



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

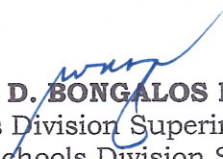
DIVISION MEMORANDUM
No. 822, s. 2026

**DISSEMINATION AND IMPLEMENTATION OF DEPED ORDER NO. 022, S. 2026,
ENTITLED “ENHANCED MINIMUM PERFORMANCE STANDARDS AND
SPECIFICATIONS FOR DEPED SCHOOL INFRASTRUCTURE AND SCHOOL
FURNITURE”**

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
Division and School Property Custodians
School Infrastructure Coordinators
All Others Concerned

1. In line with the issuance of DepEd Order No. 022, s. 2026, dated Sep 24, 2026, titled “Enhanced Minimum Performance Standards and Specifications for DepEd School Infrastructure and School Furniture”, all concerned personnel are hereby directed to disseminate, familiarize themselves with, and strictly comply with the provisions set forth in the said Department Order.
2. The Department of Education issued DepEd Order No. 022, s. 2026 to establish enhanced minimum performance standards and specifications for school infrastructure and school furniture, serving as the basis for the planning, design, construction, rehabilitation, repair, maintenance, procurement, and upgrading of educational facilities nationwide.
3. To ensure effective implementation of the policy, all school heads are directed to:
 - a. Conduct orientation and information dissemination activities regarding the provision of the Department Order to all concerned school personnel;
 - b. Review and assess existing school facilities and furniture based on the prescribed standards and specifications;
 - c. Incorporate infrastructure and furniture requirements in the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and other relevant planning documents;
 - d. Ensure that all proposed infrastructure projects, repairs, rehabilitation works, and procurement of school furniture conform with the standards contained in the Department Order;
 - e. Submit reports and recommendations concerning infrastructure and furniture requirements in accordance with existing DepEd guidelines and timelines.

- f. Coordinate with the School Governance and Operations Division (SGOD), particularly the Education Facilities Section, on matters requiring technical assistance and compliance monitoring; and
 - g. Maintain updated records and reports on school infrastructure and furniture inventories for planning and monitoring purposes.
4. The School Governance and Operations Division, particularly the Education Facilities Section, and other concerned units, shall:
- a. Provide technical assistance and guidance to schools in the implementation of the prescribed standards;
 - b. Monitor compliance with the provisions of the Department Order;
 - c. Consolidate infrastructure and furniture requirements of schools; and
 - d. Recommend appropriate interventions to improve school facilities and learning environments within the Division.
5. School Heads shall be responsible for ensuring compliance within their respective schools and for integrating the standards into school improvement planning and facilities management activities.
6. Expenses that may be incurred relative to the implementation of this Memorandum shall be charged against available school and division funds, subject to existing budgeting, accounting, and auditing rules and regulations.
7. This Memorandum shall take effect immediately upon issuance.
8. For information, guidance, and strict compliance.


WILFREDA D. BONGALOS PhD CESO V
Schools Division Superintendent
Office of the Schools Division Superintendent



Republic of the Philippines
Department of Education

SEP 24 2026

DepEd ORDER
No. **022**, s. 2026

**ENHANCED MINIMUM PERFORMANCE STANDARDS AND SPECIFICATIONS
FOR DEPED SCHOOL INFRASTRUCTURE AND SCHOOL FURNITURE**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Enhanced Minimum Performance Standards and Specifications (MPSS) for DepEd School Infrastructure and School Furniture**. These guidelines **enhance the existing standards and specifications** by providing updated and improved provisions to ensure the effective design, construction, maintenance, and performance of public school infrastructure and school furniture.
2. The Enhanced MPSS reinforces and upgrades the standards necessary to ensure that all school infrastructure and school furniture are safe, functional, resilient, sustainable, accessible, and inclusive for all. Accordingly, this Order serves as the unified technical reference for the architectural, structural, electrical, mechanical, plumbing, and sanitary disciplines, ensuring consistency in planning, the application of appropriate construction methodologies, and the delivery of learner-centered educational facilities nationwide. It shall apply to all DepEd school infrastructure and school furniture projects and programs, regardless of funding source, including those implemented in cooperation or partnership with other government agencies and instrumentalities, the private sector, development agencies, and other entities.
3. This Order aligns with prevailing industry standards and is issued in accordance with Presidential Decree No. 1096, also known as the National Building Code of the Philippines. It further adopts the 2004 Revised Implementing Rules and Regulations (IRR) of Batas Pambansa Blg. 344, otherwise known as the Accessibility Law, to promote inclusivity, adaptability, accessibility, and sustainability, while ensuring a structurally safe, energy-efficient, inclusive, and climate-resilient learning environment.
4. This Order expressly repeals DepEd Order (DO) No. 64, s. 2017 (Establishing the Minimum Performance Standards and Specifications for DepEd School Buildings) and DO 006, s. 2021 (Re-Establishment of Minimum Performance

Standards and Specifications for DepEd School Buildings Using Alternative Construction Materials) in their entirety.

5. These Enhanced MPSS shall apply to all school infrastructure and school furniture projects funded under Fiscal Year (FY) 2027 appropriations and thereafter, provided that the procurement process has not yet commenced prior to the effectivity of this Order. For purposes of this provision, the procurement process COMMENCES UPON the posting or advertisement of the Invitation to Bid (ITB), issuance of Request for Quotation (RFQ) or other procurement notices under applicable procurement laws, rules, and regulations.

6. Projects funded under FY 2026 appropriations, as well as any project for which the procurement process has commenced or has been completed prior to the effectivity of this Order, shall continue to be governed by DepEd Order No. 64, s. 2017 and DepEd Order No. 006, s. 2021, as applicable. Such projects shall not be required to revise or redesign approved Detailed Architectural and Engineering Designs (DAEDs), Program of Works (POWs), Detailed Unit Price Analyses (DUPAs), technical specifications, or other technical documents solely to comply with these Enhanced MPSS.

7. For projects subject to Early Procurement Activities (EPA) intended to be funded under FY 2027 appropriations and thereafter, where the procurement process has not yet commenced upon the effectivity of this Order, the preparation of the DAED, POW, DUPA, technical specifications, and other technical documents shall conform to these Enhanced MPSS.

8. All Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

9. This Order shall take effect fifteen (15) days from its publication in the Official Gazette or in a newspaper of general circulation. Certified true copies of this Order shall be registered and published before the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center, UP Diliman, Quezon City.

10. For inquiries and clarifications, please contact the **Education Facilities Division**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at efd@deped.gov.ph.

11. Immediate dissemination of and strict compliance with this Order is directed.




SONNY ANGARA
Secretary

Encl.:
As stated

References:

DepEd Order No. 06, s. 2021;
DepEd Order No. 64, s. 2017; and
DepEd Order No. 32, s. 2017

To be indicated in the Perpetual Index
under the following subjects:

POLICY
PROGRAMS
PROJECTS
RULES AND REGULATIONS
SCHOOLS
SCHOOL BUILDINGS

MSM, JMC, MPC, DO Enhanced MPSS for DepEd School Infrastructure and School Furniture
0102 – March 12, 2026





ENHANCED MINIMUM PERFORMANCE STANDARDS AND SPECIFICATIONS FOR DEPED SCHOOL INFRASTRUCTURE AND SCHOOL FURNITURE

I. Rationale

The Department of Education (DepEd) upholds the policy of the State to protect and promote the right of all citizens to quality education and to make such education accessible to all. Aligned with its 5-Point Reform Agenda, particularly in building classrooms and fostering safe and supportive learning environments, DepEd aims to provide education facilities and school furniture that are safe, resilient, inclusive, effective, culturally responsive, and gender-sensitive. In line with the Philippines' commitment to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD 2008) and the national agenda for resilient, inclusive, and sustainable infrastructure, DepEd continuously strengthens the standards governing the planning, design, construction, and maintenance of school facilities and school furniture.

The Enhanced Minimum Performance Standards and Specifications (MPSS) for DepEd School Infrastructure builds upon existing DepEd policies and aligns with relevant national laws, codes, technical issuances, Department of Public Works and Highways (DPWH) Design Guidelines, and the National Building Code of the Philippines (PD No. 1096). The policy promotes disaster preparedness, structural resilience, sustainability, energy efficiency, climate-responsive design, accessibility, inclusivity, and safety in educational facilities and school furniture. Complementing these efforts, DepEd Memorandum (DM) No. 004, s. 2023 on the Updated National School Building Inventory (NSBI) supports the assessment of the condition, functionality, accessibility features, and structural integrity of school facilities and school furniture. Through the Enhanced MPSS, DepEd adopts a comprehensive, risk-informed, and performance-based approach to school infrastructure development that upholds safety, functionality, resiliency, sustainability, and inclusivity across all learning.

II. Scope of Policy

This Order establishes the Enhanced MPSS for the planning, design, construction, improvement, retrofitting, repair, and rehabilitation of public elementary and secondary school buildings and school furniture.

It further prescribes the minimum technical and performance requirements for the architectural, structural, electrical, mechanical, plumbing, and sanitary disciplines to ensure well-structured public-school buildings and school furniture that comply with all applicable laws, rules, and regulations.

In addition, this Order establishes the enhanced MPSS for school furniture, which shall guide its design, production, procurement, and installation, in order to promote and support safe, accessible, and learner-centered classrooms.

Finally, this Order shall apply to all DepEd school infrastructure and school furniture projects and programs, regardless of funding source, including those implemented in cooperation or partnership with other government agencies and instrumentalities, the private sector, development agencies, and other entities.

1. Department of Education. (2017). *DepEd Order No. 64, s. 2017: Establishment of minimum performance standards and specifications for DepEd school buildings.*
2. Department of Education. (2021). *DepEd Order No. 006, s. 2021: Re-establishment of minimum performance standards and specifications for DepEd school buildings using alternative construction materials.*

III. Definition of Terms

For purposes of this Order, the following terms, words, or phrases shall mean or be understood as follows:

- a) **Alternative Materials** - refers to non-traditional or substitute construction materials used in place of conventional ones (like concrete, steel, or Concrete Hollow Blocks or CHB), provided they meet safety, durability, and performance standards required for school buildings.
- b) **Anthropometric** - refers to measurements and proportions of the human body, such as height, weight, reach, and limb lengths.
- c) **Climate-Responsive Design** – refers to an architectural approach that considers local climate conditions such as sunlight, rainfall, and wind to improve comfort, energy efficiency, and disaster resilience of school buildings.
- d) **Concrete Parapet** – refers to the low, continuous reinforced concrete wall built along the outer edge of a structure to provide safety, protection, and support, while also serving as a barrier against wind, debris, and other external elements.
- e) **Daylighting** – refers to the controlled use of natural light to illuminate indoor spaces, reducing energy use and enhancing the learning environment.
- f) **Energy Efficiency** – refers to the way of managing and restraining the growth in energy consumption, resulting in the delivery of more services for the same energy input or the same services for less energy input
- g) **Ergonomics** – refers to the scientific study of designing and arranging things people use so that they can interact with them safely, comfortably, and efficiently.
- h) **Finish Ceiling Level** – refers to the bottom surface of the completed ceiling after installation of finishes and fixtures.
- i) **Finish Floor Level** - refers to the uppermost surface of a floor once construction has been completed but before finishes have been applied.
- j) **Grab Bars** – refer to the secure rails mounted on the wall to assist individuals in maintaining balance, safely access and navigate infrastructure.
- k) **Gradient** - refers to degree of inclination or slope of a surface, designed for safe access, proper drainage, and compliance with accessibility standards.

- l) **Green Building** – refers to a building which, in its design, construction or operation, reduces or eliminated the negative impact on the climate and natural environment of a particular area and the country in general and can create positive impact. Green buildings preserve precious natural resources and improve the quality of life.
- m) **Hybrid structures** – refer to buildings that use a mix of materials, like concrete and steel together, to make them stronger and more durable.
- n) **Innovative Materials** – refer to construction materials developed through advanced technology or alternative methods that enhance performance, sustainability, or cost-efficiency. These may include non-traditional, eco-friendly, or prefabricated materials that meet established safety, durability, and quality standards.
- o) **International Symbol of Access** - refers to a standardized symbol depicting a person in a wheelchair on a UN blue square background, used to identify accessible facilities and features.
- p) **Life-Cycle Assessment (LCA)** – refers to a process that evaluates the environmental impact of a building from construction to operation and end-of-life, guiding sustainable decision-making.
- q) **Low-Impact Materials** – refer to construction materials that have minimal environmental impact, often recycled, renewable, or locally sourced.
- r) **Micropiles** - refer to high-strength, steel-reinforced, grouted piles with diameters ranging from 150 mm to 300 mm, designed to transfer structural loads to stable soil or rock in weak or variable ground conditions.
- s) **Natural Ventilation** – refers to the use of architectural design features such as windows, vents, or louvers to facilitate airflow and maintain indoor comfort without mechanical systems.
- t) **Passive Design** – refers to a design approach that optimizes natural light, shade, and airflow to minimize energy use for lighting, cooling, or heating.
- u) **Rainwater Harvesting System** – refers to a facility feature that collects and stores rainwater for reuse in non-potable applications such as irrigation or cleaning.
- v) **Resilient Design** – refers to the practice of designing and constructing schools to withstand and recover quickly from disasters or climate-related impacts while maintaining functionality and safety.
- w) **Structural Vulnerability and Resiliency (SVR) Rating** – refers to a system that assesses a building's ability to resist and recover from

natural hazards such as earthquakes, floods, and strong winds, guiding structural upgrades and safety interventions.

- x) **Sustainability** – refers to the principle of designing and building schools that meet present needs without compromising future generations, emphasizing resource efficiency and environmental responsibility.
- y) **Tactile Paving** – refers to surface indicators with raised patterns used to guide and warn individuals with visual impairments of hazards, transitions, or directional paths or obstacles they may be approaching.
- z) **Thermal Comfort** – refers to the condition of feeling neither too hot nor too cold, achieved through effective building materials, design, and natural ventilation.
- aa) **Universal Design** - refers to the design of products, environments, programs, and services to be usable by all people, without the need for adaptation, while allowing assistive devices for persons with disabilities as defined by the UN Convention on the Rights of Persons with Disabilities.
- bb) **Universal Design for Learning (UDL)** - refers to a scientifically valid framework that ensures flexible and inclusive educational environments by providing multiple means of engagement, representation, and expression for all learners.
- cc) **Waste Management System** – refers to the process of reducing, segregating, recycling, and properly disposing of waste within school facilities to promote sustainability.
- dd) **Water Efficiency** – refers to the effective use and conservation of water through efficient fixtures, reuse systems, and management strategies that reduce wastage.

IV. Acronyms and Abbreviations

Acronym	Full Term / Meaning
A	Ampere
ACH	Air Changes per Hour
ANSI	American National Standards Institute
AITECH	Accreditation of Innovative Technologies for Housing
ASME	American Society of Mechanical Engineers
ASTM	American Society for Testing and Materials
BMT	Base Metal Thickness
BP Blg. 344	Batas Pambansa Blg. 344 – Accessibility Law for Disabled Persons
CLUP	Comprehensive Land Use Plan
CHB	Concrete Hollow Blocks

Acronym	Full Term / Meaning
CO	Convenience Outlet
cu.m.	Cubic Meter
dB	decibels
DAED	Detailed Architectural and Engineering Design
DepEd	Department of Education
DENR-MGB	Department of Environment and Natural Resources- Mines and Geosciences Bureau
DGCS	Design Guidelines, Criteria, and Standards
DOH	Department of Health
DPWH	Department of Public Works and Highways
DPWH - BRS	DPWH-Bureau of Research and Standards
DRRM	Disaster Risk Reduction and Management
DUPA	Detailed Unit Price Analyses
ESSD	Education Support Services Division
EFD	Education Facilities Division
FCP	Fire Code of the Philippines
FCL	Finished Ceiling Line
FFL	Finished Floor Level
FFE	Furniture, Fixtures, and Equipment
GAD	Gender and Development
GRBE	Gender-Responsive Basic Education
ICT	Information and Communications Technology
IRR	Implementing Rules and Regulations
ITP	Inspection and Test Plan
JMC	Joint Memorandum Circular
kph	kilometers per hour
kPa	Kilopascal
LCA	Life-Cycle Assessment
LED	Light Emitting Diode
LSC	Learner's Support Center
LGU	Local Government Unit
m	meter
MPSS	Minimum Performance Standards and Specifications
NCCA	National Commission for Culture and the Arts
NGL	Natural Ground Level
NHCP	National Historical Commission of the Philippines
NSBI	National School Building Inventory
NSCP	National Structural Code of the Philippines
NBCP	National Building Code of the Philippines
ONAR	Office of the National Administrative Register
P.D.	Presidential Decree
PEC	Philippine Electrical Code

Acronym	Full Term / Meaning
PHIVOLCS	Philippine Institute of Volcanology and Seismology
PP-R	Polypropylene Random Copolymer
POW	Program of Works
psf	Pounds per square foot
PVC	Polyvinyl Chloride
PWD	Persons with Disability
RA	Republic Act
SDO	Schools Division Office
SDS	Schools Division Superintendent
SGOD	School Governance and Operations Division
SLP	Seismic Load Parameter
SPED	Special Education
sq.m.	Square meter
sq.mm	Square millimeter
SPT	Standard Penetration Testing
SVR	Structural Vulnerability and Resiliency
TLE	Technology and Livelihood Education
UNCRPD	United Nation Convention on the Rights of Persons with Disabilities
UDL	Universal Design for Learning
VOCs	Volatile Organic Compounds
WC	Water Closet
WIF	Wind Importance Factor

V. Policy Statement

This Order establishes the Enhanced MPSS for DepEd school infrastructure to ensure that all education facilities are safe, functional, inclusive, sustainable, and resilient. It adopts a performance-based and risk-informed framework that promotes structural integrity, environmental sustainability, and accessibility in all learning environments.

VI. Design Standard

The following design standards shall guide the licensed professionals in the preparation of architectural accessibility, structural, electrical, mechanical, fire protection, sanitary, and plumbing design standards for school buildings.

A. Architectural Design Standards

Building design shall comply with PD No. 1096, otherwise known as the NBCP, its 2018 RIRR, and other relevant issuances. Designs shall also adhere to accessibility standards as outlined in the succeeding section, and incorporate principles of ergonomics and anthropometrics to ensure that spaces, furniture, and facilities are safe, comfortable, and suitable for the intended users.

This Enhanced MPSS integrates key design considerations to ensure uniformity, safety, resiliency, inclusivity, accessibility, and sustainability across all DepEd infrastructure projects.

A.1 School Site Standards

All new or proposed school sites shall comply with the following minimum requirements to ensure safety, suitability, accessibility, and resilience:

a) Site Suitability, Legal, and Documentary Requirements

The site shall be safe, accessible, and free from major hazards such as flooding, landslides, fault lines, or nearby industrial risks. Proponents shall check hazard records from authorized agencies (e.g., PHIVOLCS, DENR-MGB, DPWH, LGU, DOH, et al.) and secure all required clearances, permits, and ownership documents before site development. The proposed school location shall conform to local zoning ordinances and the CLUP.

b) Site Elevation, Drainage, and Flood Protection

The school grounds shall be properly graded and elevated to ensure safe and efficient surface drainage. Adequate rainwater management, perimeter drainage, and runoff control systems shall be provided to prevent flooding, water stagnation, and soil erosion within the site.

c) Soil Stability and Ground Condition

The site shall have firm, stable, and well-compacted soil capable of safely supporting school structures. Where ground conditions are weak, soft, or uneven, appropriate engineering interventions such as soil compaction, filling, grading, stabilization, or use of structural foundations shall be implemented to ensure long-term stability and safety.

d) Accessibility and Circulation

The site shall be accessible through a permanent and passable road at least 6.0 m wide, ensuring safe access for vehicles and emergency response at all times.

e) Utilities and Sanitation

The site shall have reliable access to clean water, electricity, waste disposal, and sanitation, following local and national standards.

f) Open Space, Environment, and Comfort

At least **30% of the total school site** shall remain open and undeveloped to ensure proper ventilation, daylighting, safe circulation, and the provision of play areas and green spaces. These open areas may include playgrounds, landscaped zones, and outdoor learning spaces but must remain free from permanent structures and may not be used as parking. All open spaces must be properly drained, unobstructed, and compliant with applicable engineering and accessibility standards.

g) Safety, Security, and Emergency Readiness

For new school establishments, grounds should preferably be enclosed with a **perimeter fence at least 2.0 m high**, with secured and controlled gates. Clear sightlines with no blind corners should allow staff to monitor play

areas and circulation. Gates and fences should be strategically placed to prevent choke points, and safe access routes to and within the school should be ensured. A designated open evacuation area shall be provided within the school grounds for emergency use.

The evacuation area may be located within the open space, but must be clearly designated and properly planned. It shall be sized to accommodate the school's maximum peak population at 1.5 sq.m. per person and positioned outside the structural collapse zone, preferably at least **1.5 times the height** of the nearest building. The evacuation area must have direct, unobstructed access routes from all buildings and meet the accessibility requirements under the latest BP 344 RIRR. It shall be stable, well-drained, and equipped with clear signage and assembly markers to ensure safe and efficient use during emergencies.

h) Environmental Protection and Sustainability

Encouraged to integrate eco-friendly and resilient features such as rainwater harvesting, waste segregation systems, solar-ready provisions, and sustainable landscaping.

A.2 Classroom Size and Layout Standards

a) Minimum Floor Area per Student

Classroom design shall provide sufficient floor area per student to ensure safety, adequate circulation, and comfort. For general instruction rooms:

1. Code-Based Minimums:

- i. **1.80 sq.m. per student** – per **NBCP**
- ii. **1.90 sq.m. per student** – per **FCP** (for exit load calculation)

2. Standard Classroom Example:

- i. A **63 sq.m. classroom (7.00 m × 9.00 m)** can accommodate **40–45 learners**, provided that exit doors are **properly sized, located, and sufficient for the maximum number of occupants**.

Note: The above minimum floor area is used primarily for **occupant load and life-safety calculations**.

b) Occupant Load and Means of Egress

When the classroom occupant load **exceeds 50 persons**, the design shall provide **two remote exits/doorways** in accordance with the FCP's IRR on means of egress.

c) Limitation of available space

If the school site is very small and a full-sized classroom is not possible, the space per student **must not go below 1.20 sq.m.** This is the minimum acceptable space while still keeping the room functional.

Table 1.0 Function-Based Floor Area Requirements			
Type of Room / Facility	Minimum Floor Area	Recommended Occupancy	Key Considerations / Notes
Instructional / Academic Rooms	63.00 sq.m.	≤ 40 learners (1.58 sq.m./student)	Standard classroom size provides adequate space for tables, chairs, circulation, and teacher area. Exit doors and egress provisions are designed based on the actual number of students, ensuring safety. While the floor area per student is slightly below the FCP ideal, it remains compliant with NBCP and FCP provisions for occupant load and is adopted for practical classroom planning.
Science or Computer Laboratories	72.00 sq.m.	≤ 40 learners (1.80 sq.m./student)	Space allows safe distance between fixed tables, equipment, and electrical outlets. Exits designed for maximum occupancy.
Special Education (SPED) Rooms	56.00 sq.m.	25–30 learners (1.87–2.24 sq.m./student)	Provides wider clearances for mobility aids, assistive devices, and individualized instruction.
Technical-Vocational Classrooms / Workshops	120.00 sq.m.	30–35 learners (3.43–4.0 sq.m./student)	Accommodates equipment, work benches, and safety buffer zones for hands-on training. Exit load based on actual occupancy.
Learning Resource Centers / Libraries	90.00 sq.m.	30–40 users (2.25–3.0 sq.m./user)	Flexible layout for reading areas, book stacks, and group learning spaces. Circulation aisles must allow safe evacuation.
Kindergarten Classroom	54.00 sq.m.	25–30 learners (1.8–2.16 sq.m./student)	Designed for interactive and play-based learning, ensuring safe circulation and space for learning corners and activity areas.

d) Dimensional Adjustments:

1. May be allowed in constrained urban sites upon recommendation of the School Divisions' Engineer/Architect and approval of the SDS

2. Any reduction in classroom size shall clearly indicate the maximum allowable number of learners and shall comply with the prescribed Area Requirements.

e) Layout Considerations:

1. Provide clear circulation paths and unobstructed access to exits.
2. Furniture arrangement shall allow flexibility for varied learning modes (individual, group, or modular).
3. Comply with universal design principles to ensure accessibility for learners with disabilities.

A.3 Ceiling Height, Natural Lighting, and Ventilation Requirements

Classrooms shall comply with NBCP requirements by providing **at least 3.00 cu.m.** of air space per person and a minimum of **1.00 sq.m. of floor area** per occupant.

a) Ceiling Height and Design for classrooms

1. The minimum clear ceiling height from FFL to FCL shall be 2.70 m for all instructional rooms.
2. Ceiling type may be drop-type or cathedral-type, provided it ensures thermal comfort, acoustic control, and structural integrity.
3. All ceiling materials shall contribute to thermal efficiency and be non-combustible or fire-retardant, in compliance with the FCP.
4. Ceilings shall be securely fastened to a stable subframe and designed to resist deformation, vibration, and moisture absorption.

b) Natural and Artificial Lighting

1. Classrooms shall be designed to maximize daylight penetration while minimizing glare and excessive heat gain.
2. The total window opening area shall be at least 20% of the floor area, evenly distributed on opposing walls to ensure balanced illumination.
3. Light shelves, transoms, or clerestory windows are encouraged to improve light distribution in deeper classrooms.
4. Artificial lighting shall supplement natural light to maintain illumination between 300–500 lux at desk level, using energy-efficient LED fixtures compliant with national energy standards.
5. Each classroom of dimension 7m x 9m or 9m x 7m shall be provided with at least 6 units of 2-32 watts, LED light, T5 or T8, at least 2000 lumens per lamp with reflector, 5000-6000K temperature (daylight), AC 175 V-265V, 60Hz.

c) Ventilation

1. Natural ventilation shall be the primary means of air circulation through operable windows, air vents, or transoms strategically placed to achieve effective cross-ventilation.
2. Each classroom shall be equipped with mechanical ventilation consisting of at least two wall-mounted oscillating fans and four ceiling-mounted fans (minimum 16-inch diameter) to ensure proper air circulation and thermal comfort for occupants.

3. All air vents or openings shall be clear of any blockage (like curtains, blinds, draperies, cabinets) to allow proper airflow and achieve at least 10–12 ACH for healthy indoor air quality.
4. Specialized rooms (e.g., laboratories, clinics, ICT rooms) shall incorporate mechanical exhaust systems or air filtration as required by function.
5. Indoor thermal comfort shall be maintained within 26°C–30°C, consistent with energy efficiency and building performance standards.

A.4 Windows and Doors — Standard Design Requirements

a) Windows

1. Windows shall have bilateral fenestration, preferably operable louver- or awning-type, to ensure adequate natural ventilation and daylight penetration. Designs should provide for cross-ventilation through openings on opposite walls where feasible.
2. Total window opening area shall be at least 10.00 sq.m. or not less than 20% of the floor area, whichever is greater, to ensure sufficient illumination and airflow. Windows shall be fully openable to maximize natural airflow and indoor air quality.
3. Windowsill height shall be:
 - i. 0.60 m or higher for single-storey buildings, and
 - ii. 0.90 m or lower for multi-storey buildings, ensuring safety, comfort, and visual accessibility.
4. Fixed louvers or transom panels with a minimum height of 0.30 m shall be provided above operable windows for enhanced ventilation and light distribution.
5. Opened window panels shall not obstruct circulation paths, corridors, or adjacent spaces. Windows should remain clear of obstructions, and the use of draperies or curtains that may block airflow or natural ventilation should be avoided.
6. Frames and hardware shall be durable, low-maintenance, corrosion-resistant, and securely anchored to withstand wind, impact, and weather exposure.
7. All openings shall include jambs, drip moldings, and sealants to prevent water infiltration and deterioration.

b) Doors

1. Each classroom shall have two doors to ensure safe and efficient ingress and egress, including emergency evacuation.
2. Doors shall swing outward at 180° and not obstruct circulation or adjacent spaces.
3. Minimum clear width: 0.90-meter, Minimum clear height: 2.10 meters for Classroom doors.
4. Minimum clear door opening shall be 0.90 meters for PWD toilet and 0.80 meters for male and female toilet. Provision of kick plates that are between 0.30 meters and 0.40 meters in height shall be placed on the lower part of the door.
5. Each door shall be equipped with keyed lever-type locksets; alternative lock types may be used upon review and approval by the Division Engineer and SDS.
6. Where entrance levels differ from site grade, ramps or level landings shall be provided in compliance with BP Blg. 344 and its IRR.

7. Doors shall be constructed of durable, fire-rated, and impact-resistant materials, suitable for daily use. PVC and wooden flush doors are not recommended.
8. In multi-storey buildings, door placement, swing direction, and fire rating shall comply with the FCP for safe evacuation.

A.5 Floor, Walls, Stairways and Corridors

a) Floor

1. Material and Finish:

- i. Floors shall be plain cement concrete with a non-skid finish (grayish color), ensuring durability, non-toxicity, and ease of maintenance.
- ii. Floor tiles may be used optionally in classrooms or corridors. If provided, they should be light in color (white, cream, beige), durable, safe, easy to maintain, and wheelchair-accessible, able to withstand daily use, minimize heat, and support sustainable, resilient infrastructure.

2. Elevation and Accessibility:

- i. Classroom FFL shall be 25 mm higher than corridor FFL, sloped for wheelchair accessibility.
- ii. First-floor finish elevation:
 - a. 225 mm for single-storey buildings
 - b. 325 mm for multi-storey buildings
- iii. Elevation may be increased according to flood history.

b) Walls

1. Partitioning:

- i. Classroom partitions shall extend floor to bottom of beam.

2. Acoustics and Durability:

- i. Minimum 45 dB noise separation between rooms.
- ii. Walls shall resist dents, cracks, and impacts, and hollow easy repair with common hand tools.

3. Materials and Fire Safety:

- i. Internal and external walls may use alternative materials (e.g., AAC blocks) accredited by relevant authorities and compliant with DPWH standards.
- ii. Wall insulation shall be fire-rated for at least 2 hours.

c) Stairways

1. Dimensions and Accessibility:

- i. In a multi-storey school buildings, stairs shall have a minimum clear width of 1.50 m and a tread depth of at least 0.30 m.
- ii. Tread surfaces shall be slip-resistant, with a 0.30-m-wide tactile strip provided at both the top and bottom steps to assist visually impaired users.

2. Compliance and Configuration:

- i. The number, width, and layout of stairways shall comply with the NBCP and its IRR.

- ii. Stairs shall be designed to support safe, quick-evacuation during emergencies, following occupancy and egress requirements.

3. Safety and Support:

- i. Stair nosing shall be slanted, slip-resistant, and designed to minimize tripping hazards
- ii. Open stair stringers are not allowed
- iii. Handrails with steel railings shall be provided on both sides for safety, accessibility, and user support.

4. Emergency and Fire Exit Stairs:

- i. At least 1 independent emergency or fire exit stairway shall be provided for every multi-storey structure, separate from the main stairway, or provide two stairways or exits located at opposite ends of a building block or not less than one-half the diagonal length of the floor plate.
- ii. Fire exit stairway shall be fully enclosed with fire-rated walls (minimum 2-hour fire-resistive rating) and constructed of reinforced concrete or steel.
- iii. The minimum width of emergency stairway shall be 1.20 meters, unobstructed and clearly marked.
- iv. Ensure that no occupant is more than the allowable travel distance of a maximum of 30 m from any point to the nearest exit (without sprinklers); 46 m (with sprinklers) from an exit.
- v. Doors leading to fire exit stairway shall swing in the direction of egress and remain unlocked during occupancy.
- vi. All stairways shall be equipped with emergency lighting and non-slip, photoluminescent markings to ensure visibility during power interruptions.

d) Corridors

1. Width and Safety:

- i. A clear width of at least 2.50 m (measured from center to center) shall be provided for both single and multi-storey buildings to allow safe and comfortable movement of people.
- ii. Multi-storey corridors to have steel railings ≥ 1.50 m height.

2. Ground-Level Access:

- i. Corridors ≤ 0.30 m from natural grade line shall have bench-type rails

A.6 Finishes, Painting Color, Chalkboard Design and Signage/Marking standards

All works for finishes, paint colors, chalkboards, and signage/markings must follow the approved technical specifications, schedules, and standards. Locations, dimensions, measurements, quantities, and workmanship must be as specified, unless new materials are formally proposed and approved, provided they meet or exceed the minimum standards.

Any changes, deviations, or substitutions require review and written approval by the EFD Planning and Design Unit.

a) Painting

1. All paints for interior and exterior surfaces shall be lead-safe, non-toxic, and low-VOC to ensure safety, clean air, and easy maintenance in all learning spaces.
2. All new school buildings, regardless of funding source, shall adhere to a uniform color scheme in light and warm tones. This approach is intended to minimize heat absorption, enhance a bright and conducive learning environment, and promote energy efficiency.
3. Design features or architectural accents that reflect local culture may be integrated into school buildings to promote regional diversity and cultural identity, provided their implementation is supported by applicable national or local ordinances and regulations, and subject to the prior written concurrence of the EFD and other concerned offices.
4. Efforts shall be undertaken, as far as practicable, to promote consistency and visual uniformity across all public-school buildings, taking into account long-term durability, maintenance, and sustainability considerations.

Table 2.0 CEILING, EXTERIOR & INTERIOR WALLS, ROOFING, BEAMS, & RAILINGS PAINT SCHEDULE

All prescribed paint colors and paint codes shall be uniformly applied across all funding sources.

Component	Color	Pantone / Reference	Approx. HEX	Recommended Material / Type
Roofing & Accessories	Baguio Green	19-6350 TPG	#355C3F	Pre-painted galvanized steel
Ceiling	White	11-4001 TCX	#FFFFFF	Matte acrylic latex
Exterior Walls/ Beams	Ivory White	11-0602 TCX	#F2F0EB	Acrylic or elastomeric paint
Interior Walls/ Beams	Cream	11-0518 TSX	#FFF9D2	Acrylic latex / low-VOC paint
Grilles & Railings	Metallic Gray	17-4017 TCX	#7E8086	Anti-corrosive enamel
Baseboards	Beige (lightest)	13-1011 TPG	#F7F1E8	Acrylic or enamel paint
Accent / Safety Strips	Red	185 C	#E41B17	Anti-slip paint or tape

DOORS, WINDOW JAMBS and COLUMNS				
Paint colors may differ based on the funding source.				
Doors, Window Jambs and Exterior Columns	Palmyra Green (DepEd)	14-0232 TCX	#A1CA7A	Enamel paint, Acrylic or Latex paint
	Dark Brown (DepEd LMS)	19-0912 TPX	#4D433E	Enamel paint, Acrylic or Latex paint
	Dark Blue (PPP, CSO, ODA)	19-3864 TCX	#102E6F	Enamel paint, Acrylic or Latex paint
	Dark Green (LGU Implemented)	18-6024 TCX	#1F7349	Enamel paint, Acrylic or Latex paint

Exclusion Clause:

For structures covered by specific national laws and IRRs—such as heritage buildings, Gabaldon schoolhouses, and Kindergarten or Preschool facilities—the design, color scheme, materials, and construction details prescribed by those laws shall take precedence. These buildings shall comply with approved heritage or special standards, and any alteration require coordination and approval from DepEd Central Office-EFD, the Cultural Agencies, and other relevant authorities.

b) Chalkboard

1. Each classroom shall have a built-in chalkboard and laminate whiteboard, each measuring 4.88 meters (width) x 1.22 meters (height), installed at heights following DepEd DAED details.
2. Provision for digital or interactive boards shall be included to support technology-enhanced learning.

c) Roof Markings

1. Roof markings shall be applied on the main building or the tallest structure within the school campus.
2. Markings shall include only the DepEd logo (DO No. 69, s. 2003) and the official School ID Number.
3. Details and specifications of the markings—such as size, color, placement, and orientation—shall follow DepEd-approved standards to ensure visibility and uniformity.

Table 3.0 DepEd Roof Markings		
Roof Markings	Size	Color
DepEd Logo o Refer to DO No. 69, s. 2003 and DO 031, s. 2019 (DepEd Service Marks and Visual Identity Manual)	3.80 m Height 7.60 m Length	Existing DepEd Logo Design
School ID Number	2.0 m Height 0.30 m Thick	Blue with color white outline

Note: Distance between the DepEd Logo and School ID Number shall be at least 2.00 meters.

d) Wall Markings

1. All walls shall remain clean and free from unnecessary markings or decorations, except for the following, which may be painted or displayed in designated prominent areas:
 - i. DepEd Name, Seal, Logo, Mission, Vision, and Core Values
 - ii. Portraits and Sayings of National Heroes
 - iii. School Name, ID Number, and Location
2. A designated wall section for brass marker not exceeding 0.60 m (width) x 1.0 m (height) may be used to recognize sponsors, donors, political figures or school partners, provided that the recognition follows a standard metal plaque format securely mounted on the wall.
3. Unnecessary or distracting wall materials — including additional posters, rotating suspended materials, and decorative items — are not allowed inside classrooms or on building walls. Only displays that support learning or required school advisories may be installed within the designated section.

B. Structural Configuration and Design Standards

B.1 General Requirements

- a) All school buildings shall comply with the latest edition of the NSCP, the NBCP, and the DPWH Design Guidelines, Criteria, and Standards.
- b) All structural designs and analyses shall be prepared, signed, and sealed by a licensed Structural Engineer.
- c) School buildings are classified as Essential Facilities and shall remain structurally safe and functional after major disasters.
- d) School buildings shall adopt regular and symmetrical layouts to ensure balanced load distribution and structural stability, minimizing stress concentration and potential damage under dynamic forces.
- e) The structural system shall ensure life safety, stability, and continued usability during and after extreme events such as earthquakes, strong winds, floods, storm surges, volcanic ashfall, and landslides.
- f) The design shall consider the specific geologic and environmental conditions of the site based on the Site Appraisal Report and hazard maps issued by authorized agencies.

B.2 Site Classification

- a) **Normal Site Conditions** – areas with low to moderate risk from earthquakes, strong winds, or flooding, where the natural ground is stable and requires none to minimal soil stabilization or ground improvement interventions before construction.

- b) **High-Risk or Hazard-Prone Sites** – areas highly exposed to natural hazards such as earthquakes, typhoons, floods, storm surges, volcanic ashfall, or landslides. These sites may require enhanced soil stabilization, slope protection, drainage and flood control systems, elevated or reinforced foundations, and structural strengthening before construction to ensure safety, durability, and resilience against extreme weather events and inundation.

Appropriate design provisions shall be adopted for each classification as specified in the following subsections.

B.3 Wind Load

- a) All school buildings and structures shall be designed to resist a wind velocity of 340 kph, with a WIF of 1.15, in accordance with NSCP.
- b) All school buildings and structures shall consider the year-round impacts of the southwest monsoon (Habagat), northeast monsoon (Amihan), and easterly winds, which pose risks of damage to roofs, walls, and building openings, and shall incorporate the necessary provisions or conditions for the installation of storm shutters to ensure adequate protection of openings against windborne debris, wind pressures, and water intrusion, as deemed necessary.
- c) The building envelope, including roofing, ceilings, walls, and fenestrations, shall be fully sealed to prevent rainwater intrusion during typhoons.
- d) Doors and windows shall be weatherproofed to resist vertical and lateral rainwater pressure.
- e) Roofs shall have slopes between 15°–25° to minimize wind uplift.
- f) Roof trusses shall be securely anchored using M16 anchor bolts spaced not more than 1.2 m apart.
- g) Roof overhangs shall not exceed 0.80 m to limit wind suction effects.
- h) Concrete parapets and roof edges shall be reinforced to resist high wind pressures and flying debris impact.

B.4 Seismic Load

- a) All school buildings shall be designed for Seismic Zone 4 with a Seismic Zone Factor of 0.4, equivalent to a magnitude 8.0 earthquake, or as specified in NSCP.
- b) A Seismic Importance Factor / SLP of 1.5 shall be used for all educational facilities.
- c) Structural systems shall employ ductile detailing for reinforced concrete frames, shear walls, and columns.
- d) Seismic joints shall be provided every 20–25 m for long buildings.

- e) To minimize inertial mass, use lightweight roofing and ceiling materials and avoid heavy alternatives.
- f) The FFL shall be at least 0.20 m above the highest flood level for areas with severe flooding history.
- g) A containment wall or perimeter retaining wall shall be constructed around the building platform to protect against lateral flooding.

B.5 Live Loads

Table 4.0 Minimum Live Load Requirements		
Structure Part / Facility	Minimum Live Load (kPa)	Notes / Rationale
Classrooms (General)	1.9	Standard NSCP live load for typical occupancy, desks/tables and chairs. Maximum 45 students.
Corridors (Above ground floor)	3.8	Accounts for congregation and circulation.
Corridors / Stairs / Exit Facilities (ground floor)	4.8	Designed for higher circulation and evacuation load.
Roof (Unoccupied)	1	Minimum for non-occupied roofs.
Roof Deck (Occupied / Accessible)	Same as area served or occupancy	Use actual occupancy or expected load.
Libraries – Reading Areas	2.9	Live load for general reading areas.
Libraries – Stacks / Heavy Storage	6.0–7.2	For concentrated loads from shelving and books.
Science / Computer Laboratories	4.8	Accounts for benches, equipment, and occupancy.
Workshops / TLE / Technical-Vocational	5.0–6.0	Designed for equipment, tools, and hands-on use.
Canteens / Home Economics Rooms / Central Kitchen	4.8	Accounts for movable furniture and congregation.
Assembly Halls / Multi-Purpose Gyms	4.8–5.0	Depends on seating and occupancy.
Stage Platforms / Elevated Performance Areas	7.2	Higher load for concentrated activities and equipment.
Storage Rooms – Light / File Rooms	6.0–7.2	Designed for stored materials and shelving.
Toilets / Wash Areas	2.0–2.4	Minimum for wet areas with regular use.

Note: 1 kilopascal (kPa) = 100 kilograms per sq.m. (kg/sq.m.). Live load values are minimum design requirements based on NBCP 2019 and National Structural Code of the Philippines. Increase live loads if furniture, equipment, or occupancy is heavier. For multi-level structures, distribute live loads according to the actual functional use of each floor. These values exclude dead loads, wind, earthquake, and other NSCP design requirements.

B.6 Building Foundation

a) General Rules / Parameters

1. The building foundation shall be designed for a net allowable soil bearing capacity of 100 kPa (2,000 psf) for normal sites, or as determined by a site-specific geotechnical investigation.
2. All foundation designs must comply with NSCP and NBCP, including appropriate structural loadings (live loads, dead loads, wind, and earthquake).
3. Conduct of site assessment shall include verification of historical flood data, tidal records, and drainage conditions to determine the suitable foundation level and ensure stability and protection against flooding.

b) Soil Investigation Requirement

1. All two-storey school buildings shall require a soil investigation prior to structural design.
2. The soil investigation shall be commissioned by the implementing office and conducted by an independent third-party geotechnical firm, duly supervised and certified by a licensed geotechnical engineer, and funded under the specific project allocation.
3. The investigation shall include soil boring with SPT and sufficient laboratory testing to determine soil bearing capacity and foundation design parameters in accordance with the NSCP and applicable standards of the DPWH.

c) Specific parameters for:

1. **Normal Sites (firm shallow soils, no flood/landslide risk):**
 - i. Provide **isolated or combined footings** with a minimum thickness of **600 mm** for single-storey and low-rise buildings (up to 2 storeys) as a default conservative limit.
 - ii. Ensure **proper reinforcement detailing**, including column-footing dowels.
 - iii. Footing thickness may be increased based on **heavier loads, concentrated equipment, or geotechnical investigation**.
2. **High-Risk / Hazard-Prone Sites** (poor soils, high groundwater, flood- or storm-surge-prone, or landslide-prone):
 - i. Use pile foundations (Micropiles) or mat (raft) foundations with a minimum embedment depth of 1.2–1.5 m, or deeper as required by geotechnical investigation and structural design.
 - ii. Mat (raft) foundations: for weak or soft ground; spread loads evenly; ideal for multi-storey buildings to ensure stability.

- iii. Micropiles foundations: for deep bearing layers or where space/vibration constraints exist; suitable for medium- to high-rise buildings when properly designed.
- iv. Applicable for two-storey and above, or any building where site investigation shows shallow soils are inadequate.
- v. Raise finished ground floor levels (as necessary):
 - a. 0.60–1.0 m above existing grade (general high-risk sites)
 - b. 2.0–4.0 m above mean sea level (storm-surge-prone coastal areas)
- vi. Provide retaining walls or slope protection structures in landslide-prone areas

B.7 Concrete Parapets and Wall Systems

a) Concrete Parapets and Wall Systems for Normal Sites:

- 1. Parapets are optional, but when required or as indicated in the approved DAED, shall not exceed 1.0 m in height.
- 2. Masonry walls shall have 10 mm diameter vertical and horizontal reinforcement spaced at 600 mm.
- 3. Use 100–150 mm thick walls for normal sites or interior partitions.
- 4. CHB walls (150 mm thick) may be used for external and load-bearing walls; 100 mm CHB or light partitions (gypsum board or fiber cement board) may be used for interior walls.
- 5. All walls shall be properly anchored to the structural frame and designed for wind, seismic, and fire safety.
- 6. All partitions shall be securely anchored to prevent vibration or collapse, and finished with durable, easy-to-maintain materials.
- 7. Exterior walls and partitions shall be water-resistant with surface materials and finishes designed to prevent moisture penetration and limit water absorption to not more than 5% of total exposure.

b) Concrete Parapets and Wall Systems for High-Risk Sites (Hazard-Prone):

- 1. Mandatory provision of reinforced concrete parapets (1.0–1.2 meter high) with fully anchored roof-to-wall-to-foundation connections and corrosion-resistant materials to ensure maximum safety and durability.
- 2. Parapets shall be structurally separated by expansion joints and reinforced with 12 mm diameter bars spaced 300 mm vertically and 200 mm horizontally.
- 3. Use 200 mm-thick walls for two-storey buildings and in hazard-prone areas such as typhoon, coastal, or seismic zones.
- 4. External walls facing prevailing winds shall be of solid reinforced concrete or fully grouted reinforced CHB (200 mm thick) securely tied to the main structural frame.
- 5. Interior partitions shall use non-load-bearing systems such as but not limited to lightweight concrete, gypsum board, or fiber cement board, securely anchored and braced to withstand vibration, impact, and seismic movement.

c) Wall Vibration

1. Wall systems shall resist undue vibration or deflection when subjected to physical impact.
2. Partitions and wall panels shall not dent or puncture under impact from an adult human body.
3. The wall design shall ensure occupant safety and maintain structural rigidity under normal classroom use.

B.8 Roofing, Framing/members and Structural Connections

- a) Roof trusses shall be fabricated from high-strength rectangular or tubular steel members, designed and constructed to withstand wind speeds of up to 340 kph in full compliance with NSCP and relevant wind load standards.
- b) Trusses shall be spaced 2.5–3.0 m on center and supported by reinforced concrete tie beams, with cross-bracing provided in at least two bays per building to resist lateral movement.
- c) Connections shall use gusset plates, bolts, or welds designed to prevent galvanic corrosion and joint failure under severe weather conditions.
- d) Roofing sheets shall have a minimum 0.50 mm Base Metal Thickness (BMT), made of long-span galvanized steel with Z40 coating, pre-painted (see Table 2.0), and securely fastened to the roof framing.
- e) C-purlins shall have a minimum thickness of 1.5 mm, nominal size of 2" x 6", and spaced not more than 0.50 m on center, or as required by design.
- f) Roofing materials and components shall be protected against rust, oxidation, salt air, acid rain, and other corrosive elements, with mandatory protective coatings or finishes for all exposed parts.
- g) Roof insulation shall be mandatory. Use double-bubble reflective insulation or equivalent with a minimum thermal resistance (R-value) of R15, placed between the roof and purlins to reduce heat gain and enhance thermal comfort.
- h) Ridge vents or deflectors shall be installed to relieve internal wind pressure during storms and improve air circulation.

Notes on Alternative Materials:

- a) Alternative roofing and truss materials (e.g., engineered timber, aluminum, fiber-reinforced composites) may be allowed **provided they are structurally certified** to resist **wind speeds up to 340 kph** and comply with NSCP, DPWH, and ASTM standards for strength, durability, and corrosion resistance.
- b) All alternative systems shall be **supported by structural calculations and testing certifications** from accredited laboratories or professional engineers.

B.9 Design Life

- a) The school building and all its structural components shall have a design life of at least 25 years.
- b) Regular inspection and preventive maintenance shall be conducted to preserve structural integrity throughout its service life.

B.10 Construction Methodology

- a) Alternative construction systems such as precast concrete, steel frame, or hybrid structures may be used, provided these are accredited by the DPWH-Bureau of Research and Standards (BRS) or by Accreditation of Innovative Technologies for Housing (AITECH), and demonstrated to comply with DPWH Standard Specifications and relevant national building codes.
- b) All construction activities shall be implemented in accordance with an approved ITP to ensure strict quality assurance, proper material verification, and compliance with approved plans and specifications. The construction process shall emphasize accurate alignment, curing, joint integrity, and uniform structural performance of all components.
- c) All DepEd school buildings, whether situated in normal or hazard-prone areas, shall be designed and constructed to remain safe, resilient, and functional during and after adverse events. Each structural component—from foundations and columns to roof framing and wall systems—shall be proportioned, detailed, and reinforced to resist applicable design loads and site-specific hazards, ensuring building stability and the protection of occupants.
- d) For proposed new or non-conventional construction technologies, the proponent shall provide evidence of proven performance with at least 5 years of documented existence and satisfactory operation under comparable environmental and hazard conditions. Systems with less than 5 years of actual performance data may be considered only if supported by certified prototype testing, independent structural analysis, and third-party performance validation from recognized research institutions or certifying bodies, such as DPWH-BRS, AITECH, or DOST-accredited agencies.
- e) These standards collectively ensure that all school facilities are constructed with verified structural integrity, durability, and safety, supporting the continuity of education and use of schools as safe shelters during emergencies and disasters.

C. Electrical Standards and Fire Protection

The electrical design shall be in accordance with the PEC as enforced under RA No. 7920 (New Electrical Engineering Law). It shall be provided with the basic electrical power and lighting layout general notes, riser diagram, single line diagram, legends and symbols, load schedule, and auxiliary layouts.

C.1 Lighting and Fixtures

- a) A duplex grounding-type (three-prong universal) CO shall be installed on each windowless wall of the classroom, with a maximum of 4 outlets per classroom, properly spaced to ensure safe, accessible, and balanced electrical distribution.

- b) Install convenience outlets at a minimum height of 0.45 m (450 mm) above the finished floor line, or higher in flood-prone areas, to prevent water ingress and electrical hazards.
- c) Provide LED-type rechargeable emergency lamps in each classroom, equipped with at least 2 light sources or bulbs, capable of providing a minimum of 90 minutes illumination for safe visibility and evacuation during power failure.

C.2 Wires for Devices when applicable

- a) All wiring shall be properly designed in accordance with Article 3.10 of the PEC, and the grounding system shall be installed in compliance with Article 2.50.
- b) Wiring devices shall be of a modern type and approved for both location and purpose.
- c) Service entrance wires for a standard 63 sq.m. classroom shall have a minimum size of 8 sq.mm, if required, and shall be protected by circuit breakers as follows: 60 A for the main breaker, 20 A for lighting, 20 A for fans, and 20 A for convenience outlets.

C.3 Service Entrance

The service entrance shall be located at least 1.60 m above the NGL or 0.30 m above the established high flood level, whichever is higher.

C.4 Fire Protection System

- a) All school buildings shall comply with the FCP and its IRR.
- b) Fire protection systems may include:
 - 1. Audio-visual fire alarm system
 - 2. Standpipe system
 - 3. Pressure and gravity tanks
 - 4. Hose boxes/reels and portable fire extinguishers
 - 5. Other firefighting equipment as specified in the FCP
- c) Systems must be maintained, tested periodically, and ready for immediate use.

C.5 Electrical Safety

- a) Main switches and panel boards shall be accessible and located for safe emergency operation.
- b) Emergency lighting, fire alarms, and illuminated exits must remain operational during power interruptions.
- c) Stairwells, refuge areas, and fire escape routes must use fire-rated cabling, conduits, and distribution boards.

- d) Elevators in mid-rise or elevator-equipped buildings shall not be used during fire or earthquake events, and shall include fire service and emergency override controls per NSCP and FCP.
- e) Electrical systems must be designed to allow maintenance and inspection access without obstructing egress paths.
- f) All emergency systems must be integrated in the building design to ensure redundancy, reliability, and life-safety compliance.

D. Sanitary and Plumbing Standards

The sanitary and plumbing design shall be in accordance with the RA No. 1378 or the Revised Plumbing Code of the Philippines and its IRR and PD No. 856 or the Sanitary Code of the Philippines and its IRR, and other relevant issuances such as DOH Administrative Order No. 2019-0047 (National Standards on the Design, Construction, Operation and Maintenance of Septic Tank Systems).

D.1 Provision of Toilets and Sanitary Facilities

Toilets and sanitary facilities shall be in accordance with the Revised Plumbing Code and the Sanitary Code of the Philippines.

Table 5.0 Minimum WASH (Water, Sanitation, and Hygiene) Facility Requirements		
Facility	Student Ratio / Minimum	Notes / GAD Considerations
Female Toilet (WC)	1 per 20–25 female students	Provide on each floor; ensure privacy and menstrual hygiene disposal
Male Toilet (WC)	1 per 25–30 male students	Provide on each floor; ensure privacy. One water closet may be replaced by a urinal , provided the total number of fixtures is not reduced below 2/3 of the minimum required
Urinals (male)	1 per 35 male students	Provide on each floor; partitions for privacy
Accessible Toilet (WC)	At least 1 per building	Accessible for differently-abled; safe and inclusive
Handwashing Facilities / faucets	1 per 5–10 students (or 2 per toilet unit)	Near all toilets and urinals; accessible to all users

D.2 Waste and Vent Line Piping System

- a) Use PVC pipes for all drain, waste, and vent lines.
- b) Pipes and fittings shall meet ASTM D2729, ISO 4435, and ISO 3633.
- c) Use PVC fittings compatible with the pipes.
- d) Install according to the Revised Plumbing Code and manufacturer instructions.

- e) Ensure easy inspection and future maintenance for school buildings.

D.3 Waterline Piping System

- a) The pipes and system shall be aligned with the Deutsche Industrie-Norm (DIN) 1988 and ASTM A53/A53M standards.
- b) Use PP-R Type 3 pipes for all waterline distribution.
- c) Use fittings compatible with PP-R pipes.
- d) Provide a proper waterline service entrance.
- e) Install according to manufacturer instructions and local plumbing ordinances.

D.4 Plumbing Fixtures

- a) Plumbing fixtures shall be of high-quality, durable materials suitable for long-term use and maintenance.
- b) All fixtures shall conform to the standards of the ANSI / ASME, including 112.19.4M, 112.19.3, and 112.19.5.
- c) Fixtures shall be selected and installed to accommodate students of varying ages, sizes, and abilities, ensuring ergonomic, accessible, and inclusive use.
- d) Fixtures shall be installed for reliability, ease of maintenance, and efficient water use, ensuring safety and hygiene for all users.

D.5 Drainage System

- a) The storm drainage system shall be designed and sized based on rainfall intensities and roof areas of the school buildings.
- b) A storm drainage system shall be provided as a mandatory requirement for all new school building construction. Provisions shall also be made for the future installation of a rainwater harvesting system in accordance with RA No. 6716, Water Wells and Rainwater Program Law.
- c) In areas with saturated or poorly drained terrain, additional measures such as detention basins, permeable surfaces, or improved soil drainage shall be incorporated to prevent flooding and ensure effective runoff management.

D.6 Septic Vault

- a) All new school buildings shall be provided with a 3-chamber concrete septic tank.
- b) The tank shall be protected from corrosion by an approved bituminous coating or other acceptable means.
- c) The tank and covers shall be structurally designed to withstand anticipated loads.
- d) Manholes shall be accessible at grade for maintenance and inspection.
- e) The location of the septic tank shall be indicated in the DAED.
- f) All provisions shall comply with the Revised Plumbing Code, the Sanitation Code and its IRR, and other relevant issuances, such as the DOH Administrative Order No. 2019-0047.

E. Mechanical Standards

- a) All mechanical systems and installations shall comply with RA No. 8495, the Philippine Mechanical Engineering Code, and other applicable local ordinances and regulations.
- b) Mechanical systems shall be **high-quality, durable, and energy-efficient**, suitable for long-term operation and maintenance.
- c) Typical mechanical equipment may include artificial ventilation and air conditioning systems, plumbing-related pumps, fire protection systems, elevators, and other building services such as ductwork, piping, valves, and control systems.
- d) All equipment shall be **appropriately sized, properly installed, and maintained** to ensure optimal performance, safety, and compliance with regulatory standards.

F. Accessibility Standards

School building design and other school infrastructure shall comply with the BP Blg. 344, its RIRR, and relevant issuances.

Table 6.0 Maximum Allowable Ramp Dimensions for Accessible Routes			
Maximum Slope	Maximum Length	Maximum Rise	Interval of Landing
1:20	-	-	15m
1:15	10.50m	0.70m	10m

F.1 Ramps

- a) For persons with disabilities, accessible ramps with a minimum clear width of 1.20 m shall be provided in all new school buildings, regardless of funding source, in compliance with BP Blg. 344 and its RIRR.
- b) Ramps shall have a **maximum gradient of 1:20**. A steeper gradient of up to 1:15 may be allowed in special cases, subject to approval and consideration of ramp length, safety, and accessibility requirements.
- c) Ramps longer than 6.00 m shall include a landing with a minimum length of 1.50 m to ensure safe and comfortable use.
- d) Flooring surface shall be made of non-skid or slip-resistant materials.
- e) **Handrails shall be provided** on both sides of ramps with a rise greater than 0.17 m, at heights of 0.70 m and 0.90 m from the finished floor to the top of the handrails.
- f) Ramps shall **include pavement markings or signs measuring** 0.30 m x 0.30 m painted or marked with the international symbol of access.
- g) The ideal location and orientation of ramps **shall be carefully planned** to ensure compliance with all accessibility and safety standards.

F.2 Tactile Paving

- a) Tactile paving shall be provided in all new school building construction to ensure safe and independent mobility for persons with visual impairment. Installation shall comply with B.P. Blg. 344 and applicable accessibility standards.

Table 7.0 Tactile Paving Requirements			
Location / Application	Type of Tactile	Minimum Requirement	Key Notes
Stairs (top and bottom of each flight)	Warning blocks	300 mm setback from stair edge	Full width of stair landing
Ramps (top, bottom, intermediate landings)	Warning blocks	300 mm from ramp edge	Provide at all level transitions
Corridors / Main circulation paths	Directional blocks	Minimum width: 300 mm	Continuous alignment along accessible route
Elevators / PWD lifts	Warning blocks	300 mm from door or platform edge	Centered at entrance
Toilets (accessible/PWD)	Directional + Warning blocks	300 mm width path to entrance	Provide at door threshold area
Hazard areas / level changes	Warning blocks	300 mm from hazard edge	Required where sudden drop or obstruction exists

b) General Specifications for Tactile Paving

1. Raised domes or bars shall have a height of 5–6 mm to ensure detectability by foot and long cane, without creating a tripping hazard or discomfort for wheelchair users.
2. The center-to-center spacing of raised domes or bars shall be 25–30 mm to provide a distinct tactile pattern that is easily recognizable and compliant with accessibility standards.
3. Tactile paving shall be made of durable, weather-resistant, and non-slip materials suitable for high-traffic public use. Materials shall be firmly fixed or integrated into the floor surface and must be readily detectable by a long cane or underfoot.
4. Tactile paving shall have a high visual contrast with the adjacent floor finish to assist persons with low vision. Contrast shall be maintained under both natural and artificial lighting conditions.
5. Installation of tactile paving shall not reduce the required clear width of accessible routes, corridors, ramps, or landings. Tactile elements shall be positioned to maintain unobstructed wheelchair passage and safe circulation.
6. Surfaces shall be level, securely bonded, and free from sharp edges or loose components to prevent tripping, peeling, or premature deterioration.

F.3 Accessible Restrooms (PWD toilet)

- a) Accessible toilet cubicles should have a minimum area of 1.80 m x 1.80 m.
- b) A turning space with a minimum dimension of 1800 x 1800 mm for wheelchair users shall be provided outside water closet cubicles.
- c) On each floor level or area accessible for PWDs, there shall be at least 1 accessible female toilet cubicle and 1 male toilet cubicle for every 20 or fewer gendered toilet cubicles installed.
- d) One fixed L-type grab bar shall be installed on the side wall. The horizontal leg of the L-type grab bar shall begin from the back wall and extend 300 mm from the front of the water closet, where the vertical leg will begin and extend to a length of 750 mm above the horizontal grab bar. L-type grab bars shall be anchored at the back wall, at mid span, at the elbow, and at the top of the vertical leg. There shall be a maximum space of 150 mm between the grab bar and the edge of the toilet seat.
- e) One flip-up grab bar on the other side of the water closet anchored on the back wall and shall be securely anchored with robust screws, capable of fully supporting a minimum weight of 200 kg. The flip-up bar shall only allow upward and downward movement. The flip-up grab bar shall extend 100 mm from the front of the water closet. Both grab bars shall be installed 300 mm high from the top of the toilet seat to the top of the grab bars.
- f) Water closets shall be tank type with lever type flush valves.
- g) All water closet shall have bidet or a flexible hose with spray head for washing and shall observe hygiene protocol for maintenance.
- h) Maximum height of toilet seat shall be 0.45 m.
- i) The height of handwash area should not be greater than 0.85 m.
- j) Heavy-duty, single-lever, pressure-balanced faucets with a corrosion-resistant finish shall be installed to ensure long-term durability, ease of operation, and accessibility for users of varying ages and abilities.
- k) The area around the basin should be flat with a non-slip surface.

To the extent that they are relevant and applicable, reference is hereby made to the provisions and premises of Republic Act No. 11650, otherwise known as the Inclusive Education Act, or the Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, and its IRR, particularly the provisions on "universal design" and "universal design for learning."

Nothing in these guidelines shall preclude the adoption, reference to, and/or incorporation of higher standards, best practices, including emerging innovations that meet the aims of DepEd in promoting accessibility, in general, and securing the construction, rehabilitation, and retrofitting of accessible public-school buildings, in particular.

VII. School Furniture

All procurement and provision of public-school furniture shall strictly follow the approved technical specifications, drawings, and other relevant requirements issued by the DepEd. Compliance is mandatory.

Any new school furniture designs or alternative materials not prescribed by this Order or by DepEd shall be subject to prior review, evaluation, and concurrence/approval by the EFD and other concerned offices. Such proposals shall not be inferior to the approved technical specifications and shall not be prejudicial to the interest of the DepEd.

The proposed alternative design or materials shall be supported by valid certifications issued by the appropriate regulatory agencies, demonstrating compliance with applicable safety, durability, and environmental standards.

General Criteria:

- a) School furniture shall be safe, durable, ergonomic, and appropriate for the learning needs of students across all grade levels.
- b) Furniture layout must maintain unobstructed pathways and accommodate learners with disabilities.
- c) Materials shall be durable, and may utilize a combination of materials or composite construction, eco-friendly and, wherever possible, locally sourced. Non-toxic, lead-free coatings compliant with Philippine National Standards ISO 1513/1514, to enhance strength and longevity, ensuring optimal functionality and comfort.
- d) Each furniture unit shall be appropriately sized, designed, and configured to ensure safe and comfortable use by all individuals, including persons with disabilities, in compliance with inclusive design standards. A seat-to-desk ratio of approximately 1:1.75 to 1:1.80 shall be maintained to promote proper comfort and posture.
- e) School furniture shall be designed and constructed to safely withstand at least 20–30% above the maximum expected load, ensuring durability and stability under normal and dynamic use conditions.
- f) The school furniture shall be easy to clean and require minimal upkeep.
- g) All school furniture shall comply with DepEd policies and applicable Philippine safety standards. It shall also meet the requirements of Republic Act No. 11394, or the Mandatory Provision of Neutral Desks in Educational Institutions Act; Executive Order No. 879, s. 2010, which requires that at least twenty percent (20%) of school furniture be made from bamboo; and Batas Pambansa Blg. 344 to ensure appropriate reach, clearance, and usability.

VIII. Simple Repair, Rehabilitation, and Maintenance

Proper building operation, repair, rehabilitation, and maintenance shall be ensured by addressing environmental exposure, usage conditions, and the state of all building components through regular inspections, prompt repairs, rehabilitation, retrofitting, preventive maintenance, and appropriate protective measures to maintain the facility's integrity, safety, and functionality. A Comprehensive Manual for Repair, Rehabilitation, and Maintenance shall be issued.

IX. Evaluation of Design and Compliance

- a) All proposed school building design plans, regardless of funding source - including national agencies, local counterparts, private funding, or foreign-assisted projects, shall comply with this Order, NBCP, NSCP, and related national standards.
- b) Compliance shall cover all design disciplines and construction methodologies to ensure the safety, functionality, durability, sustainability, and resilience of all school infrastructure.
- c) The EFD shall review and evaluate all proposed school building designs to ensure full compliance with applicable laws, IRRs, and other applicable codes and standards.
- d) All proposed school building designs and plans shall be subject to the approval of the DepEd Secretary and/or his authorized representative.
- e) Any proposed use of alternative construction materials and construction methodologies shall be duly accredited by the DPWH-BRS, AITECH and/or proven compliant with DPWH standard specifications.
- f) School building designs and plans using alternative construction materials may be adopted in areas where the use of conventional materials is impractical or logistically challenging, or where accelerated construction timelines are necessary, provided that such materials comply with prescribed safety, quality, and performance standards.

X. Roles and Responsibilities

A. Central Office

The **EFD** shall:

- a) Formulate, recommend, and implement programs for the development and establishment of educational facilities that uphold the principles of Gender-Responsive Basic Education (GRBE), the 2008 UNCRPD, and other related international and national frameworks.
- b) Conduct capacity-building initiatives to ensure that all educational facilities are safe, functional, and adequate, while promoting gender and culture sensitive and ensuring full accessibility for PWDs.

- c) Review, evaluate, and consolidate accomplishment and progress reports submitted by the DepEd Regional Engineer/Architects to ensure accuracy, consistency, and alignment with approved project implementation timelines and standards.
- d) Conduct site inspection, when necessary, of ongoing school building projects to verify compliance with this Order.
- e) Review and recommend approval of proposed new building designs or additional design elements, and strand principles to integrate new program policies, local cultural features and innovations submitted by DepEd partners and stakeholders at all levels.
- f) Establish and maintain monitoring and evaluation mechanisms to oversee the effective implementation of the MPSS policy across all DepEd infrastructure programs.

B. DepEd Regional Offices

- a) The ESSD shall:
 - 1. Oversee, monitor and evaluate the construction of school buildings to ensure full compliance with this Order.
 - 2. Conduct site inspections, when necessary, of ongoing school building construction projects to verify compliance/adherence to this Order, approved DAED/ plans and specifications.
- b) The DepEd Regional Engineer:
 - 1. Consolidate the accomplishment and status reports submitted by the DepEd Division Engineer/Architects to the DepEd Regional Office and endorse the consolidated report to EFD for review and appropriate action.
 - 2. Endorse new building designs or additional design elements submitted by DepEd partners and stakeholders to the EFD for review and recommendation for approval.
 - 3. Establish and maintain monitoring mechanisms to effectively track project implementation, compliance, and performance relative to approved designs and standards.

C. Schools Division Offices

The SGOD shall:

- a) Conduct regular site inspections of ongoing school building construction projects to verify compliance with this Order.
- b) The DepEd Division Engineer/Architect shall closely monitor and evaluate the progress of works and prepare regular accomplishment and status reports, which shall be submitted to the DepEd Regional Office for review and consolidation.
- c) The DepEd Division Engineer shall endorse new building designs or additional design elements submitted by DepEd partners and stakeholders to the Central Office - EFD for review and recommendation for approval.
- d) Establish and implement monitoring and documentation mechanisms to effectively track construction progress, compliance, and adherence to approved design and implementation standards.

XI. Monitoring and Evaluation

A. DepEd Central Office

The EFD shall:

- a) Lead the monitoring and evaluation of the policy implementation, in coordination with the Regional Offices and Schools Division Offices, to ensure compliance with this Order.
- b) Review and assess the report submitted from the field to determine compliance of school building projects with the approved design, plans, and specifications.
- c) Conduct a periodic review and assessment of this Order to identify implementation challenges, and recommend necessary adjustments or enhancements to improve effectiveness and compliance.
- d) Establish a feedback mechanism to collect and evaluate inputs from learners, parents, teachers, and school administrators, and use these to continuously improve the planning, design, and delivery of school infrastructure services.

B. DepEd Regional Offices

- a) The ESSD shall monitor and evaluate the construction of school buildings to ensure compliance with this Order.
- b) The DepEd Regional Engineer shall monitor and evaluate the construction of school buildings to ensure compliance with the approved design and plans.
 1. If the projects are implemented by the Regional Office, the Regional Engineer shall submit a report on the compliance of the construction work with the approved designs and plans to the EFD.
 2. If the projects are implemented by the SDO, the DepEd Regional Engineer shall endorse the detailed compliance report submitted by the SDO to the EFD.

C. DepEd SDO

The SGOD shall:

- a) ensure that all new school building construction projects comply with the provisions of this Order.
- b) The DepEd Division Engineer/Architect shall monitor and evaluate the construction of school buildings to ensure compliance with the approved design and plans.

- c) A detailed compliance report shall be prepared and submitted to the Regional Office for review and appropriate action. The report shall subsequently be endorsed to the EFD.
- d) Consolidate and document feedback from partners and stakeholders relative to the compliance of project implementation with the standards and requirements set forth in this Order.

XII. Effectivity and Transitory Provisions

This Order shall take effect fifteen (15) days from its publication in the Official Gazette or in a newspaper of general circulation. Certified true copies of this Order shall be registered and published before the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center, UP Diliman, Quezon City.

The Enhanced MPSS shall apply to all school infrastructure and school furniture projects funded under FY 2027 appropriations and thereafter, provided that the procurement process has not yet commenced prior to the effectivity of this Order. For purposes of this provision, the procurement process COMMENCES UPON the posting or advertisement of the Invitation to Bid (ITB), issuance of Request for Quotation (RFQ) or other procurement notices under applicable procurement laws, rules, and regulations.

Projects funded under FY 2026 appropriations, as well as any project for which the procurement process has commenced or has been completed prior to the effectivity of this Order, shall continue to be governed by DepEd Order No. 64, s. 2017 and DepEd Order No. 006, s. 2021, as applicable. Such projects shall not be required to revise or redesign approved DAEDs, Program of Works (POWs), Detailed Unit Price Analyses (DUPAs), technical specifications, or other technical documents solely to comply with the Enhanced MPSS.

For projects subject to Early Procurement Activities (EPA) intended to be funded under FY 2027 appropriations and thereafter, where the procurement process has not yet commenced upon the effectivity of this Order, the preparation of the DAED, POW, DUPA, technical specifications, and other technical documents shall conform to the Enhanced MPSS.

XIII. References

- DO 006, s. 2021, *Re-establishment of Minimum Performance Standards and Specifications for DepEd School Buildings Using Alternative Construction Materials*
- DO 64, s. 2017 *Establishment of Minimum Performance Standards and Specifications for DepEd School Buildings*
- DO 32, s. 2017 Gender-Responsive Basic Education Policy of the Department of Education (DepEd) in the Philippines
- DM 004, s. 2023 on the Updated National School Building Inventory (NSBI)
- PD 1096 also known as the National Building Code of the Philippines (NBCP) and its IRR, 2018 edition
- National Structural Code of the Philippines (NSCP), 2015 edition
- Philippine Green Building Code, 2015 edition
- Batas Pambansa 344 (Accessibility Law) and its latest IRR, 2024 edition
- RA 7277 titled Magna Carta for Disabled Persons, 1992
- RA 11650 (Inclusive Education Act) and its IRR, 2024 edition
- RA 9136, Philippine Electrical Code (PEC), 2017 edition
- RA 1378, Plumbing Law, 1955
- PD 856, Sanitation Code of the Philippines and its IRR, 1998 edition
- Revised National Plumbing Code of the Philippines (RNPCP) and its IRR, 2017 edition
- Philippine Mechanical Engineering Code, 2011 edition
- RA 9514, Fire Code of the Philippines and its IRR, 2019 edition
- DBM-DSWD-NCSC-NCDA Joint Memorandum Circular No. 1, s 2023
- DPWH BSDS Design Standard Guide Manual, 2019 Edition

Attachments:

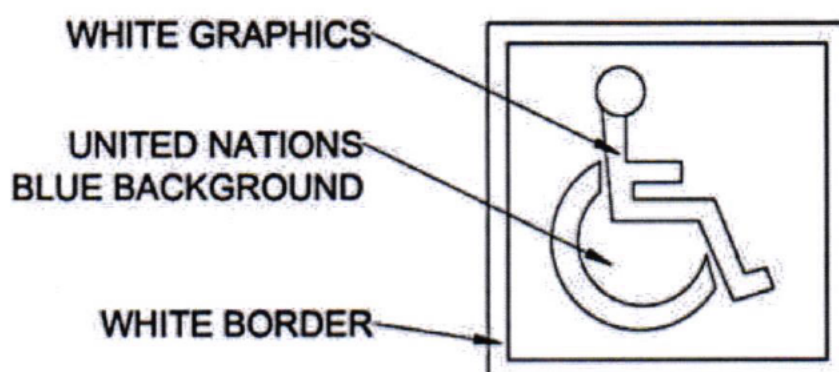
- See attached illustration and details.

Annex A. Enhanced Minimum Performance Specification Standards

Details on Universal Access

The illustrations present common signs and symbols that help support students with disabilities in school.

International Symbol for Access



ACCESSIBLE ROUTE



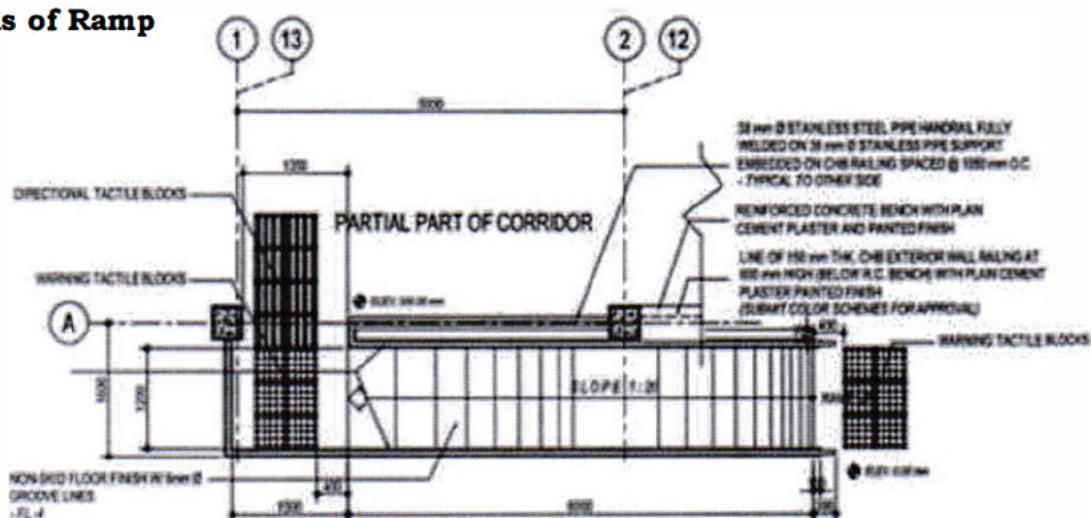
RAMP ACCESS



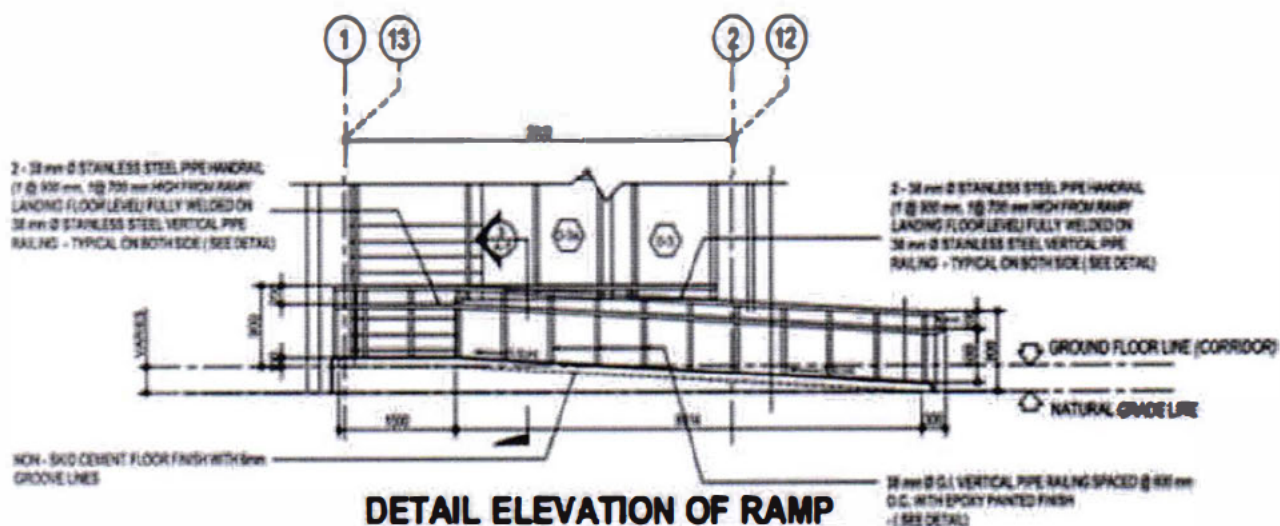
TOILET ACCESS FOR MALE/ FEMALE/PWD

Annex A. Enhanced Minimum Performance Specification Standards

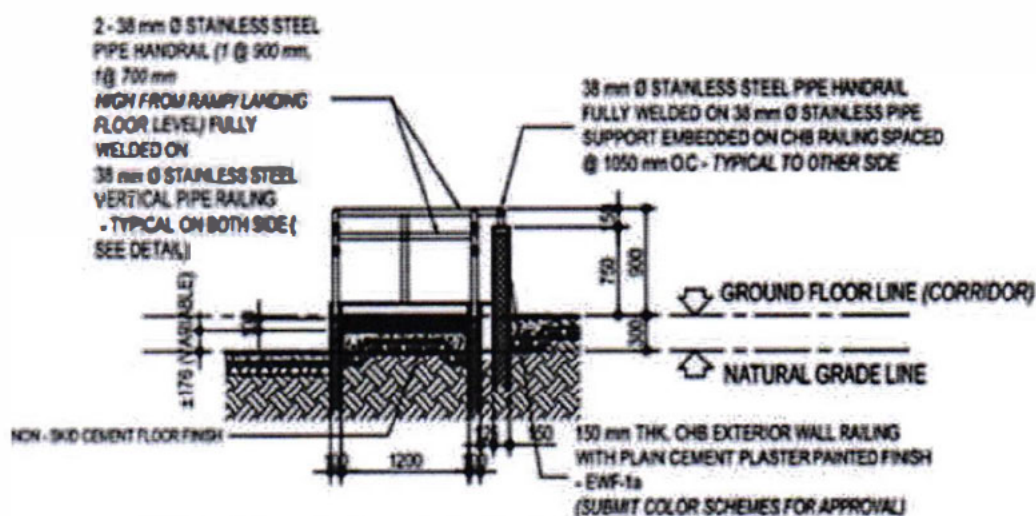
Details of Ramp



PLAN OF RAMP

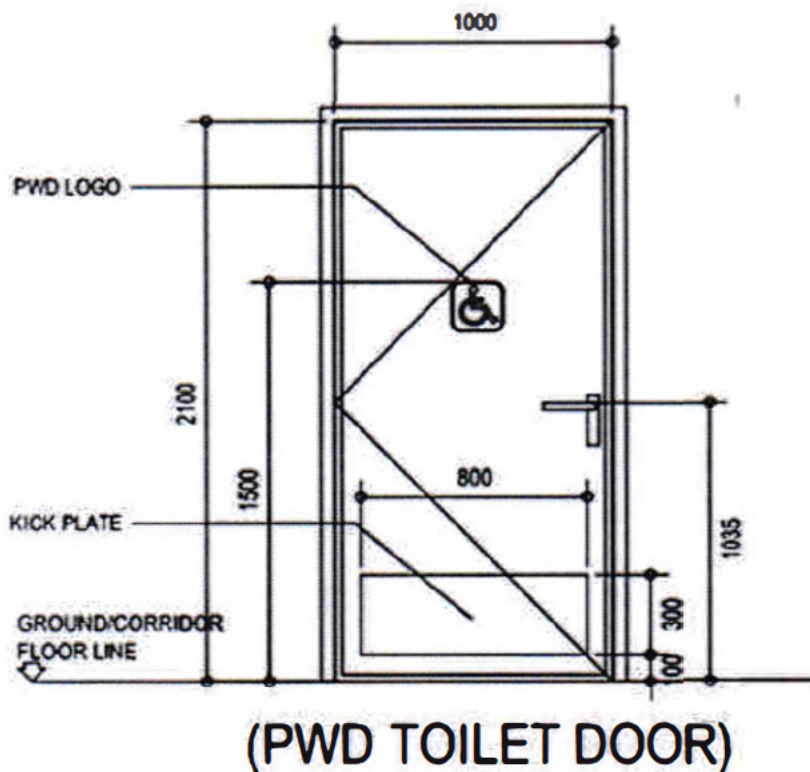
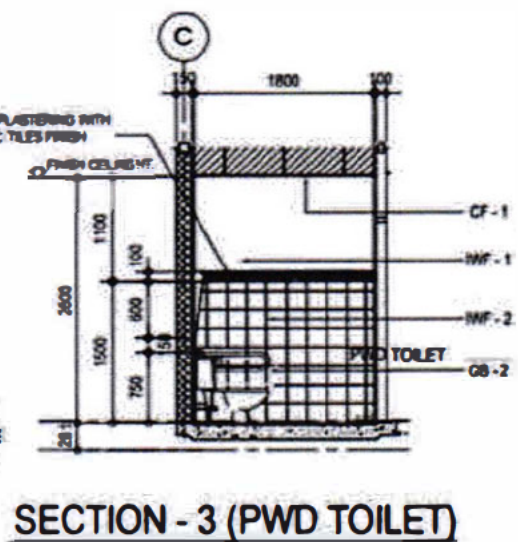
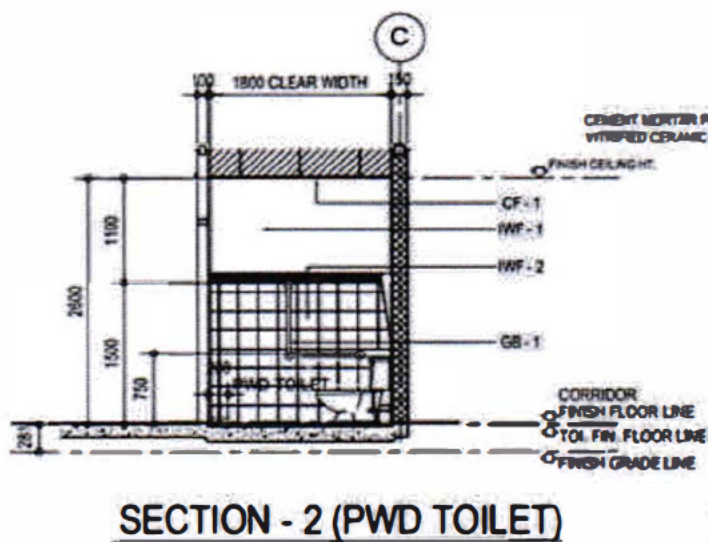
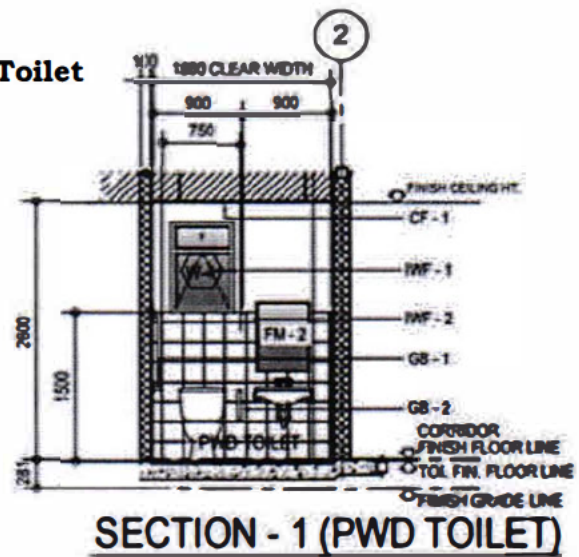
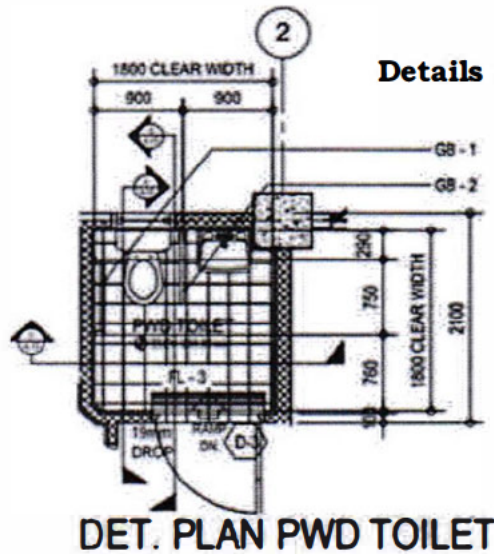


DETAIL ELEVATION OF RAMP



DETAIL SECTION OF RAMP

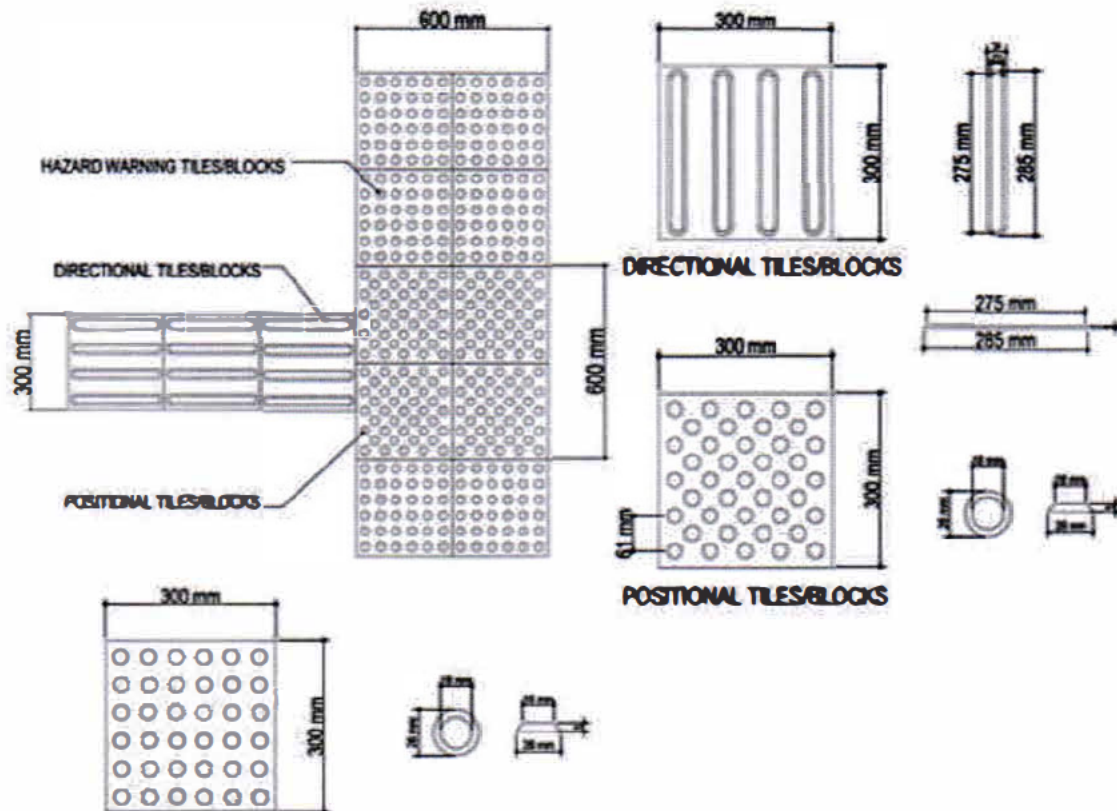
Annex A. Enhanced Minimum Performance Specification Standards



TYPICAL DETAIL OF HAND WASHING COUNTER

Annex A. Enhanced Minimum Performance Specification Standards

Details of Tactile and its location

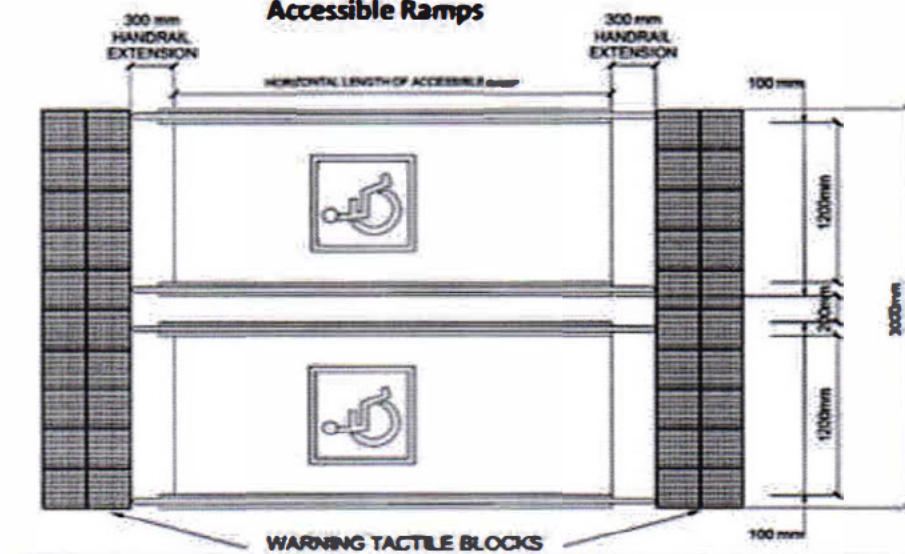


HAZARD WARNING TILES/BLOCKS

Gradient not steeper than 1:20. Steeper gradients may be allowed in special cases depending on the length to be covered.

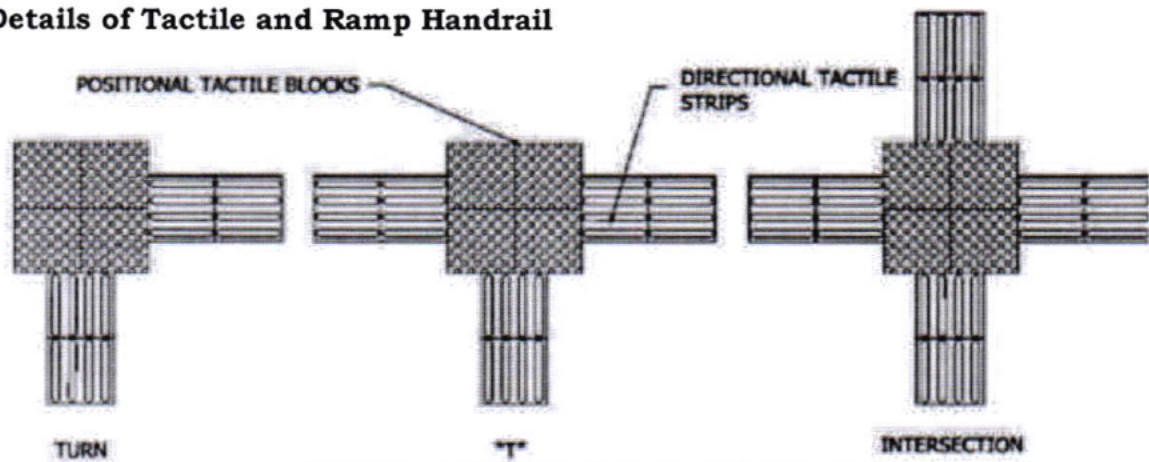
Maximum Slope	Maximum Length	Maximum Rise	Interval for Landing
1:20	-	-	15m
1:15	10.50m	700mm	10m

Accessible Ramps

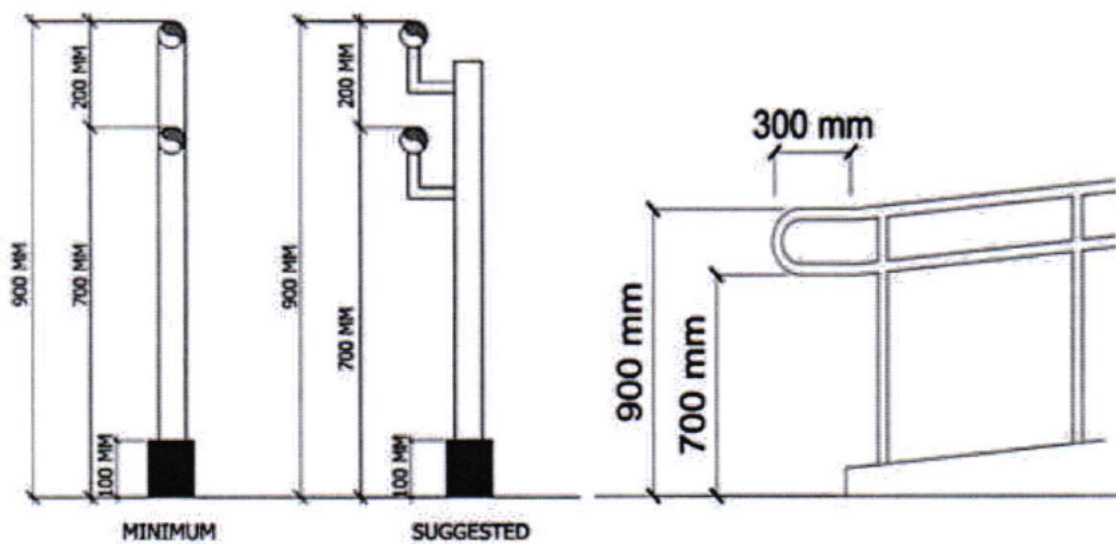


Plan of Ramp 3000mm Wide or More

Details of Tactile and Ramp Handrail

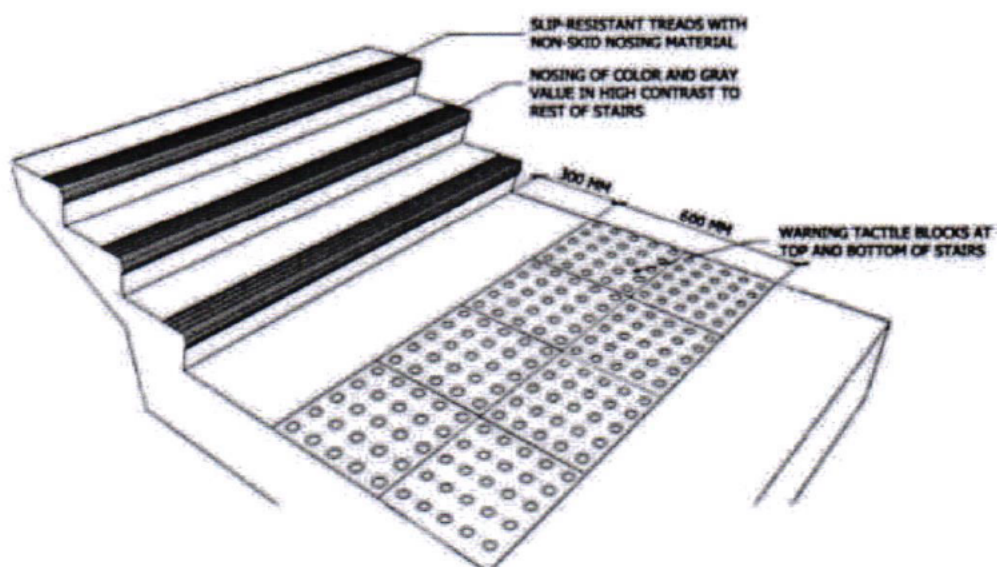


SAMPLE USAGE OF TACTILE BLOCKS



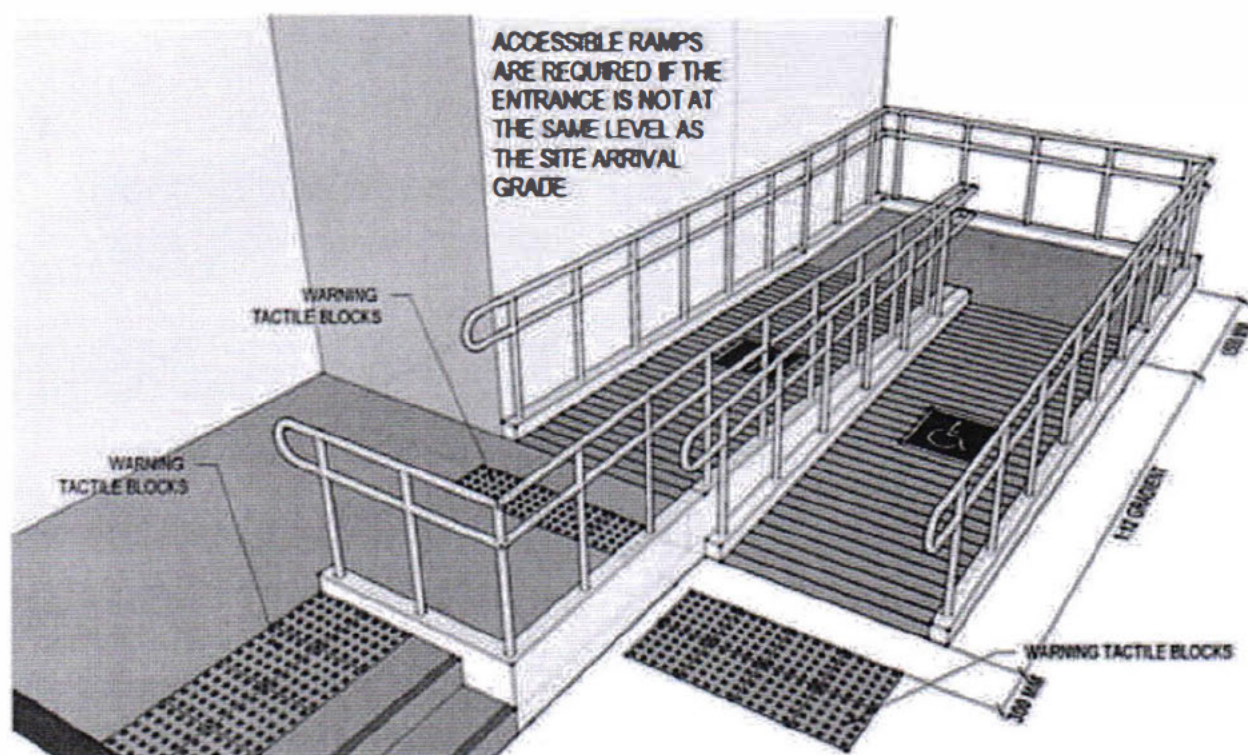
HANDRAIL DETAIL FOR RAMPS

CROSS SECTION OF ACCESSIBLE RAMP

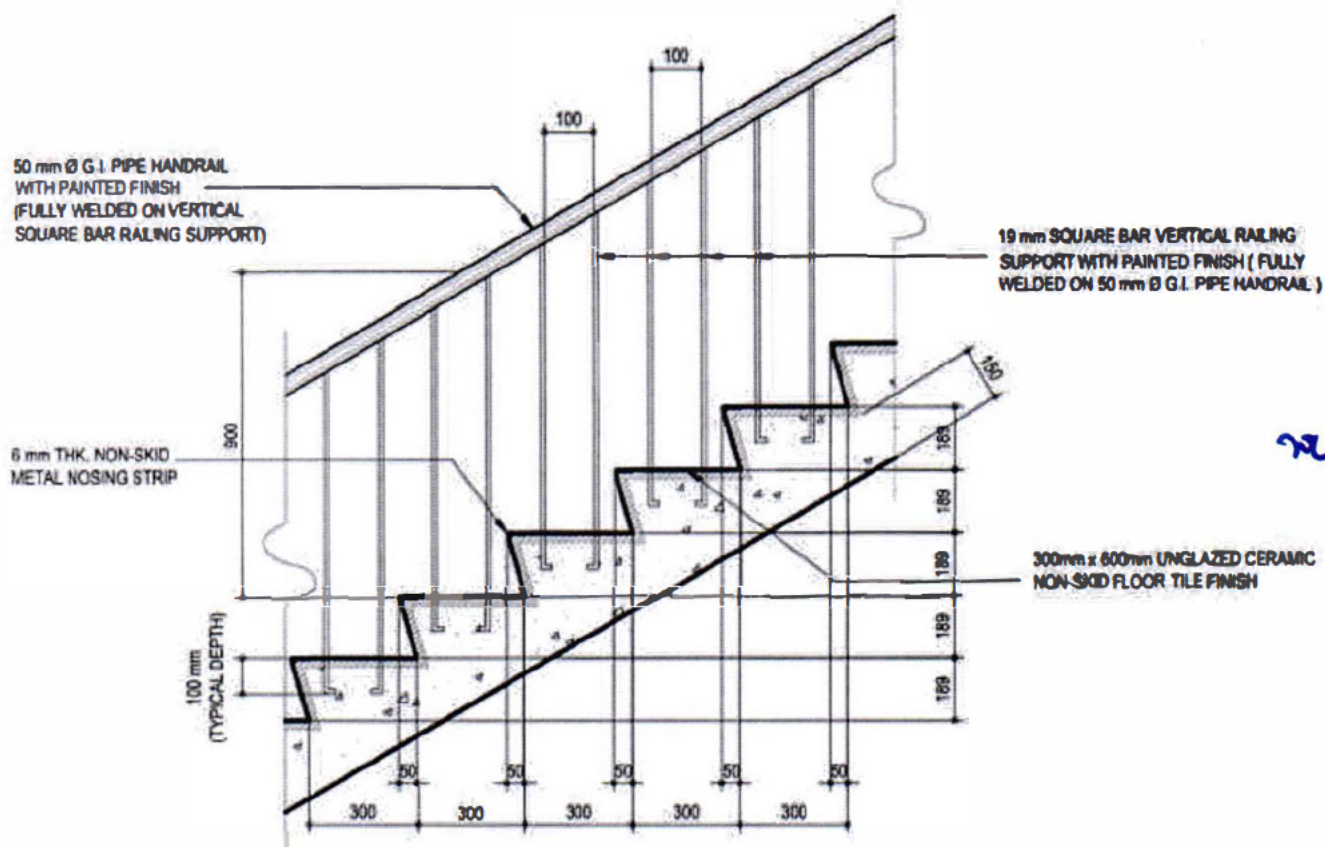


LOCATION OF WARNING TACTILE BLOCKS AND NON-SKID NOSING MATERIALS AT STAIRS

Annex A. Enhanced Minimum Performance Specification Standards



Accessible Ramp at Entrance



Typical Detail Section of Stair Step