Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF CAPIZ

August 4, 2021

DIVISION MEMORANDUM
NO. 043, S. 2021

2021 BRIGADA ESKWELA IMPLEMENTING GUIDELINES

To: OIC - Assistant Schools Division Superintendent
Chief Education Supervisors, CID & SGOD
Education Programs Supervisors
Public Schools District Supervisors/Principal In-Charge of the District
Elementary, Secondary and Integrated School Heads
District, Secondary and Integrated School Partnership/ASP/Brigada Eskwela Focal Persons
All Others Concerned

1. Relative to **DepEd Memorandum No. 048, s. 2021** entitled, **"2021 Brigada Eskwela Implementing Guidelines"**, the Schools Division of Capiz will conduct the **2021 Brigada Eskwela** with the theme **"Bayanihan para sa Paaralan"** from **August 3 to September 30, 2021** which focuses on collaboration and strengthening partnership engagements that complement DepEd efforts to implement the Basic Education Learning Continuity Plan (BE-LCP) and ensures the delivery of quality basic education notwithstanding the COVID-19 Pandemic.

2. The launching for the **Division Brigada Eskwela Virtual Kick-Off Program** is scheduled on **August 23, 2021, 8:30AM.**

3. The implementation of Brigada Eskwela shall comply with the required health standards, which include following social distancing measures and practicing proper hygiene consistent with the Inter-Agency Task Force on Emerging Infectious Diseases (IATF) health protocols, Department of Health (DOH) health standards, local and national quarantine rules, and all other relevant protocols as detailed DepEd Task Force COVID-19 issuances.

4. The traditional concept of Brigada Eskwela, which involves physical cleaning, painting, repainting and doing minor repairs, will **NOT** happen during the Brigada Eskwela implementation period this year. However, considering the schools are being used in the preparation of the learning packets, including picking up and returning of the same by parents, physical cleaning and disinfection maybe allowed two weeks before the opening of classes in public schools, depending on the prevailing local risk classification and community quarantine guidelines.

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Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF CAPIZ

5. The Brigada Eskwela activities shall focus on preparations and highlight partnership initiatives that complement the BE-LCP among other efforts. This will ensure that quality basic education will continue despite the challenges posed by COVID-19 situation. **Details of the implementation are provided in Enclosure No. 1 of this Memorandum.** The detailed guidelines for the Search for 2021 Brigada Eskwela Best School Implementers shall be provided in a separate issuance.

6. All Adopt-A-School Program (ASP) partners and other stakeholders who are interested to join this ***Bayanihan para sa Paaralan*** are requested to coordinate with the school/district/division level management for guidance.

7. School Heads (SH) shall take the lead in planning the activities geared toward making schools ecologically conscious, resilient, clean and conducive to learning. **Important reminders to School Heads in the conduct of this activity are indicated in Enclosure No. 1.**

8. Individuals or groups from National Government Agencies (NGAs), Local Government Units (LGUs), private sectors, international organizations, and other stakeholders who are interested to help the schools may coordinate with any of the following for guidance:
   a. Social Mobilization (SocMob) and Networking Section under the School Governance and Operations Division (SGOD) in the SDOs; and/or
   b. School Heads of the beneficiary schools.

9. The schedule of activities for the 2021 Brigada Eskwela shall be as follows:

ACTIVITY	SCHEDULE
National Brigada Eskwela Media/Online Kick-Off Program	August 3, 2021
Regional Kick-Off Program	August 20, 2021
Division Kick-Off Program	August 23, 2021
Brigada Eskwela Implementation and Monitoring of Schools	August 3 to September 30, 2021
Submission of consolidated Brigada Eskwela accomplishment reports by the district partnership/asp/BE focal persons and secondary school focal persons	October 15, 2021
Submission of consolidated Division accomplishment Reports to RO 6	October 30, 2021
Brigada Eskwela Awards	January to February 2022

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10. The Division personnel will be monitoring the schools either virtual or face-to-face depending on the prevailing local risk classification and community quarantine guidelines. Adoptive Education Program Supervisors assigned to the district and Public Schools District Supervisors/Principals In-Charge of the District will take the lead in monitoring their respective districts using the Monitoring and Evaluation Tools which will be provided in a separate issuance.

11. Teaching personnel are entitled to earn vacation service credits arising from their active involvement as member of the school Brigada Eskwela working committees and/or voluntary services in the Brigada Eskwela activities. Teachers shall earn a one-day service credit for accumulated eight hours of services as committee or volunteer in the school preparation and partnership engagement activities, but not to exceed the total of ten days' service credits. For further details on the granting of service credits to teachers, please refer to DepEd Order No. 53, s. 2003 titled **Updated Guidelines on Grant of Vacation Service Credits to Teachers**, *particularly on Item No. 1-d sub-items d and k and Item No. 1-f, which contain relevant provisions on the grant of service credits.*

12. The Brigada Pagbasa, as part of Brigada Eskwela, is an after-school reading program that envisions bringing together education partners and experts to help all learners read and become functionally literate. The Brigada Pagbasa will serve as a platform to synergize efforts and resources to address education-related challenges especially on literacy and numeracy. It will also create opportunities for all stakeholders to contribute possible solutions to the current gaps in the country's education system, especially in equipping the learners with 21st century skills.

13. In preparation for the implementation of Brigada Pagbasa, the Division Partnership Focal Persons are encouraged to conduct an inventory of school reading programs with partnership components that may be part of Brigada Pagbasa. The detailed guidelines for the implementation of Brigada Pagbasa shall be provided in a separate issuance.

14. Establishment of At-Home Learning Spaces as part of Brigada Eskwela program will also be monitored in terms of the status of implementation by the PSDS, EPS and other SDO personnel.

15. The School Heads shall ensure that all donated items classified as property, Plant and Equipment are properly recorded in the book of accounts as stipulated in DepEd Order No. 82, s. 2011 titled Guidelines on the Proper Recording of all Donated Properties. The documents required to support the recording in the book of accounts are as follows:
    a. ***Inventory Custodian Slip for donated properties with value below P15,000.00 (Enclosure No. 3); and***
    b. ***Property Acknowledgement Receipt for donated properties above P15,000.00 (Enclosure No. 4)***

Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF CAPIZ

16. Expenses relative to the conduct of monitoring and evaluation of Brigada Eskwela implementation shall be chargeable against ASP Downloaded Funds and SDO Funds. All are subject to the usual accounting and auditing rules and regulations.

17. For more information about this activity, kindly contact **Ms. Nannette G. Calixterio**, SEPS, SocMob at Mobile No. 09998888959 and **Mr. Romar S. Jaravelo**, EPS II, SocMob at Mobile No. 09128108586, Division Partnership Focal Persons, Social Mobilization and Networking Section of School Governance and Operations Division (SGOD).

18. Immediate dissemination of this Memorandum is desired.

SALVADOR O. OCHAVO JR., EdD, CESO V
Schools Division Superintendent
AUG 0 4 2021

Encls.:
As stated
Reference:
DepEd Memorandum
No. 048, s. 2021
To be indicated in the Perpetual Index
Under the following subjects:
BUREAUS AND OFFICES
CAMPAIGN
CHANGE
COMMITTEES
LEARNERS
OFFICIALS
POLICY
PROGRAMS
SCHOOL

Enclosure No. 1 to DepEd Memorandum No.048, s. 2021

DEPED-OSEC-

REMINDERS FOR SCHOOL HEADS IN THE IMPLEMENTATION OF 2021 BRIGADA ESKWELA

1. *Brigada Eskwela* champions the spirit of volunteerism in DepEd. It is not only DepEd's program, but also that of education stakeholders. Taking part in the school preparation activities and works are neither mandatory nor a requisite for learners to be accommodated in schools.

2. In light of the current COVID-19 situation, this year's *Brigada Eskwela* shall ensure support for the provision of learning opportunities while ensuring health, safety, and protection of the well-being of learners, teachers and personnel. *Brigada Eskwela* shall play an important mechanism to enable schools to catch up with the expectations for multiple learning delivery modalities.

3. Aside from the usual activities conducted in the past *Brigada Eskwela*, School Heads must ensure the following among other related initiatives:

   a. Coordinate with the Local Government Units (LGUs) or other non-government organizations (NGOs) and volunteers to clean and disinfect school buildings, classrooms, and other school facilities.

   b. Engage partners to raise the availability of the following items in school during *Brigada Eskwela*:

      i. Printing of COVID-19 and sanitation/proper hand washing hygiene information materials;
      ii. Printing of materials and provision of supplies for distance learning for the learners, teachers and parents (i.e. bond papers, worksheets, notebooks, pad paper, ball pens, pencils, crayons, coloring materials and others);
      iii. Hand sanitizing materials, such as rubbing alcohol, anti-bacterial or germicidal soap;
      iv. Medical devices and equipment (i.e. infrared and digital thermometer, Pulse oximeter – fingertip, thermal scanner, Stethoscope, Blood Pressure monitor machine);
      v. Washable face mask, surgical face mask, face shield, and surgical gloves;
      vi. Cleaning tools, materials or disinfectants that may be used to disinfect the learning areas, such as spray tank, disinfectant spray or disinfecting bleach, foot bath; and
      vii. Multivitamins capsules, tablets, or syrups for DepEd personnel and learners;

   c. Ensure that psychological first aid or other psychological interventions and debriefing are conducted in partnership with stakeholders during the implementation of *Brigada Eskwela*.

d. Conduct orientation activities with teachers, partners, Parents-Teachers Associations (PTA) and learners on DepEd's Basic Education Learning Continuity Plan (BE-LCP), with special focus on the implementation of DepEd multiple learning delivery modalities. The schools may use multimedia communication and other communication strategies to conduct the orientation to:

   i. Encourage parents on possible collaborations with the schools to provide support for the continuation of learning opportunities.
   ii. Engage parents in the promotion of the new school system. The new role and increased involvement of the parents in the learning of their children are essential to augment available resources and technology in the community.
   iii. Engage partners in the promotion and provision of distance learning delivery modalities such as local radio/TV stations and other available media as a form of *Brigada Eskwela* and partnership initiative to deliver the curriculum. The School Heads may identify resources and partnerships necessary for High Tech, Low Tech or No Tech aide for learning.

e. Coordinate with the concerned DepEd units on the possible implementation of *Gulayan sa Tahanan* or Urban Vegetable Gardening at Home as part of *Brigada Eskwela* and School-Family-Community partnerships to promote sustainable food supply at homes, as well as on communicating to stakeholders on how they can support the school emergency and contingency to ensure resiliency.

f. Collaborate with various stakeholders to support the implementation of the BE-LCP.

g. Realigned *Brigada Pagbasa* in their BE-LCP.

h. Partnership appreciation and other school-based initiatives.

4. The schools are encouraged to include the partnership for Wash in Schools (WINS) and Disaster Preparedness in their *Brigada Eskwela* Work Plan. The school heads may refer to Annex A to D for guidance.

5. The schools are encouraged to document all their efforts to implement the new way of conducting *Brigada Eskwela*. All partnership initiatives and generated resources shall be reported in the DepEd Partnerships Database System (DPDS) starting June 1, 2021 to September 30, 2021.

6. ***No Brigada Eskwela fee*** shall be collected from parents/guardians or solicited from other volunteers and stakeholders.

7. Pursuant to DepEd Order No. 6, s.2012 titled "Guidelines on the Adoption and Implementation of Public Health Policies on Tobacco Control and Protection against Tobacco Industry Interference," receiving assistance or support from companies and other players in the tobacco industry for

Brigada Eskwela is not allowed.

8. Pursuant to DepEd Order No. 48, s. 2018 titled "Prohibition on Electioneering and Partisan Political Activity," the schools may not receive any forms of contribution/donations from official candidate(s) for the local and national election.

Annex A of Enclosure No. 1

SCHOOL SAFETY AND PREPAREDNESS GUIDE

In view of the implementation of the 2021 *Brigada Eskwela*, this School Safety and Preparedness Guide is issued to provide guidance to schools and education partners in ensuring safety and preparedness of our learners and personnel before, during and after emergencies. Enumerated below is a list of recommended activities that may contribute to a safer school. School Heads need to identify which ~~of~~ among those listed below are most appropriate and important for their schools. The School Head may also identify other measures that may add-up to this list.

I. SAFE LEARNING FACILITIES

1. Facilitate the assessment of school building structure and electrical wiring and make necessary repairs and/or upgrades to prevent unnecessary incidents.
2. Repair minor classroom damages such as broken windows, doors, blackboard, roofs and other furniture, etc.
3. Install appropriate and available fire suppression, including fire extinguishers, water source and relevant indigenous materials.
4. Ensure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to learners are removed.
5. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings.
6. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned buildings.
7. Secure cabinets and drawers and ensure that heavy objects are below head level.
8. Post safety measures to be observed in laboratories, ~~and~~ workshops, and other facilities requiring the same.
9. Prepare an evacuation/exit plan and post directional signage on every floor of the building.
10. Identify evacuation areas and classrooms that may be used as temporary shelters during disasters and emergencies.
11. Prune trees to avoid entanglement from electrical wirings and avoid potential harm to life and property.

II. SCHOOL DISASTER MANAGEMENT

1. Post a directory of emergency contact numbers of relevant government agencies and officers in various high traffic areas of the school.
2. Establish and maintain early warning mechanisms in the school.
3. Equip school with first aid kits, flashlights, megaphones, and other supplies necessary in cases of emergency. Ensure that these items are highly accessible and can be easily located.
4. Identify alternative sources and/or maintain supply of drinking water within the school.
5. Ensure that learners, teachers, and personnel have identification cards with relevant information.
6. Create database of learners with the contact details of their immediate family members/relatives/guardians.
7. Secure and safely store vital school records.
8. Coordinate with barangay officials on pedestrian safety of learners.
9. Document accidents experienced by learners and personnel within the school to improve prevention and mitigation measures.

III. RISK REDUCTION AND RESILIENCE EDUCATION
1. Identify a storage area for safekeeping of vital schools records, textbooks, teaching manuals, computers, and other school equipment.
References: International Finance Corporation (no date) Disaster and Emergency Preparedness Guidance for Schools, (IFC World Bank). Department of Education (2015 DRRM in Basic Education Framework PowerPoint presentation)

Annex B of Enclosure No. 1

STAKEHOLDER ENGAGEMENT STRATEGY

I. Introduction

The occurrence of disasters affects school operations to the point of depriving our learners' access to quality education. While we have improved our classroom standards, strengthened our coordination with partners for disaster response and capacity building, and established the Disaster Risk Reduction Management (DRRM) Service, there is a need to heighten support for school level implementation of disaster risk reduction.

Disaster preparedness of schools is an important factor to achieve resilience in our communities. DepEd, through the 2021 *Brigada Eskwela*, seeks to mainstream disaster preparedness principles in readying schools for the opening of classes. More than the usual menu of provisions for schools such as putting up of fences, painting, roofing, among others, DepEd shall provide a list of preparedness measures that partners may support in various capacities.

Our aim is to engage all education stakeholders, which include the following:

- National Government Agencies (NGAs)
- Local Government Units (LGUs) from provincial to barangay levels
- Government-Owned and Controlled Corporations (GOCCs)
- Non-Governmental Organizations (NGOs)
- Private Partners
- Private Corporations
- Academe
- Civil Society Organizations (CSOs)
- Individual Volunteers

Our partners may assist DepEd in the following areas:

- Support in the implementation of school preparedness and safety measures;
- Provision of emergency kits and education supplies for teachers and learners; and
- Information, Education, Communication of DRRM

II. How to Engage Stakeholder/What Each Stakeholder Can Do

The matrix below provides specific steps that target partners may take for their active engagement during the Brigada Eskwela week.

Stakeholders	Nature of Engagement
Provincial Government Units	a. Coordinate with DepEd Regional Offices (ROs)/Schools Division Offices (SDOs) b. Secure a copy of the school preparedness checklist c. Convene Local School Board (LSB) to identify possible support in school preparedness d. Mobilize local support through the business sector, philanthropists, academe and local organization(s) to assist schools' preparations for class opening

Municipal/City Government Units	a. Coordinate with DepEd Schools Division/District Offices b. Secure a copy of the school preparedness checklist c. Convene the Local School Board (LSB) to identify possible support on school preparedness d. Mobilize local support through the business sectors, philanthropists, academe and local organization(s) to assist schools' preparations for class opening e. Include schools in the early warning system implemented in the locality
Barangay Government Units	a. Coordinate with nearby elementary and/or secondary school(s) b. Participate in school preparatory meetings for *Brigada Eskwela* c. Mobilize local assistance to support school preparedness strategies d. Secure a copy of the school preparedness checklist e. Support the school preparedness strategies f. Assist schools in establishing an early warning system
Private Partners	a. Coordinate with DepEd Central Office (CO)/ROs/SDOs/District Offices/School(s) b. Secure a copy of the school preparedness checklist c. Provide emergency kits/bags for learners, teachers, and schools, teacher's kit, learner's kit d. Provide advocacy/information materials for school(s) e. Support the school preparedness strategies
Local CSOs and Volunteers	a. Coordinate with target elementary and/or secondary school(s) b. Secure a copy of the school preparedness checklist c Signify interest to assist the school(s) during preparation for class opening d. Participate in school preparatory meetings for Brigada Eskwela e. Identify and communicate support that will be provided to the school(s) f. Orient parents on DRRM services g. Assist in the conduct of risk profiling h. Support the school preparedness strategies
Parents	a. Participate in school preparatory meetings for *Brigada Eskwela* b. Support the school preparedness strategies
Central	a. Prepare a school preparedness guide, which provides checklist on school preparedness measures

	b. Prepare guidelines on conducting risk profiling based on the following considerations: • Location of the school • Immediate environment of the school • Historical disasters experiences
Region	a. Conduct planning meeting with SDOs to determine school needs b. Provide assistance to SDOs in formulating strategies to support preparedness c. Monitor and prepare report regarding the implementation of preparedness strategies
Division	a. Mobilize assistance from education partners and other government agencies for schools' implementation of preparedness measures b. Coordinate with local government agencies on local risk profiling c. Ensure availability of the summary of school level data for local partners' reference d. Prepare list of schools that would be needing most assistance from partners e. Ask local fire bureau, local PNP, local AFP to participate in "How to Make Your School Safer" campaign f. Ensure support is equitably distributed to all schools
Schools	a. Distribute emergency kits/bags to learners and teachers, learner's kit and teacher's kit (See Annex C of Enclosure No. 1) b. Spearhead the implementation of school preparedness guide

Menu of School Kits

The table below breaks down the minimum contents of each school kit:

School Provision	Minimum contents
a. Emergency Kits/bags for learners	✓ Whistle ✓ Leaflets of information of the kits
b. Learner's Kit	✓ Notebook (50 leaves) ✓ Pad paper ✓ Pencil ✓ Ball pen ✓ Crayon ✓ Ruler ✓ Small scissors ✓ Pencil sharpener ✓ Paste ✓ Bag
c. Medical devices	✓ infrared and digital thermometer ✓ Pulse oximeter – fingertip, ✓ thermal scanner, ✓ Stethoscope ✓ Blood Pressure monitor machine ✓ Stretcher
d. Emergency kit for school	✓ First Aid Kit ✓ Contact numbers for emergencies ✓ Flashlights/batteries ✓ Radio/batteries ✓ Bell/warning device ✓ Whistle ✓ Transistor radio ✓ Electrical Tape ✓ Rope
e. First Aid Kit	✓ Burn Ointment ✓ Povidone-iodine (e.g. Betadine) ✓ Adhesive Bandage (e.g. Band Aid) ✓ Bandage ✓ Gauze ✓ Plaster Tape ✓ Alcohol ✓ Hydrogen Peroxide / Agua ✓ Agua Oxigenada ✓ Bottled Water ✓ Gloves ✓ Cotton
f. Teacher's Kit	✓ Manila Paper ✓ Bond paper long (cactus) ✓ Pair of Scissors ✓ Cartolina ✓ Pen (black and red) ✓ Permanent Markers (black and blue) ✓ Bag ✓ Ruler (12) inches) ✓ Pencil sharpener ✓ Lesson plan notebook

	✓ Class record
g. Teacher's Emergency Kit	✓ Whistle ✓ Flashlights/batteries ✓ Boots ✓ Raincoats/umbrella ✓ Radio/batteries ✓ Emergency hotline list ✓ Evacuation guide ✓ Toiletries ✓ Bottled water
h. Health and Hygiene Kits	✓ Face mask (washable / disposable) ✓ Face shield ✓ goggles ✓ Soap, toothpaste, toothbrush ✓ Sanitary pads for female high school learners ✓ Drinking water (1 liter)

WASH in Schools during Brigada Eskwela

Access to safer water, functional toilets and proper hygiene practice in schools creates the safe and conducive environment for children to optimally participate and achieve the learning outcomes. Thus, the need to ensure that water, sanitation and hygiene (WASH) facilities are adequate in number and well- maintained and the necessary hygiene and cleaning supplies are available in schools.

Creating a Conducive Learning Environment

With clean water supply, children are protected from water-related diseases and are able to practice proper hand and oral hygiene. In addition, toilets and other facilities are properly used and easily maintained. Clean and functional toilets that have privacy, proper ventilation, and are in visible, safe and accessible location ensure that children are able to relieve themselves with comfort and dignity. Moreover, adolescent girls are able to manage their menstruation effectively when toilets have water, soap and garbage bins for sanitary pads disposal. Group handwashing facilities and soap enable children to wash their hands and brush their teeth at scheduled time of the day, and thereby creating the routine for habit formation. Individual handwashing facilities with soap at strategic places such as in or nearby toilets and eating places enable children and adults, including food handlers and teachers, to wash their hands after using the toilets and before eating or handling food.

Developing Life-Skills and Increasing Resiliency

Water, sanitation and hygiene education in schools (WinS) develops life skills and contributes to the education goal of positive behavior change for young Filipinos. Through creating a safe environment and developing positive hygiene behavior, WinS contributes to reducing the vulnerabilities of children and increasing their resilience, especially at times of disaster and emergency.

Cognizant of the above, the Department of Education (DepEd), through the Comprehensive WASH in Schools Policy (DepEd Order No. 10, s. 2016 titled "Policy and Guidelines for the Implementation of the Comprehensive WASH in Schools Program") established standards for WASH services that needs to be ensured in all schools. Invoking the National WASH in Schools Policy, DepEd Order No. 32, s. 2017 titled "Gender-Responsive Basic Education Policy" mandates that schools "provide women, girl-child and adolescent-friendly facilities that meet the standards for Menstrual Hygiene Management (MHM).

WinS in Brigada Eskwela

The Comprehensive WASH in School Policy also recognizes the application of the School-Based Management (SBM) approach in improving and sustaining WASH in Schools, particularly through school planning and budgeting, partnerships and linkages. In this light, WASH in Schools strategically falls within the objectives and design of the *Brigada Eskwela* Program. For the purpose of the *Brigada Eskwela*, the National WinS Three Star Approach provides guidelines in the identification of the gaps in WASH in {Schools and prioritization of actions to address them}.

Global Standards on Sanitation, Hygiene

1. Compliance with access to safe drinking water;
2. Availability of sanitary pads. Schools are prepared to support girls during menstruation by providing sanitary pads;
3. Schools provide access to gender-segregated and functional toilets; and
4. Handwashing facility with water and soap available and daily activities.

The following **WinS activities and provisions** may be mobilized:

1. Provision of water supply, through connection with barangay water networks, construction of water pumping system, and/or installation of rainwater catchments;

2. Construction of additional toilets, particularly gender-segregated toilets for boys and girls;

3. Repair and improvement of existing toilets, including desludging, to ensure functionality, privacy, comfort and security for children, especially girls;

4. Construction/improvement of individual and group handwashing facilities;

5. Improving accessibility to water, toilets and handwashing facilities through provision of concrete footpaths, disability ramps and roofing;

6. Provision of rest space for menstruating girls that are private, secure and comfortable;

7. Improvement of drainages, cleaning of roof gutters, and elimination of stagnant water;

8. Provision of hygiene supplies — soap, toothpaste, toothbrush, sanitary pads, etc. —and cleaning materials;

9. Improvement of solid waste management, including the provision of garbage bins for waste segregation, compost pits and material recovery facilities and/or securing local garbage collection services;

10. Putting up hygiene messages in strategic places (toilets and eating places) to motivate proper use of toilets and handwashing at critical times, especially after using the toilet and before eating;

11. Orientation of parents and other stakeholders on WinS and engaging their supportfor developing proper WASH practices at home and the community; and

12. Orientation and certification of canteen operators, vendors and food handlers on proper hygiene and sanitary food preparation and handling.

Enclosure No. 2 to DepEd Memorandum No.048, s. 2021

DEPED-OSEC-445993

Brigada Eskwela Best Implementing School Award

To give due recognition to schools whose efforts in the implementation of the *Brigada Eskwela* program are exemplary, the Department of Education (DepEd) shall be awarding the ***Brigada Eskwela* Best Implementing Schools Award** based on the following guidelines:

1. The Schools Division Offices (SDOs) through the Social Mobilization and Networking Section (SocMob) under the School Governance and Operations Division (SGOD) shall recognize all elementary and secondary schools that implemented *Brigada Eskwela* from August 3 to September 3, 2021 through the awarding of a Certificate of Recognition on their compliance with this implementation guidelines and on engaging partners to participate in the implementation of the School and Division Basic Education-Learning Continuity Plans.

2. The search for 2021 *Brigada Eskwela* Best Implementing Schools shall be modified based on the framework relative to ongoing pandemic situation. The framework includes the engagement of stakeholders and addressing problems, queries, and other concerns in preparation for the start of classes. All *Brigada Eskwela* activities should highlight partnership initiatives that complement the implementation of the Basic Education Learning Continuity Plan (BE-LCP).

3. The Regional Offices shall contextualize the selection criteria for the *Brigada Eskwela* Best Implementing Schools Award based on the following general criteria:

   3.1. *Brigada Eskwela* Partnerships Engagement Activities – 40%
   This pertains to the kind/impact of partnership engagement activities which may be measured in terms of the number of learners/teachers/non-teaching personnel who benefited from the activity(ies).

   3.2. Resources Generated relative to the New Brigada Eskwela Framework – 30%
   This pertains to the resources generated to support the BE-LCP implementation and health and safety protocols. This shall be based on the prevailing market value of the items donated and reflect the equivalent of the volunteer man hours generated from the partnership activity(ies).

   3.3. *Bayanihan* effort to support the BE-LCP implementation – 30%
   This shall reflect the impact of Brigada Eskwela in terms of community participation and level of awareness on education programs. This shall also include the response of the community in making conducive learning spaces at homes and the partnership initiative for literacy and numeracy.

   100%

4. The Schools Division Superintendent (SDS), with the assistance of the SGOD and the Division Partnership Focal Person, shall be allowed to exercise their sound discretion as to how to allocate the scores to be received by the *Brigada Eskwela* implementing schools based on the aforementioned general criteria.

5. Aside from the traditional *Brigada Eskwela* Best Implementing Schools Award, the SDO shall also identify recipient(s) of a special *Brigada Eskwela* Award, among other unique ways of recognizing the effort of the schools such as:

   5.1. Best School-Community-Home Partnerships;
   5.2. Best Home Learning Spaces;
   5.3. Best Partnership Engagement Activity;
   5.4. Best Brigada Eskwela Collaboration at the School District; and
   5.5. Most Prepared School among others.

6. The awards may still adopt the following categories:

Elementary Level

Category	Number of Teachers (National)	Number of Teachers (NCR)
Small School	9 and below	40 and below
Medium School	10 — 29	41 — 80
Large School	30 — 50	81 — 120
Mega School	51 and above	121 d above

Secondary Level

Category	Number of Teachers (National)	Number of Teachers (NCR)
Small School	15 and below	40 and below
Medium School	16 — 30	41 — 80
Large School	31 — 50	81 — 120
Mega School	51 and above	121 d above

Note: Integrated School (Kindergarten to Grade 12) may choose which level they intend to participate in the selection.

7. All forms of *Brigada Eskwela* Awards at the SDO level shall be reported to the Regional Office (RO) through the Education Support Services Division (ESSD). The ESSD shall submit the list of awards and awardees to the EPS at the Central Office (CO).

8. The SDOs and ROs may conduct the *Brigada Eskwela* Awards starting January 2022 using the downloaded Program Support Funds (PSF) on Building Partnership and Linkages Program (BPLP) or local funds.

Enclosure No. 3 to DepEd Memorandum No. 048, s. 2021

Appendix 59

DEPED-OSEC-

INVENTORY CUSTODIAN SLIP

Entity Name: _____

Fund Cluster: _____ ICS No: _____

Quantity	Unit	Amount		Description	Inventory Item No.	Estimated Useful Life
		Unit Cost	Total Cost			

Received from:	Received by:
_____ Signature Over Printed	_____ Signature Over Printed
_____ Name Position/Office	_____ Name Position/Office
Date	Date

Enclosure No. 4 to DepEd Memorandum No.048, s. 2021

Appendix 71

PROPERTY ACKNOWLEDGMENT RECEIPT

Entity Name: _____

Fund Cluster: _____ PAR No.: _____

Quantity	Unit	Description	Property Number	Date Acquired	Amount

Received by:	Issued by:
_____	_____
Signature over Printed Name of End User	Signature over Printed Name of Supply and/or Property Custodian
_____	_____
Position/ Office	Position/ Office
_____	_____
Date	Date