



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

July 20, 2022

DIVISION MEMORANDUM
No. 315, s. 2022

**2022 REGIONAL RESEARCH FOR MOST OUTSTANDING IMPLEMENTERS OF
THE DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION AND
MITIGATION OF SCHOOLS (DREAMS) AWARDS**

To: **OIC, Office of the Asst. Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors/PS District Supervisor
Information Technology Officers
Elementary and Secondary School Heads
All Others Concerned**
This Division

1. Relative to the Regional Memorandum No. 428, s. 2022 the Department of Education (DepEd) Region X- Northern Mindanao, through the Education Support Services Division (ESSD)- Disaster Risk Reduction and Management (DRRM), is steadfast in its commitment towards resilience-building in offices and schools to continuously provide and prioritize quality education even during disasters and/or emergencies.
2. The implementation of the comprehensive disaster risk reduction and management in the basic education sector is indispensable not only in attaining maximum protection of learners and education workers, planning for educational continuity in the face of expected hazards and threats, safeguarding education sector investment, and strengthening risk reduction and resilience (as per DO 37, s. 2015), but also in developing leadership and management skills of the program coordinators in terms of implementation, monitoring, evaluation, and collaboration.
3. Further, to bestow due to recognition to the DRRM program implementers' tireless effort and exemplary performance particularly during the COVID-19 pandemic challenges and in the previous years of implementing the program, DepEd Region X-ESSD, through the DRRM, will conduct its **2022 REGIONAL RESEARCH FOR MOST OUTSTANDING IMPLEMENTERS OF THE DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION AND MITIGATION OF SCHOOLS (DREAMS) AWARDS** for the SY 2021-2022 excellent school DRRM implementation.
4. Hence, all Schools Division Offices (SDOs) shall send in their entries for this activity.





Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

5. Attached are the guidelines and evaluation tools for reference.
6. For further inquiries, you may contact Ms. Jurica Ethel L. Estrada (0917-773-6686) or Mr. Esmael V. Malaco Jr. (0945-566-1051), Division DRRM Coordinators.
7. This Office shall adhere to the Equal Opportunity Principle (EOP) in the steps to be undertaken for this purpose. Hence, all decisions and actions shall be based solely on the guidelines set forth, with no discrimination on the account of age, gender identity, sexual orientation, civil status, disability, religion, ethnicity or political affiliation
8. Immediate and wide dissemination of this Memorandum is desired.


OLGA C. ALONSABE, PhD, CESO V
Schools Division Superintendent

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

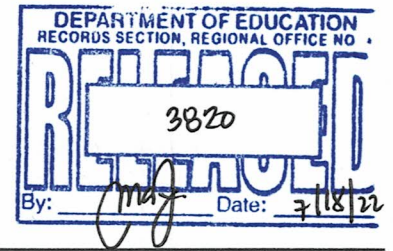
DRRM
RESILIENCE
DREAMS
AWARDS

OASDS/SMMB





Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO



July 13, 2022

REGIONAL MEMORANDUM
No. 416, s. 2022

2022 REGIONAL SEARCH FOR MOST OUTSTANDING IMPLEMENTERS
OF THE DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION,
AND MITIGATION OF SCHOOLS (DREAMS) AWARDS

To: Assistant Regional Director
Schools Division Superintendents
SGOD Chiefs
Division DRRM Coordinators
School Heads
Teachers
All Others Concerned

1. The Department of Education (DepEd) Region X – Northern Mindanao, through the Education Support Services Division (ESSD) – Disaster Risk Reduction and Management (DRRM), is steadfast in its commitment towards resilience-building in offices and schools to continuously provide and prioritize quality education even during disasters and/or emergencies.
2. The implementation of the comprehensive disaster risk reduction and management in the basic education sector is indispensable not only in attaining maximum protection of learners and education workers, planning for educational continuity in the face of expected hazards and threats, safeguarding education sector investments, and strengthening risk reduction and resilience (as per DO 37, s. 2015), but also in developing leadership and management skills of the program coordinators in terms of implementation, monitoring, evaluation, and collaboration.
3. Further, to bestow due recognition to the DRRM program implementers' tireless efforts and exemplary performance particularly during the COVID-19 pandemic challenges and in the previous years of implementing the program, DepEd Region X – ESSD, through the DRRM, will conduct its **2022 Regional Search for Most Outstanding Implementers of the Disaster Risk Reduction, Resilience, Adaptation, and Mitigation of Schools (DREAMS) Awards** for the SY 2021-2022 excellent school DRRM implementations.
4. Hence, all Schools Division Offices (SDOs) shall send in their entries for this activity.



DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City
(088) 856-3932 | (088) 881-3137 | (088) 881-3031
Department of Education Region 10
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<http://deped10.com>



5. Attached are the guidelines and evaluation tools for reference.
6. For further inquiries, you may contact Ricardo G. Dragon, regional Disaster Risk Reduction and Management (DRRM) coordinator, at ricardo.dragon@deped.gov.ph or at 0926-568-0095.
7. This Office directs the immediate and wide dissemination of this Memorandum.



DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ATCH.: As stated

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

DRRM
RESILIENCE
DREAMS
AWARDS

* 2022 Regional Search for Most Outstanding Implementers of the Disaster Risk Reduction, Resilience, Adaptation, and Mitigation of Schools (DREAMS) Awards

ESSD/chard

Guidelines on the Conduct of Regional Search for the 2022 Most Outstanding Implementers of the Disaster Risk Reduction, Resilience, Adaptation, and Mitigation of Schools (DREAMS) Awards for SY 2021-2022

I. Rationale

The Department of Education (DepEd) Region X – Northern Mindanao, through the Education Support Services Division (ESSD) – Disaster Risk Reduction and Management (DRRM), is steadfast in its commitment towards resilience-building in offices and schools, and to ensure that quality education is continuously provided and prioritized even during disasters and/or emergencies.

For years now, DepEd-X and other education partners have been implementing DRRM programs, projects, and activities in congruence to DepEd's mandates (DepEd Order No. 37, s. 2015) and the national framework for DRRM as stipulated in RA 10121 otherwise known as the Philippine Disaster Risk Reduction and Management Act of 2010, thereby fulfilling the comprehensive DRRM in basic education sector while being directed towards the attainment of DepEd's three (3) education outcomes, namely: Access, Quality, and Governance (AQG).

The implementation of the comprehensive disaster risk reduction and management in the basic education sector manifests not only in attaining maximum protection of learners and education workers, planning for educational continuity in the face of expected hazards and threats, safeguarding education sector investments, and strengthening risk reduction and resilience (as per DO 37, s. 2015), but also in developing leadership and management skills of the program coordinators in terms of implementation, monitoring, evaluation, and collaboration.

Moreover, to continue the gains achieved by the program, this 2022 Regional Search for Most Outstanding Implementers of the Disaster Risk Reduction, Resilience, Adaptation, and Mitigation of Schools (DREAMS) Awards is being proposed to recognize the achievements of field implementers who relentlessly pursued and supported the government's call to provide critical resources needed by the learners especially at the time that the pandemic immobilized the learning community, and the entire world in general.

II. Objectives

The 2022 Regional Search for Most Outstanding Implementers of the Disaster Risk Reduction, Resilience, Adaptation, and Mitigation of Schools (DREAMS) Awards aims to recognize the outstanding Schools Division Offices (SDOs), schools, and their respective DRRM Coordinators for their exemplary implementation of DRRM for SY 2021-2022.

III. Evaluation Process

A. Schools Division Level

1. DRRM school implementers shall submit all the supporting documents, including photos and narratives, needed/mentioned in the criteria of evaluation set forth by the SDO as aligned into the regional search criteria provided (attached). The schools shall encapsulate their implementation in a 5–6-minute video presentation and be able to show why they should be awarded as the Most Outstanding School Implementer of DRRM and impression and success stories from learners and parents, as well as DRRM partners in the community.
2. The SDS shall form a Schools Division Search Committee with 1-2 representatives from partner agencies or NGOs who shall evaluate the entries from participating schools.
3. The screening and evaluation by the Search Committee may be conducted face-to-face but with strict compliance to IATF protocols or recorded virtual screening may still be adopted.
4. On the scheduled date of screening, the heads of the school entries and SDRRM coordinators should be available to answer queries from the members of the Search Committee.
5. The Schools Division Search Committee shall evaluate the schools and shall choose one (1) school per category (elementary and secondary) to represent the division in the regional search.
6. The SDS shall nominate the entry school to the Regional Director with the write-ups and school documentation of their DRRM implementation on or before the set deadline. Also included is the 5–6-minute video presentation of the said schools to represent their SDO in the regional search (1 for elementary and 1 for secondary category).

B. Regional Level

1. The screening and evaluation by the Search Committee may be conducted face-to-face but with strict compliance to IATF protocols or recorded virtual screening may be adopted.
2. On the scheduled date of screening, heads of the school entries, SDRRM and Division coordinators, and SGOD Chiefs should be available to answer queries from the members of the Search Committee.

3. The Regional Evaluation Team shall evaluate the division entries and shall choose the Top Five (5) Most Outstanding Implementers/Schools Awardees from each category (elementary and secondary) according to the top 5 highest scores. The remaining entries not hailed among the top 5 shall be awarded as regional finalists.
4. The Schools Division Office where the top 5 schools came from shall automatically be awarded as the Most Outstanding Schools Division Implementers of DRRM.
5. Similarly, the SDRRM Coordinators and SDO DRRM Coordinators of the winning schools, shall be awarded as the Most Outstanding School DRRM Coordinator and Most Outstanding SDO DRRM Coordinator, respectively.
6. The winners will be announced through a regional memorandum.
7. The decision of the Regional Evaluation Team shall be final and unappealable.

IV. Time Frame

Phases	Persons Responsible	Date
Schools Division selection and submission of entries to RO	SDO Search Committee	Deadline of submission of entries to RO: September 30, 2022
Final Evaluation and Validation by the Regional Evaluation Team	Regional Evaluation Committee	October 2nd – 4 th week, 2022
Declaration of winners	Regional Evaluation Committee	November 2022

V. Awards and Prizes

Category	Awards			Prizes
	Most Outstanding School for DREAM Awards	Most Outstanding SDRRM Coordinator for DREAM Awards	Most Outstanding School Head for DREAM Awards	
Elementary	1 st Place	1 st Place	1 st Place	Trophies and certificates
	2 nd Place	2 nd Place	2 nd Place	
	3 rd Place	3 rd Place	3 rd Place	
	4 th Place	4 th Place	4 th Place	
	5 th Place	5 th Place	5 th Place	
Secondary	1 st Place	1 st Place	1 st Place	
	2 nd Place	2 nd Place	2 nd Place	
	3 rd Place	3 rd Place	3 rd Place	

	4 th Place	4 th Place	4 th Place	
	5 th Place	5 th Place	5 th Place	
Schools Division Office	Most Outstanding SDO for DREAM Awards	Most Outstanding Schools Division Superintendent for DREAM Awards	Most Outstanding Schools Division DRRM Coordinator for DREAM Awards	

VI. Criteria of Evaluation and Guidance for Points

(Please see attachment)

**2022 REGIONAL SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:
COMPREHENSIVE SCHOOL SAFETY CRITERIA
DEPARTMENT OF EDUCATION – NORTHERN MINDANAO**

CRITERIA	GUIDANCE FOR POINTS
Enabling Environment	22
1 Adopted/Adapted/localized at least 3 existing policies relating to DRRM/CCA/EiE in education/school safety	3 or more policies adapted/localized = 3
2 Formed School DRRM Team, with a focal person and consisting of personnel from different offices; with defined membership and roles and responsibilities/functions	Presence of all components in the criteria = 2 Absence of even 1 component in the criteria = 0
3 Has a comprehensive School DRRM Plan, which includes CCA and EiE measures, covering risk assessment, risk reduction, and rehabilitation and recovery	Presence of all components in the criteria = 1 Absence of even 1 component in the criteria = 0
4 School budget supports regular DRRM activities	Presence of budget allocated for DRRM activities = 2
5 Conducted student-led school watching and hazard mapping (DO 23 s. 2015), and involved students in DRRM planning	Students involved in both school watching & hazard mapping = 2
6 Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and SIP	Incorporated in both DRRM Plan and SIP = 3
7 Data collection and consolidation on programs and activities on DRRM, covering the 3 Pillars to monitor results and impact	Presence = 2
8 Rapid Assessment of Damages Report (RADAR) is submitted to Central Office, within 72 hours after the onslaught of a hazard in the area	Submission within 72 hours after onslaught of hazard, either through RADaR app or other means of communication/reporting = 3 Submission beyond 72 hours after onslaught of hazard, either through RADaR or other means of communication/reporting = 0
9 100% completion of DRR related questions in the EMIS/EBEIS	100% completion = 2 Less than a 100% completion = 0
10 School has partnerships that could be tapped to support its DRRM programs and activities, including those during after a disaster	Presence of current partnerships = 2
Pillar 1: Safe Learning Facilities	38
1 School building/classroom components are according to DepEd and/or National Building Code approved standard design and specifications (see criteria and checklist for Pillar 1, No. 1, for scoring)	See Guidance on DepEd Minimum Standards for points (30 POINTS)
2 School conducted risk assessment of buildings, in coordination with the Education Facilities Division, and with support of other agencies and partners	Presence as per the criteria = 2
3 School has taken appropriate action with respect to unsafe school buildings (e.g. upgraded/retrofitted, non-usage, etc.)	Undertaken appropriate action = 2 Absence of any appropriate action = 0

4	Undertaken regular inspection and repair of minor classroom (including facilities) damages	Presence = 1 Absence = 0
5	School Heads are clear with the roles and functions of the school in camp management vis-à-vis the LGU and DSWD as per Joint Memorandum Circular No. 1, series of 2013 "Guidelines on Evacuation Center Coordination and Management" and RA 10821 "Children's Emergency Relief and Protection Act" and its corresponding IRR	Presence = 1 Absence = 0
6	Complied the School Safety Assessment Tool (SSAT) checklist per DO 30, s. 2022 and certified with a safety seal per RM 115, s. 2022	Complied SSAT with safety seal certification = 2 Complied SSAT but not safety seal certified = 1 Absence of both = 0
Pillar 2: School Disaster Risk Management		28
1	School has a Contingency Plan, i.e. Preparedness Plan turned into response actions when a disaster strikes, including COVID-19	Presence = 3 Absence = 0
2	80% of students and their families have accomplished the Family Preparedness Plan together (family evacuation, reunification), as per DO No. 27, series of 2015	80% of students accomplished as per criteria = 2 Less than 80% of students accomplished as per criteria = 1
3	School has established a school personnel and learners tracking system/protocol in the event of a disaster or emergency, to include contact tracing for COVID-19 transmissions among learners and personnel	Presence of tracking system for both learners and personnel = 2 Absence of 1 or both = 0
4	Hazard and evacuation maps are located in conspicuous places in the school	Presence = 1 Absence = 0
5	School has available, accessible, and adequate first aid kit in every instructional classroom	Presence and accessibility with basic content = 1 Basic Content: alcohol, cotton, scissor, medicine for emergencies, bandages, ammonia, gauze/band-aid, plasters, thermometer, triangular bandage, first aid
6	School has at least 2 necessary and functioning equipment, in case of a disaster (e.g., fire extinguisher, handheld/base radio, generator, etc.)	Presence of at least 2 equipment as per criteria = 1 (if fire extinguisher is one of them, should follow BFP minimum standards; otherwise, it is not considered) Less than 2 = 0
7	School conducted regular hazard-specific drills (at least 3 hazards) with participation of stakeholders (BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)	If drills dealt with at least 3 hazards in total (each drill being hazard-specific), and as per criteria = 3 If drills dealt with 2 hazards in total (each drill being hazard-specific) and as per criteria = 2 If drills dealt with 1 hazard only and as per criteria = 1 No drills = 0
8	School has established functional early warning system to inform students and personnel of hazards and emergencies (protocol, warning signs, devices, IEC), considering national and LGU warning systems and protocols	Presence = 2 Absence = 0
9	School has trained personnel to administer first aid to students and personnel	Presence = 1 Absence = 0
10	School has pre-identified spaces for putting up Temporary Learning spaces/Shelters in the aftermath of a disaster or emergency	Presence = 1 Absence = 0

11	School has ready resumption strategies and alternative delivery modes to ensure education continuity (strategies, materials, focal persons to implement)	Presence = 2 Absence = 0
12	School has psychosocial interventions for personnel and students	Presence = 1 Absence = 0
13	School has trained teachers and other personnel who could provide psychosocial support to students	Presence = 1
14	School has an evacuation plan and procedures	Presence = 2 Absence = 0
15	School has a student-family reunification plan that is clearly disseminated to students, teachers, and parents	Presence = 2 Absence = 0
16	School has conducted awareness and capacity building for families and learners	Four or more = 2 2-3 = 1 Less than 2 = 0
17	School participated in the different DRRM/CCA/EiE activities of the LGU	Presence = 1
Pillar 3: DRR in Education		12 POINTS
1	School has integrated key DRRM/CCA/EiE concepts in at least 4 subjects based on the national Curriculum Guide	Integrated in 4 or more subjects = 5 Integrated in 3 subjects = 3 Integrated in less than 3 subjects = 1 Not integrated at all = 0
2	More than 75% of students are actively participating in various DRRM/CCA/EiE activities	More than 75% of students = 1 Less than 75% of students = 0
3	School has a DRRM/CCA/EiE capacity building plan for teachers and personnel	Presence = 1 Absence = 0
4	School Head and personnel have participated at least 3 DRRM/CCA/EiE trainings from division or region or partners	At least 3 DRRM/CCA/EiE trainings as per criteria = 3
5	At least more than 10 DRRM/CCA/EiE resource materials are available in the school	Presence = 1 Absence = 0
6	Presence of DRRM corner, with updated IEC materials posted in it, in every classroom	Presence = 1 Absence = 0
TOTAL POINTS		100

**2022 REGIONAL SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:
COMPREHENSIVE SCHOOL SAFETY CHECKLIST ASSESSMENT TOOL FOR ELEMENTARY AND SECONDARY SCHOOLS
DEPARTMENT OF EDUCATION – NORTHERN MINDANAO**

School Category, levels and classification:					
<input type="checkbox"/>	Public School	<input type="checkbox"/>	Elementary		
<input type="checkbox"/>	Private School	<input type="checkbox"/>	Secondary		
Name of School:		Legislative District:			
School ID:		Province:			
Division:		School District:			
Region:		Date Visited/Inspected:			
School Address:					
CRITERIA		YES	NO	POINTS	REMARKS/RECOMMENDATIONS
Enabling Environment				22	
1	Adopted/Adapted/localized at least 3 existing policies relating to DRRM/CCA/EiE in education/school safety			3	
2	Formed School DRRM Team, with a focal person and consisting of personnel from different offices; with defined membership and roles and responsibilities/functions			2	
3	Has a comprehensive School DRRM Plan, which includes CCA and EiE measures, covering risk assessment, risk reduction, and rehabilitation and recovery			1	
4	School budget supports regular DRRM activities			2	
5	Conducted student-led school watching and hazard mapping (DO 23 s 2015), and involved students in DRRM planning			2	
6	Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and School Improvement Plan (SIP)			3	
7	Data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars to monitor results and impact			2	
8	Rapid Assessment of Damages Report (RADaR) is submitted to Central Office, within 72 hours after the onslaught of a hazard in the area			3	
9	100% completion of DRR related questions in the EMIS/EBEIS			2	
10	School has partnerships that could be tapped to support its DRRM programs and activities, including those during and after a disaster			2	
Pillar 1: Safe Learning Facilities				38	
1	School building/classroom components are according to DepEd and/or National Building Code approved standard design and specifications (see criteria and checklist for Pillar 1, No. 1, for corresponding points)			30	
2	School conducted risk assessment of buildings, in coordination with the Education Facilities Division, and with support of other agencies and partners			2	
3	School has taken appropriate action with respect to unsafe school buildings (e.g., upgraded/retrofitted, non-usage, etc.)			2	
4	Undertaken regular inspection and repair of minor classroom (including facilities) damages			1	

5	School Heads are clear with the roles and functions of the school in camp management vis-à-vis the LGU and DSWD as per Joint Memorandum Circular No. 1, series of 2013 "Guidelines on Evacuation Center Coordination and Management" and RA 10821 "Children's Emergency Relief and Protection Act" and its corresponding IRR				1	
6	Complied the School Safety Assessment Tool (SSAT) checklist per DO 30, s. 2022 and certified with a safety seal				2	
Pillar 2: School Disaster Risk Management					28	
1	School has a Contingency Plan, i.e., Preparedness Plan turned into response actions when a disaster strikes, including COVID-19				3	
2	80% of students and their families have accomplished the Family Preparedness Plan together (family evacuation, reunification), as per DO No. 27, series of 2015				2	
3	School has established a school personnel and learners tracking system/protocol in the event of a disaster or emergency				2	
4	Hazard and evacuation maps are located in conspicuous places in the school				1	
5	School has available, accessible, and adequate first aid kit in every instructional classroom				1	
6	School has at least 2 necessary and functioning equipment, in case of a disaster (e.g., fire extinguisher, handheld/base radio, generator, etc.)				1	
7	School conducted regular hazard-specific drills (at least 3 hazards) with participation of stakeholders (BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)				3	
8	School has established functional early warning system to inform students and personnel of hazards and emergencies (protocol, warning signs, devices, IEC), considering national and LGU warning systems and protocols				2	
9	School has trained personnel to administer first aid to students and personnel				1	
10	School has pre-identified spaces for putting up Temporary Learning spaces/Shelters in the aftermath of a disaster or emergency				1	
11	School has ready resumption strategies and alternative delivery modes to ensure education continuity (strategies, materials, focal persons to implement)				2	
12	School has psychosocial interventions for personnel and students				1	
13	School has trained teachers and other personnel who could provide psychosocial support to students				1	
14	School has an evacuation plan and procedures				2	
15	School has a student-family reunification plan that is clearly disseminated to students, teachers, and parents				2	
16	School has conducted awareness and capacity building for families and learners				2	
17	School participated in the different DRRM/CCA/EiE activities of the LGU				1	
Pillar 3: DRR in Education					12	
1	School has integrated key DRRM/CCA/EiE concepts in at least 4 subjects based on the national Curriculum Guide				5	
2	More than 75% of students are actively participating in various DRRM/CCA/EiE activities				1	
3	School has a DRRM/CCA/EiE capacity building plan for teachers and personnel				1	
4	School Head and personnel have participated at least 3 DRRM/CCA/EiE trainings from division or region or partners				3	
5	At least more than 10 DRRM/CCA/EiE resource materials are available in the school				1	
6	Presence of DRRM corner, with updated IEC materials posted in it, in every classroom				1	
TOTAL POINTS					100	
SUMMARY SHEET						

CRITERIA	POINTS	REMARKS/RECOMMENDATIONS
I. ENABLING ENVIRONMENT	22	
II. PILLAR 1: SAFE LEARNING FACILITIES	38	
III. PILLAR 2: SCHOOL DISASTER RISK MANAGEMENT	28	
IV. PILLAR 3: DRR IN EDUCATION	12	
TOTAL	100	

RATING SCHEME	
Excellent	91-100%
Very Good	81-90%
Good	71-80%
Needs Improvement	61-70%

INSPECTED BY:
Name:
Position:
Agency:
Date:
Name:
Position:
Agency:
Date:
Name:
Position:
Agency:
Date:

**2022 REGIONAL SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:
COMPREHENSIVE SCHOOL SAFETY CRITERIA (PILLAR 1)**

School category: <input type="checkbox"/> Elementary School <input type="checkbox"/> Secondary School

DEPARTMENT OF EDUCATION – NORTHERN MINDANAO

Name of School:		Legislative District:	
School ID:		Province:	
Division:		School District:	
Region:		Date Visited/ Inspected:	
School Address:			

Criteria for Checking	YES	NO	Points	REMARKS/RECOMMENDATIONS
PILLAR 1: SAFE LEARNING FACILITIES (Under no. 1 criteria)				
I. PHYSICAL FACILITIES				
1.0 School Building Components				
<i>School building /classroom components is/are according to the DepED and/or National Building Code approved/ standard design and specifications*</i>				
<i>Academic or Instructional Rooms</i>				
a. Wall Finish			4	
b. Flooring				
c. Ceiling				
d. Window/ Ventilations				
e. Roofing				
f. Corridor				
g. 2-Doors per classrooms				

	h.	Railings/ handrails/ ramps				
	i.	Standard room dimensions				
	j.	Presence of emergency fire exits and signages				
2.0 Ancillary Facilities						
	Provisions /presence of other instructional rooms and					
	a.	School Health Clinic			2	
	b.	Guidance and Counselling				
	c.	School Canteen				
	d.	Home Economics Building/ Room				
	e.	Science Laboratory Room/Bldg.				
3.0 Other Facilities						
	a.	Sports/ recreational facilities (gym, basketball courts etc.)			3	
	b.	Emergency exit gate/s				
	c.	Waiting Shed within the school premises				
	d.	Complete perimeter fence				
	e.	Stage and open grounds				
	f.	Covered pathwalks				
	g.	Functional drainage system				
	h.	Material Recovery Facility (MRF)				
4.0 WASH Facilities						
	<i>Adequate number and functional WASH facilities</i>					
	a.	Water source			3	
	b.	Toilets				
	c.	Handwashing facilities				
	d.	Drinking facilities				
	e.	WASH for physically impaired				
5.0 Power and Telecommunication Facilities						
	a.	Proper installation of communication facility			1	
	b.	Proper electrical wiring system & connections			1	

			Sub- TOTAL	14	
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Criteria for Checking		YES	NO	Points	REMARKS/RECOMMENDATIONS
II. SAFETY CHECK ON HEALTH & ENVIRONMENT					
1.0 School Safety and Security					
	<i>Presence/visibility of Warning Signs</i>				
	a. Pedestrian lane markings/humps			3	
	b. Loading/Unloading Signs				
	c. Stop and Go Signs				
	d. Signs for the physically impaired				
	e. Signages on the observance of health protocols and protective measures				
	<i>Security</i>				
	a. Presence of Identification Cards for students, parents/guardians and school security			4	
	b. Provision of a clear contact tracing and quarantine system for close contacts of COVID-19 confirmed positive cases				
	c. Proper coordination with Barangay Officials/ nearest Police stations				
	d. Presence of telephone hotlines (Directory) in a conspicuous place in the school premises				
	e. Absence of electrical post or other hazardous structures or facilities inside the school premises				
2.0 Health and Environmental Safety					
	a. Availability of thermal scanner/gun at the entrance/exit gates				
	b. Availability of hand sanitizer or alcohol dispenser at school gates				
	c. Availability of surgical masks at school entrance reserved for symptomatic individuals				

	d.	Availability of functional TRIAGE system near entrance gate			9		
	e.	Availability of designated room for isolation of students and personnel with fever and flu-like symptoms near entrances					
	f.	Availability of PPEs and hygiene and sanitation items for learners and personnel					
	g.	Regular sanitation and disinfection of school facilities, furnitures, and equipment					
	h.	Waste segregation/Regular schedule for trash disposal esp. infectious wastes such as used tissues and masks					
	i.	No possible areas /places for mosquitoes breeding, bats and presence of astray animals					
	j.	With clear and strict regulations on drugs, cigarettes, alcohol and vandalism in school					
	k.	Safety measures during school activities: (sports, laboratory experiments etc.)					
	l.	Transportation means during emergency cases					
	m.	Implementing health programs/projects					

			Sub- TOTAL	16		
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			TOTAL	30		
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**2022 REGIONAL SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:
COMPREHENSIVE SCHOOL SAFETY CRITERIA (PILLAR 1)
DEPARTMENT OF EDUCATION – NORTHERN MINDANAO**

Criteria for Checking		GUIDANCE FOR POINTS
PILLAR 1: SAFE LEARNING FACILITIES (Under no. 1 criteria)		
I. PHYSICAL FACILITIES		
1.0	School Building Components	
	<i>School building /classroom components is/are according to the DepED and/or National Building Code approved/ standard design and specifications*</i>	
	<i>Academic or Instructional Rooms</i>	
	a. Wall Finish	Presence of all components (10), following the DepEd Minimum Standard Specifications for a-i, and BFP Minimum Standard for j = 4
	b. Flooring	Presence of 7-9 components, following the DepEd Minimum Standard Specifications for a-i, and BFP
	c. Ceiling	Minimum Standard for j = 3
	d. Window/ Ventilations	Presence of 4-6 components, following the DepEd Minimum Standard Specifications for a-i, and BFP Minimum Standard for j = 2
	e. Roofing	Presence of 1-3 components, following the DepEd Minimum Standard Specifications for a-i, and BFP Minimum Standard for j = 1
	f. Corridor	Absence of all/any = 0
	g. 2-Doors per classrooms	Note: any item not following the DepEd Minimum Standard Specifications for a-i and BFP Minimum Standard for j shall not be considered
	h. Railings/ handrails/ ramps	
	i. Standard room dimensions	

	j.	Presence of emergency fire exits and signages	
2.0 Ancillary Facilities			
Provisions /presence of other instructional rooms and ancillary facilities.			
	a.	School Health Clinic	Presence of all facilities (5) = 2 Presence of 4 facilities = 1 Presence of 1-3 facilities = 0
	b.	Guidance and Counselling	
	c.	School Canteen	
	d.	Home Economics Building/ Room	
	e.	Science Laboratory Room/Bldg.	
3.0 Other Facilities			
	a.	Sports/ recreational facilities (gym, basketball courts etc.)	Presence of all facilities (8) = 3 Presence of 5-7 facilities = 2 Presence of 2-4 facilities = 1 Presence of 1 facility only = 0
	b.	Emergency exit gate/s	
	c.	Waiting Shed within the school premises	
	d.	Complete perimeter fence	
	e.	Stage and open grounds	
	f.	Covered pathwalks inside the school	
	g.	Functional drainage system	

	h.	Material Recovery Facility (MRF)	
4.0	WASH Facilities		
	<i>Adequate number and functional WASH facilities</i>		
	a.	Water source	Presence of all facilities (5), following the DepEd Minimum Standard Specifications = 3
	b.	Toilets	Presence of 4 facilities, following the DepEd Minimum Standard Specifications = 2
	c.	Handwashing facilities	Presence of 3 facilities, following the DepEd Minimum Standard Specifications = 1
	d.	Drinking facilities	Presence of 1-2 facilities, following the DepEd Minimum Standard Specifications = 0
	e.	WASH for physically impaired	
5.0	Power and Telecommunication Facilities		
	a.	Proper installation of communication facility	LGU/NTC Minimum standard = 1 Not following the LGU/NTC minimum standard = 0
	b.	Proper electrical wiring system & connections	BFP Minimum Standard = 1
	Sub-TOTAL		14

Criteria for Checking		GUIDANCE FOR POINTS
II. SAFETY CHECK ON HEALTH & ENVIRONMENT		
1.0 School Safety and Security		
<i>Presence/visibility of Warning Signs</i>		
	a. Pedestrian lane markings/humps	Provision of all 5 indicators = 3 Provision of 3-4 indicators = 2 Provision of 1-2 indicators = 1 All indicators are not provided = 0
	b. Loading/Unloading Signs	
	c. Stop and Go Signs in appropriate place	
	d. Signs for the physically impaired	
	e. Signages on the observance of health protocols and protective measures	
<i>Security</i>		
	a. Presence of Identification Cards for students, parents/guardians and school security	Presence and/or provision of all indicators (5) = 4 Presence and/or provision of 3-4 indicators = 3 Presence and/or provision of 2 indicators = 2 Presence and/or provision of 1 indicator only = 1 No provisions at all = 0 <i>*Proof showing the coordination with Barangay officials and/or nearest Police stations (any of the two mentioned)</i>
	b. Provision of a clear contact tracing and quarantine system for close contacts of COVID-19 confirmed positive cases	
	c. Proper coordination with Barangay Officials/ nearest Police stations	
	d. Presence of telephone hotlines directory posted in conspicuous places in the school premises	
	e. Absence of electrical post or other hazardous structures or facilities inside the school premises	

2.0 Health and Environmental Safety			
	a. Availability of thermal scanner/gun at the entrance/exit gates	Availability of all indicators (13) = 9 Availability of 10-12 indicators = 7	
	b. Availability of hand sanitizer or alcohol dispenser at school gates	Availability of 7-9 indicators = 5 Availability of 4-6 indicators = 3	
	c. Availability of surgical masks at school entrance reserved for symptomatic individuals	Availability of 1-3 indicators only = 1 Absence = 0	
	d. Availability of functional TRIAGE system near entrance gate	<i>*All provisions should be supported with proofs of documents</i>	
	e. Availability of designated room for isolation of students and personnel with fever and flu-like symptoms near entrances		
	f. Availability of PPEs and hygiene and sanitation items for learners and personnel		
	g. Regular sanitation and disinfection of school facilities, furnitures, and equipment		
	h. Waste segregation/Regular schedule for trash disposal esp. infectious wastes such as used tissues and masks		
	i. No possible areas /places for mosquitoes breeding, bats and presence of astray animals		
	j. With clear and strict regulations on drugs, cigarettes, alcohol and vandalism in school		
	k. Safety measures during school activities: (sports, laboratory experiments etc.)		
	l. Transportation means during emergency cases		
	m. Implementing health programs/projects		
	Sub-TOTAL		16

TOTAL POINTS	30
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2022 REGIONAL SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:

**DEPARTMENT OF EDUCATION – NORTHERN MINDANAO
COMPREHENSIVE SCHOOL SAFETY**

DepED Minimum Performance Standard Specifications

The Detailed Engineering Design for Classroom /Building and Toilets shall be governed by the following Design Codes and Specifications:

a. Architectural Design:

- (1) National Building Code (NBC)
- (2) Batas Pambansa (BP) P 344 -- Accessibility Law

b. Structural Design:

- (1) National Structural Code of the Philippines (NSCP), Volume I, 2010
- (2) American Institute of Steel Construction (AISC)
- (3) American Concrete Institute (ACI)
- (4) American Iron and Steel Institute (AISI)
- (5) American Welding Society (AWS)
- (6) American Society for Testing and Materials (ASTM)

c. Electrical Design:

- (1) Philippine Electrical Code (PEC), 2000
- (2) Fire Code (Philippine National Standards or PNS Appendix G of PEC1–2000)

d. Sanitary and Plumbing Design:

Revised National Plumbing Code
RA 6716 about Rainwater collection system

Architectural Design Standards

a. Classroom Size

The size of the classroom for elementary and secondary schools must be 7 meters (m) in width x 9 m in length.

b. Windows

- (1) The total area of window openings must be at least equal to 10 square m to provide for natural ventilation and illumination.
- (2) The window sill must not be lower than 600 millimeters (mm) and higher than 900 mm from the floor.
- (3) The window panels, when opened, must not be an obstruction along the corridor.
- (4) The window must allow the entry of daylight even if it is closed. (5) Window openings must be bilateral fenestration.

c. Doors

- (1) There shall be two (2) doors for every classroom. (2) The swing-out should be 180 degrees.
- (3) The doors must be 900 mm in width and 2,100 mm in height.
- (4) The doors must withstand normal wear and tear and shall be provided with lever-type door locks.

d. Floor

- (1) The floor must be of non-skid finish.
- (2) The finished floor line should be higher than the corridor by 25 mm. (3) The floor elevation must be at the level of the 10-year flood.

(4) A ramp must be provided with a slope of 1:12 in compliance with the Accessibility Law (BP 344) and properly labeled.

e. Ceiling

The height of rooms from floor to ceiling must be at least 2,700 mm.

f. Roof

The minimum horizontal clear length of eaves shall be: front = 1.50 m; rear = 1.0 m.

g. Partitions

The partitions must be from floor to ceiling.

h. Corridor

The minimum corridor width shall be 1.50 m.

i. Chalkboard

The classroom must be provided with a built-in-chalkboard.

j. Painting

Where applicable, metal, wood, and plastic components must be coated with dirty white enamel paint. Concrete components must be coated with dirty white latex paint. The roof shall be painted green. The paints must maintain their quality based on DepEd's standards for at least five (5) years.

Structural Design Standards

a. The structural design must be in accordance with the revised Implementing Rules and Regulations (IRR) of the National Building Code (NBC) and the latest edition of the National Structural Code of the Philippines (NSCP), Volume 1, 2010.

b. Classification of Structure

In accordance with the NSCP, buildings under the Project shall be designed for the classification, based on the nature of occupancy, of "Essential Facilities."

c. Wind Load

For school buildings, the roofing and walls shall be designed to withstand the wind speeds corresponding to the zones specified in the NSCP, as shown in Table 3. A Wind Importance Factor of 1.15 shall be used.

The structure should be fully sealed against rainwater intrusion during typhoons and heavy rains to protect sensitive Doors and windows should be fully sealed against strong vertical and lateral rains.

d. Seismic Load

For school buildings, the structure shall be designed to withstand earthquakes for Seismic Zones with a corresponding Seismic Zone Factors, as specified in the NSCP. A Seismic Importance Factor of 1.50 shall be used.

e. Live Loads
materials and equipment. The minimum occupancy or live loads shown in Table 4 shall be used in the design.

Table 4. Live Loads

Structure Part	Live Load Classrooms	1.9 kpa	Corridors/stairs	4.8 kpa	Roof	1.0 kpa	Note: kpa = kilopascals
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f. Design life

The structure shall have a design life of at least 25 years

g. Building Foundation

The foundation shall be designed for an allowable soil bearing pressure of 96 kpa (2,000 pounds per square foot or psf) unless the soil condition would require otherwise.

Electrical Design Standards

a. Roughing-ins

(1) Service Entrance

(a) Service entrance conduit shall be made of intermediate metallic conduit (IMC).

Underground runs shall be encased in concrete envelope when crossing a roadway.

envelope or reinforced. Ends of conduits shall be provided with a sealing compound.

(b) Exposed service entrance conduits shall be painted with epoxy primer in three (3) coats application.

(c) Conduits shall be properly reamed.

(d) The service entrance shall be at least 1.60 m above the natural grade line. (2) Branch circuit conduits, boxes, fittings and supports shall run parallel to walls, columns and beams of the building.

(a) Metal boxes, gutters, supports and fittings shall be painted with epoxy primer in three (3) coats prior to installation.

(b) Polyvinyl Chloride (PVC) solvent shall be applied on all PVC pipe joints/connections

(c) End bells shall be used at the end of PVC pipes and locknut and bushing shall be used for metallic conduit on all boxes and gutters termination.

(d) Branch circuit conduits shall be either metallic or non-metallic as applicable.

(3) Ceiling mounted lighting fixtures

Flexible metallic tubing shall be used as drop pipe from a junction box to a lighting fixture.

(4) In-sight disconnecting means

Water tight type straight or angle connectors shall be used from pumps, condensing units and other equipment that will be in possible contact with water or rain.

(5) Centralized paneling

Breaker and wire gutter shall be used for proper arrangement of main distribution panel (MDP).

(6) Stub-out conduits for spares

15-mm diameter PVC or IMC pipes shall be provided as stub-out conduits at different panel boards as per schedule of loads.

Ends of stub-out conduits shall be threaded and capped.

b. Wires and Wiring Devices

(1) Wires shall be properly designed in accordance with Article 3.10 and the grounding system shall conform to Article 2.50 of the PEC.

(2) Wiring devices must be of modern type and approved for both location and purpose.

c. Lighting and Fixtures

(1) Each classroom must be provided with a lighting product that can produce 250 lux, e.g., 4 units of 2 40-watt Fluorescent Lamp or 9 units of 20-watt Compact Fluorescent Lamp (CFL) or Light Emitting Diode (LED) lamps.

(2) A duplex convenience outlet (CO) of the grounding type must be provided on each side of the classroom.

(3) The corridor must be provided with a lighting product that can produce 5,000 lumens, e.g., 1 unit of 2 40-watt-flourescent lamp or 1 18-watt CFL or LED.

Sanitary and Plumbing Design Standards

a. Waste and vent line piping system

The drain, waste and vent line piping system must be according to PNS/SAO 374, American Society for Testing and Materials (ASTM) D-2729, ISO 4435 and ISO 3633

b. Waterline piping system

The system must be according to ISO9001:2000 and E DIN1988 for Polypropylene Random Copolymer (PP-R) type 3 pipe and ASTM A120 A53/A53M. The system must provide for a waterline service entrance. c. Plumbing Fixtures These must be according to American National Standards Institute (ANSI)/American Society of Mechanical Engineers (ASME) WWP-541, A112.19.4m, A112.19.3, IS2, A112.19.5, A112.19m.

d. Drainage system

The storm drainage system must be sized according to the rainfall intensities, slope, and roof areas of the building. Provision shall be made for the installation of rainwater collection system in compliance with RA 6716 "Act ----".

e. Septic vault

All concrete septic tanks shall be protected from corrosion by coating with an approved bituminous coat or by other acceptable means.

Toilets

- a. For one-storey Classroom Buildings, the Toilets shall be detached from or attached to the Classroom Building. For two-storey Classroom Buildings, the Toilets shall be integrated into the Classroom Buildings.
- b. The Toilets shall be properly ventilated and provided with running water through a piped water supply system.
- c. Toilet units main fixtures shall include: urinal, water closet, counter sink (with 2 faucets shared with girls), and facial mirror. For the Girl Toilet, the main fixtures shall include: water closet, lavatory (with 1 faucet), facial mirror, and grab bar. Special facilities for differently-abled persons shall be provided. The specific types and numbers of fixtures shall depend on the School Type.

a. Reinforced Concrete

- (1) For structural members, minimum compressive strength of 20.7 megapascals (mpa) (3,000 pounds per square inch or psi).
- (2) For non structural members minimum compressive strength of concrete shall be 17 mpa (2,500 psi).
- (3) Reinforcing bars shall be ASTM 615 with a minimum yield strength, f_y , of 275 mpa (40,000 psi) for 16-mm diameter and larger, and 230 mpa (33,000 psi) for 12-mm diameter and smaller.

b. Structural Steel

This shall be ASTM A36 with a minimum yield strength, f_y , 248 mpa (36,000 psi). All structural steel works shall be painted with red oxide primer and shall be final coated with aluminum silver paint

c. Protection from Heat

The classroom and component materials must provide for an inside room temperature compliant with the standards prescribed by Occupational Safety and Health Center (OSHC). The component materials, such as roof and ceiling system, walls, and partitions, must have a thermal resistance value (RSI) of at least 2.0.

d. Resistance to Termites

Where applicable, the structure must be resistant to termites for at least five (5) years.

e. Protection from Corrosion

Where applicable, the structure must be protected from corrosion/rust up to at least five (5) years.

f. Fire Protection

Fire protection requirements for the school building shall be as per Fire Code of the Philippines.

g. Noise Level Limit

The Sound Transmission Class (STC) of the structure and its component materials,

including walls, partitions, and second floor slabs, must be in compliance with OHSC.

h. Protection from Toxicity

The materials must not contain or emit any carcinogenic or toxic substance, such as asbestos.

i. Resistance to rainwater penetration

The structure shall be free from rainwater leaks.

Design Standards for School Furniture

a. The set of furniture must harmonize, in terms of functionality and design, with the Classroom Buildings.

b. For each classroom, the following furniture items shall be included: (1) One set of teacher's table and chair.

(2) 45 armchairs for pupils: 43 for right-handed and 2 for left-handed pupils.

c. Materials may be wood or non-wood, resistant to termites for at least two (2) years, and protected from rust for at least for five (5) years.

They should not contain or emit any carcinogenic or toxic substance. New materials must first be certified by the Bureau of Product Standards of the Department of Trade and Industry.

d. The armchair must be able to carry a pupil with a weight of 30 kg for Grades I to IV, 40 kg for Grades V and VI, and 50 kg for Secondary level.

The armchair shall have the minimum dimensions shown in Table 5.

Minimum Dimensions of Armchair			
Item	Dimension in mm		
	Grades I-IV	Grades V-VI	Secondary
Seat height			
Seat depth	360	380	400
Seat width	390	390	430
Writing board height	582	623	640
Writing board width	250	355	255
Writing board length	625	625	625
Backrest height	645	710	800

A built-in bookshelf shall be provided under the seat of the armchair.

Other Requirements

a. The Proponent must provide a certification that the parts and spares for the three components under the Contract Package shall be available to the DepED over a period of at least ten (10) years after the completion of the Works under the Project.

b. Architectural and engineering design plans must be signed and sealed by licensed Filipino professionals.

Other specifications on School Safety Assessment Tool (SSAT)

DM 71, s. 2021 – School Safety Assessment Tool (2021) for the Pilot Study on the Face-to-Face Learning Modality

DO 30, s. 2022 – School Safety Assessment Tool (SSAT) 2022 for the Progressive Expansion of Face-to-Face Learning Modality

RM 115, s. 22 – Implementing Guidelines of the Safety Seal Certification Program of Region X for the Expanded Implementation of Limited Face-to-face Classes