



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
SCHOOLS DIVISION OF SARANGANI

23 Jun 2026

**DIVISION MEMORANDUM**

No. 070 , s. 2026

**DISSEMINATION OF REGIONAL MEMORANDUM ESSD-2026-136 RE:  
POST-EARTHQUAKE SCHOOL HEALTH RESPONSE**

To:

Assistant Schools Division Superintendent  
Public School District Supervisors  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Pursuant to Executive Order No. 36, s. 2026, and in light of the current post-earthquake situation, all school-related activities shall be subject to safety clearance and feasibility assessment to ensure the safety, health, and well-being of learners and personnel.
2. Pursuant to Regional Memorandum ESSD-2026-136 titled *Post-Earthquake School Health Response*, School Heads and teachers are advised to conduct **Kamustahan Sessions** before formal learning activities to promote a sense of safety, calmness, connectedness, and emotional support among learners and personnel.
3. Considering that classes have resumed through alternative learning modalities, teachers shall conduct an online Kamustahan Session to monitor learners' psychosocial well-being and identify those exhibiting signs of distress. Learners requiring additional support shall be appropriately referred to the Guidance Office, School Health Personnel, and/or available mental health professionals or service providers within the locality for further assessment and intervention.
4. Activities deemed necessary, appropriate, and feasible may proceed, including the conduct of **Psychological First Aid (PFA)** and other **Mental Health and Psychosocial Support Services (MHPSS)** for learners, teaching personnel, and non-teaching personnel affected by the June 8, 2026, earthquake.
5. Furthermore, the **School Governance and Operations Division (SGOD)**, through the **School Health and Nutrition Section (SHNS)**, shall mobilize Psychological First Aid (PFA) Teams to provide technical assistance and support to affected schools. The activity aims to equip





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school personnel with the knowledge and strategies needed to conduct psychosocial support interventions for learners. These sessions shall be conducted face-to-face, in accordance with the schedule to be issued for each municipality, subject to safety clearance and prevailing conditions.

6. School Heads shall coordinate with the School Health and Nutrition Section regarding learners and personnel requiring psychosocial support and other health-related interventions.
7. All concerned are directed to strictly observe the applicable safety protocols and coordinate with the appropriate authorities in planning and implementing these activities.
8. For inquiries and technical assistance, please contact **Lyn Frances Dominique P. Gumban, Medical Officer III, at 0918-227-6157 or Estylinda G. Tudayan, RN, at 09088108005**
9. Immediate dissemination of and compliance with this Memorandum is desired.

**RUTH L. ESTACIO PhD, CESO V**  
Schools Division Superintendent

Encl.: As stated

Reference: As stated

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

COMMUNICATIONS  
CORRESPONDENCE

Adriano A. Daligdig/SGOD/DM – dissemination of regional memorandum essd-2026-136 re:  
post-earthquake school health response  
0434/June 23, 2026





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**Enclosure: Regional Memorandum ESSD-2026-136, Post-Earthquake School Health Response**

  
Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
10 Jun 2026

REGIONAL MEMORANDUM  
ESSD-2026-136

**POST EARTHQUAKE SCHOOL HEALTH RESPONSE**

To: Schools Division Superintendents  
All Other Officials Concerned

1. On June 8, 2026, during the commencement of the academic year, the SOCCSKSARGEN Region experienced a 7.3 magnitude earthquake. This seismic event caused significant damage to numerous structures, including classrooms, resulting in the suspension of classes across the region. Consequently, several learners and DepEd personnel sustained injuries, leading to considerable distress among the affected individuals.

2. The Department of Education- School Health Section is mandated to safeguard the health of learners and DepEd personnel under the Oplan Kalusugan sa DepEd. To comprehensively address the health concerns of the learners and personnel, the following steps are recommended to ensure all aspects are considered:

**I. Mental Health and Psychosocial Support (MHPSS) Activities.** Upon resumption of classes, school heads/teachers/advisers are advised to conduct a *Kamustahan Session* with their personnel and learners. A brief session must be conducted prior to formal learning orientation. Learners and/or personnel who show signs and symptoms of distress shall be referred to the Guidance Office, School Health Personnel, and/or Mental Health Specialist within the area.

A. The following are the signs and symptoms of distress prompting referral:

a. Academic and Cognitive Signs

- Severe Cognitive Processing Drops: Sudden struggle to follow simple instructions, answer questions, or retain information.
- Missed Deadlines: Frequently turning in work late, incomplete, or not at all.
- Disorganization: Forgetting books, assignments, or completely losing track of scheduling.
- Classroom Disengagement: Staring blankly, daydreaming, or inability to concentrate during lectures and discussions.

b. Behavioral and Social Changes

- Social withdrawal: Isolating themselves, avoiding group work, eating lunch alone when they used to be social.
- Acting out: Increased irritability, disruptive behavior, or uncharacteristic defiance in class.
- Apathy: loss of interest/joy specially on activities he/she enjoyed before.

  

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- Changes in attendance: Frequent tardiness, skipping specific classes, or a sudden rise in overall absenteeism.
  - c. Physical Signs
    - Exhaustion: Sleeping in class, heavy dark circles under eyes, or complaining of constant fatigue.
    - Poor Hygiene: A sudden neglect of personal grooming, wearing the same clothes repeatedly, or appearing unusually disheveled.
    - Frequent Physical Complaints: Repeated complaints of headaches, stomachaches, or nausea.
    - Hyper-Reactivity to Sounds and Movement: Trembling, jumping, or panicking at sudden noises (like a door slamming, a heavy truck driving by, or a desk scraping the floor) that mimic the sound of earthquake.
    - Constant Hypervigilance: Constantly looking at the ceiling, checking exits, or refusing to sit far from a door.
  - d. Emotional Signs
    - Pervasive Fear of Indoors: Extreme anxiety or panic attacks when required to enter building, classroom, or specific multi-story structure.
    - Emotional Numbness/Dissociation: Appearing completely "blank" or expressionless, showing nonreaction to grades, friends, or activities.
    - Irritability and Outburst: Sudden crying spells, fits of anger, or aggression toward peers over minor frustrations.
  - B. These are the following suggested MHPSS activity that could be conducted during *Kamustahan* Sessions (Refer to the details of the activity in the enclosure):
    - a. Grounding Activity
    - b. *My Support People* Activity
    - c. Guided Breathing Exercise
    - d. Movement Check-In
  - C. Key reminders to teachers for MHPSS activities:
    - a. Keep it light, short, and structured.
    - b. Avoid deep storytelling or trauma details.
    - c. Focus on – safety, calmness, connection, and normalizing reactions.
3. Schools Division Office - School Health and Nutrition Units (SHNU) Roles and Responsibilities:
- a. SHNU shall form and mobilize their Psychological First Aid (PFA) Team to conduct PFAs to priority schools specially those who are severely affected i.e. schools who have casualties and multiple injuries prompting hospital admissions. The prioritization shall be subject to the assessment of SHNU with the consideration of severity of cases – casualties, injuries, heavily damaged classrooms with the need of prolonged



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rehabilitation/reconstruction services for the resumption of classes, and the number of days of class suspension.

- b. SHNU will likewise submit priority schools for PFA to ESSD-School Health Section to effectively mobilize any volunteer PFA team from other SDOs and other partner agencies.
  - c. Learner Health Assessment and Screening (LHAS) or medical consultations are highly encouraged to be conducted concurrent with the PFA to address the medical/health needs of learners and personnel during school visits of SHNU personnel.
4. Meals, accommodations, travel and other expenses related to the conduct of activities may be charged to local funds and Program Support Fund (PSF), subject to usual accounting and auditing rules and regulations.
5. In case of work suspension or holidays, compensatory time-off (CTO) shall be granted to personnel who participated on disaster response, as applicable, computed against the actual days that they had participated in the activity, in accordance with existing Civil Service Commission rules and regulations.
6. For more information and concerns, contact **Dr. Edelyn Grace A. Jamila, Medical Officer IV** at mobile number **09295825738 (Smart)** or through email at [edelyngrace.jamila@deped.gov.ph](mailto:edelyngrace.jamila@deped.gov.ph).
7. For dissemination and compliance.

  
**ATTY. ALBERTO T. ESCOBARTE, CESO II**  
Regional Director

Encls.: As stated  
References: None  
Allotment: local funds/ MOOE/Program Support Fund (PSF)  
To be indicated in the Perpetual Index  
under the following subject:  
**DISASTER RESPONSE**

EGMAJ/ESBD/RM- 2026 POST EARTHQUAKE SCHOOL HEALTH RESPONSE  
151/June 10, 2026

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Enclosure to RM ESSD-2026-136

**Mental Health and Psychosocial (MHPSS) Activities**

1. Grounding Activity:
  - a. Guide the students to name:
    - i. Five (5) things they can see
    - ii. Four (4) things they can feel
    - iii. Three (3) things they can hear
    - iv. Two (2) things they can smell
    - v. One (1) thing they can taste
2. *My Support People* Activity
  - a. Ask: "Sino ang mga taong nakakatulong sa'yo kapag natatakot ka?"
  - b. Learners can write or draw:
    - i. Family
    - ii. Friends
    - iii. Teachers

*Note: Reinforces social support*
3. Guided Breathing Exercise
  - a. Ask learners to sit comfortably
  - b. Say slowly:  
"Inhale slowly... 1,2,3"  
"Hold your breath... 1,2"  
"Exhale slowly... 1,2,3,4"
  - c. Repeat 3 times
  - d. End with: "This time we are safe"
4. Movement Check-in
  - a. Ask learners to stand
  - b. Give simple statements:  
"Umupo kung natakot ka noong lindol."  
"Umupo kung kasama mo family mo during earthquake."  
"Umupo kung nahirapan kang matulog pagkatapos."

*Note: No need to ask 'why'. Just proceed to next statement – "it is okay if you feel overwhelm during earthquake".*



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