



Republic of the Philippines
Department of Education
Region X
DIVISION OF MISAMIS ORIENTAL
Velez St., Cagayan de Oro City
www.depedmisor.net

Dep

June 23, 2015

DIVISION MEMORANDUM
NO. 179 S. 2015

TO: SCHOOL HEADS, Public Elementary and Secondary Schools
SCHOOL DRRM COORDINADOR (SDC)
SCHOOL PLANNING TEAM (SPT)
SUPREME STUDENT/PUPIL GOVERNMENT (SSG/SPG)
All Others Concerned

FROM: CHERRY MAE L. LIMBACO, Ph.D., CESO V
Schools Division Superintendent 

RE: Guidelines on Student-Led School Watching and Hazard Mapping

1. 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, **DepEd Division of Misamis Oriental** issues this **MEMORANDUM** to 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.**

2. This activity will raise awareness and equip learners with information and skills necessary for addressing the impact of hazards and to understand their role in DRRM. This activity will also 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.

3. PROCEDURES

A. ORGANIZING and PREPARING the SCHOOL WATCHING TEAM (SWT)

1. The school head shall designate a moderator to facilitate a student lead school watching and hazard mapping activity. The moderator is preferably a **DRRM-TRAINED SCHOOL PERSONNEL (SDC - School DRRM Coordinator)** who is familiar

with the hazards and risks in the school or anyone who has previous/current involvement in any DRRM activity.

2. 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 every small school (i.e. with less than five classes), teachers could integrate school watching in their respective lessons as an outdoor activity. For very big school, more than one team could be organized to ensure that all grade levels, section and groups are represented.
3. 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/girls scouts, Red Cross, or representatives from various grade levels and/or sections.
4. The **moderator/SDC** (School DRRM Coordinator) is encouraged to redesign the process, if necessary, to ensure appropriateness to composition of the SWT. Preferably SSG/SPG shall also participate in this activity.
5. It is important that the moderator presents the guidelines in the language that the SWT is most familiar and comfortable with.
6. 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.
7. 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.
8. Designate a start and end point for the school watching activity.
9. The moderator shall orient the SSG/SPG on school watching and hazard mapping before convening the SWT.

B. SCHOOL WATCHING and HAZARD MAPPING

1. The moderator should ensure that all SWT members have a pen and notebook for note taking during the school watch.
2. The moderator shall orient the SWT on the background and purpose of this activity, and level-off the Team on the conduct of this activity.
3. Walk through each building, classroom, office, laboratory, workshop, play area, garden and any open area of the school.
4. 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.
5. Use the **School Watching Checklist (ANNEX 1)** as a basis guide in identifying hazard factors and/or at risk area 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.
6. After walking around the school premises, the moderator will facilitate the processing of the information noted by the SWT.

7. Then, materials such as cartolina, pens, crayons, cloured papers or any drawing materials will be distributed to the SWT to map and plot the identified hazards and/or at risk areas in the school.
8. Allow the SWT to discuss the plotted hazard area in the map to enhance the initially placed markings.
9. 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

1. After preparing the hazard map, the moderator shall coordinate the presentation and submission of this document to the **SPT (School Planning Team)**.
2. The SSG/SPG shall present the result of school watching and hazard map to the SPT.
3. The hazard map should be reproduced and posted in different areas of the school, preferably in all buildings.
4. The **SCHOOL PLANNING TEAM (SPT)** of the District office will then email their consolidated **STUDENT-LED SCHOOL WATCHING AND HAZARD MAPPING REPORT** to sgod.ckr@gmail.com
5. **MONITORING and EVALUATION** - The **Division DRRM Coordinators** shall conduct **OCCULAR VISITS** to observe and document the conduct of school watching and hazard mapping.
6. Deadline of submission is on **JULY 31, 2015**.
7. Immediate dissemination of and strict compliance with this memorandum is directed.

ANNEX 1: SCHOOL WATCHING CHECKLIST



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DATE: _____
SCHOOL: _____
SCHOOL DRRM COORDINATOR: _____
SWT LEADER: _____
SWT MEMBER: _____
AREA INSPECTED: _____

- Broken window
- Slippery pathway
- Blocked corridor
- Heavy objects mounted on top of cabinets/shelves
- Flooded area
- Busted plugs/light bulbs/electrical facilities
- Exposed electrical wires
- Protruding nails in chair and tables
- Broken door knobs
- Warning sign: Slippery pathways/corridors
- Plants mounted on the building railings
- Flooding
- Exposed chemicals and liquids
- Lack/absence of storage for equipment
- Unlabeled chemicals
- Dripping ceiling
- 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 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 classrooms
- Bells/alarms
- Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls)
- Others (List as many as possible)