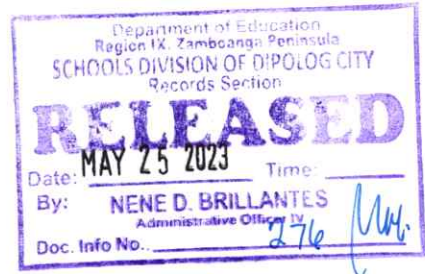




Republic of the Philippines  
Department of Education  
Region IX – Zamboanga Peninsula  
SCHOOLS DIVISION OF DIPOLOG CITY



May 24, 2023

**DIVISION MEMORANDUM**  
No. 276, s. 2023

**COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL  
ANNUAL PROGRESS REPORT**

To: ALL ELEMENTARY SCHOOL HEADS  
ALL SECONDARY SCHOOL HEADS  
ALL SCHOOL DRRM COORDINATORS AND TEAMS  
PUBLIC SCHOOLS DISTRICT SUPERVISOR  
DIVISION DRRM COORDINATOR  
ALL OTHERS CONCERNED


1. In reference to the Sendai Framework for Disaster Risk Reduction (SFDRR)<sup>1</sup>, the Philippine Government is expected to report to the UNISDR its accomplishment in implementing the SFDRR. In line with this, the Department of Education is required to report its accomplishment in implementing Disaster Risk Reduction and Management (DRRM)/School Safety to the National DRRM Council (NDRRMC) as a member of the said council, and in accordance to RA 10121 (Philippine DRRM Act of 2010) which reflects the country's commitment to the SFDRR.
2. Per DepEd Order No. 27, series of 2015 or The Comprehensive Disaster Risk Reduction and Management (DRRM) in Education Framework, the principles of the Comprehensive School Safety (CSS) Framework is adopted to ensure the complementarity of DRRM interventions for basic education at all levels.
3. Thus, this division requires all schools to submit an **Annual Progress Report** using the **Comprehensive School Safety Monitoring Tool** (DRRM Controlled Form 5, see enclosure) **not later than May 31, 2023**. Submission of report shall be through this link: <https://bit.ly/CSSAnnualProgressReport>.

<sup>1</sup> *The Sendai Framework for Disaster Risk Reduction 2015-2030* was adopted at the Third UN World Conference in Sendai, Japan, on March 18, 2015. It is the outcome of stakeholder consultations initiated in March 2012 and inter-governmental negotiations from July 2014 to March 2015, supported by the United Nations Office for Disaster Risk Reduction at the request of the UN General Assembly.



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4. Furthermore, all School DRRM Coordinators and DRRM Teams shall facilitate the verification and validation of the CSS Standard Indicators based on the prescribed Means of Verification (refer to enclosure).
5. For questions or clarifications, kindly contact ALAN D. CHIU, Division DRRM Coordinator, at 0907.054.7070.
6. Immediate dissemination of this Memorandum is highly desired.

  
**MA. LIZA R. TABILON, EdD., CESO V**  
Schools Division Superintendent  
Office of the Schools Division Superintendent

Encl.: As stated

Reference: As stated

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

SGOD, DRRM  
Schools

SFDRR  
CSS Monitoring Tool

ADC/20230523-DM-CSS-Progress-SY22-23  
May 24, 2023



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Republic of the Philippines  
**Department of Education**  
 Region IX – Zamboanga Peninsula  
**SCHOOLS DIVISION OF DIPOLOG CITY**

**COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL**

**Date Conducted:** \_\_\_\_\_

School Profile	
Region	
Division	
Name of School	
School ID	
School Address	

This school level Comprehensive School Safety Monitoring Tool is aligned with the Sendai Framework for DRR (SFDRR) and the global Comprehensive School Safety Framework (CSSF) developed by the UN International Strategy for Disaster Reduction (UNISDR). As a signatory to the SFDRR, the Philippine Government is expected to report to the UNISDR its accomplishment in implementing the SFDRR. In line with this, the Department of Education is required to report its accomplishment in implementing Disaster Risk Reduction and Management (DRRM)/School Safety to the National DRRM Council (NDRRMC) as a member of the said council, and in accordance with RA 10121 (Philippine DRRM Act of 2010) which reflects the country's commitment to the SFDRR.

No.	Activities	Evident/ Yes	Not Evident/ No	Action Plans/ Remarks
<b>I. CSS Enabling Environment</b>				
1.	Adopted/localized existing policies relating to DRRM in education/school safety			
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			
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			
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			
11.	Conducted student-led school watching and hazard mapping (DO 23 s 2015)			

No.	Activities	Evident/ Yes	Not Evident/ No	Action Plans/ Remarks
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			
16.	Data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars, to monitor results and impact exist			
<b>II. PILLAR 1: SAFE LEARNING FACILITIES</b>				
1.	Existing schools are being made safer, systematically: No. of school buildings that has been inventoried			
2.	Existing schools are being made safer, systematically: No. of school buildings with risk assessment			
3.	Existing schools are being made safer, systematically: No. of unsafe school buildings identified			
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.	No. of unsafe school buildings with appropriate action undertaken by the School Head (e.g., upgraded, retrofitted, non-usage, etc.)			
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			
11.	School Heads have identified those schools that are expected to be used as temporary evacuation centers for disasters			
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			

No.	Activities	Evident/ Yes	Not Evident/ No	Action Plans/ Remarks
13.	Every new school built is safe: Guidance and regulations on the following are followed			
	a. Safe school site selection			
	b. Resilient design, and			
	c. Resilient construction			
14.	Every new school built is safe: New school construction is monitored for compliance with			
	a. Safe school site selection			
	b. Safe school design			
	c. Safe school construction			
<b>III. PILLAR 2: DISASTER RISK ASSESSMENT</b>				
1.	School has a Contingency Plan, i.e., Preparedness Plan turned into response actions when a disaster strike (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			
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			
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)			

No.	Activities	Evident/ Yes	Not Evident/ No	Action Plans/ Remarks
16.	No. of students who 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			
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 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			
<b>IV. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION</b>				
1.	School has integrated key DRR and CCA concepts in the curriculum based on the National Curriculum Guide			
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			
5.	Percentage of students actively participating in various DRRM/CCA/EiE activities			
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			

Other remarks:

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Prepared by:  <i>(Name and Signature)</i>	Checked and Noted by:  <i>(Name and Signature)</i>
<b>SDRRM Coordinator</b>	<b>School Head/Principal</b>



Republic of the Philippines  
**Department of Education**  
 REGION IX – ZAMBOANGA PENINSULA  
 SCHOOLS DIVISION OF DIPOLOG CITY

**COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL**  
**Means of Verifications (MOV)**

No.	Activities	Means of Verifications (MOV)
<b>I. CSS Enabling Environment</b>		
1.	Adopted/localized existing policies relating to DRRM in education/school safety	a. School Memo organizing SDRRM Team b. Information and Communication Protocol c. Quarterly Drills d. Others
2.	Designated School DRRM Focal Person	a. School Memo or Designation for DRRM Focal Person with attached Duties and Responsibilities
3.	Formed School DRRM Team, consisting of personnel from different offices; with defined membership and roles and responsibilities/functions	a. School Memo or Designation creating the DRRM Team b. SDRRM Team with duties and responsibilities c. SDRRM Organizational Structure
4.	Has a comprehensive School DRRM Plan, which includes CCA and EiE measures, covering risk assessment, risk reduction, and rehabilitation and recovery	a. Approved School DRRM Plan
5.	Students participated in the planning process	a. Activity documentation with photos b. Attendance Sheet
6.	Integrated DRRM into the School Improvement Plan (SIP)	a. School Improvement Plan
7.	100% completion of DRR related questions in the EMIS/EBEIS	a. Education Management Information System (School Level) b. Enhanced Basic Education Information System
8.	Regular DRRM activities are supported by school budget	a. Annual Implementation Plan
9.	Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped.	a. Annual Implementation Plan b. MOA/MOU for external sources
10.	School has partnerships that could be tapped to support its DRRM programs and activities, including those after a disaster	a. MOA/MOU b. Proposals for DRRM Programs, Projects and/or Activities
11.	Conducted student-led school watching and hazard mapping (DO 23 s 2015)	a. Form 03 School Watching and Hazard Mapping Checklist b. School Hazard Map c. Activity documentation with photos d. Attendance Sheet
12.	Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and SIP	a. Form 03 School Watching and Hazard Mapping Checklist b. DRRM Plan c. School Improvement Plan

No.	Activities	Means of Verifications (MOV)
13.	Linked student-led school watching and hazard mapping with the community hazard maps of LGUs provided by DOST	a. Community Hazard Map
14.	School Planning Team have linked the community hazard maps with education data to better understand the school's risk	a. School Hazard Map b. Community Hazard Map c. Risk Assessment Analysis/Matrix
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	a. RADaR Screenshot b. Mock RADaR text if the school did not experience any major hazards c. Certificate of no damage signed by the Schools Division Superintendent or his/her authorized representative if the school has no damages
16.	Data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars, to monitor results and impact exist	a. Monitoring & Evaluation Reports b. PPA Evaluation Report (based from BEMEF, if available/applicable)
<b>II. PILLAR 1: SAFE LEARNING FACILITIES</b>		
1.	Existing schools are being made safer, systematically: No. of school buildings that has been inventoried	a. National School Building Inventory (NSBI) Report
2.	Existing schools are being made safer, systematically: No. of school buildings with risk assessment	a. National School Building Inventory (NSBI) Report
3.	Existing schools are being made safer, systematically: No. of unsafe school buildings identified	a. National School Building Inventory (NSBI) Report
4.	Systems for monitoring and quality assurance of school building construction exist	a. Engineering report from LGU and/or Schools Division Office b. Certification from the Bureau of Fire Protection that the school building/classroom met the safety requirements
5.	Financial resources are allocated for completion of needed action to address unsafe school buildings within a specified period	a. School Improvement Plan b. Annual Implementation Plan c. Approved Project Proposal
6.	No. of unsafe school buildings with appropriate action undertaken by the School Head (e.g., upgraded, retrofitted, non-usage, etc.)	a. Engineering report from LGU and/or Schools Division Office b. National School Building Inventory (NSBI) Report
7.	Conducted regular school inspection and maintenance of facilities conducted (state how often)	a. National School Building Inventory (NSBI) Report b. Engineering report from LGU and/or Schools Division Office c. Certification from the Bureau of Fire Protection that the school building/classroom met the safety requirements
8.	Undertaken regular repair of minor classroom (including facilities) damages	a. National School Building Inventory (NSBI) Report
9.	Roles and responsibilities for maintenance are defined, documented, and assigned	a. School Memo or Designation for School focal person (Education Facilities Coordinator or NSBI Coordinator or LIS Coordinator) b. Focal Person with duties and responsibilities
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	a. School Improvement Plan b. Annual Implementation Plan c. Approved Project Proposal

No.	Activities	Means of Verifications (MOV)
11.	School Heads have identified those schools that are expected to be used as temporary evacuation centers for disasters	a. Presence of MOA, if the school was identified as temporary shelter or temporary evacuation center
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	a. School head must present a certificate of training/attendance/documentation report on JMC No. 1 and RA 10821
13.	Every new school built is safe: Guidance and regulations on the following are followed	a. Engineering report from LGU and/or Schools Division Office
	a. Safe school site selection	
	b. Resilient design, and	
	c. Resilient construction	
14.	Every new school built is safe: New school construction is monitored for compliance with	a. Engineering report from LGU and/or Schools Division Office
	a. Safe school site selection	
	b. Safe school design	
	c. Safe school construction	
<b>III. PILLAR 2: DISASTER RISK ASSESSMENT</b>		
1.	School has a Contingency Plan, i.e., Preparedness Plan turned into response actions when a disaster strike (This could be a separate section/chapter in the DRRM Plan)	a. Hazard Specific Contingency Plan on the following, but not limited to: <ul style="list-style-type: none"> <li>• Earthquake</li> <li>• Tsunami (for coastal area)</li> <li>• EREID</li> <li>• Typhoon</li> <li>• Flooding (secondary hazard to typhoon or heavy rain)</li> <li>• Landslide (secondary hazard to typhoon or heavy rain)</li> <li>• Terrorist or Armed Conflict (if applicable or with history)</li> </ul>
2.	School has available, accessible, and adequate first aid kit in every instructional classroom	a. Presence of First Aid kit <i>Basic Content:</i> <i>alcohol, cotton, scissor, medicine for emergencies, bandages, ammonia, gauze/band-aid, plasters, thermometer, triangular bandage, first-aid book, gloves, povidone-iodine</i>
3.	School has at least 2 necessary and functioning equipment, in case of a disaster (e.g., fire extinguisher, handheld/base radio, generator, etc.)	a. Presence of: <ul style="list-style-type: none"> <li>• Fire extinguisher</li> <li>• Fire alarm</li> <li>• Handheld/based radio</li> <li>• Siren/bell</li> <li>• Localized Emergency Warning System</li> <li>• others</li> </ul>
4.	School has pre-identified spaces for putting up Temporary Learning spaces/Shelters in the aftermath of a disaster	a. If within the school's vicinity: part of the contingency plan containing the identified open space b. If outside school: MOA/MOU with B/LGU

No.	Activities	Means of Verifications (MOV)
5.	School has ready resumption strategies and alternative delivery modes to ensure education continuity	a. Learning Continuity Plan
6.	School has ensured that students completed the Family Earthquake Preparedness Plan; and school has reported completion to DepEd DRRM at the Central Office	a. Family Preparedness Plan
7.	School has established a school personnel tracking system/protocol in the event of a disaster	a. Personnel Tracking Form
8.	School has trained personnel to administer first aid to students and personnel	a. Personnel must present certificate of training on either of the following: <ul style="list-style-type: none"> <li>• Basic/Standard First Aid</li> <li>• Basic/Advance Life Support</li> <li>• Others</li> </ul>
9.	School has psychosocial interventions for personnel and students	a. Training Certificate of school personnel and learners from authorized partners b. Activity Documentation with Photos c. Attendance Sheet
10.	School has trained teachers and other personnel who could provide psychosocial support to students	a. Training Certificate of school personnel and learners from authorized partners b. Activity Documentation with Photos c. Attendance Sheet
11.	School DRRM Plan and SIP with DRRM integration are reviewed annually	a. School Report Card (SRC) b. Project Monitoring Report Form
12.	Conducted Brigada Eskwela to ensure school safety and preparedness measures are in place as per DO	a. School Safety Preparedness Checklist Report (Form 04)
13.	Students, teachers, parents, and other stakeholders participated in Brigada Eskwela	a. Activity Documentation with Photos b. Attendance Sheet
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	a. Fire alarm b. Siren/bell c. Access to advisories from PAGASA, PHIVOLCS, and other authorized agencies (website, social media platforms, etc.)
15.	School conducted regular hazard-specific drills (at least 3 hazards) with participation of stakeholders (BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)	a. Post-Activity Reports with photos b. Certificate of Participation
16.	No. of students who participated in the drills	a. Post-Activity Reports with photos b. Attendance Sheet
17.	School has an evacuation plan and procedures	a. Evacuation Plan & Protocols b. Evacuation Route posted in every room
18.	School has a student-family reunification plan that is clearly disseminated to students, teachers, and parents	a. Student-Family Reunification Plan
19.	School Head has received DRRM training from division or region or partners	a. School head must present a certificate of training
20.	School DRRM Team has received DRRM training from division or region or partners (indicate how many)	a. School DRRM Team must present a certificate of training
21.	School has conducted awareness and capacity building for families and learners	a. Activity documentation with photos b. Attendance sheet
22.	School participated in the different DRRM/CCA/EiE activities of the LGU	a. Activity documentation with photos b. Attendance sheet

No.	Activities	Means of Verifications (MOV)
<b>IV. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION</b>		
1.	School has integrated key DRR and CCA concepts in the curriculum based on the National Curriculum Guide	a. Lesson Plan b. Daily Lesson Log c. Activity Worksheets d. Most Essential Learning Competencies (MELCS)
2.	Year when DRR and CCA integration in the curriculum started	a. Lesson Plan b. Daily Lesson Log c. Activity Worksheets d. Most Essential Learning Competencies (MELCS)
3.	Grade levels and subjects where DRR and CCA been integrated	a. Lesson Plan b. Daily Lesson Log c. Activity Worksheets d. Most Essential Learning Competencies (MELCS)
4.	Skills and competencies of students are assessed through measurable learning and risk reduction (RR) outcomes	a. Lesson Plan b. Daily Lesson Log c. Activity Worksheets d. Most Essential Learning Competencies (MELCS)
5.	Percentage of students actively participating in various DRRM/CCA/EiE activities	a. Activity documentation with photos b. Attendance Sheet
6.	School has a DRRM capacity building plan for teachers and school personnel	a. School Improvement Plan b. Annual Implementation Plan
7.	Number personnel trained on DRRM and/or CCA	a. Activity documentation with photos b. Attendance Sheet
c.	School has available and accessible quality and up-to-date DRRM materials	a. Presence of the following: <ul style="list-style-type: none"> <li>• Modules</li> <li>• Worksheet</li> <li>• Books</li> <li>• Booklets</li> <li>• Flyers</li> <li>• Posters</li> <li>• Brochures</li> </ul>
d.	Presence of DRRM corner, with updated IEC materials posted in it, in every classroom	a. Classroom DRRM Information Board that contains the following: <ul style="list-style-type: none"> <li>• Name of teacher, ID Number and Contact Information</li> <li>• Name of Learner, ID Number and parents/guardian contact number</li> <li>• Emergency hotlines</li> </ul> b. Information, Education and Communication learning materials c. First Aid kit d. Go Bag