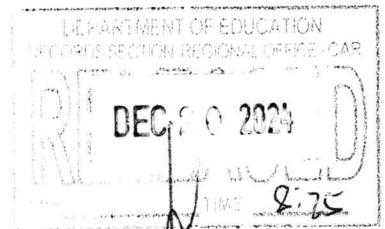




Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION



12 December 2024

**REGIONAL MEMORANDUM**  
No. 914.2024

**ESTABLISHMENT OF CRISIS COMMUNICATION MANAGEMENT  
PROTOCOL OF DEPED-CAR**

To: Schools Division Superintendents  
Division Information Officers  
Division Public Assistance Coordinators  
School Heads  
School Information Coordinators  
All Others Concerned

1. The Department of Education-Cordillera Administrative Region (DepEd-CAR) through its Office of the Regional Director-Public Affairs Unit issues the **Crisis Communication Management Protocol (CCMP) of DepEd-CAR** attached as *Enclosure 1*.
2. The CCMP establishes a structured and effective strategy for managing communication before, during, and after a crisis within DepEd-CAR, with the following key objectives:
  - a. Ensures that all internal and external stakeholders receive clear, consistent, and reliable information during a crisis.
  - b. Provides quick, accurate updates on the status of the crisis, including any measures being taken and the status of schools and educational activities.
  - c. Outlines the members, roles, and responsibilities of DepEd-CAR Crisis Communication Management Team to ensure coordinated and systematic messaging.
  - d. Establishes protocols for issuing public statements, managing media inquiries, and communicating with various sectors involved in incident management and response.
  - e. Builds and maintains trust between DepEd-CAR, its stakeholders, and the public by providing transparent and factual communication.
3. This Regional Memorandum shall take effect immediately upon approval and shall continue to be in force unless repealed, amended, or rescinded.
4. Immediate dissemination of and compliance with this Memorandum is desired.

  
**ESTELA P. LEON-CARIÑO EdD, CESO III**  
Director IV/ Regional Director

ORD/PAU/cbm/CCMP



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DepEd Tayo Cordillera



<https://depedcar.ph>



Certificate No. P11P QMS



Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION

Enclosure 1:

**CRISIS COMMUNICATION MANAGEMENT PROTOCOL (CCMP) OF DEPED-CAR**

**I. Rationale**

Under the 1987 Constitution, the Department of Education (DepEd) is tasked with safeguarding and advancing every citizen's right to quality education at all levels, ensuring accessibility through proactive measures. Aligned with Ambisyon Natin 2040 and the Sustainable Development Goals (SDG) 2030, DepEd is dedicated to fostering inclusive, equitable education and lifelong learning opportunities for all. In this context, the Department of Education – Cordillera Administrative Region (DepEd-CAR) plays a vital role in implementing this mandate and must establish and manage effective communication strategies and systems to promote its programs, projects, and activities.

DepEd-CAR, a large government organization comprising eight Schools Division Offices, serves over 439,316 learners and employs approximately 21,385 teaching and non-teaching personnel. Given its extensive reach and public significance, managing communication systems across its Regional Office and field offices is essential for protecting institutional reputation and ensuring operational success. Therefore, DepEd-CAR is committed to balancing transparency and confidentiality, adhering to the Freedom of Information Act (Executive Order No. 2, s. 2016) for the free flow of information, and respecting data privacy as mandated by the Data Privacy Act of 2012 (Republic Act No. 10173).

During a crisis, information can spread rapidly and uncontrollably, potentially causing significant damage to the Department's reputation and public image. Incidents within DepEd schools and offices often go viral, and the spread of false information can exacerbate the situation, making effective communication even more critical. The availability of a well-defined CCMP ensures that accurate, consistent, and timely information is communicated, mitigating the risk of misinformation and reducing panic. Transparent and consistent communication not only protects the Department's reputation but also builds trust with stakeholders and the public, demonstrating the organization's proactive approach to resolving issues.

Adhering to the National Communication Framework of DepEd, this CCMP aims to provide clear guidelines for communication before, during, and after a crisis. Leveraging from the CCMP, DepEd-CAR shall uphold accountability in managing information flow and coordinated response, ensuring effective coordination and communication with internal and external stakeholders.

1 Policy, Planning, and Research Division, SY2023-2024



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Certificate No. PHP CMS

## II. **Scope**

This issuance shall be applicable in DepEd-CAR as a strategy to respond promptly, accurately, and appropriately before, during, and after a crisis to protect the integrity and image of the Department. Led by the Public Affairs Unit of the Office of the Regional Director, this shall be implemented in the Regional Office, all Schools Division Offices, and Public Elementary and Secondary Schools.

## III. **Definition of Terms**

1. **Crisis** - refers to a significant incident in DepEd-CAR which has the potential to have a critical impact on the Department's operations, public image, and integrity which results in extensive news coverage and public scrutiny.
2. **Incident** – Any event, situation, emergency, or disturbance in DepEd-CAR activities that may cause crisis.
3. **DepEd Communication Framework** – outlines the overarching communications strategies and approaches to guide in the formulation and development of policies, standards, and guidelines of the Department of Education. It also sets forth guiding principles, work processes, plans, and roles of key people in the Department's communication system.
4. **Crisis Communication Management Protocol** – it is the primary tool of DepEd-CAR for internal and external communications during crisis situations. It provides guidance to DepEd-CAR officials and personnel who are responsible for delivering effective, efficient, timely, and comprehensive information to the media and the public during a crisis.
5. **Crisis Communication Management Team** - is composed of Team Leaders and members with specific functions who are responsible for overseeing the management and handling all crisis communication efforts, and responding to the media, the public, and stakeholders.
6. **Web Security Threats** - are a form of internet-borne cybersecurity risk that could expose users to online harm and cause undesired actions or events. Common types of web security threats include computer viruses, data theft, and phishing attacks which cause problems like denial of access to computers and networks, unauthorized access to and usage of corporate networks, theft and exposure of private data, and unauthorized changes to computers and networks.<sup>2</sup>
7. **Social media** - digital technology that allows the sharing of ideas and information, including text and visuals, through virtual networks and communities.<sup>3</sup> For DepEd-CAR, this includes official Facebook Pages, websites, emails, and other approved online platforms.
8. **Internal Stakeholders** – refer to individuals who are immediately or directly involved in who are affected by the daily educational operations of DepEd-CAR (regional office, schools division office, and schools).<sup>4</sup>

2 <https://www.fortinet.com/resources/cyberglossary/web-security-threats>

3 <https://www.dictionary.com/browse/media>

4 DepEd Order No. 26, s. 2022. Implementing Guidelines on the Establishment of School Governance Council

9. **External stakeholders** – refer to individuals or organizations who are not directly involved in or affected by the daily educational operations of DepEd-CAR but have strong interest in collaborating with and/or supporting the Department to address its concerns and improve its performance. This may include the parents, guardians, community members, local government units, civil society organizations, other national government agencies and government-owned and controlled corporations, international organizations, media, private companies, business enterprises, corporate foundations, cooperatives, and other concerned private individuals.<sup>5</sup>

10. **Situation Report (SitRep) or Initial Report** - advance information for “FYI” purposes which briefly describes the incident/event/situation by basically answering the questions WHAT, WHEN, WHERE, WHO, and HOW.<sup>6</sup>

11. **Incident Report** - is a more comprehensive report which contains a formal report that narrates what specifically transpired in a certain issue or news story. It may also include the stand or statement of concerned office (regional, division, or school), and is an indispensable tool for the Office in coming up with its official statement.<sup>7</sup>

12. **Official Communications** - these include Official statements, advocacy materials, press releases, including official photos and videos; publication of advisories, memorandums, circulars, and orders that are for public consumption; and original materials produced by the Department related to dispensing its functions.<sup>8</sup> (National Communication Framework)

13. **Regional Information Officer (RIO)** - manages communication systems and processes across the region, handles media relations and strengthens partnerships with stakeholders through strategic communication, and facilitates news and information processing from the region to the central office.<sup>9</sup>

14. **Division Information Officer (DIO)** – counterpart of the RIO at the division level to better facilitate news and information processing from the division to the central office.<sup>10</sup>

15. **School Information Officer (SIC)** – counterpart of the RIO and DIO in the school level who ensures that communication convergence is coordinated and strengthened from the school to the national level.<sup>11</sup>

#### **IV. Policy Statement**

The DepEd-CAR Crisis Communication Management Protocol is aligned with the vision and goals of Ambisyon Natin 2040 and the Sustainable Development Goals (SDG) 2030. It adheres with the provisions of the Freedom of Information Act (Executive Order No. 2, s. 2016) and the Data Privacy Act of 2012 (Republic Act No. 10173). As such, DepEd-CAR seeks to transform a communication system into one that is highly capable of protecting the integrity of the Department. This protocol outlines the guidelines and steps in communication crisis management and the members with their roles and functions as effective and ethical communication representatives of the Department.

5 - DepEd Order No. 26, s. 2022. Implementing Guidelines on the Establishment of School Governance Council

6-8 National Communication Framework

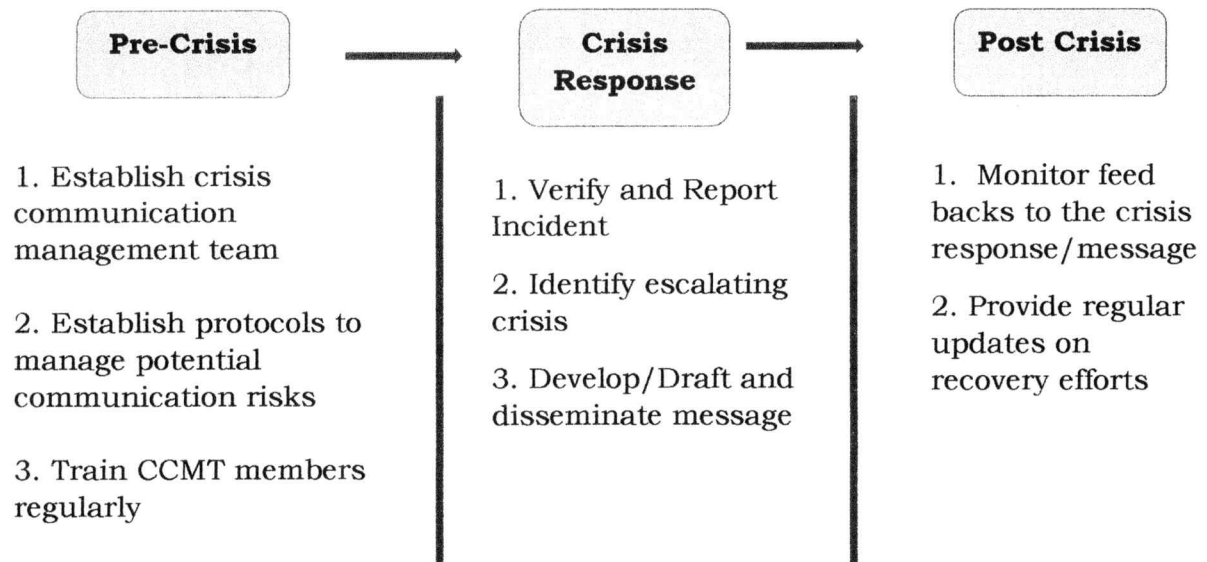
9 & 10 – DepEd Order No. 99, s. 2010. Designation of Regional and Division Communication Officers

11- DepEd Memorandum No. 17, s. 2021 Designation of School Information Coordinators

## V. Procedure

There are three interconnected key phases of Crisis Communication to consider: the pre-crisis phase, the crisis response phase, and the post-crisis phase. Each phase has specific steps and strategies designed to guide schools/offices in their crisis communication efforts.

Figure 1. Phases of Crisis Communication<sup>12</sup>



### A. Pre-Crisis Phase

The first phase occurs prior to the crisis itself and focuses on proactive planning and preparation. During this phase, clear communication channels and well-defined protocols are established to ensure that the organization is ready to respond swiftly and effectively when a crisis strikes. This phase helps minimize the likelihood of a crisis and strengthens the organization's overall resilience.

#### 1. Establishment of a Crisis Communication Management Team (CCMT)

One of the key elements of a crisis communication protocol is identifying the individuals of the crisis communication management team and defining their roles and responsibilities as shown in Table 1.

<sup>12</sup> Crisis Communication. The Arthur W. Page Center. Public Relations Ethics. <https://pagecentertraining.psu.edu/public-relations-ethics/ethics-in-crisis-management/lesson-1-prominent-ethical-issues-in-crisis-situations/crisis-communication/>

Table 1. Composition of the CCMT and their Roles and Responsibilities

| <b>Response Team</b>  | <b>Responsible</b>   | <b>Contact Details<br/>(Must include Mobile Number, Messenger Account, Email Address)</b> | <b>Roles and Responsibilities</b>  |
|-----------------------|--|---|--|
| <b>Chairperson</b>    | <b>Regional Office</b><br>Regional Director (RD)   |   | <ul style="list-style-type: none"> <li>• Approves and authorizes the implementation of a crisis communication plan</li> <li>• Approves message for dissemination</li> <li>• Acts as spokesperson of the Department</li> <li>• Approves requests for outside resources</li> <li>• Determines when there is a need for an additional spokesperson, e.g., technical topic, etc.</li> <li>• Practices message points before interaction with internal and external audiences/stakeholders</li> <li>• Assists the Chairperson</li> <li>• Acts as alternate Chairperson</li> </ul> |
|                       | <b>Schools Division Office</b><br>Schools Division Superintendent (SDS)                                  |   |  |
|                       | <b>School</b><br>School Head   |   |  |
| <b>Co-Chairperson</b> | <b>Regional Office</b><br>Assistant Regional Director  |   |  |
|                       | <b>Schools Division Office</b><br>Assistant Schools Division Superintendent                              |   |  |
|                       | <b>School</b><br>Assistant School Head/<br>SDRRM Coordinator (for schools with no Assistant School Head) |   |  |

|  |                                       |   |  |
|--|---------------------------------------|---|--|
| <p><b>Communication Management Group (CMG)</b></p> | <p><b>Regional Office</b></p>         | <p><b>Leader:</b> Regional Information Officer (RIO)/Regional Public Assistance Coordinator (RPAC), ITO, Records Section Head<br/> <b>Co-Leader:</b> Alternate RIO/Alternate RPAC<br/> <b>Members:</b> PAU Staff<br/>           ICTU Staff<br/>           RO DRRM<br/>           LRPO Focal</p>   | <p><b>LEADER and CO-LEADER:</b></p> <ul style="list-style-type: none"> <li>• Oversees formation and release of information about an incident to internal and external audiences/stakeholders</li> <li>• Serves as the principal source of incident information to the Chairperson and/or Co-Chairperson on all matters relating to internal and external messaging</li> <li>• Works with the Chairperson and/or Co-Chairperson and the Legal Team to establish incident-specific communications to identified target audiences</li> <li>• Prepares, edits, and disseminates internal communications, such as voicemails or emails, addressing crisis details and guidelines</li> <li>• Prepares communication materials, such as public statements and/or messages, press releases, and fact sheets</li> <li>• Establishes lines of communication with the press, concerned citizens' groups, and public organizations</li> <li>• Oversees preparation of news conferences, media updates, interviews, press tours, etc., as appropriate for reporters,</li> </ul> |
|  | <p><b>Schools Division Office</b></p> | <p><b>Leader:</b> Division Information Officer (DIO)<br/> <b>Co-Leader:</b> Division Public Assistance Coordinator (DPAC)<br/> <b>Members:</b><br/>           SOCMOB SEPS<br/>           Alternate DIO<br/>           SDO DRRM Focal<br/>           ADAS/Secretary<br/>           Office of the SDS<br/>           Child Protection coordinator</p> |  |

|  |               |  |  |
|--|---------------|--|--|
|  | <b>School</b> | <p><b>Leader:</b> School Head/School Information Coordinator</p> <p><b>Members:</b><br/>SDRRM Coordinator /PDO I<br/>Child Protection Focal – for child protection issues only</p> | <p>community group leaders, and others</p> <p><b>MEMBERS:</b></p> <ul style="list-style-type: none"> <li>• Collect and verify data on SitReps and Incident Reports</li> <li>• Establish a media hotline and directory of communication (media outfits, LGU/MLGU, concerned citizens' groups, and public organizations</li> <li>• Arrange news conferences, media updates, interviews, press tours, etc., as appropriate for reporters, community group leaders, and others</li> <li>• Monitor media and social media coverage of the incident and provide follow-up information when necessary</li> <li>• Flag any coverage of incident with the Leader</li> <li>• Track and keep final copies of all communication materials and update material as needed e.g. e-copies of Incident Reports, SitReps, and approved messages for future reference)</li> <li>• Maintain a record of proceedings from all press briefings or other press contact</li> <li>• Assist the Leader by performing other assigned tasks</li> </ul> |
|--|---------------|--|--|



|  |   |  |  |   |
|--|---|--|--|---|
| <p><b>Social Media Management Group (SMMG)</b></p> | <p><b>Regional Office</b></p>   | <p><b>Leader:</b> RIO, ITO, and Records Section Head<br/><b>Members:</b> PAU Staff<br/>ICTU Staff<br/>Records Section Staff<br/>Program/Project Owners</p> |  | <p><b>LEADER:</b></p> <ul style="list-style-type: none"> <li>• Monitors and manages the institution's official social media platforms/channels</li> <li>• Oversees provision of prompt responses to inquiry/complaint/comment/suggestion received from official social media platforms/channels</li> <li>• Writes, edits, and publishes approved social media content on the official social media platforms</li> <li>• Serves as the voice and the representative of the social media platforms</li> </ul> <p><b>MEMBERS:</b></p> <ul style="list-style-type: none"> <li>• Write social media content for uploading in the official social media platforms</li> <li>• Create social media visual branding through the editing of photographs, illustrations, and graphics-related content</li> <li>• Collect data, analyze page performance, and strategize boosting of social media posts to provide data-based communications directions, strategies, and insights</li> <li>• Assist in provision of prompt responses to inquiry/complaint/comment/suggestion</li> </ul> |
| <p><b>Schools Division Office</b></p>              | <p><b>Leader:</b> Division Information Officer, ITO, and Records Section Head<br/><b>Members:</b> SOCMOB SEPS<br/>Alternate DIO<br/>ADAS/Secretary<br/>Office of the SDS<br/>SDO Records section<br/>Program/Project Owners</p> |  |  |   |
| <p><b>School</b></p>                               | <p><b>Leader:</b> School Head/ School Information Coordinator (SIC)<br/><b>Members:</b> ADAS<br/>AO II/PDO I<br/>ICT Coordinator</p>  |  |  |   |

|  |  |   |  |
|--|--|---|--|
| <p>received from official social media and online platforms</p> <ul style="list-style-type: none"> <li>• The ICTU staff/ SDO ITO/School ICT Coordinator create, manage, and maintain IT systems and solve technical problems encountered by the SMMT</li> <li>• Always ensure the reliability, security, integrity, and performance of the official social media platforms</li> <li>• Assist the Leader by performing other assigned tasks</li> </ul>  |  |   |  |
| <p><b>LEADER:</b></p> <ul style="list-style-type: none"> <li>• Oversees the official website contents as the primary content managers</li> <li>• Manages the system and technical infrastructure of the website content management system to ensure that the website is always up and running</li> <li>• Ensures updating the organization's website, if appropriate</li> <li>• Ensures always the reliability, security, integrity, and performance of the official website</li> <li>• Does regular website maintenance checks</li> <li>• Has the authority to make the necessary screening and filtering of the information that needs to be uploaded to the official website</li> </ul> |  | <p><b>Leader:</b> ITO</p> <p><b>Members:</b> Records Section Staff<br/>ICTU Staff<br/>PAU Staff<br/>Content manager per Functional Division</p> | <p><b>Website Management Group</b></p> <p><b>Regional Office</b></p> |

|                           |                                       |  |  |
|---------------------------|---------------------------------------|--|--|
|                           | <p><b>Schools Division Office</b></p> | <p><b>Leader:</b> ITO<br/><b>Members:</b> Records section, DIO Alternate DIO</p>                       | <ul style="list-style-type: none"> <li>• Oversees and coordinates with other content administrators who will be appointed per Office concerned</li> <li>• Provides technical support to the content administrators</li> </ul> <p><b>MEMBERS:</b></p> <ul style="list-style-type: none"> <li>• Handle uploading of official issuances such as Regional Memoranda (for RO), Division Memoranda (for SDO and schools), and Advisories</li> <li>• Generate and upload multimedia materials like photos, infographics, animation, videos, and other relevant and informative educational contents</li> <li>• Upload press releases, official statements, announcements, and stories</li> <li>• Assist the Leader by performing other assigned tasks</li> </ul> <p><b>LEADER:</b></p> <ul style="list-style-type: none"> <li>• Provides legal advice on all aspects of response operations</li> <li>• Reviews policies, practices, and procedures related to response operations</li> <li>• Identifies and address legal issues that may arise from incidents</li> </ul> |
| <p><b>School</b></p>      |                                       | <p>For schools with website:<br/>Leader: School Head<br/>Member: ICT Coordinator</p>                   |  |
| <p><b>Legal Group</b></p> | <p><b>Regional Office</b></p>         | <p><b>Leader:</b> Regional Legal Officer<br/><b>Members:</b> Legal Unit Staff<br/>SDO and School –</p> |  |

|  |  |   |  |
|--|--|---|--|
|  | <p style="text-align: center;"><b>Schools<br/>Division<br/>Office and<br/>School</b></p> | <p><b>Leader:</b> Division<br/>Legal Officer</p> <p><b>Members:</b> ADAS III<br/>AOII</p> | <ul style="list-style-type: none"> <li>• Advises the CMG on all legal matters related to the response</li> <li>• Advises the CMG on the type of documentation to compile and preserve to support the Department in incident-related litigation and/or claims</li> <li>• Reviews communication materials, including press releases and media statements, prior to their release.</li> <li>• Coordinates compliance with all regulatory reporting requirements</li> <li>• Supervises the activities of outside legal counsel, if utilized</li> </ul> <p><b>MEMBERS:</b></p> <ul style="list-style-type: none"> <li>• Prepare data, report, and other documents needed by the Leader</li> <li>• Assist the Leader by performing other assigned tasks</li> </ul> |
|--|--|---|--|

## 2. Establishment of Protocols to Manage Potential Communication Risks

### a. Social Media Communication and Network Protocols

Effective management of official social media platforms is crucial for ensuring accurate communication and preventing the dissemination of unverified information by the Department. All concerned DepEd-CAR personnel shall adhere with the following protocols in Table 2:

Table 2: Dos and Don'ts in Social Media Communication and Networking

| DOs  | DON'Ts  |
|--|---|
| (1) The RIO, ITO, and Records Section Head of the Regional Office, the DIO, ITO, and Records Section Head of the SDO, the School Head and SIC of the school shall act as managers of the official social media platforms.                              | (1) Do not post unofficial communications, unverified news, and unauthorized information to official social media platforms   |
| (2) Members of the SMMG, with prior management approval, are authorized to upload, post, and share content on the official social media platforms  | (2) Do not share private individual/s' posts to the official social media platform to prevent the release of misleading and unverified information to the public.   |
| (3) Other DepEd-CAR employees may contribute to social media, but all content must be verified by the SMMG leader and approved by the CCMT Chairperson   | (3) Do not respond to public comments (negative or positive) on posted materials in any of the official social platforms. Only the SMMG Leader with approval of the CCMT chairperson is authorized to respond accordingly |
| (4) Refer any legal concerns arising from the online comments to the appropriate legal officer of concerned office.  | (4) Do not post any work-related grievances or other personal concerns and ranting related to the Department. Have these be addressed through the proper forum, or through the Grievance Mechanism of concerned office.   |
| (5) Share news from other official government media to support positive DepEd updates, if verified by the SMMG leader and approved by the CCMT chairperson.  |   |
| (5) Acquire any necessary permission on the usage of a third-party source's copyright, copyrighted material, trademarks, service marks or other intellectual property (e.g. logos of stakeholder partners, downloaded vector icons, copyrighted music) |   |
| (6) Use discretion when posting photos or videos that are not confidential, private, sensitive, or harmful to individuals or third parties.  |   |

|   |  |
|---|--|
| <p>(7) Share or post photos and videos of learners that are for legitimate educational purpose only through authorized Office social media accounts</p>   |  |
| <p>(8) Obtain waivers of informed consent <b>(Attached as Annex D)</b> by the individuals depicted in the photo and/or video to be posted for them to fully understand the usage of such materials.</p> <p>(a) For learner subjects, forms should be accomplished by the parent or legal guardian through a signature or mark before photo-taking/video recording.</p> <p>(b) For subjects covering teachers, parents/legal guardians, school officials, teaching and non-teaching personnel, stakeholders, and public, expressed consent, which can be oral or written (not necessarily in the form of a waiver) is already sufficient.</p> <p>(c) For/In exceptional circumstances, subjects, through the consent/representation of their parent/s or legal guardian/s may orally give consent.</p> |  |
| <p>(9) Respond promptly to all messages (e.g. complaints, queries, suggestions, commendations, follow-ups) received through the official social media platforms, with strict observance of professionalism in relation to Republic Act 6713 or the Code of Conduct and Ethical Standards for Public Officials and Employees.</p>  |  |
| <p>(10) Establish mechanisms on monitoring of client feedback</p>   |  |

**b. Media Relations Protocols**

The following media relations protocols ensure that the Department’s policies, programs, initiatives, and issues are accurately, clearly, and effectively conveyed to the public through various media channels.

i. The RD, SDS, and School Head shall serve as the official spokesperson for media interviews from local and national media organizations. An alternate spokesperson may be designated with approval from the head of Office

ii. RIOs and DIOs are authorized to accept interview requests from local media outlets with approval from the CCMT chairperson.<sup>13</sup>

iii. Official spokespersons may only proceed with media interviews from national media outlets after receiving clearance/approval from the Public Affairs Service and DepEd Spokesperson.

<sup>13</sup> Memorandum dated September 13, 2022, titled “Reporting of Significant Local Incidents to the Public Affairs Service and Authorization of Acceptance of Local Media Engagements”

iv. The RIO/Alternate RIO, DIO/Alternate DIO, and SIC shall assist the spokesperson and manage coordination with media organizations regarding interview requests.

**c. Protocols for Official Documents, Issuances, and Educational Advocacy Materials Print or Non-Print**

i. Strictly comply with DepEd Order No. 30, series of 2019 or the “Department of Education Manual of Style (DMOS)” and DepEd Order No. 31, series of 2019 titled, “Department of Education Service Marks and Visual Identity Manual (DSMVIM).”

ii. The RIO/DIO/SIC acts as lead in the implementation and compliance with DMOS and DSMVIM

**3. Train CCMT members regularly**

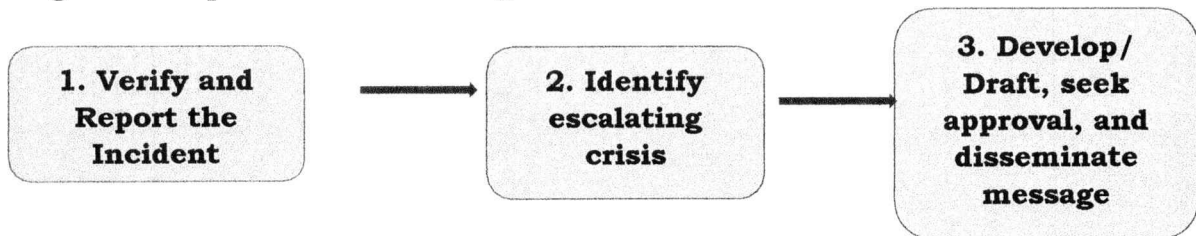
In coordination with the Human Resource Development of the Regional and the Schools Division Offices, relevant crisis communication training must be regularly provided for the CCMT. The following may be considered:

- Drills on various scenarios to ensure communication templates and processes for message distribution work seamlessly
- Drills for spokespeople on speaking with the media

**B. Crisis Response Phase**

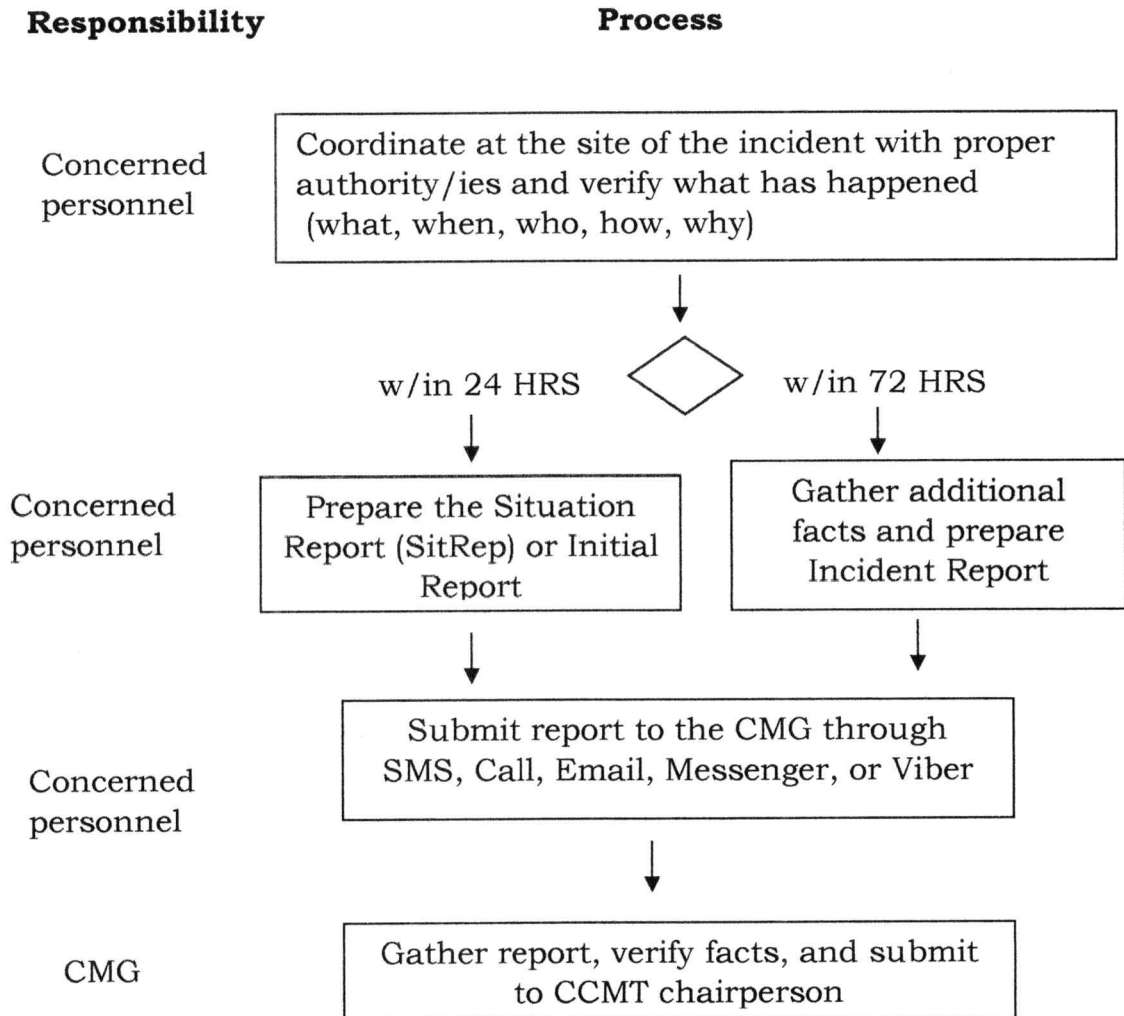
This refers to the stage during a crisis when DepEd-CAR takes active steps to manage the situation, protect its reputation, and communicate effectively with stakeholders.

Figure 2. Steps to follow to manage communication crisis



## 1. Verify and Report the Incident

Incident reporting ensures that events are properly documented, addressed, and resolved. The process flow below helps improve safety, accountability, and transparency, ensuring that appropriate action is taken in response to each incident.



Refer to **Annexes A and B** for Situation Report (SitRep)/Initial Report and Incident Report templates, respectively, and **Annex C** for concerned personnel who prepare the Reports.

**2. Identify escalating crisis** – The SMMG leads assessment of crisis level in close coordination with the CMG. Based on the level of communication required as listed in the criteria in Table 3, determine the crisis level of the incident and appropriate communication strategy to be implemented.<sup>14</sup>



Table 3: Communication approaches per Level of Communication Crisis

| <b>Level and Description</b>   | <b>SMMG Action</b>  | <b>Communication Strategy</b>  |
|--|---|--|
| <p><b>Impending Crisis or Issue that could escalate to a crisis</b></p> <ul style="list-style-type: none"> <li>- Only a few people know</li> </ul>   | <p>Conduct media and intelligence work like scenario mapping, get more facts/details, draft messages per incident</p>                                   | <ul style="list-style-type: none"> <li>- Consult CMMT chairperson</li> <li>- Get information from Legal Group/ SDO/School, and other relevant internal offices/ stakeholders</li> </ul>  |
| <p><b>Low Impact</b></p> <ul style="list-style-type: none"> <li>- Some external stakeholders are aware</li> <li>- One or two media coverage</li> <li>- No social conversations/comments</li> </ul>                               | <p>Alert monitoring (print and non-print), alert if there are further developments, may prepare an initial statement</p>                                | <ul style="list-style-type: none"> <li>- Forward alert to all groups for activation of CCMT</li> </ul>   |
| <p><b>Medium Impact</b></p> <ul style="list-style-type: none"> <li>- Stakeholders are aware</li> <li>- media coverage expanding</li> <li>- Some social conversations/comments (gaining some traction)</li> </ul>                 | <p>Proactive preparedness, Close monitoring: 2 reports – morning and by Close of Business (COB), Prepare media statement/message and talking points</p> | <ul style="list-style-type: none"> <li>- Activate CCMT and hotlines</li> <li>- Flag spokesperson</li> <li>- Remind personnel on proper crisis communication protocols</li> <li>- Cascade media statements and talking points through official social media platforms</li> <li>- Prepare for possible press conference</li> </ul> |
| <p><b>High Impact</b></p> <ul style="list-style-type: none"> <li>- Stakeholders are aware (some are hostile)</li> <li>- Media coverage going national</li> <li>- Social conversations and rapidly increasing traction</li> </ul> | <p>Close monitoring and frequent updates (2 to 4 times in a day), Prepare and issue media statements<br/>Proactive media plan</p>                       | <ul style="list-style-type: none"> <li>- Prepare spokesperson</li> <li>- Forward alerts to designated internal contacts</li> <li>- Remind personnel on proper protocol</li> <li>- Cascade media statements and talking points through official social media platforms</li> <li>- Conduct press conference</li> </ul>             |

### **3. Develop/Draft, seek approval, and disseminate message**

Developing, drafting, and disseminating messages in crisis communication is crucial for ensuring clarity, preventing confusion, maintaining trust, and informing the public on the Department’s actions for the matter at hand. Sample Messages/Statements are attached in **Annex E**.

The CMG, in close coordination with the Legal Group shall follow below processes.<sup>15</sup>

<sup>15</sup> <https://changemanagementinsight.com/examples-of-key-messages-in-a-crisis-communication-plan/>

- a. Gather and verify initial facts
  - Receive SitRep/initial report from concerned personnel and verify facts
- b. Determine key questions
  - What happened? (Clear description of the crisis)
  - What actions are being taken? (Steps being taken by DepEd, local authorities, or other organizations)
  - What should affected personnel/learners do? (Instructions or calls to action, e.g., evacuate, stay informed, etc.)
  - When will updates be provided? (Timeline for next updates or resolutions)
- c. Draft the message
  - Choose the right tone (Depending on the severity of the crisis, select the tone of the message. Ensure it is empathetic and reassuring, but also clear and direct)
  - Craft clear, concise content (Answer identified key questions without overloading the audience with unnecessary details)
  - Address Audience-Specific Needs (Tailor messages for different stakeholders (e.g., parents, students, teachers, media, government officials))
- d. Seek approval of message by the CMMT chairperson
- e. Disseminate message
  - Choose Appropriate Channels (e.g. video message, statements, press release, press conference, and released through official platforms)
  - Consider timing of dissemination (First update within hours of the crisis being identified, provide regular updates as new information becomes available, ensuring stakeholders are kept informed)

### **C. Post Crisis**

Post-crisis communication is crucial for recovery, restoring trust, and ensuring long-term effectiveness. The **CMG and SMMG** must follow these steps during post-crisis communication:<sup>16</sup>

#### **1. Monitor feed backs to the crisis response/message**

During and after the Incident:

- a. Review crisis coverage
  - i. Review media outlets that have inquired about the situation.
  - ii. Review media within the area (school vicinity, community, municipality, city, province)
  - iii. Review regional and national media.
  - iv. Conduct regular searches through Internet search sites for key words, such as the name of the school, the incident, people involved, etc.

<sup>16</sup> Coombs Crisis Communication Model <https://changemanagementinsight.com/coombs-crisis-communication-model/>

- b. Identify story trends with these guide questions:
  - i. What is the focus for the media?
  - ii. Is the focus changing?
  - iii. Are there patterns that indicate messages the DepEd-CAR should be focusing on or responding to?
- c. Identify public and key stakeholder issues with these guide questions:
  - i. What are the major issues being addressed through the media?
  - ii. What questions or concerns are being posed?
- d. During the crisis and afterward, lessons learned shall be noted
  - i. what types of messages are needed; what approach the media takes to a certain type of story
  - ii. what the media, public and shareholders are asking
  - iii. all of these should be included into the crisis plan to assist in planning and response for future situations

**2. Provide regular updates on recovery efforts**

- a. Communicate the progress of recovery efforts and any plans for addressing the issues that caused the crisis.
- b. Outline the next steps to reassure the public that the Department is actively working to resolve lingering problems, ensuring that similar crises will be prevented in the future.
- c. Reaffirm the Department's commitment to providing quality education, safety, and support for all

**VI. Monitoring and Evaluation**

- 1. The Head of Office shall ensure that all CCMT members are provided with adequate capability building interventions to ensure smooth implementation of this Crisis Communication Management Protocol.
- 2. Issues and concerns arising from Incidents shall be officially documented and promptly resolved accordingly. The CMG shall file e-copies of Incident Reports, SitReps, and approved messages for future reference.
- 3. The Regional Office, Schools Division Office, and School CCMTs shall regularly monitor strict adherence to these guidelines and establish systematic feedback mechanisms, evaluate, address, and report implementation and issues that may arise.

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**ANNEX A - SitRep or Initial Report Template**

|              |   |
|--------------|---|
| WHAT:        | Briefly describe the incident/event/situation                     |
| WHEN:        | Provide date and time of incident/event/situation                 |
| WHERE:       | State place of incident/event/situation                           |
| WHO:         | State who are directly involved                                   |
| HOW:         | Describe how the incident happened and current actions undertaken |
| REPORTED BY: | Name of reporter. Include designation/position                    |

**Example:**

|              |   |
|--------------|---|
| WHAT:        | School building flooding  |
| WHEN:        | March 10, 2024, at 2:45 p.m.  |
| WHERE:       | Rising Sun Elementary School<br>Bauko, Mountain Province  |
| WHO:         | No reported affected learners and personnel   |
| HOW:         | At approximately 3:45 p.m., Rising Sun Elementary School experienced flooding because of heavy rainfall from Typhoon Marina. Eight (8) classrooms were submerged under at least two (2) meters of rainwater. Ms. Annie Rose Pilar, the utility personnel, promptly informed the school head and the school's Disaster Risk Reduction and Management (DRRM) focal person. Currently, the school head, DRRM focal person, and school property custodian are assessing the extent of damage to school property |
| REPORTED BY: | Angeline C. Luna - School DRRM Focal  |



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**ANNEX B – Incident Report**  
**(Adapted from the DepEd National Communications Framework)**

|   |  |
|---|--|
| NATURE OF INCIDENT:                         | Specify nature of incident   |
| DATE AND TIME OF INCIDENT:                  | Indicate the exact date and time when the incident occurred  |
| EXACT LOCATION OF INCIDENT:                 | Indicate specific venue or location of incident  |
| INVOLVED PERSON/S & SPECIFIC PARTICIPATION: | Include full name, age, gender, designation, grade level, involvement in the incident. If there are minors involved, names should be withheld by the SDO Child Protection Specialist and/or Division Legal Officer |
| NARRATIVE DETAILS OF INCIDENT:              | Describe in detail how the incident happened. Use back page if needed.   |
| ACTION/S TAKEN:                             | Narrate responses/ decisions implemented by school/division authorities. Use back page if needed.  |
| RECOMMENDATIONS:                            | Give suggestions to the higher DepEd officials/other government agencies and authorities must do to fully respond to the incident. Use back page if needed.  |
| AGENCIES OR OTHER AUTHORITIES NOTIFIED:     | Enumerate other agencies/authorities involved.   |
| PREPARED BY:<br><br>_____                   | RECEIVED BY:<br><br>_____  |
| Position/Designation                        | RO/SDO Focal Person  |
| Date Accomplished: _____                    |  |
| REVIEWED BY:<br><br>_____                   | DATE RECEIVED: _____   |
| RD/ARD/SDS/ASDS/School Head                 |  |



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**Example: Incident Report**

|  |  |
|--|--|
| TYPE OF INCIDENT                             | Vehicular Traffic Accident involving government vehicle  |
| DATE AND TIME OF INCIDENT                    | March 22, 2024, at around 7:00 PM  |
| EXACT LOCATION OF INCIDENT:                  | Sitio Ballong, Brgy. Evergreen, Conner, Apayao   |
| INVOLVED PERSON/S AND SPECIFIC PARTICIPATION | <p>Name of involved personnel – passenger, LGU Conner – MDRRMO, resident of Brgy Sunflower, Cooner Apayao</p> <p>Name of driver – Driver - LGU Conner</p> <p>Name of school head involved – passenger, School Head of <u>(Name of school)</u></p> <p>Name of LGU personnel – passenger, LGU Conner – MDRRMO, Job Order</p>   |
| NARRATIVE DETAILS OF INCIDENT                | <p>A vehicular accident occurred at around 7 pm on March 22, 2024, in Sitio Ballong, Barangay Evergreen, Conner, Apayao. The involved vehicle, a white FAW mini dump truck, was registered under _____ in Centro, Barcelona, Apayao.</p> <p>The driver, (Name)_, a government employee from Barangay Marygold, Conner, Apayao, was accompanied by passengers: (1) (Name)____, 33, single, government employee from Barangay Rosas, Conner; (2) (Name), 32, government employee from Barangay Gumamela, Conner; (3) (Name), 52, married, Principal from Barangay Gumamela, Conner; and (4) (Name), married, government employee from Barangay Gumamela, Conner.</p> <p>Emergency responders, including the Conner MPS and Bureau of Fire Protection, assisted the victims. Investigation showed the vehicle was descending the Conner-Kabugao National Highway when it experienced a mechanical failure, causing it to speed up uncontrollably. The driver tried to slow down by driving into the road gutter but crashed into a stone boulder, causing the vehicle to tilt and stop sideways in the middle of the road.</p> <p>Two passengers were seriously injured, and (Name) was declared DOA at 7:20 pm, while (Name) died at 8:30 pm. The injured were taken to Suntrust District Hospital, where (Name) was admitted, and the other two were treated and released.</p> <p>The bodies of the deceased were taken to Funeraria Sta. Rita in Lucban, Conner, and (Name)'s body was returned to their family. Investigation is ongoing.</p> |
| ACTION TAKEN                                 | Continuous coordination with Conner MPS  |



|  |   |
|--|---|
| RECOMMENDATIONS  | Follow up report after issuance of final police report  |
| AGENCIES OR OTHER AUTHORITIES NOTIFIED   | Conner, Apayao MPS  |
| <p><b>PREPARED BY:</b></p> <p><b>(SGD)</b></p> <hr/> <p>Public Schools District<br/>Supervisor<br/>Conner, Apayao</p> <p><b>(SGD)</b></p> <hr/> <p>Division Information<br/>Officer<br/>SDO Apayao</p> | <p>RECEIVED BY:</p> <p>_____</p> <p>RO/SDO Focal Person</p> <p>DATE Received: March 23, 2024</p> <p><b>REVIEWED BY:</b></p> <p><b>(SGD)</b></p> <hr/> <p>Schools Division Superintendent<br/>SDO Apayao</p> |

**ANNEX C - Personnel in-charge for the Preparation of Situational Report/  
Incident Report per Nature of Incident**

| <b>Nature of Incident</b>  | <b>Personnel in-charge for the preparation of report</b> | <b>Action to be taken</b><br><b>*SitRep (within 24 HOURS)</b><br><b>Incident Report (within 72 HOURS)</b> | <b>Person in-charge to receive the incident report and other attachments</b><br><b>*Immediate Reporting</b> |
|--|--|---|---|
| Theft/Robbery  | RO: AOV, Supply Officer                                  | Prepare SitRep/Incident Report  | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS)  |
|  | SDO: AOV, Admin  |   |   |
|  | School: Property Custodian and/or School Head            |   |   |
| Fire   | RO: PDOII - DRRM Focal                                   | Prepare SitRep/ Incident Report   | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS)  |
|  | SDO: DRRM Focal  |   |   |
|  | School: Property Custodian and/or School Head            |   |   |
| Intrusion within the RO/SDO/ school premises by strangers (armed or unarmed) | RO: DRRM Safety and Security Team Leader                 | Prepare SitRep/ Incident Report   | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS)  |
|  | SDO: AOV, Admin  |   |   |
|  | School: School Head/ DRMM Coordinator                    |   |   |
| Armed Conflict (insurgency, tribal war, etc.)                                | RO: DRRM Safety and Security Team Leader                 | Prepare SitRep/ Incident Report   | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS)  |
|  | SDO: AOV, Admin  |   |   |
|  | School: School Head/ DRMM Coordinator                    |   |   |
| Bomb Threat  | RO: DRRM Safety and Security Team Leader                 | Prepare SitRep/ Incident Report   | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS)  |
|  | SDO: AOV, Admin  |   |   |

|  |   |   |   |
|--|---|---|---|
|  | School: School Head/ DRMM Coordinator         |   |   |
| Proliferation of Illegal Drugs   | RO: DRRM Safety and Security Team Leader      | Prepare SitRep/ Incident Report   | School Head/SIC to SDO (DIO and Legal) to RO (PAU and Legal) to CO (PAS)          |
|  | SDO: AOV, Admin                               |   |   |
|  | School: Guidance Counselor and/or School Head |   |   |
| Gambling inside the office or school premises  | RO: DRRM Safety and Security Team Leader      | Prepare SitRep/ Incident Report   | School Head/SIC to SDO (DIO and Legal) to RO (PAU and Legal) to CO (PAS)          |
|  | SDO: AOV, Admin                               |   |   |
|  | School: Guidance Counselor and/or School Head |   |   |
| Claim for School Sites   | School: Property Custodian and/or School Head | Prepare SitRep/ Incident Report and access the LSIS (Legal Services Information System) | School Head/SIC to SDO (DIO and Legal) to RO (PAU and Legal) to CO (PAS)          |
| Infrastructure Damages (collapse of school buildings, damaged ripraps, unstable ground, etc.)  | RO: PDOII - DRRM Focal                        | Prepare SitRep/ Incident Report aside from the RADAR                                    | School Head/SIC to SDO (DIO) to RO (PAU and DRRM Focal) to CO (PAS)               |
|  | SDO: DRRM Focal                               |   |   |
|  | School: Property Custodian and/or School Head |   |   |
| Flooding   | RO: PDOII - DRRM Focal                        | Prepare SitRep/ Incident Report aside from the RADAR                                    | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS)                              |
|  | SDO: DRRM Focal                               |   |   |
|  | School: School Head/ DRMM Coordinator         |   |   |
| Death of learner or DepEd personnel (within the office/school or outside the office/school if it happened during a legitimate school activity or during distance learning) | RO: DRRM First Aid and Health Team Leader     | Prepare SitRep/ Incident Report   | School Head/SIC to SDO (SDS, DIO and Legal) to RO (RD, PAU and Legal) to CO (PAS) |
|  | SDO: Medical Officer III                      |   |   |
|  | School: School Head                           |   |   |

|  |  |   |   |
|--|--|---|---|
| Physical injuries of personnel or learners (other than as a result of bullying or child abuse in schools)  | RO: DRRM First Aid and Health Team Leader                | Prepare SitRep/Incident Report  | School Head/SIC to SDO (DIO and Legal) to RO (PAU and Legal) to CO (PAS)  |
|  | SDO: Medical Officer III                                 |   |   |
|  | School: School Head                                      |   |   |
| Child protection issues (Bullying, harassment, verbal abuse, sexual abuse and exploitation, corporal punishment, and other forms of humiliation) | School: LRPO/Guidance Counselor and/or School Head       | Prepare Incident Report Form and Annexes/Appendices provided by DO 40, s. 2012; DO 55, s. 2013; DO 18, s. 2015<br><br>Access LSIS | If Bullying Case - Immediately<br><br>If Child Abuse – within 24 hours<br><br>If CAR and CICL – Immediately<br><br>School Head/Child Protection Focal Person to SDO (DIO and Legal) to RO (PAU and Legal) to CO (PAS) |
| Harassment, verbal abuse, sexual abuse and exploitation in the office  | RO: Legal Officer  | Prepare SitRep/Incident Report  | SDO (Legal) to RO (Legal) to CO (PAS and Legal)   |
|  | SDO and school: Legal Officer                            |   |   |
| Medical condition related incidents or emerging and re-emerging widespread diseases  | RO: DRRM First Aid and Health Team Leader                | Prepare SitRep/Incident Report  | School Head/SIC to SDO (DIO and Medical Officer) to RO (PAU and Medical Officer) to CO (PAS)  |
|  | SDO: Medical Officer III                                 |   |   |
|  | School: School Nurse/Designated Nurse and/or School Head |   |   |
| Vehicular Accident (learner or personnel before, during, or after school/office hours)   | RO: DRRM First Aid and Health Team Leader                | Prepare SitRep/Incident Report  | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS)  |
|  | SDO: AOV, Admin  |   |   |
|  | School: School Head/PSDS                                 |   |   |
| Suicide (learner or personnel)   | RO: DRRM First Aid and Health Team Leader                | Prepare SitRep/Incident Report  | School Head/SIC to SDO (DIO and Medical Officer III) to RO (PAU and   |
|  | SDO: Medical Officer III                                 |   |   |

|  |  |                                |  |
|--|--|--------------------------------|--|
|  | School: School Head/School Nurse/School Guidance Counselor |                                | Medical Officer IV) to CO (PAS)                      |
| Publication of fake news and misleading news stories | RO: Regional Information Officer/ Alternate RIO            | Prepare SitRep/Incident Report | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS) |
|  | SDO: Division Information Officer/ Alternate DIO           |                                |  |
|  | School: School Head/ School Information Coordinator        |                                |  |
| Web Security threats                                 | RO: ICTU   | Prepare SitRep/Incident Report | SDO (DIO) to RO (PAU) to CO (PAS)                    |
|  | SDO: Division ITO  |                                |  |
|  | School with website: ICT Coordinator                       |                                |  |
| Other analogous or similar incidents                 | RO: CES, FTAD  | Prepare Incident Report Form   | School Head/SIC to SDO (DIO) to RO (PAU) to CO (PAS) |
|  | SDO: SGOD Chief  |                                |  |
|  | School: School Head  |                                |  |



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**ANNEX D - Consent, Waiver, Indemnity and Release**

In line with the mission of the Department of Education (DepEd) to provide quality, equitable, culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment;
- Teachers facilitate learning and constantly nurture every learner;
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen;
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners;

And in accordance with the DepEd's thrust to continuously improve itself to better serve its stakeholders, an effective communications strategy paves the way to a more efficient public policy formulation and implementation.

The Department of Education and its representatives are therefore seeking your permission to take and make use of voice recordings and/ or audiovisual images of you/ your children/ your students for the purposes stated above.

Please furnish us with your full name and signature on the next page should you confirm your consent to the proposed use of your/ your children/ your students' photographs and video/voice recordings in our communications and publicity materials.

Thank you very much.



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# CONSENT, WAIVER, INDEMNITY and RELEASE

I, \_\_\_\_\_, M/ F, \_\_\_\_\_ years of age, hereby grant permission to the **Department of Education (DepEd)** and its representatives to make recordings of my voice and to take photographs and /or videos in which I appear in, to be used for the communications and various public campaigns of the Agency be it in print, broadcast, and/or electronic media, at the event and location stated below:

Production name/ Project title:

\_\_\_\_\_

Location:

\_\_\_\_\_

I acknowledge that the DepEd owns all rights to these images and recordings. I further grant the DepEd and its representatives the right to use, display, exhibit, reproduce, distribute, and create derivative works of these images and recordings in any media now known or later developed.

I hereby waive any right to inspect or approve the use of the images or recordings or of any written derivatives. I further waive all moral rights. I also waive any right to royalties or other compensation arising from or related to the use of the materials.

I hereby release, defend, indemnify, and hold harmless the DepEd and its representatives from and against any claims, damages, or liability arising from or related to the use of the images, recordings, or materials, including but not limited to claims of defamation, invasion of privacy, or rights of publicity or copyright infringement, or any misuse, distortion, blurring, alteration, optical illusion or use in composite form that may occur or be produced in taking, processing, reduction or production of the finished product, its publication or distribution.

I am 18 years of age or older/ I am accompanied by my legal guardian/parent, and I am competent to enter into this contract/ NAME OF GUARDIAN/PARENT: \_\_\_\_\_ has legal authority to enter into this contract. I have read this document before signing below, and I fully understand the contents, meaning and impact of this consent, waiver, indemnity and release.

This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators and assigns.

\_\_\_\_\_  
Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
mm dd yyyy

\_\_\_\_\_  
Signature over printed name of Parent /Guardian/ Teacher

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
mm dd yyyy

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Mobile phone: \_\_\_\_\_



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**ANNEX E - Sample Messages/ Press Statements**

| <b>A Holding/Press Statement always include:</b>   | <b>A Holding/Press Statement should never include:</b>                  |
|--|---|
| A factual headline   | Details that are unconfirmed or uncertain                               |
| The date and time  | Any kind of speculation   |
| The location of the incident   | A response to unsubstantiated rumors                                    |
| Basic details that have been confirmed   | Statements of blame or finger-pointing                                  |
| When the company was made aware of the issue   | Names of victims in the case of death (without the family's permission) |
| Actions your organization is taking that you are willing to make public  |   |
| An expression of compassion or empathy (if appropriate)  |   |
| Contact details OR details on when further updates may occur   |   |
| <i>(<a href="https://useworkshop.com/blog/11-examples-of-holding-statements/">https://useworkshop.com/blog/11-examples-of-holding-statements/</a>)</i> |   |

**1. Generic**

*We are aware of the incident that occurred earlier today at [school/office]. Our foremost concern is ensuring the safety and well-being of all individuals affected. Currently, we are actively gathering information, and we commit to providing timely updates as soon as additional details are confirmed.*

**2. Offensive Statement or Action by Employee/Teacher**

**Accusation only:**

*We are saddened by the recent allegations surrounding the [incident/accusation] involving [employee]. At [Name of school/office], we are committed to maintaining a safe and inclusive workplace for all employees. We are currently in the process of assessing the situation and the allegations. Our priority is to thoroughly investigate and understand what transpired.*

*Our next steps will involve working closely with our [human resource and legal] teams to determine the best course of action moving forward. In the interim, we extend our sincerest apologies to all those affected or troubled by these accusations.*



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### **Confirmed evidence:**

*After a thorough investigation, it has become clear that the viewpoints expressed by [Employee] are not aligned with the core values of [Name of School/Office]. We deeply empathize with those who have been hurt, upset, and disturbed by the employee's words and actions. While this incident is isolated, we unequivocally denounce the behavior of [Employee].*

*The complainant has expressed a desire to file a case, and our legal team is actively engaged in determining the appropriate actions to address this matter.*

*At [Name of School/ Office], we are dedicated to maintaining a safe and inclusive environment for all members of our community. We sincerely apologize to those who have been affected by this situation. We remain committed to upholding our values and ensuring that our workplace reflects the principles of respect and dignity for all.*

### **3. Child Protection Issues - Bullying**

*We are deeply concerned about recent report of bullying incidents involving learners at [School Name]. Ensuring the safety and well-being of all learners is the Department's utmost priority. We are actively investigating this incident and are working closely with school administrators, teachers, and relevant authorities to address the situation promptly and effectively.*

*Bullying of any kind is unacceptable and goes against our school's values of respect, compassion, and inclusivity. We are committed to fostering a safe and supportive environment where every learner feels valued and protected. Counseling and support services are available to any learner who may have been affected by this incident.*

*We understand the seriousness of this issue and are dedicated to taking appropriate action to prevent bullying and promote a positive school culture. As the investigation progresses, we will continue to communicate openly and transparently with our school community.*

*Our priority remains the safety, well-being, and academic success of our learners. We appreciate the support and cooperation of our stakeholders during this time. We will provide further updates as soon as they become available.*

### **4. Harassment/verbal abuse/sexual abuse/exploitation in the school/office**

*We are deeply concerned about recent allegations of harassment/ verbal abuse/ sexual abuse/exploitation within [Name of School/Office]. We take these allegations very seriously and are conducting a thorough investigation into the matter.*

*At [Name of School/ Office], we are committed to maintaining a workplace that is safe, respectful, and free from all forms of harassment and abuse. Such behavior is completely unacceptable and goes against our core values of integrity, respect, and inclusivity.*

*We are working closely with our Human Resource and legal units/ sections to ensure that all allegations are addressed promptly and appropriately. Counseling and support services are available to any employee who may have been affected by this incident.*

*The well-being and dignity of our employees are our top priorities. We are dedicated to fostering a culture where everyone feels valued, respected, and heard.*

*As we gather more information and progress in our investigation, we will communicate openly and transparently with our employees and stakeholders.*

*We urge anyone with relevant information or concerns to come forward and report them through our established channels. Your input is crucial in helping us uphold our commitment to a safe and respectful workplace environment.*

*We appreciate your understanding and cooperation as we navigate through this situation. Further updates will be informed as soon as we have the complete details.*

**5. Death of learner or DepEd personnel (within the office/school or outside the office/school if it happened during a legitimate school activity or during distance learning)**

*We are deeply saddened to confirm the passing of [Name], a [learner/employee] at [School/Office Name]. Our heartfelt condolences go out to their family, friends, and the entire school community during this difficult time.*

*The circumstances surrounding [his/her/their] death are currently under investigation, and we are cooperating fully with local authorities to ascertain the details. We understand the profound impact this loss has on our school/office community and are providing support and counseling services to our learners, teachers, and staff who may be affected.*

*At [School/Office Name], the safety and well-being of our learners and personnel are our top priorities. We are committed to ensuring that all necessary support is extended to those in need during this period of grief and mourning.*

*We ask for respect and privacy for the family and loved ones of [Name] as they cope with this tragic loss. As we gather more information and receive updates, we will continue to communicate openly and transparently with our school community/stakeholders.*

**7. Suicide (learner or personnel)**

*We are deeply saddened by the tragic loss of [Name], a valued member of our [school/office], who passed away due to alleged suicide. Our hearts go out to [his/her/their] family, friends, and all who knew [him/her/them] during this profoundly difficult time.*

*Suicide is a complex and sensitive issue, and we are approaching this matter with utmost compassion and respect for everyone affected. Immediate support and counseling services are being provided to our learners, teachers, and staff members who may be experiencing emotional distress because of this tragedy.*

*At [School/Office Name], the well-being of our learners and employees is of paramount importance. We are dedicated to fostering an environment where mental health concerns are addressed with empathy and understanding.*

*We encourage anyone in need of support to reach out to our school counselors, HR department, or utilize available mental health resources within the community. We request that the privacy of [Name]'s family and loved ones be respected during this challenging time.*

*As we come together to navigate this loss, we are committed to maintaining open and transparent communication with our school/office community. Our thoughts and prayers are with everyone affected by this heartbreaking loss.*