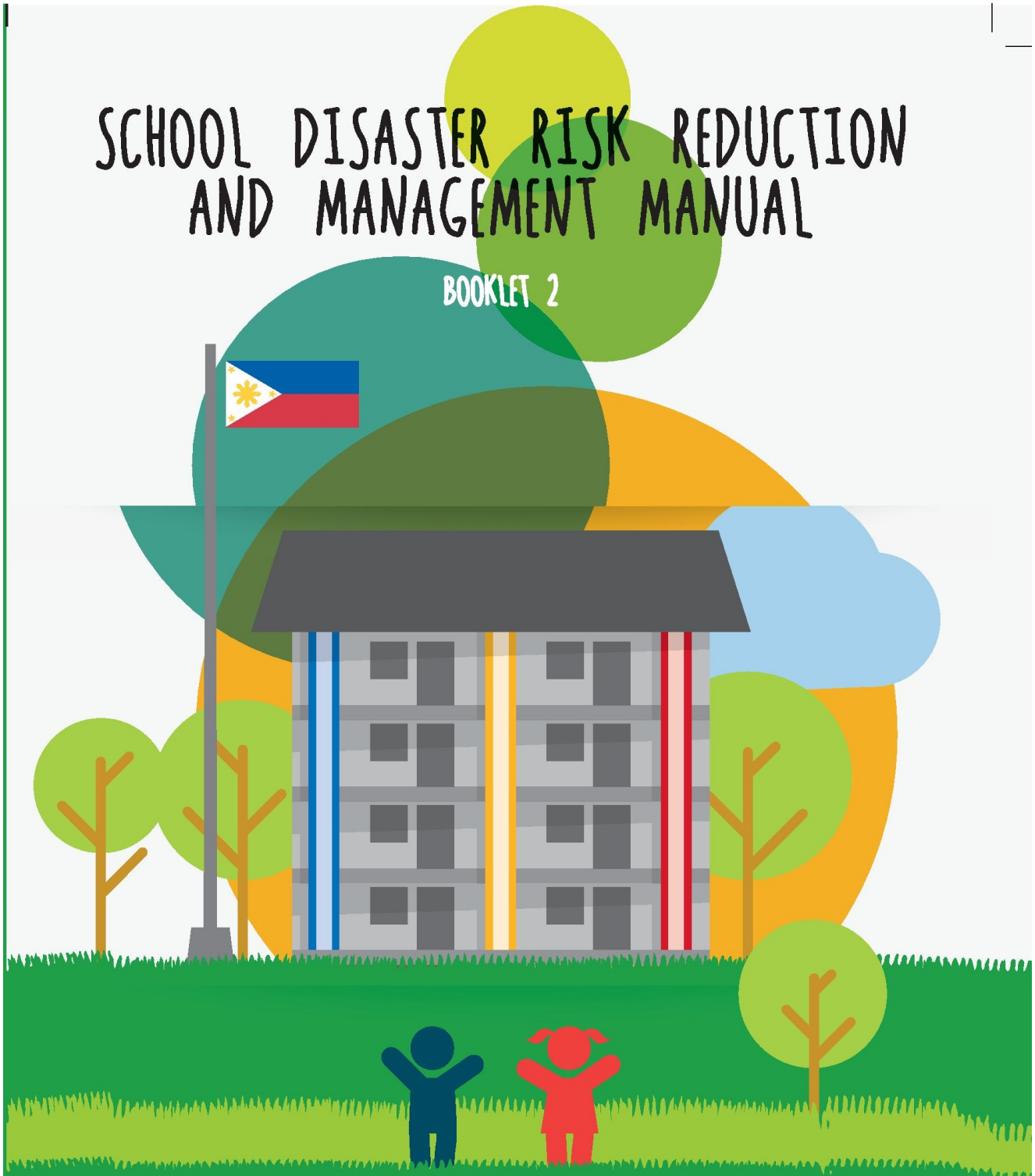
SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT MANUAL

BOOKLET 2



DepED
DEPARTMENT OF EDUCATION

Booklet 2 of the School DRRM Manual illustrates the relationship among the three pillars of the Comprehensive DRRM in Basic Education Framework, the School Improvement Plan, and the steps in implementing School DRRM. The booklet provides existing DepEd tools as well as recommended ones which may be used to strengthen school disaster management efforts.

BOOKLET 2

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OUR SCHOOL
DRRM MANUAL

DRRM implementation through the three pillars is closely linked to the SIP. Practical steps to apply this relationship are translated in four steps: 1.) Assess; 2.) Plan; 3.) Implement; and 4.) Monitor and Evaluate. Tools in assessing and preparing for implementation are provided for and are thoroughly discussed in this chapter. Figure 1 illustrates the interrelationship of the three pillars of DRRM in education and implementation steps in line with the SIP cycle.

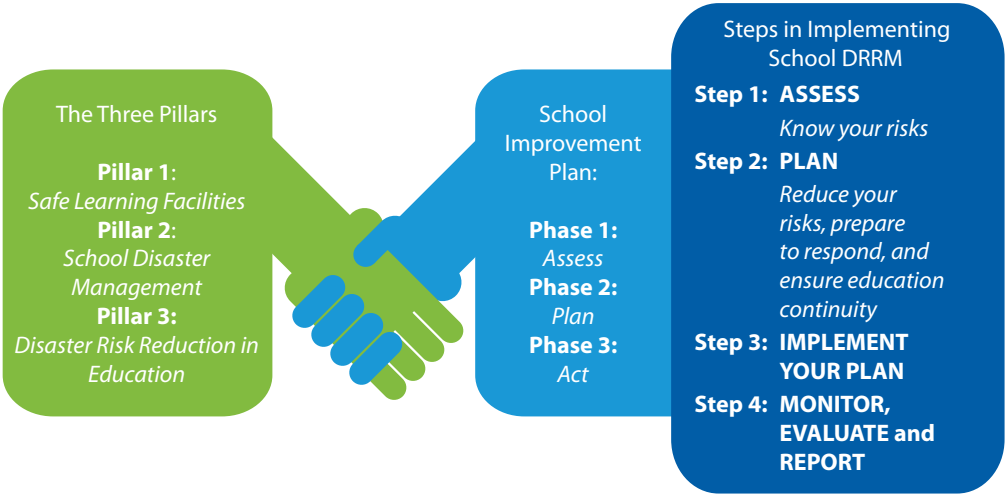
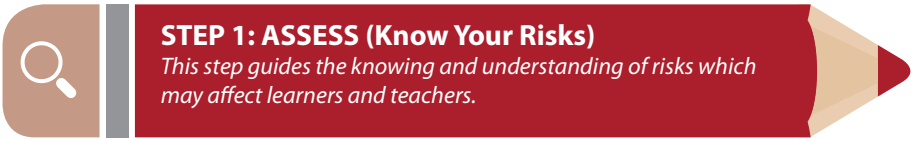


FIGURE 1 Implementation Steps for School DRRM

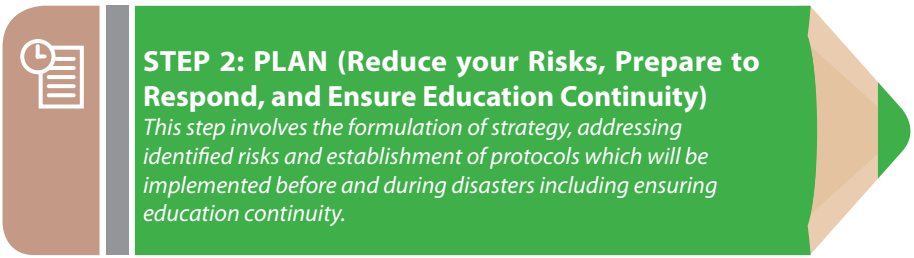
Given the broad scope of DRRM in education, this chapter is largely focused on Pillar 2. Action steps and tools provided for Pillars 1 and 3 are those related to School Disaster Management.

SCHOOL DRRM SUMMARY

PREPAREDNESS: BEFORE A DISASTER



a. Student-led School Watching and Hazard Mapping (DepEd Order 23 s 2015)
b. Community Hazard Maps
c. Building Inspection including Fire Safety
d. Basic Education Profile
e. School Risk Assessment



a. Integration of DRRM in the School Improvement Plan
b. Set up the School DRRM Team
c. Brigada Eskwela: School Safety and Preparedness Checklist (DM 41, s 2015)
d. Early Warning Systems
e. Scan Then Upload Documents and Instructional Materials to Available Free Online Facilities
f. Update and Post Emergency Numbers
g. Establish a School Reunification Plan
h. Education Continuity Plan: Identification of Temporary Learning Spaces and Resumption Strategies
i. Evacuation Protocols, Including Evacuation Procedures for Elderly, Young Children and Persons with Disabilities
j. Continuously Conduct Multihazard Drill and Evacuation Procedures
k. Family Preparedness Plan



STEP 3: IMPLEMENT YOUR PLAN AND BE FLEXIBLE

This step provides a list of things to consider in response to and early recovery in basic education.

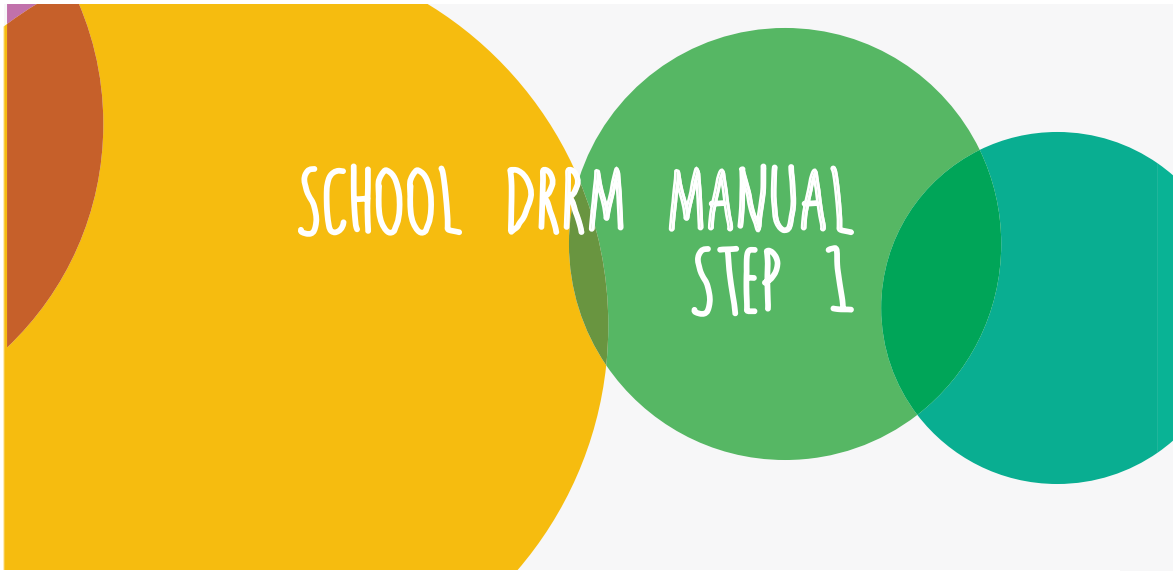
a. Immediate Monitoring of the Effects of the Hazard
b. School Personnel Tracking
c. Student-Family Reunification Protocol
d. School Clean-Up
e. Setting Up of Temporary Learning Spaces and Use of Schools as Evacuation Centers
f. Resumption of Classes
g. Learning Materials
h. Provision of Psychosocial Support



STEP 4: MONITOR, EVALUATE AND REPORT

This step puts importance in assessing the execution of plans and protocols and sharing of experiences and practices.

a. Review Implementation of Safety and Preparedness Measures and Protocols
b. Integrate the Assessment Results in School Planning
c. Learn from Past Disasters
d. Monitor, Evaluate, and Report Interventions Before, During, and After a Disaster


SCHOOL DRRM MANUAL
STEP 1

STEP 1
ASSESS (KNOW YOUR RISKS)

A. STUDENT-LED SCHOOL WATCHING AND HAZARD MAPPING (DEPED ORDER 23 S 2015)

Learner engagement is an important factor in mainstreaming DRRM. The ability to identify hazards at the school environment will allow students to understand possible threats to their safety. Because of this, schools should annually conduct student-led school watching as well as update the school hazard map.

Providing learners with information on DRRM during classroom instructions may be complemented with practical steps in applying their knowledge. The checklist below can be used by the school in guiding learners to identify safe and unsafe areas within the facility's perimeter.

SCHOOL WATCHING CHECKLIST (DO 23 S 2015)

- ☑ Broken windows
- ☑ Slippery pathways
- ☑ Blocked corridors
- ☑ Heavy objects mounted on cabinets/shelves
- ☑ Flooded area
- ☑ Busted plugs/light bulbs/electrical facilities
- ☑ Exposed electrical wires
- ☑ Protruding nails from chairs and tables
- ☑ Broken door knobs
- ☑ Warning signs for slippery pathways/corridors
- ☑ Plants mounted on building railings
- ☑ Flooding
- ☑ Exposed chemicals and liquids
- ☑ Lack/absence of storage for equipment
- ☑ Unlabeled chemicals
- ☑ Dripping ceilings
- ☑ Open pit
- ☑ Stagnant water
- ☑ Unpruned trees/bushes/shrubs
- ☑ Open/Clogged canals

- ☑ No ramps for elevated school buildings or other facilities
- ☑ Swing-in doors
- ☑ Broken/dilapidated ceiling
- ☑ Open/incomplete perimeter fence
- ☑ Presence of stray animals inside the school campus
- ☑ Presence of electrical post/transformer near or within the school perimeter
- ☑ No system of learner release to parents during emergencies
- ☑ No posted emergency hotlines around the school
- ☑ Garbage Area (Segregation of Biodegradable and Non-Biodegradable)
- ☑ Detached or peeled off GI sheet
- ☑ Broken toilet bowl and/or sinks
- ☑ Broken chairs/desks/tables
- ☑ Blocked/no emergency exits
- ☑ Unmounted cabinets/shelves
- ☑ Medical kits in every classroom
- ☑ Bells/alarms
- ☑ Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls)

B. COMMUNITY HAZARD MAPS

Schools should coordinate with the local government units in order to secure a copy of the community hazard maps provided by the Department of Science and Technology (DOST) and its attached agencies. These may be used to enhance the school planning process.

C. BUILDING INSPECTION INCLUDING FIRE SAFETY

Schools may partner with local engineers from the municipal/city government, Department of Public Works and Highways (DPWH) and Bureau of Fire Protection (BFP) for the regular conduct of school building inspection and possible orientation and on how to observe related safety measures.

D. BASIC EDUCATION PROFILE

Taking into account the vulnerabilities and capacities of the school, it is important that basic education information i.e. enrolment, classroom, among others are

HAZARD

A potentially damaging physical event, phenomenon or human activity, which may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. (UNISDR, 2009) e.g. typhoon, flood, earthquake, landslide

made available for the conduct of risk analysis. Data disaggregation is also necessary—i.e. gender and age—to identify specific needs of learners and students.

E. School Risk Assessment

While risk assessment is a highly technical procedure, the SPT can do this by identifying the natural and human-induced hazards that may be experienced by the school. The results of the student-led school watching and hazard mapping, building inspection and additional information from community hazard maps could be related to education data and may be used in doing the risk assessment.

VULNERABILITY

A set of conditions and processes resulting from physical, social, economic and environmental factors, **which increase the susceptibility of a community to the impact of hazards.** (UNISDR, 2009)

After, the Team could discuss and analyze the existing conditions in the schools that will affect the operations once the hazard occurred. Some examples of vulnerabilities include: lack of training on disaster preparedness and response; conducting classes for young learners in the top floor of school building; heavy furniture are not strapped to the wall; emergency numbers are not posted in school, and the school is near a body of water; among others. Any condition which could contribute to the possible damage of school facilities, injury to people and slow response are vulnerabilities.

Lastly, the SPT may also enumerate available skills, materials, trainings, facilities, activities, partners, nearby facilities (such as hospitals, fire stations, police stations and other resources) that can help address the possible effects of hazards and vulnerabilities.

CAPACITY

The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals. (UNISDR, 2009)

Figure 2 shows the relationship among hazard, vulnerability, and capacity to disaster risk. This illustration indicates that school capacity should be increased to address the vulnerabilities and lower the risk from natural hazards.

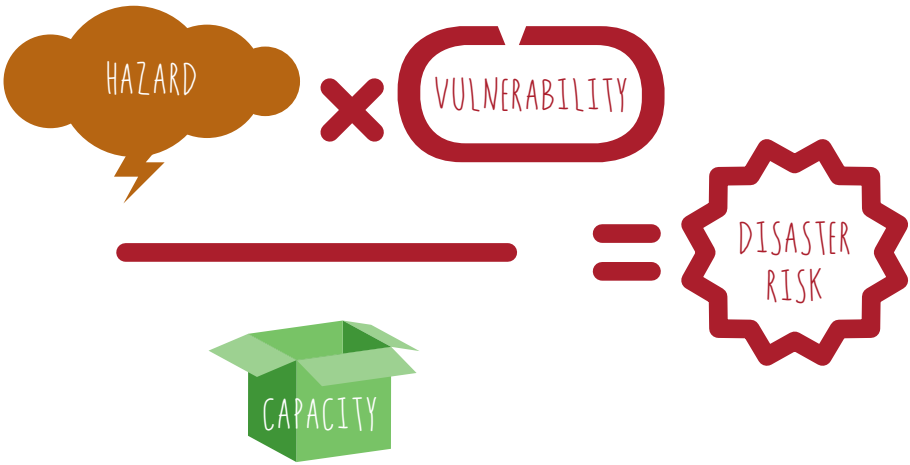
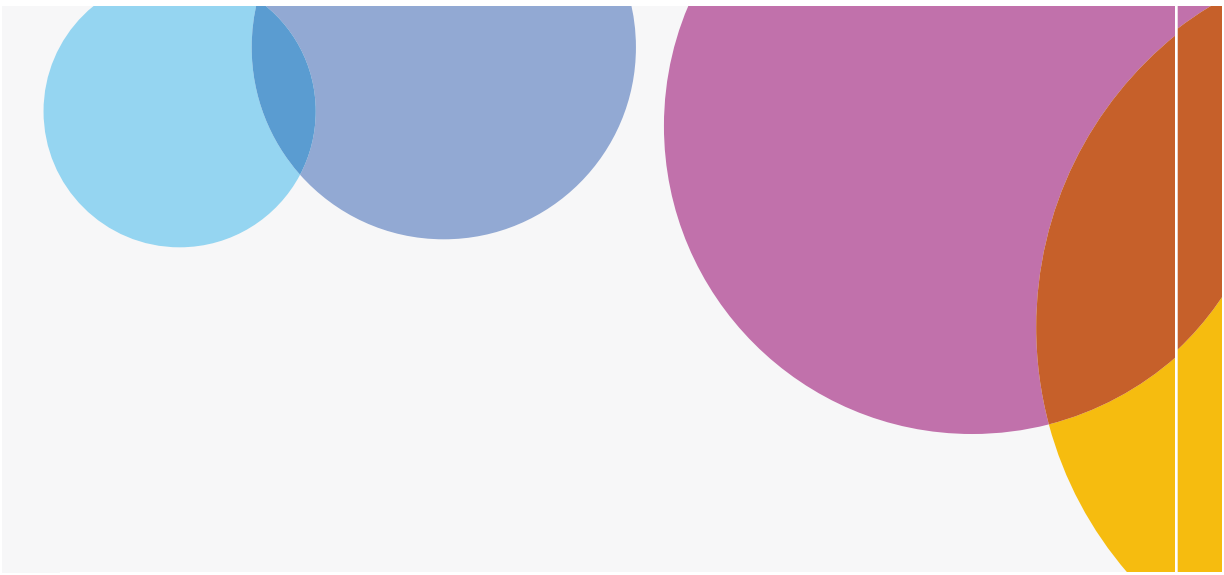
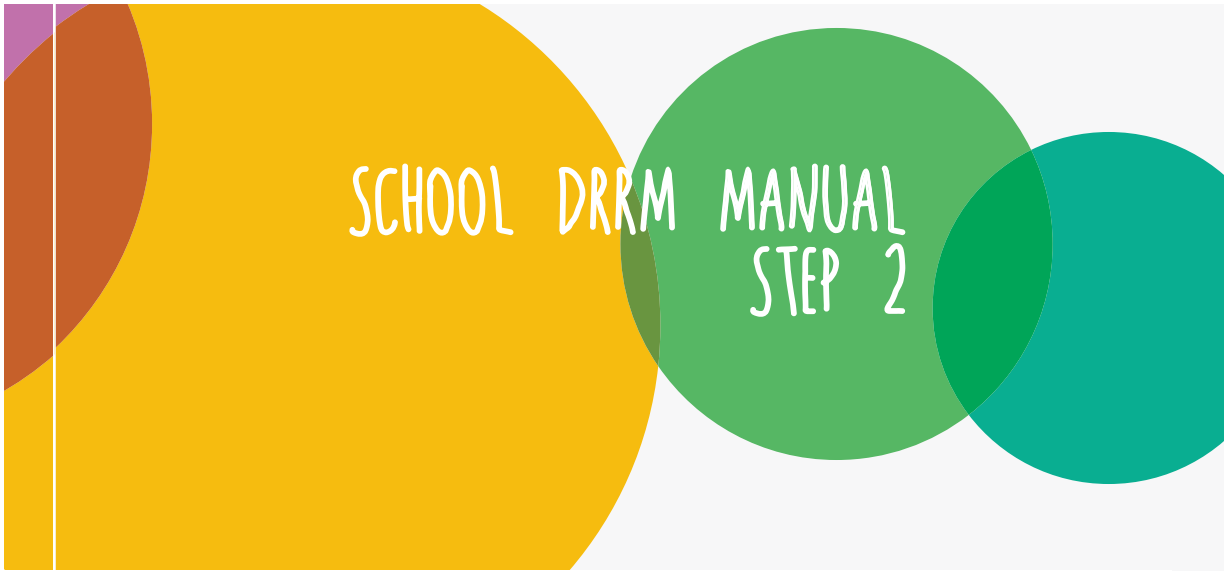


FIGURE 2 Risk Assessment Model




SCHOOL DRRM MANUAL
STEP 2



STEP 2
PLAN (REDUCE YOUR RISKS, PREPARE TO RESPOND, AND ENSURE EDUCATION CONTINUITY)

A. INTEGRATION OF DRRM IN THE SCHOOL IMPROVEMENT PLAN

After the students have presented and submitted the hazard map to the SPT and risk assessment has been completed, this maybe used in identifying action plans for the school. The integration of assessment results to the SIP should be done in consideration of the strategies among the three pillars of the Comprehensive DRRM Framework and across the four thematic areas: prevention and mitigation, preparedness, response and recovery.

B. SET UP THE SCHOOL DRRM TEAM

THE SCHOOL DRRM TEAM

Each school is required to organize a School DRRM Team (DO 21, s. 2015). Schools are encouraged to tap existing groups such as the School Governing Council (SGC) or the school planning team instead of convening an entirely new group.

This Team, which will be led by the school head, will facilitate and oversee the implementation of DRRM specifically on preparedness and response.

COMPOSITION OF SCHOOL DRRM TEAM

The school head assigns a teaching and/or a non-teaching personnel as alternate DRRM focal person (DO 21, s. 2015).

The School DRRM Team which shall consist of teaching and non-teaching personnel will be mobilized during disasters and emergencies. For big schools, several teams may be organized to ensure the safety and protection of all learners. Parents and community members may also be included in the team.

TASKS OF THE SCHOOL DRRM TEAM

Every member of the School DRRM Team could be assigned to at least one of the following tasks:

1. Preparedness

- Spearhead the implementation of prevention, mitigation and preparedness activities;
- Ensure that safety and preparedness checklist is posted in conspicuous places of the school;
- Maintain, update and post emergency hotline numbers;

- Maintain and update the directory of school personnel;
- Engage parents and the community in conducting safety and preparedness activities;
- Ensure that students and school personnel receive proper orientation on the hazards and risks within the school and community;
- Prepare and post evacuation plans and safety signages among all school building premises;
- Oversee the conduct of student-led risk assessment;
- Identify evacuation areas within the school facility;
- Ensure the safekeeping of school records (i.e. inventory, personnel records);
- Ensure that children with special needs, including learners in early grades are properly secured and situated to facilitate their prioritization during evacuation;
- Maintain sufficient amount of drinking water and first aid supplies; and
- Keep functional radio, flashlights, emergency lights and batteries.

All classroom advisers are instructed to do the following:
- Maintain and update the directory of parents and/or guardian of students
- Ensure the safekeeping of student records (i.e. grades, birth certificates)
- Maintain supply of teaching materials (i.e. Manila paper, markers, crayons, bond papers)

2. Response

- Ensure that all school personnel and learners are informed of the emergency situation;
- Serve as building marshals and check if all classrooms have been cleared during evacuation;
- Coordinate with concerned government offices on any needed assistance for emergencies;
- Ensure that all advisers have accounted all their students during evacuation;
- Remind all advisers to conduct a debriefing session for students;
- Facilitate the debriefing session for teachers;
- Prepare the school for possible use as evacuation center;
- Establish temporary learning spaces, if necessary;
- Facilitate the immediate resumption of classes;
- Provide immediate medical support, if necessary and within the school's capacity to do so;
- Assist the school head in collecting RADAR 1 and 2 data; and
- Communicate the needs to external stakeholder.

All classroom advisers are instructed to do the following:
- Account all students during and after evacuation;
- Facilitate the safe release of learners to their respective guardians and/or parents;
- Provide psychosocial support to learners; and
- Provide play activities for young learners to process their experience.

ALL advisers should have a buddy, preferably the nearby classroom adviser, who will be in-charge of his/her class in case he/she is not available to dispense his/her duties in taking care of the learners and/or releasing them to their families.

C. Brigada Eskwela: School Safety and Preparedness Checklist (DM 41, s 2015)

Brigada Eskwela is an annual school maintenance week, which seeks to "engage all education stakeholders to contribute their time, effort and resources in ensuring that all public school facilities are prepared in time for the forthcoming school opening" (DepEd: DM 41, s 2015). This can also be the school's channel to put emphasis on school safety and disaster preparedness. As such, the following requirements may be in place:

School Safety and Preparedness Guide

Safe Learning Facilities

1. Facilitate the assessment of school electrical system to make necessary repairs and/or upgrades to prevent fire incident.
2. Repair minor classroom damages such as broken windows, doors, blackboards, roofs, etc.
3. Install appropriate and available fire suppression equipment or resource such as fire extinguishers, water source, and other indigenous materials.
4. Make sure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to students are removed.
5. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings.
6. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned buildings.
7. Secure cabinets and drawers and ensure that heavy objects are below head level.
8. Post safety measures in laboratories and workshops.
9. Prune trees to avoid entanglements

School Disaster Management

1. Post a directory of emergency contact numbers of relevant government agencies and offices, in various areas of the school. Establish early warning mechanisms and inform all students and personnel on this.
2. Equip school with first aid kits, flashlights, megaphones, and other necessary supplies that may be needed in times of emergencies. Ensure that these items can be easily located and accessed.
3. Identify alternative sources and/or maintain supply of drinking water within the school.
4. Ensure that students, teachers, and personnel have identification cards with relevant information.
5. Create database of student and their family contact details.
6. Secure vital school records and store in safe locations.
7. Coordinate with barangay officials on pedestrian safety for students.
8. Document accidents experienced by students and personnel within the school to improve prevention and mitigation measures.
9. Prepare an evacuation/exit plan and directional signages on every floor of the building.
10. Identify evacuation areas and classrooms that can be used as temporary shelters during disasters and emergencies.

DISASTER RISK REDUCTION IN EDUCATION

Identify a storage area for safekeeping of vital schools records, textbooks, teaching manuals, computers, and other school equipment. Equip school with first aid kits, flashlights, megaphones, and other necessary supplies that may be needed in times of emergencies. Ensure that these items can be easily located and accessed.

Reference:

International Finance Corporation (2010) Disaster and Emergency Preparedness: Guidance for Schools, IFC World Bank

Department of Education (2015) DRRM in Basic Education Framework PowerPoint presentation

D. EARLY WARNING SYSTEMS

Schools should establish mechanisms to inform students and personnel on hazards and emergencies. It is important for schools to identify various sources of credible information and strategy for their use. For instance, bulletin boards can be maintained for the posting and updating of hazard information. SMS blast can also be done to keep teachers informed of important updates. Existing bells and alarms may also be used to signal emergencies in schools. Alternative facilities may be explored by the school DRRM team to increase flexibility and adaptability of early warning strategies for the school.

Below is a list of websites that can be used to monitor natural hazards:

USEFUL WEBSITES

Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA)	http://www.pagasa.dost.gov.ph/
Project Nationwide Operational Assessment of Hazards (NOAH)	http://noah.dost.gov.ph/
PAGASA-DOST Met-Hydro Decision Support Infosys (MDSI)	http://meteopilipinas.gov.ph/map.php
Philippine Institute of Volcanology and Seismology (PHIVOLCS)	http://www.phivolcs.dost.gov.ph/
PHIVOLCS Seismological Observation and Earthquake Prediction Division (SOEPD)	http://www.phivolcs.dost.gov.ph/html/update_SOEPD/EQLatest.html
Mines and Geosciences Bureau (MGB)	http://www.mgb.gov.ph/

STUDENT–FAMILY REUNIFICATION

Purpose: To ensure that students and families are safely reunited in case of unsafe or unusual circumstances. In the event of an emergency or disaster, students under the age of 16 are not permitted to leave school or safe haven except in the company of an adult approved in advance by a parent or guardian.

School Administration: Ensures that List of Emergency Contacts for each student is updated by parents at the beginning of the school year, and can be updated by parents at any time.
Parents: Parents provide school with updated list of emergency contacts with permission to pick up student any time. Students will only be released to the person/s on this list or authorized by the person/s on this list.

Reunification Team: Greet parents and emergency contacts at gate. Seek verification of identity and ensure that students are released only to persons listed on the form. Keep record of this for anyone who may query later.

Students: Be prepared to follow these safety procedures and help out at school.

Everyone: Be prepared to use these procedures any time that students cannot rely on normal procedures to be safely reunited with their families.

Source: *Save the Children, 2014. Participatory School Disaster Management Handbook and Planning forms*

E. SCAN THEN UPLOAD DOCUMENTS AND INSTRUCTIONAL MATERIALS TO AVAILABLE FREE ONLINE FACILITIES

There are several free online data storage facilities that can be used to safe keep school documents. Some examples are GoogleDrive, OneDrive, DropBox, among others. Schools may also store documents in their email accounts. Especially for learning materials, make sure that accessing the school's uploaded documents should not be exclusive to few personnel. Anyone should be able to download these, whenever necessary.

F. UPDATE AND POST EMERGENCY NUMBERS

Schools should be able to identify agencies which can support schools during emergencies and/or disasters. The police, fire stations, health centers, hospitals, among others are some of these. All school stakeholders should be made aware of the updated contact details of these agencies to coordinate needed assistance, whenever necessary. Posting of emergency number in different areas of the school would be helpful.

G. ESTABLISH A STUDENT–FAMILY REUNIFICATION PLAN

There are certain incidents that would require immediate suspension of classes. In the interest of child safety and protection, schools should include in their plans a protocol in releasing learners to their respective families.

H. EDUCATION CONTINUITY PLAN: IDENTIFICATION OF TEMPORARY LEARNING SPACES AND RESUMPTION STRATEGIES

Learners could be displaced from school during disasters and/or emergencies for different reasons. The use of schools as evacuation centers and the severely damaged learning facilities are two of these. In these cases, immediate identification of temporary learning spaces is important for class resumption. The list below from the INEE could assist schools in this process:

TEMPORARY LEARNING SPACE SITE SELECTION

- ☐ Site is safe, secure, accessible, and free of hazards
- ☐ Site is at a distance from main roads, distribution points, and stagnant water or polluted drainage sites
- ☐ Site is close to a majority of children
- ☐ Site has access to safe water as well as hygiene and sanitation facilities
- ☐ Site has shade and protection is available against wind, rain, dust, noise, and disturbance
- ☐ Site has space for recreational and sports activities
- ☐ Site is acceptable to local community
- ☐ Site has essential supplies and education materials

SELECTION AND ONBOARDING OF TEACHERS FOR TEMPORARY LEARNING SPACES

- ☐ Teacher has previous experience in teaching and is qualified with the minimum country requirements
- ☐ Teacher has been briefed on Child Rights, Gender, Ethnic and Social Sensitivities
- ☐ Teacher has been trained on Education in Emergencies (INEE minimum standards)
- ☐ Teacher is capable of providing psychosocial support

The identification of resumption strategies will depend on the available facilities and teachers for the school to operate. Sometimes the effects of hazards will not allow for the normal conduct of classes. With this, schools could consider any or a combination of the following resumption strategies: multiple shifts, modular, hold classes every other day or sending learners to less affected or unaffected schools.

The list found in page 18 will also guide in planning for education continuity.

EDUCATION CONTINUITY PLAN

1. MAKE UP DAYS/HOURS:

If school is disrupted for_____ days per school year, we can make up school hours as follows (include shifts. etc.):

_____
_____
_____

2. ALTERNATIVE SCHOOL LOCATION:

If school is disrupted for_____ days per school year, we can make up school hours as follows:

_____
_____
_____

3. ALTERNATE MODES OF INSTRUCTION

(How we can keep up with school work, accelerate learning, and use peer-to-peer instruction?)

_____
_____
_____

4. SURGE CAPACITY

(Who can provide teaching and administrative support, if staff are unable to work, or if help is needed?)

_____
_____
_____

5. PLANNING FOR SCHOOL CLEAN-UP

(eg. in event of flood)

_____
_____
_____

6. PLANNING FOR LIMITED USE OF SCHOOL AS TEMPORARY SHELTER

Is our school likely to be needed as a temporary shelter? [ ] Yes [ ] No [ ] Maybe
For how long? _____

Do we have space set aside for this?

What on-site supplies would be needed, and where will these come from?

_____
_____
_____

How will we protect our school facilities, equipment and supplies?

_____
_____
_____

Do we have rules for use of our school, and how will they be respected?

_____
_____
_____

7. TEMPORARY LEARNING SPACE:
What would we need in order to set up temporary learning space in case of prolonged lack or use of school facility?

_____
_____
_____

***Source**: Save the Children, 2014. Participatory School Disaster Management Handbook and Planning forms*

I. EVACUATION PLAN AND PROTOCOLS, INCLUDING EVACUATION PROCEDURES FOR ELDERLY, YOUNG CHILDREN AND PERSONS WITH DISABILITIES

Evacuation plan and procedure should be in place in every school. The following provides guidance in setting up your school's evacuation procedures.

ALL advisers should ensure that **School Form 1: School Register** and **School Form 2: Daily Attendance Report of Learners** are easily available and accessible to facilitate the accounting of students. In addition, advisers should provide copies of their School Form 1 to their buddies and school DRRM team.

Standard Operating Procedures

Standard evacuation procedures depend on the hazard, and should be customized to your unique circumstances. These are built around six basic emergency procedures detailed below:

1. Building Evacuation
2. Shelter-in-Place
3. Lockdown
4. Assemble & Shelter Outside
5. Evacuate to Safer Grounds
6. Student-Family Reunification

IMPORTANT NOTE

Individuals with special needs may require assistance to participate in these procedures.

The Emergency Procedures Decision-Tree in Figure 3 (see page 22) illustrates the different circumstances that lead to these six basic procedures.

The following questions will guide the use of Emergency Procedures Decision Tree:

Question #1:
What kind of emergency is this?

Is the hazard rapid-onset, without warning (such as acts of violence, earthquake, or fire). If so, are you ready to react automatically with the appropriate standard operating procedure?

If the hazard has a slow or medium-onset (such as floods or cyclone), what kind of early warning information will you have? Has the system been tested?

Will you have enough time to close school and use normal student-release procedures to safely reunite all children with their families? If not, it will be treated as a rapid onset hazard.

Question #2:
Is the building safe?

If the building is unsafe then Building Evacuation should be immediately triggered. In the case of rapid onset hazards such as fire and strong earthquake, the building must be assumed to be unsafe. Therefore, cautious building evacuation should be automatically triggered. (Note that during earthquake shaking, everyone should "DROP, COVER AND HOLD" and that evacuation should only begin once the shaking has stopped.)

In other situations, a rapid assessment can be made before evacuation announced by a school wide alarm sound. If the building is safe then the students and staff should be instructed to Shelter-in-Place. Reverse Evacuation should be done for orderly return from assembly area back into classrooms, to Shelter-in-Place.

Question #3:
Are the school grounds safe?

If school grounds are safe then Assemble and Shelter Outside is the procedure. If school grounds are known to be unsafe (eg. in coastal area with tsunami risk) then automatic Evacuation to Safe Grounds should take place.

A rapid assessment (eg. of hazardous materials, fallen power lines, pipeline ruptures) will help decide between these two options.

Question #4:
Re-assess for safety.

No matter which procedure you have followed, you need to reassess your conditions from time to time. If conditions are completely safe, you may resume classes, and you may release children to return home, as usual.

If conditions are not safe, or if there are disaster impacts, you must use Student-Family Reunification Plan. Students should return to the care of their parents/guardians or pre-designated emergency contacts Each reunification effort should be documented. Students should remain cared for and supervised until the last student is reunited. In the case of drills and small events a Reverse Evacuation procedure may be done to return to class, prior to 'All Clear' instruction and resumption of classes.

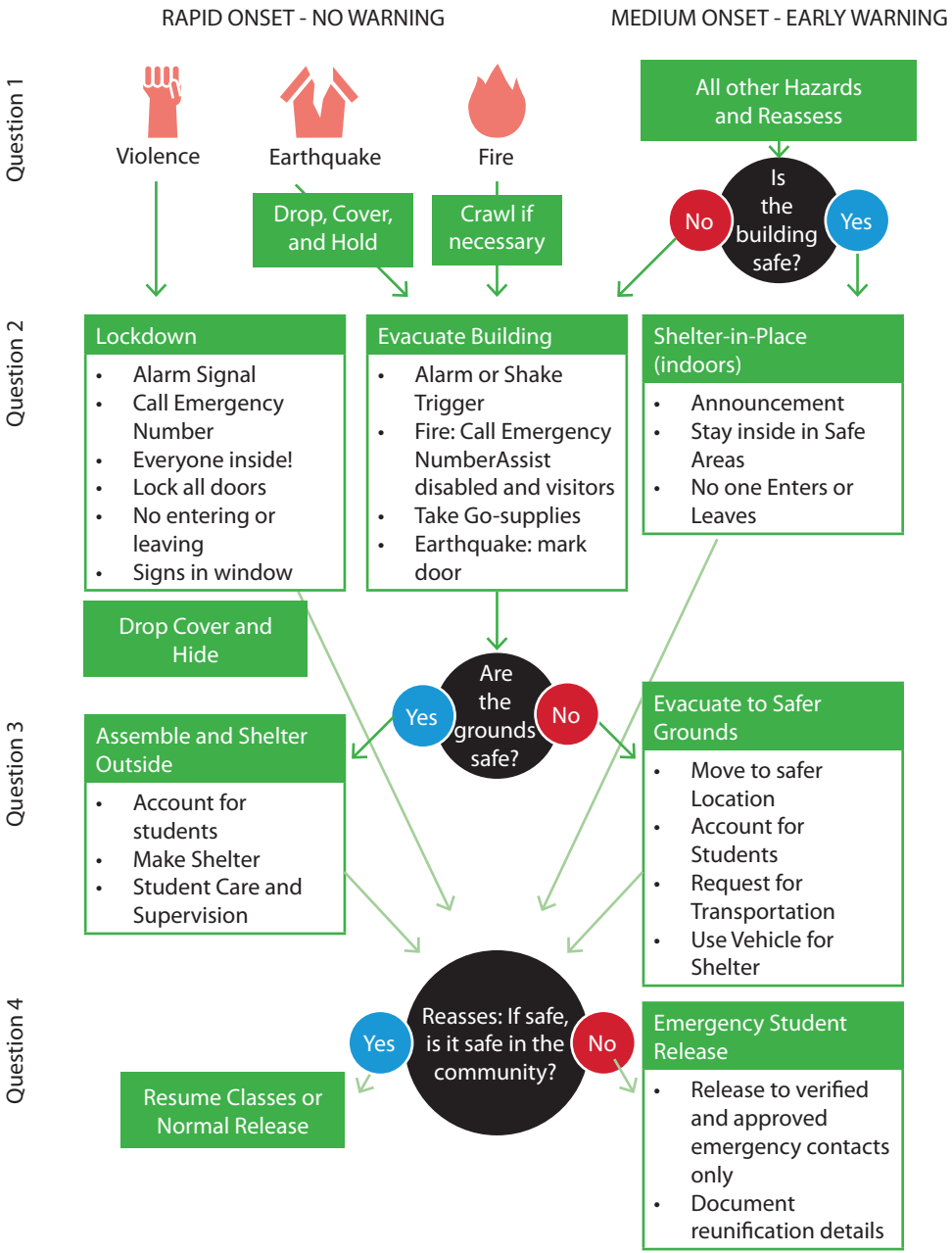


FIGURE 3 Emergency Procedures Decision Tree

Source: *Risk RED, 2010*

J. CONTINUOUSLY CONDUCT EVALUATION OF MULTIHAZARD DRILL, INCLUDING THE PRACTICE OF EVACUATION PROCEDURES

School drills should be tailored to expected hazards. Every school should conduct at least 4 drills within the span of one year. It should include the different hazards that may be experienced in school such as earthquake, flood or fire. Try different scenarios at different times of the day. Try them when the school principal is present and when he/she is not available. The drill is to prepare for the unexpected. Hence, if it is too easy, the school will not learn how to adapt to the real situation. Drills should always be treated as 'the real thing'.

Good drills are a learning process. They begin with advance preparation by staff, providing an opportunity to train students in classroom groups, remember procedures, and check on provisions. The simulation itself is an experiential learning opportunity. Following the drill, students can debrief with teachers in the classroom. The most important part of any drill is the discussion and the updated action plan that comes from the experience.



Every drill should be responded to, as though it were real.

I. DRILL PREPAREDNESS.

Teachers play an important role in the implementation of preparedness measures especially the conduct of evacuation drills. With this, the checklist (found in page 24) will guide teachers on important things to consider like personal, student, and parent preparation.

TEACHER CHECKLIST

Teachers: Prepare yourselves ----------

☐ School Evacuation Plan is posted in your room. On it mark your room clearly with contrasting colors. If you do not have one, please obtain it from the school DRRM Team.

☐ Necessary learning/teacher/school kits should be available

☐ All supplies should be in place and are easily transportable for evacuation or field trips.

☐ Confirm whether you will have any special duties. Get to know your buddies among the nearnby classes. If your name does not appear on our emergency organization matrix or if you do not have a class, please be prepared to report to the SDRRM Team.

☐ Make sure that you know the location of your fire extinguisher (if there is any) and recall the acronym to remind you how to use it: ***P.A.S.S. (Pull the pin, aim at the base of the fire, squeeze the nozzle and sweep at the base of the fire)***. Otherwise, review other ways to suppress fire.

☐ It is highly recommended that you complete your own Family Preparedness Plan at home and your plan with your own childcare providers. Please prepare yourself at home and at work in the event you are needed to stay longer than your scheduled day. The principal or designee will release staff members as the needs change. If you have very extenuating circumstances discuss these with your Principal NOW, not during an emergency.

☐ Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.

☐ In case of disaster before or soon after the end of the school day, please be prepared to return to school to provide assistance to students.

Teachers: Prepare your students ----------

☐ Encourage your students to take all drills very seriously.

☐ Practice building evacuation in your classroom. Do it as well with your neighboring class. Make sure that your students know the four rules for building evacuation**: Don't Talk! Don't Push! Don't run! Don't turn back!** Students should know that if there is an earthquake and they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should **NOT** go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.

☐ Review the School Evacuation Plan. **For older students**, prepare four monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear. (This is of utmost importance for classes on second floor or without easy access to open spaces).

☐ If you face earthquake risks, practice "**Drop, Cover, and Hold**" drill, having students hold their position for 45 seconds. You may count together: one-one hundred, two one-hundred etc.

☐ Teacher in science labs should demonstrate to students how to extinguish any flames and isolate hazardous materials in use.

☐ Make sure that students understand the Student-Family Reunification Protocol. Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Contacts Card will be allowed to pick them up from school in a real emergency. Explain the "Request Gate" / "Reunion Gate" idea and reasons.

Teachers and Students: Prepare your parents----------

☐ Teachers are to inform parent through letters.

☐ SDRRM inform parents that their Emergency Contact Form Should be updated, and explain the importance of the reunification procedures.

☐ Reassure parents that their children will be safe at school until they come for them.

***Source**: Save the Children, 2014. Participatory School Disaster Management Handbook and Planning forms*

II. LIST OF RESPONSE AND RECOVERY KITS FOR SCHOOLS (DM 41 S 2015)

Item	Quantity
Eraser, rubber	1pc
Notebook (composition no spring, 80 leaves)	5pcs
Notebook (writing, no spring, 80 leaves)	3pcs
Pad paper (matches the grade level)	2reams
Glue stick, long	1pc
Crayons (12s)	1box
Envelope (brown, short)	1pc
Folder (short)	1pc
Ruler (long)	1pc
Pencil sharpener (matches size of the pencils given)	1pc
Pencils	3pcs
Scissors	1pc
Umbrella	1pc
Backpack (medium)	1pc
Envelope, clear plastic, short expandable	1pc
Lunch box	1pc
Water bottle, plastic, medium	1pc

B. Standard Back to School Kit (For Grades 4 - HS)

Item	Quantity
Correction tape	1pc
Notebook (w/spring, 100 leaves)	9pcs
Pad paper (matches the grade level)	2reams
Glue stick, long	1pc
Crayons (12s)	1box
Envelope (brown, short)	1pc
Folder (short)	1pc
Ruler (long)	1pc
Ballpens (black, red, blue)	1pc/color
Scissors	1pc
Umbrella	1pc
Backpack (size fits the grade level)	1pc
Envelope, clear plastic, short expandable	1pc
Water bottle, plastic, medium	1pc

C. Standard Teacher's Kit

Item	Quantity
Plastic utility box (Container of Teacher's Kit)	1pc
Bond paper (8.5 x 11)	1ream
Bond paper (8.5 x 13)	1ream
Art paper (assorted colors, 10 colors)	1ream
Cartolina (assorted light colors)	30pcs
Manila paper	15pcs
Permanent Marker – broad tip (red, blue & black)	3pcs/color
Crayon (24s)	10boxes
Safety scissors (medium)	2pcs
Rulers (plastic and metal)	2pcs/type
Glue stick, large	5tubes
Expandable brown envelope (long), w/o handle	30pcs

Expandable plastic envelope (Long), w/o handle	30pcs
Folder (long)	30pcs
Dustless chalk - white (100pcs)	2boxes
Dustless chalk – colored (100pcs)	1box
Blackboard eraser	2pcs
Pocket chart	1pc
Rain coat	2pcs
Umbrella	2pcs
Paper clips	2boxes
Lesson Plan Note book	2pcs
Class record (big)	1pc
Masking tape (1")	4rolls
Plastic mats (large)	2pcs
Thumb tacks	4boxes
Stapler (large)	2pcs
Staple wire (size suited to given stapler)	4boxes
Whistle	1pc
Flashlight	1pc

D. Standard Teacher's Instructional Materials

	Quantity	Remarks
Filipino Alphabet Cards	1box	for Kinder-Grade2 Filipino teachers only
English Alphabet Cards	1box	for Kinder-Grade3 English teachers only
Number Cards	1box	for Kinder – Grade 3 Math teachers only
Addition Cards	1box	for Kinder – Grade 3 Math teachers only
Subtraction Cards	1box	for Kinder – Grade 3 Math teachers only
Multiplication Cards	1box	for Grade 2 - 3 Math teachers only
Division Cards	1box	for Grade 2 - 3 Math teachers only
Philippine Map	1pc	for Araling Panlipunan teachers only
World Map	1pc	for Araling Panlipunan teachers only

E. Standard School Kit

Philippine flag	1pc
Mega Phone with Batteries	1pc
Whistle	5pcs
Mechanical Flashlights	2pcs
Warning Flags with plastic rope (red, green)	2pcs

F. Cleaning Kit (For School, Latrines, Day Care Center, Health Center and Evacuation Center)

Item	**Quantity**
Laundry detergent, powder	1 kilo
Broomstick	3 pcs
Plastic Pail (16L capacity)	2 pcs
Mop	1 pc
Dipper	2 pcs
Push Brush	2 pcs
Sponge	2 pcs
Disinfecting Solution	1 gallon
Toilet Bowl Brush	1 pc
Rubber gloves	1 pc
Facial mask	2 pairs

K. FAMILY PREPAREDNESS PLAN

The school personnel's role on disaster management is crucial. Therefore, it is important that their family preparedness should also be emphasized. The checklist in page 30 could guide school personnel in initiating preparedness with their families.

Family Preparedness Plan

Check if you have completed the following tasks.

	ASSESSMENT & PLANNING
	We hold a family disaster planning meeting every 6 months (household, extended family, or family of one).
	We identify our risks and use this checklist for our planning.
	We have identified the safest places in the house and in each room in case of disasters (eg. During earthquake: away from windows, be cautious about large and heavy objects that can fall, and be on the look-out with regards to objects that can cause fire like LPG).
	We have identified the nearest and safest areas for possible evacuation during earthquake, fire, flood, landslides, and typhoon.
	We identified exits and alternative exits from our house.
	We searched for and identified hazards within our home (eg. furniture or equipment that can fall or slide during earthquake or flood) and around our environment (eg. hazardous materials sites).
	We know our out-of-area contact person(s) and phone number(s): (ideally cell phone for text messaging) It's:_____
	We know that we will only use the telephone in case of physical emergency after a disaster. We will use radio and television for information.
	We know where we would reunite Inside the house:_____ Outside the house:_____ Outside the neighborhood:_____ We have a private message drop location outside our house.
	We made our copies of important documents, and key addresses and phone numbers. We have one set with our out-of-area contact and/or we keep one in our evacuation go-bag.
	We are spreading the word to everyone we know.
	We participate in emergency planning with our community.
	We make our expectations known to local planners and policy-makers.

PHYSICAL & ENVIRONMENTAL PROTECTION	
	For earthquake: We have fastened to wall stud or stable surface, the tall and heavy furniture, appliances, large electronic gadget, lighting fixtures and other items that could cause harm.
	We will not light a match, lighter, or any other flame gadget after an earthquake until we are sure there is no danger of escaping gas fumes anywhere around.
	Our building has been designed and built according to the existing building codes, or it has been inspected by a qualified engineer The required repair or retrofit has already been completed.
	We do maintenance work on our building, protecting it from damp, and repairing damage when it occurs.
	For earthquake: We have put latches on kitchen cabinets, secured televisions, computers and other electronic items. We hung pictures securely on closed hooks to protect us from things that could injure or would be expensive to replace.
	We have secured family heirlooms and items of cultural value that could be lost to future generations.
	We have limited, isolated, and secured any hazardous materials to prevent spill or cause toxic damage.
	We keep shoes and flashlights with fresh batteries, by our beds. For flood: We keep flotation devices. For fire: We have cleared away fire hazards from around the house. For water and debris flow: we have created channels and prepared to make sandbags.
	We will protect ourselves from breaking glass through curtains or window film.
	We consciously reduce, reuse and recycle.

RESPONSE CAPACITY: SKILLS & SUPPLIES	
	We know how to suppress fire
	We know how to turn off our electricity, water and gas.
	For advanced warning: We understand early warning systems and know how to respond. For earthquake: We have practiced "drop, cover and hold" and identified the safest places next to sturdy low furniture, under strong table, away from windows.
	We have gathered survival supplies in our home and made up evacuation bags for our home and car. (This includes 1 gallon of water per person per day and food for 3 days, prescription medications, water, high energy food, flashlight, battery, first aid kit, cash, change of clothing, toiletries. We have special provisions we need for ourselves, including elderly, disabled, small children, and animals.)
	We know how to detect and treat minor injuries.
	We have a list of contact numbers of police, hospitals, clinics and barangay officials for possible need of assistance.
	We have learned first aid, light search and rescue, fire suppression, wireless communication, swimming, or community disaster volunteer skills.

Source: *Bogaziçi University, 2004*



SCHOOL DRRM MANUAL
STEP 3

STEP 3
IMPLEMENT YOUR PLAN, AND BE FLEXIBLE

A. IMMEDIATE MONITORING OF THE EFFECTS OF THE HAZARD

The school head, or the authorized personnel, should spearhead the conduct of rapid assessment of damages for preparation and submission of reports (Refer to Rapid Assessment of Damages Report Forms A and B in DO 21 s 2015). The immediate determination of effects is crucial in identifying needs and action plans not only for the schools but also for other DepEd offices and partners that support education, during times of emergencies and/or disasters.

In addition, the following questions could be used by schools in coming up with immediate action plans. The questionnaire can be found on page 36.

Learning materials damaged by hazards (for submission to the Division office per DO 21 s. 2015)

Grade Level	Title of Learning Modules	Number of Damaged Copies

(continue on another sheet if needed).

B. SCHOOL PERSONNEL TRACKING

Schools should establish a protocol between and among personnel on a self-reporting process during the occurrence of disasters outside or inside the school. This strategy will help the school DRRM team in managing the situation and at the same time guide in planning the resumption of classes and other related initiatives like student tracking.

Schools should opt to also establish a personnel locator system to record the whereabouts of teaching and non-teaching staff. For example:

Name	In Class	On Travel (Specify)	On Leave	Sick	Absent	Meeting	Workshop, Seminar, etc.

Advisers should also record the status of students after evacuation procedures to immediately identify interventions or response actions. The template found in page 40 could be used for this purpose.

C. STUDENT–FAMILY REUNIFICATION PROTOCOL

The sample provided in this section could be used as a guide in releasing the students to their families during emergencies. Schools could modify the form depending on the additional information they would like to collect before turn-over of learners to their respective parents or guardian. For bigger schools, class advisers, who could be more aware of learner's kin, can be assigned to release students.

Student's Name	Class	Name of Approved Emergency Contact picking up Student	Contact # and Destination	Signature	Verified by the Class Adviser

D. SCHOOL CLEAN–UP

A disaster stricken environment, makes learning less conducive for students. School clean up should be among the most immediate actions the schools need to take in order to immediately resume classes.

In some cases, students themselves are involved in the clean up. However, it should be noted that protection of student should be always be of primary concern in these situations.

E. ESTABLISHMENT OF TEMPORARY LEARNING SPACES AND USE OF SCHOOLS AS EVACUATION CENTERS

- In the event that the schools will be used as evacuation centers, the DRRM Team shall coordinate with all advisers for the preparation of classrooms that can be used by the IDPs.
- For schools that will be used as evacuation centers for at least 3 days, class resumption strategies should be prepared. These strategies should cater both to the evacuated and resident learners.
- For multiple shifts and partial resumption, homework should be provided for continuous learning of students in their respective places
- For evacuated schools, school heads should track all learners on a weekly basis
- Attendance should be monitored on a daily basis and reports should be prepared every week
- Classrooms used as evacuation areas should be monitored daily, particularly documenting incurred damages.

F. RESUMPTION OF CLASSES

School heads, with assistance from the DRRM Team, should immediately assess the readiness of the school to resume classes. This means that the DRRM Team has checked the status of teachers, spearheaded the school clean up, inventoried the available learning materials, identified temporary learning space (if needed) and determined the relatively safe access of learners to school.

In case of limited facilities in the school where it is used as an evacuation center or has incurred severe damages, shifting could be adopted and schedule should be immediately communicated to parents and teachers.

If there are available learning modules that can be distributed, independent learners may opt to study at home to minimize congestion as a result of the lack of available learning spaces.

I. TRAINING AND LEARNING

Has this school's materials/properties been lost or damaged as a result of the emergency?

- Official school documents ☐
- Teaching and learning materials (e.g. blackboards or stationery) ☐
- School text books and library books ☐
- Furniture (i.e., desks, chairs, benches) ☐
- Recreation supplies (e.g. sports equipment) ☐
- Water supply (e.g. hand-washing facilities, toilets) ☐
- Other (Please specify) ☐

_____
_____
_____

What urgent messages or information are needed by children and youth in this site to protect them during this period?

- Peace education and conflict mitigation ☐
- Natural hazards preparedness and risk reduction ☐
- Increased awareness of health, nutrition and hygiene issues ☐
- Protection against safety and security risks (e.g. armed conflict, harassment) ☐
- Psychosocial activities and support ☐
- Other (Please specify) ☐

_____
_____
_____

How many instructional days have the learners missed as a result of the emergency?

Instructional days missed	☐
How many can be made up?	☐

II. TEACHERS AND OTHER EDUCATIONAL PERSONNEL

Since the emergency, approximately about how many teachers are still able to work?

	Men	*Women*
None /only a few (0–25%)	☐	☐
Few (26-50%)	☐	☐
Some (51–75%)	☐	☐
Many (76–90%)	☐	☐
Almost all (91–100%)	☐	☐

What kinds of teachers do you need most right now? (Check all that apply)

- Female teachers ☐

Male teachers	
Subject specific teachers Please (specify) _____	
Other (Please specify)	

_____
_____
_____

What support for teachers is most essential right now? (Choose only one)

Psychological and social support	
Provision of teaching materials	
Training (specify type)_____	
Other (Please specify)_____	

III. EDUCATION POLICY AND COORDINATION

Since the emergency, have local education officials been able to reach and support this school?

Yes	*No*

Currently, are there any functioning groups present in this community that are supporting education? (Check all that apply)

Government education authorities	
Community education committees (e.g PTAs, SGCs)	
Local NGOs or religious groups	
International NGOs or UN agencies	
Other (Please specify) _____	

IV. COMMUNITY PARTICIPATION

If you have a SDRRM team, what is your evaluation of its level of activity?

Very active	
Somewhat active	
Limited activity	
Existing but not active	
Not existing	

What actions has the school or local community already undertaken to address the crisis? (Check all that apply)

School clean up or clearing of debris	
Repair damaged school buildings or facilities	
Established temporary spaces for learning	
Ensured the safety of children and teachers	

Provided school materials	
Gave psychosocial support for teachers and students	
Did school feeding	
Other (Please specify)_____	

Source: *Save the Children, 2014. Participatory School Disaster Management Handbook and Planning forms*

G. LEARNING MATERIALS

The disaster experienced in the community can be used as teaching tool for class resumption. Letting the learners think about their experience with focus on what they did during the disaster and identifying whether their actions were safe or unsafe would teach them to become more prepared. Their positive responses should be affirmed.

Use of available alternative delivery modes of education modules such as the Modified In School, Off School (MISOSA), Enhanced Instructional Management by Parents, Community and Teachers (E-IMPACT) and Open High School Program (OHSP) could help during class resumption, especially when there are access-related difficulties.

In case the school has lost most of their available learning materials, this has to be relayed immediately to the division office. Support has to be requested. Temporarily, downloaded online materials may be used for class resumption.

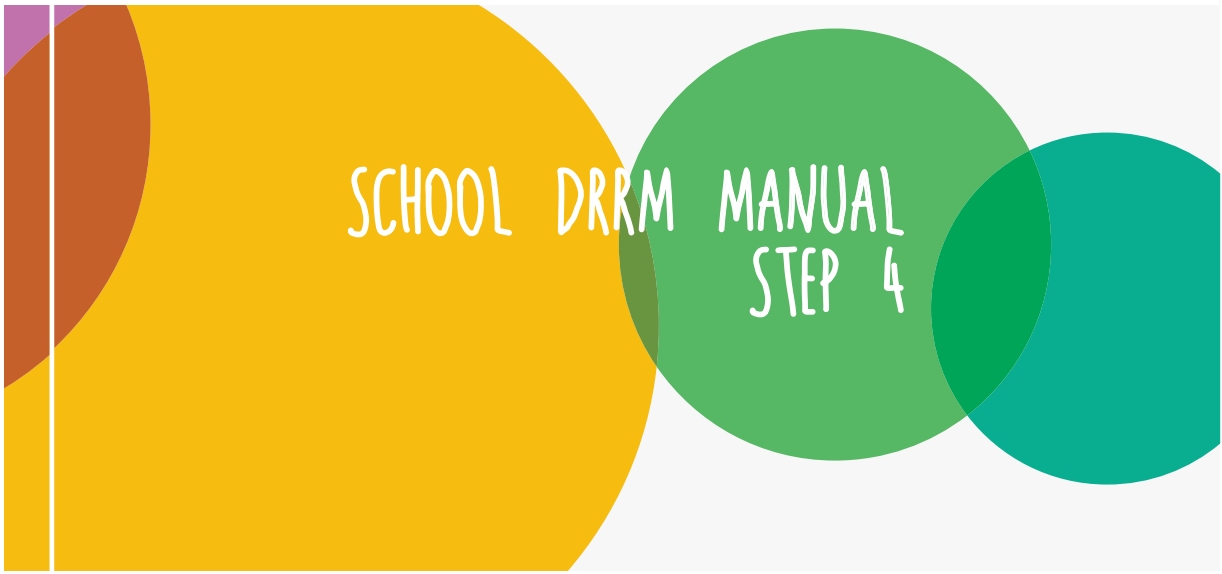
Use of local materials may also be considered as alternative to the absence of books and learning modules.

H. PROVISION OF PSYCHOSOCIAL SUPPORT

Class resumption helps children in overcoming traumatic experiences from emergencies and/or disasters. At the same time, it ushers them to a sense of normalcy. Given the proper capability building support, schools can be agents of children's recovery. Classroom advisers could initiate this process by integrating this in their homeroom sessions before academic topics. On the other hand, schools should also exercise proper referral system, especially for learners who need medical support. They should be endorsed to hospitals, clinics or other medical facilities.

The school should ensure that teachers are trained on facilitating psychological support to learners. In addition, psychological support for teachers should also be taken into account.




SCHOOL DRRM MANUAL
STEP 4



STEP 4
MONITOR, EVALUATE, AND REPORT

A. REVIEW IMPLEMENTATION OF SAFETY AND PREPAREDNESS MEASURES AND PROTOCOLS

The school DRRM team should regularly assess ALL safety and preparedness measures, including related projects and activities conducted. This is to ensure that DRRM interventions are updated, relevant and appropriate. The following checklist can be used as a starting point in reviewing school DRRM interventions:

SCHOOL DISASTER READINESS AND RESILIENCE CHECKLIST

1. Ongoing committee guides the school disaster management process

- ☐ An ongoing committee is tasked with leading school disaster management on an ongoing basis.
- ☐ School disaster management has the full support of the school leadership.
- ☐ School disaster management committee takes lead in ongoing planning for prevention, mitigation, response and recovery.
- ☐ School disaster and emergency management plan is reviewed and updated at least annually.

2. Assessment and Planning for Disaster Mitigation takes place continuously

- ☐ Hazards, vulnerabilities, risks, capacities and resources are researched and assessed.
- ☐ Mitigation measures are identified and prioritized for action.
- ☐ Building evacuation routes and safe assembly areas are identified.
- ☐ Area evacuation and safe havens for student-family reunification are identified, as needed.
- ☐ Educational continuity plans are in place for recurring hazards and high impact hazards (including alternate locations and transitional learning spaces as needed).

3. Physical Protection Measures are Taken to Protect Students and Staff and Facilities

- ☐ School buildings and grounds are maintained and repaired for disaster resilience (eg. against moisture, termites, fungus).
- ☐ Fire prevention and fire suppression measures are maintained and checked regularly.
- ☐ Safety measures related to building non-structural elements, furnishings and equipment are taken to protect students and staff from hazards within the building (especially due to earthquakes, severe weather etc.)
- ☐ Measures are taken to protect equipment and materials from wind and water damage (from floods, storms)

NOTES:

B. SCHOOL STATUS REPORT FORM

Return this form to the Assembly Area collecting point, immediately after evacuation.
Adviser: _____ **Grade Level**____ **Section** _____**Room** _____

Alternate Responsible Person: _____

All Persons Are Accounted for:
[ ] Yes [ ] No

If NO, why?
_____
_____
_____

Missing or Unaccounted for:	**Last seen:**

Injured Persons	**Where now?**

Absent / Left early / Sent elsewhere	**Where?**

Source: *Save the Children, 2014. Participatory School Disaster Management Handbook and Planning forms*

C. DISASTER RISK REDUCTION EDUCATION MONITORING CHECKLIST

1. Hazard Awareness

	Yes	No	Action
Are students aware of the various hazards faced by the local community?			
Have teachers undergone trainings about hazards and risk reduction?			

2. Risk Reduction Understanding

	Yes	No	Action
Are students aware of the things that can be done to reduce risks at home?			
Are students aware of the things that can be done to reduce risks at school?			
Are students aware of the things that can be done to reduce risks in the community?			

3. Risk reduction involvement

	Yes	No	Action
Are people involved in the efforts at home and in the community to reduce risks?			

4. Standard Operating Procedures Knowledge and Practice

	Yes	No	Action
Are students familiar with and able to carry out safe building evacuation procedures in the incidence of fire? (don't talk, don't run, don't push, don't go back)			
Are students familiar with and are able to assemble in the designated safe assembly area or safe grounds?			
Are most students familiar with and are able to participate in the silent lockdown procedure?			
Are students familiar with and are able to participate in shelter-in-place procedure?			
Are students familiar with and ready to comply with the safe student-family reunification procedures?			
Are families familiar with and ready to comply with the safe student-family reunification procedures?			
Are inputs from the evaluation integrated into the next drill practices?			
Are the individual needs and the safety of young children, girls, and persons with disabilities considered and planned for?			

5. Where Students Learn and Participate on Disaster Risk Reduction (Encircle all that apply)

Regular curriculum	Teacher initiatives	School Assemblies	After-school Clubs	Other (Please specify)

Source: *Save the Children, 2014. Participatory School Disaster Management Handbook and Planning forms*

- ☐ School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents or guardians.
- ☐ School drills are held at least four times per year to practice and improve upon disaster mitigation and preparedness skills and plans. One of these drills is a full scenario drill to practice response preparedness.

Source: *Save the Children, 2014. Participatory School Disaster Management Handbook and Planning forms*

D. MONITOR, EVALUATE, AND REPORT INTERVENTIONS BEFORE, DURING, AND AFTER A DISASTER

To ensure that the identified needs are addressed, schools should monitor and evaluate the delivery of interventions such as: school clean up; classroom repair and reconstruction; construction of TLS; school feeding; psychosocial support; provision of learning materials and teaching and learning kits.

Tracking should cover assistance and/or contributions coming from internal and external stakeholders like: national and local government agencies, local government units, non-government organizations, civil society organizations, private sectors, parents, community elders, students, and teachers.

In receiving assistance schools should take the lead in assessing whether additional support is still necessary so other affected schools could in the same way benefit.

Documentation of these interventions is important, hence, schools are encouraged to have written (printed and electronic) and photographic evidence.

Recording the date of receipts is important in order to monitor timeliness of interventions. Regular reporting to concerned DepEd offices should be done to facilitate the monitoring at all levels.

References

1. Bogaziçi University (2004). Family Disaster Plan.
2. Concern Worldwide (2011). Disaster Preparedness for School Safety, India.
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5. DepEd published policies related to DRRM
6. Risk RED (2010). Toolkit for School Disaster Resilience and Readiness
7. Save the Children (2012). Tips for Supporting Children in Disasters
8. Save the Children, 2014. Participatory School Disaster Management Handbook
9. World Bank, IFC (2010). Disaster and Emergency Management Guidance for Schools and Universities.

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For more information, please contact the
Disaster Risk Reduction and Management Service (DRRMS)

Email drrmo@deped.gov.ph

Tel. No. 02 637 4933 | 02 635 3764

DRRMS Feedback numbers:
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NASH Reviewer

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