

Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V - BICOL

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

21 May 2025

DIVISION MEMORANDUM
No. 454 s. 2025

**REITERATION OF ISSUANCES ON SCHOOL SAFETY AND DRRM
PREPAREDNESS**

TO : Assistant Schools Division Superintendent
Chief Education Supervisor, CID and SGOD
Public Schools District Supervisors/In-Charge of the Districts
All Elementary and Secondary School Heads
All Others Concerned

1. In line with the objective of enhancing the safety and resilience of the school community through the implementation of a comprehensive Disaster Risk Reduction and Management (DRRM) plan—focused on preparedness, response, recovery, and mitigation, this office hereby issues reference documents as guide to School Preparedness for SY 2025-2026.

2. The following documents are enclosed:

Enclosure No.	Title
1	Schedule of DRRM Activities for SY 2025-2026
2	School Preparatory Measures in response to Rising Index
3	School-based Preparedness in Relation to Hydro-meteorological Hazards
4	School Based Disaster Response Protocol in Relation to Rising Heat Index
5	School Based Disaster Response Protocol in Relation to Weather-related Disturbances
6	MEMORANDUM DM-OUOPS-2025-04-00865 The CY 2025 Quarterly Nationwide Simultaneous Earthquake Drill
7	MEMORANDUM DM-OUOPS-2025-05-81727 Installation of Thermometers with Hygrometer in Classroom
8	DepEd Order No. 23 s. 2015 Student-led School Watching and Hazard Mapping
9	DepEd Order No. 37 s. 2015 The Comprehensive Disaster Risk Reduction and Management (DRRM) in Education Framework
10	DepEd Order No. 28 s. 2016 Strengthening the Fire Safety and Awareness Program
11	Presidential Proclamation No. 1667



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www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph



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12	Comprehensive School Safety Framework Evaluation Tool
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3. A copy of the Comprehensive School Safety Framework Evaluation Tool (Excel file can be downloaded via <https://sites.google.com/depd.gov.ph/sdo-catanduanes-drrm>)
4. For guidance and compliance.

By Authority of the OIC Schools Division Superintendent

FLOREN P. CLAVO

Senior Education Program Specialist
Officer-In-Charge

Office of the Schools Division Superintendent



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Enclosure No 1 to Division Memorandum No. 454 s. 2025

Schedule of DRRM Activities for School Year 2025-2026

Month	Specific Date	Activity	Reference DepEd Order/ Memoranda
June	2-3	Safety and Sanitation Training for Division Employees	
	9-13	Brigada Eskwela	DM 042 s. 2025 <i>2025 Brigada Eskwela Implementing Guidelines</i>
		Baseline data gathering Comprehensive School Safety Framework	DO 37 s. 2015 <i>The Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework</i>
	18-20	Basic Life Support for Division Personnel (Nurses and AOs)	
	19	2 nd Quarter NSED	DM-OUOPS-2025-04-00865 The CY 2025 Quarterly Nationwide Simultaneous Earthquake Drill (NSED) Schedule
	23-26	Conduct of Division DRRM Coordination Meetings (by Zone)	DO 37 s. 2015 <i>The Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework</i>
July	1-2	BANHI 2025 Research Capability Building on DRRM cum Division Research Forum	
	1-31	National Disaster Resilience Month	Executive Order No. 29, s. 2017
	1-16	Student-Led School Watching and Hazard Mapping	DO 23, s. 2015 <i>Student-Led School Watching and Hazard Mapping</i>
August	4-6	Conduct of Batang Empowered and	



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		Resilient Team (BERT)	
	12	Peace and Development Forum for Personnel and Learner	
	13-15	Building Safer Futures: 1st Division Resilience Summit	DM-OSDS-SGOD-DM-508 s. 2024
September	11	3 rd Quarter NSED	DM-OUOPS-2025-04-00865 The CY 2025 Quarterly Nationwide Simultaneous Earthquake Drill (NSED) Schedule
	20	International Coastal Cleanup (ICC)	<i>Ocean Conservancy Global Initiative</i>
November	6	4 th Quarter NSED	DM-OUOPS-2025-04-00865 The CY 2025 Quarterly Nationwide Simultaneous Earthquake Drill (NSED) Schedule
	19-25	Global Warming and Climate Change Consciousness Week	Presidential Proclamation No. 1667 Global Warming and Climate Change Consciousness Week
	24-27	Conduct of Division DRRM Coordination Meetings (by Zone)	DO 37 s. 2015 <i>The Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework</i>
	28	Evaluation of School Compliance to Comprehensive School Safety Framework	DO 37 s. 2015 <i>The Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework</i>
March	1-31	Fire Prevention Month	DepEd Order No. 28, s. 2016 <i>Strengthening the Fire Prevention Program</i>



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Enclosure No 2 to Division Memorandum No. 454 s. 2025

School Preparatory Measures in response to Rising Heat Index

In compliance to **Memorandum DM-OUOPS-2025-05-01727** issued by the Office of the Undersecretary for Operations titled ***"Installation of Thermometers with Hygrometer in Classrooms"***, all schools are hereby advised to **install thermometer with hygrometer in selected sample classroom per school**. This initiative seeks to validate the temperature forecasts provided by the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA) and strengthen data-driven decision-making processes in determining class suspensions in response to extreme heat conditions. As indicated in DM-OUOPS-2025-05-01727, the ***expenses for this initiative will be charged to the school's Maintenance and Other Operating Expenses (MOOE), Special Education Fund (SEF), or any other available school funds.***

As part of the preventive measures, School Heads are also advised to implement the following actions to address and mitigate the impacts of the rising heat index:

1. **Ensure that classrooms are sufficiently ventilated.** Ensure that school is compliant to DepEd Order no. 006 s. 2021 to promote optimal air circulation and maintain a comfortable and conducive learning environment.
2. **Ensure Adequate Hydration.** Provide access to clean drinking water in all classrooms, hallways, and outdoor areas. Encourage students and staff to stay hydrated throughout the day.
3. **Increase Shade and Cooling Areas.** Set up shaded areas or temporary cooling stations, such as fans or portable air conditioning units, especially in common areas or outdoor spaces.
4. **Adjust Scheduling.** If possible, adjust outdoor activities to earlier or later times to avoid the hottest parts of the day. Consider moving physical education classes or recess indoors. If applicable start classes early and having shorter outdoor activities.
5. **Monitor Students' Well-being.** Teachers must regularly check on students' physical condition, particularly for signs of heat-related illness such as dizziness, fatigue, or excessive sweating.
6. **Educate Staff and Students.** Provide information on the signs of heat exhaustion and heat stroke. Encourage everyone to wear light, breathable clothing and use sunscreen when outdoors.
7. **Appropriate Attire.** Encourage the wearing of lightweight, breathable, and light-colored clothing, as lighter colors reflect the sun's rays, helping to keep individuals cool. Allow for more relaxed dress codes during hot weather to



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ensure that both learners and teachers remain comfortable throughout the day.

8. **Monitoring of weather forecasts and advisories from official government agencies.** Take appropriate measures based on the severity of the conditions.
 - ✓ Always monitor through the official DOST PAGASA Social Media Pages
 - ✓ Visit the official Division DRRM FB Page for daily weather update via:
<https://www.facebook.com/your.sdocatanduanes.drrm/>
9. **Coordinate with the Local Government Unit (LGU)** for emergency plans and ensure access to support and resources.



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Enclosure No 3 to Division Memorandum No. 454 s. 2025

School-based Disaster Preparedness in Relation to Hydro-meteorological Hazards

1. Activate warning systems to disseminate advisories to learners and personnel.
2. Coordinate with LGU on the cancellation or suspension of classes and work.
3. Take necessary steps to secure school buildings against heavy rains, flooding, and strong winds.
4. Prune/trim trees that may cause harm to people or damage school properties in the event of any weather disturbance.
5. Ensure that all drainage systems are clean and free from blockage.
6. Ensure that electrical mainlines are switched off.
7. Secure all educational resources and vital records (waterproofing) and transfer them to a pre-identified storage area.
8. Only in cases when there is no available space or structure which can be used as a general evacuation center may a school or child development center be used as an evacuation center. If schools will be utilized as Evacuation Centers, this shall be guided by **Republic Act 10821** entitled "**Children's Emergency Relief and Protection Act**". The following processes must be followed:
 1. LGUs shall coordinate with the Schools Division Superintendent and respective School Heads before schools may be used as evacuation centers. A Memorandum of Agreement shall be executed between the LGU and the School to be used as evacuation centers.
 2. Non-instructional rooms shall be utilized first such as gymnasiums, learning and activity centers, auditoriums and other open spaces.
 3. The use of the school premises shall be as brief as possible. It shall only be up to three (3) days for short term displacement, or until such time that the LGU are able to establish alternative transition sites.
 4. If the use is predicted to exceed fifteen (15) days, the affected LGU shall provide written documentation to the DepEd and the DILG on the following:
 - a) The name and location of the school;
 - b) All alternative sites and proposal for final site selection;
 - c) Measure being implemented to prevent interference or disruption to the school and educational activities of children;
 - d) Timeline for the relocation of and plan for action for internally displaced persons to sites outside schools.
 5. Per the Implementing Rules and Regulation (IRR) of Republic Act 10821 or the Children's Emergency Relief and Protection Act of 2016 **Rule No. 5 Section 4**, LGUs are responsible for facilitating general cleaning,



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fumigation, payment of utilities, and the repair of schools used as evacuation centers. Damages incurred by schools used as evacuation centers shall immediately be reported by their respective School Heads to the LGU for appropriate action. Repairs and/or replacement of damaged facilities and materials of damages to schools used as evacuation centers shall be immediately undertaken to ensure the safety and well-being of internally displaced persons. Such replace and repairs shall be monitored by the School Head and Schools Division Superintendent in coordination with the LGU. LGU shall provide clean-up kits.



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Enclosure No 4 to Division Memorandum No. 454 s. 2025

School-based Disaster Response Protocol in Relation to the Rising Heat Index

To ensure efficient coordination and monitoring of the expected increase in heat index levels, all schools and district offices are required to submit their weekly monitoring reports to this office by 8 AM every Friday, along with the online report through the link provided below. Attached are the reporting template and the detailed guidelines for submitting your reports.

<https://bit.ly/2025HeatIndexMonitoring>

Weekly Monitoring Reports in Relation to the Increasing Heat Index Level

1. Weekly Monitoring Reports in Relation to the Increasing Heat Index Level Reporting Process:

Day	Activities	In-Charge
Day 1-4 Monday to Thursday	Conduct of school monitoring in relation to the increasing Heat Index Level	School Head
Day 4 Thursday 04:00 PM	Submission of the School Weekly Monitoring Reports in Relation to the Increasing Heat Index Level to the District Office	School Head
Day 5 Friday 08:00 AM	Compliance of Schools with the Online Weekly Monitoring Reports in Relation to the Increasing Heat Index Level	School Head
	Submission of consolidated District Weekly Monitoring Reports in Relation to the Increasing Heat Index Level to Division DRRM Coordinator	PSDS
Day 5 Friday 08:00 AM – 12:00 NN	Consolidation of Weekly Monitoring Reports in Relation to the Increasing Heat Index Level Reports	Division DRR Coordinator
Day 5 Friday 01:00 PM	Submission of the Division Consolidated Weekly Monitoring Reports in	Division DRR Coordinator



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	Relation to the Increasing Heat Index Level for SDS Vetting	
Day 5 Friday 03:00 PM	Submission of Division Weekly Monitoring Reports in Relation to the Increasing Heat Index Level to Regional Office	Division DRR Coordinator



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Monitoring Report in Relation to the Increasing Heat Index Level

Name of School: _____ School ID _____
Municipality: _____ District: _____

Criteria	Yes	No
Class and Work Suspension was implemented this week.		
If yes, please input the dates of class and work suspension and the office that issued the suspension (LGUs or SDO).		
School is using Self Learning Modules.		
School is adopting hybrid learning.		
School is implementing the Dynamic Learning Program (DLP)		
School has sufficient fans in compliance with DepEd Order no. 006 s. 2021.		
School has functional drinking water facilities.		
If no, please specify reasons.		
School has conducted annual assessment of electrical wirings.		
Result of electrical wiring assessment.		
If the School has NOT conducted annual assessment of electrical wirings, please state reasons.		
School is adopting adjusted class scheduling		
School is allowing comfortable alternate uniforms for learners		
School is allowing comfortable alternate uniforms for personnel		
Number of reported health-related incidents among learners		
Number of reported health-related incidents among personnel		

Prepared by:	Name of School Head
Noted by:	Name of Public Schools District Supervisor



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Enclosure No 5 to Division Memorandum No. 457 s. 2025

School-based Disaster Response Protocol in Relation to Weather-related Disturbances

- a. **Within 24 hours** after from the posting of notice in MS Teams from the Division DRRM Coordinator or local authorities of advisories from DOST PAGASA, school heads must update on the status of preparedness measures and updates on the impacts of the hazard (e.g. localized suspension of class and work, use of schools as evacuation center, impacts to learners and personnel). Daily school status report must be submitted to the SDO DRRM using the link provided below.
- b. **Within 24 to 72 hours** from landfall of a tropical cyclone, or from flooding and/or landslide from any weather disturbance other than tropical cyclones:
 1. If safe, undertake rapid assessment of the impacts and damages from the hazard. This includes the assessment of damages to school facilities, educational resources, and impacts to learners and personnel (RADaR);
 2. Continue to disseminate advisories and/or warnings from authorities;
 3. Continue the submission of Daily School Status reports and Rapid Assessment if Damages Report (RADaR) to the Division DRRM Coordinator; and
 4. Deploy response and learning continuity interventions, in coordination with Schools Division Office and other community stakeholders and partners.
- c. **After 72 hours and onwards** from landfall of a tropical cyclone, or from flooding and/or landslide from any weather disturbance other than tropical cyclones, continue to implement response and learning continuity interventions, including the conduct of Psychological First Aid for affected learners and personnel.

Daily School Status Reports and RADAR Submission Process

1. Daily school status report must be submitted to the SDO DRRM using the link provided below. The submission cut-off is seven o'clock (07:00) every morning. In the event of technical difficulties, schools may submit their daily status report via messenger using the format below.

Link for Daily Reporting	https://tinyurl.com/DailySchoolStatusUpdate
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Daily Reporting Format if via Messenger:	
	<ul style="list-style-type: none">• School Name• School ID• Is the School located in an isolated area?• With Secondary hazard (flooding, landslide, storm surge)?
If School is used as Evacuation Area	<ul style="list-style-type: none">• Date of Evacuation• No. of Classrooms used• No. of spaces/other structures other than classrooms used as EC• No of Families• No of Male vs Female Adult Evacuees• No. of Learners (<i>Segregated Data Male vs. Female</i>)

2. After the lifting of Typhoon Signal, Schools are given **72 hours** to comply with the Rapid Assessment of Damages report through the **DRRMS Online Reporting Portal**. However, to ensure Division Online and offline reporting will still be implemented to ensure that all reports will be captured in case of telecommunication problems. RADaR Form may be downloaded via the DRRM Site. Link for the Online SDO RADAR submission is:

SDO RADAR Link	https://bit.ly/RADARReport2025
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3. After the 72-hour Cut-off, Division Online and Offline reporting will be closed. Only those reports submitted within the time frame will be submitted for VETTING.



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Department of Education

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

MEMORANDUM

DM-OUOPS-2025- 04-00865

**FOR : MINISTER, BASIC, HIGHER, AND TECHNICAL
EDUCATION, BARMM
ALL REGIONAL DIRECTORS
ALL SCHOOLS DIVISION SUPERINTENDENTS
ALL REGIONAL AND DIVISION DRRM COORDINATORS
ALL PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY
SCHOOL HEADS**

THRU : FELINO O. CASTRO V/
Director IV, Disaster Risk Reduction and Management Service

FROM : DEXTER A. GALBAN
*Assistant Secretary for Operations
Officer-in-Charge
Office of the Undersecretary for Operations*



**SUBJECT : The CY 2025 Quarterly Nationwide Simultaneous Earthquake
Drill (NSED) Schedule**

DATE : February 10, 2025

Pursuant to the approved NDRRMC Memorandum No. 027, s. 2025 "Conduct of the CY 2025 Nationwide Simultaneous Earthquake Drill", all schools and DepEd offices are enjoined to participate in the conduct of quarterly Nationwide Simultaneous Earthquake Drill (NSED) with schedule as follows:

Quarter	Date	Time
1 st Quarter	March 13, 2025	02:00 PM
2 nd Quarter	June 19, 2025	09:00 AM
3 rd Quarter	September 11, 2025	02:00 PM
4 th Quarter	November 6, 2025*	09:00 AM

*In connection with the observance of the World Tsunami Awareness Day

Additionally, NDRRMC Memorandum No. 06, s. 2023 allowed the resumption of the conduct of traditional or in-person Nationwide Simultaneous Earthquake Drill since the beginning of the first quarter of 2023. Therefore, it is recommended to design and

implement other forms of exercises based on needs assessment, aside from evacuation drills, to scale up overall earthquake preparedness. Further, coordination with local government units (LGUs) and community stakeholders, post-drill review, coordinated assessment, and evaluation shall be conducted. This is to ensure effective implementation of contingency plans and improve future preparedness efforts.

To increase awareness and enhance preparedness for the impending threat of the inevitable occurrence of an earthquake, even amid the pandemic, the **Information, Education, and Communication (IEC) campaign in NSED using distant means should be continuously intensified**. A copy of NSED materials can be accessed through <https://bit.ly/DepEdNSED2025>.

After each drill, the DRRM Teams must review and update their earthquake contingency plans, integrating new operational strategies and lessons learned to identify gaps.

For the post-NSED activities, the self-evaluation and processing of the NSED within respective areas of jurisdiction are encouraged after the conduct of NSED. Proper documentation and post-activity evaluation of said drill are required. All field offices should ensure that the required reports are submitted on time, as indicated in Annex A. Also attached is the NDRRMC Memorandum No. 027, s. 2025 for reference.

For further information, you may contact the Disaster Risk Reduction and Management Service, 2nd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at drmo@deped.gov.ph.

For information and appropriate action.

[DRRMS/AAMS]

ANNEX A

Guidelines on the Quarterly Submission of the 2025 Quarterly Nationwide Simultaneous Earthquake Drills (NSED) Report

All DepEd Regional Offices, Schools Division Offices, and schools should thoroughly follow the guidelines below:

I. Schools- Based NSED

For Schools

1. The School DRRM Coordinator shall accomplish the Monitoring and Reporting (M&R) Template (**Annex B – Template 1**), to be signed by the School Head.
2. Guidelines on the photo and video documentation are in **Annex C**.
3. The signed form with attached photo and video documentation of NSED practices and initiatives shall be submitted to the respective Division DRRM Coordinators **not later than five (5) working days, after the schedule of the quarterly NSED**.

For Schools Division Offices

1. The Division DRRM Coordinators must consolidate NSED reports and pictures from School DRRM Coordinators (**Annex B – Template 3**).
2. Consolidated NSED reports and pictures from schools must be submitted by the Division DRRM Coordinators to the **DRRMS via email drmo@deped.gov.ph not later than fifteen (15) working days, after the schedule of the quarterly NSED**. Refer to the following table for the schedule of submission of the quarterly Division NSED report:

Date of Quarterly Conduct	Submission of Division Consolidated Report (School-Based NSED)
March 13, 2025	April 3, 2025
June 19, 2025	July 11, 2025
September 11, 2025	October 2, 2025
November 6, 2025	November 27, 2025

3. Division DRRM Coordinators are requested to submit at least **five (5) best pictures** from their divisions. Soft copies are to be attached to their report.
4. Division DRRM Coordinators should use the naming convention below as subject line for emails:

1st Quarter NSED: [CY 2025 1QNSD] Report_<Region-Name of SDO>

2nd Quarter NSED: [CY 2025 2QNSD] Report_<Region-Name of SDO>

3rd Quarter NSED: [CY 2025 3QNSD] Report_<Region-Name of SDO>

4th Quarter NSED: [CY 2025 4QNSD] Report_<Region-Name of SDO>

Example: [CY 2025 1QNSD] Report_Region VIII-SDO Tacloban City

5. The cut-off time for all deadlines will be at 05:00 PM. The official number of schools participating in the NSED will be based on the consolidated NSED report signed by the Schools Division Superintendent (SDS) or authorized official from the division office to be submitted to DRRMS.

II. Office-Based NSED (Regional and Schools Division Offices)

1. All Regional Offices and Schools Division Offices are also enjoined to conduct quarterly NSED in their respective offices. The Regional/Division DRRM Coordinator shall accomplish the Monitoring and Reporting (M&R) Template (**Annex B – Template 2**), to be signed by the Regional Director/Schools Division Superintendent, respectively.
2. The Regional DRRM Coordinators must consolidate NSED reports and pictures from Schools Division Offices (**Annex B – Template 4**).
3. Consolidated NSED reports and pictures from the Division Offices must be submitted by the Regional DRRM Coordinators to the **DRRMS via email drmo@deped.gov.ph not later that fifteen (15) working days, after the schedule of the quarterly NSED**. Refer to the following table for the schedule of submission of the quarterly Division NSED report:

Date of Quarterly Conduct	Submission of Regional Consolidated Report (Office-Level NSED)
March 13, 2025	April 3, 2025
June 19, 2025	July 11, 2025
September 11, 2025	October 2, 2025
November 6, 2025	November 27, 2025

4. Regional DRRM Coordinators should use the naming convention below as subject line for emails:

1st Quarter NSED: [CY 2025 1QNSD] Report_<Name of Region>

2nd Quarter NSED: [CY 2025 2QNSD] Report_<Name of Region>

3rd Quarter NSED: [CY 2025 3QNSD] Report_<Name of Region>

4th Quarter NSED: [CY 2025 4QNSD] Report_<Name of Region>

Example: [CY 2025 1QNSD] Report_Region X

The DRRMS shall submit the national consolidated report (both School-Based and Office-Based NSED) to the Office of the Civil Defense through the Office of the Undersecretary for Operations.

ANNEX C

Guidelines on the Photo and Video Documentation of Quarterly Nationwide Simultaneous Earthquake Drill

The following guidelines is set for the photo and video documentation of the quarterly conduct of NSED in schools and DepEd offices:

1. Photo and video recordings of quarterly NSED conduct may be used in information and communication materials of the Department, as requested.
2. All materials should display adherence to minimum health protocols such as but not limited to, social distancing and wearing of face masks.
3. The following scenarios must be included in the documentation of the school:
 - a. Learners, personnel, and/or parents/guardians wearing personal protective equipment such as hard hats.
 - b. Learners, personnel, and/or parents/guardians doing the Duck, Cover, and Hold.
 - c. Conduct of coordination/preparatory meeting.
 - d. Actual conduct of the quarterly NSED.
4. The recommended minimum specifications are as follows:
 - a. Photo
 - i. File format: JPG or PNG
 - ii. Dimensions: 4:3 ratio or 16:9 ratio
 - iii. Orientation: Landscape
 - b. Video
 - i. File format: MP4 or MOV (with 1080p or 720p resolution)
 - ii. Dimensions: 1920px x 1080px (16:9)
 - iii. Orientation: Landscape
 - iv. Frame rate: 30fps or 60fps



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OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

MEMORANDUM

DM-OUOPS-2025-05-01727

**TO : ALL REGIONAL DIRECTORS
ALL SCHOOLS DIVISION SUPERINTENDENTS
ALL REGIONAL AND DIVISION DRRM COORDINATORS
ALL SCHOOL HEADS**

FROM : MALCOLM S. GARMA
Assistant Secretary, Officer-In-Charge,
Office of the Undersecretary for Operations

**SUBJECT : INSTALLATION OF THERMOMETERS WITH HYGROMETER IN
CLASSROOMS**

DATE : 10 MARCH 2025

1. In line with the Department of Education's commitment to ensuring the health, safety, and well-being of learners and school personnel, the Office of the Undersecretary for Operations directs all schools to install a thermometer with a hygrometer in classrooms to monitor actual temperature and humidity levels. This initiative aims to validate forecasted temperatures provided by the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA) and enhance data-driven decision-making regarding the issuance of class suspensions due to extreme heat.
2. Guidelines for Implementation:
 - 2.1. School Heads are instructed to purchase and install thermometers with hygrometers in a representative sample of classrooms per school, chargeable from the school's Maintenance and Other Operating Expenses (MOOE), Special Education Fund (SEF), or other school's available funds. Devices must be placed in areas free from direct sunlight and heat-emitting appliances for accurate readings.
 - 2.2. Designate school personnel shall record temperature and humidity levels at least three (3) times daily (0900H morning, 1200H noon, and 1400H afternoon). Data must be submitted daily to the Disaster Risk Reduction and Management Service (DRRMS) through this link: <https://bit.ly/PHExtremeHeat>.
 - 2.3. Consolidated reports from schools will be used for comparative analysis with PAGASA forecasts. The information will be used to refine decision support mechanisms for class suspensions during extreme weather conditions.



Room 101, Rizal Building, DepEd Complex, Meralco Avenue, Pasig City 1600
Telephone Nos.: (02) 8633-5313; (02) 8631-8492
Email Address: oure@deped.gov.ph | Website: www.deped.gov.ph

Doc. Ref. Code	DM-OUOPS	Rev	01
Effectivity	03.23.23	Page	1 of 2



3. All SDOs are instructed to oversee the implementation of this directive and provide the necessary technical support to schools. Any concerns or challenges in implementing this directive should be reported immediately to the Disaster Risk Reduction and Management Service (DRRMS) for appropriate action.
4. For strict compliance.



Republic of the Philippines
Department of Education

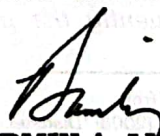
16 JUN 2015

DepEd ORDER
No. **23**, s. 2015

STUDENT-LED SCHOOL WATCHING AND HAZARD MAPPING

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed Guidelines on **Student-Led School Watching and Hazard Mapping** which aims to instruct all public elementary and secondary schools in the specific engagement of learners in identifying and addressing hazards and risks.
2. These Guidelines provide minimum instruction on how to begin with the conduct of this activity, which specifically highlights maximum representation of all pupils and students at all grade levels, sections, groups and organizations. This will be part of the schools' annual activity to engage learners in the implementation of disaster risk reduction and management (DRRM).
3. The said Guidelines support DepEd Order No. 50, s. 2011 entitled *Creation of DRRM Office* and DepEd Order No. 55, s. 2007 entitled *Prioritizing the Mainstreaming of Disaster Risk Reduction and Management in the School System and Implementation of Programs and Projects Relative Therefore*, which seek to mainstream the implementation of DRRM in the systems and processes of the Department at all levels.
4. This Order shall take effect immediately upon its approval. All other existing Orders and/or Memoranda inconsistent with this Order are superseded and are therefore deemed rescinded.
5. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated

References: DepEd Order: (Nos. 50, s. 2011 and 55, s. 2007)

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

CALAMITY
LEGISLATION

POLICY
SAFETY EDUCATION

SCHOOLS
STUDENTS

GUIDELINES ON STUDENT-LED SCHOOL WATCHING AND HAZARD MAPPING

I. Rationale

Strengthening disaster prevention, mitigation and preparedness is one of the key strategies to address the vulnerabilities of children inside and outside the school. With the increasing effects of climate change, it is important to raise the awareness and capacities of children to prepare for and manage possible disasters and/or emergencies. This is also intended to influence family preparedness as the learners could share and apply their lessons at home.

Children, who are commonly identified as one of the vulnerable groups, should be equipped with the capacity to know, understand and apply safety and protection mechanisms to build the foundation of their resilience. To initiate this strategy, it is imperative to increase the awareness of learners on the hazards and possible risks inside the school.

The student-led school watching and hazard mapping are initial steps in engaging learners in disaster preparedness and management. This activity will raise awareness and equip learners with information and skills necessary for addressing the impact of hazards. Through this activity, the Department of Education (DepEd) creates an opportunity for learners to understand their role in disaster risk reduction and management (DRRM).

Objectives

- Improve students' level of awareness on the potential hazards and risks within and around schools;
- Increase the participation of children in addressing potential disasters by reducing vulnerabilities; and
- Inculcate a culture of safety in the day-to-day experience of children in school.

II. Scope

This activity shall be conducted by all public elementary and secondary schools.

III. Definition of Terms¹

Hazard – any phenomenon that has the potential to cause disruption or damage to humans and their environment, e.g. typhoon, flood, fire

Risk– the expected number of lives lost, persons injured, damage to property and disruption of economic activity due to natural phenomenon, and consequently the product of specific risk and elements at risk.

¹ Definitions are excerpts from
Department of Education (2008) 'Disaster Risk Reduction Resource Manual: Safer School Resource Manual'
Philippines: DepEd, UNICEF and Plan Philippines

The United Nations Office for Disaster Risk Reduction (2009) UNISDR: Terminology on Disaster Risk Reductions <http://www.unisdr.org/we/inform/terminology>

International Finance Corporation (2010) Disaster and Emergency Preparedness: Guidance for Schools,
IFC World Bank

Specific risk means the expected degree of loss due to a particular phenomenon, e.g. the population, buildings and civil engineering works, economic activities, public services, utilities and infrastructure, etc., at risk in a given area

IV. Policy Statement

This policy shall require all public elementary and secondary schools to organize a student-led school watching and hazard mapping activity every first month of the school year.

V. Procedures

A. Organizing and Preparing the School Watching Team

- The school head shall designate a moderator to facilitate a student-led school watching and hazard mapping activity. The moderator is preferably a DRRM-trained school personnel who is familiar with the hazards and risks in the school or anyone who has previous/current involvement in any DRRM activity.
- The School Watching Team (SWT) should comprise of at least 10 members. For medium and big schools, organizing various students' organizations and/or student leaders for a school watching activity is preferred to maximize engagement. For very small schools (i.e. with less than five classes), teachers could integrate school watching in their respective lessons as an outdoor activity. For very big schools, more than one team could be organized to ensure that all grade levels, sections and groups are represented.
- The Supreme Student/Pupil Government (SSG/SPG) shall aid in the identification of SWT members. The team members could be student leaders of youth clubs, academic and/or non-academic clubs such as boy/girl scouts, Red Cross, or representatives from various grade levels and/or sections.
- The moderator is encouraged to redesign the process, if necessary, to ensure appropriateness to the composition of the SWT. Preferably SSG/SPG shall also participate in this activity.
- It is important that the moderator presents the guidelines in the language that the SWT is most familiar and comfortable with.
- The moderator could prepare a timeline on the conduct of this activity to ensure that this will not disrupt regular school activities and/or classes of SWT members.
- The moderator will prepare the route for the school watching, designate stops and provide a School Watching Checklist (**Annex 1**) to Team members for guidance in the observation of hazards.
- Designate a start and end point for the school watching activity.
- The moderator shall orient the SSG/SPG on school watching and hazard mapping before convening the SWT.

B. School Watching and Hazard Mapping

- The moderator should ensure that all SWT members have a pen and notebook for note taking during the school watch.

- The moderator shall orient the SWT on the background and purpose of this activity, and level-off with the Team on the conduct of this activity.
- Walk through each building, classroom, office, laboratory, workshop, play area, garden and any open area of the school.
- At each point, give a 3-5-minute stop for the Team to observe and take down notes in every building, classroom, office, laboratory, workshop, play area, garden and any open area.
- Use the School Watching Checklist as a basic guide in identifying hazard factors and/or at risk areas in the school. The Team members are encouraged to add other risk factors based on their observation, experience and appreciation of the condition of the school environment/facilities.
- After walking around the school premises, the moderator will facilitate the processing of the information noted by the SWT.
- Then, materials such as cartolina, pens, crayons, coloured papers or any drawing material will be distributed to the SWT to map and plot the identified hazards and/or at risk areas in the school.
- Allow the SWT to discuss the plotted hazard areas in the map to enhance the initially placed markings.
- Finalize the hazard map based on the SWT discussion and prepare for a presentation to the School Planning Team (SPT)

C. Reporting, Submission and Information Dissemination

- After preparing the hazard map, the moderator shall coordinate the presentation and submission of this document to the SPT.
- The SSG/SPG shall present the result of school watching and hazard map to the SPT.
- The hazard map should be reproduced and posted in different areas of the school, preferably in all buildings.

VI. Monitoring and Evaluation

All Division DRRM Coordinators shall conduct ocular visits to observe and document the conduct of school watching and hazard mapping. Specifically, the Coordinator shall note the implementation issues and submit reports to the DRRMO. This will serve as input to succeeding policy development initiatives.

VII. References

- Department of Education (2008) *'Disaster Risk Reduction Resource Manual: Safer School Resource Manual'* Philippines :DepEd, UNICEF and Plan Philippines
- Dulce, Celso Jr et al (2011) *Safe, Resilient Communities: the ACCORD Model* Quezon City, Philippines: Assistance and Cooperation for Community Resilience and Development, Inc.
- International Finance Corporation (2010) *Disaster and Emergency Preparedness: Guidance for Schools*, IFC World Bank

The United Nations Office for Disaster Risk Reduction (2009)
UNISDR: Terminology on Disaster Risk Reductions
<http://www.unisdr.org/we/inform/terminology>

Villegas MMM (2012) Earthquake Preparedness in School 'Disaster risk reduction and management manual for Science and Mathematics teachers' Department of Science and Technology Science Education Institute Reprinted 2012

VIII. Effectivity/Transitory provision (if applicable)

This issuance shall immediately take effect upon approval.

Annex 1: School Watching Checklist

- | | |
|---|---|
| <input type="checkbox"/> Broken window | <input type="checkbox"/> Broken/dilapidated ceiling |
| <input type="checkbox"/> Slippery pathway | <input type="checkbox"/> Open/incomplete perimeter fence |
| <input type="checkbox"/> Blocked corridor | <input type="checkbox"/> Presence of stray animals inside the school campus |
| <input type="checkbox"/> Heavy objects mounted on top of cabinets/shelves | <input type="checkbox"/> Presence of electrical post/transformer near or within the school perimeter |
| <input type="checkbox"/> Flooded area | <input type="checkbox"/> No system of release to parents during emergencies |
| <input type="checkbox"/> Busted plugs/light bulbs/electrical facilities | <input type="checkbox"/> No posted emergency hotlines around the school |
| <input type="checkbox"/> Exposed electrical wires | <input type="checkbox"/> Garbage Area (Segregation of Biodegradable and Non-Biodegradable) |
| <input type="checkbox"/> Protruding nails in chairs and tables | <input type="checkbox"/> Detached or peeled off GI sheet |
| <input type="checkbox"/> Broken door knobs | <input type="checkbox"/> Broken toilet bowl and/or sinks |
| <input type="checkbox"/> Warning sign: Slippery pathways/corridors | <input type="checkbox"/> Broken chairs/desks/tables |
| <input type="checkbox"/> Plants mounted on the building railings | <input type="checkbox"/> Blocked/no emergency exits |
| <input type="checkbox"/> Flooding | <input type="checkbox"/> Unmounted cabinets/shelves |
| <input type="checkbox"/> Exposed chemicals and liquids | <input type="checkbox"/> Medical kits in every classrooms |
| <input type="checkbox"/> Lack/absence of storage for equipment | <input type="checkbox"/> Bells/alarms |
| <input type="checkbox"/> Unlabeled chemicals | <input type="checkbox"/> Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls) |
| <input type="checkbox"/> Dripping ceiling | <input type="checkbox"/> Others (List as many as possible) |
| <input type="checkbox"/> Open pit | |
| <input type="checkbox"/> Stagnant water | |
| <input type="checkbox"/> Unpruned trees/bushes/shrubs | |
| <input type="checkbox"/> Open/Clogged canals | |
| <input type="checkbox"/> No ramps for elevated school buildings or other facilities | |
| <input type="checkbox"/> Swing-in doors | |



Republic of the Philippines
Department of Education

12 AUG 2015

DepEd ORDER
No. **37**, s. 2015

**THE COMPREHENSIVE DISASTER RISK REDUCTION AND MANAGEMENT (DRRM)
IN EDUCATION FRAMEWORK**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers, and Heads of Units
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework** to guide DRRM efforts in the basic education sector towards resilience-building in offices and schools, and to ensure that quality education is continuously provided and prioritized even during disasters and/or emergencies.
2. This Framework shall institutionalize DRRM structures, systems, protocols and practices in DepEd offices and schools. Further, this shall provide common understanding and language in the implementation of DRRM in basic education at all levels.
3. All DepEd Orders and other related issuances, rules and regulations and provisions, which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
4. For more information, all concerned may contact the **Disaster Risk Reduction Management Office (DRRMO)**, Department of Education (DepEd) Central Office, 4th Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City, at telefax no.: (02) 637-4933 or through email address: drmo@deped.gov.ph.
5. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:

As stated

Reference:

DepEd Order No.: 21, s. 2015

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

CALAMITY
POLICY
PROGRAMS
PROJECTS
SCHOOLS
REPORTS
SAFETY EDUCATION

Madel: Comprehensive Disaster Risk Reduction
0488-August 3, 2015/8-4

1. The Department of Education (DepEd) is hereby directed to ensure that all schools and offices are fully compliant with the provisions of the Comprehensive Disaster Risk Reduction (CDRR) Act of 2010 (RA 10121) and its implementing rules and regulations (IRR) as approved by the Department of Education (DepEd) Order No. 21, s. 2015.

2. This Department Order shall be the basis for the development, implementation, and monitoring of the CDRR program in all schools and offices. Further, this shall provide common understanding and language in the implementation of CDRR in basic education at all levels.

3. All DepEd Orders and other related issuances, rules and regulations and provisions which are inconsistent with these guidelines are hereby rescinded, annulled and set aside.

4. For more information, all concerned may contact the Disaster Risk Reduction Management Office (DRRMO), Department of Education (DepEd) Central Office, First Floor, Bldg. 1, DepEd Complex, Marikina Avenue, Marikina City, or the Regional Office (RO) through email address: drmo@deped.gov.ph.

5. Immediate dissemination of and strict compliance with this Order is directed.

DR. ARMIN A. ARISTO, Jr.
Secretary

THE COMPREHENSIVE DISASTER RISK REDUCTION AND MANAGEMENT IN BASIC EDUCATION FRAMEWORK

I. Rationale

1. Republic Act (RA) 10121 otherwise known as the *Philippine Disaster Risk Reduction and Management Act of 2010*, mandated all government agencies to institutionalize policies, structures, coordination mechanisms and programs with continuing budget appropriation on disaster risk reduction and management (DRRM) from national to local levels. Moreover, RA 9155 or the *Governance of Basic Education Act of 2001* vested the Department of Education (DepEd) with the authority, accountability, and responsibility to ensure access to basic education which is often disrupted by emergencies and disasters.
2. The DepEd and other education partners have been implementing DRRM programs, projects, and activities in the absence of a comprehensive framework that covers education targets in the context of resilience building. This results to uncoordinated efforts—many of which do not respond to the needs and priorities of the education sector.
3. Congruent to DepEd's mandates and the national framework for DRRM, the establishment of a Comprehensive DRRM in Basic Education Framework sets the agency-specific direction and priorities of DepEd in DRRM for the guidance of the education sector, partner agencies and organizations, and other groups or individuals interested to provide or assist in DRRM interventions for basic education.

II. Scope of the Policy

This DepEd Order provides a framework to serve as basis for all DRRM efforts on basic education towards the attainment of DepEd's three (3) education outcomes, namely: *Access, Quality, and Governance* (AQG). It sets the direction and priority areas for DRRM in DepEd while maintaining the prerogative of field offices to decide on what specific activities to undertake depending on their exposure to hazards, available resources and existing partnerships and linkages.

III. Definition of Terms¹

For purposes of this Order, the following terms are defined/understood as follows:

- a. **Disaster** is a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

¹ Definitions are excerpts from:

Republic Act 10121, Section 3

Department of Education (2008) *Disaster Risk Reduction Resource Manual: Safer School Resource Manual*.
Philippines: DepEd, UNICEF, and Plan Philippines.

- b. **Disaster Mitigation** is the lessening or limitation of the adverse impacts of hazards and related disasters. Mitigation measures encompass engineering techniques and hazard-resilient construction as well as improved environmental policies and public awareness.
- c. **Disaster Preparedness** is the knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. Preparedness action is carried out within the context of disaster risk reduction and management and aims to build the capacities needed to efficiently manage all types of emergencies and achieve orderly transitions from response to sustained recovery. Preparedness is based on a sound analysis of disaster risk and good linkages with early warning systems, and includes such activities as contingency planning, stockpiling of equipment supplies, the development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal, institutional, legal and budgetary capacities.
- d. **Disaster Prevention** is the outright avoidance of adverse impacts of hazards and related disasters. It expresses the concept and intention to completely avoid potential adverse impacts through action taken in advance such as construction of dams or embankments that eliminate flood risks, land-use regulations that do not permit any settlement in high-risk zones, and seismic engineering designs that ensure the survival and function of a critical building in any likely earthquake.
- e. **Disaster Response** is the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called "disaster relief".
- f. **Disaster Risk** is the potential disaster loss in lives, health status, livelihood, assets and services, which could occur to a particular community or a society over some specified future time period.
- g. **Disaster Risk Reduction and Management** is the systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster. Prospective disaster risk reduction and management refers to risk reduction and management activities that address and seek to avoid the development of new or increased disaster risks, especially if risk reduction policies are not put in place.
- h. **Emergency** is any situation in which the life or well-being of a community will be threatened unless immediate and appropriate action is taken, and which demands an extraordinary response and exceptional measures.
- i. **Field Offices** are the regions, divisions, schools, and learning centers where the policy and principle of the governance of basic education shall be translated into programs, projects, and services.

- j. **Hazard** is any phenomenon that has the potential to cause disruption or damage to humans and their environment, e.g., typhoon, flood, fire.
- k. **Rehabilitation** is the measure that ensure the ability of affected communities/areas to restore their normal level of functioning by rebuilding livelihood and damaged infrastructures, and increasing the communities' organizational capacity.
- l. **Risk Assessment** is a methodology to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihood and the environment on which they depend. Risk assessments with associated risk mapping include: a review of the technical characteristics of hazards such as their location, intensity, frequency and probability; the analysis of exposure and vulnerability including the physical, social, health, economic and environmental dimensions; and the evaluation of the effectiveness of prevailing and alternative coping capacities with respect to likely risk scenarios.
- m. **Resilience** is the ability of a system, community, or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

IV. Policy Statement

The DepEd hereby establishes the Comprehensive DRRM in Basic Education Framework to:

- a. Guide the implementation of DRRM for education practitioners, partners planning and programming at all levels of the Department;
- b. Guide the inclusion of DRRM in the school, division and regional education development plans;
- c. Define the agency response to situations and disasters affecting the situation;
- d. Serve as mechanism for engaging partners and aligning their thrust to DepEd priorities; and
- e. Guide collaboration with the private schools.

V. Comprehensive DRRM in Basic Education Framework

- 1. The Framework as illustrated in **Figure 1** is guided by the Department's key strategic thrusts and the National DRRM Framework. The education interventions on DRRM should be aligned with the three (3) education outcomes and the four (4) DRRM thematic areas (Prevention and Mitigation, Preparedness, Response, and Recovery and Rehabilitation). This is to maintain a learner-centered, rights-based implementation at all levels.

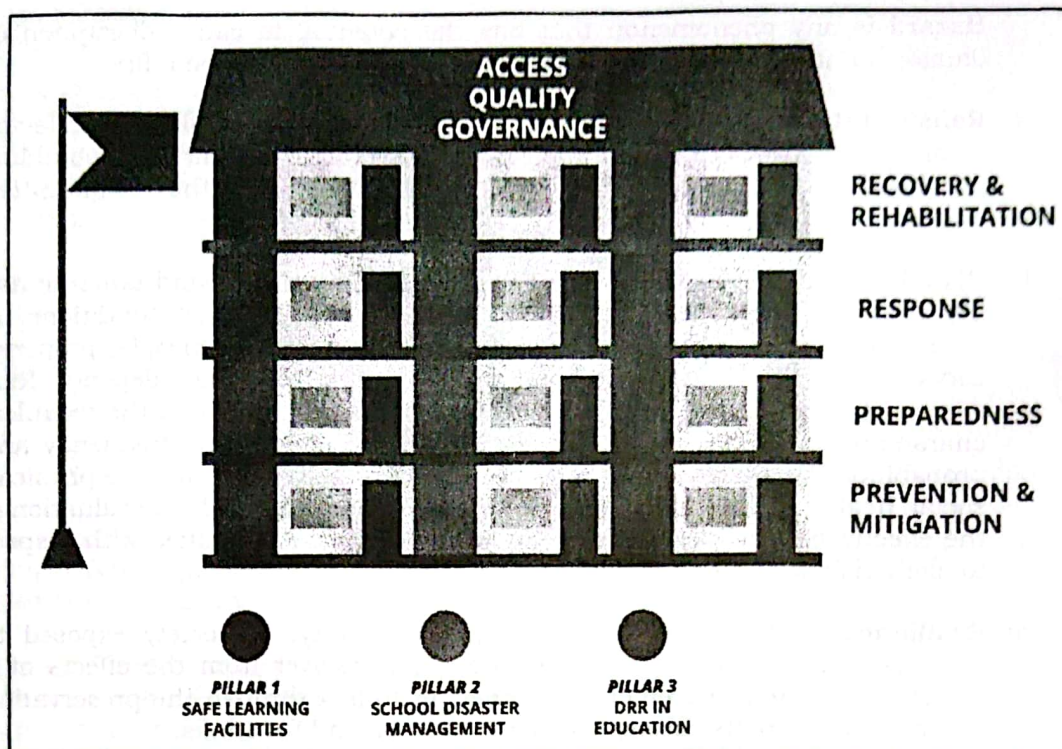


Figure 1. The Comprehensive Disaster Risk Reduction and Management in Basic Education Framework

2. The objectives of the Framework are to:

- a) *Protect learners and education workers from death, injury, and harm in schools;*
- b) *Plan for educational continuity in the face of expected hazards and threats;*
- c) *Safeguard education sector investments; and*
- d) *Strengthen risk reduction and resilience through education*

3. All DRRM interventions should target the provision and/or reinforcement of at least one of the education outcomes:

a) *Access*

One of the effects of hazards to education is the hindering of access of school children to learning services. Policies and mechanisms should be in place to ensure that classes will be immediately resumed.

b) *Quality*

While DRR/CCA has been integrated in the K to 12 curriculum, the constraints to access, along with the psychosocial condition of students and teachers, affect the quality of education. With the disruption brought by hazards, there is a need to identify strategies, including support materials attuned to the learning needs of children and teaching strategies that could adapt to emergency situations.

c) *Governance*

With acknowledgement that DRRM is a complementation of infrastructural and non-infrastructural interventions, governance comes crucial in this implementation. This will determine the institutionalization and implementation of systems and protocols that will be issued.

4. DRRM implementation in the basic education context should operate under the four (4) thematic areas stipulated in RA 10121 such as Prevention and Mitigation, Preparedness, Response, and Recovery and Rehabilitation. It is also understood that the Framework does not make these thematic areas linear and mutually exclusive such that DRRM interventions could overlap; they could begin with and end at either one or more of the thematic areas.
5. In order to provide specific guidance on the achievement of DepEd's and National DRRM Council's priorities, the principles of the *Comprehensive School Safety (CSS) Framework* is adopted to ensure the complementarity of DRRM interventions for basic education at all levels.
6. DRRM interventions in schools will be categorized using the three pillars of CSS, namely: *Safe Learning Facilities*, *School Disaster Management* and *Risk Reduction and Resilience Education*.
 - a) *Safe Learning Facilities* refer to the physical and other related structures of the schools as well as the establishment of temporary learning spaces that can be used during possible displacement brought by disasters and/or emergencies. This shall involve education authorities, architects, engineers, builders and school community members in safe site selection, design, construction, and maintenance (including safe and continuous access to the facility).
 - b) *School Disaster Management* refers to the establishment of an organizational support structure such as the DRRM Office and DRRM Coordinators in all regional and division offices of DepEd. This shall also cover the setting up of systems, processes and standards to operationalize the four (4) thematic areas in the context of basic education.
 - c) *Risk Reduction and Resilience Education* refers to the integration of DRRM in the school curricula and in extra-curricular or school activities as well as providing necessary material support. This also covers the conduct of orientations, workshops, and trainings for learners and personnel related to DRRM.
7. All DRRM interventions at all levels (school, division, region and central) shall be incorporated in the plans of schools and offices as appropriate, and be allocated with the necessary budget, subject to the usual accounting and auditing rules and regulations: Work and Financial Plan, Regional/Division Educational Development Plan, School Improvement Plan, and Site Development Plan, among others. For field offices that have only started to implement DRRM, they may opt to develop immediate (1-2 months) and intermediate plans (6 months) to guide their preliminary DRRM implementation. For the Central Office, the inclusion of DRRM in work and financial plans is not exclusive to DRRM Service as other offices may have DRRM-related initiatives concerning school engineering, learning materials, curriculum support, capacity building and advocacy, among others.

VI. Monitoring and Evaluation

The monitoring and evaluation of all DRRM programs, projects, and activities shall be done at all governance levels through the DRRMS Units and the DRRM Coordinators. While all offices could conduct internal progress monitoring and process-evaluation, DRRM accomplishment reports, including encountered issues in implementation, shall be submitted quarterly to respective supervising or oversight offices. Schools shall submit to their Division while the Division shall submit both to the Region and the Central Office. Likewise, Regions shall submit consolidated reports to Central Office DRRMS.

VII. References

The following are referenced in this Order: RA 10121, RA 9155, and the Comprehensive School Safety Framework. All existing DRRM-related DepEd Memoranda and Orders are hereby subjected to or repealed by the provisions of this Order.

-Nothing follows-



Republic of the Philippines
Department of Education

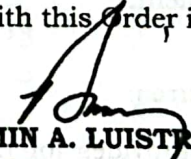
02 MAY 2016

DepEd O R D E R
No. **28**, s. 2016

STRENGTHENING THE FIRE SAFETY AND AWARENESS PROGRAM

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
School Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on Strengthening the Fire Safety and Awareness Program (FSAP)** which aims to establish specific roles, responsibilities, and monitoring and evaluation mechanisms for the fire safety and awareness program of schools which was launched through DepEd Order Nos. 72, s. 2012 and 13, s. 2013.
2. The roles, responsibilities, and monitoring and evaluation mechanisms constituting the process shall guide the concerned offices of schools, schools divisions, regions, and the central office in addressing fire safety preparedness measures and facilitate the Fire Code compliance of schools through a sustainable program and partnership with the Department of Interior and Local Government (DILG), and the Bureau of Fire Protection (BFP).
3. All DepEd Orders, Memoranda, and other related issuances, rules, regulations, and provisions which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
4. This Order shall take effect immediately upon its issuance.
5. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As stated

References: DepEd Order: (Nos. 13, s. 2013; 72, s. 2012) and 55, s. 2007

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

CALAMITY
PROCEDURE
PROGRAMS

SAFETY EDUCATION
SCHOOLS
STRAND: Strategic Management

Lem/SMA: DO-FSAP
0210-March 16/May 2, 2016

**GUIDELINES ON STRENGTHENING THE FIRE SAFETY
AND AWARENESS PROGRAM (FSAP)**

I. Rationale

The Department of Education (DepEd), due to the threat of fire to the safety of learners and personnel and the possible effects to school properties, is enhancing the Fire Safety and Awareness Program (FSAP) of schools instituted through DepEd Order Nos. 72, s. 2012 and 13, s. 2013. The issuance shall provide the specific roles and responsibilities of DepEd in terms of the FSAP to ensure proper monitoring and evaluation of the program and facilitate compliance of school to the Fire Code.

II. Scope of the Policy

This issuance aims to define the roles and responsibilities of DepEd at all levels and create monitoring and evaluation mechanisms. This is also in support to the partnership with the Department of Interior and Local Government (DILG), through the Bureau of Fire Protection (BFP), for the purpose of implementing a sustainable program on fire safety for schools (please see Annex A).

III. Definition of Terms

For purposes of this Order, the following terms are defined/understood as follows:¹

- a. **Fire.** The active principle of burning, characterized by the heat and light of combustion.
- b. **Fire Code.** The standard fire prevention and safety measures prescribed in Republic Act No. 9514, also known as the "*Fire Code of the Philippines of 2008*".
- c. **Fire Safety.** The prevention and suppression of all kinds of destructive fires.

IV. Policy Statement

The DepEd Order hereby establishes the roles, responsibilities, and monitoring and evaluation mechanisms of the FSAP described in this Order which or when applied, should ensure the safety of all learners and personnel, the protection of school properties, and the promotion of a supportive, safe and effective learning environment.

V. Procedures

Table 1 provides for the Roles and Responsibilities of the relevant offices to this issuance. This also includes the reporting protocol from the school to the central office. All expenses related to the implementation and monitoring of this program shall be charged against their respective MOOEs.

The four (4) main initiatives of the program are as follows:

- a. School Fire Safety Plan;
- b. Fire Safety Inspection;
- c. Fire Drills and Fire Safety Lectures for School Personnel; and,
- d. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel. It is also highly encouraged to conduct the said drills with other hazards (e.g. earthquake, flood, etc.).

¹All terms are adapted from RA No. 9514.

Table 1: Roles and Responsibilities Matrix

School Fire Safety Plan			
<p>Develop a School Fire Safety Plan which consists of the following:</p> <ul style="list-style-type: none"> • identification of fire related hazards; • elimination or reduction of the hazards; and • physical fire precautions and management arrangements necessary to ensure the safety of students and personnel in the school premises. <p>Please see Annex B for the School Fire Safety Measures that should be included in the School Fire Safety Plan.</p>	Consolidate schools' Fire Safety Plan and send to respective regional office (through the regional DRRM Coordinator)	Consolidate division reports and send to central office (through the DRRMS)	Consolidate regional reports and send to BFP, DILG, and DepEd Management and other offices
Fire Safety Inspection			
	Provide local BFP with a list of all public elementary and secondary schools for fire safety inspection		<p>Closely coordinate with BFP for the crafting of guidelines for the fire safety inspection and the schools' compliance with the recommendations which should not be limited to purchase of equipment (e.g. fire extinguishers)</p> <p>Closely coordinate with BFP for the crafting of alternative ways for schools to address the violations/deficiencies while pending compliance with the requirements of the Fire Code</p>
Accommodate BFP inspectors during Brigada Eskwela Week and Semestral Break for the conduct of fire safety inspection	Monitor completion of fire safety inspection of all schools	Monitor completion of fire safety inspection of all divisions	Monitor completion of fire safety inspection of all regions
<p>Identify within one month from receipt of results of inspection the options and plan of action to address violations/deficiencies which should not be limited to procurement of equipment (e.g. fire extinguishers)</p> <p>Submit reports to respective division office (through the Division DRRM Coordinator) regarding:</p> <ol style="list-style-type: none"> 1. violations/deficiencies noted during inspection; 2. recommendations from BFP; and, 3. options and plan of action identified by the school to address violations/deficiencies 	Consolidate BFP's schools assessment results and schools' plan of action and send to respective regional office (through the regional DRRM Coordinator)	Consolidate division reports and send to central office (through the DRRMS)	Consolidate regional reports and send to BFP, DILG, and DepEd Management and other offices
Address violations/deficiencies noted during BFP inspection	Provide assistance to schools in addressing violations/deficiencies noted during BFP inspections	Provide assistance to divisions in addressing violations/deficiencies noted during BFP inspections	Develop a comprehensive plan that provides options to address the violations/deficiencies raised in the BFP assessment results. Such options should not be limited to purchase of equipment and should provide alternative ways of addressing the violations/deficiencies.

Table 1: Roles and Responsibilities Matrix

			Central Office
			Provide funding support to schools in complying with BFP assessment results, when necessary and subject to the availability of funds.
			Provide assistance to regions, divisions and schools in addressing violations/deficiencies noted during BFP inspections
	Consolidate implementation of schools' plan of action and send to respective regional office (through the regional DRRM Coordinator)	Consolidate division reports and send to central office (through the DRRMS)	Consolidate regional reports and send to BFP, DILG, and DepEd Management and other offices
Fire Drills and Fire Safety Lectures for School Personnel			
Coordinate with BFP for the conduct of the fire safety lectures and drills for all teaching and non-teaching personnel	Monitor completion of fire safety lectures and drills for all teaching and non-teaching personnel of all schools	Monitor completion of fire safety lectures and drills for all teaching and non-teaching personnel of all divisions	Monitor completion of fire safety lectures and drills for all teaching and non-teaching personnel of all regions
Submit reports to respective division office (through the Division DRRM Coordinator) regarding the conduct of the fire safety lectures and drills for all teaching and non-teaching personnel	Consolidate school reports and send to respective regional office (through the regional DRRM Coordinator)	Consolidate division reports and send to central office (through the DRRMS)	Consolidate regional reports and send to BFP, DILG, and DepEd Management and other offices
Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel			
Coordinate with BFP for the quarterly conduct of the fire safety lectures and drills for all learners and teaching and non-teaching personnel	Monitor completion of fire safety lectures and drills for all learners and teaching and non-teaching personnel of all schools	Monitor completion of fire safety lectures and drills for all learners and teaching and non-teaching personnel of all divisions	Monitor completion of fire safety lectures and drills for all learners and teaching and non-teaching personnel of all regions
Submit reports to respective division office (through the Division DRRM Coordinator) regarding the conduct of the fire safety lectures and drills for all learners and teaching and non-teaching personnel	Consolidate school reports and send to respective regional office (through the regional DRRM Coordinator)	Consolidate division reports and send to central office (through the DRRMS)	Consolidate regional reports and send to BFP, DILG, and DepEd Management and other offices

VI. Monitoring and Evaluation

A. For DepEd

The timeline of activities and timeline of reporting of schools, divisions, and regions which are based on the DepEd school year and not calendar year is in Table 2 while the prescribed templates for reporting are in Annex C. To facilitate efficient reporting, schools, divisions, and regions are encouraged to send an electronic copy of their submissions. One (1) scanned or picture copy with signature of the head of office and one (1) copy in Excel file of the final document.

Table 2: Timeline of Activities and Reporting

	Schools	Divisions	Regions	Central
1st Quarter	<ol style="list-style-type: none"> 1. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel 2. Fire Drills and Safety Lectures for School Personnel 3. Fire Safety Inspection (Brigada Eskwela) 4. Plan of Action to Address Deficiencies/Violations 5. School Fire Safety Plan 			<ol style="list-style-type: none"> 1. Craft guidelines for the fire safety inspection and the schools' compliance with the recommendations 2. Craft alternative ways for schools to address the violations/deficiencies while pending compliance to the Fire Code
2nd Quarter	<p>Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel</p>	<ol style="list-style-type: none"> 1. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel 2. Fire Safety Inspection (Brigada Eskwela) 3. Plan of Action to Address Deficiencies/Violation 4. School Fire Safety Plan 5. Monitoring completion of Fire Safety and Awareness Program activities of respective schools 	<ol style="list-style-type: none"> 1. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel 2. Fire Safety Inspection (Brigada Eskwela) 3. Plan of Action to Address Deficiencies/Violations 4. School Fire Safety Plan 5. Monitoring completion of Fire Safety and Awareness Program activities of schools in respective divisions 	
3rd Quarter	<ol style="list-style-type: none"> 1. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel 2. Fire Safety Inspection (Semestral Break) 3. Plan of Action to Address Deficiencies/Violations 			
4th Quarter	<p>Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel</p>	<ol style="list-style-type: none"> 1. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel 2. Fire Safety Inspection (Semestral Break) 3. Plan of Action to Address Deficiencies/Violations 4. Monitoring completion of Fire Safety and Awareness Program activities of respective schools 	<ol style="list-style-type: none"> 1. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel 2. Fire Safety Inspection (Semestral Break) 3. Plan of Action to Address Deficiencies/Violations 4. Monitoring completion of Fire Safety and Awareness Program activities of schools in respective divisions 	<ol style="list-style-type: none"> 1. Quarterly Fire Drills and Fire Safety Lectures for Learners and School Personnel 2. Fire Drills and Safety Lectures for School Personnel 3. Fire Safety Inspection 4. Plan of Action to Address Deficiencies/Violations 5. School Fire Safety Plan 6. Develop a comprehensive plan that provides options to address the violations/deficiencies raised in the BFP assessment results 7. Monitoring completion of Fire Safety and Awareness Program activities of schools in all regions

Reports on the three (3) main initiatives should not be made into separate reports. Quarterly, semestral, and/or annual reports (per level) should already incorporate all updates for the specific time period.

The Disaster Risk Reduction and Management Service (DRRMS) shall develop policy support based on the information collected from the various FSAP reports. In addition to this, it shall conduct a periodic review of this policy to further enhance its provisions and effectiveness.

B. Between DepEd and BFP

The implementation of the MOU and the corresponding policy shall be reviewed on an annual basis to support and strengthen the partnership.

VII. References

Provisions stipulated in DepEd Order No. 13, s. 2013, DepEd Order No. 72, s. 2012 and other previous issuances which are inconsistent with this Order are hereby repealed.

VIII. Effectivity/Transitory Provision

This policy shall take effect immediately upon its issuance.

- nothing follows -

MEMORANDUM OF UNDERSTANDING

This **MEMORANDUM OF UNDERSTANDING (MOU)** entered into this ____th day of _____, 2015, in Pasig City, Philippines, by and between:

DEPARTMENT OF EDUCATION, a national government agency created under Philippine laws with principal office at the DepEd Complex, Meralco Avenue, Pasig City, represented herein by its **Secretary, BR. ARMIN A. LUISTRO FSC**, hereinafter referred to as "**DepEd**".

and

DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT, a national government agency created under Philippine laws with principal office at DILG-NAPOLCOM CENTER, EDSA cor. Quezon Avenue, Quezon City, represented herein by its **Secretary, MEL SENEN SARMIENTO**, hereinafter referred to as "**DILG**",

WITNESSETH: That

WHEREAS, DepEd annually conducts the National Schools Maintenance Week, also known as "Brigada Eskwela," which aims to prepare all public elementary and secondary schools in the country for the opening of classes;

WHEREAS, DepEd recognizes the importance of the conduct of fire safety inspections and fire prevention programs and drills in all of its schools nationwide as part of its preparation for school opening;

WHEREAS, the Bureau of Fire Protection (BFP), which is under the supervision of the Department of the Interior and Local Government (DILG), is responsible for the prevention and suppression of all destructive fires through rigid fire safety inspections, conduct of fire prevention education programs and drills, and extension of medical assistance to victims of fire, accidents, and other related hazards;

NOW THEREFORE, in view of the foregoing premises, and subject to the undertakings hereinafter provided, the Parties hereto have agreed, as follows:

I. UNDERTAKINGS

DepEd shall:

1. Issue an official communication (order or memorandum) to all its local offices informing them of the partnership with DILG/BFP on fire safety, with the following instructions:

- a. For the Division offices to provide local BFP offices with a list of all public elementary and secondary schools to be inspected by BFP, and where fire safety and prevention drills will be conducted;
- b. For the schools to accommodate BFP inspectors during the Brigada Eskwela Week and one during the semestral break, and send an official report to their respective Division Offices to ensure compliance with BFP recommendations;
- c. For the School Heads/principals/administrators/ to submit a report of violations/deficiencies noted during inspection to the Division Office, through Disaster Risk Reduction Management Office (DRRMO) division coordinator, for appropriate action;
- d. For the Division Offices to send BFP's assessment results to the DepEd Regional Office, through the DRRMO regional coordinator;

- e. For the Regional Offices to send a consolidated report of assessment results to the DRRM Central Office on the conduct of BFP inspections and compliance of schools with recommendations.
2. DepEd through the DRRMO shall come-up with a holistic and sustainable master plan to address findings arising from BFP's assessment; and
3. DepEd shall provide support and / or interventions apt for the findings of BFP, subject to availability of resources.

DILG/BFP shall:

1. Conduct fire safety lectures and drills to all employees, teaching and non-teaching personnel, of all elementary and secondary schools before the opening of every school year;
2. Schedule lectures and drills, at least four times (4x) every school year, which shall be participated in by teachers, pupils and students;
3. Ensure the conduct of fire safety inspection in all public elementary and secondary schools in the country twice a year, one during the "Brigada Eskwela Week", and one towards the latter half of the school year, in close coordination with the DepEd division offices and schools to be inspected;
4. Immediately notify within 3 days from the submission of After Inspection Report to the concerned District/City/Municipal Fire Marshal, the school head/administrator/principal of the fire safety violations/deficiencies/defects of the school. As used herein, violations/defects/deficiencies shall mean and/or pertain to fire safety measures not incorporated in school building, which is required under the RA 9514 otherwise known as the Fire Code of the Philippines of 2008 and its implementing rules and regulations, or any prohibited acts or omissions defined thereof.
5. Develop a set of guidelines for the fire safety inspection and the school's compliance with the recommendation that are more appropriate but will not compromise the safety and security of the occupants and the structure subject to the provisions of the Fire Code; and,
6. Develop an alternative or interim set of rules, in consultation with DepEd which shall be observed by the latter pending compliance with the formal requirements of the Fire Code.

Both Parties shall:

Agree on a permanent tie-up to implement sustainable program on fire safety, and not merely involvement in seasonal or activity-based engagement.

II. AMENDMENTS

This Memorandum of Understanding contains the entire agreement of the parties with respect to fire safety at schools and supersedes all prior agreements and understanding with respect thereto. This Memorandum of Understanding may be amended only in writing duly signed by authorized representatives of the parties involved.

III. EFFECTIVITY AND TERMINATION

This Memorandum of Understanding shall take effect upon signing hereof by the parties concerned in preparation for the opening of School Year 2015 and shall remain in force until terminated at any time by service of notice to the parties.

IN WITNESS WHEREOF, the parties hereunto set their hands in the place and dated above written.

DEPARTMENT OF EDUCATION

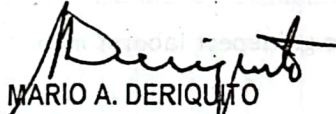

BR. ARMIN A. LUSTRO FSC
Secretary

DEPARTMENT OF INTERIOR AND LOCAL GOVERNMENT


MEL SENEN SARMIENTO
Secretary



WITNESSES:

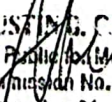

MARIO A. DERIQUITO
Undersecretary
Partnerships and External Linkages
Department of Education


ATTY. PETER-IRVING C. CORVERA
Undersecretary
Public Safety
Department of the Interior and Local Government


F/DIR ARIEL A. BARAYUGA, CEO VI
Chief, BFP

SUBSCRIBED AND SIGNED BEFORE
ME THIS 02 DEC 2015 DAY OF 20
AT MANILA, PHILIPPINES

Doc. No. 77
Page No. 16
Book No. XXXIII
Series of 2015


ATTY. AGUSTIN G. CABREDO
Notary Public for Manila
Notarial Commission No. 2015-109
Until December 31, 2016
Rm. 409, First United Bldg. Co.,
Escorial, Manila
Reg. No. 10047
PTR No. 17407111-5-15 Manila
ISP License Member 05097
MCL No. V-0003130 / 07-26-14

Annex B

Fire Safety Measures For Schools

1. Designate a school personnel to be in-charge of the program.
2. Formulate a FIRE ESCAPE PLAN.
3. Ensure the presence of FIRE ESCAPE ROUTES and EXIT PATHS which the students and personnel should be aware of. These should be clearly marked with readable SIGNAGE.
4. Inspect doors and windows of classrooms and other school buildings and ensure that they are easy to open.
5. Ensure that exit/escape paths are free of obstruction.
6. Trim shrubs and trees in the school vicinity.
7. Enforce proper waste management. Clear the school grounds from waste. Combustible waste such as papers, wood, plastics, paint tins, flammable liquids should not be stored in heaps or loose in the open. Suitable receptacles such as litter bins, recycling bins, etc. should be provided.
8. Conduct regular electrical safety inspection and take necessary actions to repair or replace defective wirings, light bulbs, etc.
9. Demand and practice good school keeping practices, e.g. inspect laboratories daily; unplug electrical wirings and turn-off lights.
10. Formulate fire safety and control measures for contractors as they can increase the risk of fire and cause obstruction to escape routes.
11. Ensure the provision of fire safety and protection equipment, which should not be limited to fire extinguishers. Other equipment may include pails, hose, etc.
12. Conduct regular FIRE DRILLS.

Annex C: Prescribed School Reporting Templates and Division and Regional Consolidation Templates

School Fire Safety Drills and Lectures Reporting Template

[illegible]

Annex C: Prescribed School Reporting Templates and Division and Regional Consolidation Templates

School Fire Safety Inspection Reporting Template

[illegible]

[illegible]

Annex C: Prescribed School Reporting Templates and Division and Regional Consolidation Templates

Division Consolidation Template for School Fire Safety Inspection

[illegible]

Annex C: Prescribed School Reporting Templates and Division and Regional Consolidation Templates

Regional Consolidation Template for School Fire Safety Drills and Lectures

[illegible]

Annex C: Prescribed School Reporting Templates and Division and Regional Consolidation Templates

Regional Consolidation Template for School Fire Safety Inspection

[illegible]

Annex C: Prescribed School Reporting Templates and Division and Regional Consolidation Templates

Regional Consolidation Template for School Fire Safety Drills and Lectures

[illegible]

MALACAÑANG
Manila

BY THE PRESIDENT OF THE PHILIPPINES

PROCLAMATION NO. 1667

**DECLARING NOVEMBER 19 TO 25, 2008 AND EVERY YEAR THEREAFTER
AS "GLOBAL WARMING AND CLIMATE CHANGE CONSCIOUSNESS
WEEK"**

WHEREAS, it is the policy of the State to advance the general health and welfare of its citizens, promote sustainable development of its economy, and protect its natural resources for the benefit of all generations;

WHEREAS, the Philippines is a signatory to the Kyoto Protocol which mandates measures for the reduction of carbon dioxide and other critical greenhouse gases to avert certain catastrophe in the planet's environment and climate as calculated by the international scientific community;

WHEREAS, the Philippines has declared and confirmed its commitment to the goals of the United Nations Framework on Climate Change Convention;

WHEREAS, realizing the gravity and the immediate threat of the extreme changes occurring in the world's temperature, the melting of ice in the polar regions, and the rise in sea levels, and their critical impact on agricultural productivity, the Office of the Presidential Adviser on Global Warming and Climate Change was created on August 21, 2008;

WHEREAS, the warming of the earth's surface is undermining our national food and energy security, and therefore requires broad and intensive information and educational campaign to impress on the general public the awesome and terrifying consequences of this phenomenon and to secure the collective cooperation of the population in finding solutions to it;

WHEREAS, these concerns require the urgent and thoughtful participation of our citizens as well as the collective action of private and public sectors at all levels.

NOW, THEREFORE, I, GLORIA MACAPAGAL-ARROYO, President of the Republic of the Philippines, by virtue of the powers vested in me by law, do hereby declare November 19 to 25, 2008 as the "Global Warming and Climate Change Consciousness Week".



PGMA Hologram # 46458

All government offices, agencies and instrumentalities including government-owned and controlled corporations are hereby enjoined to observe this important event through the conduct of relevant activities for the occasion under the auspices of the Office of the Presidential Adviser on Global Warming and Climate Change in partnership with the Department of Environment and Natural Resources, Department of Energy, Department of Agriculture, Department of Science and Technology, Department of Transportation and Communications, Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, Department of the Interior and Local Government, and other relevant agencies in coordination with private sector institutions, and in liaison with the United Nations family of agencies and regional groups in the Philippines.

IN WITNESS WHEREOF, I have hereto set my hand and caused the seal of the Republic of the Philippines to be affixed.

DONE, in the City of Manila, this 18th day of November, in the year of our Lord, Two Thousand and Eight.

Gloria M. Arroyo



By the President:

Eduardo R. Ermita

EDUARDO R. ERMITA
Executive Secretary



PGMA Hologram # 46459



Republika ng Pilipinas

Kagawaran ng Edukasyon

REHIYON V - BICOL

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

COMPREHENSIVE SCHOOL SAFETY FRAMEWORK EVALUATION TOOL

School Name :

School ID :

Name of School Head :

Pillar	Global Comprehensive School Safety (CSS) TARGET AREAS	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)	Yes/No
Enabling Environment	Legal Frameworks & Policies	1 Adopted/Adapted/localized existing policies relating to DRRM in education/school safety	
	Organizational arrangements, leadership, and coordination for risk reduction and resilience	2 Designated School DRRM Focal Person	
		3 Formed School DRRM Team, consisting of personnel from different offices; with defined membership and roles and responsibilities/functions	
	Integration of risk reduction and resilience into education sector strategies, policies and plans	4 Has a comprehensive School DRRM Plan, which includes CCA and EiE measures, covering risk assessment, risk reduction, and rehabilitation and recovery	
		5 Students participated in the planning process	
		6 Integrated DRRM into the School Improvement Plan (SIP)	
		7 100% completion of DRR related questions in the EMIS/EBEIS	
	Funding for risk reduction and resilience of education sector	8 Regular DRRM activities are supported by school budget	
		9 Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped.	

		10	School has partnerships that could be tapped to support its DRRM programs and activities, including those after a disaster	
	Child-centered Risk Assessment	11	Conducted student-led school watching and hazard mapping (DO 23 s 2015)	
		12	Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and SIP	
		13	Linked student-led school watching and hazard mapping with the community hazard maps of LGUs provided by DOST	
		14	School Planning Team have linked the community hazard maps with education data to better understand the school's risk	
		15	School submitted Rapid Assessment of Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of a hazard in the area	
	Monitoring and Evaluation	16	Data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars, to monitor results and impact exist	

Accomplished by : Name and Signature of School Head
Date :

Pillar	Global Comprehensive School Safety (CSS) TARGET	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)		Yes/No
Pillar 1	Assessment and prioritization for retrofitting and replacement of unsafe schools	1	School buildings that has been inventoried	
		2	School buildings with risk assessment	
		3	Unsafe school buildings identified	
	Resource and Plan to address unsafe school buildings	4	Systems for monitoring and quality assurance of school building construction exist	
		5	Financial resources are allocated for completion of needed action to address unsafe school buildings within a specified period	
		6	Unsafe school buildings with appropriate action undertaken by the School Head (e.g. upgraded, retrofitted, non-usage, etc.)	
	Maintenance to increase safety and protection of investments in schools	7	Conducted regular school inspection and maintenance of facilities conducted (state how often)	
		8	Undertaken regular repair of minor classroom (including facilities) damages	
		9	Roles and responsibilities for maintenance are defined, documented and assigned	
		10	School Heads have allotted budget for routine maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level	
	Planning for limited use of schools as evacuation centers, during the school year	11	School Heads have identified those schools that are expected to be used as temporary evacuation centers for disasters	

	year	12	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	
	Guidance and regulations for safe school construction	13	Guidance and regulations on the following are followed: safe school site selection resilient design, and resilient construction	
	Monitoring of safe school site selection, design and construction	14	New school construction is monitored for compliance with: safe school site selection safe school design safe school construction	

Pillar	Global Comprehensive School Safety (CSS) TARGET	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)	Yes/No
Pillar 2	Existence of national and sub-national plans for preparedness and response, educational continuity, and protection of education sector investments	1 School has a Contingency Plan, i.e. Preparedness Plan turned into response actions when a disaster strikes (This could be a separate section/chapter in the DRRM Plan)	
		2 School has available, accessible, and adequate first aid kit in every instructional classroom	
		3 School has at least 2 necessary and functioning equipment, in case of a disaster (e.g. fire extinguisher, handheld/base radio, generator, etc.)	
		4 School has pre-identified spaces for putting up Temporary Learning spaces/Shelters in the aftermath of a disaster	
		5 School has ready resumption strategies and alternative delivery modes to ensure education continuity	
		6 School has ensured that students completed the Family Earthquake Preparedness Plan; and school has reported completion to DepEd DRRM at the Central Office	
		7 School has established a school personnel tracking system/protocol in the event of a disaster	
		8 School has trained personnel to administer first aid to students and personnel	
		9 School has psychosocial interventions for personnel and students	
		10 School has trained teachers and other personnel who could provide psychosocial support to students	
	Annual review of school disaster risk reduction and management	11 School DRRM Plan and SIP with DRRM integration are reviewed annually	

management measures (e.g. as part of school-based management and/or school improvement)	12	Conducted Brigada Eskwela to ensure school safety and preparedness measures are in place	
	13	Students, teachers, parents and other stakeholders participated in Brigada Eskwela	
Conduct of regular simulation drill, at all levels, to practice response preparedness and to review response plans (i.e. Contingency Plan)	14	School has established functional early warning system to inform students and personnel of hazards and emergencies considering national and LGU warning systems and protocols	
	15	School conducted regular hazard-specific drills (at least 3 hazards) with participation of stakeholders (BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)	
	16	Students participated in the drills	
	17	School has an evacuation plan and procedures	
	18	School has a student-family reunification plan that is clearly disseminated to students, teachers and parents	
Needs assessment, strategy, and implementation plan to develop staff and student capacity for participation in school based DRRM	19	School Head has received DRRM training from division or region or partners	
	20	School DRRM Team has received DRRM training from division or region or partners (indicate how)	
	21	School has conducted awareness and capacity building for families and learners	
	22	School participated in the different DRRM/CCA/EiE activities of the LGU	

Pillar	Global Comprehensive School Safety (CSS) TARGET	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)		Yes/No
Pillar 3	Integration of common risk reduction and resilience messages in the curriculum	1	School has integrated key DRR and CCA concepts in the curriculum based on the National Curriculum Guide	
		2	Disaster Risk Reduction and Climate Change Adaptation has been integration in the curriculum for the past 10 years	
		3	Disaster Risk Reduction and Climate Change Adaptation has been integrated in all Grade levels	
		4	Skills and competencies of students are assessed through measurable learning and risk reduction (RR) outcomes	
	Intergration of risk reduction and resilience in extra-curricular activities	5	Students actively participate in various DRRM/CCA/EiE activities	
	Capacity building for and personnel on risk reduction and resilience education	6	School has a DRRM capacity building plan for teachers and school personnel	
		7	Number personnel trained on DRRM and/or CCA	
		8	School has available and accessible quality and up-to-date DRRM materials	
		9	Presence of DRRM corner, with updated IEC materials posted in it, in every classroom	
	Monitoring and Evaluation	10	School carries out monitoring and evaluation to assess sustainable implementation	