s. 2026 or the Guidelines on Ensuring a Safe and Motivating Learning Environment, the following are the Standard Operating Procedures (SOPs):

a. **Risk Assessment**. The CPC, through the registered guidance counselors, learner formation officers, or school heads, shall accomplish the Initial Risk Assessment Form (Enclosure No. 1) upon determining a probable LRP-related incident including abuse, violence, exploitation, discrimination, bullying, or gender-based sexual harassment.

b. **Incident Reporting**

b.1. Schools shall maintain a clear, accessible, and confidential reporting system to ensure learner and staff safety. All incidents shall be documented using the LRP Incident Report (Enclosure No. 2), to be accomplished by the LFO, and Intake Sheet (Enclosure No. 3), to be accomplished by Guidance Counselor/Designate, shall contain at a minimum: identifying information of the victim and alleged respondent, and initial interventions provided.

b.2. These records shall be confidential and maintained solely by the Learner Formation Officer (LFO).

b.3. Upon accomplishment of the IR, the Enhanced Intake Sheet and Proposed Intervention Plan, the school/school personnel shall refer the said report to the proper Disciplining Authority within 48 hours from its receipt, whether verbally or in writing.

b.4. Fact-Finding Investigations (FFI) shall be conducted for substantiated reports, and a comprehensive report containing the

findings and recommendations shall be submitted to the School Head within 10 calendar days.

b.5. The School Head shall submit investigation results to the Schools Division Superintendent (SDS) and the Regional Director within 30 calendar days from receipt of the report or complaint.

b.6. Schools shall submit to the SDO, within the first week of each school year, an annual report on bullying cases, interventions undertaken, relevant statistics, and other pertinent information.

b.7. The SDO shall compile all incident reports from schools and submit a consolidated statistical report to the RO and LRPD within the first month of each school year.

c. **Referral Protocols**

c.1. Schools shall observe established referral protocols by promptly reporting incidents to the designated CPC member and referring them to the appropriate authorities, including the SDO, RO, and relevant government agencies, in accordance with existing laws and policies to ensure the immediate protection and support of the learner involved. See Enclosure No. 4 for the template.

c.2. Copies of the accomplished Initial Risk Assessment, LRP Incident Report Template, Enhanced Intake Sheet, Intervention Plan (Enclosure No. 4) and Referral Form (Enclosure No. 5) shall be submitted to the Schools Division Offices (SDOs) and Regional Office – Learner Rights and Protection (LRP) Focal Persons for reporting, reference and monitoring of incidents.

c.3. The LRP Incident Report shall be signed by the School Head, with initials of the LFO and Guidance Counselor or Designate or School Counselor Associate (SCA). The Enhanced Intake Sheet and Intervention Plan per incident shall be prepared by the Guidance Counselor or Guidance Designate or SCA utilizing the existing templates as uploaded in the provided link above.

c.4. The Post Intervention Report (Enclosure No. 6) shall be submitted immediately to the SDO and RO after the implementation of the Intervention Plan, preferably at least within a month upon IR submission.

c.5. Schools should maintain a centralized database recording all reported incidents, actions taken, and outcomes to ensure transparency, timely follow-ups, and accountability. The database shall include the following:

- Number of incidents;
- Nature of incidents;
- Number of learners involved;

- Setting (time, date, and location);
- Actions taken post- incident;
- Preventive measures implemented;
- Learner details (age, grade, address, parents' background); and
- Current case status

c.6. All cases shall be logged into the School Child Protection database for monitoring and follow-up. Summary reports shall be submitted to the Division LRP Focal Person; and the Division Focal Person shall forward cases to the LRP Regional Office for technical guidance.

d. **Investigation Protocols.**

d.1. Schools shall implement standardized or school- developed procedures for investigating reported LRP incidents. These protocols shall be consistent with existing DepEd issuances, including DepEd Order No. 40 s. 2012 (DepEd Child Protection Policy), DepEd Order No. 15 s. 2012 (DepEd Policy Framework for the Implementation of the Alternative Dispute Resolution System – Mediation), and DepEd Order No. 49, s. 2006 (Revised Rules of Procedure of the Department of Education in Administrative Cases), and shall form part of the school's Standard Operating Procedures (SOPs).

d.2. *Procedural Due Process.* Subject to applicable DepEd issuances, relevant laws, and prescribed SOPs, the following minimum requirements of due process shall be observed in cases where a penalty may be imposed:

d.2.1. *Written Notice.* The respondent shall be informed in writing of the complaint or offense, together with the supporting evidence.

d.2.2. *Right to Answer Complaints.* The respondent shall be allowed to submit a written answer within 10 calendar days, with the assistance of a parent/legal guardian or legal counsel;

d.2.3. *Written Decision.* The disciplining body shall issue a written decision stating the facts, issues, and basis of the ruling; and

d.2.4. *Appeal.* The decision may be appealed to the immediate higher authority (e.g. SDS or RD) within 15 days from receipt. Failure to file within the prescribed period shall result in dismissal of the appeal in accordance with DepEd Order No. 49, s. 2006 (Revised Rules of Procedure of the Department of Education in Administrative Cases). The higher authority may affirm, modify, or remand the decision for further review.

d.3. In bullying cases, the decision may be appealed to the Office of the Undersecretary for Legal and Legislative Affairs, by authority of the

Secretary of DepEd, within 10 days from receipt of the decision, in accordance with the Revised IRR of the Anti-Bullying Act.

6. To intensify interventions along LRP concerns, all schools must prepare and submit an Intervention Plan per incident reported. Interventions include referral of cases, conduct of psychological first aid (PFA), guidance and counseling, and mental health and psychosocial support services.

7. The soft copies of the contextualized PFA modules can be accessed through the link as well. These interventions shall engage all parties involved, including perpetrators, victims, bystanders, parents or guardians, school personnel, and other affected individuals. LFOs shall be in close collaboration with the Guidance Counselors, Guidance Designates, and/or School Counselor Associates (SCAs) to ensure the implementation of intervention activities in the schools.

8. Moreover, **positive discipline** shall be given priority in schools. As defined in DepEd Order No. 40, s. 2012, or the Child Protection Policy, positive discipline is a holistic, constructive, and proactive approach that helps learners develop appropriate behavior and self-discipline. It focuses on long-term goals, using everyday situations to teach lifelong skills and values while respecting learners' rights and dignity.

9. DepEd allows teachers and school personnel to impose disciplinary measures to correct behavior, provided they are constructive and support the learner's development. Corporal punishment or any measures that are physically, sexually, or psychologically harmful, degrading, humiliating, abusive, or violent are strictly prohibited. Discipline must uphold the learner's dignity and growth.

10. The school and administration are responsible for maintaining discipline both on campus and during authorized off-campus school activities. Discipline shall:

a. prioritize the best interest of the learner;
b. be proportionate to the nature and gravity of the offense, with physically harmful punishment strictly prohibited, and
c. be applied only for valid cause, based on observable and reasonable grounds or credible information, in accordance with school rules and due process.

11. In addition, all schools are required to designate a Learner Formation Officer (LFO) pursuant to DM No. 55 s. 2026 or the Clarificatory Guidelines on the Designation of Learner Formation Officers in Schools Pursuant to the Revised Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627, otherwise known as the Anti-Bullying Act of 2013, and DepEd Order No. 006 s. 2026, to handle bullying incidents, taking into consideration the school population and historical data on the prevalence of bullying.

12. The LFO shall be responsible for maintaining a safe and respectful learning environment through the enforcement of school policies and the management of learner behavior.

13. For the interim, the School Head shall designate any of the following personnel as LFOs:

a. Assistant School Head Designates (ASHDs);
b. Head Teachers (HTs) who are not designated as Department Heads or as TICs; and
c. Teachers

14. The designation of teachers as LFOs shall be effected through a Designation Order with the concurrence of the concerned teacher/s, duly signed by the Schools Division Superintendent (SDS). To support the immediate and effective implementation of the Revised IRR of RA 10627, all schools shall ensure that an LFO is designated this October 2026.

15. The following are the duties of the Learner Formation Officer (LFO):

a. Provide learners and their parents and/or parent-substitutes with a copy of the school's anti-bullying policy;

b. Enable learners to anonymously report bullying or retaliation and provide clear instructions on how to make an anonymous report; Provided, however, that no disciplinary or administrative action shall be taken against a bully solely based on an anonymous report;

c. Handle and resolve bullying complaints and cases, and ensure that the rights of the victim, bully, upstander, and bystander are protected and upheld during the investigation while maintaining confidentiality throughout the process;

d. Ensure the availability of consolidated statistical information on bullying and retaliation, subject to applicable confidentiality requirements and data privacy policies. Whereas personal information, sensitive personal information, and other confidential information learner information shall be disclosed only to authorized personnel with a legitimate need-to-know and a lawful basis for access; and

e. Render desk duty for at least 2 hours a day for sessions or consultations with learners, school personnel, and parents or parent-substitutes for purposes of reporting and injuries.

16. The LFO shall perform any of the aforementioned duties during their daily two-hour desk duty.

17. To promote learner welfare and a safe school environment, all schools and CLCs shall develop the following **prevention strategies**:

a. Learner's Handbook

a.1. Prioritize the use of the Learner's Handbook that shall serve as the key information, education, and communication (IEC) material to orient learners and educate the learners about their rights, school prevention and response strategies, and protection from incidents related to LRP concerns, including violence, bullying, abuse, and other threats to their safety and well-being.

a.2. The Handbook shall be distributed in digital or printed formats, or both, during enrollment, orientation, or other appropriate times. It shall be posted in at least 3 conspicuous locations within the school or on the school website.

a.3. Orientation sessions for learners, school personnel, and parents may be conducted to ensure familiarity with its contents.

b. Contextualized School Code of Conduct

b.1. The Standardized Code of Conduct shall provide interventions and disciplinary measures for violations. It shall be periodically reviewed and developed through stakeholder consultation, including learners, personnel, parents, community members, local authorities, and other representatives from relevant agencies and offices.

b.2. Code of Conduct for Personnel. Ensures that personnel:

b.2.1. Uphold professionalism and ethics per RA No. 6713 (Code of Conduct and Ethical Standards for Public Officials and Employees) and DepEd Order No. 49, s. 2022 (Amendments to DepEd Order No. 47, s. 2022);

b.2.2. Protect learners' rights, autonomy, and personal boundaries;

b.2.3. Maintain safe physical and online environments, including proper communication channels and prohibition of cyberbullying or unauthorized sharing of learner images/videos;

b.2.4. Treat learners equitably, avoiding favoritism or gender-based discrimination;

b.2.5. Observe prohibited behaviors, including romantic/sexual relationships with learners, corporal punishment, humiliating discipline, exposure to vices, and posting harmful content;

b.2.6. Supervise learners during school, online, and off-site activities, in coordination with parents/guardians.

b.3. Code of Conduct for Learners. This outlines expected behaviors in an age-appropriate, child-friendly manner, including:

b.3.1. Respect for self, others, and the school community;

b.3.2. Promote responsible digital and safe online behavior;

b.3.3. Roles in preventing LRP incidents;

b.3.4. Prohibited behaviors and disciplinary measures;

b.3.5. Reporting process and learners' right to be heard; and

b.3.6. Application during school, online, and school-related offsite activities.

c. Anti-Bullying Policy

c.1. In compliance with Section 5 of the Revised IRR of RA No. 10627 (Anti-Bullying Act), all public schools and CLCs shall adopt a localized anti-bullying policy reflecting learners' and community needs, submitted to the SDO, and integrated into the Learner Handbook. Private schools are encouraged to do the same, aligned with DepEd issuances.

c.2. DepEd schools and CLCs shall refer to the Anti-Bullying Policy Template *(please refer to the provided link)* and adopt it in full or in part, as appropriate to their operations, ensuring alignment with ESMLE policy pursuant to DO No. 006, s. 2026 and other related issuances.

c.3. Based on the Revised IRR or the DepEd Memorandum No. 90 s. 2025. There is a 3-Level Response System:

Level 1: Classroom teacher handles minor cases immediately, conducts an initial assessment and resolves the issue with appropriate intervention.

Level 2. Learner Formation Officer handles unresolved or repetitive cases beyond minor cases, which may impose immediate physical, psychological, or emotional harm and require a formal proceeding and intervention.

Level 3. School Head conducts a thorough investigation, notifies the parents, implements safety plans for affected learners, and coordinates with law enforcement and other relevant external stakeholders if necessary.

d. Anti-Hazing Policy. All forms of hazing are strictly prohibited under RA No. 11053 (Anti-Hazing Act of 2018). Fraternities and sororities are prohibited; learners are encouraged to join school-registered organizations promoting safe space and camaraderie. All schools are discouraged to entertain/and or engage with fraternities and sororities.

18. Finally, all Schools Division Offices are enjoined to conscientiously conduct school monitoring and reporting to determine the efficiency and effectiveness of operations and provide the basis for critical management decisions such as resource allocation or realignment, target setting, remedial/corrective actions, or strategy development.

19. In Region V, the following are the existing monitoring and evaluation tools for LRP:

a. Child Protection Committee Enhanced Monitoring and Evaluation Tool for Public and Private Schools in Region V

a.1. The accomplished tool shall be submitted by the schools to the SDO by the end of February 2027 and the consolidated report to RO by the end of March 2027.

a.2. This assessment tool aims to evaluate the functionality and effectiveness of school-based CPCs in promoting and safeguarding learners' rights and protection. Specifically, it seeks to determine the extent to which CPCs are able to carry out their mandated roles and responsibilities, identify areas of improvement, and provide evidence-based inputs for strengthening child protection policies, programs, interventions, and capacity-building initiatives.

a.3. This enhanced CPC Functionality Assessment Tool, originally developed by the Social Watch Philippines (SWP) in partnership with DepEd, has been enhanced to strengthen the assessment of school-based CPCs and ensure alignment with current child protection policies, standards, and implementation requirements of the DepEd.

a.4. The tool evaluates key areas of CPC operations, including organization and coordination, policy implementation, capacity-building and resource mobilization, referral and monitoring mechanisms, and learner protection services.

b. **Monitoring and Evaluation Tool for the Implementation of School-Based Anti-Bullying Policy in Region V**.
b.1. This M & E Tool shall be used to monitor selected elementary and secondary schools in Region V as they implement the Department of Education's Anti-Bullying Policy.

b.2. The accomplished tool shall be submitted by the schools to the SDO by the end of February 2027 and the consolidated report to RO by the end of March 2027.

20. To facilitate onboarding of those concerned, a Regional Virtual Orientation shall be conducted on **November 6, 2026** for the designated Learner Formation Officers (LFOs) in the schools in Region V. Discussions will cover DepEd Order No. 006 s. 2026, re: Guidelines on Ensuring a Safe and Motivating Learning Environment; DepEd Order No. 40 s. 2012, re: DepEd Child Protection Policy; DepEd Order No. 18 s. 2015, re: DepEd Guidelines on the Management of CAR and CICL; and DepEd Memorandum No. 90 s. 2025, re: Revised Implementing Rules and Regulations (IRR) of the Anti-Bullying Act of 2013.

21. Provisions in this Regional Memorandum will also be discussed to ensure clarity and facilitate common understanding. The meeting link shall be released in a separate issuance.

22. A List of Frequently Asked Questions (FAQs) on LRP is found in Enclosure No. 1 for reference in conducting orientations to learners, teachers, parents, and other stakeholders.

23. Immediate dissemination of and strict compliance with this Memorandum is desired.

GILBERT T. SADSAD
Regional Director

Encls:As stated
To be indicated in the Perpetual Index
under the following subjects:
ESSD/Learner Rights and Protection

ESSD-SPPS-LRP/jll-mcgb-srnso
10/07/2026

Enclosure No. 1

Frequently Asked Questions (FAQs) on Learner Rights and Protection Program

1. What is the definition and official scope of 'Learner Rights and Protection' (LRP)?

LRP Concerns refer to all types of 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 as defined by DO 6, s. 2026 or the Guidelines on Ensuring a Safe and Motivating Learning Environment.

Learner Rights and Protection (LRP) encompasses policies, guidelines, and legal frameworks designed to promote and protect every student's right to accessible, quality education while guaranteeing a safe, healthy, and supportive environment. It safeguards learners from physical, emotional, and sexual abuse, bullying, discrimination, and neglect.

2. Do learners have a right to protection against bullying and harassment in school?

Yes. All schools and CLCs are required to maintain strict anti-bullying (DM 90 s. 2025, DO 6, s. 2026) and child protection policies (DO 40 s. 2012). Schools must establish clear reporting channels, conduct prompt investigations, and provide appropriate interventions such as psychological first aid, guidance and counseling, reporting and referral to concerned authorities for both the learner-victim and perpetrator.

3. Can a school exclude, suspend, or expel a learner without due process?

No. Learners are entitled to procedural due process as stipulated in DO 006, s. 2026. Before any severe disciplinary action such as suspension, non-readmission or exclusion is enforced, the learner and their parent/guardian must be informed in writing, given a fair opportunity to present their side, and provided with a clear rationale based on the student code of conduct.

4. What mechanisms should a school have to handle reports of abuse or policy violations?

Schools are required to establish a dedicated Child Protection Committee and designate Learner Formation Officer/s (LFO/s). Pursuant to DO 6 s. 2026, the schools shall implement standardized or school-developed procedures for investigating reported LRP incidents. These protocols shall be consistent with DepEd issuances.

5. Are learners protected from corporal punishment by teachers or staff?

Yes. Corporal punishment or any measures that are physically, sexually, or psychologically harmful, degrading, humiliating, abusive, or violent are strictly prohibited. Discipline must uphold the learner's dignity and growth pursuant to DO 006, s. 2026.

6. Is a teacher designated as the School Learner Formation Officer (LFO), entitled to a reduced teaching load, and how are their daily desk duty hours counted against their 6-hour daily teaching cap?

The Guidelines (DO 6, s. 2026) do not prescribe a specific teaching-load reduction. However, the LFO designation is considered a teaching-related assignment (subsumed under Guidance and Advocacy), and priority shall be given to teachers with less than six (6) hours of teaching load and/or those who are not class advisers or assigned with other teaching-related tasks.

LFOs are required to provide 2-hour daily desk duty for handling learner affairs, bullying reports, and consultations.

Teachers designated as LFOs are eligible for Teaching Overload Pay or Vacation Service Credits if total actual teaching hours still exceed 6 hours in accordance with DO No. 026, s. 2025, or the Guidelines on the Payment of Overtime Services of Teachers and DM No. 55, s. 2026.

7. What if the parent/guardian disagrees with the imposition of disciplinary action against a learner?

Pursuant to DO 6, s. 2026, disciplinary authority must exercise due process in imposing disciplinary actions. This ensures that the parent/guard is well informed of the process. The school must inform them that they can appeal to the immediate higher authority.

8. Does Positive Discipline mean that teachers can no longer discipline learners?

No. It does not mean absence of discipline. It means discipline should teach, correct, guide, and develop self-discipline rather than inflict fear, humiliation, or physical pain.

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

In addition, as stipulated in DO 006, s. 2026, DepEd allows teachers and school personnel to impose disciplinary measures to correct behavior, provided these are constructive and support the learners' development.

9. Who holds the accountability for the confidentiality of Incident Report in school?

The School Head, being the school's administrator, shall be the signatory for each Incident Report submitted to the Schools Division Office (SDO). As per DO 006, s. 2026, letter A on Standard Operating Procedures (SOPs), the schools are required to maintain a clear, accessible, and confidential reporting system to ensure learner and staff safety. While the preparation of the Incident Report (IR) may be drafted by the LFO, the School Head remains the main responsible/accountable person for the school.

10. What is the distinction between the functions of an LFO and Guidance Counselor/ Guidance associate in student affairs?

While roles are both vital to student support services, a Learner Formation Officer (LFO) shall serve as the Discipline Officer or Anti-Bullying Coordinator. The Guidance Associate/Guidance Counselor shall primarily focus on mental health, personal development, academic-career support, guidance and counseling, and accomplishment of necessary templates such as the Enhanced Intake Sheet, the Intervention Plan and Post Intervention Report. This is based on DM 90 s. 2025 or Dissemination of the Revised Implementing Rules and Regulations of RA 10627 otherwise known as the Anti-Bullying Act of 2013.