



Republic of the Philippines  
Department of Education  
NEGROS ISLAND REGION

REGIONAL MEMORANDUM

APR 14 2026

No. 364, s. 2026

**PARTICIPATION TO THE INVITATION FOR FIELD PERSONNEL TO SERVE AS RESOURCE PERSON/WRITER TO THE VALIDATION WORKSHOP ON THE ESTABLISHMENT OF THE DEPED CRISIS MANAGEMENT COMMITTEE (DCMC) ON APRIL 27-30, 2026 IN SORSOGON CITY**

To: Schools Division Superintendents of Sagay City and Victorias City  
Chief Education Supervisor, Education Support Services Division  
All Others Concerned

1. This Office, through the Education Support Services Division (ESSD), disseminates the Memorandum OM-OUGOPS-2026-01-00454 dated April 10, 2026 titled **“Invitation for Field Personnel to Serve as Resource Person/Writers to the Validation Workshop on the Establishment of the DepEd Crisis Management Committee (DCMC) on April 27-30, 2026 in Sorsogon City,”** which is self-explanatory.

2. Anent this, the following is the list of participants from this Office:

Name	Position	Office
1. Benjie Z. Rochar	Master Teacher I	SDO Sagay City
2. Dr. Roger Z. Rochar	OIC - Assistant Schools Division Superintendent	SDO Victorias City

3. Expenses incurred in relation to the participation in the activity shall be charged against local funds, subject to existing accounting and auditing rules and regulations.

4. Immediate dissemination of and compliance with this Memorandum are desired.

  
**RAMIR B. UYTICO EdD, CESO III**  
Regional Director

Encl.: None

Reference: As Stated

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

WORKSHOPS

MPJDP/ESSD/ Communication from the Office of Assistant secretary for Public Affairs and External Partnership  
\_\_\_\_\_/April 14, 2026



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Republika ng Pilipinas  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

**MEMORANDUM**

**OM-OUGOPS-2026-01-00454**

FOR : **ALL CONCERNED REGIONS**

FROM : **MALCOLM S. GARMA**  
*Undersecretary for Governance and Operations*



SUBJECT : **INVITATION FOR FIELD PERSONNEL TO SERVE AS RESOURCE PERSON/WRITERS TO THE VALIDATION WORKSHOP ON THE ESTABLISHMENT OF THE DEPED CRISIS MANAGEMENT COMMITTEE (DCMC) ON APRIL 27-30, 2026 IN SORSOGON CITY**

DATE : April 10, 2026

In line with our continuing efforts to ensure safe and secure learning environments for learners and personnel, this Office is inviting resource persons/writers to the **Validation Workshop of the Policy on the Establishment of the Department of Education (DepEd) Crisis Management Committee (DCMC)**, which will be held on **April 27–30, 2026** in **Sorsogon City**. This activity forms part of the series of policy initiatives aimed at institutionalizing the DCMC to address human-induced threats in schools.

The proposed policy seeks to establish a clear, coordinated, and responsive mechanism across all governance levels of the Department for crisis preparedness, response, and recovery. It aims to strengthen existing systems by defining roles, standardizing protocols, and ensuring that schools and offices are better equipped to manage emergencies and critical incidents.

In this regard, **we would like to invite selected field personnel from your respective regions to serve as Resource Persons/Writers in the Validation Workshop on the Establishment of the DepEd Crisis Management Committee (DCMC)**. Their expertise and contributions, as representatives of their regions, will be vital to the refinement of the draft policy. Attached as Annex A is the list of resource persons/writers; Annex B, the Indicative Program of Activities; Annex C, the list of concerned regions; Annex D, the Supplemental Guidelines on the Utilization of Funds for the Workshop; and Annex E, the Allocation List for the Downloaded Funds.

Expenses relative to the attendance of the DCMC Secretariat and participants from the Central Office, as well as field participants including board and lodging and travel expenses shall be charged against **AC-26-USEC-OPS-GASS-021** or other available funds allotted to the Office of the Undersecretary for Governance and Operations (OUGOPS), subject to existing accounting and auditing rules and regulations of the Department. Please confirm your attendance on or before **April 17, 2026**.

For any questions or further details, you may contact the Office of the Undersecretary for Operations at (02) 8633-5313 or via email at [ouops@deped.gov.ph](mailto:ouops@deped.gov.ph)

**ANNEX A**

**LIST OF RESOURCE PERSON/WRITERS FROM THE FIELD**

No.	Name	Sex	Position	Office
1	Ryan E. Bantiding	M	Education Program Supervisor	DepEd Region I - Regional Office
2	Dr. Maria Corazon M. Dumlao	F	Chief Health Program Officer	SDO Ilocos Norte, DepEd Region I
3	Emil E. Responso	M	Project Development Officer II	SDO - Santiago City, DepEd Region II
4	Virgil Reyes	M	Principal I	SDO- Isabela, DepEd Region II
5	Dr. Jay-Ar D. Catabona	M	Principal I	SDO Nueva Ecija, DepEd Region III
6	Allen C. Candelasa	M	Project Development Officer I	SDO Tarlac Province, DepEd Region III
7	Lorelei A. Jasul	F	Principal II	SDO Lucena City, DepEd Region IV-A
8	Joseph Tito N. Ocampo	M	Principal I	SDO Cavite, DepEd Region IV-A
9	Marife A. Paredes	F	Principal IV	SDO Occidental Mindoro, DepEd Region IV-B
10	Julienette A. Lorica	F	Project Development Officer I	SDO Occidental Mindoro, DepEd Region IV-B
11	Angelou V. Buban	F	Assistant Schools Division Superintendent	SDO Sorsogon City, DepEd Region V
12	Joan L. Lagata	F	Education Support Services Division Chief	DepEd Region V, Regional Office
13	Maria Cristina Baroso	F	Project Development Officer IV	DepEd Region V, Regional Office
14	Maria Audrea L. Vivo	F	Project Development Officer II	SDO Catanduanes - DepEd Region V
15	Dr. Leonerico E. Barredo	M	Education Support Services Division Chief	DepEd Region VI
16	Benjie Z. Rochar	M	Master Teacher I	SDO Sagay City, DepEd NIR
17	Dr. Roger Z. Rochar	M	OIC- Assistant Schools Division Superintendent	SDO Victorias City, DepEd NIR
18	Dr. Marilyn B. Siao	F.	Assistant Regional Director	DepEd Region VIII, Regional Office

19	Dr. Hadja Sarah Lucman Handang	F	Education Program Specialist	SDO Pagadian City, DepEd Region IX
20	Dr. Rasmila M. Cosain	F	Senior Education Program Specialist	SDO Lanao Del Norte, DepEd Region X
21	Ross Chito G. Palo	M	Public Schools District Supervisor	SDO Tagum City, DepEd Region XI
22	Agney C. Taruc	M	Education Program Supervisor	SDO Cotabato Province, DepEd Region XII
23	Augie Perl A. Simangan	F	Project Development Officer I	SDO, Baguio City, DepEd CAR
24	Maribel L. Liddan	F	Project Development Officer II	SDO Pasig City, DepEd NCR

Five (5) additional slots are proposed for allocation to Region V. Furthermore, the Regional Office of DepEd Region V is requested to issue a separate memorandum inviting DepEd learners, their chaperones, and external partners to the validation workshop. The allocation of invitees is detailed in the table below:

Field Participants from Region V	No. of requested field participants
Regional Federation of Supreme Secondary Learner Government - President	1
Regional Federation of Supreme Secondary Learner Government - Vice President	1
Provincial Disaster Risk Reduction and Management Office	1
Provincial Social Welfare and Development Office	1
Philippine National Police - Provincial Office	1

**ANNEX B**

**INDICATIVE PROGRAM OF ACTIVITIES**

<b>Day 1 – Opening Program</b>		
<b>Time</b>	<b>Activity</b>	<b>Lead / In-Charge</b>
9:00-10:00	Distribution of Workshop Kits	Secretariat
10:00-12:00	Registration of Participants	Secretariat
12:00-13:00	Lunch Break	-
13:00-13:15	Opening Program - National Anthem - Invocation	Core Team
13:15-13:20	Opening Message	Usec. Malcolm S. Garma <i>Undersecretary</i>
13:20-14:00	Program Overview <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Program Flow</li> <li>• House Rules and Expectation Setting</li> </ul>	Core Team
14:00-15:00	Session 1: Validation Process <ul style="list-style-type: none"> <li>• Background</li> <li>• Presentation               <ul style="list-style-type: none"> <li>○ Key Findings (Gap Analysis based on the Policy Feedback Form)</li> <li>○ Legal Review</li> </ul> </li> <li>• Presentation by Committee Chairs of and Feedback on Committee Reports</li> </ul>	Danpaul H. Santos <i>Executive Assistant IV</i>
15:00-15:15	Presentation of Policy Feedback from Validation Participants	-
15:15-16:00	Session 2: Small Group Activity	Facilitators
16:00-17:00	<ul style="list-style-type: none"> <li>• Validation Process and Mechanics</li> <li>• Committee Memberships</li> <li>• Small Group Activity</li> </ul>	Danpaul H. Santos <i>Executive Assistant IV</i>
<b>Day 2 – Committee Sessions</b>		
8:00-10:00	Session 2: Parliamentary Procedures and Rules of Procedures	Resource Person
10:00-10:15	Health Break	-
10:15-12:00	Committee Session and Workshop on Draft DO Provisions	Committee Officers
12:00-13:00	Lunch Break	-
13:00-15:00	Committee Hearings	Committee Officers
15:00-15:15	Health Break	-
15:15-17:00	Continuation of Committee Hearings Finalization of Committee Reports	Committee Officers
<b>Day 3 – Opening of Plenary Session</b>		
08:00-8:15	<ul style="list-style-type: none"> <li>• Preliminaries</li> <li>• Submission of Committee Reports to the Plenary</li> </ul>	Plenary Officers

8:15-12:00	Plenary Session 1 <ul style="list-style-type: none"> <li>• Assignment of Proposed Provisions per Committee</li> </ul>	Plenary Officers
12:00-13:00	Lunch Break	
13:00-17:00	Plenary Session 2 <ul style="list-style-type: none"> <li>• Period of Sponsorship</li> <li>• Period of Interpellation</li> </ul>	Plenary Officers
<b>Day 4 – Continuation of Plenary Session and Closing Program</b>		
08:00-08:15	Preliminaries <ul style="list-style-type: none"> <li>• Invocation</li> <li>• Energizer</li> </ul>	Core Team
08:15-09:45	Continuation of 2nd Reading	Plenary Officers
09:45-12:00	3rd Reading: Period of Amendments and Voting	Plenary Officers
12:00-13:00	Lunch Break	-
13:00-14:00	Closing Program <ul style="list-style-type: none"> <li>• Awarding of Certificates</li> <li>• Closing Remarks</li> <li>• Photo Opportunity</li> </ul>	Core Team
14:00 onwards	Travel Time	

## ANNEX C

### LIST OF ALL CONCERNED REGIONS TO BE INVITED TO THE VALIDATION WORKSHOP

**ESTELA P. CARIÑO**

*Regional Director, DepEd Region I*

**BENJAMIN D. PARAGAS**

*Regional Director, DepEd Region II*

**TOLENTINO G. AQUINO**

*Regional Director, DepEd Region III*

**CARLITO D. ROCAFORT**

*Regional Director, DepEd Region IV-A*

**RONNIE S. MALLARI**

*Regional Director, DepEd Region IV-B*

**GILBERT T. SADSAD**

*Regional Director, DepEd Region V*

**CRISTITO A. ECO**

*Officer-in-Charge, Regional Director, DepEd Region VI*

**RAMIR D. UYTICO**

*Regional Director, DepEd Negros Island Region*

**SALUSTIANO T. JIMENEZ**

*Regional Director, DepEd Region VIII*

**RONEL AL K. FIRMO**

*Officer-in-Charge, Regional Director, DepEd Region IX*

**RUTH L. FUENTES**

*Regional Director, DepEd Region X*

**ALLAN G. FARNAZO**

*Regional Director, DepEd Region XI*

**ALBERTO T. ESCOBARTE**

*Regional Director, DepEd Region XII*

**JOCELYN DR ANDAYA**

*Regional Director, NCR, concurrent Officer-in-Charge,  
Office of the Assistant Secretary for Operations – School Operations*

**NICOLAS T. CAPULONG**

*Regional Director, DepEd CAR*

## ANNEX D

### SUPPLEMENTAL GUIDELINES ON THE UTILIZATION OF FUNDS FOR THE VALIDATION WORKSHOP FOR THE ESTABLISHMENT OF THE DEPED CRISIS MANAGEMENT COMMITTEE (DCMC)

To support the participation of identified personnel and ensure the proper implementation of the activity, funds shall be released by the Central Office through the issuance of a **Sub-Allotment Release Order (Sub-ARO), subject to processing by the Finance Strand and availability of funds.** These supplemental guidelines provide the process on utilization of said funds upon release.

The allocation for Region V, as host region, shall cover board and lodging requirements of participants, including accommodation, meals, and necessary venue-related expenses for the duration of the workshop.

For other concerned regions, the allocation shall cover travel expenses and other allowable expenses of authorized participants attending the workshop. These may include round-trip transportation expenses through the most economical and efficient mode of travel, terminal fees, local transportation, and other necessary incidental expenses directly related to official participation in the activity.

**All expenses shall be incurred strictly in connection with the conduct of the workshop on April 27–30, 2026.** Utilization of funds shall be subject to existing budgeting, accounting, auditing, and procurement laws, rules, and regulations, including applicable issuances of the Department of Education and the Department of Budget and Management.

Only expenses supported by complete documentary requirements shall be allowed. These include, but are not limited to, approved Travel Authority, Itinerary of Travel, boarding passes for air travel, official receipts, attendance sheets, and Certificate of Appearance or Participation.

Funds shall not be used for personal side trips, unofficial extensions of stay, purchase of equipment not directly related to the activity, or any expense outside the approved purpose of the workshop. Any realignment of funds across major expense items shall require prior written authority from this Office.

Concerned Regional Offices shall ensure proper obligation and disbursement of funds upon receipt of the Sub-ARO. Liquidation shall be completed in accordance with existing financial management policies. A Financial Utilization Report, together with all supporting documents, shall be submitted to the Office of the Undersecretary for Governance and Operations within fifteen (15) working days after the activity is conducted.

Any excess or unutilized funds shall be reverted in accordance with existing government rules and regulations.

**ANNEX E**

**ALLOCATION LIST OF THE DOWNLOADED FUNDS**

<b>Region</b>	<b>Item</b>	<b>No. of Pax</b>	<b>Amount</b>	<b>Total</b>
Region V	Board and Lodging	55	2,000.00	440,000.00
Region I	Travel Expenses and other allowable expenses	2	11,800.00	23,600.00
Region II	Travel Expenses and other allowable expenses	2	12,800.00	25,600.00
Region III	Travel Expenses and other allowable expenses	2	11,800.00	23,600.00
Region IV-A	Travel Expenses and other allowable expenses	2	11,800.00	23,600.00
Region IV-B	Travel Expenses and other allowable expenses	2	11,800.00	23,600.00
Region V	Travel Expenses and other allowable expenses	15	-	-
Region VI	Travel Expenses and other allowable expenses	1	15,800.00	15,800.00
NIR	Travel Expenses and other allowable expenses	2	15,800.00	31,600.00
Region VIII	Travel Expenses and other allowable expenses	1	15,800.00	15,800.00
Region IX	Travel Expenses and other allowable expenses	1	16,800.00	16,800.00
Region X	Travel Expenses and other allowable expenses	1	16,000.00	16,000.00
Region XI	Travel Expenses and other allowable expenses	1	16,800.00	16,800.00
Region XII	Travel Expenses and other allowable expenses	1	16,800.00	16,800.00
CAR	Travel Expenses and other allowable expenses	1	13,800.00	13,800.00
NCR	Travel Expenses and other allowable expenses	1	11,800.00	11,800.00



Republika ng Pilipinas  
Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

MEMORANDUM

OM-OUGOPS-2025-13-00129

FOR : **ATTY. FATIMA LIPP D. PANONTONGAN**  
*Undersecretary and Chief of Staff*  
*Office of the Secretary*

**PETER IRVING C. CORVERA**

FROM : **MALCOLM S. GARMAN**  
*Undersecretary for Governance and Operations*

**ATTY. EDSON BYRON K. SY**  
*Assistant Secretary for Finance*

SUBJECT : **REQUEST FOR APPROVAL ON THE CONDUCT OF DOWNLOADING OF FUNDS TO REGION V FOR THE VALIDATION WORKSHOP ON THE POLICY ESTABLISHING THE DEPED CRISIS MANAGEMENT COMMITTEE (DCMC)**

*as to downloading*  
**Officer-in-Charge**  
**Office of the Undersecretary for Finance**

DATE : March 25, 2026

**I. BACKGROUND**

In line with the Department's continuing efforts to ensure safe and secure learning environments for learners and personnel, this Office is inviting resource persons/writers to the Validation Workshop of the Policy on the Establishment of the Department of Education (DepEd) Crisis Management Committee (DCMC), which will be held on **April 27-30, 2026** in **Sorsogon City**. This activity forms part of the series of policy initiatives aimed at institutionalizing the DCMC to address human-induced threats in schools.

This initiative builds upon existing Department issuances on disaster risk reduction and school safety, recognizing the need to further strengthen mechanisms that specifically address human-induced risks, including but not limited to security incidents, violence, and other critical disruptions affecting the school environment. In this regard, the development of the proposed policy is intended to harmonize current protocols and close operational gaps observed in crisis situations.

The proposed policy seeks to establish a clear, coordinated, and responsive mechanism across all governance levels of the Department for crisis preparedness, response, and recovery. It aims to strengthen existing systems by defining roles, standardizing protocols, and ensuring that schools and offices are better equipped to manage emergencies and critical incidents.

**II. OBJECTIVES**

The validation workshop aims to achieve the following objectives:

1. To strengthen coordination and collaboration among DepEd, schools, security, health, and LGU partners.
2. To clarify roles and responsibilities in crisis prevention, response, and recovery.



Doc. Ref. Code	OM-OUOPS	Rev	01
Effectivity	03.23.23	Page	1 of 2



**ANNEX B**


**INDICATIVE PROGRAM OF ACTIVITIES**

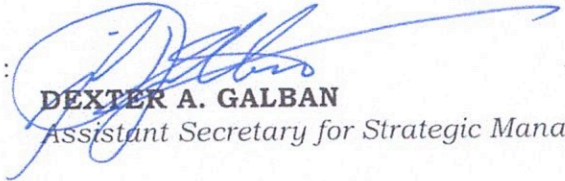
<b>Day 1 – Opening Program</b>		
<b>Time</b>	<b>Activity</b>	<b>Lead / In-Charge</b>
9:00-10:00	Distribution of Workshop Kits	Secretariat
10:00-12:00	Registration of Participants	Secretariat
12:00-13:00	Lunch Break	-
13:00-13:15	Opening Program - National Anthem - Invocation	Core Team
13:15-13:20	Opening Message	Usec. Malcolm S. Garma <i>Undersecretary</i>
13:20-14:00	Program Overview <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Program Flow</li> <li>• House Rules and Expectation Setting</li> </ul>	Core Team
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15:00-15:15	Presentation of Policy Feedback from Validation Participants	-
15:15-16:00	Session 2: Small Group Activity	Facilitators
16:00-17:00	<ul style="list-style-type: none"> <li>• Validation Process and Mechanics</li> <li>• Committee Memberships</li> <li>• Small Group Activity</li> </ul>	Danpaul H. Santos <i>Executive Assistant IV</i>
<b>Day 2 – Committee Sessions</b>		
8:00-10:00	Session 2: Parliamentary Procedures and Rules of Procedures	Resource Person
10:00-10:15	Health Break	-
10:15-12:00	Committee Session and Workshop on Draft DO Provisions	Committee Officers
12:00-13:00	Lunch Break	-
13:00-15:00	Committee Hearings	Committee Officers
15:00-15:15	Health Break	-
15:15-17:00	Continuation of Committee Hearings Finalization of Committee Reports	Committee Officers
<b>Day 3 – Opening of Plenary Session</b>		
08:00-8:15	<ul style="list-style-type: none"> <li>• Preliminaries</li> <li>• Submission of Committee Reports to the Plenary</li> </ul>	Plenary Officers

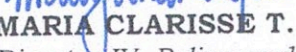


Republic of the Philippines  
**Department of Education**  
POLICY AND PLANNING SERVICE

**MEMORANDUM**  
2026-PPS-OD-02-

FOR :   
**RONALD U. MENDOZA, PhD**  
*Undersecretary for Strategic Management*

THROUGH :   
**DEXTER A. GALBAN**  
*Assistant Secretary for Strategic Management*

FROM :   
**MARIA CLARISSE T. LIGUNAS-ROQUE**  
*Director IV, Policy and Planning Service*

SUBJECT : **REQUEST FOR CLEARANCE FOR THE CONDUCT OF  
VALIDATION WORKSHOP FOR DEPED CRISIS MANAGEMENT  
COMMITTEE POLICY**

DATE : February 20, 2026

In reference to the issued Joint Office Order (OO-OSEC-2025-167) dated July 15, 2025 entitled "Supplemental Guidelines on the Conduct of and Participation in Capacity Building Activities and Strategic and Operational Planning Organized by the DepEd Central Office Strands", the Strategic Management Strand, through the Policy and Planning Service, shall facilitate the review of the offices' proposed planning and assessment activities in accordance with the set criteria and considerations stipulated in the said Office Order.

PPS hereby **endorses the conduct of Validation Workshop for DepEd Crisis Management Committee Policy** of the Office of the Undersecretary for Governance and Operations. Please refer to the *Review Form for Proposed Planning Activities* which indicates our assessment of the planning activity from the submitted documents of OUOps, for your consideration.

Thank you.

*Copy furnished: Undersecretary Malcolm S. Garma, Governance and Operations*

**REVIEW FORM FOR PROPOSED PLANNING ACTIVITIES**

**I. Basic Information**

Requesting Office/Strand	Office of the Undersecretary for Governance and Operations
Name of Activity	Validation Workshop for DepEd Crisis Management Committee Policy
AR/ATC Code	ATC-2026-CO-00039
Date of Activity	March 3-6, 2026
Objective/s	<ul style="list-style-type: none"> <li>• Strengthen coordination and collaboration among DepEd, schools, security, health, and LGU partners;</li> <li>• Clarify roles and responsibilities in crisis prevention, response, and recovery;</li> <li>• Enhance school level preparedness and rapid response mechanisms;</li> <li>• Foster partnerships and information sharing for effective crisis management; and</li> <li>• Review the draft policy and provide feedback to ensure collective understanding and alignment.</li> </ul>
Output/s	<ul style="list-style-type: none"> <li>• Developed DepEd Crisis Management policy</li> </ul>
Cost and Funding Source	PHP 870,700.00 FY 2026 GASS Current Fund
Nature of Activity	<input type="checkbox"/> Strategic Planning <input type="checkbox"/> Operational Planning <input type="checkbox"/> Performance Assessment/Progress Monitoring <input checked="" type="checkbox"/> Others (specify): Policy Development
Initiated by	<input checked="" type="checkbox"/> DepEd-initiated <input type="checkbox"/> Partner-initiated (specify): _____
Target Participants	Representatives from DepEd Central Office, Schools, and LGU Partners

**II. Criteria**

<i>Key Considerations</i>	<b>Yes</b>	<b>No</b>
1. Consistency with the policy direction of the current administration as agreed upon during the series of Executive and Management Committee Meetings and alignment with the Department's 5-POINT Reform Agenda should be the main criterion for evaluating the outputs and impact of all the proposed activities.	✓	<input type="checkbox"/>
2. Alignment and appropriateness of the set performance commitments, indicators, and targets to ensure the activities' contribution to enhanced individual performance and broader organizational goals.	✓	<input type="checkbox"/>

3. Maximized impact of the proposed activity in effectively contributing to the achievement of DepEd's Strategic Objectives.	✓	<input type="checkbox"/>
4. Completeness and correctness of proposals, documents, and attachments.	✓	<input type="checkbox"/>
A. Complete Staff Work	✓	<input type="checkbox"/>
B. Concept Note	✓	<input type="checkbox"/>
C. Activity Request/Authority to Conduct with complete attachments	✓	<input type="checkbox"/>

### III. Recommendations/Feedback:

We acknowledge the submission of the request for clearance of the OUOps pertaining to their conduct of Validation Workshop on the Draft Policy on the Establishment of DepEd Crisis Management. In accordance with the current directions of the Department manifested in the 5-Point Reform Agenda and upholding the provisions outlined in the OO-OSEC-2025-167, we hereby provide the following points for consideration:

- The Program Management Team (PMT) may include sessions focusing on how the policy development on DepEd Crisis Management Committee contributes to the attainment of relevant intermediate outcomes under the **Quality Basic Education Development Plan (Q-BEDP) 2035** and the **5-Point Reform Agenda**, thereby highlighting the initiative's alignment with the Department's current directions and priorities. The program may also include baselining sessions on existing DepEd programs that are related to or have an influence on the implementation of school-based crisis management to ensure that the policy is demand-driven, contextualized, and responsive to the prevailing dynamics of basic education nationwide.
- Any updates on the existing policies and processes should be communicated to the end-users and related offices.
- Please submit the activity output/s to the Planning and Programming Division via this link: <https://tinyurl.com/Planning-Activities-Outputs>.

Reviewed by:



**JOEBELLE P. ADUYOGAN**

TA II, PPS-PPD

Date:

Reviewed by:



**MARY JANE B. FELICIANO**

Chief, PPS-PPD

Date:

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**ENDORSEMENT**

Approved

Returned for Revision

Disapproved

**Remarks:**

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*Recommending Approval:*

*mcligunas-roque*  
**MARIA CLARISSE T. LIGUNAS-ROQUE**  
*Director IV, Policy and Planning Service*

*Approved by:*

*[Signature]*  
**RONALD U. MENDOZA, PhD**  
*Undersecretary for Strategic Management*



Republika ng Pilipinas  
**Department of Education**

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DepEd Order  
No. \_\_\_\_\_, s. 2026

**GUIDELINES ON THE ESTABLISHMENT OF THE DEPARTMENT OF EDUCATION  
CRISIS MANAGEMENT COMMITTEE (DCMC)**

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

1. Pursuant to Republic Act No. 10121, titled "the Philippine Disaster Risk Reduction and Management Act of 2010" and Executive Order No. 82, s. 2012, titled "The National Crisis Management Framework, the Department of Education (DepEd) hereby issues the enclosed Guidelines on the Establishment of the DepEd Crisis Management Committees (DCMCs).
2. These Guidelines operationalize DepEd's mechanisms in the basic education sector to address human-induced incidents, including but not limited to violence, armed conflict, security threats, terrorism, and other acts that may compromise the safety, security, and well-being of learners, teachers, personnel, and other education stakeholders.
3. The DCMC shall serve as the institutional platform across DepEd governance levels to provide effective command, control, and coordination in crises, thereby ensuring continuity of learning, protecting learners and personnel, and maintaining schools and learning centers as zones of peace.
4. All governance levels of DepEd, including public elementary and secondary schools, Community Learning Centers (CLCs), and Inclusive Learning Resource Centers (ILRCs), are covered by these Guidelines. Private schools, state and local universities and colleges (SUCs/LUCs), and Philippine schools overseas offering basic education are encouraged to adopt or align their internal policies with the provisions of these Guidelines.
5. All DepEd Orders, Memoranda, and other related issuances, rules, and regulations, guidelines, and provisions, which are inconsistent with these guidelines, are hereby repealed, rescinded, or modified accordingly.
6. Immediate dissemination of this Memorandum is desired.

**SONNY ANGARA**  
Secretary

## **GUIDELINES ON THE ESTABLISHMENT OF THE DEPARTMENT OF EDUCATION CRISIS MANAGEMENT COMMITTEE**

### **I. RATIONALE**

1. Department of Education (DepEd) recognizes the critical responsibility of ensuring that schools remain safe and secure learning environments for all learners and personnel. While natural disasters are addressed through existing policies, the growing occurrence of human-induced incidents such as violence, armed intrusions, bomb threats, abductions, and labor unrest poses equally urgent threats that demand specialized attention. Recent incidents underscore this concern, including on-campus stabbings in Western Visayas and Pasig reported in 2025, a total of 213 student abuse complaints reported via DepEd's TeleSafe Helpline in 2023, and 83 documented cases of physical bullying from November 2022 to January 2024. Such incidents highlight a troubling rise in school-related violence and abuse that threatens the safety of learners and staff alike. These incidents not only disrupt the education process, but also endanger lives, and undermine public confidence in the education system.
2. Schools are uniquely vulnerable to such risks because of their high population density and the presence of children and youth who require special protection. Effectively responding to these situations requires not only immediate action but also an organized, system-wide approach that brings together education leaders, security agencies, health services, and local government partners. Without a unified response mechanism, interventions may be fragmented and less effective in safeguarding learners, teachers, and staff.
3. The establishment of a DepEd Crisis Management Committee (DCMC) is consistent with Republic Act No. 10121, which calls for institutions to build comprehensive systems addressing both natural and human-induced hazards, and with Executive Order No. 82, s. 2012, which outlines the National Crisis Management Framework to ensure coordinated, multi-sectoral responses to crises. Anchored on these mandates, the DCMC provides the necessary institutional structure within DepEd to address human-induced threats systematically. In this regard, the DCMC is designed to complement DepEd's existing Disaster Risk Reduction and Management mechanisms, thereby ensuring clarity and coherence in the implementation of safety and crisis response policies across all levels.
4. The purpose of the DCMC is to serve as the Department's central authority for crisis preparedness, coordinated response, and recovery efforts in cases of human-induced incidents. It will ensure rapid decision-making, efficient resource mobilization, and consistent communication across all governance levels of DepEd. The DCMC will also coordinate with external agencies such as the Philippine National Police (PNP), Armed Forces of the Philippines (AFP), Department of Health (DOH), and local government units to deliver timely and effective interventions.

5. Through this policy, DepEd strengthens its capacity to manage human-induced crises by establishing a clear framework that outlines “Prepare”, “Perform”, and “Post-Action” protocols. By institutionalizing the DCMC, the Department reaffirms its commitment to protecting learners and personnel, upholding schools as safe zones, and ensuring the continuity of education even in the face of security threats and human-induced disruptions.

## **II. OBJECTIVES**

These Guidelines aim to institutionalize a DCMC within all levels of DepEd governance to ensure a coordinated, efficient, and timely response to human-induced incidents affecting the basic education sector. Specifically, these Guidelines seek to:

1. Establish a unified crisis management mechanism within DepEd that provides command, control, and coordination during human-induced incidents, in line with national crisis management policies and frameworks;
2. Protect the safety, security, and well-being of learners, teachers, personnel, and education stakeholders by ensuring that schools and learning centers remain safe and peaceful environments during periods of crisis;
3. Strengthen preparedness, response, and post-action measures by institutionalizing standard operating procedures, communication protocols, and accountability mechanisms across DepEd governance levels;
4. Ensure continuity of education by minimizing disruptions to learning and school operations during crises through appropriate intervention, mitigation, and recovery measures; and
5. Reinforce existing DepEd policies and national mandates, particularly those under Republic Act No. 10121 and Executive Order No. 82, by operationalizing the CMC as an integral component of DepEd’s governance and protection systems.

## **III. SCOPE**

1. These Guidelines shall apply to all governance levels of the Department, including the Central Office, Regional Offices, Schools Division Offices, and all public elementary and secondary schools, as well as Community Learning Centers (CLCs) and Inclusive Learning Resource Centers (ILRCs) nationwide.
2. The establishment of the DCMC under these Guidelines shall cover the management of human-induced incidents that compromise the safety, security, and well-being of learners, teachers, personnel, and education stakeholders within the school community. Such coverage shall extend to incidents occurring within school premises, during official school-

sanctioned activities, and in situations where the learning environment is directly affected.

3. Private schools, state and local universities and colleges (SUCs/LUCs), and Philippine schools overseas offering basic education are encouraged to adopt or align their internal crisis management mechanisms with these Guidelines to ensure a unified and coherent approach in safeguarding education spaces.
4. This issuance shall likewise reinforce the provisions of DepEd Order No. 32, s. 2019 (National Policy Framework on Learners and Schools as Zones of Peace) and DepEd Order No. 40, s. 2012 (Child Protection Policy) by institutionalizing the Crisis Management Committee (“CMC”) as a governance mechanism to prevent, prepare for, and respond to human-induced incidents in basic education institutions. In line with this, the DCMC shall work in alignment with Local School Boards (LSBs) and local government units (LGUs), consistent with their mandates under RA 7160 (Local Government Code) and RA 10121 (Philippine DRRM Act), particularly in terms of funding, logistical support, and provisions of assistance to schools during crises.

#### **IV. DEFINITION OF TERMS**

The following terms are operationally defined within the context of DCMC and crisis management in the basic education sector, guided by relevant laws, policies, and frameworks:

1. **Alternative Delivery Modes (ADM)**— Education strategies implemented when face-to-face learning is disrupted, including print modules, digital platforms, broadcast media, or blended approaches. (DO 21, s. 2015 and DO 22, s. 2024)
2. **Crisis**— A serious disruption—often sudden and unforeseen—that affects the safety, security, or operations of a school or education office, and requires immediate response. For the purpose of these guidelines, Crisis may include human-induced incidents, or complex emergencies. (Anchored on RA 10121 and DO 21, s. 2015).
3. **Crisis Emergency**— The most severe type of crisis, often involving mass casualties, total disruption of learning, or national-level attention, requiring centralized command and inter-agency response. (Framed within RA 10121 and EO 82)
4. **Critical Incident**—A significant event that causes harm, trauma, or major disruption and may exceed the school’s capacity to respond, requiring division or regional support. (Grounded in DO 21, s. 2015)
5. **DepEd Crisis Management Committee (DCMC)**— An organized body at the school, division, regional, and national level responsible for managing crisis preparedness, response, and recovery.
6. **Escalation Risk**— The likelihood that a low-level incident may worsen, repeat, or trigger broader unrest, guiding the decision to elevate the level of response.

7. **Human-Induced Incident**— An event primarily caused by human actions—intentional or unintentional—such as violence, terrorism, armed intrusion, bomb threats, abductions, civil unrest, or other acts that endanger the school community. (RA 10121; DO 21, s. 2015)
8. **Incident**— A low-level, localized disruption that poses no fatal threat and can be managed at the school level without external escalation. (Aligned with DO 40, s. 2012 and contextualized for crisis classification)
9. **Incident Command System (ICS)**— A standardized, flexible command structure used in emergencies to coordinate response and clarify roles and authority across response units. (Established under EO 82 and DRRM protocols)
10. **Incident Management Team (IMT)**— A school-based structure led by the School Head, composed of designated personnel trained to manage on-site emergencies, often integrating the Child Protection Committee and DRRM functions.
11. **Institutional Readiness**— The state of preparedness of a school or office, as shown through contingency plans, functional crisis structures, prepositioned resources, active partnerships, and trained personnel.
12. **Learning Continuity and Recovery**— The assurance that education will continue, even during or after emergencies, through flexible learning options such as modular, online, or blended learning modalities.
13. **Psychosocial First Aid (PFA)**— Immediate, supportive care provided to individuals in distress during or after a crisis to reduce stress and promote recovery. PFA shall be administered only by trained personnel to ensure appropriate and effective support. (As practiced under DO 21, s. 2015)
14. **Quick Response Fund (QRF)**— A pre-disaster or pre-crisis standby fund allocated for immediate response activities, as authorized by RA 10121 and relevant DepEd budget circulars.
15. **Stakeholders**— All individuals or groups directly or indirectly involved in or affected by school operations and crisis response, including learners, parents, teachers, non-teaching staff, LGUs, barangay officials, and relevant agencies.
16. **Unified Response**— A coordinated, tiered response system activated across governance levels—school to national—ensuring consistency in decision-making, reporting, and resource deployment under the Incident Command System.

## V. PROCEDURES

### 1. Governance Structure

- 1.1 The CMC shall be operationalized across all DepEd governance levels in coordination with external agencies, ensuring harmonized command, communication, and mobilization of resources based on

the gravity and classification of incidents. The operational structure shall adopt the Incident Command System (ICS) as mandated under Republic Act No. 10121 (Philippine Disaster Risk Reduction and Management Act of 2010), and its Implementing Rules and Regulations, and institutionalized in DepEd through DO 21, s. 2015 (DRRM in Basic Education Framework).

**1.2 Levels of Governance**— The CMC shall be operationalized across all DepEd governance levels ensuring harmonized command, communication, and mobilization of resources based on the gravity and classification of incidents.

- a. **Central Office (National Crisis Management Committee – NCMC):** Provides overall command, strategic direction, resource mobilization, and public communication. The NCMC shall be chaired by the designated Undersecretary, with Assistant Secretaries and Bureau/Service Directors serving as heads of functional clusters. An EXCOM Advisory Group shall provide policy and legal guidance following the outlined structure below:
- b. **Regional Office (Regional Crisis Management Committee – RCMC):** Acts as intermediary governance level to implement national directives, provide technical assistance, validate reports, and coordinate resource mobilization and crisis communication at the regional and inter-division levels.
- c. **Schools Division Office (Division Crisis Management Committee – SCMC):** Directly coordinates with affected schools, validates and consolidates reports, ensures implementation of immediate response protocols, and provides technical assistance, financial support, and resource mobilization as needed.
- d. **School (School Incident Management Team – IMT):** Serves as the frontline ICS structure, integrating existing School DRRM Committees (per DO 21, s. 2015; DO 37, s. 2015) and Child Protection Committees (per DO 40, s. 2012). The School Head shall serve as the Incident Commander, supported by designated functional leads, to execute frontline crisis response and consequence management in coordination with the SDO and LGU.

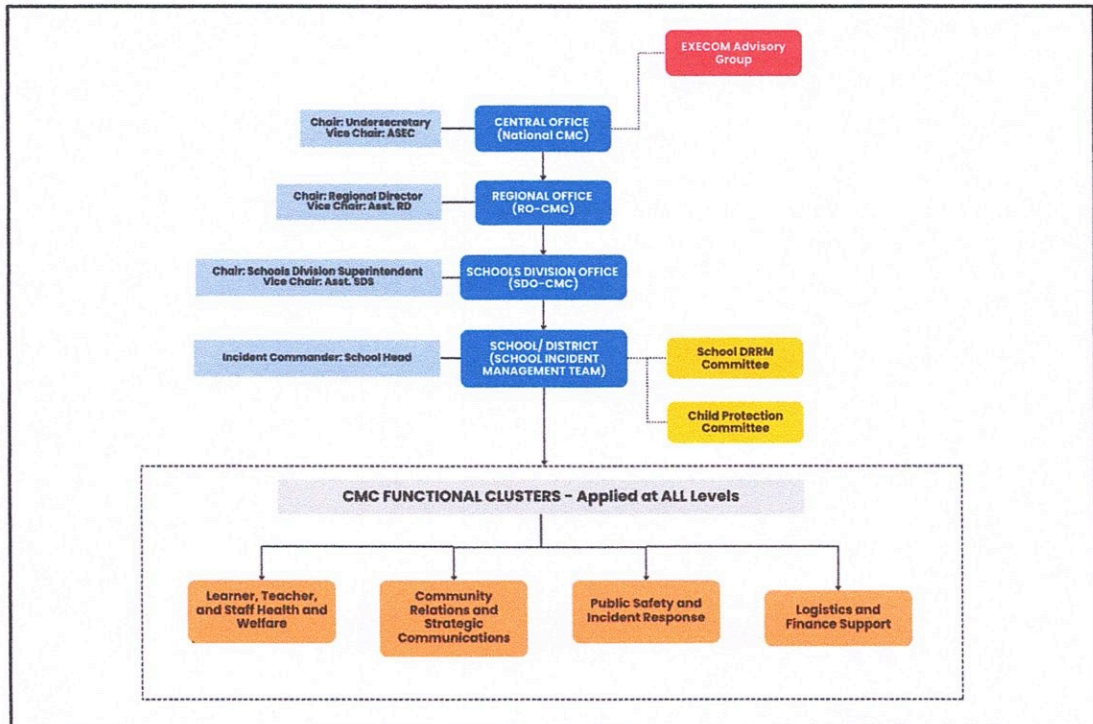
**1.3. Functional Clusters**— Each CMC shall organize into four ICS-aligned functional clusters, consistent across governance levels::

- a. **Learner, Teacher, and Staff Health and Welfare**— ensures medical, psychosocial, and welfare interventions.
- b. **Community Relations and Strategic Communications**— manages communication, community engagement, and media coordination.
- c. **Public Safety and Incident Response**— ensures immediate protective measures, physical safety, and security interventions.

- d. **Logistics and Finance Support**— mobilizes financial and logistical resources for effective response.
- 1.4. All CMCs shall operate under a unified chain of command consistent with ICS principles, ensuring that decisions and actions at the school, division, and regional levels align with protocols and directives issued by the NCMC. Where there is ambiguity, the higher incident classification and corresponding governance level shall apply.
- 1.5 To prevent duplication of efforts, the School Incident Management (IMT) shall strengthen and align with existing school-based mechanisms and structures, in accordance with DepEd Order No. 21, s. 2015 (Disaster Risk Reduction and Management Coordination and Information Management Protocol) and DepEd Order No. 37, s. 2015 (The Comprehensive Disaster Risk Reduction and Management Framework in Basic Education).

The School IMT shall be composed of members from the School DRRM Committee and the Child Protection Committee, thereby ensuring synergy, optimal use of resources, and unified coordination during emergencies and crisis situations.

*Figure 1. CMC Organizational Structure and Functional Clusters*



**1.6. ICS Protocols**— Following the provisions of *Section V.1.1* of these Guidelines, the CMCs across governance levels shall adopt the ICS as the standard organizational mechanism for crisis response. To support this, the DCMC ICS Protocol (Table 1) is provided as a guide for implementation. This table aligns the crisis management phases as outlined in *Section V.2*. (Prepare, Perform, Post-Action) with the crisis classification levels (Incident, Critical Incident, Crisis Emergency), and identify the corresponding CMC governance level responsible for leading each stage of response.

Table 1. DCMC ICS Protocol

DCMC Phase	Incident	Critical Incident	Crisis Emergency
<b>Prepare— Institutional Readiness</b>	<b>School IMT</b> <ul style="list-style-type: none"> <li>Prepares plans, trains staff, drills, stockpiles</li> <li>Coordinates with barangay/LGU</li> </ul>	<b>Division SCMC</b> <ul style="list-style-type: none"> <li>Oversees school IMT's</li> <li>Assesses readiness</li> <li>Coordinates with RCMC and external partners</li> </ul>	<b>NCMC</b> <ul style="list-style-type: none"> <li>Leads national planning</li> <li>Aligns policy and resources across all levels</li> </ul>
<b>Perform— Unified Response</b>	<b>School IMT</b> <ul style="list-style-type: none"> <li>Leads response</li> <li>Submits reports</li> <li>Communicates with SDO</li> </ul>	<b>Division SCMC + Regional RCMC</b> <ul style="list-style-type: none"> <li>Takes command</li> <li>Deploys support</li> </ul>	<b>NCMC</b> <ul style="list-style-type: none"> <li>Full command and inter-agency response</li> <li>Issues national communication</li> </ul>

<b>DCMC Phase</b>	<b>Incident</b>	<b>Critical Incident</b>	<b>Crisis Emergency</b>
		<ul style="list-style-type: none"> <li>• Coordinates with LGU/PNP/DOH</li> </ul>	
<b>Post-Action— Learning Continuity and Recovery</b>	<b>School IMT</b> <ul style="list-style-type: none"> <li>• Resumes classes or ADM</li> <li>• Reports and debriefs</li> <li>• Replenishes supplies</li> </ul>	<b>Division SCMC + RCMC</b> <ul style="list-style-type: none"> <li>Consolidates reports</li> <li>Monitors learner/staff recovery</li> <li>Leads evaluations</li> </ul>	<b>RCMC + NCMC</b> <ul style="list-style-type: none"> <li>Coordinates recovery and rehab</li> <li>Leads national SitRep and policy feedback</li> </ul>

## 2. Crisis Management Framework

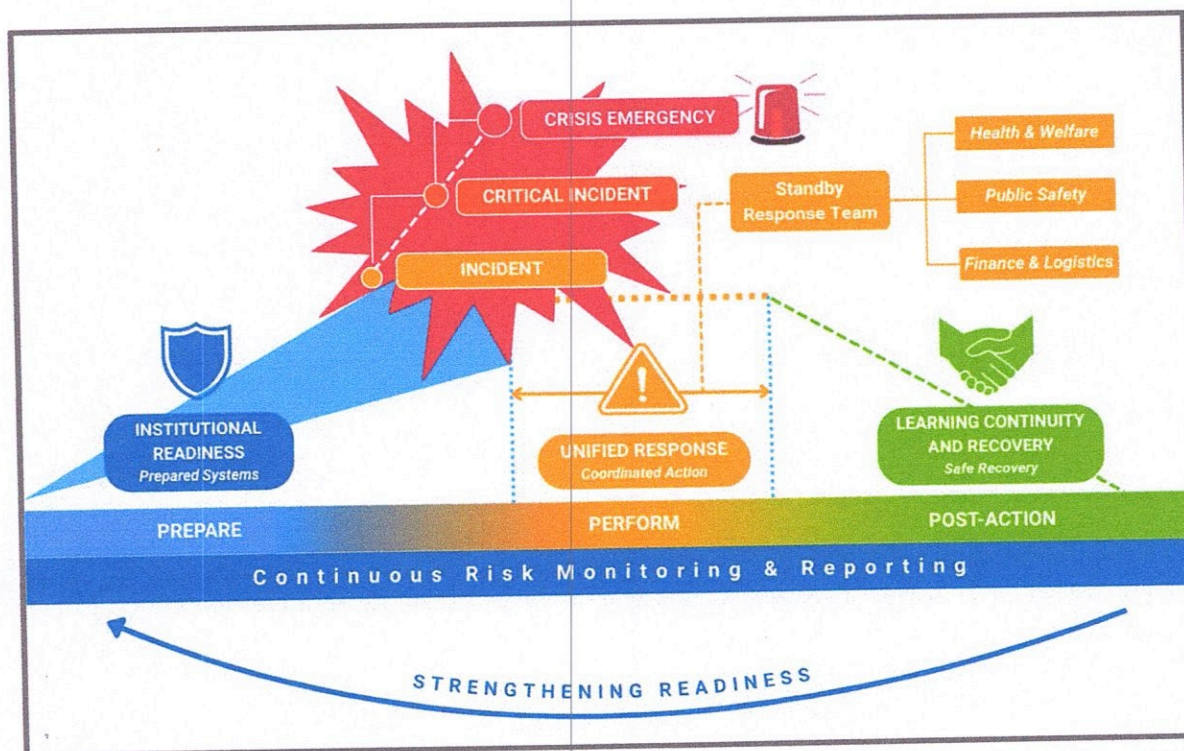
- 2.1. Consistent with these Guidelines, the Department adopts the DCMC Operational Framework as illustrated in Figure 2. This framework contextualizes the National Disaster Risk Reduction and Management Plan (NDRP 2024) within the education sector and provides the structural and functional basis for the establishment, operation, and evaluation of the CMCs at all governance levels.
- 2.2. **Crisis Event Classifications**— The framework recognizes three escalating levels of crisis events requiring differentiated responses:
- Incident**— localized and manageable disruptions that pose no serious threat to life, liberty, or property and can be addressed at the school or SDO level.
  - Critical Incident**— incidents of higher gravity involving learner or personnel casualties, significant property damage, or those attracting public/media scrutiny requiring immediate regional or national oversight.
  - Crisis Emergency**— large-scale or multi-division/regional events with potential national impact requiring full command and mobilization of the NCMC.

<b>Crisis Event Classification</b>	<b>Description</b>
<b>Incident</b>	Localized and manageable disruptions that pose no serious threat to life, liberty, or property and can be addressed at the school or SDO level
<b>Critical Incident</b>	Incidents of higher gravity involving

	learner or personnel casualties, significant property damage, or those that attract substantial public attention or media coverage
<b><i>Crisis Emergency</i></b>	Refers to large-scale or complex incidents that affect multiple divisions or regions, requiring coordinated, multi-level response and resource mobilization from higher offices. These events typically exceed the response capacity of a single school or division and may involve significant risks to life, safety, and property, thereby necessitating activation of broader crisis management mechanisms and inter-agency coordination.

2.3. Under this Memorandum, the Framework is further contextualized to operationalize the DCMC through its three functional components: Prepare, Perform, and Post-Action.

*Figure 2. DCMC Operational Framework*



2.4. The DCMC Operational Framework is anchored on three (3) interrelated components:

- a. **Prepare (Institutional Readiness).** Establishment of prepared systems and institutional mechanisms that ensure functionality of CMCs across governance levels prior to the occurrence of any crisis incident. This includes readiness indicators, mechanisms, and compliance audits to measure preparedness.
  - b. **Perform (Unified Response).** Coordinated and timely activation of DCMC structures to respond to incidents, critical incidents, or crisis/emergency situations. This component emphasizes unified action across governance levels without undue bureaucratic hurdles, ensuring that feedback mechanisms and third-party reporting are integrated in all response operations.
  - c. **Post-Action (Learning Continuity and Recovery).** Safe recovery and restoration of normalcy through mechanisms that assess the readiness of learners to return to school, rehabilitation of school facilities if required, and activation of alternative learning continuity modalities to prevent disruption of education services.
- 2.5. The entire Framework is underpinned by Continuous Risk Monitoring and Reporting, which ensures situational awareness, accountability, and evidence-based decision-making throughout all three components.
- 2.6. The framework emphasizes that lessons learned from incidents, critical incidents, and crises feed back into institutional strengthening, thereby reinforcing preparedness systems across all levels of governance.

- 2.7 This Framework shall be applied consistently across all DepEd governance levels and school-based units, with contextualization at the local level to reflect specific needs, risks, and stakeholder capacities.

### **3. Institutional Readiness**

3.1. The first component of the DCMC Operational Framework is Institutional Readiness, or Prepare, which ensures that the CMCs is organized, functional, and capable of responding before any human-induced incident occurs. This phase establishes the structural and procedural foundation of the CMCs across all DepEd governance levels.

3.2. A CMC at all governance level shall be considered functional if all of the following minimum indicators are present:

- a. Issuance of an official order (office order) or resolution constituting the CMC;
- b. Designation of members with defined roles and responsibilities consistent with the Incident Command System (ICS);
- c. Adoption of a crisis communication protocol and reporting lines;
- d. Availability of a written contingency or security plan addressing human-induced incidents;
- e. Conduct of at least one orientation, drill, or simulation exercise within the school year; and
- f. Coordination linkages established with external stakeholders, including the Local Government Unit (LGU), barangay officials, and local law enforcement agencies.

3.3. To operationalize the 1st component, the following mechanisms shall be implemented at each governance level:

- a. **NCMC:** Issuance of policy directions, development of standard protocols, and provision of technical and logistical support to lower governance levels.
- b. **RCMC:** Oversight of institutional readiness of divisions, consolidation of reports, and coordination with regional line agencies and Regional Disaster Risk Reduction and Management Councils (RDRRMCs).
- c. **SCMC:** Supervision of schools and Community Learning Centers (CLCs), provision of technical assistance, and coordination with LGUs and law enforcement at the provincial or city/municipal level.
- d. **School IMT:** Organization of the School Incident Management Team (IMT), chaired by the School Head, with representation from non-teaching personnel, learners (when appropriate), and parents/community stakeholders. The School IMT shall integrate

institutional readiness measures into the School Governance Council (SGC) and align existing school-based structures such as the including the Child Protection Committee (CPC), pursuant to DepEd Order No. 40, s. 2012, and the School DRRM Committee pursuant to DepEd Order No. 21, s. 2015.

#### **3.4. Resource Mobilization and Fund Management**

- a. Schools shall utilize available Maintenance and Other Operating Expenses (MOOE) for immediate needs during an incident. The Disaster Preparedness and Response Program (DPRP) funds shall be used as a distinct fund source for disaster preparedness-related PPAs and disaster response interventions, in support of the operationalization of the DCMC and the full integration of the system outlined herein. Alternatively, schools may utilize MOOE for immediate needs during the incidents, and the SDO/RO may mobilize other non-QRF resources if the situation escalates.
- b. Crisis management systems, including the functionality of the School IMT, shall be mainstreamed into School Improvement Plans (SIP) and Annual Implementation Plans (AIP). Funding for training, pre-positioned resources, and simulation activities shall be included in school budgets.
- c. When the scale of an incident exceeds the capacity of the school IMT or SCMC, the RCMC shall coordinate with the NCMC for augmentation, including financial, legal, psychosocial, and security assistance.
- d. School IMTs and CMCs at all levels shall coordinate with Local Government Units (LGUs), law enforcement, health offices, and other partners for additional support. Acceptance of assistance from external organizations shall be consistent with DepEd policies on partnerships and child protection.
- e. All expenses incurred in relation to incident response shall be properly documented, liquidated, and reported as part of the Post-Action Report. The NCMC shall issue supplemental guidelines on allowable expenditures and standard reporting templates.

#### **3.6 Capacity-Building and Simulations**

- a. To ensure functionality and preparedness, all members of the DCMC at the Central, Regional, Division, and School levels shall undergo mandatory capacity-building activities at least once every year. These activities shall cover, but not be limited to, crisis management protocols, incident command systems, psychosocial support and first aid, crisis communication, and documentation and reporting requirements.
- b. Annual capacity-building activities covering incident command systems, crisis communication, psychosocial first aid, and reporting protocols shall be mandatory for all DCMC members. Regular refresher

courses shall be conducted, particularly in cases of personnel movement, to preserve institutional memory.

- c. Each governance level shall conduct at least two (2) simulation exercises per year, escalating from Incident to Crisis Emergency, involving coordination with LGUs, barangays, law enforcement, and health offices. Post-exercise evaluations shall be documented and used to update crisis management plans.
- d. The Human Resource and Organizational Development (HROD) Strand and the National Educators Academy of the Philippines (NEAP) shall jointly oversee the competency framework development, design, rollout, and monitoring of training and simulation programs across all governance levels.

### **3.6. Systems Integration and Resources**

- a. Schools shall maintain emergency kits and first aid supplies; SDOs shall pre-position communication tools and logistics; ROs shall stockpile temporary learning shelters, hygiene kits, and emergency learning kits for deployment.
- b. Schools shall establish localized alert systems in coordination with barangays and LGUs, integrated into division and regional reporting systems for immediate escalation to the CO. Focal persons shall be designated for redundancy in information management.
- c. Schools shall identify and capacitate personnel to provide psychosocial first aid, with SDOs and ROs maintaining rosters of mental health professionals for mobilization. Coordination with DOH, LGUs, and accredited NGOs shall be institutionalized for specialized support.
- d. The Disaster Risk Reduction and Management Service (DRRMS) and the Bureau of Learner Support Services (BLSS) shall jointly oversee the integration of preparedness systems, psychosocial support mechanisms, and early warning protocols across all governance levels, ensuring alignment with existing DepEd frameworks such as DO 21, s. 2015 (School DRRM Committees) and DO 40, s. 2012 (Child Protection Policy).

## **4. Unified Response**

4.1. All incidents must first undergo immediate validation at the lowest governance level. School Heads and SDS shall prioritize securing raw, verifiable data from first-hand sources before formal reports are submitted. This ensures accuracy and prevents misinformation from spreading. Once validated, the incident shall be categorized using the *DCMC Response Classification (Table 2)* to trigger the appropriate level of response.

- a. The activation of CMCs shall follow a tiered command structure:
  - i. Incidents shall be managed primarily at the school or division level.
  - ii. Critical Incidents shall trigger Regional Office oversight.

- iii. Crisis Emergencies shall require full Central Office command and mobilization.
- b. Each CMCs shall maintain standby response teams capable of immediate deployment. These include:
- i. Health and Welfare Teams for medical and psychosocial interventions;
  - ii. Public Safety Teams for coordination with law enforcement; and
  - iii. Finance and Logistics Teams for quick mobilization of funds and resources.
  - iv. The SDO and RO shall maintain updated rosters of personnel available for rapid assignment.
- c. The CMCs shall include mandatory feedback channels. Parents, learners, teachers, and community partners shall be able to submit incident-related feedback to the SDO and RO, which must be logged and acted upon. Third-party monitoring (e.g., LGUs, civil society, and independent observers) shall also be encouraged to validate DepEd's crisis response.
- d. During crisis response, priority shall be placed on securing school premises, ensuring learner and personnel safety, and maintaining order. Coordination with law enforcement and barangay officials shall be mandatory in cases involving threats to safety or potential escalation.

*Table 2. DCMC Response Classification*

<b>Criteria</b>	<b>Definition</b>	<b>Incident</b> (Localized / Minor)	<b>Critical Incident</b> (Escalated / Grave)	<b>Crisis Emergency</b> (Severe / National Impact)
<b>Injury / Fatality</b>	Assesses the extent of physical harm or loss of life resulting from the incident.	Minor injury; no hospitalization	Serious injury requiring hospitalization; with one fatality	Multiple casualties or mass fatalities
<b>Intent / Threat Level</b>	Determines whether the act was accidental, deliberate, or premeditated.	Unintentional or reactive act; no premeditation	Deliberate harm with specific target or planned action	Premeditated, coordinated, ideological, or terroristic motive
<b>Actor Involvement</b>	Identifies the type and behavior of individuals involved in the incident.	Known internal actor (learner, teacher, staff, parent); cooperative	Internal actor is uncooperative or disruptive; or external actor with limited access	Unknown, armed, hostile external actor; or internal actor causing extreme threat

<b>Criteria</b>	<b>Definition</b>	<b>Incident</b> (Localized / Minor)	<b>Critical Incident</b> (Escalated / Grave)	<b>Crisis Emergency</b> (Severe / National Impact)
<b>Location of Incident</b>	Indicates where the incident occurred and its proximity to the school.	Off-campus or external setting without school disruption	Inside campus or during sanctioned school activity; incident is contained	Inside or near school; ongoing threat or wide exposure
<b>Operational Impact</b>	Measures the extent to which school operations are affected.	Classes continue normally; minor disruption	Partial disruption; grade level or building affected	Full suspension of classes; school lockdown or closure
<b>Media / Public Attention</b>	Gauges the level of media, social media, or public attention.	No or low attention; handled internally	Local coverage or viral on social media; public concern	National/inter national media coverage; urgent DepEd CO involvement
<b>Psychological Impact</b>	Evaluates the level of emotional or mental distress experienced.	Minor distress, can be addressed through basic reassurance	Group-level trauma; psychosocial support required	School- or community-wide trauma; long-term psychosocial interventions required
<b>Property Damage</b>	Assesses the extent of damage to school property or infrastructure.	Minimal (e.g., broken window, graffiti)	Significant (e.g., classroom fire, infrastructure damage)	Severe destruction (e.g., arson, explosion, building collapse)
<b>Escalation Risk</b>	Determines the likelihood that the situation may worsen or recur.	Situation resolved or isolated; no threat of repeat	May intensify or reoccur; under close monitoring	Active, ongoing, or spreading threat; situation not yet under control
<b>Community Disruption</b>	Measures the impact of the incident on community	Community informed; calm maintained	Misinformation, fear, or emerging unrest among	Mass panic, civil unrest, community displacement

Criteria	Definition	Incident (Localized / Minor)	Critical Incident (Escalated / Grave)	Crisis Emergency (Severe / National Impact)
	calm and order.		parents/barangay	
<b>Legal/Criminal Dimension</b>	Identifies whether the incident involves a crime or legal violation.	No criminal violation	Criminal offense likely (e.g., physical assault, threats, abuse); PNP/DSWD may be involved	Serious crime (e.g., murder, rape, terrorism); immediate legal and inter-agency action required
<b>Strategic Importance of Site</b>	Considers the relative importance or sensitivity of the affected location.	Small/local school; not critical to broader services	Central or cluster school, ILRC/CLC hub, district coordination point	High-value site (e.g., symbolic target, evacuation hub, DepEd central facility)
<b>School Preparedness</b>	Assesses how ready the school is to manage and respond to the incident.	Fully prepared; IMT/CPC/DRRM functional	Partially prepared; gaps in protocols or readiness	School unprepared or overwhelmed; immediate external support required
<b>Response Activation Level</b>	Indicates the level of organizational or inter-agency response required.	Managed by School IMT with CPC/DRRM; reports to SDO	SDO/SCMC activated; coordinates with LGU/PNP; escalates to RO	RCMC/NCMC fully activated; inter-agency, national-level response initiated

4.2. All CMCs shall be determined by the above classifications and shall follow the Incident Response provided in Table 2. To ensure operational clarity, the following mechanisms shall apply:

- a. **School IMT:** Immediate activation of the School IMT to contain the incident, safeguard learners and personnel, notify parents/guardians, and prepare incident reports. The School IMT shall activate its integrated structures, including the Child Protection Committee (CPC) and School DRRM Committee, as appropriate.

- b. **SCMC:** Upon escalation, the SCMC shall provide direct technical assistance, mobilize support services (e.g., psychosocial first aid, legal assistance, medical referrals), and coordinate with Local Government Units (LGUs), barangay officials, and local law enforcement.
- c. **RCMC:** The RCMC shall consolidate reports, provide reinforcement resources, and liaise with Regional Disaster Risk Reduction and Management Councils (RDRRMCs) and regional line agencies to ensure harmonized response efforts.
- d. **NCMC:** The NCMC shall provide overall policy guidance, deploy rapid response teams, and coordinate with national agencies and inter-agency mechanisms, including the National Disaster Risk Reduction and Management Council (NDRRMC), for high-level crisis incidents.

4.3. As provided herein, all CMCs shall adhere to the following principles:

- a. **Timeliness and Coordination:** No bureaucratic hurdles shall delay protective and life-saving measures;
- b. **Clarity of Roles:** Actions shall follow the DCMC structure with clearly designated responsibilities;
- c. **Transparency and Accountability:** All responses shall be documented, with feedback mechanisms and third-party reporting channels made available to ensure accountability; and
- d. **Learner-Centered Protection:** At all times, the paramount consideration shall be the protection and welfare of learners.

4.4. The DCMC *Incident Response Protocol*, presented in *Table 3* below, sets the minimum standards for immediate validation, categorization, synchronized messaging, and action determination during human-induced incidents. All governance levels shall act within the prescribed timeframes, ensuring that reports reach the Central Office within three (3) hours of the occurrence for timely and unified response.

*Table 3. DCMC Incident Response Protocol*

<b>Timeframe</b>	<b>Step</b>	<b>School IMT</b>	<b>SCMC</b>	<b>RCMC</b>	<b>NCMC</b>
<b>0–3 Hours</b>	Validate	Secure learners; gather raw facts; notify SDS immediately.	Validate directly with the School Head; confirm raw data.	Confirm with SDS.	Receive raw facts; no waiting for formal reports.
	Categorize	Assess impact.	Categorize as Incident, Critical, or Crisis/Emerg	Confirm categorization	Decide response level (Division,

<b>Timeframe</b>	<b>Step</b>	<b>School</b>	<b>IMT</b>	<b>SCMC</b>	<b>RCMC</b>	<b>NCCMC</b>
				ency based on gravity.		Region, CO).
	Message	Inform parents/guardians.		Relay validated facts to RCMC and NCCMC.	Relay facts/information to NCCMC.	Issue holding statement to preempt misinformation.
	Action	Secure site; activate CPC/DRRM.		Notify LGU/PNP; extend support.	Prepare standby reinforcement.	Determine action: e.g., condolences, aid, deployment of officials, QRF.
<b>3-6 Hours</b>	Update parents and staff.	Provide Initial Incident Report.		Deploy psychosocial, medical, legal support.	Coordinate with LGU/PNP/R DRRMC.	Release synchronized advisory.
<b>6-12 Hours</b>	Facilitate psychosocial first aid.	Provide follow-up report.		Consolidate and support.	Deploy reinforcement.	Issue situational update/press release.
<b>12-24 Hours</b>	Submit detailed report.	Transmit consolidated reports.		Submit Regional SitRep.	Issue National SitRep; announce next steps.	

4.5. **DCMC Communication Protocol**— To complement the response protocol, the DCMC Communication and Resource Mobilization Protocol establishes clear communication lines and resource providers to ensure unified messaging and timely delivery of assistance during crisis situations:

- a. **Activation of PAAC and Telesafe Hotlines**— In cases involving safety, abuse, child protection, or threats requiring urgent psychosocial or legal intervention, the following hotlines shall be activated immediately:
  - i. PAAC Hotlines at the Central Office (CO), Regional Office (RO), and Schools Division Office (SDO) levels shall serve as emergency reporting and escalation channels. These hotlines

shall be monitored 24/7 and integrated into the crisis reporting and response flow.

- ii. The Telesafe Hotline, maintained at the Central Office only, shall be activated for cases involving abuse, violence, exploitation, or any matter covered by the Child Protection Policy or Gender-Based Violence protocols..
- b. Only designated DepEd spokespersons shall issue official statements:
- i. School IMT through School Head: Communicates only with parents/guardians and barangay/LGU partners.
  - ii. Division Level: The Schools Division Superintendent (SDS), as the official spokesperson for incidents within the Division.
  - iii. Regional Level: The Regional Director or authorized Regional Spokesperson, for incidents requiring regional intervention.
  - iv. Central Office: Through the DepEd Spokesperson or the Secretary, issues national statements and official media releases.
- c. Within the first three (3) hours of an incident, a holding statement shall be issued by the NCMC, with synchronized talking points provided to lower governance levels, to ensure that DepEd has an immediate position before media reports circulate.
- d. All official communications to parents, guardians, local media, and national media shall be coordinated and synchronized across the School, Division, Regional, and Central Offices. No governance level shall issue public statements without alignment with the NCMC once the incident is categorized as a Critical Incident or Crisis/Emergency.
- e. All communications shall be documented and coursed through official DepEd channels, including secure mobile, email, and situational reports, to ensure accountability and accuracy.

**4.6. Interventions During Crisis**— In managing incidents, critical incidents, and crisis emergencies, the Department at all governance levels shall ensure that learners, personnel, and schools receive timely and appropriate interventions alongside the established reporting and communication protocols. The following interventions shall guide implementation across all governance levels:

- a. Affected learners and personnel shall be provided with medical first aid, psychological first aid, and referral to specialized health and social services. The School Crisis Management Committee shall activate available support mechanisms within twenty-four (24) hours from the occurrence of the incident.
- b. Incidents classified as critical or crisis emergencies shall trigger mandatory psychosocial interventions. Guidance counselors, teachers,

and trained personnel shall conduct debriefing sessions, with referrals to professional services arranged by the SDO or RO as needed.

- c. Learners and personnel directly affected shall be prioritized for immediate assistance, such as financial aid, temporary shelter, or provision of emergency learning kits. Consistent with *Section V.3.4*. The Quick Response Funds (QRF) and other resources shall be mobilized by the concerned governance level to support urgent needs.
- d. Schools directly affected shall coordinate with LGUs, barangays, and law enforcement agencies to secure the premises and ensure learner and personnel safety.
- e. In line with the protocols set forth under *Section 5.3*, the resumption of face-to-face classes shall only proceed once the safety of school premises has been certified by the Schools Division Office, in consultation with the LGU and concerned agencies. Where rehabilitation or reconstruction of facilities is required, temporary learning spaces shall be established in coordination with the LGU and community partners.

**4.7. Incident Report Documentation**— Incidents shall be reported promptly, based on validated raw facts, without waiting for lengthy bureaucratic processes. Immediate reporting ensures that DepEd can manage the situation effectively and issue timely official communication.

**a. Types of Reports:**

- i. **Initial Incident Report (IR)** — submitted by the School Head within three (3) hours of occurrence to the SDS, containing basic validated facts (who, what, when, where, how).
  - ii. **Situation Report (SitRep)** — prepared by the SDO and validated by the RO within twenty-four (24) hours, summarizing incident status, response actions, and immediate needs.
  - iii. **Post-Action Report (PAR)** — submitted within seven (7) days after resumption of classes or alternative learning delivery, detailing interventions, support provided, and recommendations.
- b. Channels of Reporting:** Reports shall be transmitted through both direct communication (call/text/email) and official written formats to ensure redundancy and timeliness.
- c. Validation of Reports:** The SDS shall serve as the first point of validation of school reports, while the RO consolidates and confirms data for submission to the CO. All reports shall reflect only verified facts to ensure credibility.
- d. Data Protection:** In line with RA 10173 (Data Privacy Act), reports shall protect the identity and privacy of learners, personnel, and other individuals involved, disclosing personal details only when legally required.

## **5. Learning Continuity and Recovery**

5.1. Post-Action shall ensure that education services are restored as quickly and safely as possible after an incident, while safeguarding the well-being of learners, teaching and non-teaching personnel. The phases of Learning Continuity and Recovery shall vary depending on the incident classification, with clear protocols on class suspension, delivery modes, and support mechanisms.

### **5.2. Post-Action Interventions:**

#### **a. For Incidents**

- i. **Immediate Phase (Day 0–1):** Classes continue as scheduled unless otherwise suspended by the School Head, in consultation with the SDS.
- ii. **Stabilization Phase (Day 1–7):** Provide targeted psychosocial first aid or counseling to affected learners and personnel. Ensure restoration of safe and normal school operations.
- iii. **Recovery Phase (Day 7 onwards):** Monitor learners and personnel for lingering effects; prepare and submit the Post-Action Report to SDO within two (2) days from the start of this phase.

#### **b. For Critical Incidents**

- i. **Immediate Phase (Day 0–1):** Temporary class suspension may be declared in affected sections or grade levels.
- ii. **Stabilization Phase (Day 1–7):** Implement alternative delivery modes (ADM) such as online learning, modular instruction, or temporary relocation of classes if school facilities remain unsafe. Provide psychosocial debriefing and counseling for affected learners, teachers, and parents.
- iii. **Recovery Phase (Week 2 onwards):** Gradual resumption of classes with reinforced learner support. SCMC shall monitor attendance, learner participation, and staff well-being. The Post-Action Report shall be prepared and submitted to SDO within seven (7) days after the resumption of classes or alternative learning delivery.

#### **c. For Crisis Emergency**

- i. **Immediate Phase (Day 0–3):** Automatic suspension of classes in the affected school/s. Regional or NCMC may order extended suspension as needed.
- ii. **Stabilization Phase (Week 1–2):** Ensure continuity of learning through ADM, temporary learning spaces, or shifting classes to nearby schools/CLCs. Deploy expanded psychosocial support

teams and medical referrals. Provide financial and legal assistance to affected personnel and families.

- iii. **Recovery Phase (Week 3 onwards):** Assess whether the school is safe for reopening. If rehabilitation is required, activate DepEd's School-Based Management (SBM) structures and coordinate with LGUs, DPWH, and partners for reconstruction. Implement remedial programs for learners to address learning gaps caused by class suspensions. The Post-Action Report shall be prepared and submitted to SDO within seven (7) days after the resumption of classes or the implementation of alternative learning delivery.

5.2. When learning is disrupted, the following modes shall be adopted in accordance with DO No. 54, s. 2012 and DO No. 22, s. 2024, singly or in combination: (a) modular distance learning, (b) online/digital delivery, (c) temporary relocation to alternative learning sites, (d) radio or TV-based instruction, or (e) community-based learning through barangay facilities.

5.3. Prior to reopening classes after a Critical Incident or Crisis/Emergency, the School IMT, in coordination with the Division CMC, shall conduct a safety and readiness assessment. Reopening shall only proceed once it is determined that learners and personnel can safely return, or that alternative mechanisms are in place to ensure continuity of learning.

5.4. Special consideration shall be extended to learners with disabilities, Alternative Learning System (ALS) learners, indigenous learners, and those displaced from their communities. The School IMT shall ensure that continuity interventions are inclusive, accessible, and responsive to the needs of these groups.

5.5. Psychosocial interventions shall not be limited to the immediate and stabilization phases. Schools shall integrate sustained well-being programs into classroom activities and guidance services, with periodic follow-ups for learners and personnel who have experienced trauma or prolonged stress due to the incident.

5.6. Learners, through their recognized clubs, organizations, local and federated supreme learner governments shall be given opportunities to participate in school recovery activities, including peer-support groups, awareness campaigns, and co-design of learning continuity measures.

5.7. Schools shall formally engage PTAs, barangays, and community partners in implementing recovery measures, such as provision of temporary learning spaces, delivery of self-learning modules, and psychosocial activities. MOAs with LGUs and community organizations shall be utilized to support continuity interventions.

## **VI. ROLES AND RESPONSIBILITIES**

To ensure the effective and consistent implementation of the DCMC across all governance levels, the following roles and responsibilities are hereby delineated:

1. **DepEd Central Office (CO)**— Through the Office of the Undersecretary for Operations, in coordination with the relevant functional strands, the CO shall:
  - a. Exercise overall command and policy direction on crisis consequence management in the basic education sector;
  - b. Issue policies, supplemental guidelines, and operational frameworks for the implementation of the DCMC Operational Framework;
  - c. Activate and convene the National Crisis Management Committee (NCMC) to coordinate high-level response actions for critical incidents and crisis emergencies;
  - d. Lead coordination with national government agencies, law enforcement units, humanitarian organizations, and other external stakeholders during crisis situations;
  - e. Provide immediate technical assistance and operational support to Regional and Division CMCs, including resource mobilization and deployment of Quick Response Funds (QRF) as applicable;
  - f. Consolidate and analyze incident reports across governance levels, ensure timely preparation of official DepEd statements and press releases, and manage crisis communication at the national level;
  - g. Oversee post-action evaluations and institutionalize lessons learned into policy reforms; and
  - h. Ensure alignment of crisis management initiatives with RA No. 10121 and Executive Order No. 82, as well as with existing DepEd policies on Child Protection and School Safety.
  
2. **Regional Office (RO)**— Through the Office of the Regional Director, the RO shall:
  - a. Organize, activate, and oversee the RCMC to provide immediate response to incidents and critical incidents within the region;
  - b. Validate incident reports from SDOs, categorize response level based on severity, and recommend elevation to the CO when necessary;
  - c. Provide technical assistance to Schools Division Offices (SDOs) in operationalizing school and division-level CMCs;
  - d. Coordinate with Regional Disaster Risk Reduction and Management Councils, local government units (LGUs), and other stakeholders for synchronized response;
  - e. Monitor implementation of crisis response protocols in schools and submit timely situational reports to the Central Office;

- f. Facilitate resource augmentation to affected schools and divisions, including psychological first aid, security reinforcement, and logistical support; and
  - g. Oversee post-crisis recovery efforts within the region and ensure that learning continuity mechanisms are implemented effectively.
3. **Schools Division Office (SDO)**— Through the Office of the Schools Division Superintendent (SDS), the SDO shall:
- a. Activate and manage the Division Crisis Management Committee (DCMC) to ensure coordinated action across schools during incidents;
  - b. Serve as the primary validation point for initial incident reports from schools and ensure immediate communication to the Regional Office within prescribed timelines;
  - c. Provide rapid response support to affected schools, including coordination with LGUs, barangay officials, and local law enforcement units;
  - d. Supervise the conduct of crisis communication at the division level and ensure consistency with DepEd official messaging;
  - e. Provide technical support to school heads in mobilizing resources, addressing immediate learner and personnel needs, and securing school premises;
  - f. Consolidate and transmit division incident reports and action updates to the RO within the first 24 hours of an incident; and
  - g. Facilitate post-incident debriefings, learning continuity plans, and support interventions for learners and staff.
4. **School Level**— Through the School Head, who shall serve as Incident Commander, the school level shall:
- a. Organize and activate the School Crisis Management Committee (SCMC), integrating the existing Child Protection Committee and School DRRM Committee in accordance with DO 21, s. 2015 and DO 37, s. 2015;
  - b. Ensure immediate documentation and reporting of incidents within the first hour to the SDO;
  - c. Implement initial response measures, including medical first aid, psychosocial support, and safety and security protocols;
  - d. Coordinate directly with barangay and municipal/city LGUs for localized response;
  - e. Facilitate communication with parents, guardians, and stakeholders regarding the incident and DepEd's response actions;

- f. Mobilize school resources, in coordination with the SDO, to address immediate learner and personnel needs;
- g. Resume or implement alternative delivery modes of learning as part of post-action recovery, based on guidance from higher governance levels; and
- h. Participate in post-crisis evaluations and incorporate feedback into the school's continuity and crisis management plans.
- i. Facilitate the referral to the concerned agencies as stipulated in the existing laws and policies (Executive Order No. 53, Republic Act No. 11188, MHCRM, etc)

## **VII. MONITORING AND REPORTING**

1. The DepEd Central Office (CO), in collaboration with the Regional Offices (ROs), Schools Division Offices (SDOs), and schools, shall oversee the monitoring of the implementation of these Guidelines. Monitoring shall be conducted in accordance with a standardized Monitoring and Evaluation (M&E) Framework to ensure fidelity to objectives, responsiveness to learner and personnel needs, and adherence to prescribed protocols.
2. All implementing units are directed to prepare and submit regular progress reports to their respective oversight offices within prescribed timelines. Reports shall capture, at a minimum: (1) the status and classification of incidents; (2) timeliness of initial and comprehensive incident reports, consistent with the *three-hour and twenty-four-hour reporting windows*; (3) actions taken to address immediate needs of learners and personnel; (4) utilization of alternative delivery modes and learning continuity mechanisms; (5) challenges encountered during response and recovery; and (6) adjustments and interventions undertaken.
3. The SDOs and ROs, in coordination with schools, shall utilize standardized monitoring and reporting tools prescribed under these Guidelines, including the Incident Report Template, Situation Report (SitRep), and Incident Classification Checklist. These shall be consolidated and submitted to the CO for validation and policy oversight.
4. Feedback shall be systematically gathered from learners, teachers, non-teaching personnel, parents, and community stakeholders during and after incidents. This feedback shall be consolidated by SDOs and ROs, and shall inform improvements in preparedness, communication protocols, resource mobilization, and recovery interventions.
5. After-action reviews (AARs) shall be conducted by the School IMT, SDO, and RO within thirty (30) days of incident closure. Results of these reviews shall be submitted to the next governance level and integrated into institutional readiness measures to strengthen preparedness for future incidents.
6. The DepEd CO, in close coordination with the ROs, shall conduct a terminal evaluation of the implementation of these Guidelines at the end of every school year. The evaluation shall assess the effectiveness of crisis management interventions, efficiency of response and recovery mechanisms, and overall

operational integrity. Findings shall inform subsequent improvements in policy, planning, and institutional readiness.

## **VIII. SEPARABILITY AND EFFECTIVITY**

### **1. Separability Clause**

If any portion or provision of this Order is subsequently declared invalid or unconstitutional by the competent authority, other provisions hereof which are not affected thereby shall remain in full force and effect.

### **2. Effectivity**

This Order shall take effect upon its issuance and publication on the DepEd official Website.

## **IX. REFERENCES**

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**ANNEX A****DCMC INCIDENT CLASSIFICATION CHECKLIST**

<b>Criteria</b>	<b>Incident (Localized / Minor)</b>	<b>Critical Incident (Escalated / Grave)</b>	<b>Crisis Emergency (Severe / National Impact)</b>
<b>1. Injury / Fatality</b>	<input type="checkbox"/> Minor injury; no hospitalization	<input type="checkbox"/> Serious injury requiring hospitalization; 1 fatality	<input type="checkbox"/> Multiple casualties or mass fatalities
<b>2. Intent / Threat Level</b>	<input type="checkbox"/> Unintentional or reactive act; no premeditation	<input type="checkbox"/> Deliberate harm with specific target or planned action	<input type="checkbox"/> Premeditated, coordinated, ideological, or terroristic motive
<b>3. Actor Involvement</b>	<input type="checkbox"/> Known internal actor (learner, staff); cooperative	<input type="checkbox"/> Internal actor uncooperative; or external actor with limited access	<input type="checkbox"/> Unknown, armed, hostile external actor; or internal actor causing extreme threat
<b>4. Location</b>	<input type="checkbox"/> Off-campus; no school disruption	<input type="checkbox"/> Inside campus/sanctioned activity; contained	<input type="checkbox"/> Inside or near school; ongoing threat or wide exposure
<b>5. Operational Impact</b>	<input type="checkbox"/> Classes continue normally; minor disruption	<input type="checkbox"/> Partial disruption; grade level or building affected	<input type="checkbox"/> Full suspension of classes; school lockdown or closure
<b>6. Media / Public Attention</b>	<input type="checkbox"/> No or low attention; handled internally	<input type="checkbox"/> Local coverage or viral on social media; public concern	<input type="checkbox"/> National/international media coverage; urgent DepEd CO involvement
<b>7. Psychological Impact</b>	<input type="checkbox"/> Minor distress; basic reassurance suffices	<input type="checkbox"/> Group-level trauma; psychosocial support required	<input type="checkbox"/> School/community-wide trauma; long-term intervention needed
<b>8. Property Damage</b>	<input type="checkbox"/> Minimal (e.g., broken window, graffiti)	<input type="checkbox"/> Significant (e.g., classroom fire, infrastructure damage)	<input type="checkbox"/> Severe destruction (e.g., arson, explosion, building collapse)
<b>9. Escalation Risk</b>	<input type="checkbox"/> Situation resolved/isolated; no repeat threat	<input type="checkbox"/> May intensify or reoccur; under close monitoring	<input type="checkbox"/> Active, ongoing, or spreading threat; not yet under control

<b>10. Community Disruption</b>	<input type="checkbox"/> Community informed; calm maintained	<input type="checkbox"/> Misinformation, fear, or unrest among parents/barangay	<input type="checkbox"/> Mass panic, civil unrest, or community displacement
<b>11. Legal Dimension</b>	<input type="checkbox"/> No criminal violation	<input type="checkbox"/> Criminal offense likely (e.g., assault); PNP/DSWD involved	<input type="checkbox"/> Serious crime (e.g., murder, terrorism); inter-agency action
<b>12. Strategic Importance</b>	<input type="checkbox"/> Small/local school; not critical to broader services	<input type="checkbox"/> Central/cluster school or district coordination point	<input type="checkbox"/> High-value site (e.g., symbolic target, evacuation hub, CO facility)
<b>13. School Preparedness</b>	<input type="checkbox"/> Fully prepared; IMT/CPC/DRRM functional	<input type="checkbox"/> Partially prepared; gaps in protocols or readiness	<input type="checkbox"/> School unprepared/overwhelmed; immediate external support needed
<b>14. Activation Level</b>	<input type="checkbox"/> Managed by School IMT; reports to SDO	<input type="checkbox"/> SDO/SCMC activated; escalates to RO	<input type="checkbox"/> RCMC/NCMC fully activated; national-level response