



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

Regional Memorandum
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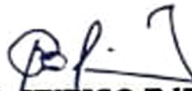
AUG 28 2026

**SCHEDULE OF THE NATIONAL SIMULTANEOUS SAFETY DRILL AND
IMPLEMENTATION GUIDELINES FOR ITS CONDUCT**

TO: Assistant Regional Director
Schools Division Superintendents
All Others Concerned

1. This Office, through the **Education Support Services Division (ESSD)**, disseminates the attached Advisory from **Hon. Malcolm S. Garma, Undersecretary for Governance and Operations**, dated August 26, 2026, titled, **"Schedule of the National Simultaneous Safety Drill and Implementation Guidelines for Its Conduct"**, which is self-explanatory.

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


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated
Reference/s: Advisory Dated August 25, 2026
To be indicated in the Perpetual Index
Under the following:

LEARNERS
PROGRAMS
SAFETY DRILL
SCHOOLS

MLCBQ/ESSD RM/ Schedule of the National Simultaneous Safety Drill and Implementation Guidelines
For Its Conduct ____/ August 28, 2026



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Department of Education
OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

ADVISORY

**FOR : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
REGIONAL AND DIVISION DRRM COORDINATORS
ELEMENTARY & SECONDARY PUBLIC & PRIVATE SCHOOL HEADS
ALL OTHERS CONCERNED**



FROM : MALCOLM S. GARMA
Undersecretary for Governance and Operations

**SUBJECT : SCHEDULE OF THE NATIONAL SIMULTANEOUS SAFETY DRILL AND
IMPLEMENTATION GUIDELINES FOR ITS CONDUCT.**

DATE : AUGUST 26, 2026

Reference: DepEd Memorandum dated 5 August 2026 Re: School Contingency Plan for Incidents Involving Active Shooters

The Department of Education has directed all public and private educational institutions to implement the School Contingency Plan For Incidents Involving Active Shooters. This comprehensive policy establishes standardized operational protocols for managing active threat scenarios on or adjacent to campus grounds, encompassing pre-incident preparedness, Incident Management Team activation, lockdown and lockout procedures, emergency communications, inter-agency coordination with law enforcement, post-incident recovery, psychosocial support, learner reunification, and instructional continuity. Furthermore, it serves as the foundational framework for conducting age-appropriate, trauma-informed School Safety Drills.

The National Simultaneous Safety Drill, originally set on 25 August 2026, has been rescheduled to September 3, 2026. All relevant offices and personnel are advised to take note of this updated schedule and adjust their logistical preparations accordingly.

The Department of Education reiterates to all School Heads the mandatory requirement to execute all prerequisite preparatory measures prior to initiating any drill activities. Institutional leadership shall evaluate operational readiness, establish necessary protective safeguards, conduct thorough orientations for staff and learners, and coordinate with relevant local authorities and partner agencies. All



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preparatory and operational phases must strictly adhere to child-centered principles and the overarching "Do No Harm" directive to guarantee the safety, dignity, and psychosocial well-being of all learners and school personnel. Educational institutions that have not fully met the prerequisite readiness criteria shall prioritize foundational capacity-building, orientation, and administrative preparations until all mandatory safeguards and operational arrangements are fully operational.

Schools Division Offices are tasked with providing necessary technical assistance and monitoring implementation across their respective jurisdictions. School Heads retain ultimate responsibility for determining the appropriate scheduling and execution methodology based on localized conditions and institutional readiness. Attached to this advisory is the School Safety Drill Sequence Template for reference.

For information, broad dissemination, and strict compliance.



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SCHOOL SAFETY DRILL SEQUENCE GUIDE

Schools are advised to adapt their localized drills using this recommended School Safety Drill Sequence Template as a guide, tailored to their specific context.

SUMMARY OF SCHOOL SAFETY DRILL STAGES AND OBJECTIVES

Stages	Activity	Objectives
Stage 0	School Readiness and Risk Assessment	Determine whether the school is fully prepared and equipped to safely execute active threat responses by evaluating operational readiness, facility infrastructure, and staff training prior to conducting full-scale drills.
Stage 1	Learner Preparation, Consent and Safeguarding	Establish foundational safety protocols and learner protection safeguards prior to drill execution, including securing parental consent, conducting health and psychosocial screenings, notifying the school community in advance, and providing safe alternative activities for vulnerable learners.
Stage 2	Classroom Discussion and Protective-Action Walkthrough	Ensure learners understand why safety drills are necessary, learn what actions to take in an emergency, and practice protective-action procedures in a calm, structured manner.
Stage 3	School Safety Drill • Phase 1: Drill Initiation and Alarm • Phase 2: Inner Ring Defense • Phase 3: Orderly Evacuation & Responder Compliance Posture	Execute standardized active threat response protocols outlined in the school contingency plan, comprising three distinct operational phases: Phase 1 (Drill Initiation and Alarm) involves sounding a non-fire/non-earthquake duress signal/alarm and testing emergency dispatch communication; Phase 2 (Inner Ring Defense) focuses on immediate classroom lockdown, physical door barricading, room darkening, and silent concealment; and



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		Phase 3 (Orderly Evacuation & Responder Compliance Posture) entails safe egress along designated pathways and demonstrating compliance posture—hands raised, visible, and empty—upon encountering first responders.
Stage 4	Recovery, Reunification and Psychosocial Support	Restore school safety and emotional well-being by conducting immediate post-drill student accounting, executing structured family reunification procedures in coordination with local authorities, and delivering accessible Psychological First Aid (PFA) and specialized mental health support to address distress among learners and staff.
Stage 5	After-Action Review and Improvement	Conduct a comprehensive post-drill evaluation and hotwash debriefing session with the Incident Management Team, school staff, and external evaluators. Analyze operational performance metrics, assess emergency communication workflows, address identified safety and procedural gaps, and gather feedback on learner and staff emotional well-being to continuously refine and update the localized School Contingency Plan.



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Stage 0: School Readiness and Risk Assessment

1. **Comprehensive Risk Assessment and Safety Management:** Conduct a rigorous site-specific security and safety assessment to thoroughly evaluate physical site hardening, access control measures, perimeter integrity, and classroom locking mechanisms. Map out clear, unblocked primary and secondary evacuation routes, establish designated safe rooms or concealment zones, and outline structured off-site family reunification areas to ensure complete accountability during an emergency.
2. **Standardized Emergency Action Plans:** Formulate, document, and operationalize standardized response procedures structured around the RUN, HIDE, FIGHT situational framework. Establish distinct audible and visual duress alarms and warning signals to unequivocally differentiate active threat scenarios from routine fire or earthquake evacuations. Incorporate early threat detection protocols, rapid emergency communication trees, and post-incident psychosocial recovery workflows using the 4H Learning Continuity Framework (Hinto, Hinga, Hinay, Hayo).
3. **Inter-Agency Coordination and Plan Approval:** Establish formal operational linkages and communication channels with external response entities, including local law enforcement (PNP), Local Government Units (LGU), Bureau of Fire Protection (BFP), Local DRRMO, Local Social Welfare and Development Offices, local health offices, and Parent-Teacher Associations (PTA). Secure formal review, acknowledgment, and final approval of the localized School Contingency Plan from the School Head, Schools Division Superintendent, and external partner response agencies before full implementation.
4. **Conduct of School Readiness Self-Assessment (through School Readiness Checklist):**
 - ☐ school safety or security audit
 - ☐ localized contingency plan established
 - ☐ safe lockdown or concealment and evacuation areas identified
 - ☐ PNP/LGU/health and emergency contacts established
 - ☐ teachers and staff oriented first
 - ☐ parents and learners notified
 - ☐ Psychological First Aid or psychosocial referral arrangements identified
 - ☐ accommodations identified for learners with disabilities or special needs
 - ☐ recent traumatic incidents or other local circumstances assessed (e.g. Tacloban, Ateneo de Zamboanga should not proceed with drills)



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Stage 1: Learner Preparation, Consent and Safeguarding

1. Provision of age-appropriate classroom discussions
2. Identify learners or personnel who may require accommodation or additional support based on mental health and psychosocial screening under Learner Health Assessment and Screening policy
3. The school shall identify available trained personnel and establish referral arrangements with the SDO, LGU, health facilities, medical societies, or other appropriate partners for Psychological First Aid and additional psychosocial support when necessary
4. Advance Notice: At least several days before the drill, the school must provide transparent advance notices to all learners, school personnel, and parents to eliminate any element of surprise.
5. Parental Consent and Learner Safeguarding. Prior to learner participation in the school safety drill, the school shall secure informed written consent from the parent or guardian and, as developmentally appropriate, the assent of the learner. Parents or guardians shall be informed of the purpose, nature, sequence, and safeguards of the activity, including the absence of hyper-realistic or graphic simulation.
6. As part of the consent process, parents or guardians shall be given the opportunity to indicate whether there are health, developmental, psychosocial, sensory, or other circumstances that may make participation distressing or inappropriate for the learner, or may require reasonable accommodation. Disclosure of a specific diagnosis shall not be required.
7. Learners identified by their parent or guardian, the learner themselves, or appropriate school personnel as requiring additional safeguards shall not be required to participate in the school-wide drill until their readiness and appropriate accommodations have been determined. A safe alternative activity shall be provided, without penalty or stigmatization.

Stage 2: Classroom Discussion and Protective-Action Walkthrough

1. Role Briefing: The School Head briefs the Incident Management team on their specific roles: Security Guards/Watchmen/Tanods for perimeter control, Wing Captains (assigned teachers/designated learners) for internal security, Admin Staff for emergency communications, and the PFA Team (school nurse / guidance counselors, PFA volunteers) for post-drill support.
2. Strict Prohibitions: All participants are reminded that hyper-realistic or fear inducing elements are completely banned. There will be no active aggressor



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role playing, no imitation firearms, no bladed and blunt weapons, no simulated casualties, and no loud pyrotechnics or simulated gunfire.

3. Walkthrough: Teachers shall physically walk learners through
 - RUN → where would we go?
 - HIDE → where is the safe area in our classroom?
 - How do we secure the room?
 - What does the alarm mean?
 - When do we evacuate?
 - When do we reunify?

Stage 3: School Safety Drill

Phase 1: Drill Initiation and Alarm

1. The Signal: The School Head initiates the drill by sounding the school's unique, non-fire/non-earthquake duress signal/alarm. For purposes of the drill, participants shall respond to the signal according to the school's established protective-action procedures. No simulated aggressor or threat shall be introduced.
2. Emergency Dispatch Test: The Admin Staff immediately contacts the local Philippine National Police (PNP) to test the notification system and response timing. They practice filling out the 4-Point Dispatch Checklist, communicating hypothetical details regarding location, attackers, description, and victims. The PNP coordinates without simulating any realistic threats in front of students.

Phase 2: Inner Ring Defense (Classroom Lockdown & Concealment) DDAY

1. Securing the Rooms: Upon hearing the duress code, teachers immediately initiate classroom lockdown procedures. Teachers secure and lock classroom doors from the inside, utilize approved barricading devices, turn off the lights, and cover windows.
2. Silent Concealment: Teachers instruct learners to silence all mobile devices. Students and staff practice silent concealment, moving away from windows and doors, maintaining complete silence, and ignoring any door requests until officially cleared.
3. Wing Captain Actions: Assigned teachers serving as Wing Captains check adjacent hallways, verify that neighboring rooms have locked down, and ensure hallways are completely clear before securing themselves.



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Phase 3: Orderly Evacuation & Responder Compliance Posture

1. The Evacuation Order: Once the hypothetical threat is declared resolved, the School Head issues an orderly evacuation order.
2. Orderly Exit: Teachers guide learners to evacuate immediately along designated safe paths, prioritizing speed over personal belongings.
3. Compliance Posture Practice: During the evacuation and upon "encountering" the PNP in the designated warm zone, all learners and personnel practice the Compliance Posture to build muscle memory:
 - Keeping hands raised high, visible, and empty at all times.
 - Moving calmly and avoiding sudden or aggressive actions.
 - Following all verbal commands immediately without screaming at or grabbing officers.

Stage 4: Post-Drill Recovery and Psychosocial Support

1. Accountability Check: Teachers take attendance at the designated assembly point.
2. Psychosocial Support: Guidance counselors and/or the PFA team immediately conduct debriefings, monitoring the emotional well-being of learners and staff and providing Psychological First Aid (PFA) to anyone experiencing stress.

Stage 5: Post-Drill Evaluation & After-Action Review

1. Immediately following the exercise, school leadership and the Incident Management Team must convene a hotwash and debriefing session with the external evaluator.
2. Review performance metrics
3. Address identified operational or safety gaps
4. Analyze emergency communication workflows, and
5. Update the School Contingency Plan to drive continuous framework improvement.
6. Operational assessment: did people know what to do? Did communications work? Were learners accounted for?
7. Well-being: Did learners understand why the drill was conducted? Did anything cause unnecessary fear or confusion? Were vulnerable learners adequately supported? Did teachers feel capable of implementing the procedure?