Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY

DepED DIVISION OFFICE BAGUIO CITY
RELEASED
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By:
Time: CTRL No.:

23 November 2026

DIVISION MEMORANDUM
No. 811-2026

CONDUCT OF AGGRESSIVE BEHAVIOR AND SAFETY RESPONSE DRILLS IN SCHOOLS

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. In reference to the various issuances from the Central Office concerning the conduct of School Safety Drills on Active Shooter/Threat Incidents, the Schools Division Office of Baguio shall adopt the term "Aggressive Behavior and Safety Response Drill" as the official terminology to be used in all related activities, communications, and documents.

2. Anent to this, the following are the guidelines in conducting the above-mentioned drill:

Drill / Exercise	Description	Participants	Remarks
Walkthrough Drills	A walkthrough drill is a guided, low-intensity exercise designed to familiarize school personnel and learners with established safety procedures and response protocols. It is not intended to simulate an actual emergency or create a highly realistic scenario. Rather, it allows the school to assess the adequacy of its existing plans, identify operational gaps, and	• All school personnel; • All learners, subject to appropriate parental consent and coordination; and • Stakeholders who may participate as observers, including: ○ Baguio City Police Office (BCPO) or the nearest Police Station; ○ Bureau of Fire Protection (BFP);	To be conducted monthly, starting November 2026. Schools shall document the conduct of the drill, including observations, identified gaps, and actions taken or recommended. Reports shall be submitted through the designated reporting link:

Address: 82 Military Cutoff Rd, Baguio, Benguet, 2600
Telephone No.: (074) 665-1231
Email Address. baguio.city@deped.gov.ph
DepEd Baguio City https://depedpines.com

	determine areas for improvement. The school may conduct the following components separately or integrate them into a single exercise, depending on its preparedness and identified needs: a. Early Warning System (EWS) Activation b. Lockdown/Lockout Procedures c. Declaration of Safety (All-Clear) d. Evacuation Procedures e. Family Reunification Procedures	○ Parents-Teachers Association (PTA); ○ Barangay Local Government Unit (BLGU); ○ Schools Division Office (SDO); and ○ Other relevant stakeholders.	Evaluation Submission https://tinyurl.com/BaguioDrillEval

Tabletop Exercise (TTX)	A Tabletop Exercise (TTX) is a discussion-based exercise in which school personnel and other concerned stakeholders work through a series of simulated emergency scenarios in a structured setting. Participants are presented with situations requiring them to discuss, determine, and articulate the appropriate actions based on their respective roles	• All school personnel;
		• All learners, subject to appropriate parental consent and coordination; and
		• Stakeholders who may participate as observers, including:
		  • Baguio City Police Office (BCPO) or the nearest Police Station;
		  • Bureau of Fire Protection (BFP);
		  • Parents-Teachers
			• To be facilitated by the Schools Division Office through the Division DRRM Coordinator, upon the request of the school.
			• The school shall ensure the availability of its existing contingency plans and relevant emergency protocols as the primary references during the exercise.
			• Identified gaps and

	and responsibilities. The exercise aims to assess whether the school's established contingency plans, emergency protocols, and coordination mechanisms provide clear and appropriate guidance in responding to identified threats and emergencies. It also helps identify gaps, clarify responsibilities, and develop recommendations for improving existing plans and procedures.	Association (PTA); • Barangay Local Government Unit (BLGU); • Schools Division Office (SDO); and • Other relevant stakeholders.	recommendations shall be documented and used as inputs for the improvement of the school's plans and procedures.
Full-scale Functional Exercise	A Full-Scale Functional Exercise is an operations-based exercise designed to test and evaluate the actual implementation of the school's response plans and protocols, particularly in addressing threats involving aggressive behavior and ensuring school safety and security. Through a simulated emergency	• All school personnel; • Learners, subject to appropriate parental consent and coordination; • Baguio City Police Office (BCPO)/Philippine National Police (PNP); • Bureau of Fire Protection (BFP); • Barangay Local Government Unit (BLGU); and • Other relevant stakeholders who may participate as observers or response	• To be facilitated by the Schools Division Office through the Division DRRM Coordinator, in coordination with the BCPO/PNP and other concerned response agencies, upon the request of the school. • The conduct of the exercise shall be subject to the school's level of preparedness, readiness of participating agencies, and

	scenario, school personnel and participating response agencies perform their designated roles and responsibilities in a controlled exercise environment. The activity aims to assess the school's response capabilities, including early warning, communication, decision-making, lockdown or evacuation, coordination, and emergency response procedures. The exercise also evaluates the coordination and interoperability between the school and the BCPO/PNP in managing and responding to simulated threats. Findings from the exercise shall serve as a basis for determining the effectiveness, feasibility, and areas for improvement of existing contingency plans and response protocols.	partners, including: ○ PTA; ○ SDO; ○ Other concerned government agencies and community partners.	availability of necessary resources. • Appropriate safety measures, prior coordination, and necessary information dissemination shall be ensured before the conduct of the exercise. • The exercise shall be followed by an After-Exercise Evaluation to document good practices, identified gaps, and recommendations for improving the school's response capabilities. Pre-requisite: - The School should have already conducted the Walkthrough Drill and the Tabletop Exercise.

3. Attached herewith are the memoranda and advisories issued by the central office for reference and guidance.

4. Immediate dissemination and compliance of this Memorandum is desired.

SORAYA V. FACULO PhD, CESO V
Schools Division Superintendent

SGOD/SMN/DRRM/ckb

Republika ng Pilipinas
Department of Education
OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OP

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MEMORANDUM:
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TO : **ALL REGIONAL DIRECTORS**
ALL SCHOOLS DIVISION SUPERINTENDENTS
ALL PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOL HEADS

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

SUBJECT : **INSTITUTIONALIZATION OF SCHOOL SAFETY DRILL**
DATE : October 12, 2026

As part of the observance of School Safety Week, a school safety drill will be conducted at Bangkal National High School, City of Makati, on Wednesday, October 14, 2026, at 3:00 p.m. The activity will be live-streamed to provide schools with a practical demonstration of emergency preparedness and response procedures that may serve as a reference in strengthening their respective school safety mechanisms.

All public schools are encouraged to conduct their respective age appropriate and trauma-informed safety drills on the same date, focusing on addressing the gaps and weaknesses identified during the National Safety Drill conducted on September 3, 2026. Schools shall use their respective drill observations, evaluations, and documented findings to identify priority areas for improvement, including evacuation procedures, learner accountability, communication, and coordination with emergency responders, as applicable.

To continuously improve school safety mechanisms, all public schools shall conduct monthly safety drills beginning November 2026, with each drill highlighting a different threat or emergency scenario based on the school's risk assessment and identified vulnerabilities identified in their contingency plans. The schedule of monthly drills shall be agreed upon by school authorities and relevant stakeholders and, as much as practicable, arranged to minimize disruptions to classes and other essential school activities without compromising the effectiveness of the drills.

Each drill shall be treated as part of a continuous improvement cycle:

Assess – Review school-level risks and findings from previous drills.
Drill – Practice a selected threat or emergency scenario.
Evaluate – Document observed gaps and lessons learned.
Improve – Implement corrective actions and assess progress during the next drill.

Schools are encouraged to maintain appropriate records of these steps to support follow-through and continuous improvement.

Regional Directors and Schools Division Superintendents are directed to provide technical assistance (TA) and guidance in the conduct of monthly safety drills, including support for the assessment of school-level preparedness, documentation of lessons learned, and identification of appropriate corrective measures.

For immediate dissemination.

Republika ng Pilipinas
Department of Education
DISASTER RISK REDUCTION AND MANAGEMENT SERVICE

ADVISORY

TO : **ALL REGIONAL AND DIVISION DRRM COORDINATORS**

SUBJECT : **MANDATORY ADHERENCE TO THE EXECUTION OF THE SCHOOL SAFETY DRILL**

DATE : September 21, 2026

In light of the **Nationwide School Safety Drill** held on **September 3, 2026,** all Regional and Division Disaster Risk Reduction and Management (DRRM) Coordinators are instructed to **oversee and guarantee the execution of the School Safety Drill across all schools in their Areas of Responsibility (AOR).**

Executing the School Safety Drill and formulating contingency plans are essential preparedness measures. These activities allow schools to:

- Practice correct emergency procedures for potential safety incidents
- Evaluate the readiness of students and staff
- Pinpoint deficiencies in current safety protocols
- Enhance overall safety and emergency preparedness

Accordingly, all coordinators must actively track non-compliant schools and support their prompt completion of the drill. Following completion, schools should fill out the required evaluation form at https://bit.ly/4iwrXhO and resolve any identified gaps.

For immediate compliance.

FELINO O. CASTRO V
Director IV
Disaster Risk Reduction and Management Service

Republika ng Pilipinas
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

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.

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

		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.

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)

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

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.

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?

Republika ng Pilipinas

Department of Education

OFFICE OF THE SECRETARY

MEMORANDUM

TO : **REGIONAL DIRECTORS**
ASSISTANT REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
ASSISTANT SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : **ATTY. FATIMA LIPA D. PANONTONGAN**
Undersecretary and Chief of Staff
Office of the Secretary

SUBJECT : **SCHOOL CONTINGENCY PLAN FOR INCIDENTS INVOLVING ACTIVE SHOOTERS**

DATE : **AUGUST 5, 2026**

Pursuant to Part VI(C)(2) of DepEd Order No. 32,s. 2019 or the "National Policy Framework on Learners and Schools as Zones of Peace," schools shall be recognized and respected as places for learning, caring and nurturing – a true second home for the learners, where children can receive utmost peace and security. Thus, to ensure the safety of learners and all teaching and non-teaching personnel while in school, all learning institutions, public and private, are hereby directed to adopt and use the "School Contingency Plan for Incidents for Active (Shooters) Attack" (School Contingency Plan) as part of their School Disaster Risk Reduction and Management Plan.

The School Contingency Plan shall provide directions on the proper handling of incidents involving armed threats within school premises and nearby areas. It shall guide teaching and non-teaching personnel, as well as learners, on pre-incident preparedness, activation of the school Incident Management Team, lockout and lockdown procedures, emergency communication, coordination with law enforcement, post-incident recovery, psychosocial support, reunification, and learning continuity.

All learning institutions shall contextualize the School Contingency Plan in their school setting, taking into consideration the site conditions, available resources, learner population, local risk profile, and existing coordination arrangements with Local Government Unit (LGU), law enforcement, local health and social welfare offices, Parent-Teacher Associations, and other relevant stakeholders. For this purpose, all school heads are directed to ensure compliance with the following:

1. Incorporate the School Contingency Plan as part of the existing School Disaster Risk Reduction and Management Plan and other school safety related measures;
2. Provide periodic orientation to teaching and non-teaching personnel, parents, and learners, including security personnel and other stakeholders on the School Contingency Plan, emphasizing their respective duties and responsibilities in cases of armed threats;
3. Identify and update emergency contact numbers, school maps, evacuation routes, lockdown areas, lockout procedures, off-site reunification points, and parent or guardian release protocols;
4. Ensure open coordination with the Philippine National Police (PNP), LGUs, Local health and social welfare offices, and other stakeholders on school-level preparedness and response arrangements;
5. Conduct age-appropriate simulations, tabletop exercises, or drills on lockout, lockdown, evacuation, emergency communication, and reunification procedures, with due care to prevent fear, distress, or harm among learners;
6. Review access control, visitor management, perimeter security, gate security, emergency alarms, and classroom security measures within the bounds of existing laws, policies, and available resources;
7. Submit incident reports, drill reports, and other required documentation through established DepEd reporting channels; and
8. Conduct post-drill and post-incident assessments to identify gaps and provide appropriate remedial measures to address the same by updating the School Contingency Plan.

By way of policy, the primary objective in cases of armed threats within school premises and nearby areas is to ensure the safety and well-being of teaching and non-teaching personnel, learners, and other parties concerned until such threat is neutralized by the PNP and other competent authorities. Accordingly, other concerns, such as learning continuity, protection of school property, and other regular school operations, shall remain secondary until such time that the PNP or other competent authority has declared that regular school operations may resume.

During the existence of an armed threat, the PNP and other competent authorities shall have the sole responsibility of neutralizing the threat through tactical intervention, arresting the perpetrators, and handling the relevant evidence material for investigation and prosecution of the case. Teaching and non-teaching personnel shall coordinate with the PNP and other competent authorities as soon as they become aware of the armed threat; and shall prioritize the safety and well-being of learners until such threat is neutralized.

Regional Directors, Assistant Regional Directors, Schools Division Superintendents, and Assistant Schools Division Superintendents, in coordination with the LGUs, the PNP, and other competent authorities, shall provide technical assistance to the Public and Private Primary and Secondary School Heads in the contextualization of the School Contingency Plan in their respective schools, and shall monitor compliance therewith.

For more information, you may read the attached School Contingency Plan for Incidents for Involving Active (Shooters) Attack, or watch the explainer video through: https://bit.ly/ActiveThreatPlan

Immediate dissemination of this Memorandum is directed.