



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent



October 8, 2024

Division Memorandum

No. 778, s. 2024

**ADDENDUM ON DIVISION MEMORANDUM NO.740, s. 2024 RE:
DIVISION SEARCH FOR 2024 PASIDUNGOG SA AMIHANANG
MINDANAO cum 2024 KAGAY-AN BAHANDI AWARDS (2024 PAM)**

To: Assistant Schools Division Superintendent
Chiefs, Education Program Supervisors (SGOD & CID)
Education Program Supervisors
Public Schools Division Supervisors
Elementary and Secondary School Heads
Teaching & Non-Teaching Personnel
This Division

1. The field is hereby notified that there is an extra category for search for 2024 KAGAY-AN BAHANDI AWARDS. The mentioned categories are as follows:

1. School Health and Nutrition Programs. (see attached criteria)

- a. Search for the Best implementer of OK sa DepEd Central Elementary School Category.
- b. Search for the Best Implementer of OK sa DepEd Non-Central Elementary School Category.
- c. Search for the Best implementer of OK sa DepEd Secondary School Category.
- d. Search for the Best Secondary School-Based Teen Canter.

2. Search for Outstanding Best Implementer of Youth Formation Program. (see attached criteria)

- 2.1 Elementary
- 2.2 Secondary

3. Search for Outstanding Best Implementer of School DRRM Program. (see attached criteria)

- 3.1 Elementary
- 3.2 Secondary



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2. All other provisions stated in the said Memorandum shall remain in force.
3. For widest dissemination and compliance.

ROY ANGELO E. GAZO
Schools Division Superintendent



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**Criteria and Score Sheet for Best Implementer of OK sa DepEd Central/
Non-Central Elementary School Category**

School: _____ District: _____
 School Head: _____
 School Clinic Coordinator: _____

CRITERIA	Max. Points	Score
1. School Clinic	30	
A.) Functionality - Adequate supply of medicines with proper label and potable water - Availability of equipment: Bed, BP apparatus, Desk, Chair, Waiting Room Seats, Weighing Scale, Height measurement tool, Non-contact thermometer, Pulse oximeter, Visual Screening Chart, Medicine Cabinet, Dressing Cart, Bandage scissors, Hypoallergenic plaster, Ice pack, Kidney basin, Hot water bag, nebulizer, examination gloves, arm sling, elastic bandage, first aid kit - Medicines (Paracetamol tab or syrup, Loperamide, Mefenamic acid, Anti-allergy tab or syrup, Aluminum magnesium hydroxide, Hyoscine, Anti-bacterial ointment, Isopropyl alcohol, Anti-hypertensive meds, Betadine, Gauze bandage, Cotton balls) - Well-ventilated - Daily Treatment and Referral Records		
B.) School Health Program Data - School-based Feeding Program - Wash in Schools (WinS) - School Mental Health - Adolescent Sexuality Reproductive Health - National Drug Education Program - Medical, Dental, and Nursing Services - Gulayan sa Paaralan - Inventory of Medicines and Equipment - Nutritional Status Records of Learners - IEC on Toothbrushing and Handwashing		
C.) Structures - School Clinic Signage - Easy Accessibility - Breastfeeding Corner - Safe Drinking Water - Emergency Hotlines - Lavatory		

**Criteria and Score Sheet for Best Implementer of School- Based Teen Centers
for Secondary Schools (Adolescent Reproductive Health, School Mental
Health, National Drug Education Program)**

SCHOOL- BASED TEEN CENTER (ARH-SMH-NDEP)

School: _____ District: _____

School Head: _____

Teen Center Coordinator: _____

INDICATOR	Max. Points	Score
1. Functionability of ARH-SMH Program on Teenage Pregnancy & Suicide Reduction/Prevention in Schools.	15	
1.1 Mission & Vision		
1.2 Counselling facility		
1.3 Services offered posted		
1.4 Informative ARH and SMH related materials posted and made available to clients		
1.5 Activity area		
1.6 Referral System flow chart		
2. Coverage & Scope of Implementation	10	
2.1 School-wide Implementation		
2.1a Conducts ARH-SMH-NDEP related activities (U4U, Peer Ed, ASRH, LPPED, BKD etc.)		
2.2b Teen Center Establishment with Operators (POPDEV Coordinator, Guidance Counselor/Designate/Licensed, Clinic Teacher In-charge/School Mental Health in-charge)		
2.2 Community Involvement Partnership LGU/Brgy. Health Center, BADAC, CADAC, DOH, Community Improvement Division-Oro Youth Center/SK & Alumni Involvement and Xavier Science Foundation 4K Childfund.		
3. Nature & Extent of Teenage Pregnancy Prevention Activities, Projects Initiated/ Implemented & Organized	30	
3.1 Information - Use of IEC materials (SHAPE, Healthy Young Ones, HIV/AIDS, CSE) Social Media platform (FB page),		
3.2 Education - Curriculum Integration of Comprehensive Sexuality Education (CSE) and NDEP in classroom instruction which is reflected in DLL -Seminar related to teen-age pregnancy prevention - capacity building for Peer Advocate/POPDEV officers & members		
3.3 Intervention - Quarterly documentation and submission of HEEADSSS to the ARH Focal person in the Division - Separate logbook for SMH, ARH, and NDEP. - Utilization of ISDN (Information Service Delivery Network).		

INDICATOR	Max. Points	Score
4. Extent of Involvement of the following in terms of providing Leadership & Support in ARH-SMH-NDEP Program	20	
4.1 Students- activities initiated by ARH-SMH-NDEP to students or vice versa, Supreme Student Government (SSG), Barkada Kontra Droga (BKD), attendance & program, documentation		
4.2 Teachers- activities initiated by ARH-SMH-NDEP to teachers or vice versa, support from teachers to Peer Advocates/POPDEV officers & members, attendance & program, and documentation		
4.3 School Administrators/Non-teaching personnel		
4.4 Parents/Guardians		
4.5 Government / other non-Government agencies		
5. Attainment of Objectives	20	
5.1 Strengthen the ARH-SMH-NDEP Program thru: -Peer Advocates/POPDEV Club movement and BKD established in school - develop skills and understanding among learners, T&NT staff, school administrators in initiating active responses for Teenage Pregnancy/HIV-AIDS Reduction/Prevention - Accomplishment Report and Best Practices		
5.2 Documentation-: - sustainable support of ARH/CSE/NDEP adopted concepts among educators, professionals, families, work forces, peer groups & other sectors		
6. Monitoring & Evaluation M&E tool, result and Timetable	5	
Total	100	
Tentative Score (To be filled by the District PRAISE Com)		
Final Score (To be filled by the Division PRAISE Com)		

We certify to the correctness and authenticity of the documents evaluated:

District Level Screening:

Chairman

Member 1

Member 2

Division Level Validation:

Chairman

Member 1

Member 2

NOTE: Pls incorporate some criteria with the Teen Center.

Criteria and Score Sheet for Best Implementer of OK sa DepEd Secondary School Category

School: _____ District: _____
 School Head: _____
 School Clinic Coordinator: _____

CRITERIA	Max. Points	Score
1. School Clinic	30	
A.) Functionality • Adequate supply of medicines with proper label and potable water • Availability of equipment: Bed, BP apparatus, Desk, Chair, Waiting Room Seats, Weighing Scale, Height measurement tool, Non-contact thermometer, Pulse oximeter, Visual Screening Chart, Medicine Cabinet, Dressing Cart, Bandage scissors, Hypoallergenic plaster, Ice pack, Kidney basin, Hot water bag, nebulizer, examination gloves, arm sling, elastic bandage, first aid kit • Medicines (Paracetamol tab or syrup, Loperamide, Mefenamic acid, Anti-allergy tab or syrup, Aluminum magnesium hydroxide, Hyoscine, Anti-bacterial ointment, Isopropyl alcohol, Anti-hypertensive meds, Betadine, Gauze bandage, Cotton balls) • Well-ventilated • Daily Treatment and Referral Records		
B.) School Health Program Data • School-based Feeding Program • Wash in Schools (WinS) • School Mental Health • Adolescent Sexuality Reproductive Health • National Drug Education Program • Medical, Dental, and Nursing Services • Gulayan sa Paaralan • Inventory of Medicines and Equipment • Nutritional Status Records of Learners • IEC on Toothbrushing and Handwashing		
C.) Structures • School Clinic Signage • Easy Accessibility • Breastfeeding Corner • Safe Drinking Water • Emergency Hotlines • Lavatory • Herbal Garden Within the Clinic Vicinity		

1. Impact of the Project 25%					Points
a) Addresses the problem of the school/community (Maximum of 15 pts)	The School was able to identify and address a specific problem of the school by providing a solution such as sustainable and long-term Youth Formation program/project (MOA, resolutions, etc.) – 15 pts	The School was able to identify and address a specific problem of the school by providing a solution such as information dissemination, seminar, orientation, trainings etc. – 10 pts	The SPG/SSG was able to identify a specific problem of the school and provide solution that is relevant but did not hit the problem of the school. Youth Formation PPAs – 5 pts		
b) Level of impact (Maximum of 10 pts)	Division-wide – 10 pts	District-wide – 8 pt	Barangay-wide – 6 pts	School-wide – 4 pts	
2. Teamwork on implementing projects 45%					
a) Number of School-based youth clubs/organization organized (Maximum of 15 pts)	15 or more youth clubs/organizations – 15 pts	10 or more youth clubs/organizations – 10 pts	5 or more youth clubs/organizations – 5 pts	1 to 4 youth clubs/organizations – 1 pt	
b) Engaged stakeholders (Maximum of 15 pts)	The School was able to engage the students, teachers, administrators, parents and the barangay/community, and other external stakeholders in implementing the Youth Formation PPAs – 15 pts	The School was able to engage the students, teachers, administrators and parents in implementing the Youth Formation PPAs – 10 pts	The School was able to engage the students, teachers and administrators in implementing the Youth Formation PPAs – 5 pts		
c) Involvement of the school (Maximum of 10 pts)	The school officials, teachers and students were involved during the planning and implementation of Youth Formation PPAs – 15 pts	The teachers and students were involved during the planning and implementation of Youth Formation PPAs – 10 pts	Only the students planned and implemented the Youth Formation PPAs – 5 pts		
3. Effective Use of Resources – 30 %					
a) Partnership with other organizations (Maximum of 10 pts)	The School was able to partner with internationally recognized organizations for the implementation of Youth Formation PPAs – 15pts	The School was able to partner with a local organization or local government unit for the implementation of Youth Formation PPAs – 10pts	The School was able to partner with other clubs inside the school for the implementation Youth Formation PPAs – 5 pts		
b) Accountability and Transparency (Maximum of 10 pts)	The School submitted accomplishment report to the Division and posted liquidation report in the School Bulletin Board. –15 pts	The program committee submitted accomplishment and liquidation report to the school head. –10 pts	The program committee prepared documentations of the implementation. –5pts		
TOTAL:					

CRITERIA FOR CHECKING

2024 DIVISION SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:
COMPREHENSIVE SCHOOL SAFETY CRITERIA (PILLAR 1)
DEPARTMENT OF EDUCATION – CAGAYAN DE ORO CITY

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

CRITERIA FOR CHECKING

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

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

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

SCORING GUIDE

**2024 DIVISIONSEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:
COMPREHENSIVE SCHOOL SAFETY CRITERIA
DEPARTMENT OF EDUCATION – CAGAYAN DE ORO CITY**

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

SCORING GUIDE 1

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

SUMMARY SHEET

2024 DIVISIONSEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES: COMPREHENSIVE SCHOOL SAFETY CRITERIA DEPARTMENT OF EDUCATION – CAGAYAN DE ORO CITY

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

SUMMARY SHEET

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

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

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

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

CRITERIA

2024 DIVISION SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND MITIGATION OF SCHOOLS (DREAMS) AWARDEES:
COMPREHENSIVE SCHOOL SAFETY CRITERIA (PILLAR 1)
DEPARTMENT OF EDUCATION – CAGAYAN DE ORO CITY

School category:			
☐ Elementary School			
☐ Secondary School			
Name of School:		Legislative District:	
School ID:		Province:	
Division:		School District:	
Region:		Date Visited/ Inspected:	
School Address:			

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

JUDGE'S SPOTCHECK SHEET

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

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

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

			Sub- TOTAL	16		
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			TOTAL	30		
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COMPREHENSIVE SCHOOL SAFETY TOOL

2024 DIVISION SEARCH FOR DISASTER RISK REDUCTION, RESILIENCE, ADAPTATION, AND
MITIGATION OF SCHOOLS (DREAMS) AWARDEES:

DEPARTMENT OF EDUCATION – CAGAYAN DE ORO CITY
COMPREHENSIVE SCHOOL SAFETY

DepED Minimum Performance Standard Specifications

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

a. Architectural Design:

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

b. Structural Design:

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

c. Electrical Design:

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

d. Sanitary and Plumbing Design:

Revised National Plumbing Code
RA 6716 about Rainwater collection system

Architectural Design Standards

a. Classroom Size

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

b. Windows

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

c. Doors

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

d. Floor

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

COMPREHENSIVE SCHOOL SAFETY TOOL

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

e. Ceiling

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

f. Roof

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

g. Partitions

The partitions must be from floor to ceiling.

h. Corridor

The minimum corridor width shall be 1.50 m.

i. Chalkboard

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

j. Painting

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

Structural Design Standards

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

b. Classification of Structure

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

c. Wind Load

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

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

d. Seismic Load

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

A Seismic Importance Factor of 1.50 shall be used. e. Live Loads materials and equipment. The minimum occupancy or live loads shown in Table 4 shall be used in the design.

Table 4. Live Loads

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

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

g. Building Foundation

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

Electrical Design Standards

a. Roughing-ins

(1) Service Entrance

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

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

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

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

(c) Conduits shall be properly reamed.

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

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

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

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

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

(3) Ceiling mounted lighting fixtures

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

(4) In-sight disconnecting means

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

(5) Centralized paneling

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

(6) Stub-out conduits for spares

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

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

b. Wires and Wiring Devices

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

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

c. Lighting and Fixtures

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

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

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

Sanitary and Plumbing Design Standards

a. Waste and vent line piping system

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

b. Waterline piping system

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

d. Drainage system

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

e. Septic vault

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

Toilets

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

a. Reinforced Concrete

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

b. Structural Steel

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

c. Protection from Heat

The classroom and component materials must provide for an inside room temperature compliant with the standards prescribed by Occupational Safety and Health Center (OSHC).

The component materials, such as roof and ceiling system, walls, and partitions, must have a thermal resistance value (RSI) of at least 2.0.

d. Resistance to Termites

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

e. Protection from Corrosion

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

f. Fire Protection

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

g. Noise Level Limit

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

- including walls, partitions, and second floor slabs, must be in compliance with OHSC.
- h. Protection from Toxicity
The materials must not contain or emit any carcinogenic or toxic substance, such as asbestos.
- i. Resistance to rainwater penetration
The structure shall be free from rainwater leaks.

Design Standards for School Furniture

- a. The set of furniture must harmonize, in terms of functionality and design, with the Classroom Buildings.
- b. For each classroom, the following furniture items shall be included: (1) One set of teacher’s table and chair.
(2) 45 armchairs for pupils: 43 for right-handed and 2 for left-handed pupils.
- c. Materials may be wood or non-wood, resistant to termites for at least two (2) years, and protected from rust for at least for five (5) years.
They should not contain or emit any carcinogenic or toxic substance. New materials must first be certified by the Bureau of Product Standards of the Department of Trade and Industry.
- d. The armchair must be able to carry a pupil with a weight of 30 kg for Grades I to IV, 40 kg for Grades V and VI, and 50 kg for Secondary level.
The armchair shall have the minimum dimensions shown in Table 5.

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

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

Other Requirements

- a. The Proponent must provide a certification that the parts and spares for the three components under the Contract Package shall be available to the DepED over a period of at least ten (10) years after the completion of the Works under the Project.
- b. Architectural and engineering design plans must be signed and sealed by licensed Filipino professionals.

Other specifications on School Safety Assessment Tool (SSAT)

DM 71, s. 2021 – School Safety Assessment Tool (2021) for the Pilot Study on the Face-to-Face Learning Modality
DO 30, s. 2022 – School Safety Assessment Tool (SSAT) 2022 for the Progressive Expansion of Face-to-Face Learning Modality
RM 115, s. 22 – Implementing Guidelines of the Safety Seal Certification Program of Region X for the Expanded Implementation of Limited Face-to-face Classes