



Republic of the Philippines
Department of Education
Region III
DIVISION OF BULACAN
Malolos City
OBANDO SCHOOL OF FISHERIES
Tawiran, Obando, Bulacan



**SCHOOL DISASTER RISK REDUCTION MANAGEMENT
(SDRRM) PLAN
Year 2021-2024**

TABLE OF CONTENTS

	<i>Page</i>
Title Page	i
Table of Contents	ii
List of Abbreviations and Acronyms	iii
I. School Profile	1
II. School Disaster and Hazard Profile	
- Tool 1. Historical Profile	1
- Tool 2. Seasonal Calendar	2-3
- Tool 4. Hazard Severity Rank	3
- Tool 5. Problem Tree Analysis	4
- Tool 6. Exposure Analysis	5
- Tool 7. Coping Capacity Activity	5-7
- Tool 8. Capacity Assessment	7-8
III. SDRRM Profile	
- SDRRM Team Terms of Reference	8-11
- OSF SDRRM Team	12
- BERT / SWT Terms of Reference	12
- BERT/SWT Members	12-13
IV. School Disaster Management Plan	14-16
V. Annexes	
- Annex 1. CSS Reports	17
- Annex 2. RADaR	17
- Annex 3. OSF Contingency Plan for Covid –19	17-21
- Annex 4. OSF Contingency Plan for the Big One	21-23
- Annex 5. HVCA Tool 9. Action Planning	24-25
- Annex 6. Hotline/Emergency Numbers	26
- Annex 7. List of Policies Adopted/to be Adopted	26
- Annex 8. List of Signatories	26

LIST OF ABBREVIATIONS/ACRONYMS

ADM	Alternative Delivery Mode
BERT	Batang Empowered and Resilient Team
BFP	Bureau of Fire Protection
CCA	Climate Change Adaptation
CCS	Comprehensive Safe School
Covid	Corona Virus Disease
CPR	Cardio Pulmonary Resuscitation
IEC	Information Education and Communication
LGU	Local Government Unit
MDRRMO	Municipal Disaster Risk Reduction and Management Office
MOOE	Maintenance and Other Operating Expenses
NGO	Non-Government Organization
NSED	Nationwide Simultaneous Earthquake Drill
OSF	Obando School of Fisheries
PFA	Psychological First Aid
PTA	Parents and Teachers Association
RADaR	Rapid Assessment and Damage Report
SCP	Save the Children Philippines
SDO	Schools Division Office
SDRRM	School Disaster Risk Reduction Management
SDS	Schools Division Superintendent
SHINe	Schools Hydro meteorological Information Network
SLM	Self-Learning Modules
SWT	School Watching Team
TLS	Temporary Learning Spaces
WaSH	Water Sanitation and Hygiene
WHO	World Health Organization

I. School Profile

Obando School of Fisheries at A. Sanchez St., Tawiran, Obando, Bulacan was established under Batas Pambansa Blg. 161, approved on February 8, 1982 and was operated on June 12, 1989.

Obando School of Fisheries, a Technical-Vocational High School located approximately thirty-five (35) meters away from the national road at A. Sanchez St., Brgy. Tawiran, Obando, Bulacan. It is approximately five 5 kilometers from the town proper and eight 8 kilometers away from Bulacan, Bulacan. The means of transportation is jeepney. The school vicinity is prone to high tide.

The school own a five (5) hectares site. Three (3) hectares of which is a brackish water fishpond used for laboratory and income generating projects of fish culture students and the school, while the two (2) hectares is to be used for infrastructure projects and a playground.

It offers specialized Technical-Vocational training / education in Fisheries Technology Major in: Fish Culture, Fish Capture, Fish Preservation and Garments Technology. Likewise, we are using two (2) curriculums at present, the new Re-designed Technical-Vocational High School program for first and second year students, however we used the BEC curriculum for our third and fourth year students respectively.

Through the years, the school had served the community in Basic Education and transfer of fisheries technology to our students and fisher folks and in increasing food production.

Vision

The Obando School of Fisheries envisions to become a center of excellence in Secondary, Technical-Vocational Education in support to the development and growth of the Fishery Industry in the community.

Mission

To provide Secondary, Technical-Vocational Education and Training; develop skills for self-reliance and uplift the living condition of the citizenry.

School Population S.Y. 2021- 2022

Grade Level	No. of Students		Total
	Male	Female	
Grade 7	20	16	36
Grade 8	26	19	45
Grade 9	12	20	32
Grade 10	20	12	32
Grade 11	9	9	18
Grade 12	4	10	14
Total			177

II. School Disaster and Hazard Profile

Tool 1. Historical Profile

Name of Disaster	Type of Disaster	Damage to building Light/Moderate/Severe	Number of deaths in school	Number of serious injuries in school	Approx. number of school days missed	Approx. % of drop outs
2017	None	none	0	0	0	0
2018	None	none	0	0	0	0
2019	None	none	0	0	0	0
2020	None	none	0	0	0	0
2021	None	None	0	0	0	0

Tool 2. Seasonal Calendar

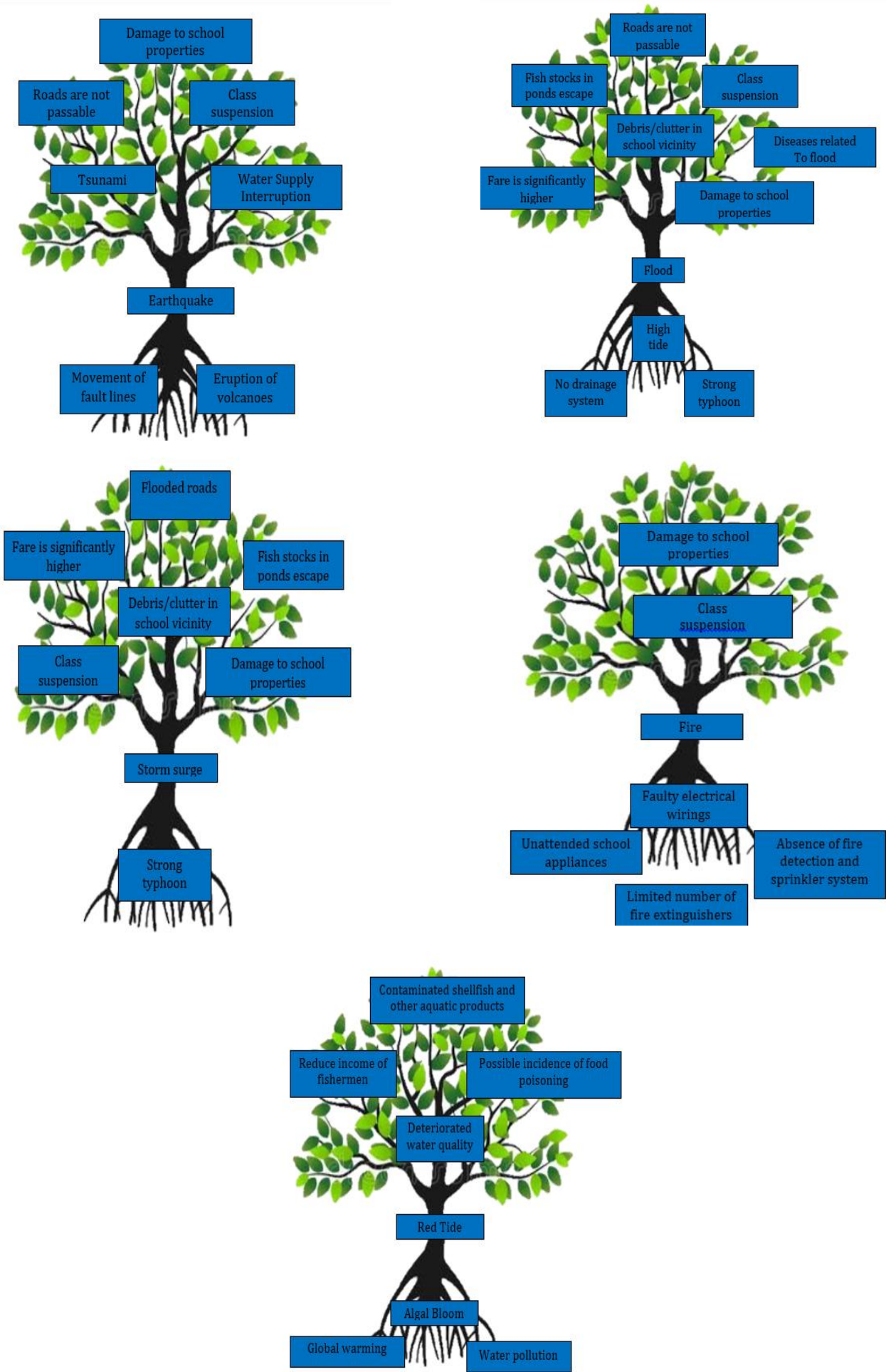
Key Areas	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
1. Hazard events												
1.1 Earthquake	/	/	/	/	/	/	/	/	/	/	/	/
1.2 Flood					/	/	/	/	/	/	/	/
1.3 Storm Surge					/	/	/	/	/	/	/	/
1.4 Red Tide			/	/	/	/						
1.5 Fire	/		/	/	/							/
2. Climate events												
2.1 Habagat					/	/	/	/	/			
2.2 Typhoon					/	/	/	/	/	/	/	/
2.3 El Niño	/	/	/	/	/	/	/					
2.4 La Niña										/	/	/
3. School events												
3.1 Early Enrolment	/											
3.2 3 rd Periodical Exam	/											
3.3 Festival of Talent	/											
3.4 SSG Election		/										
3.5 JS Prom		/										
3.6 NCAE Exam		/										
3.7 4 th Periodical Exam			/									
3.8 Fire Prevention Drill			/									
3.9 Instrams												
3.10 NSED				/				/				/
3.11 Araw ng Kagitingan Symposium			/									
3.12 Moving- Up and Recognition				/								
3.13 Brigada Eskwela					/							
3.14 School Opening						/						
3.15 Club Election of Officers						/						
3.16 Nutrition Month							/					
3.17 Math Com and Damath Competition							/					
3.18 Buwan Ng Wika								/				
3.19 First Periodical Exam								/				
3.20 Career Week								/				

3.21	Technolympics									/			
3.22	Dengue Orientation									/			
3.23	Science Fair										/		
3.24	UN Celebration										/		
3.25	Teachers' Month										/		
3.26	Work immersion										/		
3.27	Fishery Day										/		
3.28	2 nd Periodical Exam										/		
3.29	Reading Month											/	
3.30	BEEA											/	
3.31	Christmas Party												/
4. Main labor activities													
4.1	Harvest time				/								/
4.2	Garments production	/	/	/	/	/	/	/	/	/	/	/	/
5. Resources availability													
5.1	Fishponds	/	/	/	/	/	/	/	/	/	/	/	/
5.2	Mangrove Areas	/	/	/	/	/	/	/	/	/	/	/	/
6. Health events													
6.1	Dengue						/	/	/	/			
6.2	Sore Eyes		/	/	/	/							
6.3	Colds and Flu						/	/	/	/	/	/	/
6.4	Leptospirosis						/	/	/	/			
6.5	Measles												
6.6	Chicken Pox			/	/	/							
6.7	Mumps			/	/	/							
6.8	Boils			/	/	/							

Tool 4. Hazard Severity Ranking

Hazard	Impact (a)	Severity (b)	Likelihood (a*b)
Earthquake	8	10	80
Flood	8	10	80
Storm Surge	6	10	60
Fire	3	1	3
Red Tide	5	8	40

Tool 5. Problem Tree Analysis



Tool 6 Exposure Analysis

Hazard	Impact (a)	Likelihood (b)	Severity (a*b)
Earthquake	8	10	80
Flood	8	10	80
Storm Surge	6	10	60
Fire	3	1	3
Red Tide	5	8	40

Tool 7. Coping Capacity Activity

Hazard	Existing Coping Activities and Strategies			Other Workable Options
	Before	During	After	
Earthquake	Refer to annex 4. Contingency Plan for Earthquake	Refer to annex 4. Contingency Plan for Earthquake	Refer to annex 4. Contingency Plan for Earthquake	a. Retrofitting of school building. b. Strengthening the earthquake drill. c. Construction of earthquake proof school building. d. Strengthening the awareness of stakeholders about the importance of earthquake preparedness.
Flood	a. Putting all instructional materials in an elevated places and hanging cabinets. b. Securing emergency kits in strategic areas. c. Updating emergency hotlines/numbers in case there is a need to evacuate or call for a rescue. d. Pre-emptive evacuation if necessary. e. Conducting mangrove planting activities to mitigate the effects of flood.	a. Keeping oneself about the latest updates of the situation. b. Staying at the safest ground or area of the house/school. c. Shut down the circuit breaker. d. Call for a rescue if necessary.	e. Do an ocular inspection and inventory of possible damages. f. Submit a damage assessment report to proper authorities. g. Clean and disinfect the school.	a. Construction of flood wall in the school. b. Provision for rescue boats. c. Provision for a two way radio for communication. d. Installation of flood gauge. e. Installation of emergency alarm system.

Storm Surge	<ul style="list-style-type: none"> a. Putting all instructional materials in an elevated places and hanging cabinets. b. Securing emergency kits in strategic areas. c. Keeping emergency hotlines/6umber in case there is a need to evacuate or call for a rescue. d. Pre-emptive evacuation if necessary. e. Conducting mangrove planting activities to mitigate the effects of storm surge. 	<ul style="list-style-type: none"> a. Keeping oneself about the updates of the situation. b. Staying at the safest ground or area of the house/school. c. Shut down the circuit breaker. d. Call for a rescue if necessary. 	<ul style="list-style-type: none"> a. Do an ocular inspection and inventory of possible damages. b. Submit a damage assessment report to proper authorities. <p>Clean and disinfect the school.</p>	<ul style="list-style-type: none"> a. Construction of flood wall in the school. b. Provision for rescue boats. c. Provision for a two way radio for communication. d. Installation of emergency alarm system.
Fire	<ul style="list-style-type: none"> a. Regular inspection and maintenance of electrical wiring and outlets. b. Installation of fire extinguisher in strategic areas. c. Posting of fire exits signs. d. Posting of evacuation map e. Joining an "Iwas Paputok Campaign being organized by LGU. f. Regular Conduct of Fire drill and fire prevention seminar. g. Securing and posting of BFP hotlines. h. Regular posting of IEC materials in the SHINE board. 	<ul style="list-style-type: none"> a. Call the BFP hotlines at the onset of fire. b. Shut down the circuit breaker. c. Suppress the fire through a bucket relay or using fire extinguisher. d. Immediately evacuate the area. If trap inside the classroom, drop, crawl and look for possible exits. 	<ul style="list-style-type: none"> a. Do an ocular inspection and inventory of possible damages. b. Submit a report to proper authorities. 	<ul style="list-style-type: none"> a. Installation of fire detection and sprinkler system to classrooms. b. Provision for a two way radio for communication.

Red Tide	a. Regular conduct of seminar about red tide. b. Keeping oneself about the latest bulletin on red tide. c. Regular posting of IEC materials in the SHINE board.	a. Avoid eating shellfish and other aquatic products from areas affected by red tide. b. Know the latest updates about the situation.	a. Wait for the approval or announcement of proper authorities if it is safe to eat shellfish and other aquatic products from the locality.	a. SMS/text messaging system on red tide outbreak.
----------	---	--	---	--

Tool 8. Capacity Assessment

Hazard	Earthquake		
Existing Capacities	Effectiveness (a)	Upgradability (b)	Capacity Rating (a*b)
Earthquake drill	8	8	64
Coordination with LGUs/ other agencies			
Rescue Equipment	8	5	40
Trained teachers and students in conducting CPR	5	8	40

Hazard	Flood and Storm Surge		
Existing Capacities	Effectiveness (a)	Upgradability (b)	Capacity Rating (a*b)
2 Story SHS Building	6	5	30
1 unit motorized banca	8	5	40
3 pieces life vest	8	5	40
Spine board	8	5	40
Trained teachers and students in conducting CPR	5	8	40

Hazard	Fire		
Existing Capacities	Effectiveness (a)	Upgradability (b)	Capacity Rating (a*b)
Fire extinguisher	8	3	24
Trained teachers and students in conducting fire suppression and first aid	5	8	40
Regular conduct of fire drill and seminar	5	8	40
Presence of evacuation plan for fire	5	5	25

Hazard	Red Tide		
Existing Capacities	Effectiveness (a)	Upgradability (b)	Capacity Rating (a*b)
Regular conduct of seminar	5	8	40
Posting of IEC materials in the bulletin board	3	10	30

Hazard	Vulnerabilities	Capacities	Activities that address vulnerabilities or enhance capacities
Earthquake	<ul style="list-style-type: none"> The province is located at the west valley fault. School building are not earthquake proof. Lack of rescue equipment. Poor interest of stakeholders in the earthquake preparedness. 	<ul style="list-style-type: none"> Regular conduct of earthquake drill. Trained teachers in performing first aid. Good coordination of the school with LGUs and other agencies with earthquake preparedness and response. 	<ul style="list-style-type: none"> Intensify the promotion of earthquake preparedness and drill. Acquisition of additional rescue equipment. Produce teachers who are certified first aider.
Flood & storm surge	<ul style="list-style-type: none"> Absence of flood wall Limited number of life vest, rescue boats, and emergency kits Absence of contingency plan for flood. 	<ul style="list-style-type: none"> Few numbers of life vest, rescue boats, and emergency kits 	<ul style="list-style-type: none"> Construction of flood wall to protect the school from increase of water Increase the number of number of life vest, rescue boats, and emergency kits Availability of contingency plan for flood
Fire	<ul style="list-style-type: none"> Absence of fire detection and sprinkler system Limited number of fire extinguisher 	<ul style="list-style-type: none"> Regular conduct of Fire Safety drill. Trained teachers and students in conducting fire suppression. BFP officials providing a regular training on fire safety. 	<ul style="list-style-type: none"> Installation of fire detection and sprinkler system Increase the number of fire extinguisher
Red Tide	<ul style="list-style-type: none"> Information dissemination about red tide incidence is not well relayed. 	<ul style="list-style-type: none"> Posting of IEC materials in the bulletin board about red tide. 	<ul style="list-style-type: none"> Increase awareness about the effects of red tide. Improve IEC system.

III. SDRRM Profile

SDRRM TEAM TERMS OF REFERENCE
Year 2021 – 2024

SDRRM Coordinators

- a. Acknowledge receipt of advisories and reminders from SDS and/or the SDO DRRM Coordinators
- b. Spearhead the conduct of multi-hazard drills and other disaster prevention, mitigation and preparedness activities in school
- c. Ensure the conduct of an annual student-led risk identification and mapping
- d. Communicate notable results of risk assessment and other disaster preparedness activities to the SDO
- e. Serve as the point person for collaborations and coordination with local DRRM Council and other partner organizations

- f. Ensure that emergency hotlines are maintain, updated and posted
- g. Ensure the availability of baseline data of the school
- h. Spearhead relevant and necessary capacity building activities for the school.
- i. Report to the SDO any hazard affecting the school operations such as flood, conflict, fire among others
- j. Submit situation reports and provide real-time updates to the SDO Accomplish and submit RADaR within 72 hours after any hazard or emergency via SMS.
- k. Track and report the progress of recovery and rehabilitation initiatives to the SDO.
- l. Report and update the SDO on the demobilization of evacuation centers in schools.

DRR/CCA Focal Person

- a. Design, program, and coordinate disaster risk reduction and management activities consistent with the DepEd DRRM resource manual standards and guidelines;
- b. Ensure that disaster preparedness, mitigation, response and rehabilitation activities such as training, education and public information, repair and rehabilitation are given priority;
- c. Advise the principal on the declaration of suspension of classes whenever it is possible due to the occurrence of natural hazard;
- d. Establish a school based Disaster Operations Center that shall be managed by the school DRM/CCA Team on a twenty-four hour/seven days (24/7) basis or as the need arises;
- e. Coordinate and meet with concerned government and non-government agencies and other stakeholders in education as often as necessary to effectively manage national/regional/division and school efforts on disaster risk management; and
- f. Conduct monitoring and evaluation to ensure the system's efficiency and provide interventions and corrective measures for the effective implementation of DRRM programs and projects.
- g. Act on other matters that may be authorized by the school principal

Early Warning Team

- a. Consolidate local disaster risk information which includes natural hazards, vulnerabilities, and climate change risks, and maintain a local risk map;
- b. Organize and conduct training, orientation, and knowledge management activities on disaster risk reduction and management per year level;
- c. Operate a school based early warning system, linked to disaster risk reduction and management office of your place to provide accurate and timely advice accessible by students and general public, through diverse mass media, particularly radio, landline communications, and technologies for communication within school community population;
- d. Act on other matters that may be authorized by the School principal and DRR/CCA focal person.

Disaster Response, Medical and First Aid Team

- a. Establish linkage/network with other schools for disaster risk reduction and school emergency response purposes;
- b. Conduct continuous disaster monitoring and mobilize instrumentalities and entities of the LGUs, other schools, PTA and school based organized volunteers, to utilize their facilities and resources for the protection and preservation of life and properties during emergencies in accordance with existing policies and procedures of DepEd;
- c. Conduct continuous disaster monitoring and mobilize instrumentalities and entities of the LGUs, other schools, PTA and school based organized volunteers, to utilize their facilities and resources for the protection and preservation of life and properties during emergencies in accordance with existing policies and procedures of DepEd;
- d. Screen and train BERT/SWT successor at the lower year level to ensure the sustainability of the group.

- e. Respond to and manage the adverse effects of emergencies in the affected area, ensuring that there is an efficient mechanism for the medical and health assistance needed by student and other person's affected by the calamity and evacuated in the school compound;
- f. Act on other matters that may be authorized by the School principal and DRR/CCA focal person.

Water Sanitation and Hygiene Team

- a. Taps member/s to DepEd/NGO on WASH Training for the school;
- b. Echoes or re-echoes salient notes on Wash/Hygiene Training by presenting during the meeting or posting copies on the SDRRM Bulletin Boards, and classroom DRR corners, and furnishing copies to the Chairperson, Overall Focal Person, SPG, BERT, and BSP/GSP Advisers, concerned staff, and PTA President;
- c. Requests and procures needed supplies to the SDRRMT-Logistics such as liquid soaps, sponges, gallons with faucets, pails with cover, basins, extra faucets, extra valve tapes, water stop, interior rubber ties, lighter, cutter, papers, pens, tapes, sharpener/s, glue, and scissors;
- d. Prepares easily accessible Wash/Hygiene Leaflets/Manuals and related signage for maintaining proper hygiene and sanitation &/ updates the same;
- e. Conducts seminar-workshop on Wash/Hygiene with compliance on posting and furnishing procedures;
- f. Holds proper Wash/Health demonstration per school site;
- g. Coordinates with Utility Staff, Class Advisers and SPG Adviser on training of SPG Officers to ensure their involvement in Wash/Hygiene Team;
- h. Maintains potable water faucet for convenient hygienic and sanitary practices;
- i. Participates in Global Hand Washing Day;
- j. Maintains functional water system and washing facility/ies;
- k. Evaluates the committee's efficacy as well as plans and provides interventions &/ corrective measures for better performance;
- l. Prepares and submits Committee Performance & Transparency Report with Evaluation, Analysis and Recommendation (CPTR-EAR) to the Overall Focal Person with copy furnished to the School Head/Principal/Chairperson;
- m. Returns excess supplies to the Logistics with appropriate document/s; and
- n. Acts on other matters that may be authorized by the School Head/Principal/Chairperson and/ Overall Focal Person.

Health, Camp Management and Relief Team

- a. Respond to and manage the adverse effects of emergencies and carry out recovery activities in the affected area, ensuring that there is an efficient mechanism for immediate delivery of food, shelter and medical supplies for women and children's effort to create a special place where internally-displaced mothers and children can find help with breastfeeding, feed and care for their babies and give support to each other;
- b. Screen and train BERT successor at the lower year level to ensure the sustainability of BERT involvement in the Camp Management and Relief Team;
- c. Act on other matters that may be authorized by the school head and DRR/CCA focal person.

Children's Emergency Relief and Protection Team

- a. Secure first aid kit
- b. Prepare supplies or goods within the area
- c. Attend trainings, workshop and seminars
- d. Ensure disaster preparedness
- e. Introduce the right of children before calamity
- f. Familiarization of different child protection Law
- g. Immediate dissemination of different early warning signal
- h. Secure area which can help children to feel that they are safe such as playing area, reading corner, drawing area, etc.

- i. Conduct monitoring and evaluation on pupils and children
- j. Participation on relief assistance.
- k. Act on matters that may be authorized by the school principal and DRR/ CCA focal person

Transportation, Supplies and Logistics Team

- a. Taps member/s to DepEd/NGO on DRR-CCA Logistics Training for the school;
- b. Echoes or re-echoes salient notes on DRR-CCA Logistics Training by presenting during the meeting or posting copies on the SDRRM Bulletin Boards, and classroom DRR corners, and furnishing copies to the Chairperson, Overall Focal Person, SPG, BERT, and BSP/GSP Advisers, concerned staff, and PTA President;
- c. Prepares and requires referenced request forms from as well as issues receipts in two copies (one for the requesting committee and one for the Logistics/Donor) to the concerned committee for proper utilization and convenient recording of supplies or goods;
- d. Requests and procures needed supplies such as mega boxes, stapler, staple wires, stamp pad, printing plates, puncher, papers, pens, tapes, sharpener/s, glue, and scissors (Proposed Team Purchase Request [PTPR]);
- e. Procures, provides and records requested, purchased or donated supplies or goods with proper substantiation;
- f. Conducts seminar-workshop on DRR-CCA Logistics (emphasizing what to do during disaster) with compliance on posting and furnishing procedures;
- g. Earmarks, repacks, and labels supplies / goods as needed;
- h. Makes an inventory of existing supplies and thorough analysis of the logistics through consolidation of utilized referenced request documents and issued receipts and furnishes copy of analyzed inventory to the Chairperson, Overall Focal Person, and other concerned persons;
- i. Records and disposes supplemental goods, equipment, or supplies, with supporting document/s;
- j. Evaluates the committee's efficacy as well as plans and provides interventions &/ corrective measures for better performance;
- k. Prepares and submits Committee Performance & Transparency Report with Evaluation, Analysis and Recommendation (CPTR-EAR) to the Overall Focal Person with copy furnished to the School Head/Principal/Chairperson;
- l. Turns over returned supplies to the School Property Custodian with appropriate document/s for safekeeping; and
- m. Acts on other matters that may be authorized by the School Head /Principal/Chairperson and/ Overall Focal Person.

Damage Assessment and Needs Analysis Team (RADAR 1-2)

- a. Undertakes rapid assessment of damages caused by typhoons, storm surge, earthquake, fire and all other causes, in coordination with local DRRMCs and the DepEd Division Office and reports results to concerned offices;
- b. Assess structural integrity and stability of structures before occupying the same; and Recommends appropriate interventions for damaged structures;
- c. Conduct rapid and comprehensive damage assessment and needs analysis and forwarded it to the division through the school principal for appropriate action;
- d. For rapid assessment at least 2 hours after the occurrences of the disaster, the report should be forwarded to Division office;
- e. For the Comprehensive Damage Assessment and Needs Analysis, the report should be submitted to the division office after One week;
- f. Screen and train BERT successor at the lower year level to ensure the sustainability of BERT involvement in the Damage Assessment and Needs Analysis Team;

- g. Act on other matters that may be authorized by the School principal and DRR/CCA focal person.
- h. Conduct psycho-social and stress debriefing session for those students and PTA officer and members traumatized and affected by the disaster;
- i. Monitor the development of the students and parents that has been undergone therapy session to ensure the 100% healing process.
- j. Conducts monitoring and damage assessment of school properties and reports the same to the Chairman;
- k. Act on other matters that may be authorized by the School principal and DRR/CCA focal person.

OSF SDRRM Team
S.Y. 2020-2024

DRRM Team	Persons Involve
School Head	1. Clifford T. Sinsuan
School DRRM Coordinator	1. Leo I. Moral Jr.
DRR/CCA Focal Person	2. Leo I. Moral Jr.
School Watching Team	<i>(Please refer to the attached list)</i>
Early Warning	3. Gonzalo Delos Santos 4. Roger Legal 5. Maricris H. Antonio 6. Dalisay Tayson 7. Eugene Esguerra 8. Cecilia Nabong
Disaster Response Medical and First Aid	9. Conchita Valencia 10. John Paulo Ubano 11. Bienvinido Millanes 12. Vicente Reyes
Health Camp Management and Relief	13. Ricardo Mendiola 14. Ma. Cecilia Torres 15. Lorna San Miguel 16. Jasmin Sto. Tomas 17. Mary Anne Diverson
Children's Emergency Relief and Protection	18. Ma. Renally Policarpio 19. Rolando Diacosa 20. Jovelyn Dionisio 21. Olivia Hernandez 22. Jeddy Sinsuan 23. Josephine Dela Cruz
Transportation Supplies and Logistics	24. Eufrocina Jimenez 25. Charo Capistrano 26. Victoria Castillo 27. Remedios Hababag
Damage Assessment and Needs Analysis	28. Delia Fernandez 29. Jimuel Macarasig 30. Adrian Figueroa

BERT / SWT Terms of Reference

- a. Participation on trainings given by the different agencies like Save the Children and others;
- b. Act as leader to influence other Children;
- c. Conduct Roll- Out on the disaster risk information which includes natural hazards, vulnerabilities and climate change;
- d. Train fellow pupils in preparation for disaster;
- e. Secure emergency back pack;
- f. Ensure fellow children's safety;
- g. Act on matters that may authorized by the School principal;

BERT/SWT Members

NAME	GRADE	SEX	CONTACT NUMBER/NETWORK	PARENT/ GUARDIAN'S NAME	CONTACT NUMBER (PARENTS)
1.MARVIN CORTEZ	GR. 10	M	09634559358	PAOLA CORTEZ	
2.LANZ ANDREW CRISTOBAL	GR. 10	M	09993442511	JOYCE CRISTOBAL	09323923929
3. GERALD PINEDA	GR.10	M	09517573452	DALISAY PINEDA	09322153406
4.JOSH ALLEN FABI	GR.9	M		LEANNIE FABI	09351060279
5.MA. ALEXUS CRISTOBAL	GR.9	F	09187712319	ZUZETTE CRISTOBAL	09129138814
6. MARCO CRITICA	GR.8	M		MARINA CRITICA	09615895693
7. LAWRENCE ANGELO LEGASPI	GR. 8	M		LORENDA LEGASPI	09213957907
8.CHRYZ LENNON SANCHEZ	GR. 8	M		LILIA SANCHEZ	09488577889
9. MHYCA STO. TOMAS	GR. 8	F		JASMIN STO. TOMAS	09999678094
10. JOHN ALEC MANAHAN	GR. 8	M		CECILE MANAHAN	09201284738
11. JOHN PAUL ESTETA	GR.7	M		AMELIA ESTETA	09084213940
12.RHENZ JOHANNES LEGAL	GR.7	M		ROGER LEGAL	09109289489
13. CHARLES RENOMERON	GR.7	M		CRISPIN RENOMERON	09323449473
14.EVRILLE LAVIGNE SALDUA	GR.7	F		LOVIELYN SALDUA	09515446256
15. SARAH ANGELA FRANCISCO	GR.7	F		JANNETH FRANCISCO	09397930253

IV. OSF SDRRM PLAN (Year 2021-2024)

Overall Objectives: 1. To promote activate participation of all stakeholders in making the institution a safe and conducive learning environment to learners. 2. To develop awareness of all stakeholders about the importance of disaster preparedness.																	
Risk identified	Implementing Committee	Activity / Project	SCHEDULE OF IMPLEMENTATION												Funding Source	Budget (in Php)	Status (Monitoring and Evaluation)
			Year 1 (specify)				Year 2 (specify)				Year 3 (specify)						
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
Earthquake	- SDRRM - MDRRMO - BLGU	Activity: Nationwide Simultaneous Earthquake Drill (NSED) Objectives: To provide training to stakeholders on earthquake preparedness	/	/	/	/	/	/	/	/	/	/	/	/	- MOOE - SCP Seed Grant	8, 000.00	
	- OSF	Activity: Construction of early Warning system					/								- MOOE - SCP Seed Grant	2, 000.00 5, 000.00	
Flood and storm surge	OSF Clubs	Activity: Mangrove Nursery Operation Objectives: To produce mangrove seedlings to be used in the mangrove planting activities.	/				/				/				SCP Seed Grant	1, 000.00	

Fishery Conservation/ Red Tide	<ul style="list-style-type: none"> - SDRRM - MDRRMO 	Activity: Awareness campaign Objectives: To educate the stakeholders about the importance of fishery resources and provide information about red tide.		/				/				/			SCP	12, 000.00	
Fire	<ul style="list-style-type: none"> - SDRRM - MDRRMO - BFP - BLGU 	Activity: Fire Prevention/ suppression and first aid training Objectives: To educate			/				/				/		MOOE	10, 000.00	

LIST OF RESOURCES FOR PROCUREMENT

Activity	Resources for Procurement	Estimated Budgetary Requirement (in Php)	Funding Source	Target Date of Procurement
Earthquake Drill	- 2 sets of 2 way radio	4, 000.00	SCP Seed Grant	December 2021
	- Construction materials for Early warning system	5, 000.00	SCP Seed Grant	December 2021
	- Labor for the construction of early warning system	2, 000.00	School MOOE	1 st Quarter of 2022
	- Meals for guests/resource persons	4, 000.00		Once every year
Mangrove Nursery Operation	- 4 packs of seedling bag and 3 bundles of bamboo stake/sticks	1, 000.00	SCP Seed Grant	December 2021
Awareness campaign on Earthquake preparedness, Red	- LED TV	10, 000.00	SCP Seed Grant	December 2021
	- Speaker	2, 000.00	SCP Seed Grant	
	- SDRRM Bulletin Board	5, 000.00	SCP Seed Grant	

tide, Fire prevention, and climate change				
Fire Prevention	- 6 units of fire extinguisher with refill and bracket	6, 000.00	School MOOE	Last quarter of 2022, 2023
	- Meals for guests and resource persons	4, 000.00	School MOOE	
	Total Amount	43, 000.00		

Drafted by:



LEO I. MORAL JR.

Date Drafted:

November 12, 2021

Approved by:



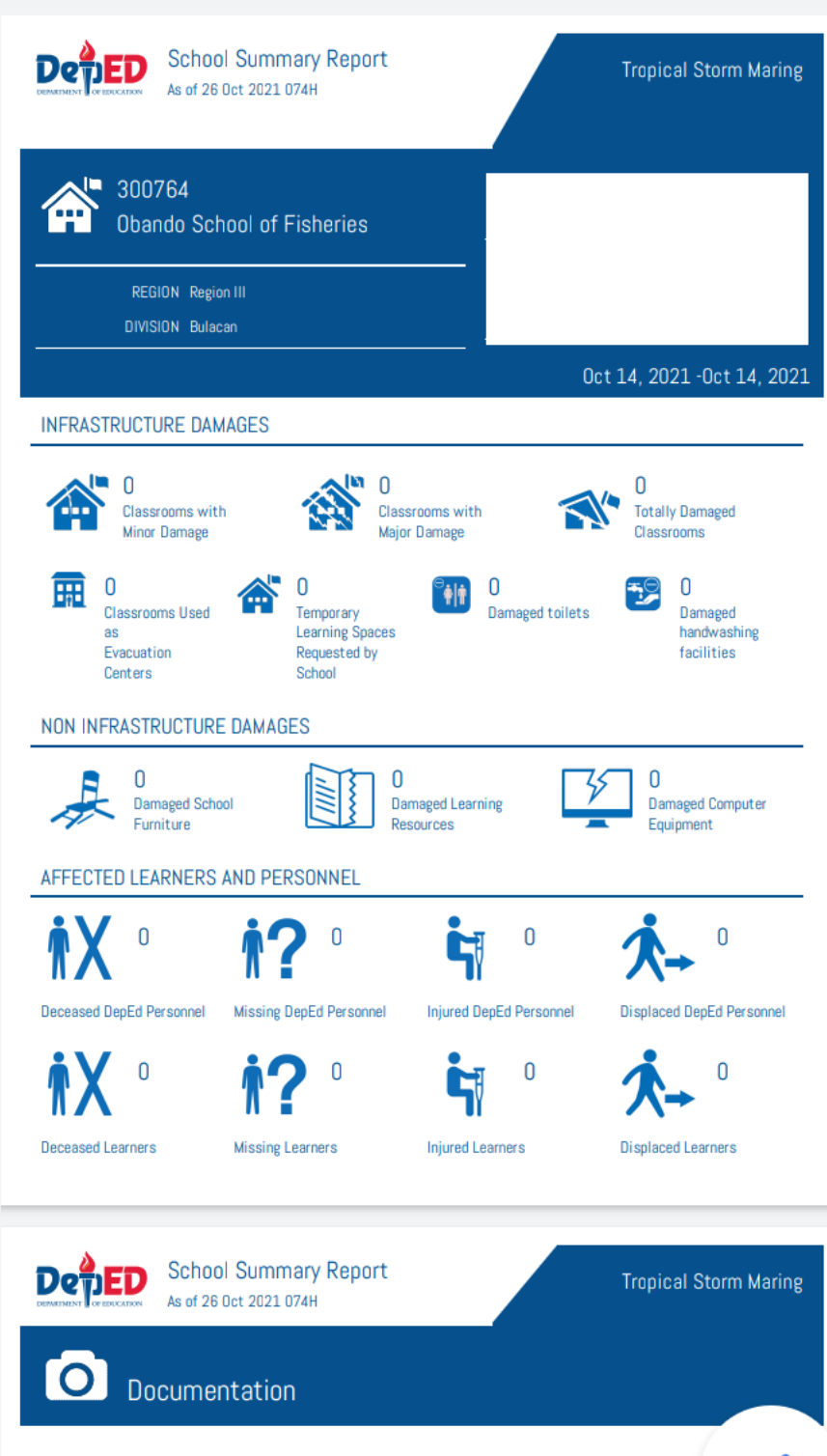
CLIFFORD T. SINSUAN

OIC/Head Teacher III (Vocational Department)

V. Annex

Annex 1. CSS Report

Annex 2. RADaR Reports



Annex 3. OSF CONTINGENCY PLAN FOR COVID-19

A. OBJECTIVES

The OSF Contingency Plan for Corona Virus Disease is developed by the SDRRM Team in cooperation together with other concern government agencies such as the BLGU of Tawiran, MDRRMO - Obando, RHU of Obando, and parent representatives.

This contingency plan aims to:

1. Harmonize the plan with SDO of Bulacan and LGU contingency plan.
2. Establish a strong coordination with the concern agencies in the community in order to create an effective mechanism that will respond to the needs of our learners, parents, teachers and employees of the institution.
3. Effectively response to the needs of our clientele brought about by the pandemic.
4. Create a strategies in bringing education goals to the learners despite of limited contact and face to face interaction.
5. Determine the preparedness of the institution in responding to the contagion. Thus, identifying the resources needed to mitigate the impact of Covid-19 as far as education continuity is concern.

B. Major Areas of Concern

Areas of Concern	Interventions	Objectives	Expected Outcome	Persons Involved
Learning Continuity	<ul style="list-style-type: none"> - Adoption of Blended Learning (modular and synchronous approach) 	<ul style="list-style-type: none"> - To ensure that every learner will continue his/her education. 	<ul style="list-style-type: none"> - Zero dropped out for this academic year. 	<ul style="list-style-type: none"> - Teachers - Parents - Principal - Head teachers
Safe Learning Facilities	<ul style="list-style-type: none"> - Regular disinfection of school facilities - Posting of Anti-covid signage - Provision for foot bath 	<ul style="list-style-type: none"> - To ensure that school facilities and premises are safe for everyone. 	<ul style="list-style-type: none"> - Safe learning facilities 	<ul style="list-style-type: none"> - Teachers - Utility aids
Early Detection and diagnosis	<ul style="list-style-type: none"> - Mandatory checking of body temperature and other symptoms 	<ul style="list-style-type: none"> - To determine early onset of disease occurrence and provide assistance through referral. 	<ul style="list-style-type: none"> - To determine the early onset of a disease. 	<ul style="list-style-type: none"> - OSF Faculty and staff.
A. Contact Tracing	<ul style="list-style-type: none"> - Mandatory signing of Health Declaration Form of all visitors 	<ul style="list-style-type: none"> - To trace all possible contacts and isolate them to prevent/limit the spread of infection. 	<ul style="list-style-type: none"> - All closed contacts were identified. 	<ul style="list-style-type: none"> - Guards on duty - Barangay Health unit - RHU
B. Prevention	<ul style="list-style-type: none"> - Mandatory wearing of face mask and face shield inside the school. - Strict observance of social distancing. - Contactless in module distribution by using the QR Code. 	<ul style="list-style-type: none"> - To prevent the spread of virus. 	<ul style="list-style-type: none"> - All individuals are protected inside the school campus. 	<ul style="list-style-type: none"> - OSF Faculty and staff - Parents - Visitors
C. Psychological well-being	<ul style="list-style-type: none"> - Conduct a Psychological First Aid (PFA) to students 	<ul style="list-style-type: none"> - To ensure a good mental well-being of students 	<ul style="list-style-type: none"> - A good state of mind of all students 	<ul style="list-style-type: none"> - OSF Guidance teacher - OSF students

	and employees.	and employee due to possible anxiety or depression brought by pandemic.	and employee.	- OSF teachers
D. Communication and information dissemination	- Conduct webinar on Covid 19 updates	- To inform the general public about the impact and latest updates about the contagion.	- Well informed public	- OSF Teachers, HTs and school head - RHU, BLGU, and MDRRRMO

C. Specific Plan of Action

Learning Continuity

One of the major challenges our educational sector is facing amidst the pandemic is the limited/no face to face (F2F) interaction between teachers and students. With this kind of set-up, teaching and learning process becomes more difficult for teachers and students. In order to response to this challenge, the institution therefore proposed the following delivery modes and identified the available learning materials (LMs) and assessment methods.

Grade Level	Delivery Mode	LMs Available	Assessment Approach
7	Online via google meet Distance Learning Modular	<ul style="list-style-type: none"> - Module - Worksheets - Textbooks - Deped TV - Youtube Videos - Power Point - e-books - hand-outs 	<ul style="list-style-type: none"> - Task-based and Digital assessment - Task based interview - Digital assessment tools - Online activities - Written
8	Online via google meet Distance Learning Modular	<ul style="list-style-type: none"> - Module - Worksheets - Textbooks - Deped TV - Youtube Videos - Power Point - e-books - hand-outs 	<ul style="list-style-type: none"> - Task-based and Digital assessment - Task based interview - Digital assessment tools - Online activities - Written
9	Online via google meet Distance Learning Modular	<ul style="list-style-type: none"> - Module - Worksheets - Textbooks - Deped TV - Youtube Videos - Power Point - e-books - hand-outs 	<ul style="list-style-type: none"> - Task-based and Digital assessment - Task based interview - Digital assessment tools - Online activities - Written
10	Online via google meet Distance Learning Modular	<ul style="list-style-type: none"> - Module - Worksheets - Textbooks - Deped TV - Youtube Videos - Power Point - e-books - hand-outs 	<ul style="list-style-type: none"> - Task-based and Digital assessment - Task based interview - Digital assessment tools - Online activities - Written

11	Online via google meet Distance Learning Modular	<ul style="list-style-type: none"> - Module - Textbooks - Deped TV - Youtube Videos - Power Point - e-books - hand-outs 	<ul style="list-style-type: none"> - Task-based and Digital assessment - Task based interview - Digital assessment tools - Online activities - Written
12	Online via google meet Distance Learning Modular	<ul style="list-style-type: none"> - Module - Worksheets - Textbooks - Deped TV - Youtube Videos - Power Point - e-books - hand-outs 	<ul style="list-style-type: none"> - Task-based and Digital assessment - Task based interview - Digital assessment tools - Online activities - Written

Safe Learning Facilities

To ensure the safety of every individual (employees and visitors) staying at the school, disinfection of school premises will be conducted regularly. This includes pathways, corridors, classrooms where modules distribution is happening, comfort rooms, and administrative offices.

The disinfection of facilities happens twice (2) every two weeks, one in the morning (6:00 AM) and in the afternoon (5:00 PM). This is when the time the module distribution and retrieval is being scheduled. The resources needed during the disinfection include bleaching liquid, backpack sprayer, and PPE. The ratio of bleach to water for disinfection is 1 tablespoon of bleaching liquid to 1 gallon of water.

Provisions for foot bath strategically located at the doorstep of every room and safety signage being posted at the entrance of each room will be observed.



Disinfection of school premises



Anti-Covid signage and foot bath placed at the doorway



Footbath at the doorway



Monitoring of body temperature

A. Early Detection and Diagnosis

Early detection of the disease is fundamental in controlling the spread of virus. As declared by WHO, one of the symptoms of the disease is fever. Thus, monitoring of body temperature of every individual is must. Individuals with 37°C body temperature will be advised to postpone

their transaction until such time that the fever has subside. Other symptoms being monitored also includes cough and colds.

B. *Contact Tracing*

In order to contain the spread of virus, proper identification of all possible close contacts (first and second) of an infected person must be done. In this regard, the institution encourages every visitors to accomplish the Health Declaration Form (HDF). *(Please refer to Annex 1 for the sample of HDF.)*

C. *Prevention*

According to World Health Organization (WHO), the Covid-19 virus can survive in solid objects for about 4 hours. Therefore, another way of preventing the spread of the disease is to avoid contact in any object which includes paper, ball pen, and other surfaces. Thus, the institution proposed the use of QR codes during module distribution and retrieval. *(Please refer to Annex 2)*

However, to strictly observe the social distancing of atleast 1 metre, markings on the flooring will be seen to guide the parents particularly during module distribution and retrieval.

Moreover, mandatory wearing of face mask and face shield is will be implemented as added precautionary measure in the prevention of disease.

D. *Psychological Well-Being*

This pandemic did not only affect the health of the people, but also the mental condition of some Filipinos. The disruption of the normal way of life had caused anxiety and depression to some individuals. To students and teachers, the sudden shift of educational set up from face-to-face interaction to limited interaction made the teaching and learning more difficult. Which made some of them anxious on coping up with the new way of life.

In order to address this problem, a PFA will be of great of help in order to ease the burden of some people (students and teachers) who might be suffering from the said condition.

E. *Communication and Information Dissemination*

Information plays a vital role in disease prevention and response. If people are equipped with necessary information, they would be able to do the necessary actions to protect themselves.

In this regard, the institution will conduct a virtual orientation about the Covid -19 to students, parents, as well as employees.

Annex 4. OSF Contingency Plan for Earthquake (The Big One)

A. OBJECTIVES

- 1. Establish and strengthen capacities of the community to anticipate, cope, and recover from the negative impacts of earthquake.
- 2. Provide the preservation of life and met the basic of needs of the students and school employees during and after the occurrence of disaster.
- 3. Restore and improve facilities and organizational capacities of the school.
- 4. Avoid hazards and mitigate the potential impacts by reducing the vulnerabilities and exposure.

B. MAJOR AREAS OF CONCERN

Areas of Concern	Pillars of CSS		
	Safe Learning Facilities	Disaster Management	Risk Reduction and Resilience in Education
Prevention and Mitigation	- Retrofitting of school building		

	- Regular inspection of school building		
Response	- Establishment of Temporary Learning Spaces (TLS) -	- Capacitating the SDRRM Team and student leaders in response and rescue activities - First aid training	-
Preparedness	- Go bags in every classrooms - Preparation of Self-learning modules (SLM)	- Creation of SDRRM Team - Contingency planning for earthquake	- Regular conduct of earthquake drill.
Rehabilitation and Recovery	- Submission of RADaR two days after the occurrence of earthquake	- Conducting Psychological First Aid (PFA) to affected learners and employees of school	-

C. Specific Plan of Actions

- Before
 1. Establishment of an early warning system (board for earthquake advisories, bell/siren emergency others).
 2. Conduct an annual student-led risk identification and mapping within and around the school premises.
 3. Maintain close coordination with local DRRM office on the conduct of earthquake drill, preparedness, and on response needs among others.
 4. Provide capacity building for teachers, non-teaching staff and learners.
 5. Maintain. Disseminate, and post relevant updated emergency numbers in strategic location of the school. (Refer to Annex 6. Hotlines/Emergency Numbers)
 6. Posting of safety and preparedness measures and evacuation plans.
 7. Individual “go bags” for both students and teachers must be strategically stored inside the classrooms. Expired consumables such as medicine, food, or water inside the go bag must be replaced.
 8. Maintain the safekeeping of vital school records and learning materials.
 9. Organize SDRRM team and BERT/SWT to support the implementation of preparedness and response measures.
 - 10.Pre-identify TLS and ADM of education. The site for TLS should have the following criteria:
 - Site is safe, secure, accessible and free of hazards.
 - At distance from main roads and distribution points.
 - It is close to the majority of children.
 - It has access to safe water as well hygiene and sanitation facilities.
 - It should be shaded and protected from wind, rain, dust, noise, and disturbance.
 - It has space for recreational and sports activities.
 - It is acceptable to local community.
 - It has essential supplies and education materials.
- During
 1. Give warning signal. The school sounds the siren of the megaphone while the earthquake is occurring to instruct teachers and students to execute the “drop, cover, and hold”. After the shaking, the warning committee bangs the bells using the “evacuate now” signal. This may be a continuous banging of the bells for one minutes or just 10 rapid bangs of the bell.
 2. Immediately shut down all the power supply. To avoid further secondary damage to school properties, it is important to immediately turn off the main circuit breaker of the power supply. There should be a pre-identified person in charge for it in the incidence of earthquake.

3. Evacuate to the safe holding area. Upon hearing the “evacuate now” signal, all school employees and students move in an orderly manner to the evacuation area following the evacuation routes. Until they reached the holding area, their hands should remain on top of their heads as protection. It is important to stay calm but alert during this procedure. There shall be no pushing or shoving to avoid casualties
4. Perform incident commanding and sub-commanding. Incident commanding refers to the process of giving very specific commands during an emergency.
5. Call the BFP in case of fire. The incident commander asks a personnel to report the fire incident to the BFP.
6. Conduct the bucket relay to suppress the fire. The bucket relay involves selected teachers and students, who will form a line from the source of the water to the location of the fire. If the distance from the water source to the fire is far, then other students and teachers in the safe holding area may be called to help.
7. Do a headcount. As soon as the employees and students are in the safe holding area, the class advisers for students and the FEA secretary for employees shall do the headcount. If anyone is missing, this is to be reported immediately to the incident commander for urgent appropriate actions.
8. Deploy the search and rescue committee. Once it is verified that there are missing individuals, members of search and rescue committee shall conduct the search and rescue activity.
9. Initiate victim handling and emergency transfer. If it is safe to rescue the located victim, members of the search and rescue committee prepare the victim for emergency transfer or first aid.
10. Apply first aid to the victims. Victims who need immediate medical attention shall be given first aid. First aid may be in the form of CPR or bandaging.

- After

1. Family Reunification. After the incidence, it is important for the learners to with their families. Learners must be fetched by their immediate family member ideally a mother or a father. Secure a record of learners who are turned-over to their families such as the name of the fetcher and time of turn-over.
2. Damage Assessment and Needs Analysis. At least 48 hours after the occurrence of earthquake, ocular inspection should be conducted to determine the extent of damage. Damage to school properties may include school building (classrooms, offices, and other school facilities), computers, chairs and tables, learning materials, and the likes. It is a must to properly assess the stability of school buildings after the earthquake in order to determine if they are still safe to be used. It is also important to assess the number of persons (students and employees) who are injured during the incidence. After the thorough assessment of damage, RADaR should be reported to the proper authorities. After the damage assessment has been done, it is important to determine the needs of the institution in the event of the resumption of classes. Such needs may include;
 - Number of TLS needed if there is a shortage of classrooms.
 - Number of SLM needed to produce.
 - Water, hygiene and sanitation facilities required
3. Initiate PFA. Mental health is equally important to physical health. To ensure the good mental condition of learners who are heavily affected by the disaster, the guidance office spearheaded by the guidance teacher will conduct a regular PFA.
4. Learning continuity plan. In order to ensure that education of the learners will continue despite the situation, the institution will utilize the ADM reflected in the contingency plan for Covid-19.

Annex 5. HVCA Tool 9. Action Planning

Risk Identified	What activities needed?	What the school can do?	What external support in need? (NGO/Gov't./other)	Who is responsible?	When?
Earthquake	Prevention:				
	Mitigation:	<ul style="list-style-type: none">- Regular Inspection of school building and facilities- Retrofitting of school building	Technical and professional support	<ul style="list-style-type: none">- LGU/DO engineering office	1 st Quarter of the SY
		<ul style="list-style-type: none">- First Aid and Rescue Training	<ul style="list-style-type: none">- Technical Support	<ul style="list-style-type: none">- MDRRMO- Other agencies	Quarterly
	Preparedness	<ul style="list-style-type: none">- Regular conduct of earthquake drill	<ul style="list-style-type: none">- Technical and financial	<ul style="list-style-type: none">- MDRRMO- Other agencies	Quarterly
Flood	Prevention:	<ul style="list-style-type: none">- Regular cleaning and declogging of school canal and sewerage system.	<ul style="list-style-type: none">- Manpower support	<ul style="list-style-type: none">- OSF- LGU- NGOs- Students	<ul style="list-style-type: none">- Before the SY starts.
	Mitigation:	<ul style="list-style-type: none">- Mangrove planting in the school vicinity.	<ul style="list-style-type: none">- Provision for garden soil and seedling bags	<ul style="list-style-type: none">- OSF- LGU- NGOs- Students	<ul style="list-style-type: none">- Every month of October
		<ul style="list-style-type: none">- Provision for hanging cabinets for school supplies	<ul style="list-style-type: none">- Construction materials for hanging cabinets	<ul style="list-style-type: none">- OSF- LGU- NGOs	<ul style="list-style-type: none">- Every month of May
	Preparedness:	<ul style="list-style-type: none">- Conduct of Flood preparedness seminar	<ul style="list-style-type: none">- Technical support	<ul style="list-style-type: none">- OSF- LGU- NGOs- Students	<ul style="list-style-type: none">- Every month of June
		<ul style="list-style-type: none">- Establishment of Early warning system	<ul style="list-style-type: none">- Technical and support	<ul style="list-style-type: none">- OSF- LGU- NGOs	<ul style="list-style-type: none">- Last quarter of 2022
Storm Surge	Prevention:	<ul style="list-style-type: none">-	<ul style="list-style-type: none">-	<ul style="list-style-type: none">-	<ul style="list-style-type: none">-
	Mitigation:	<ul style="list-style-type: none">- Mangrove planting in the school vicinity.- Provision for hanging cabinets for school supplies	<ul style="list-style-type: none">- Provision for garden soil and seedling bags	<ul style="list-style-type: none">- OSF- LGU- NGOs- Students	<ul style="list-style-type: none">- Every month of October
		<ul style="list-style-type: none">- Provision for hanging cabinets for	<ul style="list-style-type: none">- Construction materials for	<ul style="list-style-type: none">- OSF- LGU- NGOs	<ul style="list-style-type: none">- Last quarter of 2022

		school supplies	hanging cabinets		
	Preparedness:	- Conduct of Flood preparedness seminar	- Technical support	- OSF - LGU - NGOs - Students	- Every month of October
Fire	Prevention:	- Regular inspection and maintenance of electrical wirings.	- Technical support	- OSF - LGU - BFP - NGOs	- Before the start of school year
		- Procurement of additional fire extinguishers	- Financial Supports	- LGUs/ NGOs	- Last quarter of 2022
		- Prohibiting students in bringing lighters or anything that may cause a fire - Avoid octopus wiring	-	- OSF - OSF	- Daily inspection - Daily inspection
	Mitigation:	- Conduct of fire survival training -	- Technical support	- OSF - LGU - BFP - NGOs - Students	- Every month of March
	Preparedness:	- Conduct of Fire Prevention Seminar - Conduct of Fire suppression to teachers and students	- Technical support	- OSF - LGU - BFP - NGOs - Students	- Every month of March
Red Tide	Prevention:	- Clean up drive in coastal areas	- Manpower assistance	- OSF - LGU - NGOs - Students	- Every month of October
	Mitigation:	- Conducting awareness campaign about the effects of red tide	- Technical Assistance	- OSF - LGU - NGOs - Students	- Every month of October
	Preparedness:	- Conduct of Red Tide Awareness Seminar	Technical support	- OSF - LGU - NGOs - Students	- Every month of October

• **Annex 6. Hotline / Emergency Numbers**

Obando Emergency Hotlines	
OFFICE	NUMBERS
OBS	8-709-4408
RHU	8-332-2744
MDRRMO	8-293-1531
PNP	8-292-2043
BFP	0906-186-5421
BLGU	8-236-3203

• **Annex 7. List of policies adopted or to be adopted**

DO 50, s. 2021	Creation of Disaster Risk Reduction and Management Office
DO 83, s. 2011	Disaster Preparedness Measures for School
DO 48, s. 2012	Quarterly Conduct of the National School-based Earthquake and Fire Drill
DO 5, s. 2014	Implementing Guidelines on the “Gulayan sa Paaralan, Solid Waste Management and Tree Planting Under the National Green Program
DO 21, s. 2015	Disaster Risk Reduction and Management Coordination and Information Management Protocol
DO 23, s. 2015	Student-led School Watching and Hazard Mapping
DO 27, s. 2015	Promoting Family Earthquake Preparedness
DO 37, s. 2015	The Comprehensive Disaster Risk Reduction and Management in Education Framework
DO. 10, s. 2016	Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools (WINs) Program
DO 28, s. 2016	Strengthening the Fire Safety and Awareness Program

• **Annex 8. References**

- BE-LCOP of SY 2020 – 2021
- School Disaster Risk Reduction and Management Manual Book 2

• **Annex 9. List of Signatories**

SDRRM Plan Crafters	Designation	Signature
Leo I. Moral Jr.	SDDRM Coordinator	
Josephine A. Dela Cruz	SHINe Adviser/Guidance Teacher	
Mhyca B. Sto. Tomas	SHINe/SWT President	
Marina C. Critica	GPTA President	
SDRRM Plan Validators	Designation	Signature
Ernesto Mendoza	Committee on Education, BLGU	
Paulito D. Mendoza	OIC MDRRMO – Obando	
Marco Critica	SHINe/SWT Vice President	
Approving Authorities	Designation	Signature
Clifford T. Sinsuan	OIC/Head Teacher III (Vocational Department)	
Ricardo D. Mendiola	Head Teacher III (Academic Department)	