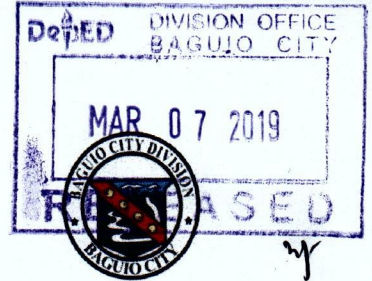




Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
#82 Military Cut-off Road, Baguio City
Telefax # 442-7819



DIVISION MEMORANDUM

No. 133, s. 2019

To: SGOD / CID Chief Education Program Supervisors
Public Schools District Supervisors
Principals Public Elementary, Junior and Senior High School Administrators
School DRRM Coordinators

Subject: School Level Comprehensive School Safety (CSS) Monitoring Tool

Date: March 07, 2019

The Comprehensive School Safety (CSS) Monitoring Tool of the Disaster Risk Reduction and Management System is one of the very important monitoring tool being introduced by our agency. As per compliance, our school's division would like to advise all public elementary, junior and senior high schools to use and submit the completion of CSS tool (hard copy) on or before March 15, 2019 at the SGOD-DRRM office.


The school level Comprehensive School Safety Monitoring Tool aims to:

- 1) Establish the baseline with respect to the implementation of the 3 pillars of DepEd's Comprehensive DRRM in Education Framework (DO 37, s 2015);
- 2) Set the school's DRRM targets for 3 years, based on the baseline;
- 3) Track the annual progress of the school with respect to its targets.

Attached with this Memo is the Comprehensive School Safety Monitoring Tool (CSS-MT). School DRRM Coordinators shall accomplish and submit the CSS Tool with the signature of the school head and Public School District Supervisor (PSDS). And a copy will be given to the Public School District Supervisor and Division DRRM. Upon submission of the CSS, a copy of your **DepEd email account** will also be required to send the link for the online google sheet of the CSS. Upon completion of the online CSS, it would confirm your email address to be included for the DEPED Work Group.

Immediate and wide dissemination of this memorandum is earnestly desired.

FEDERICO P. MARTIN, ED., D. CESO V
Schools Division Superintendent


SORAYA T. FACULO, Ph.D.
Officer in Charge
Office of the Assistant Schools Division Superintendent

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

ENABLING ENVIRONMENT

Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASELINE (2018)		TARGET/PLANS	PROGRESS (2019)	PROGRESS (2020)	PROGRESS (2021)
			YES	NO				
Priority for Action 2	Legal Framework & Policies	1 Adopted/adapted/Localized existing policies relating to DRRM in education/school safety.						
Priority for Action 2	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						
Priority for Action 1	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 Integregated DRRM into the School Improvement Plan (SIP)						
		7 100% completion of DRR related questions in the EMIS/EBEIS						
Priority for Action 3	Funding for risk reduction and resilience of education	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 partnership that could be tapped to support its DRRM programs and activities, including those after disaster.						
Priority for Action 1	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 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.						
Priority for Action 3	Monitoring and Evaluation	15 School submitted Rapid Assessment Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of hazard in the area						
		16 Data Collection and consolidation of programs and activities on DRRM, covering the 3 PILLARS, to monitor results and impact exist.						

Date Signed and Approved: _____

Name and Signature of School Head

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

PILAR 1: LEARNING FACILITIES

Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASELINE (2018)		TARGET/PLANS	PROGRESS (2019)	PROGRESS (2020)	PROGRESS (2021)
EXISTING SCHOOLS ARE BEING MADE								
Priority for Action 1	Assessment and prioritization for retrofitting and replacement of unsafe schools	1 # of school buildings that has been inventoried						
		2 # of school buildings with risk assessment						
		3 # of unsafe school buildings identified						
			YES	NO				
Priority 3	Resources 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 building within a specified period.						
		6 # of unsafe school buildings with approximate action undertaken by the School Head (e.g. upgraded, retrofitted, non-usage, etc.)						
Priority for Action 3	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						
Priority for Action 3	Planning for limited use of schools as evacuation centers, during the school year	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.						
		11 School heads have identified those schools that are expected to be used as temporary evacuation.						
		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 , s, of 2013 "Guidelines on Evacuation Center Coordination and Management" and RA 10821 "Children's Emergency Relief and Protection Act"and its corresponding IRR.						
EVERY NEW SCHOOL BUILT IS SAFE								
Priority for Action 3	Guidance and regulations for safe school construction	13 Guidance and regulations on the following are followed:						
		<i>SAFE SCHOOL SITE SELECTION</i>						
		<i>RESILIENT DESIGN</i>						
		<i>RESILIENT CONSTRUCTION</i>						
Priority for Action 2	Monitoring of safe school site selection, design and construction	14 New School construction is monitored for compliance with:						
		<i>SAFE SCHOOL SITE SELECTION</i>						
		<i>SAFE SCHOOL DESIGN</i>						
		<i>SAFE SCHOOL CONSTRUCTION</i>						

Date Signed and Approved: _____

Name and Signature of School Head

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

PILLAR 2: DISASTER RISK MANAGEMENT

Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASELINE (2018)		TARGET/PLANS	PROGRESS (2019)	PROGRESS (2020)	PROGRESS (2021)
			YES	NO				
Priority for Action 2	Existence of national and sub-national plans for preparedness and response, 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 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						
Priority for Action 4	Annual review of school disaster risk reduction and management measures (e.g. as part of school-based management and/or school improvements)	11 School DRRM Plan and SIP with DRRM Integration are reviewed annually						
		12 Conducted Brigada Eskwela to ensure school safety and preparedness measures are in place as per DO						
		13 Students, teachers, parents and other stakeholders participated in Brigada Eskwela						
Priority for Action 4	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 (protocol, warning signs, devices, IEC), 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 # of Students who participated in the drills						
		17 School has an evacuation plan and procedures						
		18 School has student-family reunification plan that is clearly disseminated to students, teachers and parents.						
Priority for Action 3	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 diivision or region or partners (indicate how many)						
		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.						

Date Signed and Approved: _____

Name and Signature of School Head

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

PILAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASELINE (2018)		TARGET/PLANS	PROGRESS (2019)	PROGRESS (2020)	PROGRESS (2021)
Priority for Action 3	Integration of common risk reduction and resilience messages in the curriculum	1 School has integrated key DRR and CCA concepts in curriculum based on the National Curriculum Guided	<input type="checkbox"/> YES	<input type="checkbox"/> NO				
		2 Year when DRR and CCA integration in the curriculum started						
		3 Grade levels and subjects where DRR and CCA been integrated						
		4 Skills and competencies of students are assessed through measurable learning and risk reduction (RR) outcomes	<input type="checkbox"/> YES	<input type="checkbox"/> NO				
Priority for Action 3	Integration of risk reduction and resilience in extra-curricular activities	5 Percentage of students actively participating in various DRRM/CCA/EIE activities						
Priority for Action 3	Capacity building for and personnel on risk reduction and resilience education	6 School has DRRM capacity building plan for teachers and school personnel	<input type="checkbox"/> YES	<input type="checkbox"/> NO				
		7 Number of personnel trained on DRRM and/or CCA	<input type="checkbox"/> YES	<input type="checkbox"/> NO				
		8 School has available and accessible quality and up-to-date DRRM	<input type="checkbox"/> YES	<input type="checkbox"/> NO				
		9 Presence of DRRM corner, with updated IEC materials posted in it, in every classroom	<input type="checkbox"/> YES	<input type="checkbox"/> NO				
Priority for Action 3	Monitoring and Evaluation	10 School carries out monitoring and evaluation to assess sustainable implementation	<input type="checkbox"/> YES	<input type="checkbox"/> NO				

Date Signed and Approved: _____

Name and Signature of School Head