

National Inventory of DepEd Public School Buildings for SY 2014 – 2015

Reminders and Frequently Asked Questions

Dates to Remember

Date	Activity	People In Charge
November 7 – 11, 2014	Orientation for Regional and Division Physical Facilities Coordinators and Planning Officers	National Inventory Core Team (Central Office)
November 12 – 28, 2014	Clustered orientations for School Heads and School Property Custodians or Physical Facilities Coordinators	Division Planning Officers and Physical Facilities Coordinators
December 1, 2014	Conduct of National Inventory of DepEd Public School Buildings for SY 2014-2015	School Heads, School Property Custodians or Physical Facilities Coordinators, and PTA President or Kagawad in charge of education
December 1-12, 2014	Encoding of National Inventory in the EBEIS	School Heads
	Submission of signed printed form to the SDO through the Office of the SDS	
December 13-19, 2014	Submission of signed printed form to the Central Office through the OPS-RSD	Division Planning Officers, Physical Facilities Coordinators, and Schools Division Superintendent

Officials in Charge of the Conduct of the Inventory

1. School Head
2. School Property Custodian or Physical Facilities Coordinator
3. PTA President or the Kagawad in charge of education

Transmittal Signatories

1. Prepared by the: Physical Facilities Coordinator (PFC)
2. Noted by the: Schools Division Superintendent (SDS)

Site Development Plan

1. *Does every school have to submit a site development plan?*
 - Each school needs to have its own site development plan to be submitted together with the accomplished signed printed form of the inventory form.
 - If it does not have one, make one based on the agreed guidelines. If the school already has one, review and update it.
2. *What should the site development plan contain?*
 - All existing buildings, rooms, and facilities which may or may not be school property but are present in the school site must be visualized in the site development plan.
 - **Ongoing construction of buildings, rooms and facilities should not be included in the site development plan.**
 - Locations of every building, room and facility are to be reflected in the site development plan. The buildings and facilities do not need to be drawn to scale.
3. *How does the numbering system for the site development plan work?*
 - All school buildings and rooms are to be assigned specific numbers in the site development plan.
 - Facing the school, start from the main gate turning left then straight to the first facility or building seen.
 - Numbering will start from the left most school building and end at the right most building found in the school site.

School Building Inventory Forms and Definitions

Table 1. Existing School Buildings

1. Building Number
 - Refers to a number specifically tagged for every specific building in a school
2. Building Type
 - Refers to the original design of the school building
 - If modifications were constructed for a particular school building, the original building type will be identified.
 - You may refer to the School Building Card, Book of Accounts and Physical Facilities Manual as basis for the building type.
3. Room Dimensions
 - Refers to the size of a room specifying the **width and length (WxL)**
 - **Width refers to the side of the chalkboard while length refers to the side of the window/s and door/s.**
 - Though there are standard room sizes for each school building type, there may have been modifications during construction. The actual constructed room size should be specified. Answers to the actual room dimensions are not limited to the list of room dimensions found in the Answering Guides.
 - If there are multiple room sizes in one building, indicate the size that occurs in the most number of rooms.
4. Building Condition
 - Refers to the overall condition current physical state of a building
 - Choices include Good, Needs Minor Repair, Needs Major Repair and Condemned
 - o Good – buildings that do not need repair
 - o Needs Minor Repair – buildings that require minor repairs
 - o Needs Major Repair – buildings that have one or more rooms requiring major repair
 - o Condemned – requires proof / document of condemned building from the Municipal Engineer
5. Funding Source
 - Refers to the source of budget for construction of buildings and rooms
 - If a building has multiple fund sources, select “Others (please specify)” and specify all the fund sources.

Table 2. Existing Rooms

1. Room Number
 - Refers to a number specifically tagged to a specific room in a specific building
 - Different from total number of rooms from Table 1.
 - Numbering must be continuous starting from the leftmost room in the first floor to the rightmost room in the last floor of the same building when you are facing the front of the building.
2. Actual Usage
 - Refers to the manner by which a room is currently being utilized
 - One room may have multiple usage; choose all applicable uses by *ctrl clicking* the actual uses in the online encoding facility
 - If actual usage is not part of the list, indicate specific actual usage of the classroom
3. Room Condition
 - Refers to the current physical state of a room
 - Choices include Good, Needs Minor Repair, Needs Major Repair and Condemned
 - o Good –rooms that do not need repair
 - o Needs Minor Repair – repairs that need less than or equal to 10% of the budget needed to construct one classroom at present time (P1,000,000) which means repairs that cost less than or equal to P100,000

- Needs Major Repair – repairs that need more than 10% of the budget needed to construct one classroom at the present time (P1,000,000) which means repairs that cost more than P100,000
- Condemned – when the entire building has been declared and documented as condemned by the Municipal Engineer requires proof / document of condemned building from the Municipal Engineer

Table 3. Makeshift Room

1. Makeshift Room
 - Refers to a **separate temporary structure** which is used either as a means of easing up classroom shortage or as a temporary learning space during emergencies
 - Should not be part of an existing building (e.g. rooms found under the stairs, rooms found along the corridor)
2. Actual Usage
 - Refers to the manner by which a room is currently being utilized
 - One room may have multiple usage; **choose all applicable uses by ctrl clicking** the actual uses in the online encoding facility
 - If actual usage is not part of the list, indicate specific actual usage of the classroom

Table 4. Existing Functional and Usable Facilities

1. Quantity
 - Refers to the total number of specific facilities in the school
2. Functional and Usable
 - All facilities to be counted must be currently functional and used by the school
3. Toilet bowls
 - Refer to toilet bowls in the school, whether inside or outside the classroom
4. Urinals
 - Refer to individual urinals and troughs in the school, whether inside or outside the classroom
5. Armchairs
 - Refer to armchairs used by learners in school regardless of material (wood, plastic or steel)
6. Chairs
 - Refer to **all usable chairs, with a backrest but no arm table attached**, regardless of material (wood, plastic or steel) excluding teachers' and personnel's chairs inside the classroom and offices
 - Ignore tables and only count the chairs
7. School Desks
 - Refer to two-seater desks in the school
 - Count is per unit of an actual desk, not the seating capacity per desk.
8. Washing Facilities
 - Refer to functional faucets and water pumps (poso) in the school, whether inside or outside comfort rooms
 - Include all washing facilities that have flowing water

Table 5. Existing Other Structures

1. Do not include ongoing construction of the kinds of other structures.
2. Must be present inside the campus
3. If a structure has multiple usage, choose yes for all the usage in the table.

School Typologies

Integrated School

An integrated school should have one site development plan. The teams of both the elementary and secondary levels should update the site development plan and conduct the school building inventory together.

Integrated schools, because they are located in the same school site and share the same school grounds, should submit the SAME development plan and SAME School Building Inventory Form, and encode the SAME data.

If the room is used by both elementary and secondary (e.g. Elementary classroom in the morning and Secondary classroom in the afternoon), tag the room with multiple uses.

The development plan, School Building Inventory Form and encoded data should be submitted twice, once under the elementary School ID and once under the secondary School ID. There should be no difference in what each submits except for the School IDs.

The inventory of an integrated school (composed of both elementary and secondary levels) will be taken as a whole so that buildings and rooms will not be double counted.

Day schools and night schools

School grounds that are used as day school and night school, regardless of whether they have separate School IDs or the same School ID, because they are located in the same school site and share the same school grounds, should submit the SAME development plan and SAME School Building Inventory Form, and encode the SAME data.

If the day school and night school use one room for different purposes, this room's usage data should reflect both uses. If the day school use the room, while the night school does not, the room's usage data should reflect both the day use and the night's NOT CURRENTLY USED status.

The development plan, School Building Inventory Form and encoded data should be submitted twice, once under the elementary School ID and once under the secondary School ID. There should be no difference in what each submits except for the School IDs when applicable.

The inventory of the day school and night school will be taken as a whole so that buildings and rooms will not be double counted.

School Annexes

A school annex that has its own School ID should submit a separate and different site development plan and School Building Inventory Form and encode separate and different data.

A school annex that does not yet have its own School ID shall reflect its resources in the submission of the mother school.

School with multiple sites

A school with multiple sites must reflect all resources in all its sites in one site development plan, one School Building Inventory Form and one encoded data.

The numbers of the buildings and makeshift rooms must be continuous and start with the main site before proceeding to the other sites.