

Department of Education, Culture and Sports
DECS Complex, Meralco Avenue
Pasig City

REPAIR AND MAINTENANCE MANUAL

SOCIAL EXPENDITURE MANAGEMENT PROJECT (SEMP)

Prepared by:

PHYSICAL FACILITIES DIVISION
Office of Planning Service

GENERAL PRINCIPLES OF MAINTENANCE

A well-maintained school environment does not only enhance learning and give prestige to the school but also helps the government to save on costly repair, restoration or rehabilitation of school facilities. School maintenance, therefore, being a major management function must be given serious attention by school officials. The upkeep of school facilities, including school sites and buildings, furniture, audio-visual and science equipment, instructional tools and materials is necessary for effective learning.

In line with the decentralization policy of DECS, the responsibility for repair and maintenance are now delegated to the school level for all public elementary and secondary schools throughout the country. Under the Social Expenditure Management Project, a new approach on school-based repair and maintenance aims to enable our schools to have more control over the repair funds and could use them throughout the year as needed. This approach would also assist in developing greater school-based management approach and autonomy of the principal. Specifically, the school-based repair and maintenance project aims to:

1. repair minor deficiency before it causes further building deterioration;
2. fix minor deficiencies to enhance buiding endurance in cases of calamities such as typhoons, earthquakes and floods;
3. do emergency repairs;
4. corect deficiencies causing disruption/inadequacy of utilities especially water supply and electrical service; and
5. make facilities serviceable and safe for the use of schoolchildren.

Definition and Scope of Maintenance

Maintenance is defined as the measure or measures necessary to retain an item in or restore it to its original status or to a specified condition. Such measure or measures may be concerned with preventing, forestalling or correcting damage or deterioration. It aims to keep the item in good operating order, prolong its economic life and preserve its appearance.

The scope of maintenance required by school facilities ranges from daily care to repair. It includes the routine and periodic upkeeping function of preserving the appearance, strength and quality of facilities. Rehabilitation, refurbishment, or alteration does not fall within the scope of maintenance.

Maintenance work should be carried out on school sites, buildings, furniture and equipment. While school facilities are naturally subject to normal wear and tear, their proper use prevents damage and rapid deterioration and thus prolong their serviceability.

Classification of Maintenance Work

Under the Social Expenditure Management Project (SEMP), maintenance of school facilities includes the following:

1. **Daily Maintenance** is the proper use and daily care of school facilities. It includes routine activities intended to keep facilities in operating condition such as cleaning, lubricating, adjusting or even replacing minor parts. For example, daily maintenance of a typewriter will include brushing the typewriter keys and arms and covering the machine at the end of each working day to protect it from dust.

2. **Preventive Maintenance** is the application of appropriate measures to prevent damage or deterioration. Examples of preventive maintenance are the following: a) strict adherence to standard specification of materials e.g. in the manufacture of furniture; b) application of protective coating such as red lead primer on a building's exposed metal parts, which, if left unattended, will corrode and cause expensive repair, and c) soil poisoning before construction of a building. In case of equipment, observance of the accompanying "User's Manuals" is essential.

An effective preventive maintenance program requires a regular assessment of the item's functionality to record their physical condition so that any damage or undue deterioration can be avoided by appropriate action.

3. **Corrective/Remedial Maintenance** is the immediate attention given to facilities to correct the damage or failure that has set in, to avoid extensive repair and serious consequences. An example of this is the repair of gutters in school buildings. Delayed remedial measures can cause further damages not only on the gutters themselves but on other parts of the building, as well.

4. **Emergency Maintenance** is the application of urgent measures which may be temporary in nature to avoid greater damage. An example of this is the temporary repair of the detached roofing of a school building after a typhoon, while processing requirements for permanent repair work.

Factors Affecting Maintenance

The nature and extent of maintenance work given to school facilities and the amount of resources allocated thereto are often influenced by the following considerations:

1. Administrative

- a. Priority accorded to maintenance in the overall management of the school
- b. Management and technical capability of those responsible for maintenance
- c. Administrative processes and procedures in carrying out maintenance activities
- d. Efficiency and effectiveness of the school organization for maintenance management

2. Financial

- a. Budgetary allocation
- b. Cash flow, or the synchronization of funding availability
- c. Cost of labor and materials

3. Technical

- a. Physical condition, age, design characteristics, materials and type of construction or fabrication of facilities
- b. Nature and standard of past maintenance work done, including regularity of treatment and quality of work

4. Resource

Availability of competent workmen and appropriate materials.

Financing the School Based Maintenance Project

The Republic of the Philippines and the International Bank for Reconstruction and Development (IBRD) have agreed to finance the undertaking of a Social Expenditure Management Project (SEMP). The SEMP intends to protect the financing of key basic social services primarily utilized by the poor and will ensure the availability of resources for priority inputs such as classrooms, textbooks, repair and maintenance, desks and armchairs, and teacher training.

As the lead agency for SEMP, the Department of Budget and Management, in collaboration with the Commission on Audit (COA) shall maintain a Special Account from which funds will be drawn. The release of National Cash Allocation (NCA) will be made according to the contracts/purchase orders costing less than TWO MILLION PESOS (P2,000,000.00), and awarded through canvass or local competitive bidding. Payments of eligible expenditures on School Based Repair and Maintenance for World Bank attribution shall be applied for retroactive financing. The project will support the School-Based Repair and Maintenance program partly for FY 1999 and for all of FY 2000.

a. For FY 1999

Repair and maintenance projects procured under government procedures, packaged in contracts of less than P2 Million pesos and all new repairs to be undertaken under Bank NCB procedure will be included. This means that payments of eligible expenditures on school based repair and maintenance for World Bank attribution will be applied for retroactive financing. The SEMP eligible items for retroactive financing include expenditures incurred with checks dated between February 1, 1999 to January 31, 2000.

b. For FY 2000

All the 46,032 schools in the country (39,011 elementary and 7,021 secondary) will be given a repair and maintenance fund of TEN THOUSAND PESOS (P10,000.00) each, to be given to each school principal, to finance small repairs such as:

- minor repair of classrooms, library, laboratory, toilets and other facilities used by the students (roof, wall, ceilings, windows, door, partitions, stairs, floors, including locks and foundations; *not offices etc. Slipper or white school.*
- painting works;
- electrical repairs including lights and fixtures;
- plumbing services for water system;
- repair of fence for security (not beautification)
- rustproofing/painting of roof

In line with the decentralization policy of the DECS, the responsibility for repair and maintenance are now delegated to the school level for all public elementary and secondary schools throughout the country. The new approach aims to enable our schools to have more control over the repair funds and could use them throughout the year as needed. This school fund would also assist in developing greater school-based management approach and autonomy of the principal. Specifically, the school-based repair and maintenance project aims to:

- repair minor deficiency before it causes further building deterioration;
- fix minor deficiencies to enhance building endurance in cases of calamities such as typhoons, earthquakes and floods;
- do emergency repairs;
- correct deficiencies causing disruption/inadequacy of utilities especially water supply and electrical service;
- to make facilities serviceable and safe for the use of children.

Financial Procedure

1. The Principal will process authority for cash advance and open a bank account with a local bank for the Repair and Maintenance Fund (RMF). The bank account shall be under the name of the School, deposited by two authorized persons - the Principal and the President of the Parent-Teachers and Community Association (PTCA). Only the Principal and the PTCA President will be authorized to withdraw the RMF.

2. The DECS Regional Office will sub-allot the RMF to the Division Office and release the funds as cash advance of the Principal who will deposit the fund in the bank account opened for the purpose.

3. The Principal will prepare the list and mode of contracting of minor repair and maintenance work to be funded under the RMF for the review and approval of the School Repair and Maintenance Committee (SRMC).

4. The Principal shall disburse funds according to the list approved by the SRMC following government accounting and auditing rules.

5. The RMF may be used all year round but should be liquidated as soon as fully disbursed not later than September 30 of each fiscal year. Undisbursed funds shall be returned to the Treasury upon liquidation.

6. The Division Office shall consolidate all liquidation reports of schools under its supervision for submission to the Regional Office, ten days before the end of each quarter. The Division Office shall ensure that all liquidations are completed by November 30 of each fiscal year.

7. Immediately upon receipt of the liquidation reports, the Regional Office shall prepare the Statement of Expenditures (SOE) according to World Bank guidelines, and

*DRS RMF
PRINCIPAL
HAVE TO REPORT
QUARTERLY?*

submit to the Chief Accountant of DECS Central Office for transmission to the Department of Budget and Management through the Project Management Office for the Social Expenditure Management Project (SEMP-PMO). The Regional Office shall keep copies of the liquidation reports including receipts and other supporting documents for World Bank audit. The Regional Office shall ensure that funds are fully liquidated and reported to the Central Office before December 30 of each fiscal year.

8. An external audit team shall conduct unannounced spot review any time of the year. All accounting records and bank books should be ready during the review.

Responsibility for Maintenance

Custody and control of school facilities include the responsibility of ensuring their utilization of the maximum benefit of the users as well as their care, upkeep and security. Thus, the maintenance of school facilities is an administrative function and is primarily the school administrator's responsibility.

Toward fulfilling this responsibility, a school administrator should exercise leadership in obtaining the cooperation of teachers, other school personnel, students and parents. He/she should practice good public relations to be able to seek the assistance of the community as well as the relevant government and non-government agencies. For efficient and effective maintenance, therefore, tasks should be well-defined and activities properly organized.

Systematic Maintenance Management

Maintenance management, to be effective must follow a relevant and applicable maintenance program geared toward the upkeep of the school plant. A maintenance program is a long-term framework, perhaps three to five years duration, to provide continuing repair and maintenance work. It is viewed as a cycle consisting of planning, implementing, and evaluating.

A good and manageable program is based on well-defined policies, objectives and targets considering established priorities, as well as up-to-date and accurate information about the maintenance work to be done. It must provide for the selection of qualified personnel for specific types of jobs and possible strategies and reasonable cost estimates for the implementation of maintenance activities.

To make the maintenance program more manageable, an implementation plan should be formulated on an annual basis. This annual plan should be drawn from the maintenance program.

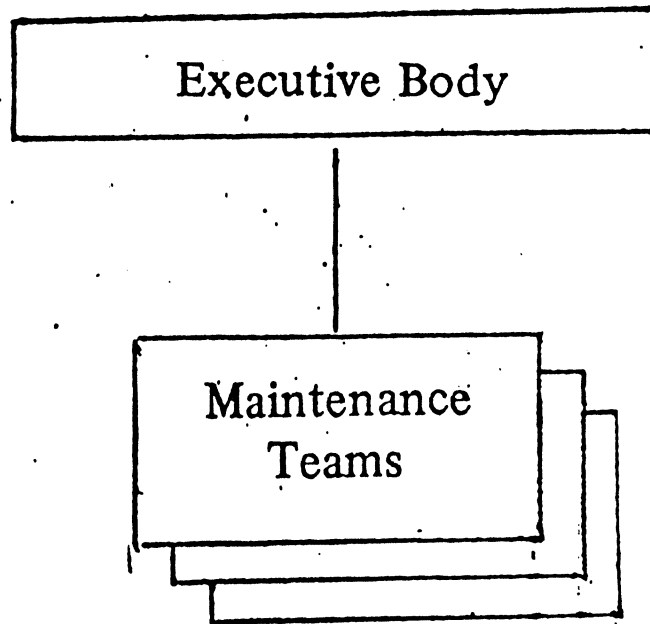
ORGANIZING THE SCHOOL REPAIR AND MAINTENANCE COMMITTEE

A school-based organization headed and supervised by the school administrator/principal is needed to properly carry out the various activities required by the school repair and maintenance program. In the absence of a formal structure, the organization will necessarily be in the nature of an ad-hoc grouping of the school administrator, the teachers and other school personnel, students, parents and other members of the community concerned with the welfare of the school.

The School Repair and Maintenance Committee (SRMC)

The suggested organization is a simple two-tier structure consisting of an Executive Body (EB) and various task units or Maintenance Teams (Mts) as shown in the following diagram:

SCHOOL REPAIR AND MAINTENANCE COMMITTEE (SRMC)



Under the suggested set up, the SRMC is responsible for the planning, implementation, and evaluation of the maintenance program. These functions should be articulated in detail according to local circumstances and capabilities.

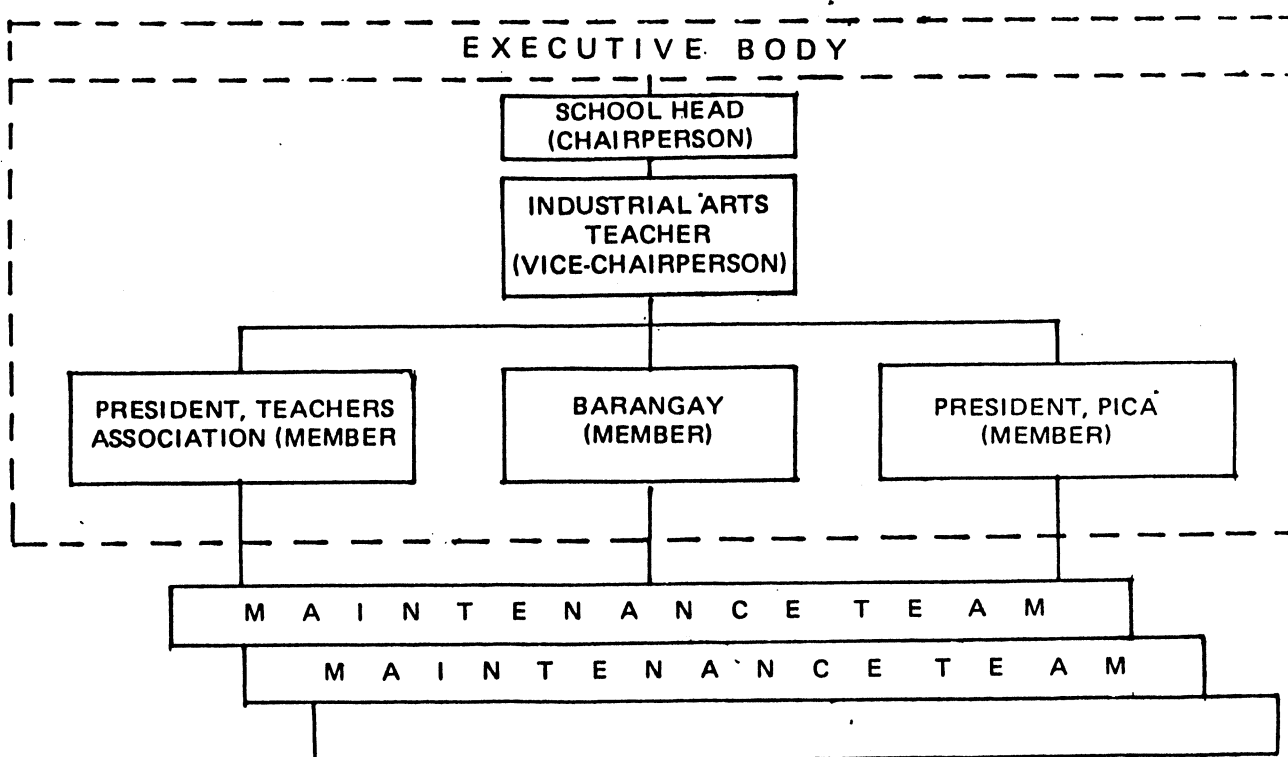
The Executive Body (EB)

The SRMC should be headed by the School Administrator as Chairperson in line with his/her primary responsibility for school facilities maintenance. Depending upon the size of the school, a Vice-Chairperson may be appointed to assist and complement the management and technical skills and experience of the Chairperson. Preferably, the Vice-Chairperson should be appointed from among the teachers, administrative or supply officer, wherever applicable. The EB may have three or more members considering the size of the school and its staff. These members may include non-school people like the President of the Parent-Teacher and Community Association (PTCA) and the Barangay Official.

SAMPLE ORGANIZATIONAL CHARTS FOR
THE SCHOOL MAINTENANCE MANAGEMENT COMMITTEE

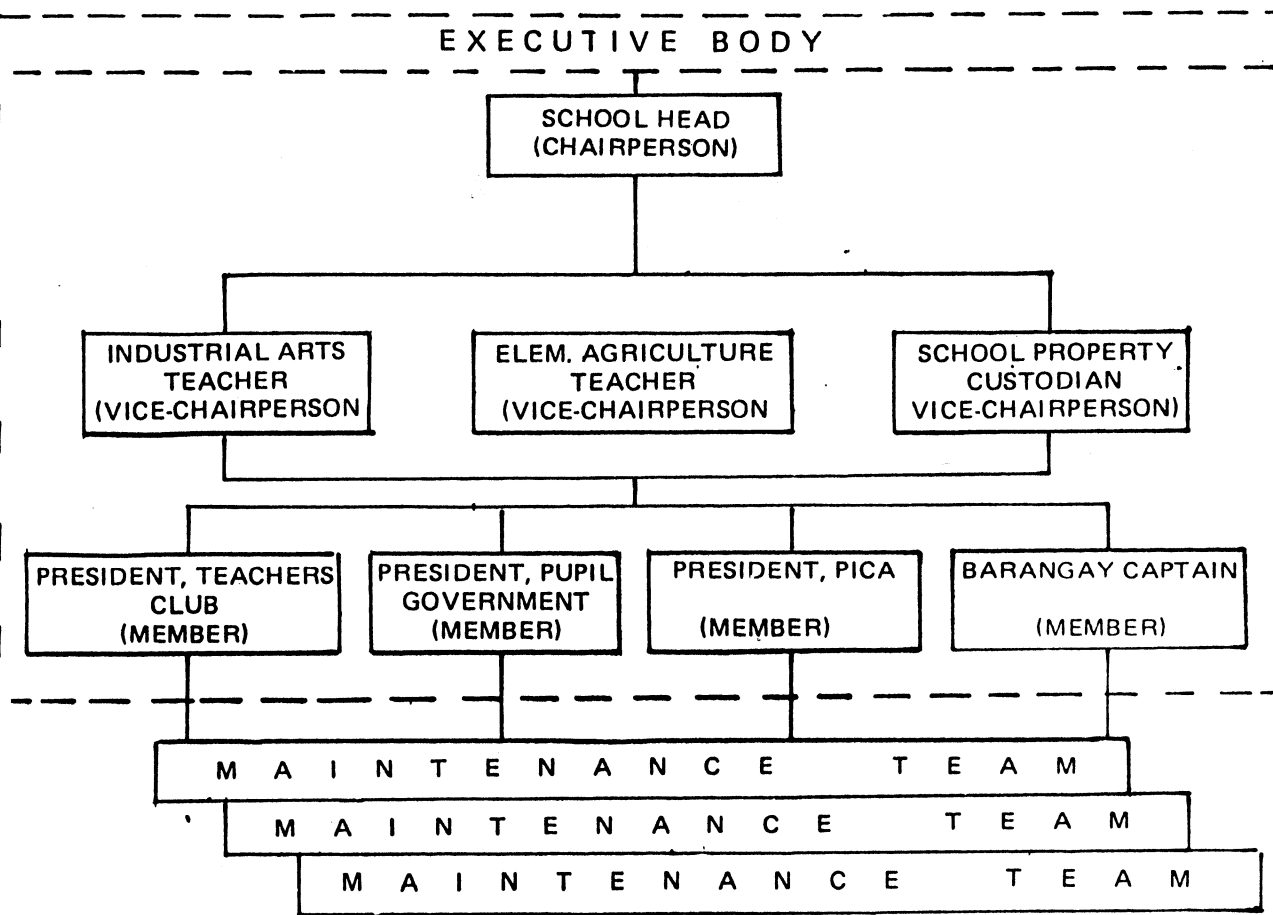
(SMALL ELEMENTARY SCHOOL)

Figure 1



(BIG ELEMENTARY SCHOOL)

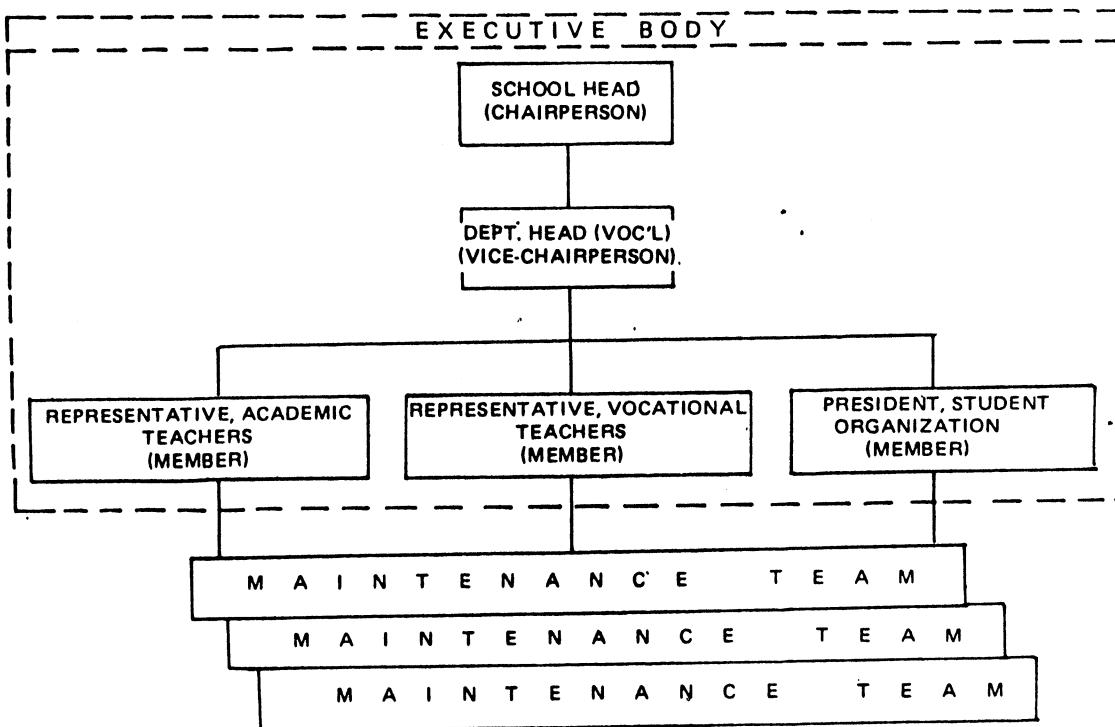
Figure 2



SAMPLE ORGANIZATIONAL CHARTS FOR THE SCHOOL MAINTENANCE MANAGEMENT COMMITTEE

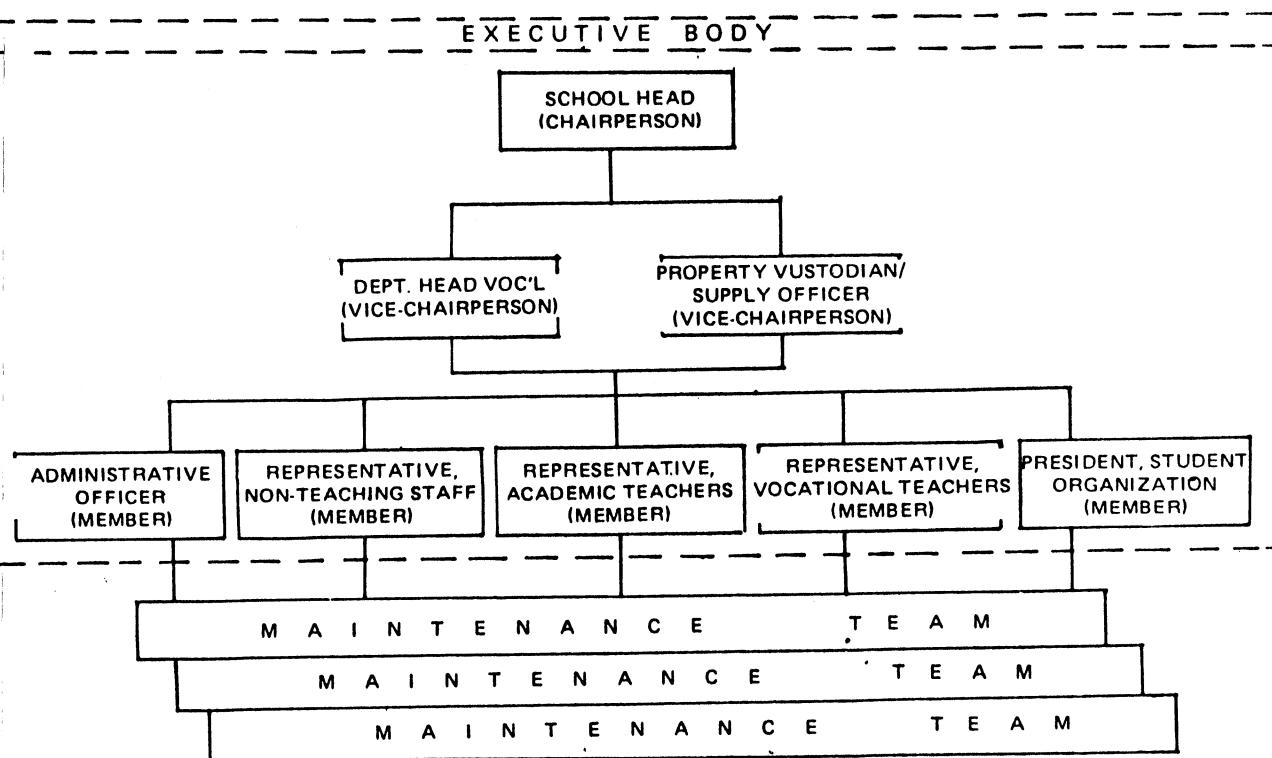
Figure 3

(SMALL SECONDARY SCHOOL)



(BIG SECONDARY SCHOOL)

Figure 4



The functions of the Executive Body shall include:

1. Preparing the school maintenance program
2. Organizing the maintenance teams from among the teachers, students and personnel to render specific type of maintenance work, e.g. ground improvement, electrical work, carpentry, plumbing, painting, furniture repair, machine and tool maintenance
3. Supervising maintenance teams
4. Seeking the approval of the Superintendent for necessary maintenance work
5. Organizing/Conducting in-service training or maintenance work
6. Monitoring and evaluating the school maintenance program and instituting improvements therein
7. Review and evaluate the list and mode of procurement/contracting of minor repair and maintenance work proposed by the Principal;
8. Review and certify the annual financial reports.
9. Promoting the awareness of maintenance needs in school and the community.

The Maintenance Team(s) (Mts)

The size and composition of an MT depends upon the nature and extent of the assigned task. It should be headed by a Team Leader whose authority and responsibilities shall be prescribed by the EB. The selection of the team leader, the number of the team members, and the technical competence needed will depend on the requirements of the assigned task and the size of the school

In a school with several buildings for example, an MT may be organized for the maintenance of building, another for the fixtures, another for furniture, etc. It may even be necessary to engage more than one MT to take charge of one building provided that the coverage of each is clearly delineated to avoid overlapping tasks/reports.

It is important that technically competent persons are assigned to the Mts. Vocational subject teachers and parents or community members with relevant background and/or experience and skills should be requested to lead the Mts or join them.

The function of the MT(s) shall include:

1. Undertaking specific tasks delineated and assigned by the EB
2. Assisting in the formulation of the maintenance program

3. Assessing the physical condition of a schoolbuilding or part of it
4. Repairing or overseeing the repair of a given item

Figure 1,2,3 and 4 show samples of the organizational chart for the SRMC.

Roles and Responsibilities of Non-Members of the SRMC

School personnel, students/pupils as well as parents who are not members of the SRMC have the obligation to equally share responsibility in pursuing the school maintenance program. While they are not identified members of the SRMC, they should assume the following roles and responsibilities to support the Committee towards the success of the repair and maintenance program.

Pupil/Student

As the end-user of the facility, he can do much to conserve and keep the facilities in good condition. He/she should:

- a. observe maintenance rules and regulations of the school
- b. practice daily classroom/school maintenance activities
- c. take active part in his/her school government organization's maintenance related activities
- d. report to authorities cases of pilferage, acts of vandalism and damages on or poor condition of school facilities

Parents

To enable school children to avail of well-functioning facilities, parents should assume both active and supportive roles such as the following:

- a. assist in the dissemination of information to the community on the facilities maintenance needs of the school
- b. advise their own children in the proper use and protection of school facilities
- c. help generate resources for school facilities maintenance

Teacher

In addition to his/her guiding and directly overseeing the pupils'/students' maintenance activities, the teacher should:

- a. identify and recommend priority maintenance needs of his/her classroom
- b. take up with the homeroom PTCA the priority maintenance needs of his/her classroom
- c. check up periodically the condition of classroom furniture, equipment and materials and report findings to the Repair and Maintenance Committee (SRMC)

Other School Personnel

The janitor, clerk and other personnel each has supportive roles and responsibilities in the repair and maintenance program. His/her work consist of:

- a. acquainting himself/herself with proper handling of school facilities, before actual use
- b. assisting the pupils and teachers in the proper use, maintenance of cleanliness, safekeeping and protection of school facilities
- c. coordinating with the School Repair and Maintenance Committee (SRMC) in the repair of school facilities

Administrative Support

The success of any school maintenance program depends not only on its efficient management by the SRMC but on the administrative support given by the upper administrative levels of the school system, as well. In consonance with their authority and areas of responsibility, certain functions to assist the SRMCs are enumerated below:

District Office

- a. Prioritize and recommends funding for the maintenance needs of the school
- b. Effects/Recommends the acquisition/construction/fabrication of quality school facilities
- c. Assists schools in tapping alternative sources of funds/assistance
- d. Monitors the management of Repair and Maintenance Funds in the schools
- e. Monitors and evaluates periodically the proper maintenance of school facilities

Division Office

- a. Consolidates and analyzes district reports on the school maintenance programs and recommends appropriate action, as necessary
- b. Prepares the Division's budget for elementary schools upon recommendation of the District
- c. Monitors and evaluates the status of school facilities maintenance in the Division
- d. Release Repair and Maintenance Funds allocated under the SEMP as cash advance to the Principal

Regional Office

- a. Formulates policies for school facilities maintenance
- b. Consolidates and analyzes division reports on the repair and maintenance programs and recommends appropriate action, as necessary
- c. Sub-allot Repair and Maintenance Fund (RMF) under the SEMP to the Division Office
- d. Monitors and evaluates the status of facilities repair and maintenance in the Region

Central Office

- a. The Physical Facilities Division, Office of Planning Service and the Task Force Engineering Assessment and Monitoring (TFEAM) shall conduct spot inspection of work undertaken under the Repair and Maintenance Fund (RMF).
- b. TFEAM shall prepare an Operations Manual and train Physical Facilities Coordinator of the Regional Office as inspectors and trainers. These Regional office staff shall train the Division, District, Principal and other school staff on the procurement, supervision, inspection and reporting procedures.

PREPARING THE MAINTENANCE PROGRAM AND THE ANNUAL PLAN

The maintenance of school facilities, from simple inspection, cleaning and minor repairs to eventual replacement could turn out into very costly repair tasks or reconstruction

work if not properly thought of and carefully planned. To avoid high maintenance costs, school facilities, as soon as they are acquired and put it use, must be properly taken care of and given the necessary periodic service by a competent technician. These required services must be outlined in a workable plan, scheduled for accomplishment on a specific time or within a definite span of time. This plan shall be the guide of the members of the SRMC in pursuing the school maintenance program.

The School Maintenance Program

A School Maintenance Program is a comprehensive, long-term proposal covering the full maintenance requirements of the entire school plant/facilities. It is a continuing cycle of planning, implementation and evaluation.

In preparing a school maintenance program, the following shall be considered:

A. Assessing Existing Facilities

As a preliminary step to planning for maintenance, information on existing facilities should be gathered and recorded. Accurate information on existing facilities may be obtained through the use of Form 1 (Site Information Sheet) and Form 2 (Building Information Sheet) both found in Annex A.

The SRMC should conduct an assessment of the entire school plant to acquire a general view of the status/condition of physical facilities. The components to be assessed are the school site, buildings, equipment and furniture. For this purpose, Form 3 (Site Assessment Sheet), Form 4 (Building Assessment Sheet) for each building existing in the school, Form 5 (Furniture, Instructional Tools and Equipment Assessment Sheet) for the entire school, and Form 6, (Summary Building Assessment Sheet) should be accurately accomplished after a detailed inspection of each item.

The physical condition of the different components of the school plant should be recorded. Items that need maintenance should be identified, the extent of damage indicated, and the work needed specified. Pupils/students, teachers and other school personnel should also be enjoined to report those items which they observe are requiring maintenance.

B. Setting Priorities

Prioritization is an important aspect of planning particularly because resources are limited. It is primarily concerned with setting the order of precedence of maintenance work on specified items or group of items according to urgency and the limits of available funds. Information provided in the Assessment Sheets should be enough to reach a decision on which item needs greater attention. The advice of technically competent persons often proves useful.

The following criteria are suggested in prioritizing school facilities maintenance work:

Priority 1: Urgent and essential work to ensure the health and safety of the school population; work required to prevent the imminent or serious disruption of school activities.

Priority 2: Work intended to prevent the serious deterioration of services which might lead to higher costs of repair, rehabilitation or replacement.

Priority 3: Work which may be deferred; work desirable to keep the environmental or aesthetic quality of the school plant.

C. Sheduling

As a general rule, maintenance work should cause minimal disruption to the learning program and should not create hazards to the health and safety of the users. It is ideal to conduct facilities maintenance work during vacation period. Obviously, this may not always be possible. Among the factors which affect the scheduling of maintenance work are:

1. the nature, extent and urgency of maintenance jobs;
2. the timing of resource availability; and
3. climatic conditions

D. Job Planning

Job planning is needed to set the course for executing the job. It should be based on the result of the assessment which determined the maintenance needs of the school. The job plan includes activities of the Maintenance Teams responsible, and the expected implementation period of activity.

E. Cost Estimating

Form the information gathered, a reasonably accurate cost estimate can be prepared for each item or group of related items to be maintained. The needed materials should be listed and their cost established on the basis of current prices prevailing in the local market. The cost of labor is calculated by determining the number of workers and their corresponding work designation (carpenter, laborer, plumber, etc.) which are needed for the job, the number of man-days required, and the daily rate per workman. The combined expenditure for materials and labor is the estimated cost. Below is an example of how to prepare a cost estimate.

Materials:

| | Item | Unit Cost | Quantity | Total Cost |
|----|--------------------------------|---------------|-------------|-------------|
| 1. | Yakal wood 3x4x10 | 24.00/bd. ft. | 340 bd. ft. | P8,160.00 |
| 2. | Corrugated GI Sheet 26 x 12 | 288/pc. | 27 pcs. | 7,776.00 |
| | | | TOTAL | P 15,936.00 |

Labor:

| Workman | Daily Wage | No. Needed | Man-days | Total Amount |
|------------|------------|------------|----------|--------------|
| Foreman | P120.00 | 1 | 6 | P 720.00 |
| Carpernter | 100.00 | 2 | 6 | P 1,200.00 |
| Laborer | 80.00 | 3 | 6 | P 1,440.00 |
| | | | TOTAL | P 3,362.00 |

Summary:

Materials P15,936.00
 Labor. 3,362.00

Total Cost Estimate = P19,296.00

The Annual School Maintenance Plan

The Annual School Maintenance Plan is the framework for carrying out the objectives of the School-Based Repair and Maintenance Program. It should:

1. specify the items needing maintenance
2. indicate the level of priority (the lowest numerical designation has the highest priority according to avaiability of funds and other factor)
3. specify maintenance works and the Maentenance Teams/persons who will

- be responsible
4. indicate the estimated cost of materials and labor of each activity and the possible source(s) of funds
 5. indicate the frequency of undertaking each maintenance activity (for daily maintenance activities)
 6. specify the schedule of implementing maintenance activities

The Annual School-Based Maintenance Plan serves as an important reference in assessing the extent of accomplishment of the maintenance program and provide the SRMC with accurate bases for setting future maintenance priorities. It should be kept up-to-date, utilizing monitoring feedback.

The description of the work to be done on an item or a group of items as well as the cost should be reflected in the Maintenance Plan. This information will figure in Form 9 (The Maintenance Job Sheet) which will be prepared when the job is to be implemented. Form 10 (Maintenance Job Report Sheet) will be accomplished when the job is done.

PERFORMING MAINTENANCE ACTIVITIES

The value of any program or plan is dependent on the degree and manner of its implementation. Thus, having prepared the Annual School Maintenance Plan, the SRMC can mobilize the maintenance teams for the care, upkeep or minor repair of the different items needing maintenance.

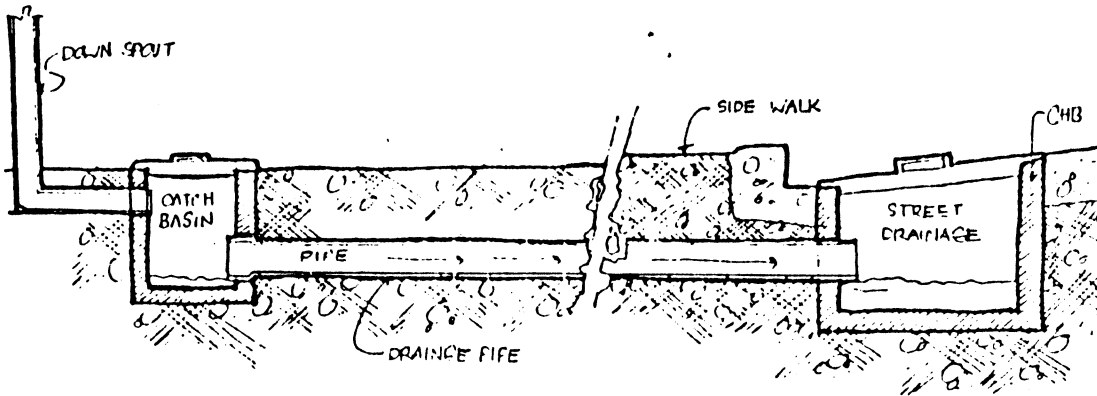
Good maintenance management requires that maintenance personnel possess the necessary skills, technical knowledge and experience. Since no single person possesses the skills necessary for all types of maintenance jobs, the SRMC should utilize all available personnel with different specialization and expertise in the school and community in organizing the Maintenance Team(s) (Mts). As mentioned in the previous chapter, the composition of an MT can change depending on the nature and complexity of the maintenance job required. The ability of the SRMC to mobilize all human and physical resources and utilize the most appropriate procedures and approaches is necessary for the effective implementation of the maintenance plan.

Maintenance work should be performed by the Mts and monitored by the EB on a periodic basis. A report on the progress of work should be submitted by the Mts to the EB. It is important to inspect the work at the start, during the implementation and upon its completion.

Maintenance of School Site

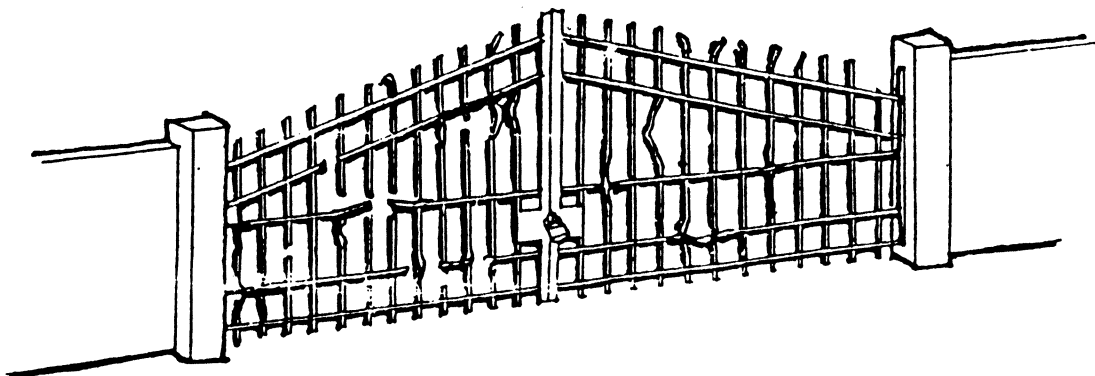
The school site, whether owned, leased or rented should be properly maintained. For proper maintenance, the following examples may illustrate the work to be done:

1. Drainage



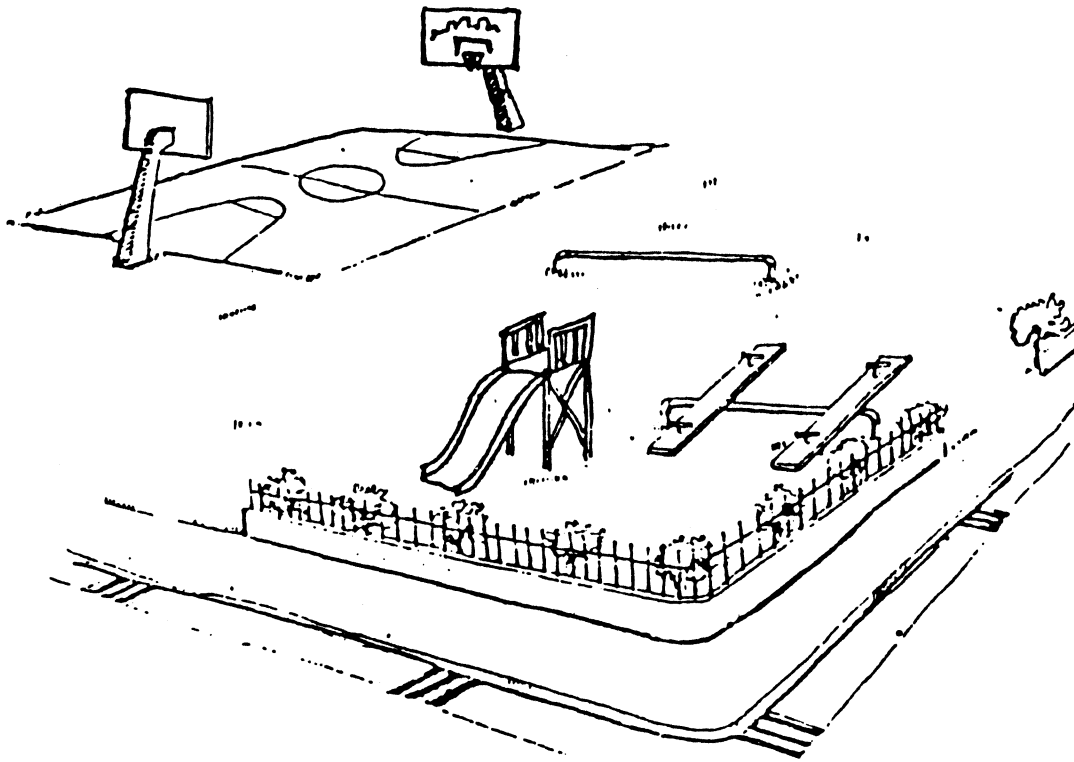
- a. Construct drainage wide enough to allow free flow of water. This should be covered for safety and sanitation, as well as for aesthetic reason.
- b. Clean drainage regularly.
- c. Repair any damage immediately.

2. Gates



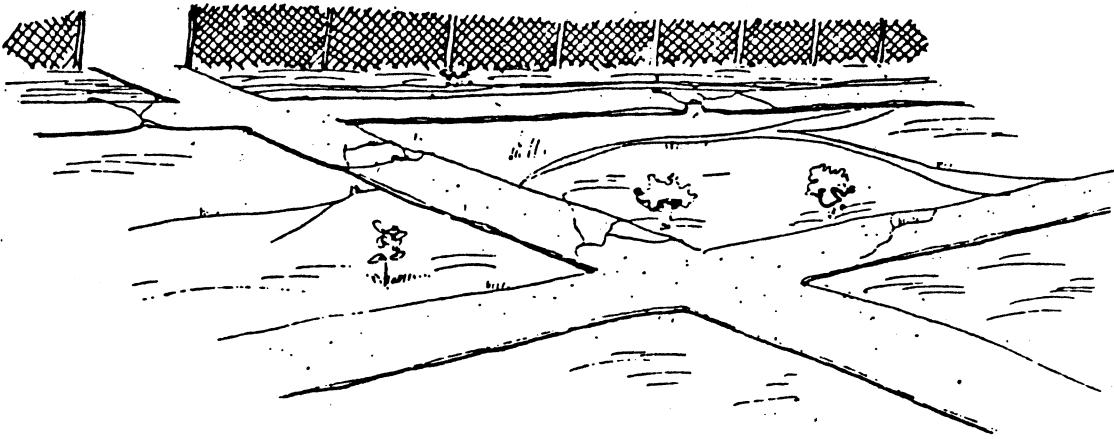
- a. Paint gates with lead paint and apply oil on hinges to prevent rust or decay.
- b. Repair immediately detached and broken parts.

3. Playground



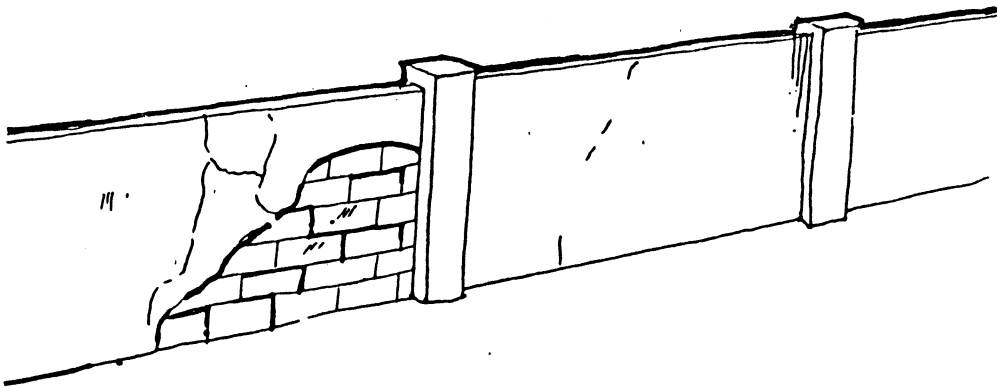
- a. Maintain plants at appropriate places and lay out proper drainage to prevent erosion.
- b. Avoid unnecessary diggings.
- c. Improve/Flatten irregular terrain as needed.
- d. Keep the playground clean and safe.

4. Paths



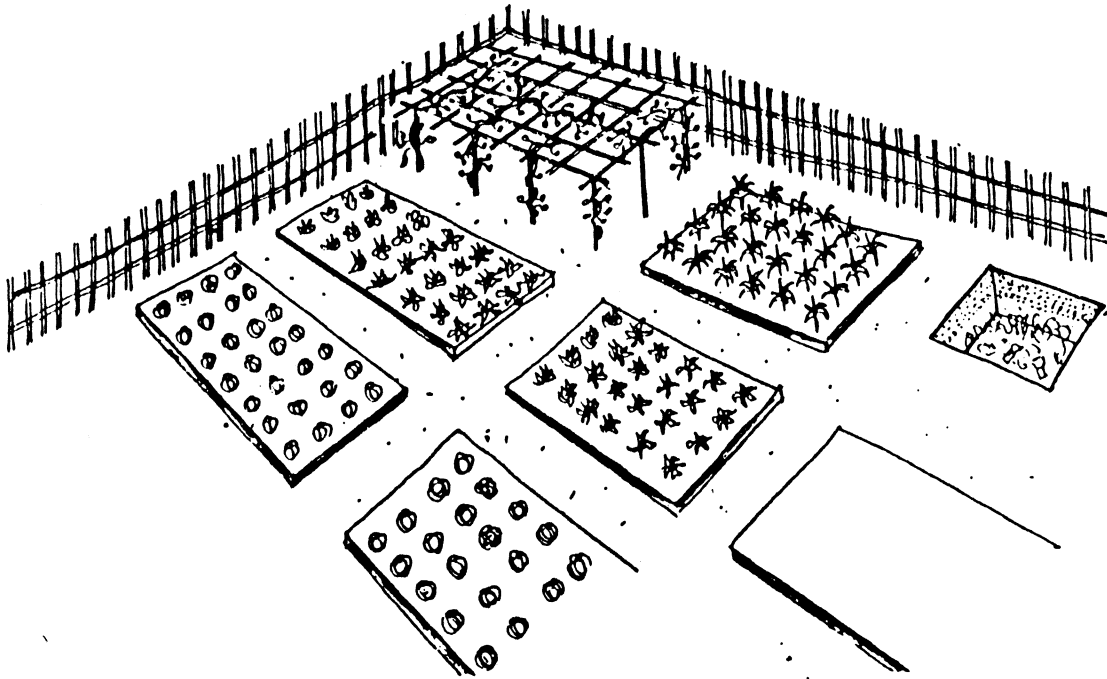
- a. Fill cracks on the concrete pavement with cement mortar to avoid further damage. Cement mortar should be applied with paint brush or with cement trowel.
- b. Plant shallow-rooted ornamental plants along the sides and trim them properly.
- c. Keep paths clean and properly drained.
- d. Construct drainage or canals on both sides of the pathways.

5. Fences



- a. Plaster cracks on cement walls.
- b. Leave fence free of vine and other clinging plants.
- c. Paint fence with lead paint if it is made of metal to prevent rust.
- d. Observe proper distance in planting trees near the fence.

6. Garden



- a. Lay out the garden/s in such a way that all available areas are utilized appropriately.
- b. Provide separate space for vegetable gardens.
- c. Practice crop rotation to maintain the fertility of the soil and/or terracing to prevent erosion.
- d. Provide compost pit and/or compost pile.
- e. Fence gardens to prevent destruction of plants.

Maintenance of Schoolbuildings

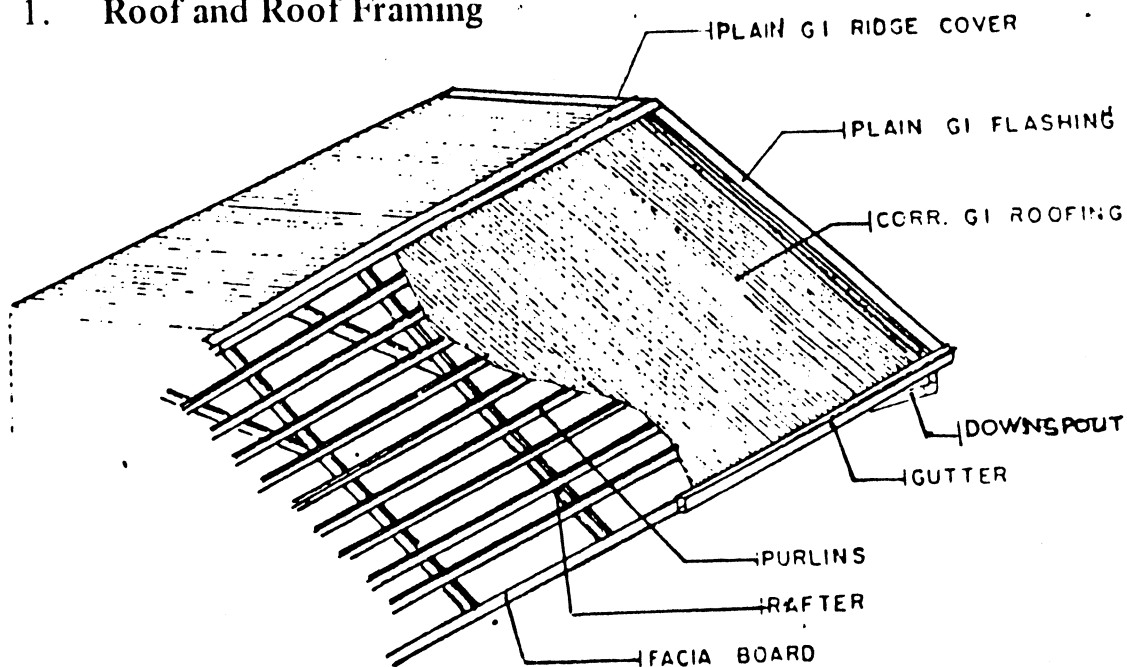
A schoolbuilding is the most important component among the physical facilities of the school. Accordingly, it should be given priority attention in a school's physical facilities maintenance program.

To preserve their strength and appearance, schoolbuildings must be periodically inspected and checked for any defects so that greater damage can be prevented.

In order to carry out maintenance effectively, school administrators must keep a copy of approved design plans to serve as a guide and reference.

Examples of effective maintenance of frequently damaged components of schoolbuildings are the following:

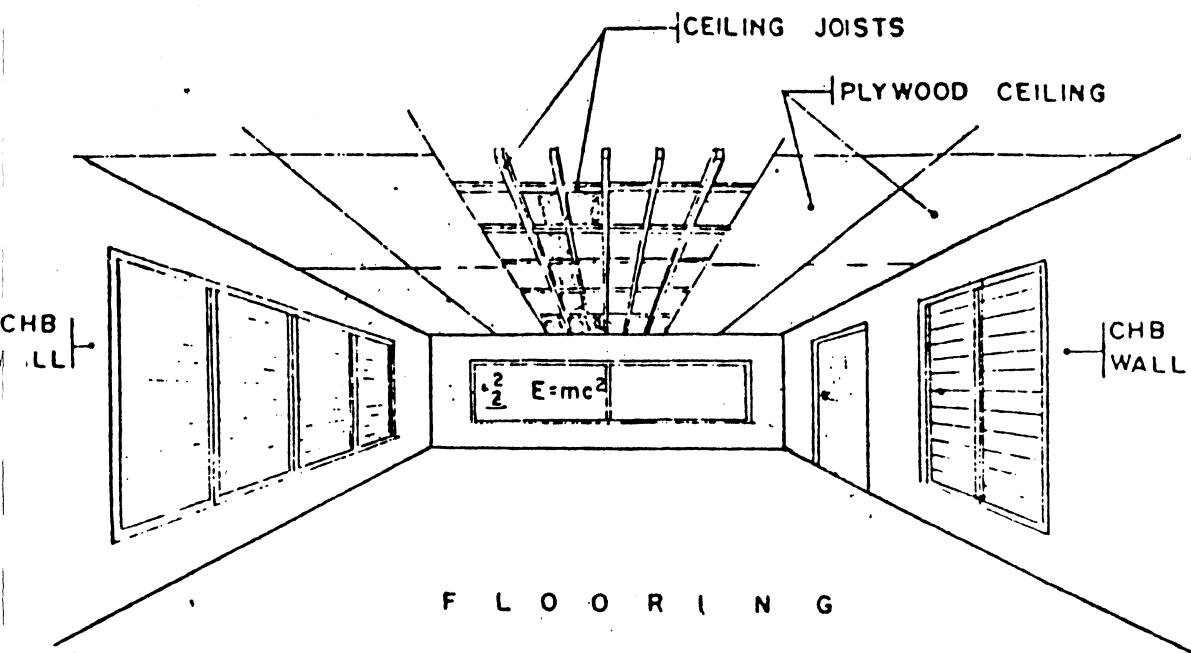
1. Roof and Roof Framing



- a. Before and after a typhoon, inspect the roof for loose nails in caps on roof sheets, side laps, ridge rolls, flashings, facia boards and make necessary repair or replacement.

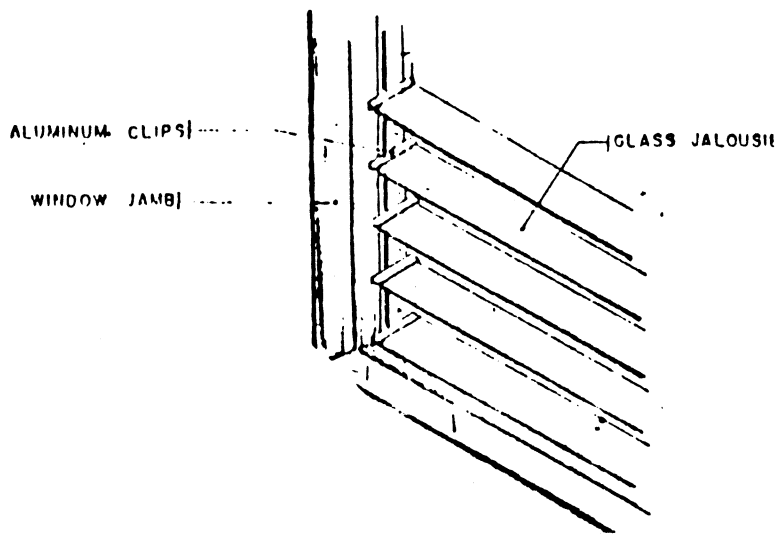
- b. Regularly inspect gutter of dirt to prevent clogs in downspouts.
- c. Remove rust from joints of downspouts, overlap of gutters, seams sheet holes, and apply sealant and antirust chemical solution and paint.
- d. Inspect concrete gutter for cracks and seal them with epoxy coat.

2. Ceiling Boards and Joist



- a. Inspect ceiling for plywood warps and sags, loose nails or insect infestation and apply corrective measures.
- b. Replace deteriorating ceiling joists with treated wood.

3. Window Jamb and Jalousie

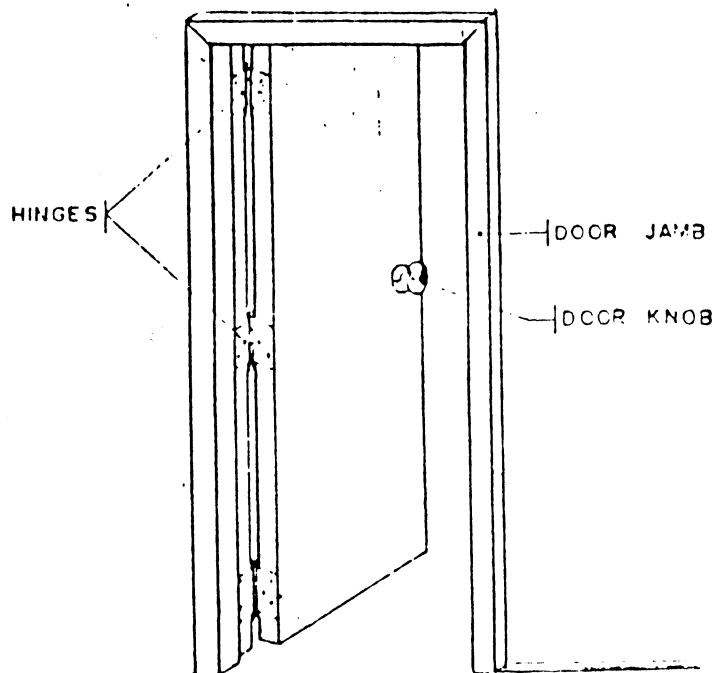


- a. Tighten immediately loose jalousie clips and jamb joints.
- b. Replace immediately broken jalousie blades.
- c. Paint window grills/bars.

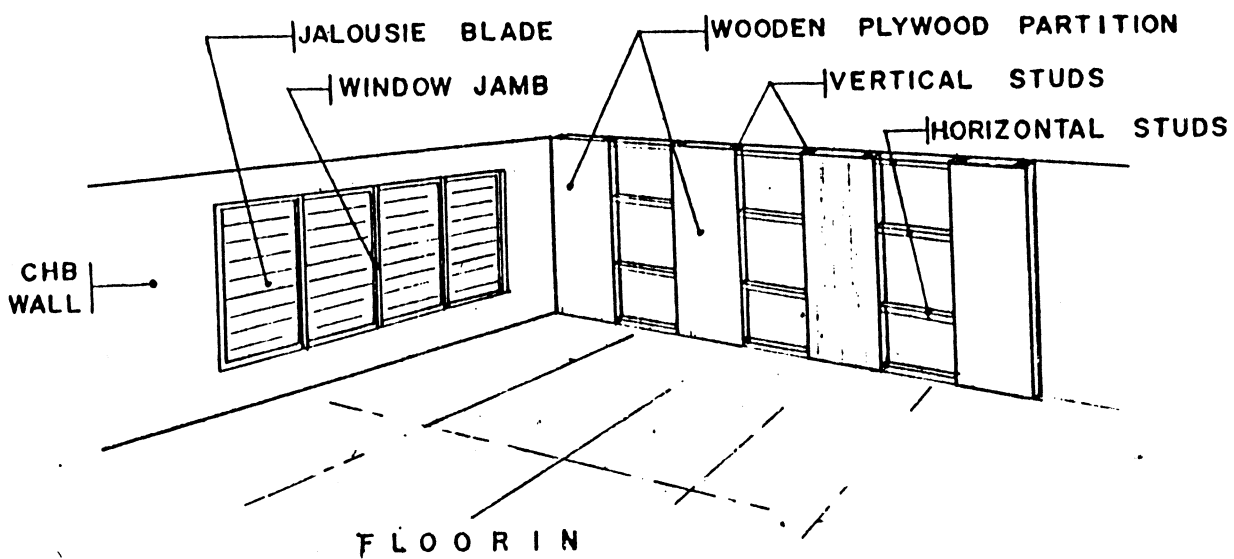
4. Door and Door Jamb

Provide immediate replacements of broken parts like door locks, hinges, etc.

- b. Paint door shutters with at least three (3) coatings of paint to preserve strength and surface appearance.
- c. Avoid slamming the door when closing it.

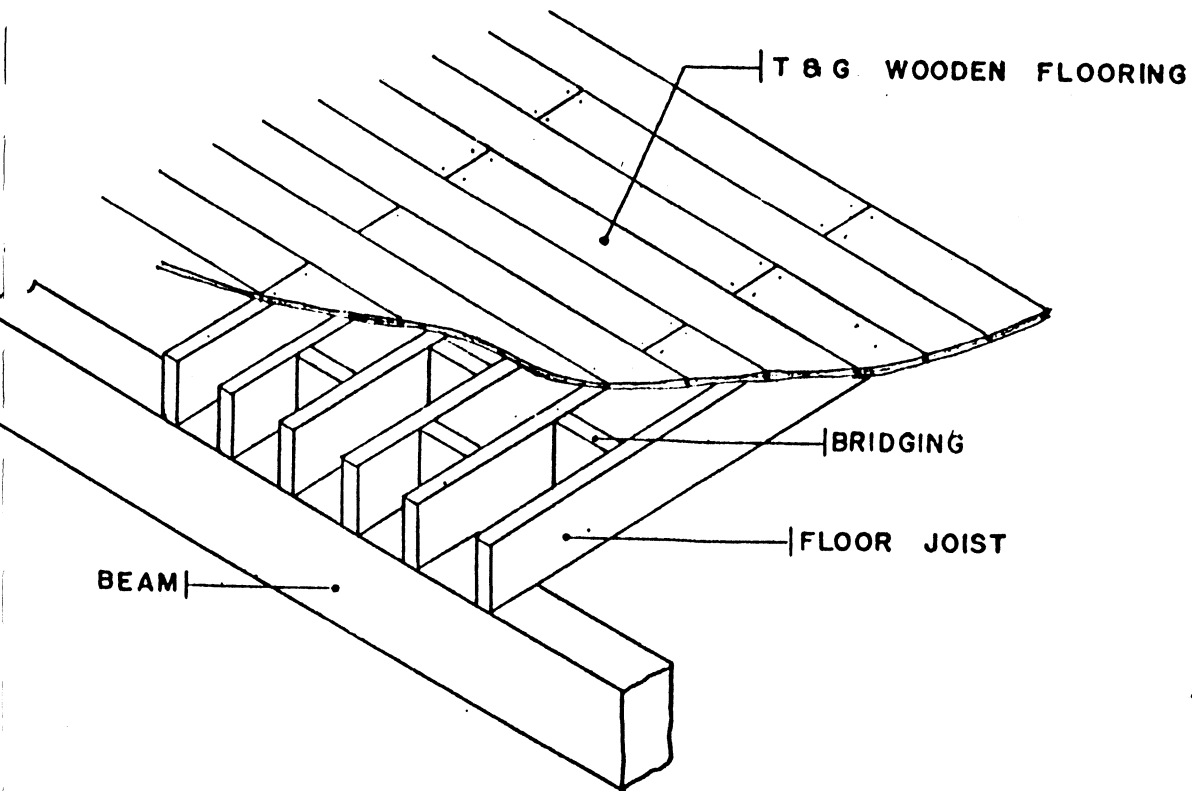


5. Wall and Partition



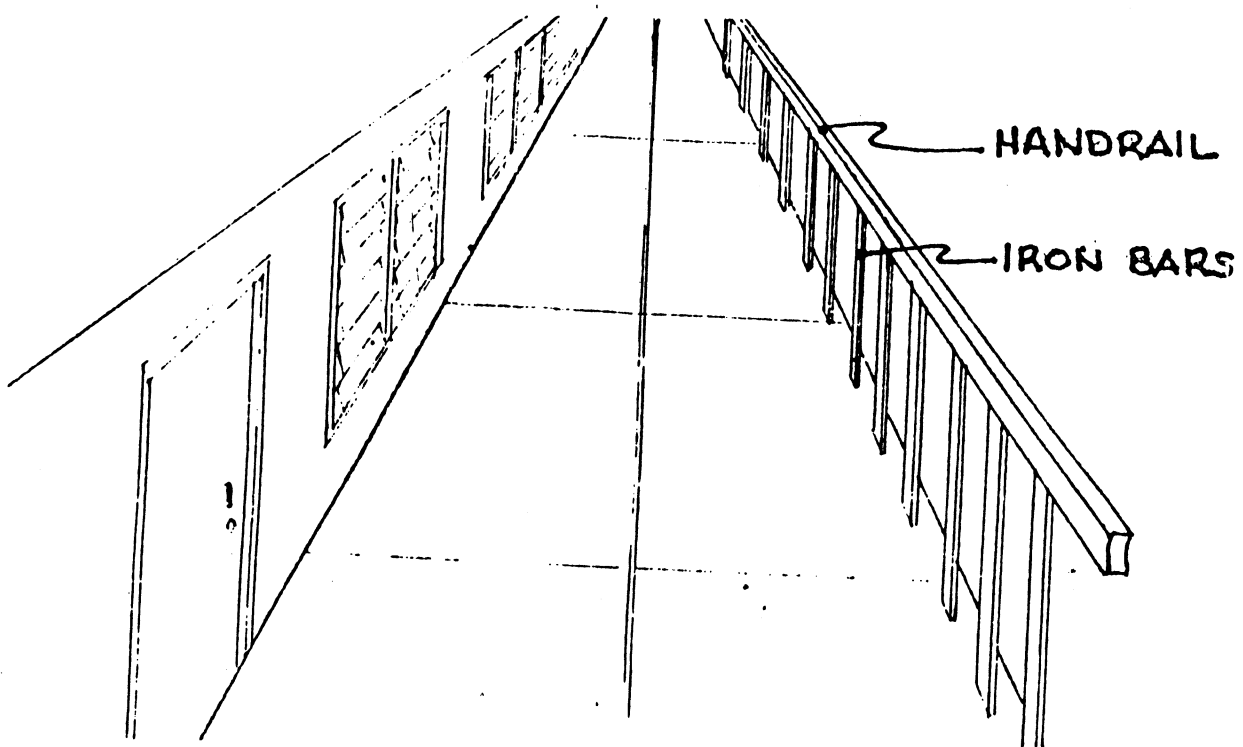
- a. Use appropriate hooks when using the wall/partition as a display board to preserve its surface.
- b. Protect wooden partition from water seepage.
- c. Observe care in manipulating movable partitions.
- d. Keep walls clean and free from writings and unnecessary displays.

6. Flooring and Floor Framing



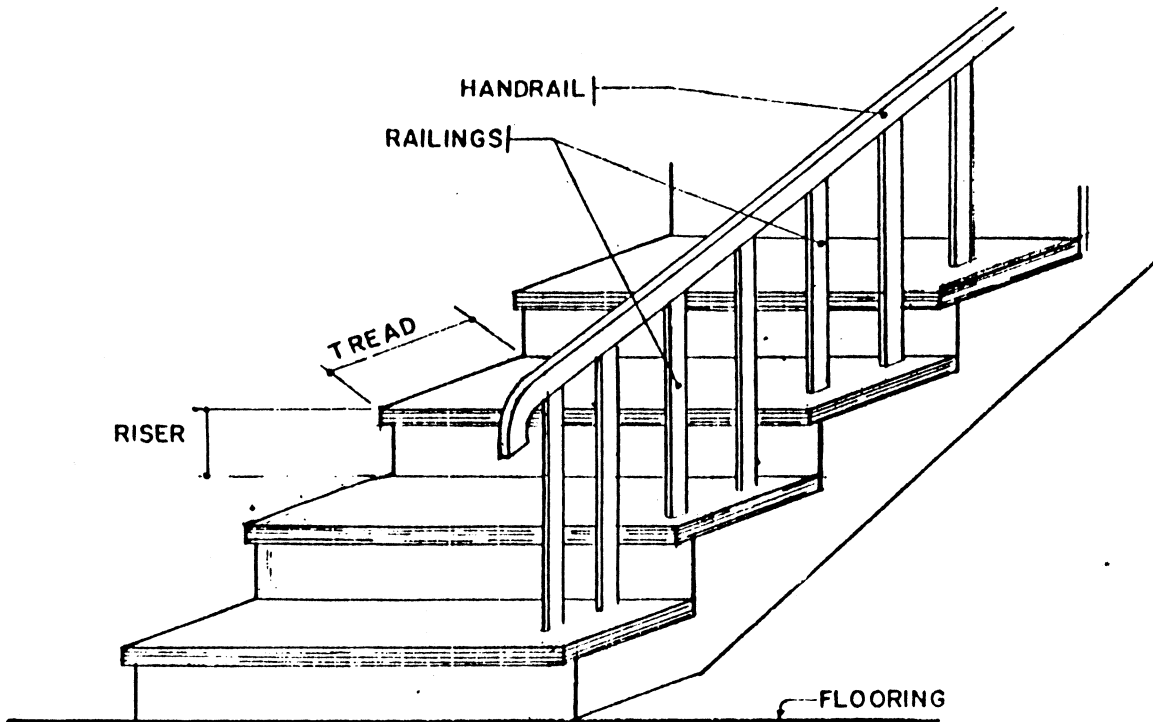
- a. Replace deteriorating joist with treated wood
- b. Replace broken portions of the floor to prevent further damage.
- c. Dry wet floor immediately to prevent absorption of water that can damage it.
- d. Seal cracks in concrete slabs with appropriate sealant to prevent loosening of the slabs and seepage to internal parts.
- e. Fix areas with loose protruding nails.

7. Porch and Corridors



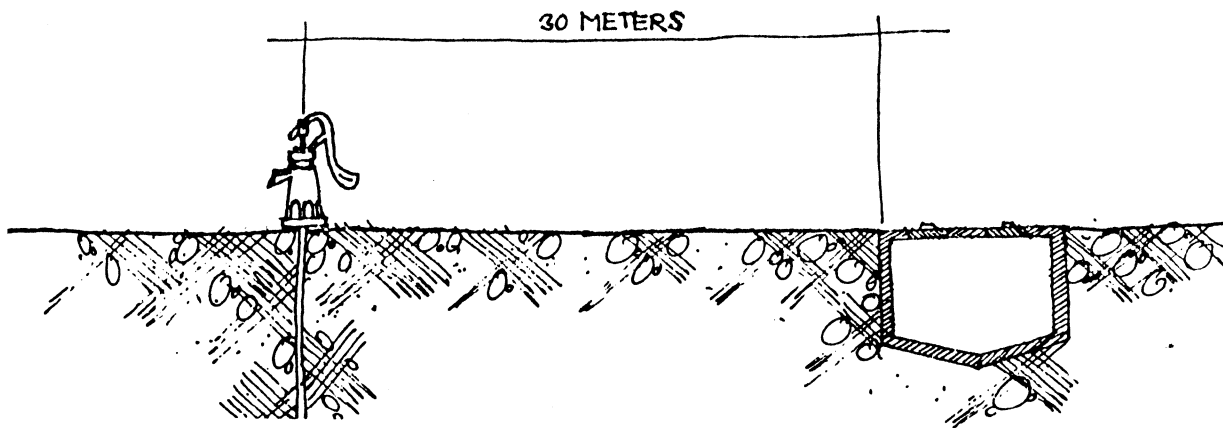
- a. Plaster with cement mortar all holes and cracks found in concrete slab.
- b. Keep iron grills painted to prevent rust.
- c. If iron grills show rust brush thoroughly to remove it and apply metal paint.

8. Stairway



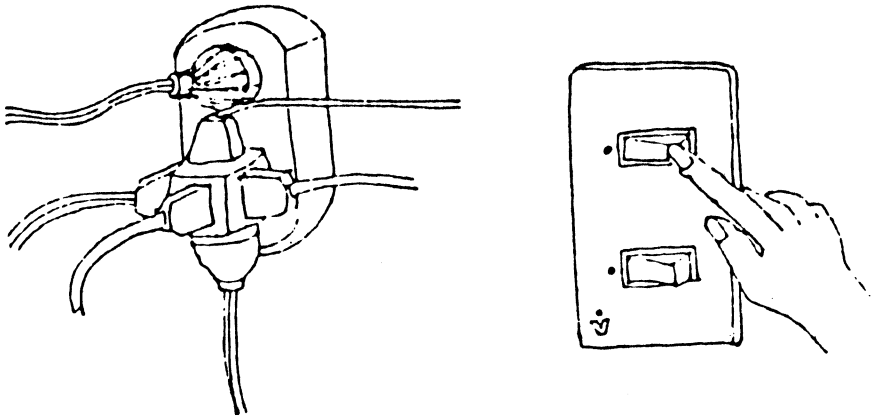
- a. Avoid sliding down the handrails.
- b. Paint iron handrails periodically to prevent rusting.

10. Manual Water Pumps / Washing and Drinking Facilities



- a. Install manual water pumps at least thirty (30) meters away from the septic tanks.
- b. Check parts and replace defective ones immediately.
- c. Advise children to avoid playing with the pump.

11. Electrical Installation



- a. Avoid the use of octopus connection.
- b. Switch off all equipment, machine, electrical switches after using and before leaving the room.
- c. Never allow students to use any electrical outlet without teacher supervision.
- d. Check electrical wirings regularly and replace defective ones.

Other Maintenance Jobs

1. Inspect wooden components of the buildings for the presence of termites and wood-boring insects. Replace deteriorated ones and treat less damaged parts with chemicals like solignum.
2. Use hard wood in door and window jambs.
3. Paint building once every 5 years preferably during the dry season. Use appropriate semi-gloss or gloss paint on walls and ceilings.
4. Clean inside part of overhead water tank, remove sediments by opening the drain gate valve at bottom of the tanks and replace water content regularly.

5. Inspect pump for worn-out washers.
6. Have full septic tank dredged, as necessary.
7. Read thoroughly manual of operation or instruction of any electrical or electronic equipment before using it.
8. Use only appropriate fuse to ensure safe and continuous flow of electric current.
9. An appliance of a certain voltage should always be connected to an outlet of the same voltage. Label outlets and appliances with the right voltage.

Maintenance of School Furniture

The availability of appropriate pieces of furniture in the school such as desks, tablet armchairs and tables contributes a lot in providing a favorable and comfortable teaching-learning environment to teachers and students. Hence, it is important to observe maintenance practices that will help prolong their serviceability. Such practices may include the following:

1. Instruct students on the proper use and care of school furniture:
 - a. Wipe off dirt and dust on the surfaces, edges of desks, tables, tablet armchairs, display boards, chalkboards, etc.
 - b. Protect furniture from pencil marks and scratches.
 - c. Use sandpaper to remove dirty marks and scratches on the desks, chairs, tables and other school furniture.
2. Inspect condition of furniture regularly.

3. Do minor repairs immediately such as:
 - a. Tightening loose bolts.
 - b. Driving back protruding nails and screws before further deterioration takes place.

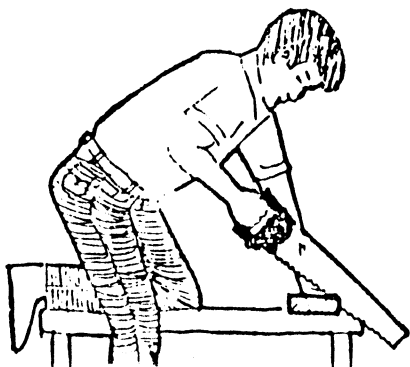
Specific types of furniture need specific maintenance, i.e.

1. For wooden furniture, 1) Réplace immediately the broken components, 2) Treat the less damaged parts with chemicals (solignum) and repolish them;
2. For metal furniture, inspect the frames for rust or corrosion and brush them off before applying red lead and paint;
3. For upholstered furniture, sew or glue at once any torn portion so that greater damage can be prevented.

Maintenance of Instructional Tools and Equipment

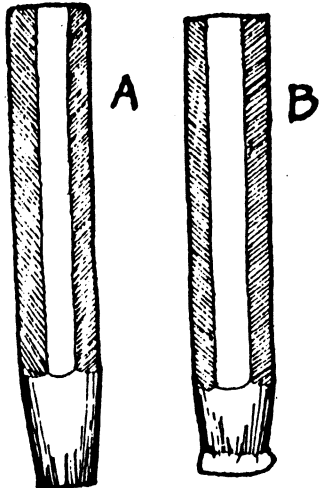
Instructional tools and equipment include all implements necessary for the proper teaching and learning of home economics, industrial and agricultural arts as well as other vocational subjects.

Each tool and equipment has its distinct features and characteristics which suggest its proper use and care. Some rules to be observed are the following:



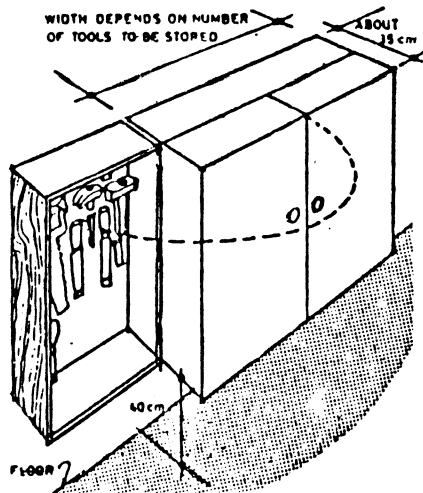
1. Use hand tool or equipment only for the job it is designed. For example, a light claw hammer should be used to drive or draw small nails up to a certain size only. A wrecking bar should be used to pull big nails.

2. Give thorough instruction on the proper use, care and maintenance of a hand tool or equipment before using it. This will enhance its effective and efficient use. Non-observance of the safe and proper procedure in the use of tools often result in poor quality work and in some instances causes injury to the user. Moreover, damage on tools will be minimized.



3. Use only tools and equipment in good condition. Defective tools should be separated from the good ones and/or turned over to the proper school authority for proper disposal and replacement.

4. Sharpen dull-edged tooth-cutting tools before using them. Often, adjustments have to be made periodically to suit the particular cutting operation. This will make the work easier and will prevent damage to the work or the tool.
5. Bring out only the tools that are needed for a particular work and place them within the reach of the user. It is a safe work habit to keep in storage tools that are not being used.
6. Arrange tools and equipment in the storeroom and those brought to the workbench or work area side by side to make it convenient for the user to pick up that which is needed. Efficiency in work and service requires that tools be on hand at the time and place they are needed. Piling them will deter smooth flow of work and cause damage to the tools.



7. Keep tools and equipment in their respective storage cabinets for systematic checking.
8. Check the condition of the tools, machines and equipment even during periods of inactivity.

Clean tools and equipment thoroughly of dirt, grease, moisture or foreign materials.

If a tool is composed of several parts that could easily be disassembled, clean and oil all components as needed, before they are reassembled.

Most tools and equipment, except those used in food preparation, require the application of a slight film of clean light oil to protect the metal from rust or corrosion. Apply oil if the tools or equipment are to be stored for a longer period.

12. Wash with kerosene or oil tools like files that had been stored for a long period. Brush the file to remove accumulated rust, dust and other foreign materials.
13. Provide equipment with appropriate covers after use to protect them from dust or dirt and manipulation by unauthorized persons.

Maintenance of Playground Apparatuses

While playground apparatuses are designed for relative permanence, maintenance is required to keep their strength and appearance. Periodic inspection should be conducted on the condition of these apparatuses so that preventive and remedial measures can be instituted. The following should be observed:

1. Inspect periodically the G.I. pipes for rust and immediately apply remedial measures.
2. Regularly grease the bolts, chain and pivoting parts to minimize the friction. Tighten loose bolts.
3. Repair or replace deteriorated wooden parts.
4. Paint the apparatuses when necessary.
5. Dismantle apparatuses which are not permanently installed during summer vacation for safe keeping.

Maintenance of Science Equipment

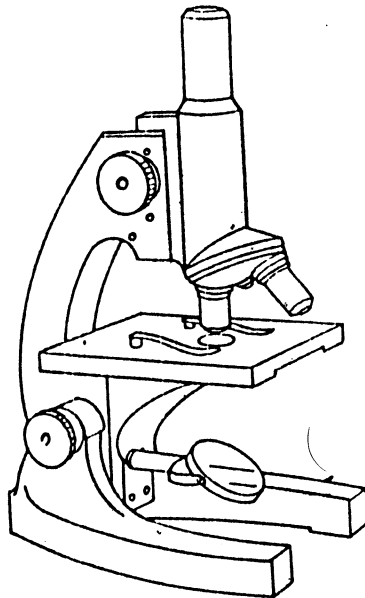
In using science equipment, the accompanying manuals should always be referred to. Science equipment should always be classified and labeled. Instruments must be stored properly and carefully in a secure place after being used. The following guidelines must be considered:

1. Keep electroplated instruments always clean and dry.
2. When the finish starts to wear off, have the equipment electroplated.
3. If chrome plating is not possible, remove rust by using a scraper, wire brush or sandpaper. Apply a coat of metal primer and top with automotive enamel or lacquer.

4. Clean and apply a thin film of machine oil to prevent the equipment from rusting.
5. Check battery terminals for corrosion and loose connection. These are common causes of malfunctioning.
6. Clean terminals and tighten connections before and after using.
7. Remove batteries/dry cell and store them separately.

Sophisticated equipment require special attention and specific instructions must be followed:

For a Microscope:



1. Use and handle the microscope properly. Otherwise, loose attachments like the eyepiece might fall.
2. Never oil joints and parts. This will lubricate sliding and pivoting parts that will make adjustment setting difficult.

3. Be careful in using liquid glass cleaning material. The cleansing material might affect the wax or cement of lenses and blur image.
4. A camera kit is useful. Be careful of the lens placement. Once inverted, it will not give the desired magnification. Use suitable instrument in detaching and reattaching lenses.
5. Keep the microscope in its case when not in use.

For Electric Motors and Generators:

1. Clean the motor before and after using.
2. Use acetone or lighter fluid to remove corrosion and deposits in electrical contacts. Do not allow lighter fluid to flow on plastic parts. This will make it brittle. On the other hand, acetone will melt plastics.

For Platform Balance:

1. Clean and oil joints to reduce friction and maintain accurate measurement.
2. Check underchassis adjustment to maintain perfect balance.

For Anemometer, Electric Analogue Type:

1. Set and attach magnets with appropriate gluing materials. Malfunctioning is usually caused by loose or detached magnets.
2. Check battery and electrical connections. Faulty electrical connections are the common cause of failures.

For Multi-Tester (VOM):

1. Avoid dropping the multi-tester to prevent the breaking of the printed circuit that can cause its inaccurate function.
2. Set the tester correctly for the kind of test to be made and make sure that the test prods are properly connected before using it.
3. In using the multi-tester, follow strictly the pertinent operating procedures in the manual.
4. Always set the tester to off position when not in use or when it is in a dry safe storage.

For Windmill (Electrical Generator):

1. Check if the pilot lamp is working.
2. If the mill is turning and no current is generated, check for any loose electrical connections and/or mechanical defects. Tighten lock screws or nuts between the hub and windmill blade as well as all loose electrical connections. Otherwise, call a technician.
3. Check connections particularly the ground wire.

For pH Meter, Electronic Instrument that Needs Acidity.

1. Wash electrodes that are dipped in liquids with water, wipe them dry and store properly. Otherwise, chemicals left on electrodes may mix with the solutions and register false and erratic reading.
2. Always remove batteries before storing or when instrument is not in use.

Maintenance of A-V Equipment

VTR/VCR System

1. Check the quality of the tape by gently pulling the end upward to see whether it is not stuck.
2. Remove the battery from the battery compartment when not in use.
3. Protect camera from getting wet.
4. Always prevent the lens from direct sunlight.
5. Be sure to cover the viewfinder with the eye cap cover when equipment is not in use.
6. Always remove the video tape from its tape compartment when not in use.
7. Avoid using dirty and defective video tapes.
8. Store the camera in a cool but dry place.
9. Use the camera at least once a month to prevent acoustic fluid from sticking to tape head.
10. Never store the video camera inside an unventilated car compartment.

Electronic Scanner:

1. Follow strictly the manual of operation in using the equipment.
2. Store the equipment properly when not in use.
3. Have the equipment serviced by a skilled technician periodically.
4. Avoid overworking the machine/equipment.

Overhead Projector (OHP):

1. Have the manual of operations on hand when operating your OHP.
2. Wipe platen lens with dry cloth and cover the platen with cartolina board to prevent scratches.
3. When not in use, store the equipment in a dry place with indirect sunlight.
4. Have a technician service the equipment periodically.

Slide and Film Strip Projector:

1. Read the Manual of Operation before operating the equipment.
2. Wipe the film strip container with cotton balls moistened with oil to prevent rust from spoiling it.
3. Use dry soft cloth, not bare hands in removing the projector's bulb.
4. Always cover the lenses and the entire set after each use.
5. Always have a skilled technician repair the projector.
6. Keep the projector in a safe and clean storage room.
7. Have a periodic check-up of the equipment.
8. Protect the equipment from moisture by putting silicon gel in the equipment case.

Cassette Recorder:

1. Know the parts and functions of the recorder.
2. Clean the tape head with cotton soaked in denatured alcohol to avoid poor sound.

3. Always keep the cassette free from dust and beyond the reach of the children.
4. When not in use, unplug the equipment and keep it covered.
5. In case of breakdown, have a skilled technician fix the machine/equipment.

Maintenance of Office Equipment

Binding Machine:

1. Do not put more than 15 sheets of paper at one time.
2. Clean the machine after using.
3. Cover the machine after cleaning.
4. Always keep the machine dry and stored in a dry place.

Typewriters:

1. The typewriter should be operated by a typist who is familiar with the typewriter's essential parts and other features.
2. Cover the typewriter when not in use.
3. Brush/clean typewriter arms and keys regularly.

Maintenance of Printed Materials:

Books and other printed matters regardless of the kind of material used may have longer life and service if appropriate care and maintenance is observed.

Users should:

1. always keep the books clean, dry and properly;
2. not fold or write on the pages.
3. put unused books in dry, clean and safe places that are out of reach of small children.
4. dry wet books by spreading them in a well-ventilated room.
5. not use books or magazines as a hammer and objects such as pens, notebooks, etc. as markers of pages;
6. not trace pictures, drawings or letterings on the pages;
7. not throw books and never leave them open in front of an electric fan.
8. not put liquid containers like a glass of water, etc., on top of a book or magazine and never use a book as protection from the rain.
9. keep books, magazines, etc. in their proper places when not in use.

Learning Resource Managers/Librarians should:

1. ventilate properly and clean storage places such as shelves, racks and cabinets to keep them from moisture and accumulation of dirt;
2. keep shelves, racks, cabinets and tables well polished, attractive and free from termites, ants, cockroaches and other destructive insects and rodents.
3. keep rolled maps, posters, and charts in tubes or inside clean cabinets or shelves, when not in use.
4. use wooden or plastic clip holders for posters, maps and charts.
5. cover the surface of charts, posters, etc. with a thin transparent plastic material pasted to the sides and corners.

EVALUATING THE SCHOOL FACILITIES MAINTENANCE PROGRAM/PLAN

Evaluation is the process of determining the extent to which the objectives of a program or project have been achieved. Evaluation should be carried out at each step of the program implementation to assess whether the process is effective or not, and in case it is not, what may be done to ensure its effectiveness. Like any other program, the school facilities maintenance program must be evaluated.

Evaluation at Various Stages of the Program

Before the start of the program, data and information on the status or condition of the school facilities must be established. From the information obtained, decisions are made on priority needs and the activities to be undertaken. Needs assessment facilities the preparation of reasonable cost estimates for materials and labor.

Periodic monitoring to gather data on the implementation should be carried out. Its purpose is to identify the strengths and weaknesses of the implementation if any, and to institute corrective measures, as needed.

Form 12 must be used to assess the degree of accomplishment of the targets of the entire program/plan over a given period of time. The information gathered from this evaluation may be used in improving future programs/plans.

At the end of the maintenance program/plan period, it would be advised to evaluate the extent/results of its implementation. For this purpose, the SMMC can be guided by the following questions:

1. Had there been a situational analysis of the present condition of the school facilities?

Yes _____ No _____

What needs have been identified? State them according to priorities.

2. Were objectives set to meet the needs?

Yes _____ No _____

State the objectives:

3. Were the following resources available to ensure realization of the objectives? Indicate the agencies tapped for each resource.

| | Yes | No | Agencies |
|---------------|-------|-------|----------|
| 3.1 Funds | _____ | _____ | _____ |
| 3.2 Manpower | _____ | _____ | _____ |
| 3.3 Materials | _____ | _____ | _____ |

4. Is there an organized School Maintenance Management Committee?

Yes _____ No. _____

4.1 If yes, check activities accomplished for the year.

Executive Body:

- ___ 1. Prepared a school management program.
- ___ 2. Keep records of the entire school facilities
- ___ 3. Made representations for the acquisition/ construction of needed school facilities.

6. Please specify mode of implementation availed of in maintaining school facilities.

| Facilities Maintained | Mode of Implementation* |
|-----------------------|-------------------------|
| | |

* Mode of Implementation

1. By the students and teachers
2. Bayanihan
3. Others, Pls. specify

7. Was the target cost sufficient to finance the job?

Yes ____ No ____

If not, what percent of the actual cost was satisfied?

8. Did the target cost exceed the actual cost?

Yes ____ No ____

If so, by what percent?

9. Did you submit to the District/Division your School Maintenance Program/Plan?

Yes ____ No ____

- ___ 4. Conducted orientation meeting for teachers and other school personnel on maintenance work .
- ___ 5. Assisted/supervised the MTs on the proper implementation of the project .
- ___ 6. Established linkages to generate funds for the program
- ___ 7. Made quarterly evaluation and monitoring of the maintenance work
- ___ 8. Submitted the necessary periodic report to the district office .

Maintenance Team:

- ___ 1. Made periodic assessment of the condition of all classroom furniture, equipment and materials and submitted reports to the EB.
 - ___ 2. Attended regularly to assigned maintenance tasks.
 - ___ 3. Helped generate resource for school facilities maintenance.
 - ___ 4. Submitted performance report to the EB.
5. Was there a schedule of activities showing the specific job to be performed and the time frame for each activity?

Yes _____ No _____

If yes, what type of assistance has been provided?
Please enumerate.

If no, state reasons why.

10. Were all targetted maintenance tasks/jobs completed?

Yes _____ No _____

Please specify in appropriate columns.

| JOBS COMPLETED | JOBS NOT COMPLETED |
|----------------|--------------------|
| | |

11. How can you rate the implementation of your maintenance program/plan?

Excellent

Very Satisfactory

Satisfactory

Unsatisfactory

Very Unsatisfactory

12. For future programming/planning, what aspects can you improve on?

Recording and Reporting

Keeping of records and instituting a systematic way of reporting are important aspects in the implementation of the maintenance program/plan. These main responsibilities should be religiously executed by the SMMCs as they carry out the maintenance program/plan.

Complete and accurate records of the maintenance work/activity should be kept. To satisfy this objective, Form 11 must be used. Computerization of records, whenever possible, should be done for efficient storage and management of data.

Periodic reporting to and from school administrators and the upper administrative levels of the education system will provide vital and accurate data and information that will help in determining needs (materials and financial) and in formulating policies relevant to the program/plan.

ANNEX A

SITE INFORMATION SHEET

NAME OF SCHOOL _____

LOCATION _____

DISTRICT _____

DIVISION _____

.....

TITLE NO. _____

SOIL TYPE:

LOT NO. _____

___ LOAMY

AREA (SQ. M.) _____

___ SANDY

OWNER: _____

___ ROCKY

USED FOR: _____

___ OTHERS (SPECIFY)

HOW ACQUIRED:

___ DONATION

TOPOGRAPHY

___ PURCHASE

___ LEVEL

___ EXCHANGE

___ SLOPING

___ PROCLAMATION

___ ROLLING

OTHERS (SPECIFY)

OTHERS (SPECIFY)

DATE ACQUIRED: _____

DATE SURVEYED: _____

DATE REGISTERED: _____

ESTIMATED VALUE: _____

PREPARED BY:

SIGNATURE

NAME (PLS. PRINT)

DESIGNATION

SKETCH OF SCHOOL SITE DEVELOPMENT PLAN
(INDICATE ALL EXISTING BUILDINGS,
OTHER IMPROVEMENTS, AND
PERMANENT FEATURES)

BUILDING INFORMATION SHEET

NAME OF SCHOOL _____

LOCATION _____

DISTRICT _____ DIVISION _____

.....
 TYPE OF BUILDING _MARCOS _ GARALDON _ HOME ECONOMICS

INDUSTRIAL ARTS ____ RP-US BAYANIHAN ____

IMELDA _ BAGONG LIPUNAN ____

MULTI PURPOSE ____ OTHERS (SPECIFY) ____

TYPE OF CONSTRUCTION _PERMANENT_ SEMI-PERMANENT TEMPORARY

CONSTRUCTION: DATE STARTED ____ DATE COMPLETED COST P ____

INSURANCE: ____ AMOUNT P ____ EXPIRY DATE ____

NO. OF STOREYS: ____ TOTAL FLOOR AREA (SQ. M.) ____

NO. AND SIZES OF ROOMS:

| ROOM | NUMBER | SIZE / DIMENSION (SQ. M.) |
|-------------------|--------|---------------------------|
| CLASSROOM | | |
| SCHOOL LABORATORY | | |
| WORKSHOP | | |
| DLRC OR LIBRARY | | |
| OFFICE | | |
| OTHERS | | |

MATERIALS USED:

COLUMN/POST _____
 BEAM _____
 WALL _____
 FLOOR _____
 CEILING _____
 DOOR _____
 WINDOW _____
 ROOF _____
 PARTITIONS _____

DATA ON TOILET FACILITIES:

TYPE OF WATER CLOSET ____
 NO. OF WATER CLOSET ____
 NO. OF LAVATORY ____
 OTHER FIXTURES _____

PREPARED BY:

 SIGNATURE

 NAME (PLS. PRINT)

 DESIGNATION

USE ONE SHEET PER BUILDING

SITE ASSESSMENT SHEET

NAME OF SCHOOL _____

DATE: _____

LOCATION _____

DISTRICT _____

DIVISION _____

LAST DATE OF ASSESSMENT: _____

PHYSICAL CONDITION RATING

- (G) GOOD: DOES NOT SHOW SIGNIFICANT DETERIORATION; MAINTENANCE REQUIREMENTS HAVE BEEN WELL PROVIDED
- (F) FAIR: SHOWS DETERIORATION IN SOME PARTS, DUE TO MAINTENANCE NEGLIGENCE OR AGE
- (B) BAD: SHOWS SERIOUS DETERIORATION BUT CAN BE RESTORED TO ACCEPTABLE CONDITION
- (VR) VERY BAD: SHOWS VERY SERIOUS CONDITION; MUST BE DEMOLISHED OR REPLACED

| ITEM | PHYSICAL CONDITION RATING | CAUSE/REASON OF PRESENT CONDITION | WORK RECOMMENDED | PERSONS/ AGENCIES INVOLVED | ESTIMATED COST |
|--|---------------------------|-----------------------------------|------------------|----------------------------|----------------|
| 1. PATHWAYS 2. DRIVEWAYS/ROADS 3. BOUNDARY WALL/FENCE 4. INTERNAL WALL/FENCE 5. DRAINAGE 6. SEPTIC TANK 7. ATHLETIC FIELD 8. PLAYGROUND 9. PLAYGROUND APPARATUS 10. TREES AND SHRUBS 11. GARDEN 12. OTHERS (SPECIFY) _____ _____ _____ | | | | | |

ASSESSED BY: _____

SIGNATURE

NAME (P.S. PRINT)

DESIGNATION

BUILDING ASSESSMENT SHEET

NAME OF SCHOOL:

DATE:

LOCATION:

DATE OF LATEST ASSESSMENT:

NAME OF BUILDING:

PHYSICAL CONDITION RATING

- (G) GOOD: DOES NOT SHOW SIGNIFICANT DETERIORATION;
MAINTENANCE REQUIREMENTS HAVE BEEN WELL PROVIDED
- (F) FAIR: SHOWS DETERIORATION IN SOME PARTS, DUE TO
MAINTENANCE NEGLIGENCE OR AGE
- (B) BAD: SHOWS SERIOUS DETERIORATION BUT CAN BE RESTORED
TO ACCEPTABLE CONDITION
- (VR) VERY BAD: SHOWS VERY SERIOUS CONDITION; MUST BE
DEMOLISHED OR REPLACED

| ITEM | PHYSICAL CONDITION RATING | CAUSE/REASON OF PRESENT CONDITION | WORK RECOMMENDED | PERSONS/ AGENCIES INVOLVED | ESTIMATED COST |
|---|---------------------------|-----------------------------------|------------------|----------------------------|----------------|
| A. FURNITURE CHAIRS TABLES CABINETS CHALKBOARD OTHERS (SPECIFY) | | | | | |
| B. INSTRUCTIONAL TOOLS GRINDER LATHE MACHINE (WOOD) LATHE MACHINE (METAL) ELECTRIC PLANER POST DRILL BAND SAW SEWING MACHINE OTHERS (SPECIFY) | | | | | |
| C. EQUIPMENT TYPEWRITER ADDING MACHINE MIMEOGRAPHING MACHINE OTHERS (SPECIFY) | | | | | |

PREPARED BY:

SIGNATURE

NAME (PLS. PRINT)

DESIGNATION

FURNITURE/INSTRUCTIONAL TOOLS AND EQUIPMENT ASSESSMENT SHEET

NAME OF SCHOOL:

INSPECTION SHEET NO.:

LOCATION:

DATE:

DATE OF LATEST ASSESSMENT:

PHYSICAL CONDITION RATING

- (G) GOOD: DOES NOT SHOW SIGNIFICANT DETERIORATION;
MAINTENANCE REQUIREMENTS HAVE BEEN WELL PROVIDED
- (F) FAIR: SHOWS DETERIORATION IN SOME PARTS, DUE TO
MAINTENANCE NEGLIGENCE OR AGE
- (B) BAD: SHOWS SERIOUS DETERIORATION BUT CAN BE RESTORED
TO ACCEPTABLE CONDITION
- (VR) VERY BAD: SHOWS VERY SERIOUS CONDITION; MUST BE
DEMOLISHED OR REPLACED

| ITEM | PHYSICAL CONDITION RATING | CAUSE/REASON OF PRESENT CONDITION | WORK RECOMMENDED | PERSONS/ AGENCIES INVOLVED | ESTIMATED COST |
|--|---------------------------|-----------------------------------|------------------|----------------------------|----------------|
| 1. GROUND FLOOR SLAB 2. UPPER FLOOR 3. PERIMETER WALLS 4. RAILING AND GRILLWORKS 5. FACIA BOARD 6. STAIR 7. STEPS 8. COLUMNS 9. ROOF FRAMING 10. ROOFING 11. PARTITIONS 12. WINDOWS 13. DOORS 14. CEILING 15. WAVES/OVER HANG 16. GUTTER 17. DOWN SPOUTS 18. DRAINAGE 19. ELECTRICAL INSTALLATION 20. PLUMBING & SANITARY FIXTURE 21. OTHERS (SPECIFY) | | | | | |

ASSESSED BY:

SIGNATURE

NAME (PLS. PRINT)

DESIGNATION

BUILDING ASSESSMENT SUMMARY SHEET

MEMO: _____
 LOCATION: _____
 DISTRICT: _____
 DIVISION: _____

| NAME OF BUILDING | ITEM AFFECTED | BUILDING NO. | PHYSICAL CONDITION RATING | CAUSE OF FAILURE | WORK RECOMMENDED | ESTIMATED COST | AGENCIES PERSONS INVOLVED | REMARKS |
|-------------------------|--------------------|--------------|--|--|---|----------------|---------------------------|-----------------------|
| ADM. BLDG. (ADM. BLDG.) | WINDOWS AND DOORS | | 1. BAD 1.1 ADVANCED DILAPIDATION OF WINDOWS AND DOORS | 1. EXPOSURE TO VARIED WEATHER CONDITION | 1.1 REPLACEMENT OF GOOD QUALITY WINDOWS AND DOORS 1.2 PAINTING, VARNISHING, OF WINDOWS AND WINDOWS | 1. P 20,000.00 | SCHOOL PERSONNEL AND PTCA | URGENT FUNDING NEEDED |
| OWN. ECONOMICS BLDG. | ROOFING AND IRVING | | 2. BAD 2.1 | 2.1 RUST AND AGE 2.21 ALLY TO APPLY PRIMER AND LEAD PAINT ON THE ROOF AFTER CONSTRUCTION DUE TO FINANCIAL CONSTRAINTS | 2.1 REPLACEMENT OF STANDARD G.I. SHEETS AND OTHER ROOFING MATERIALS 2.2 PAINTING WITH LEAD PRIMER AND LEAD PAINTS AFTER REPAIR | 2. P 60,000.00 | SCHOOL PERSONNEL AND PTCA | URGENT FUNDING NEEDED |
| TOTAL = | | | | | | P 80,000.00 | | |

ASSESSED BY:

DATE:

SAMPLE ANNUAL SCHOOL MAINTENANCE PLAN

F

| Item | Priority Level | Work | Time-table | Period Covered | Cost Estimate | Source of Funds | Remarks | |
|--|----------------|---|------------|----------------|---------------|------------------|--------------|----------------------------|
| Roofs of H.E. | 1 | Replacement of 3 G.I. sheets (No. 26; 10 ln. ft) | 2 days | | ₱ 1,500 | MOE | | Specific: strictly adhered |
| Broken tablet chair | 2 | Repair of legs of 20 pcs. of broken chairs | 2 days | | 200 | School/ PTCA | Accomplished | |
| Repair of broken playground apparatus * seesaw * swing | 3 | Welding of metal parts Replacement of wooden parts Tightening of bolts and nuts | 2 days | | 500 | PTCA Donation | as scheduled | |

SUMMARY OF MAINTENANCE WORK, C.Y.

| JOB NO. | BLDG./ SITE NO. | JOB | IMPLEMENTATION PERIOD | ACTUAL COST | COST VALUE OF NON-CASH DONATION | TOTAL COST |
|---------|-----------------|-----|-----------------------|-------------|---------------------------------|------------|
| | | | | | | |

MAINTENANCE JOB SHEET

JOB NO. _____

JOB TO BE PERFORMED: _____

DATE: _____

LOCATION: _____

DESCRIPTION OF WORK TO BE DONE: _____

MODE OF IMPLEMENTATION: _____

IMPLEMENTOR: _____

SOURCE OF FUND: _____

TOTAL COST OF PROJECT: _____

MATERIALS*

| ITEM | UNIT COST | QUANTITY NEEDED | TOTAL COST |
|------|-----------|-----------------|------------|
| | | | |
| | | | |
| | | | |

LABOR

| TYPE OF WORKER | DAILY WAGES | NO. REQUIRED | NO. OF MAN-DAYS | TOTAL AMOUNT |
|----------------|-------------|--------------|-----------------|--------------|
| | | | | |
| | | | | |
| | | | | |

* PLEASE INDICATE MATERIALS PRODUCED BY THE SCHOOL

WEATHER CONDITION: _____

REMARKS: _____

PREPARED BY: _____

SIGNATURE OVER PRINTED NAME

DESIGNATION

MAINTENANCE JOB REPORT SHEET

JOB: _____ JOB NO.: _____

LOCATION: _____

DESCRIPTION OF WORK DONE: _____

DATE STARTED: _____ DATE COMPLETED: _____

FUNDING SOURCE: DECS/NATIONAL GOVERNMENT _____
 LOCAL GOVERNMENT _____
 PTA/PTCA _____
 OTHERS _____

KIND OF FUNDING:

CASH _____
 LABOR _____
 MATERIALS _____

STATUS OF JOB/REMARKS:
 (EXAMPLE ONLY) PROJECT NOT COMPLETED DUE TO SUDDEN
 RISE IN COST OF MATERIALS)

COST RECORD:

| | LABOR | MATERIALS | TOTAL |
|-------------------------------------|-------|-----------|-------|
| ACTUAL COST | | | |
| COST VALUE OF NON-CASH DONATIONS | | | |
| TOTAL ADJUSTED COST | | | |

IMPLEMENTOR: _____

COMMENTS ON WORK PERFORMED: _____

PREPARED BY:

 (NAME)

 DESIGNATION

ANNUAL MAINTENANCE SCHEDULE, C. Y.

FOR

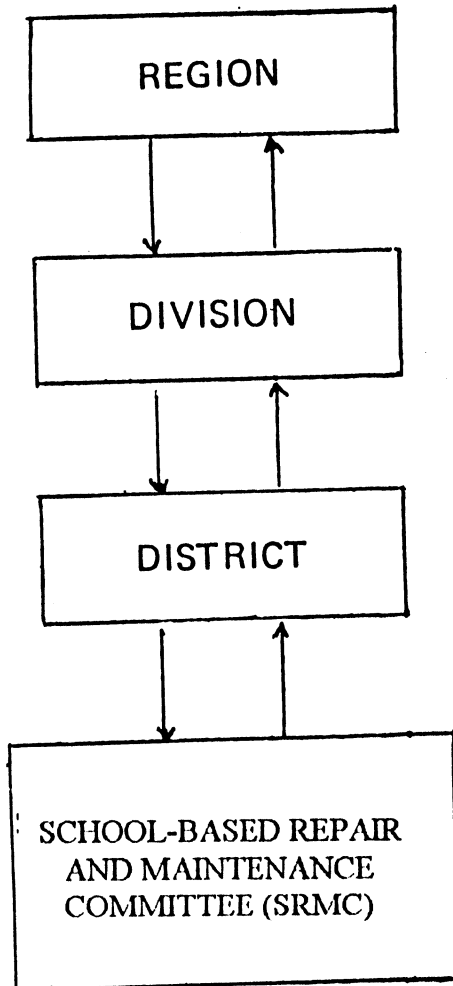
SCHOOL: _____

DISTRICT: _____

| LOCATION | ITEM | ASSESSMENT FREQUENCY | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|----------|------|-------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | | | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| | | | | | | | | | | | | | | |

ANNEX B

MONITORING FLOWCHART (ELEMENTARY SCHOOL)



FUNCTIONS

REGION:

1. Formulates maintenance policies for the Region.
2. Monitors and evaluates Division report(s) on the implementation of facilities maintenance activities.
3. Submits report on the implementation of facilities maintenance activities to the DECS Central Office.
4. Gives feedback to the Division on the result of the monitoring activities.

DIVISION:

1. Evaluates District report(s) on the implementation of facilities maintenance activities.
2. Submits to the Region monitoring and evaluation reports on the implementation of facilities maintenance activities within the Division.
3. Gives feedback to the Districts on the results of monitoring activities.

DISTRICT:

1. Gathers, analyzes and interprets data on the implementation of facilities maintenance activities within the District.
2. Submits monitoring and evaluation reports on the implementation of facilities maintenance activities to the Division.
3. Gives feedback to the SMMC.
4. Gives assistance to the SMMCs in the district.

SMMC

a) Executive Body (E.B.)

1. Monitors and evaluates implementation of facilities maintenance within the school.
2. Gathers, consolidates report(s) on the implementation of facilities maintenance from MTs.
3. Submits to the District monitoring and evaluation reports.

b) Maintenance Team (M.T.)

1. Gathers facilities maintenance needs.
2. Reports maintenance needs to EB.
3. Performs maintenance works regularly.
4. Reports on the implementation of facilities maintenance to the E.B.

MONITORING FLOWCHART (SECONDARY SCHOOL)

FUNCTIONS

REGION:

1. Evaluates report(s) on the implementation of facilities maintenance activities within the region.
2. Formulates maintenance policies for the Region.
3. Submits report on the status of the implementation of facilities maintenance within the Region to the DECS Central Office.
4. Gives feedback to the Division on the result of the monitoring activities.

DIVISION:

1. Evaluates report(s) on the status of implementation of facilities maintenance activities within the Division.
2. Submits monitoring and evaluation reports on the implementation of facilities maintenance activities within the Division.
3. Gives feedback to the SMMC on the result of monitoring activities to the School.

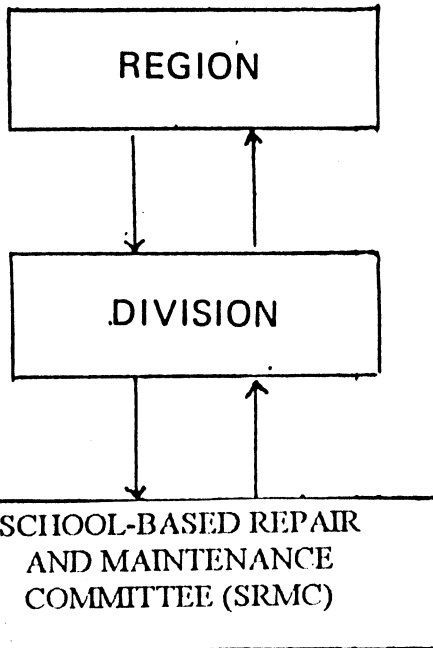
SMMC:

a) Executive Body (E.B.)

1. Gathers, consolidates report(s) on the implementation of facilities maintenance.
2. Submits to the Division, monitoring and evaluation report(s) on the implementation of facilities maintenance activities.

b) Maintenance Team (M.T.)

1. Gathers facilities maintenance needs.
2. Reports maintenance needs to E.B.
3. Performs maintenance works regularly.
4. Reports on the implementation of facilities maintenance activities to E.B.



GLOSSARY OF TERMS

- adaptor* – a device for matching and properly connecting items, tubing or devices (esp. electric) which are of different sizes, operating characteristics, or design
- aggregate* – an inert granular material such as natural sand, manufactured sand, gravel, crushed gravel, crushed stone, vermiculite, perlite and air-cooled blastfurnace slag, which when bound together into a conglomerate mass by a matrix forms concrete or mortar.
- beam* – a structural member whose prime function is to carry transverse loads, as a joist, girder, rafter, or purlin
- concrete mortar* – ready to use plastic mixture of plaster, cement or lime with water and fine aggregate such as sand
- concrete slabs* – a flat thick slice or plate of concrete material which is usually used as flooring of houses, buildings or pavements.
- downspout* – a vertical pipe, often of sheet metal, used to conduct water from a roof drain or gutter to the ground or cisten
- facia board* – a board that is nailed vertically to the ends of roof rafters and sometimes supports a gutter
- flashing* – a thin impervious material placed in construction (e.g. in mortar joints and through air space in masonry) to prevent water penetration and/or provide water drainage, especially between a roof and wall, and over exterior door openings and windows

- flat paint* – a paint which dries either without gloss or with very low gloss
- floor joist* – one of a series of parallel beams of timber, reinforced concrete or steel used to support the floor
- gloss paint* – a paint which dries with a shiny finish
- jamb* – a vertical member of either side of a door frame, window frame or door lining
- octopus connection* – an electrical outlet with as many as three more connections
- ridge roll* – a wood strip, rounded on top, which is used to finish the ridge of a roof, often covered with lead sheeting
- sealant* – any material or device used to prevent the passage of liquid or gas across a joint or opening
- voltage regulator* – an automatic electric control device whose output provides a constant voltage supply, even though the line voltage at its input may vary
- workbench* – a special type of furniture used in the shop for construction work/activities
- wrecking bar/
claw bar* – a steel bar with a U-shaped claw at one end and a chisel point at the other which is often used as a lever for lifting heavy objects