



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region X- Northern Mindanao

Division of Malaybalay City

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DIVISION MEMORANDUM

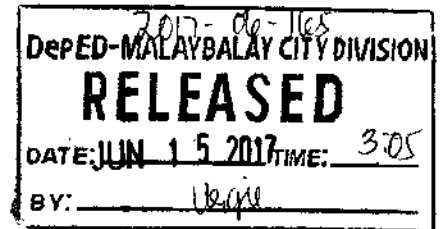
No. 281, s. 2017

**To: Schools Governance and Operations Division Chief and Staff
Curriculum Implementation Division Chief and Staff
Public Elementary and Secondary School Heads
This Division**

From: EDIBERTO L. OPLENARIA, CESO VI
SIC Schools Division Superintendent

Date: June 13, 2017

**Subject: CONDUCT OF STUDENT-LED SCHOOL WATCHING AND
UPDATING OF SCHOOL HAZARD MAP**



1. In reference to DepEd Order No. 23, s. 2015 entitled **Student-led School Watching and Hazard Mapping**, this Office enjoins all schools to conduct the following activities (*please see attached guidelines for more details*):
 - a. Organizing and Preparing the School Watching Team
 - b. School Watching and Hazard Mapping
 - c. Reporting, Submission and Information Dissemination
2. Narrative reports shall be submitted on or before **July 7, 2016** through the Project Development Officer II (DRRM), **Jimdandy S. Lucine**.
3. For more information, contact Mr. Lucine through mobile number: **09177135043** or through email address: **jimdandy.lucine@deped.gov.ph**.
4. For compliance.

Enc:

- A. Guidelines on Student-Led School Watching and Hazard Mapping
- B. School Watching Checklist
- C. Narrative Report Template

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TO BE POSTED IN THE WEBSITE

GUIDELINES ON STUDENT-LED SCHOOL WATCHING AND HAZARD MAPPING

I. Rationale

Strengthening disaster prevention, mitigation and preparedness is one of the key strategies to address the vulnerabilities of children inside and outside the school. With the increasing effects of climate change, it is important to raise the awareness and capacities of children to prepare for and manage possible disasters and/or emergencies. This is also intended to influence family preparedness as the learners could share and apply their lessons at home.

Children, who are commonly identified as one of the vulnerable groups, should be equipped with the capacity to know, understand and apply safety and protection mechanisms to build the foundation of their resilience. To initiate this strategy, it is imperative to increase the awareness of learners on the hazards and possible risks inside the school.

The student-led school watching and hazard mapping are initial steps in engaging learners in disaster preparedness and management. This activity will raise awareness and equip learners with information and skills necessary for addressing the impact of hazards. Through this activity, the Department of Education (DepEd) creates an opportunity for learners to understand their role in disaster risk reduction and management (DRRM).

Objectives

- Improve students' level of awareness on the potential hazards and risks within and around schools;
- Increase the participation of children in addressing potential disasters by reducing vulnerabilities; and
- Inculcate a culture of safety in the day-to-day experience of children in school.

II. Scope

This activity shall be conducted by all public elementary and secondary schools.

III. Definition of Terms¹

Hazard – any phenomenon that has the potential to cause disruption or damage to humans and their environment, e.g. typhoon, flood, fire

Risk– the expected number of lives lost, persons injured, damage to property and disruption of economic activity due to natural phenomenon, and consequently the product of specific risk and elements at risk.

¹ Definitions are excerpts from Department of Education (2008) *Disaster Risk Reduction Resource Manual: Safer School Resource Manual* Philippines: DepEd, UNICEF and Plan Philippines

The United Nations Office for Disaster Risk Reduction (2009) UNISDR: Terminology on Disaster Risk Reductions <http://www.unisdr.org/we/inform/terminology>

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

Specific risk means the expected degree of loss due to a particular phenomenon, e.g. the population, buildings and civil engineering works, economic activities, public services, utilities and infrastructure, etc., at risk in a given area

IV. Policy Statement

This policy shall require all public elementary and secondary schools to organize a student-led school watching and hazard mapping activity every first month of the school year.

V. Procedures

A. Organising and Preparing the School Watching Team

- The school head shall designate a moderator to facilitate a student-led school watching and hazard mapping activity. The moderator is preferably a DRRM-trained school personnel who is familiar with the hazards and risks in the school or anyone who has previous/current involvement in any DRRM activity.
- The School Watching Team (SWT) should comprise of at least 10 members. For medium and big schools, organizing various students' organizations and/or student leaders for a school watching activity is preferred to maximize engagement. For very small schools (i.e. with less than five classes), teachers could integrate school watching in their respective lessons as an outdoor activity. For very big schools, more than one team could be organized to ensure that all grade levels, sections and groups are represented.
- The Supreme Student/Pupil Government (SSG/SPG) shall aid in the identification of SWT members. The team members could be student leaders of youth clubs, academic and/or non-academic clubs such as boy/girl scouts, Red Cross, or representatives from various grade levels and/or sections.
- The moderator is encouraged to redesign the process, if necessary, to ensure appropriateness to the composition of the SWT. Preferably SSG/SPG shall also participate in this activity.
- It is important that the moderator presents the guidelines in the language that the SWT is most familiar and comfortable with.
- The moderator could prepare a timeline on the conduct of this activity to ensure that this will not disrupt regular school activities and/or classes of SWT members.
- The moderator will prepare the route for the school watching, designate stops and provide a School Watching Checklist (**Annex 1**) to Team members for guidance in the observation of hazards.
- Designate a start and end point for the school watching activity.
- The moderator shall orient the SSG/SPG on school watching and hazard mapping before convening the SWT.

B. School Watching and Hazard Mapping

- The moderator should ensure that all SWT members have a pen and notebook for note taking during the school watch.

- The moderator shall orient the SWT on the background and purpose of this activity, and level-off with the Team on the conduct of this activity.
- Walk through each building, classroom, office, laboratory, workshop, play area, garden and any open area of the school.
- At each point, give a 3-5-minute stop for the Team to observe and take down notes in every building, classroom, office, laboratory, workshop, play area, garden and any open area.
- Use the School Watching Checklist as a basic guide in identifying hazard factors and/or at risk areas in the school. The Team members are encouraged to add other risk factors based on their observation, experience and appreciation of the condition of the school environment/facilities.
- After walking around the school premises, the moderator will facilitate the processing of the information noted by the SWT.
- Then, materials such as cartolina, pens, crayons, coloured papers or any drawing material will be distributed to the SWT to map and plot the identified hazards and/or at risk areas in the school.
- Allow the SWT to discuss the plotted hazard areas in the map to enhance the initially placed markings.
- Finalize the hazard map based on the SWT discussion and prepare for a presentation to the School Planning Team (SPT)

C. Reporting, Submission and Information Dissemination

- After preparing the hazard map, the moderator shall coordinate the presentation and submission of this document to the SPT.
- The SSG/SPG shall present the result of school watching and hazard map to the SPT.
- The hazard map should be reproduced and posted in different areas of the school, preferably in all buildings.

Source: DO No. 23, s. 2015 re: Student-led School Watching Team and Hazard Mapping

Annex 1: School Watching Checklist

- | | |
|---|---|
| <input type="checkbox"/> Broken window | <input type="checkbox"/> Broken/dilapidated ceiling |
| <input type="checkbox"/> Slippery pathway | <input type="checkbox"/> Open/incomplete perimeter fence |
| <input type="checkbox"/> Blocked corridor | <input type="checkbox"/> Presence of stray animals inside the school campus |
| <input type="checkbox"/> Heavy objects mounted on top of cabinets/shelves | <input type="checkbox"/> Presence of electrical post/transformer near or within the school perimeter |
| <input type="checkbox"/> Flooded area | <input type="checkbox"/> No system of release to parents during emergencies |
| <input type="checkbox"/> Busted plugs/light bulbs/electrical facilities | <input type="checkbox"/> No posted emergency hotlines around the school |
| <input type="checkbox"/> Exposed electrical wires | <input type="checkbox"/> Garbage Area (Segregation of Biodegradable and Non-Biodegradable) |
| <input type="checkbox"/> Protruding nails in chairs and tables | <input type="checkbox"/> Detached or peeled off GI sheet |
| <input type="checkbox"/> Broken door knobs | <input type="checkbox"/> Broken toilet bowl and/or sinks |
| <input type="checkbox"/> Warning sign: Slippery pathways/corridors | <input type="checkbox"/> Broken chairs/desks/tables |
| <input type="checkbox"/> Plants mounted on the building railings | <input type="checkbox"/> Blocked/no emergency exits |
| <input type="checkbox"/> Flooding | <input type="checkbox"/> Unmounted cabinets/shelves |
| <input type="checkbox"/> Exposed chemicals and liquids | <input type="checkbox"/> Medical kits in every classrooms |
| <input type="checkbox"/> Lack/absence of storage for equipment | <input type="checkbox"/> Bells/alarms |
| <input type="checkbox"/> Unlabeled chemicals | <input type="checkbox"/> Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls) |
| <input type="checkbox"/> Dripping ceiling | <input type="checkbox"/> Others (<i>List as many as possible</i>) |
| <input type="checkbox"/> Open pit | |
| <input type="checkbox"/> Stagnant water | |
| <input type="checkbox"/> Unpruned trees/bushes/shrubs | |
| <input type="checkbox"/> Open/Clogged canals | |
| <input type="checkbox"/> No ramps for elevated school buildings or other facilities | |
| <input type="checkbox"/> Swing-in doors | |

Source: DO No. 23, s. 2015 re: Student-led School Watching Team and Hazard Mapping

Enclosure C to DM No. _____, s. 2017

Narrative Report Template

School Name

School ID

CONDUCT OF SCHOOL WATCHING AND HAZARD MAPPING NARRATIVE REPORT

S.Y. 2017 - 2018

Add an introductory paragraph of the activity.

A. Organizing and Preparing the School Watching Team

Write down the composition of the School Watching Team (SWT). You may present it in an organizational chart. Make sure that the following is found (with pictures):

- 1. School Watching Team Moderator*
- 2. School Watching Team Leader*
- 3. School Watching Assistant Team Leader*
- 4. Members (at least 8 members)*

B. School Watching and Hazard Mapping

Please read the guidelines on student-led school watching and hazard mapping (D.O. No. 23, s. 2015) before conducting the activity. Narrate how you go through the activity. Include pictures in each phase. Attach also the checklist that were filled out by the members of SWT.

C. Reporting, Submission and Information Dissemination

The Hazard Map and findings of the SWT members should be disseminated to the School Planning Team through the SSG/SPG officers. Narrate how the reporting was done. Attach also the minutes and attendance sheet of the presentation. Furthermore, include pictures on how the dissemination was done including the posting of hazard maps inside the campus.

Prepared by:

SWT Moderator

Noted:

School Head