

MECHANICS FOR THE 2019 SEARCH FOR THE BEST SCHOOL DRRM IMPLEMENTER

1. The **Search for the 2019 Best School DRRM Implementer** will cover the period, October 2018 – September 2019. Only those activities conducted within these dates will be considered for the Search.
2. The search shall have four (4) categories: Public Elementary Level; Public Secondary Level; Private Elementary Level; Private Secondary Level.
3. The Comprehensive School Safety Checklist (Enclosure No. 2) shall be used in evaluating the school entries.
4. Timelines for the Search are as follows:

Deadline for submission of documents	- October 15, 2019
Table Validation of Documents	- Oct. 15 – 18, 2019
Field Validation of Top 3 Schools (<i>if needed</i>)	- Oct. 21-25, 2019
Release of winners thru Division memo	- Oct. 28, 2019
Submission of documents to Regional Office	- Oct. 30, 2019
Awarding of Division Winners (c/o HRD)	- December 2019
5. Criteria for judging are as follows:

a) Enabling Environment	23 points
b) Pillar 1: Safe Learning Environment	35 points
c) Pillar 2: School Disaster Risk Management	30 points
d) Pillar 3: DRR in Education	12 points
TOTAL	100 POINTS
6. There shall be three winners (1st, 2nd, 3rd) in each category to be given Certificates of Recognition, including the School Head and School DRRM Coordinator. Non-winners will be recognized as Division Finalists and will be given with Certificates of Recognition as well.



COMPREHENSIVE SCHOOL SAFETY CHECKLIST

INDICATORS		POINTS
ENABLING ENVIRONMENT		23
1. Legal Framework and Policies		
1.1.	Adopted/adapted/localized existing policies relating to DRRM in education/school safety/CCA/EIE	
2. Organizational arrangements, leadership, and coordination for risk reduction and resilience		
2.1	Designated School DRRM Focal person/Coordinator	
2.2	Formed School DRRM Committee/Team, consisting of personnel from different offices; with defined membership and roles and responsibilities/functions	
3. Integration of risk reduction and resilience into education sector strategies, policies and plans		
3.1	Has a comprehensive School DRRM Plan, that includes CCA and EIE measures, covering risk assessment, risk reduction, and rehabilitation and recovery	
3.2	Students participated in the planning process	
3.3	Integrated DRRM into the School Improvement Plan (SIP) or its equivalent (<i>for private schools</i>)	
3.4	100% completion of DRR-related questions in the EMIS/EBEIS	
3.5	School submitted Rapid Assessment of Damages report (RADaR) to DepEd-DRRMS within 72 hours after the onslaught of a hazard in the area. (<i>Hazard Incident Report for small-scale/isolated cases</i>)	
4. Funding for risk reduction and resilience of education sector		
4.1	Regular DRRM activities are supported by school budget	
4.2	Existence of funding sources for interventions in the aftermath of a disaster or emergency (can be easily tapped)	
4.3	School has partnerships that could be tapped to support its DRRM programs and activities, including those after a disaster	
5. Child-centered Risk Assessment		
5.1	Conducted student-led school watching and hazard mapping (DO 23, s. 2015)	
5.2	Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and SIP	
5.3	Linked student-led school watching and hazard mapping with the community hazard maps of LGUs provided by DOST	
5.4	School Planning Team have linked the community hazard maps with education data to better understand the school's risk	
6. Monitoring and Evaluation		
6.1	Existence of data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars, to monitor results and impact	
6.2	Submitted RADaR to the Central Office within 72 hours after the onslaught of a hazard in the area	
PILLAR 1: SAFE SCHOOL FACILITIES		35
7. Existing schools are being made safer, systemically		
7.1	Has an inventory of the school buildings	
7.2	School buildings have undergone risk assessment	
7.3	Unsafe school building identified	
8. Resources and plan to address unsafe school buildings		
8.1	Systems for monitoring and quality assurance of school building construction exists	
8.2	Financial resources are allocated for completion of needed action to address unsafe school buildings within a specified period	

8.3	Number of unsafe school buildings with appropriate action undertaken by the School Head	
9. Maintenance to increase safety and protection of investments in schools		
9.1	Conducted regular school inspection and maintenance of facilities conducted	
9.2	Undertaken regular repair of minor classroom (including facilities) damages	
9.3	Roles and responsibilities for maintenance are defined, documented and assigned	
9.4	School Head has allotted budget for routine maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level	
10. Planning for limited use of schools as evacuation centers, during the school year		
10.1	Planning for limited use of schools as evacuation centers, during the school year	
10.2	School Head has identified school buildings/classrooms that are expected to be used as temporary evacuation centers for disasters	
10.3	School Head is clear with the roles and functions of the school in camp management vis'a'vis the LGU and DSWD as per Joint Memorandum Circular No. 1, series of 2003 "Guidelines on Evacuation Center Coordination and Management" and RA 10821 "Children's Emergency Relief and Protection Act" and its corresponding IRR	
11. Guidance and regulations for safe school construction		
11.1	Guidance and regulations on school building/classroom components according to DepEd and/or National Building Code/approved standard design and specifications	
PILLAR 2: SCHOOL DISASTER RISK MANAGEMENT		30
12. Existence of plans for preparedness and response, education continuity and protection of education sector investments		
12.1	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)	
12.2	School has available, accessible, and adequate first aid kit in every instructional classroom	
12.3	School has at least 2 necessary and functioning equipment, in case of a disaster or emergency (e.g. fire extinguisher, handheld/base radio, generator, etc.) and location of equipment is visible and easily accessible (not obstructed)	
12.4	School has pre-identified spaces for putting up Temporary Learning Spaces/Shelters in the aftermath of a disaster	
12.5	School has ready resumption strategies and alternative delivery modes to ensure education continuity	
12.6	School has ensured that students completed the Family Earthquake Preparedness Plan; and school has reported completion to DepEd DRRM at the Central Office	
12.7	School has established a school personnel tracking system/protocol in the event of a disaster	
12.8	School has trained personnel to administer first aid to students and personnel	
12.9	School has psychosocial interventions for personnel and students	
12.10	School has trained teachers and other personnel who could provide psycho-social support to students	
12.11	Hazard and evacuation maps are located in conspicuous places in the school	
12.12	School has evacuation plan and procedures	
12.13	School has conducted regular hazard-specific drills (at least 3 hazards) with participation of stakeholders <i>Examples of Drills: EQ Drill, Fire Drill, Flashflood Drill (if applicable), lockdown drill</i>	
12.14	School has established a functional early warning system to inform students and personnel of hazards and emergencies (protocols, warning signs, devices, IEC) considering national and LGU warning systems and protocols	

12.15	School has a student-family reunification plan that is clearly disseminated to students, teachers and parents	
12.16	School has conducted awareness and capacity building for families and learners	
12.17	School participated in the different DRRM/CCA/EiE activities of the LGU	
PILLAR 3: DISASTER RISK REDUCTION (DRR) IN EDUCATION		12
13.1	School has integrated key DRRM/CCA/EiE concepts in at least 4 subjects/learning areas based on the national curriculum guide	
13.2	More than 75% of students are actively participating in various DRRM/CCA/EiE activities	
13.3	School has a DRRM/CCA/EiE capacity building plan for teachers and personnel	
13.4	School Head and personnel have received at least 3 DRRM/CCA/EiE trainings from division, region or partners	
13.5	At least more than 10 DRRM/CCA/EiE resource materials are available in the school	
13.6	Presence of DRRM Corner with updated IEC materials posted in it and located in every classroom	

STYLE GUIDE OF DOCUMENT TO BE SUBMITTED FOR THE DIVISION SEARCH
FOR BEST SCHOOL DRRM IMPLEMENTER, SY 2019-2020

1. All entries must contain an accurate and comprehensive table of contents; all pages must also contain a page number. Each criterion shall have a corresponding tabbing.
2. Attachment of pictures: All pictures must be clear and in colored format; at least two (2) photo attachments are required for each page when supplemented with text description or a maximum of three (3) photos provided with text description.
3. Scanned documents as attachment: Unless of utmost importance or relevance, such documents shall not be allowed to occupy the entire page. It is recommended that there are at least two (2) scanned copy of documents per page.
4. All of the entries shall be compiled or presented in one single folder or book.
5. Introduction shall be limited to the following:
 - Brief description or profile of the School
 - Brief message and acknowledgments (if any)
 - Executive Summary
6. Use of standardized font, font size, paper size, paper orientation, line spacing, indents and number of pages for all entries.
 - Font type: Times New Roman or Arial
 - Font size for the content: 12
 - Paper Orientation: Portrait
 - Paper Size: A4
 - Line spacing: single spacing
 - Indents provided for in the style guide sample format
 - Maximum pages: **300** including annexes and attachments (not back-to-back)
7. See *Enclosure 3.2* for format of documents to be submitted

Indent: 1" each side



Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BENGUET
Wangal, La Trinidad, Benguet



Times New Roman;
48, Bold

DIVISION SEARCH FOR BEST SCHOOL D.R.R.M. IMPLEMENTER

Calibri (body); 20, bold
with bottom border

(CATEGORY)

(insert official school logo here, if applicable)

(Name of entry)

(address)

HEADER: NAME OF SCHOOL, CATEGORY (header from top: 0.5", centered)

Public Elementary School Category

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School Profile	x
Part II. Criteria (Based on CSS Checklist)	
Enabling Environment	x
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Part III. Annexes	

PRELIMINARY TITLE

(Sample Contents Page only)

I. INTRODUCTION TO THE SCHOOL

Background

The establishment of Bosleng Elementary School started when the late Mayor Alfredo Alumno Sr. sent his friend, the later Mr. Tarcelo Curiano, to organize an adult class in the community in 1952. The community people were interested so they built a makeshift classroom out of cogon grass.

The informal class gave an idea to the community to request for an establishment of a formal class. School children from Beckes, Balangbang, and other nearby villages have to walk more than six kilometers to attend formal classes at Paoay ES located in Sayangan, Atok, Benguet. So that in 1955, through the initiative of the late Mr. Incio Tumayan, with other folks, requested the opening of a formal school through former Mayor Aurelio Casinto, Sr. The Ministry of Education sent a teacher in the person of Mr. Estolas. They occupied the cogon grass classroom from Monday to Friday and the adult class (informal) used it during Saturdays.

In 1957, a two-classroom building was built catering combination classes of Grades 1 and 2, and Grades 3 and 4. This was made possible through proper coordination of Mr. Tumayan who was the first PTA President, and other members of the association. The school was headed by Mr. Willie Duran, a product of Topdac ES (SYs 1957-1960).

Through _____ years, the school has become a complete monograde school catering to a average of _____ pupils every school year. Enrolment has continuously increase from Sys _____ to _____ but slowly decreases starting SY _____ due to opening of schools nearby like _____.

For SY 2019-2020, the school has a total learner population of _____ and _____ teachers/school personnel.

HEADER: NAME OF SCHOOL, CATEGORY (header from top: 0.5", centered)

PHOTO HERE

SAMPLE STYLE GUIDE

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HEADER: NAME OF SCHOOL, CATEGORY (header from top: 0.5", centered)

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