



Republic of the Philippines
Department of Education
Region 4-A CALABARZON
Province of Quezon
DIVISION OF TAYABAS CITY
Tayabas City



DEPED-TAY-DM-SGOD-18- 407

TO : OIC-ASSISTANT SCHOOLS DIVISION SUPERINTENDENT
CHIEFS, EDUCATION PROGRAM SUPERVISORS, CID & SGOD
HEADS, PUBLIC ELEMENTARY AND SECONDARY SCHOOLS
SCHOOL DRRM COORDINATORS
ALL OTHERS CONCERNED

FROM : DR. CATHERINE P. TALAVERA CESO VI
Schools Division Superintendent

SUBJECT : SUBMISSION OF YEAR-END SCHOOL DRRM ACCOMPLISHMENT
REPORT

DATE : December 6, 2018

As part of the requirements of DepEd Disaster Risk Reduction and Management Service (DRRMS) and to ensure the proper implementation of DRRM at school level, all schools are advised to submit their **Year-End School DRRM Accomplishment Report** in **Word Template** (please see attached) together with **Power Point Presentation** of your School DRRM Accomplishments/Best Practices. Please submit the hard copy of the aforementioned reports to Mr. Ermelo A. Escobinas and email its corresponding soft copy to ermelo.escobinas@deped.gov.ph on or before **December 12, 2018**.

Immediate and wide dissemination for this Memorandum is desired.



We are an emerging division where excellence is a habit and allegiance for quality is a pledge.

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YEAR-END SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT ACCOMPLISHMENT 2018

Key Areas (3 Pillars)	Objectives	Activities	KPI	Person's/ Stakeholders Involved	Timeline of Programs/Projects/ Activities				Accomplishments	Total Fund Utilized
					Q1	Q2	Q3	Q4		
ENABLING ENVIRONMENT	Adopted/Adapted/localize d at least 3 existing policies relating to DRRM/CCA/EiE in education/school safety	Adopt/Adapt/localize existing policies related to DRRM/CCA/EiE in education/school safety such as but not limited to the following - EO 06 s. 2011 - JMC 1 s. 2012 - DepED Order 21 s. 2015 - DepEd Order no. 23 s. 2015 - DepEd Order 27, s. 2015 - DepEd Order 37, s. 2015 - DepEd Order 28, s. 2016 - DepEd Order 50, s. 2012								
	Formed School DRRM Team, with a focal person and consisting of	Form School Standardized DRRM Team with defined								

Key Areas (3 Pillars)	Objectives	Activities	KPI	Person's/ Stakeholders Involved	Timeline of Programs/Projects/ Activities				Accomplishments	Total Fund Utilized
					Q1	Q2	Q3	Q4		
	personnel from different offices; with defined membership and roles and responsibilities/functions	membership and roles responsibilities/functions								
	Has a comprehensive School DRRM Plan, which includes CCA and EIE measures, covering risk assessment, risk reduction, and rehabilitation and recovery	Develop a comprehensive School DRRM Plan, which includes CCA and EIE measures, covering risk assessment, risk reduction, and rehabilitation and recovery								
	School budget supports regular DRRM activities	Allocation of Budget that will supports regular DRRM activities								
	Conducted student-led school watching and hazard mapping (DO 23 s 2015), and involved students in DRRM planning	Conduct student-led school watching and hazard mapping (DO 23 s 2015), and involved students in DRRM planning								

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	Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and School Improvement Plan (SIP)	Incorporate results of student-led school watching and hazard mapping in the School DRRM Plan and School Improvement Plan (SIP)								
	Data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars to monitor results and impact exist	Collect and consolidate data of programs and activities on DRRM, covering the 3 Pillars to monitor results and impact exist								
	Rapid Assessment of Damages Report (RADAR) is submitted to Central Office, within 72 hours after the onslaught of a hazard in the area	Submit Rapid Assessment of Damages Report (RADAR) to SDO/Central Office, within 72 hours after the onslaught of a hazard in the area								
	100% completion of DRR related questions in the EMIS/EBEIS	Accomplish DRR related questions in the EMIS/EBEIS								
	School has partnerships that could be tapped to support its DRRM programs and activities, including those during after a disaster	Tap partners to support its DRRM programs and activities, including those during and after a disaster								
PILLAR 1: SAFE LEARNING FACILITIES	School building/classroom components are according	Ensure that school building/classroom								

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	to DepEd and/or National Building Code approved standard design and specifications	components are according to DepEd and/or National Building Code approved standard design and specifications								
	School conducted risk assessment of buildings, in coordination with the Education Facilities Division, and with support of other agencies and partners	Conduct risk assessment of buildings, in coordination with the Education Facilities Division, and with support of other agencies and partners								
	School has taken appropriate action with respect to unsafe school buildings (e.g. upgraded/retrofitted, non-usage, etc.)	Take appropriate action with respect to unsafe school buildings (e.g. upgraded/retrofitted, non-usage, etc.)								
	Undertaken regular inspection and repair of minor classroom (including facilities) damages	Conduct regular inspection and repair of minor classroom (including facilities) damages								
	School Heads are clear with the roles and functions of the school in camp management vis-à-vis the	Ensure that school heads are clear with the roles and functions of the school in camp								

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	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	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.								
PILLAR 2: SCHOOL DISASTER MANAGEMENT	School has a Contingency Plan, i.e. Preparedness Plan turned into response actions when a disaster strikes	Prepared School Contingency Plan, i.e. Preparedness Plan turned into response actions when a disaster strikes.								
	80% of students and their families have accomplished the Family Preparedness Plan together (family evacuation, reunification), as per DO No. 27, series of 2015	Accomplish the Family Preparedness Plan together (family evacuation, reunification), as per DO No. 27, series of 2015								
	School has established a school personnel and learners tracking	Established a school personnel and learners tracking								

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	system/protocol in the event of a disaster or emergency	system/protocol in the event of a disaster or emergency								
	Hazard and evacuation maps are located in conspicuous places in the school	Post hazard and evacuation maps in conspicuous places in the school.								
	School has available, accessible, and adequate first aid kit in every instructional classroom	Ensure the availability, accessibility, and adequacy of first aid kit in every instructional classroom								
	School has at least 2 necessary and functioning equipment, in case of a disaster (e.g. fire extinguisher, handheld/base radio, generator, etc.)	Procure necessary and functioning equipment, in case of a disaster (e.g. fire extinguisher, handheld/base radio, generator, etc.)								
	School conducted regular hazard-specific drills (at least 3 hazards) with participation of stakeholders (BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)	Conduct regular hazard-specific drills (at least 3 hazards) with participation of stakeholders (BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)								
	School has established functional early warning system to inform students	Establish functional early warning system to inform students and								

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	and personnel of hazards and emergencies (protocol, warning signs, devices, IEC), considering national and LGU warning systems and protocols	personnel of hazards and emergencies (protocol, warning signs, devices, IEC), considering national and LGU warning systems and protocols								
	School has trained personnel to administer first aid to students and personnel	Train personnel to administer first aid to students and personnel								
	School has pre-identified spaces for putting up Temporary Learning spaces/Shelters in the aftermath of a disaster or emergency	Pre-identified spaces for putting up Temporary Learning spaces/Shelters in the aftermath of a disaster or emergency								
	School has ready resumption strategies and alternative delivery modes to ensure education continuity (strategies, materials, focal persons to implement)	Prepared resumption strategies and alternative delivery modes to ensure education continuity (strategies, materials, focal persons to implement)								
	School has psychosocial interventions for personnel and students	Provide psychosocial interventions for personnel and students								
	School has trained teachers and other personnel who	School has trained teachers and other								

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	could provide psychosocial support to students	personnel who could provide psychosocial support to students								
	School has an evacuation plan and procedures	School has an evacuation plan and procedures								
	School has a student-family reunification plan that is clearly disseminated to students, teachers, and parents	Develop a student-family reunification plan that is clearly disseminated to students, teachers, and parents								
	School has conducted awareness and capacity building for families and learners	Conduct awareness and capacity building for families and learners								
	School participated in the different DRRM/CCA/EiE activities of the LGU	Participate in the different DRRM/CCA/EiE activities of the LGU								
PILLAR 3: DRR IN EDUCATION	School has integrated key DRRM/CCA/EiE concepts in at least 4 subjects based on the national Curriculum Guide	Integrate key DRRM/CCA/EiE concepts in at least 4 subjects based on the national Curriculum Guide								
	More than 75% of students are actively	More than 75% of students are actively								

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	participating in various DRRM/CCA/EiE activities	participating in various DRRM/CCA/EiE activities								
	School has a DRRM/CCA/EiE capacity building plan for teachers and personnel	Develop DRRM/CCA/EiE capacity building plan for teachers and personnel								
	School Head and personnel have received at least 3 DRRM/CCA/EiE trainings from division or region or partners	Attend to DRRM/CCA/EiE trainings from division or region or partners								
	At least more than 10 DRRM/CCA/EiE resource materials are available in the school	Ensure that more than 10 DRRM/CCA/EiE resource materials are available in the school								
	Presence of DRRM corner, with updated IEC materials posted in it, in every classroom	Create a DRRM corner, with updated IEC materials posted in it, in every classroom								

Prepared by:

Approved by:

School DRRM Coordinator

School Head