

## Republic of the Philippines

# Schools Division of Tabuk City RELEASED

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# Department of Education

CORDILLERA ADMINISTRATIVE REGION Schools Division of Tabuk City

Office of the Schools Division Superintendent

October 9, 2025

Date: 10/10/25

DIVISION MEMORANDUM No. 457 s. 2025

TO

All PSDSs

School Heads (Public Schools)

All Others Concerned

#### 2025 SEARCH FOR THE BEST DRRM PROGRAM IMPLEMENTER

- The City Division Office, in partnership with the City Disaster Risk Reduction and Management Office will be conducting the 2025 Search for the Best School DRRM Program Implementer. Search documents must cover activities conducted for the period July 2024 to October 2025.
- 2. The search aims to:
  - raise awareness, preparedness, and management capacities of schools relative to possible disasters or emergencies to ensure the safety of school children and personnel within the school campus.
  - recognize outstanding performance, exemplary contribution in promoting and b. implementing significant and gender sensitive DRRM-Climate Change Adaptation (CCA) programs and innovations or DRRM advocacies.
  - To inspire other schools to adopt successful DRRM models and strategies.
- Districts are requested to conduct pre-assessment based on the enclosed guidelines and criteria and district winners (1 Elementary and 1 Secondary) shall be submitted to the Division Office on or before November 10, 2025.
- One (1) Elementary School and one (1) Secondary school will be adjudged as 2025 Best 4. DRRM Program Implementer Elementary School Category and 2025 Best DRRM Program Implementer Secondary School Category respectively to receive plaque. Certificate of Recognition and cash prize. Division Finalist will receive a Certificate of Recognition and consolation prize.
- For more information, you may contact MENCHIE P. GAMONGAN, Division DRRM 5. Coordinator through 09971069575 or through email add: menchie.gamongan@deped.gov.ph.
- 6. Immediate and widest dissemination of this memorandum is desired.

For the Authority of the SCHOOLS DIVISION SUPERINTENDENT

BENEDICTA B. GAMATERO PhD, CESO V Schools Division Superintendent

JAN NOWELLE. PEÑA Asst. Schools Division Superintendent



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# CORDILLERA ADMINISTRATIVE REGION Schools Division of Tabuk City

### Office of the Schools Division Superintendent

#### GUIDELINES FOR THE 2025 SEARCH FOR BEST DRRM PROGRAM IMPLEMENTER

- 1. The 2025 Search for Best DRRM Program Implementer will cover the period from July 2024 to October 2025.
- 2. There will be two (2) categories:
  - a. Elementary level
  - b. Secondary level
- 3. Integrated schools may choose which category they intend to participate.
- 4. Criteria will be based on the Comprehensive School Safety Tool/GAWAD KALASAG Checklist (Attached).

A.	<b>Enabling environment-</b>	24pts
B.	Pillar 1-	33pts
C.	Pillar 2-	30pts
D.	Pillar 3-	13pts
TO	OTAL-	100pts

5. Timeline for the Search:

Activity	Date	Venue
Deadline for submission	November 10, 2025	Division Office
of list of entries		
Validation of entries/checking of documents	November 11-21, 2025	Schools
Awarding of Winners	November 26, 2025	To be announced

6. One elementary and one secondary school will be adjudged as 2025 Best DRRM Program Implementer Elementary School Category and 2025 Best DRRM Implementer Secondary School Category respectively.



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## **SCHOOL CHECKLIST CY 2024**

	CRITERIA	Means of Verification	Guidance for Points	Max Points
	ENABLING ENVIRONMENT			24
1	Adopted/Adapted/localized at least 3 existing policies relating to Disaster Risk Reduction and Management (DRRM) Climate Change Adaptation and Mitigation (CCAM) and Peacebuilding in education	Screenshot or scanned copy of:  a. Approved issuances adopted/localized	1 point per policy adapted/localized. Maximum of 3 points	
2	Formed and functional School DRRM Team with the participation of the Supreme Student Government (SSG)/ Supreme Pupil Government (SPG) in the planning process, with school DRRM Coordinator and consisting of personnel from different school stakeholders with defined membership and roles and responsibilities/functions	Screenshot or scanned copy of:  a. Approved School Memo creating the organization  b. SDRRM Team with approved duties and responsibilities c. Approved SDRRM Organizational Structure posted in a conspicuous place inside the school	Presence of all components in the criteria = 2  Absence of even 1 component in the criteria = 1  No formed School DRRM Team = 0	2
3	Has a Comprehensive School DRRM Plan. This includes DRRM, CCAM, and Peacebuilding measures covering risk assessment, risk reduction including rehabilitation and recovery	Approved Comprehensive     School DRRM Plan	Presence of the criteria = 1 Absence of the criteria = 0	1
4	School budget supports regular DRRM activities	Approved School     Improvement Plan     Approved Annual     Implementation Plan     Approved School     DRRM Plan	With Approved SIP -  1.0 with approved AIP  - 0.5  with Approved School DRRM Plan - 0.5	2
5	Conducted student-led school watching and hazard mapping (DO 23 s 2015), and involved students in DRRM planning	a. Accomplished DepEd checklist of student-led school watching and hazard mapping     b. Approved Documentation of findings     c. Photo documentation in the conduct of school watching and hazard mapping	Learners are involved in school watching and hazard mapping = 1  Learners are involved in development of the DRRM Planning = 1	2
6	Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and Annual Implementation Plan (AIP)	a. Approved Annual Implementation Plan     b. Approved School DRRM Plan	Incorporated the result of the student-led school watching and Hazard mapping in the approved AIP = 2  Incorporated the result of the student-led school watching and Hazard mapping in the approved School	4

			DRRM Plan = 2	
7	Copies of the School Report Card (SRC) is presented and distributed to stakeholders	Approved School     Report Card     Photo documentation     (Presentation and distribution of SRC)     Posted on official school Social media accounts	With approved SRC only = 1  Photo documentation on the presentation and distribution of the SRC = 0.5  Posted on Official Social Media Account = 0.5	2
8	Data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars to monitor results and impact exist (Monitoring and Evaluation Tool)	Accomplished Monitoring and Evaluation tool for the 3 pillars with baseline information and progress reports	Presence of collected and consolidated data covering the 3 pillars = 2 Presence of collected but not consolidated data covering the 3 pillars = 1 Absence of collected and consolidated data = 0	2
9	Rapid Assessment of Damages Report (RADaR) is submitted to Central Office, within 72 hours after the onslaught of a hazard in the area or a Certificate of no damage/hazard experience signed by the School Division Office	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	Submission of RADaR within 72 hours after onslaught of hazard, either through SMS or other means of communication = 3  Submission beyond 72 hours after the onslaught of hazard, either through SMS or other means of communication = 2  Absence of RADaR submission = 0	3
10	100% completed of DRR-related questions in the Education Management Information System (EMIS) and Enhanced Basic Education Information System (EBEIS)	Presence of Education     Management Information     System Board (School level)      Accomplished Enhanced     Basic Education Information     System (DepEd Database)	100% completion DRRM related indicators in the EMIS = 1  100% completion DRRM related questions in the EBEIS = 1  99% and below completion DRRM related indicators in the EMIS = 0  99% and below completion DRRM related indicators in the EMIS = 0	2
11	The school has established partnerships that could be tapped to support its DRRM programs and activities, including those during and after a disaster	a. Signed and notarized  Memorandum of Agreement/ Understanding with partners	Presence of approved (signed and notarized) MOA/MOU for partnerships = 1  Absence of approved MOA/MOU for	1

partnerships	
= 0	

	Pillar 1: Safe Learning Facilities	MO'	V		33
1	School building/classroom components are in accordance to DepEd and National Building Code approved standard design and specifications (see criteria and checklist for Pillar 1, No. 1, for corresponding points)	a. b.	Engineering report from LGU and/or Schools Division Office Certification from the Bureau of Fire Protection that the school building/ classroom met the safety requirements	Strict compliance to the DepEd and National Building Code, Standards and Specifications = 31  Refer to SCHOOLS CHECKLIST ANNEX A	31
2	School DRRM Team conducted risk assessment of school facilities, in coordination with the division engineer and other partner agencies and stakeholders.  Appropriate action on the findings are included in the Annual Implementation Plan and School DRRM Plan.		Approved Certification/ report regarding the conducted risk assessment of school facilities Approved Annual Implementation Plan Approved School DRRM Plan	Presence of 3 criteria = 1  Absence of any of the criteria = 0	1
3	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. 2, series of 2021 "Guidelines on Camp Coordination and Camp Management and Internally Displaced Persons and Protection" and RA 10821 "Children's Emergency Relief and Protection Act" and its corresponding IRR, if applicable. If not applicable, the school head is knowledgeable and oriented on JMC No. 1 and RA 10821.	a. b. c.	Presence of approved MOA (signed and notarized), if the school was used as an evacuation center approved resolutions/ord inances If not used as EC, the school head must present a certificate of training/attend ance/documen tation report on JMC No. 1 and RA 10821	Presence signed and notarized MOA/MOU or agreement and/or Resolutions/Ordinances = 1  Absence of MOU/MOA and/or Resolutions/Ordinances agreement = 0	1

	Pillar 2: School Disaster Risk Management			30
1	The school has a hazard- specific Contingency Plan, i.e. Preparedness Plan turned into response actions when a disaster strikes or emergency (at least 3 hazards)	a. Approved School Contingency Plan	1 point per approved contingency plan for disaster and/or emergency. Maximum of 3 points.	3
2	100% of learners and their families have accomplished the Family Preparedness Plan as per DO No. 27, series of 2015	a. Accomplished Family Preparedness Plan b. Accomplished School Form 1 (School Register)	100% of learners accomplished as per criteria = 3  80% to 99% of learners accomplished as per criteria = 2  50% to 79% of learners accomplished as per criteria = 1  Below 50% of learners accomplished as per criteria = 0	3
3	School has a learners family reunification plan that is clearly disseminated to students, teachers, and parents	a. Accomplished Reunification Plan b. Approved Narrative Report	Presence of learners family reunification plan = 1  Presence of Narrative Report = 1	2
4	The school has established a school personnel and learners tracking system/protocol in the event of a disaster and/or emergency	a. School personnel tracking system b. Learners tracking system	Presence of established tracking system for school personnel = 1 Presence of established tracking system learners = 1	2
5	Hazard and evacuation maps are located in conspicuous places inside the school campus	a. School     Hazard map     b. School     Evacuation map	Presence of hazard map inside the school = 0.5  Presence of evacuation map inside the school = 0.5	1
6	The school has available, accessible, and adequate first aid kits in every instructional and non-instructional rooms	a. Presence of First Aid kit  Basic Content: alcohol, cotton, scissor, medicine for emergencies, bandages, ammonia, gauze/band-aid, plasters, thermometer, triangular bandage, first-aid book, gloves	Presence and accessibility with adequate first aid kit in every instructional classroom = 1  Absence and inaccessibility with inadequate first aid kit even in one instructional classroom = 0	1
7	School has at least 3 essential and functional pieces of equipment in case of a disaster and/or emergency	a. Presence of functional:	Presence of at least 3 of the essential and functioning equipment as per criteria = 1  Absence and/or defective of majority of the essential equipment = 0	1

8	School conducted hazard- specific drills (at least 3	a.	Post-Activity Reports with photos	1 point per hazard specific drill.  Maximum of 3 points.	3
	hazards present in the school based on the result of the School watching and hazard mapping conducted) with the participation of different stakeholders (BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)	b.	Comments/F eedback from the different stakeholdes participate	drill conducted = 0	
9	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 (to at least 3 hazards)	a.	Functional Early Warning System - Fire alarm - handheld/bas ed radio - Siren/bell - localized Emergency Warning System -Megaphone	1 point per equipment. Maximum of 2 points	2
10	School has a ready go-bag or equivalent in every classroom with proper label on its content	a.	Presence of Go- bag or its equivalent in every classroom with the minimum required number of specific content	Presence of go-bag or its equivalent in each instructional classroom = 1 Absence of go-bag or its equivalent even in one classroom = 0	1
11	The school has a pre-identified space for putting up Temporary Learning Spaces (TLS) in the aftermath of a disaster and/or emergency	a.	If within the school's vicinity: This shall be part of the contingency plan containing the identified open space If outside the school: Approved (signed and notarized) MOA with the LGU	Presence of approved MOU/MOA and/or enough space for putting up TLS = 1  Absence of approved MOU/MOA and/or not enough space for putting up TLS = 0	1
12	The school has ready resumption strategies and alternative delivery modes (ADMs) to ensure education continuity (strategies, materials, focal persons to implement)	a. b.	Availability of learning modules  Approved Learning Continuity Plan	Presence of learning modules = 1  Presence of approved Learning Continuity Plan = 1	2
13	The school a has psychosocial interventions for personnel and learners. If not applicable, certification of no hazard/disaster experience to enable psychosocial interventions.	a.	Training Certificate of school personnel and learners from authorized partners	Presence of approved school psychological intervention = 1  Absence of approved school psychological intervention = 0	1
14	School has trained teaching and non-teaching personnel who could provide psychosocial support to learners	a.	Training Certificate of teachers and learners	Presence of proof for teachers and other personnel such as Certificate of participation and/or photo documentation = 1	1

		b. Photo documentation  C. Narrative report  d. Certification issued any of the following - DOH - Red Cross - DSWD - BJMP	Absence of proof for teachers and other personnel such as Certificate of participation and/or photo documentation = 0	
15	School has an evacuation plan / route and procedures (to at least 3 hazards)	a. Approved Contingency Plan b. Approved School DRRM Plan	Presence of approve CP = 0.5  Presence of approved School DRRM Plan = 0.5  Presence of Evacuation Plan = 0.5	2
		C. Approved Evacuation Map with route including the date prepared/ updated d. Approved Evacuation protocol	Presence of Evacuation Plan = 0.5  Presence of approved Evacuation protocol = 0.5	
16	School has conducted awareness and capacity building for families (included during the Parents & Teachers Association Assembly) and learners	a. Photo Documentatio n b. Approved Narrative Report C. Attendance sheet	Presence of all = 2  Absence of any =0	2
17	School participated in the different DRRM, CCAM and Peacebuilding activities of the LGU	a. Certificate of Participation	Presence of Certificate of participation = 1  Absence of Certificate = 0	1
18	School has designated DRRM focal to represent in Local Disaster Risk Reduction and Management Committee LDRRMC in their respective LGUs	a. Appointment order signed by the school head	Presence of approved Office Order or any equivalent document = 1  Absence of proof = 0	1

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	Pillar 3: DRRM in Education			13
1	School has integrated key DRRM, CCAM and Peacebuilding concepts in at least 4 subject areas in all grade levels based on the Basic Education Curriculum Guide	a. Lesson Plan     b. Daily Lesson Log     c. Activity     Worksheets	Integrated in 4 or more subjects = 5  Integrated in 3 subject areas = 4  Integrated in 2 subject areas = 3  Integrated in 1 subject area = 2  Absence of integration = 0	5
2	100% of students are actively participating in various DRRM, CCAM and Peacebuilding activities	Approved     attendance sheet     vs the number of     enrollees	100% of students are actively participating in various DRRM, CCAM and Peacebuilding activities = 1	1

lity of learning seach of the DRRM, and Peacebuilding is each of the DRRM, and Peacebuilding is each of the DRRM, and Peacebuilding is each of the DRRM, and Peacebuilding in bool library	<ul> <li>b. Work plan</li> <li>c. Gantt Chart</li> <li>a. Photo</li></ul>	Absence of any of the criteria  proposal = 0  Presence of Photo  documentation = 1  Presence of Approved Activity Report = 1  Presence of certificate of attendance = 1  Presence DRRM, CCAM and Peacebuilding resource materials = 1  Less than 10 or absence DRRM, CCAM	3
a-teaching lel have received la DRRM, land Peacebuilding la from the Department lation and other partners lity of learning les each of the DRRM, land Peacebuilding in	Documentation  b. Approved Activity Report  c. Certificate of Attendance and/or Participation  a. Modules b. Worksheet c. Books d. Booklets	Photo documentation = 1  Presence of Approved Activity Report = 1  Presence of certificate of attendance = 1  Presence DRRM, CCAM and Peacebuilding resource materials = 1 Less than 10 or absence DRRM, CCAM	
ls each of the DRRM, and Peacebuilding in	<ul><li>b. Worksheet</li><li>c. Books</li><li>d. Booklets</li></ul>	Presence DRRM, CCAM and Peacebuilding resource materials = 1 Less than 10 or absence DRRM, CCAM	1
	f. Posters g. Brochures	and Peacebuilding resource materials = 0	
ce of a DRRM corner ry classroom, with it IEC materials	a. Classroom DRRM Information Board that contains the following:  - Name of     teacher, ID     Number and     Contact     Information  - Name of     Learner, LR     Number and     parents/guardia     n contact     number  - Emergency     hotlines  b. Information,     Education and     Communication     learning materials  c. First Aid kit d. Go Bag	Presence of DRRM corner in every instructional classroom, with updated IEC materials = 2  Absence of DRRM corner in every instructional classroom = 0	2
		- Name of Learner, LR Number and parents/guardia n contact number - Emergency hotlines  b. Information, Education and Communication learning materials  C. First Aid kit	- Name of Learner, LR Number and parents/guardia n contact number - Emergency hotlines  b. Information, Education and Communication learning materials  C. First Aid kit