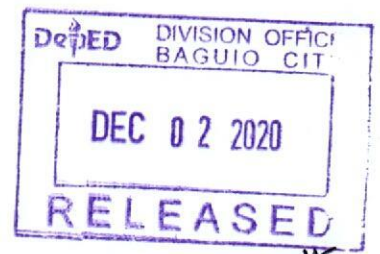




Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY



Office of the Schools Division
Superintendent

1 Dec 2020

DIVISION MEMORANDUM
No. 437, s. 2020

SUBMISSION OF UPDATED CONTINGENCY PLANS FOR TYPHOON AND EARTHQUAKE

To : Chief Education Supervisors
Public Schools District Supervisors
All Public Elementary and Secondary Schoolheads
All School DRRM Team Members
All Others Concerned

1. The School Governance and Operations Division (SGOD) through the Social Mobilization and Networking Section conducted a Capability Building in Crafting a Contingency Plans for all hazards last December 2019. In relation to this, all schools are required to submit their contingency plans (one for typhoon and one for earthquake) on or before **18 December 2020** to Mr. Jimmy S. Santos, Division DRRM Coordinator.
2. All schools are required to follow the attached templates (*Enclosure 1*) and submit these plans both in hard and soft copies. Soft copies are requested to be uploaded at **tinyurl.com/2020ConPlan**. Contingency plans must have signed by the Schoolhead before submitting at the Division Office.
3. Immediate dissemination of this Memorandum is desired.


MARIE CAROLYN B. VERANO, CESO V
Schools Division Superintendent

Encl.: As stated
Reference:
To be indicated in the Perpetual Index:
under the following subjects:

DISASTER RISK REDUCTION AND MANAGEMENT



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Enclosure 1:

Department of Education Contingency Planning Guide For Schools

This contingency planning guide will provide the step by step process for schools to come up with a contingency plan.

DEPED CONTINGENCY PLANNING GUIDE FOR SCHOOLS

I. BACKGROUND

- Include the following based on the barangay/municipality/city where the school is located:
 - Demographics
 - Economy, poverty index
 - Geophysical (climate; major rivers and mountains; topography; etc)
 - Summary of Hazards present in your area
 - Existence of local DRRM Council
- Include the school's baseline data on learners and personnel based on the latest data from the Enhanced Basic Education Information System (EBEIS). The data on school buildings and classrooms can be accessed through the National School Building Inventory (NSBI). Use the following table format:

TABLE 1: Baseline Data on Learners, Personnel, Building Inventory and Learning Resources (Attach Pre-workshop template on Baseline Data of the latest School Year)

II. OBJECTIVES

- Put the following sentences in this section:
 - "This 2018 Contingency Plan covers (name of school/number of schools/number of divisions) in Region ____ . It focuses on (priority hazard)."
 - State the objectives of your Contingency Plan. Please note that the objectives should capture why you are preparing for the specific hazards you have prioritized for this Contingency Plan.

III. HAZARDS

- Include hazard maps of your locality. You can access these maps from your local government unit or check the availability of these maps at DOST- PAGASA, Mines and Geosciences Bureau, and PHIVOLCS websites. You can also include PAGASA's Climate Outlook, Tropical Cyclone, and Rainfall Forecasts if your priority hazards are hydrometeorological hazards. MGB's geohazard maps will be helpful if one of your priority hazards is rain-induced landslides. Discuss the hazard/s that your school is exposed to. You can further narrate the degree or level of vulnerability of your school to these hazards, if indicated.
- If you have earthquake as a priority for the Contingency Plan, please state basis (e.g. hazard map of your locality; historical occurrence and impacts). You can



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indicate presence of faults (name them) that makes your school prone to earthquakes. PHIVOLCS has geohazard maps of schools nationwide.

- For Metro Manila, you can use the Metro Manila Earthquake Impact Reduction Study (MMEIRS) of JICA, PHIVOLCS, and MMDA. You can also use the matrix/table of DRRMS which identifies the top 100 schools vulnerable to earthquake which combines World Bank's data of fatality and PHIVOLCS' identified schools along the West Valley Fault System.
- State that your prioritization of the hazard/s for this Contingency Plan is based on the hazard maps available, including historical RADaR reports and incident reports submitted by the school to DepEd DRRMS.

IV. HISTORICAL DATA ON DISASTER AND ITS IMPACTS

- Before conducting the actual contingency planning workshop, Table 2 below should be completed beforehand.
- Historical data on disasters and its impacts can be taken from RADaR 1 & 2 reports, past incident reports, and from records of the division/local government units.
- The damages to classrooms correspond to cost for reconstruction and repair, depending on the category. For other infrastructural damages to other school facilities (covered courts, gyms, fencing, etc), include them in the Other Effects/Damages column.
- You can also include non-infrastructural effects of the disasters (e.g. increase in health diseases, drop in enrollment rate, prolonged class suspensions, etc)
- You should also be able to explain in conjunction with Part II of this document how your chosen hazard became your school's priority due to the extent of damages

TABLE 2: HISTORICAL DATA ON DISASTER AND ITS IMPACTS

Name of the DISASTER	Year	Schools affected		Affected Population		Damages						Total Cost	Other effects/damages
						Totally Damaged Classrooms		Partially Damaged Classrooms					
		School ID	School Name	No of Learners	No of Personnel	No of Classrooms	Cost of Damages	No of Classrooms	Cost of Damages	No of Classrooms	Cost of Damages		

V. CAPACITIES AND VULNERABILITIES AND KEY DRRM MEASURES

- This section provides a summary of your school's different capacities and vulnerabilities or gaps in terms of different key areas of preparedness to response. You may add more items on the description in order to capture fully the context of your school situation.
- After identifying your capacities and vulnerabilities or gaps in the different areas for preparedness, identify the measures that your school will undertake to further strengthen your capacities and address your vulnerabilities/gaps.
- Indicate the target timeline when you plan to implement these measures. Be specific and realistic on your target timeline.



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- Provide a narrative of your measures, putting emphasis on important measures per category of the Key Areas of Preparedness.
- Please note that your key DRRM measures should be concrete and should address the vulnerabilities/gaps. You can still have measures that are already being done (i.e. under your capacities), but you need to address the gaps. You can make use of the Key Areas for Preparedness as a guide for your categories, but DO NOT copy the details in the capacities and vulnerabilities matrix. Develop your own concrete measures under each Key Areas for Preparedness.

TABLE 3: MATRIX OF CAPACITIES AND VULNERABILITIES AND KEY DRRM MEASURES

(Attach Annex on Matrix of C & V)

VI. RESOURCE MAPPING AND PLANNING

- This part shall serve as an inventory of all existing human resources, supplies, and equipment of the school that can be mobilized in preparing for response and during response and early recovery after the onslaught of a hazard. Using Tables 6a and 6b below, you will also be able to identify the projected needs in terms of human resources and supplies & equipment and determine possible sources of funds to fill in the gaps in training or procurement of equipment and supplies.
- Table 6a lists down all human resources that you would need to prepare and respond to the hazard that you have chosen. You can list down all the teaching and non-teaching personnel who have capacities/skills that are vital during response or early recovery. Examples of these personnel are those trained in Basic Life Support, First Aid, Psychological First Aid/Psychosocial Support, rescue, Incident Command System, etc.
- In Table 6a, you may include external resources or those personnel from partner agencies and organizations (i.e. local DRRM Office, barangay rescue team, BFP, PNP, Red Cross, etc) who can provide their skills and services during response and early recovery phase.
- In table 6b, list down all the equipment and supplies that you would need to prepare and respond to the hazard that you have chosen. Indicate also their present conditions whether they are fully functional or needs replacement.
- In filling out the projected needs of both Tables 6a and 6b, bear in mind the number of personnel and learners that you have in your school in order to assess if you have enough human and material resources to cater to the needs of your personnel and learners.

TABLE 6a: INVENTORY OF HUMAN RESOURCES



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Human Resources	Capacity (certifications, skills, etc.)	No. of staff/ persons available	Projected Needs (e.g. training needs) <i>Write N/A if not needed</i>		Possible sources of funding (MOOE, SEF, Local DRRM Fund, Partners, etc)	Timeline
			No. of staff needing training	Cost for Training		
Internal (e.g. GCs, Teachers, Staff, etc.)						
External Resources (e.g. Partners, PNP, BFA etc.)						

TABLE 6b: INVENTORY OF SUPPLIES AND EQUIPMENT

Equipment/Supplies (e.g. fire extinguishers, body board, siren, comms radio)	Condition (e.g. fully functional, nearing expiry, etc.)	Units available	Projected Needs		Possible sources of funding (MOOE, SEF, Local DRRM Fund, Partners, etc)	Timeline
			Units Needed	Unit Cost		

VII. RESPONSE ACTIONS

- On this part, you shall detail all the actions that your school will perform if and when your chosen priority hazard occurs.
- If you experience multiple hazards, cluster the hazards that connect with each other (e.g. typhoon + flooding + storm surge+ landslide; earthquakes + landslides + fires + tsunamis). Keep in mind that there are rapid onset hazards and slow onset hazards which may affect the timeliness of your response actions.
- Take note of the following when identifying hazard-specific timing (hydrometeorological hazards):
 - Before – tropical cyclone before entering Philippine Area of Responsibility (PAR); when yellow rainfall warning and general flood advisories (GFA) are issued
 - During – tropical cyclone enters PAR; orange and red rainfall and flooding alerts are issued
 - After – after tropical cyclone exits local area; 24 hours after onset of flooding
- When identifying response actions, bear in mind DO 21 s. 2015 and ensure that DepEd’s key response interventions are included in the response actions of schools.



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TABLE 7: RESPONSE ACTIONS FOR PRIORITY HAZARD

Timeline	Response Actions
Before	
During	
After	
0-24 hours	
24-48 hours	
72 hours	
96 hours	
5-10 days	

VIII. SCHOOL DRRM TEAM

- An important part of the contingency plan is the School DRRM Team which shall be in charge in carrying out the response actions stated in the previous section.
- Under the “Cluster/Committee”, list down all the response clusters that are needed in the event that the hazard occurs. Example of these committees are: Communication and Warning, Evacuation, Health and WASH, etc. Refer to RA 10821 or the Children’s Emergency Relief and Protection Act for all the duties and responsibilities that we should be able to perform in times of emergencies.
- Detail the objectives and roles and responsibilities per cluster/committee.
- Identify the school personnel who will take the lead of the specific committees and list down their members.
- You can attach your existing School DRRM Team organizational chart or use the table below:

TABLE 8: SCHOOL DRRM TEAM

Committee/Cluster	Objectives	Overall Responsibilities	Composition	
			Lead	Members

IX. MAPPING OF IMPLEMENTING PARTNERS

- First provide a summary narrative of your table, introducing your partners, their areas of work and collaboration you have with them. Then indicate the areas of preparedness work they can support you with.
- Partners may include local government units, international and local non-government organizations (NGOs), and private sector.
- It is best if the school signs a Memorandum of Agreement with your partners for the specific role or support that your partners will provide.



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- Use Table 9 below to summarize your implementing partners and their roles/specific support to your school:

TABLE 9: IMPLEMENTING PARTNERS

PARTNERS	SPECIFIC ROLE/SUPPORT OF PARTNER	LOCATION	CONTACT PERSON/NUMBER	REMARKS



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