



Republic of the Philippines  
**Department of Education**  
Region V  
**SCHOOLS DIVISION OF SORSOGON**

May 14, 2025

**DIVISION MEMORANDUM**

No. 139, s. 2025

**DIVISION IMPLEMENTATION OF 2025 BRIGADA ESKWELA PROGRAM**

To: Assistant Schools Division Superintendent  
CID and SGOD Chiefs  
Section Heads  
Education Program Supervisors  
Public Schools District Supervisors/ OIC-PSDSs  
SGOD SEPS & EPS II  
Public Elementary, Secondary and Integrated School Heads  
District Brigada Eskwela Coordinator  
SDO Personnel  
All Others Concerned

1. Pursuant to DepEd Order No. 042, s. 2025 titled '2025 Brigada Eskwela Implementing Guidelines and consistent with DepEd Order No. 012, s. 2025 (Multi-Year Implementing Guidelines on the School Calendar and Activities), all public schools will conduct the Brigada Eskwela '25 from June 9-13, 2025. With literacy as a key priority of the Department, this year's theme '**Brigada Eskwela: Sama-Sama Para sa Bayang Bumabasa**' highlights a nationwide effort and volunteerism on literacy development.
2. The focus of this year's *Brigada Eskwela* are the following:
  - a. ensure that all schools are well-prepared for the new school year by providing a clean, safe and conducive learning environment for both learners and teachers;
  - b. encourage active participation of stakeholders in supporting learners' reading skills development and ensuring that reading resources are available at the schools;
  - c. organize clean-up activities and performing minor to medium repairs and maintenance work in classrooms and school grounds;
  - d. promote volunteerism and community involvement in enhancing school facilities and resources;

- e. creating a master list of learners along with a schedule for health assessments (e.g nutritional assessment and vision and hearing screening) and assisting the Philippine Health Insurance Corporation (PHIC) in the enrolment of learners to the National Health Insurance Program;
- f. engage stakeholders in mobilizing data-driven partnerships with the community to help address the needs of schools; and
- g. validate essential resource data against existing records of DepED and engaging the community in establishing inventory data. The guidelines for the conduct of the National Inventory Day (NID) for SY 2025-2026 are enclosed in this memorandum.

3. Hereunder is the timeline of activities:

Activity	Date
Submission of two (2) copies of Schools' 2025 Brigada Eskwela Detailed Implementation Plan, Activity & Project Proposals to SDO ( <i>pls. use the attached official revised templates for the plan or you may request for a soft copy from the Division B.E. Coordinator</i> )  <b><i>*The Programs, Projects and Activities for B.E. 2025 that are included in the plan must be aligned to School Improvement Plan (SIP) &amp; Annual Implementation Plan (AIP)</i></b>	<b>May 15-23, 2025</b>
2025 Brigada Eskwela Division Kick-Off Program	<b>June 9, 2025 @ 8:00am</b> Gubat National HS
2025 Brigada Eskwela Kick-Off Program in schools	<b>June 9, 2025</b>
Brigada Eskwela 2025 Schools' Implementation & Monitoring by DepEd National, Regional & SDO Officials <i>*Monitoring Template will be issued later</i>	<b>June 9-13, 2025</b>
BE 2025 School-Level Closing Program and Awarding of Certificate of Appreciation/ Recognition to Education Partners/ Stakeholders.	<b>June 12-13, 2024</b>



<p>Schools' Submission of Brigada Eskwela '25 Resources Generated in the DepED Partnerships Database System (DPDS)</p> <p><i>*For schools with difficulty accessing their DPDS account: please seek for the Technical Assistance of SEPS Mr. Bernard D. Estrada)</i></p>	<p><b>For the month of May: June 1-6, 2025</b></p> <p><b>For the month of June: July 1-6, 2025</b> (to be verified and validated by SEPS SocMobNet)</p>
<p>Cut-off date for Elem. Schools for the Submission of the following Schools' Brigada Eskwela 2025 Accomplishment Reports <b>to the District Office for consolidation by the District B.E. Coordinator</b></p> <p>a. Report on Resources Generated b. Report on Number of Volunteers (standard templates will be provided as soon as it is available) c. Video/ Photo Documentations with brief captions d. Report on Completed Projects and Activities with the assistance of the stakeholders and partners during and after the Brigada Eskwela '25 period to the SDO. (pls. see Enclosure No. 7 for the template to be used)</p> <p><b>Secondary Schools</b> may directly submit to the SDO c/o SGOD SocMobNet Unit</p>	<p><b>June 20, 2025</b></p>
<p>Submission of District Consolidated Brigada Eskwela 2025 Accomplishment Reports <b>to the SDO</b></p> <p>*Report on Resources Generated *Report on Number of Volunteers</p>	<p><b>June 23-27, 2025</b></p>
<p>Submission of Consolidated Monitoring Result by the PSDSs/ OIC-PSDSs &amp; SDO Based Monitors to SDO SGOD</p>	<p><b>June 27, 2025</b></p>
<p>Division Stakeholders' Appreciation &amp; Awarding Ceremonies</p>	<p>TBA</p>

4. School Heads, teachers and other school personnel are **strictly prohibited** from soliciting or collecting any form of contribution including but not limited to, Brigada Eskwela fees from parents or legal guardians, volunteers, partners and stakeholders. The Brigada Eskwela activities shall focus on voluntary work and participation to ensure that schools are adequately prepared for the upcoming school year.



5. All schools are reminded to strictly observe the prohibition on partnering with, accepting donations or sponsorships from industries that present conflict of interest, such as, but not limited to, the tobacco, breast milk substitutes and alcoholic beverage industries, in support of DepED's commitment to promote healthy learning environments in schools.
6. School Heads, teaching and non-teaching personnel are advised not to post cash donations received in the social media platforms. For transparency, any amount received by the school must be utilized within 24 hrs. for the intended approved school's project/s programs proposed, purchase of BE materials, school supplies and among others. An official receipt must be secured at all times for auditing and accounting purposes.
7. School Heads may seek the support of the education stakeholders/ partners for their various Brigada Eskwela programs, projects and activities through conduct of in-person meetings/ consultations. After determining the kind of assistance that their partners could extend, a project proposal/s will be made and be submitted to them for consideration. All schools are encouraged to have a duly signed Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) with their partners to formalize and sustain their partnerships.
8. Schools shall ensure that school grounds, classrooms and all its walls and other school facilities are clean and free from unnecessary artwork, decorations, tarpaulin and posters at all times. Oversized signages with commercial advertisements, words of sponsorships, and/ or endorsements or announcements of any kind or nature shall be taken down in compliance with DepEd Order No. 37, s. 2011 titled "Prohibition on Use and/ or Display of School Signages Showing Commercial Advertisements, Sponsorships, and/ or Endorsements. Classroom walls shall remain bare and devoid of posters, decorations or other posted materials. Classrooms should not be used to stockpile materials and should be clear of other unused items or items for disposal.
9. All schools must prepare necessary documentation and reports of the BE Program including photo/ video documentation, preparation of daily report on donations received and services rendered; and recording the daily attendance of volunteers. The soft copies of attendance sheets and other B.E. templates may be requested by the schools from their District BE Coordinators or Division B.E. Coordinator.
10. Principals/ 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 Php 50,000.00
- b. Property Acknowledgement Receipt for donated properties above Php 50,000.00

For every donation received by the school, a Deed of Donation (DOD) and Deed of Acceptance (DOA) shall be signed by the donor and donee. **DOD & DOA need to be notarized for valuable registrable properties such as lots, buildings, vehicles, farm implement such as tractors, etc.;** for small value donation/s, no need to be notarized.

Moreover, School Heads must reflect in their 2nd Quarter DPDS Reports the resources generated for BE 2025 from May 1-31 and June 1-30, 2025 respectively as well as the number of volunteers participated.

11. Teaching personnel shall be entitled to earn vacation service credits arising from their active involvement as members of the school Brigada Eskwela working committees and/ or voluntary services in the Brigada Eskwela activities. Teachers shall earn one-day service credit for accumulated eight (8) hours of service as committee members and/ or volunteers in the school preparation and partnership engagement activities, but not to exceed the total of five (5) days service credits. The computation of the service credits to teachers shall be in consonance with DO No. 13, s. 2024 titled Revised Guidelines on the Grant of Vacation Service Credit for Teachers.

SDO Officials and employees including school personnel are encouraged to join Brigada Eskwela and may serve for two (2) days within the Brigada Eskwela week on official time.

Likewise, non-teaching personnel shall be granted Compensatory Time Off (CTO) for all services rendered during weekends/ holidays as member of the Brigada Eskwela working committees and/ or voluntary services in the Brigada Eskwela activities. Eight (8) hours of accumulated services are equivalent to one-day CTO.

12. Expenses to be incurred in the implementation of Brigada Eskwela 2025 such as t-shirts and advocacy materials shall be charged to local school funds/ MOOE/ ASP PSF subject to the existing budgeting, accounting and auditing rules and regulations. The purchase of BE 2025 t-shirts of DepEd teaching and non-teaching personnel is allowed but not to exceed Three Hundred Pesos (Php 300.00) per t-shirt subject to the availability of funds.

13. The *Brigada Eskwela* 2025 collaterals such as the official t-shirt, banner design and among others are found in this link:

**<https://tinyurl.com/2025BrigadaEskwelaMaterials>**

14. For the complete information on Brigada Eskwela 2025, School Heads are advised to download DepED Memorandum No. 042, s. 2025.

15. Attached to this Memorandum are the following:

Enclosure No. 1 – Guidelines on the Implementation of Brigada Eskwela for SY 2025-2026

Enclosure No. 2 - Implementation Roles and Responsibilities of the SDO, Public Schools, Partners and Stakeholders, Volunteers, Teachers, SELG & SSLG Officers

Enclosure No. 3 - Guidelines for the conduct of the National Inventory Day (NID) for SY 2025-2026

Enclosure No. 4– B.E. 2025 School Implementation Plan Templates  
(soft copies can be requested from SDO SGOD-SocMobNet Unit)

Enclosure No. 5 - Inventory Custodian Slip

Enclosure No. 6 – Property Acknowledgment Receipt


Enclosure No. 7 – Template for the Report on Completed Projects and Activities with approved proposal/s with the assistance of stakeholders and partners during and after the Brigada Eskwela period

Enclosure No. 8 – Template for Deed of Donation

Enclosure No. 9 – Template for Deed of Acceptance

Enclosure No. 10. – Template for Daily Report on Donations

14. For information, guidance and compliance.

  
**JOSE L. DONCILLO, CESO V**  
Schools Division Superintendent



## GUIDELINES ON THE IMPLEMENTATION OF *BRIGADA ESKWELA* FOR SY 2025-2026

### PROCEDURES

#### A. PRE-IMPLEMENTATION STAGE

To prepare for the implementation of the *Brigada Eskwela*, schools shall be guided by the following:

**1. Assessment of Physical Facilities, Maintenance Needs and Learning Areas of the School**

Before the implementation of *Brigada Eskwela*, the *School Facilities Coordinator* shall identify the needs for the upcoming school year's opening of classes and assess school facilities that require repair or replacement. The school needs data shall be reflected in the School Preparedness Checklist (Attached **Annex A**). The assistance of the Education Physical Facilities Division, School Watching Team (SWT), and Parent-Teacher Association (PTA) officers and members may be sought, if necessary.

Assess the status and sufficiency of book shelves, libraries, reading corners, and literacy support spaces (e.g., reading nooks, storytelling areas) as part of the facilities assessment. Consider a reading readiness needs assessment to identify learners who may require early interventions.

Schools shall identify other requirements/ activities necessary for school operations and teaching and learning.

**2. Compliance with the Absolute Prohibition on Solicitation**

School heads, teachers, and other school personnel are **strictly prohibited** from soliciting or collecting any form of contribution including, but not limited to, *Brigada Eskwela* fees from parents or legal guardians, volunteers, partners, and stakeholders. The *Brigada Eskwela* activities shall focus on voluntary work and participation to ensure that schools are adequately prepared for the upcoming school year.

The identified school requirements shall be used by the Central, Regional, and Schools Division Offices to advocate for the support needed by the schools. The proposed *Brigada Eskwela* packages for the clean-up drive and minor repair works can also be presented to stakeholders for reference and guidance.

**3. Compliance with Existing Prohibitions on Certain Partnerships**

All DepEd Offices and schools are reminded to strictly observe the prohibition on partnering with, accepting donations or sponsorships from industries that present conflicts of interest, such as, but not limited to, the tobacco, breast milk substitutes, and alcoholic beverage industries, in support of DepEd's commitment to promote healthy learning environments in schools.

- DepEd Order No. 48, s. 2016 - *Policy and Guidelines on Comprehensive Tobacco Control*
- DepEd Order No. 13, s. 2017 - *Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices*

- DOH-DSWD-DepEd-CHED-LEB-TESDA- DILG Joint Administrative Order 2022-0001  
- *Guidelines on Healthy Settings Framework in Learning Institutions*
- Other related issuances

#### 4. Creation of the *Brigada Eskwela* Working Committees

School Heads shall lead the creation of the working committees for the *Brigada Eskwela* as well as supervise its functions. The *Brigada Eskwela* working committees shall be composed of the following:

- School Head;
- Teachers;
- Non-teaching personnel;
- Parent-Teacher Association Officers;
- School health focal
- Reading Coordinators
- (optional) parents, learners, community members, and external stakeholders may also be part of the task force provided that the nature of the involvement is **voluntary**.

The School Head shall conduct orientation sessions on the tasks to be carried out for the duration of *Brigada Eskwela* implementation.

School personnel cannot require the participation of parents in exchange for extra points in grades of learners.

##### 4.1 The Brigada Eskwela Working Committee Responsibilities:

##### 4.1.a Conduct Extensive Public Awareness Campaigns

- Promote public awareness and encourage involvement in *Brigada Eskwela*, which may include the dissemination of advocacy materials and the conduct of awareness campaigns.

##### 4.1.b Establishment of Partnerships for Resource Mobilization

- Mobilize resources, including books, reading kits, reading materials, repair and maintenance materials, manpower, and volunteer services, for the conduct of Brigada Eskwela in adherence to RA 5546. The law strictly prohibits the sale of tickets or the collection of contributions, whether voluntary or otherwise, from school children, learners, and teachers of public and private schools, for any project or purpose (DO No. 5, s. 1992 titled "Policy on Solicitation of Contribution"; DO No. 47, s. 2022 titled "Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services"; and DO No. 49, s. 2022 titled Amendment to DO No. 47, s. 2022).
- Determine target resources and identify potential volunteers and partners.
- Ensure that the pledges/ commitments of partners are delivered.
- Accept donations from partners before and during the Brigada Eskwela week.
- Craft a Memorandum of Agreement (MOA) and/ or Memorandum of Understanding (MOU) determining the roles and responsibilities of the parties involved (the school and its partners)



#### **4.1.c Program Implementation**

- Direct and monitor the implementation of different activities as specified in the school work plan, aligned with the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).
- Provide guidance and direction to work teams in the performance of assigned tasks.
- Monitor actual accomplishments vis-a-vis identified needs and planned activities.

#### **4.1.d Handling of Administrative and Financial Matters**

- Provide administrative support and manage funds that will be generated in support of Brigada Eskwela.
- Ensure that all in-kind donations from and rendered services by both government and private sources are properly recorded and used in accordance with applicable rules and regulations and use appropriate forms in acknowledging receipt of donations (the Acknowledgement Receipt and Inventory Custodian Slip).
- Provide logistical support to volunteers such as but not limited to, work materials, first aid, refreshments, etc.
- Conduct daily inventory of all materials used.
- Prepare documents required for the availment of tax incentives by partners such as, but not limited to:
  - a. Notarized MOA;
  - b. Notarized Deed of donation and/ or deed of acceptance; and
  - c. Other required documents.

#### **4.1.e Documentation**

- Prepare necessary documentation and reports of the Brigada Eskwela Program including photo/video documentation.
- Prepare daily reports on donations received and services rendered.
- Record the daily attendance of volunteers.
- All kinds of support provided by the stakeholders shall be reported in the DepEd Partnerships Database System (DPDS).

### **5. External Partners participation in the *Brigada Eskwela***

The following matrix indicates the possible steps/actions that potential external partners may undertake to ensure active engagement during the *Brigada Eskwela* week.

<b>Stakeholders</b>	<b>Nature of Engagement</b>
Provincial / Municipal / City Government Units	<ul style="list-style-type: none"><li>a. Coordinate/engage with DepEd regional or division offices</li><li>b. Secure a copy of the school preparedness checklist</li><li>c. Convene the Local School Board (LSB) to identify possible support on school preparedness/ readiness</li><li>d. Mobilize local support through the business sector, philanthropies, academe, and local organizations to assist schools' preparations for class opening</li><li>e. If available, include schools in the early warning system implemented in the locality</li></ul>

	<ul style="list-style-type: none"> <li>f. If possible, issue a local ordinance or resolution to support the implementation of <i>Brigada Eskwela</i></li> </ul>
Barangay Government Units	<ul style="list-style-type: none"> <li>a. Coordinate/engage with nearby elementary and/or secondary schools</li> <li>b. Participate in school preparatory meetings for <i>Brigada Eskwela</i></li> <li>c. Mobilize local assistance to support school readiness strategies</li> <li>d. Secure a copy of the school preparedness checklist</li> <li>e. Support the school preparedness strategies</li> </ul>
Private partners/individuals	<ul style="list-style-type: none"> <li>a. Coordinate/engage with DepEd central, region, division or district or school</li> <li>b. Secure a copy of the school preparedness checklist</li> <li>c. Choose from the <i>Brigada Eskwela</i> Packages on the intervention to be provided to schools</li> <li>d. Provide advocacy /information materials for schools</li> <li>e. Support the school readiness/ preparedness strategies</li> </ul>
Local/NGOs Volunteers	<ul style="list-style-type: none"> <li>a. Coordinate/engage with target elementary and/or secondary schools</li> <li>b. Secure a copy of the school preparedness checklist or <i>Brigada Eskwela</i> Plan</li> <li>c. Signify interest to assist the school during preparation for class opening</li> <li>d. Participate in school preparatory meetings for <i>Brigada Eskwela</i></li> <li>e. Identify and communicate support that will be provided to schools</li> <li>f. Support the school preparedness strategies</li> </ul>
Parents	<ul style="list-style-type: none"> <li>a. Participate voluntarily in school preparatory meetings for <i>Brigada Eskwela</i></li> <li>b. Set an example for children in doing community service</li> <li>c. Render voluntary support to the school preparedness strategies</li> </ul>
Other national government agencies (e.g. PhilHealth)	<ul style="list-style-type: none"> <li>a. Coordinate/engage with select elementary and/or secondary schools</li> <li>b. Orient parents and other stakeholders about the National Health Insurance Program</li> <li>c. Set up a booth and designate personnel to enroll parents and learners into the National Health Insurance Program</li> <li>d. Support the school preparedness strategies</li> </ul>



## 6. Brigada Eskwela Packages

Education partners and stakeholders may look into the following *Brigada Eskwela* packages to serve as guidance for the support to be provided to the schools. Other interventions may be provided depending on the capacity and available resources.

General Category	Suggested Items
Reading Kits	<ul style="list-style-type: none"> <li>- Supplementary reading materials</li> <li>- Workbooks/activity sheets and coloring books</li> <li>- Reading Assessment tools (like tests or passages)</li> </ul>
General Cleaning & Sanitation <ul style="list-style-type: none"> <li>- for keeping classrooms and school grounds clean</li> </ul>	<ul style="list-style-type: none"> <li>- Brooms, dustpans, mops, and buckets</li> <li>- Trash bags, gloves, and face masks</li> <li>- Disinfectant, detergent, alcohol, and soap</li> <li>- Sponges, rags, and scrub brushes</li> </ul>
Repair & Maintenance Package <ul style="list-style-type: none"> <li>- for minor repairs and fixing damaged areas</li> </ul>	<ul style="list-style-type: none"> <li>- Hammers, screwdrivers, pliers, and wrenches</li> <li>- Nails, screws, nuts, and bolts</li> <li>- Wood glue, varnish, and sandpaper</li> <li>- Door locks, hinges, and padlocks</li> </ul>
Painting & Beautification <ul style="list-style-type: none"> <li>- for making the school environment more vibrant</li> </ul>	<ul style="list-style-type: none"> <li>- Paint (white, colored, and blackboard paint)</li> <li>- Paintbrushes, rollers, and trays</li> <li>- Wall putty and sandpaper</li> </ul>
Electrical & Lighting <ul style="list-style-type: none"> <li>- for safe and efficient lighting &amp; electrical systems</li> </ul>	<ul style="list-style-type: none"> <li>- Light bulbs, LED tube lights</li> <li>- Extension cords and electrical outlets</li> <li>- Electrical tape and wire connectors</li> <li>- Circuit breakers and fuses</li> </ul>
Gardening & Landscaping <ul style="list-style-type: none"> <li>- for greener and more sustainable school grounds</li> </ul>	<ul style="list-style-type: none"> <li>- Plants, seedlings, and fertilizer</li> <li>- Shovels, rakes, and watering cans</li> <li>- Plant boxes and garden beds</li> <li>- Compost bins for waste management</li> </ul>
Water & Sanitation Maintenance <ul style="list-style-type: none"> <li>- for ensuring proper water supply and clean restrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Toilet and sink repair tools (plungers, wrenches)</li> <li>- Pipes, faucets, and plumbing sealants</li> <li>- Drinking water dispensers and filters</li> <li>- Handwashing stations with soap dispensers/dishes</li> </ul>
Classroom Essentials <ul style="list-style-type: none"> <li>- for ensuring a well-equipped learning space</li> </ul>	<ul style="list-style-type: none"> <li>- Blackboards and bulletin boards</li> <li>- Student desks, chairs, and teacher's table</li> </ul>
Technology & Digital Learning <ul style="list-style-type: none"> <li>- for enhancing digital learning and school connectivity</li> </ul>	<ul style="list-style-type: none"> <li>- Computers, printers, and projectors</li> <li>- Wi-Fi routers and network cables</li> <li>- USB flash drives and external hard drives</li> <li>- Educational software and e-learning resources</li> </ul>
Safety & Disaster Preparedness <ul style="list-style-type: none"> <li>- for emergency readiness and school safety</li> </ul>	<ul style="list-style-type: none"> <li>- Fire extinguishers and smoke detectors</li> <li>- First-aid kits (bandages, antiseptics, gloves)</li> <li>- Emergency exit signs and glow-in-the-dark stickers</li> <li>- Flashlights, batteries, and whistles</li> </ul>
Volunteer Service	<ul style="list-style-type: none"> <li>- Skilled volunteers (carpenters, electricians, plumbers, painters)</li> </ul>



General Category	Suggested Items
<ul style="list-style-type: none"> <li>- for community support, manpower assistance or expertise to assist learners and teachers,</li> </ul>	<ul style="list-style-type: none"> <li>- Professionals (e.g. doctor, lawyers, others)</li> <li>- Parents, teachers, learners, and community members</li> </ul>
Snacks and Food for Volunteers (Compliant with DO 13, s. 2017) <ul style="list-style-type: none"> <li>- for keeping volunteers energized and motivated</li> </ul>	<ul style="list-style-type: none"> <li>- Bottled water, juice, drinks, and refreshments</li> <li>- Bread, biscuits, and packed snacks</li> <li>- Rice meals and packed lunches</li> </ul>
Health and Hygiene Kits <ul style="list-style-type: none"> <li>- for maintaining personal cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>- Facemasks</li> <li>- Soap</li> <li>- Toothpastes and toothbrushes</li> <li>- Sanitary pads for female high school learners</li> </ul>
Learner's Kit <ul style="list-style-type: none"> <li>- for equipping students with essential school supplies</li> </ul>	<ul style="list-style-type: none"> <li>- Notebook</li> <li>- Pad paper</li> <li>- Pencil, ball pen</li> <li>- Crayons</li> <li>- Ruler, small scissors, pencil sharpener</li> <li>- Glue/pastes</li> <li>- Bag</li> </ul>
Teacher's Kit <ul style="list-style-type: none"> <li>- for teacher's daily instructional use</li> </ul>	<ul style="list-style-type: none"> <li>- Manila paper, cartolina, bondpaper</li> <li>- Scissors, ruler, pencil sharpener</li> <li>- Pen (black and red)</li> <li>- Markers (black and blue)</li> <li>- Lesson plan notebook</li> <li>- Chalk</li> </ul>
Emergency Kit <ul style="list-style-type: none"> <li>- for ensuring readiness during natural disasters or crises</li> </ul>	For Learners <ul style="list-style-type: none"> <li>- Whistle, flashlight/battery</li> </ul> For Teachers <ul style="list-style-type: none"> <li>- Whistle</li> <li>- Flashlight, radio, battery</li> <li>- Boots, raincoats, umbrellas</li> <li>- Toiletries</li> <li>- Bottled water</li> <li>- Emergency hotline list</li> <li>- Evacuation guide</li> </ul>
Medical Devices <ul style="list-style-type: none"> <li>- for basic health monitoring and care</li> </ul>	<ul style="list-style-type: none"> <li>- Infrared and digital thermometer</li> <li>- Pulse oximeter</li> <li>- Thermal scanner</li> <li>- Stethoscope</li> <li>- Blood pressure monitor machine</li> <li>- Stretcher</li> </ul>
Emergency Kit for School <ul style="list-style-type: none"> <li>- for school-wide emergency response</li> </ul>	<ul style="list-style-type: none"> <li>- First aid kit</li> <li>- Contact numbers for emergencies</li> <li>- Flashlight, radio, batteries</li> <li>- Bell, whistle</li> <li>- Electrical tape, rope</li> </ul>

General Category	Suggested Items
First Aid Kit <ul style="list-style-type: none"> <li>- for providing immediate treatment for minor injuries</li> </ul>	<ul style="list-style-type: none"> <li>- Burn ointment, povidone-iodine (e.g. Betadine), alcohol, hydrogen peroxide</li> <li>- Adhesive bandage (band-aid), bandage, gauze, plaster tape, cotton</li> <li>- Bottled water</li> <li>- Gloves</li> </ul>



## IMPLEMENTATION ROLES AND RESPONSIBILITIES

### 1. Central Office

The External Partnership Service (EPS) shall:

- 1.1. issue School Preparedness Guidelines which provide a checklist on school preparedness measures.
- 1.2. conduct various advocacy campaigns to encourage the partners to participate in the *Brigada Eskwela*;
- 1.3. lead the conduct of the *Brigada Eskwela* Nationwide Kick Off Program;
- 1.4. monitor the week-long implementation of *Brigada Eskwela* through the ROs;
- 1.5. verify and evaluate the submissions of *Brigada Eskwela* Reports in the DPDS;
- 1.6. coordinate with the DepEd-Policy and Planning Service relative to the implementation of the National Inventory Day;
- 1.7. coordinate with DepEd-School Health Division on the implementation of the Learners' Health Assessment;
- 1.8. provide updates to the media and the general public through the Public Affairs Service (PAS), DepEd Central Office on the status of implementation;
- 1.9. coordinate and facilitate the distribution of donations received by the Central Office to identified regional, division, and schools;

### 2. Regional Office

The Education Support Services Division (ESSD) shall:

- 2.1 lead and monitor the actual implementation of *Brigada Eskwela* Kick Off at the Region;
- 2.2 engage local stakeholders to support the implementation of *Brigada Eskwela*;
- 2.3 create the Regional Monitoring Team for approval of the Regional Director;
- 2.4 verify and validate the *Brigada Eskwela* Reports of the SDOs in the DPDS;
- 2.5 conduct planning meetings with SDOs to determine school needs;
- 2.6 provide technical assistance to SDOs in formulating strategies to support school preparedness; and
- 2.7 validate, monitor, and prepare a report on the implementation of preparedness strategies.

### 3. Schools Division Office

The School Governance Operations Division (SGOD) shall:

- 3.1 mobilize assistance from education partners and other government agencies for schools' implementation of preparedness measures;
- 3.2 ensure support is equitably distributed to all schools;
- 3.3 ensure that learners are properly scheduled for health assessments, that designated personnel are available to conduct such, and that these are conducted as scheduled;
- 3.4 conduct daily monitoring and evaluation of the school's implementation in coordination with the Public Schools District Supervisors (PSDS). The unit shall



- create the division monitoring team for approval of the Schools Division Superintendent;
- 3.5 verify and validate the submission of partnership interventions of the schools through the PSDS;
- 3.6 recommend schools for the monitoring by the RO;
- 3.7 conduct orientation on the *Brigada Eskwela* implementing guidelines;
- 3.8 plan for stakeholders' recognition and appreciation activities;
- 3.9 coordinate with local government agencies and uniformed personnel;
- 3.10 ensure availability of the summary of school-level data for local partners' preferences; and
- 3.11 prepare a list of schools that would be needing the most assistance from partners.

#### **4. Public Schools**

The school heads shall:

- 4.1 spearhead the implementation of school preparedness activities;
- 4.2 create the *Brigada Eskwela* Working Committee;
- 4.3 identify relevant *Brigada Eskwela* activities aligned to SIP and AIP;
- 4.4 identify potential partners;
- 4.5 ensure the conduct of *Brigada Eskwela* activities as abovementioned;
- 4.6 ensure masterlisting and coordination among school health focal, class adviser, school health personnel, and their respective SDO for the scheduling of health assessments;
- 4.7 Assist the Philippine Health Insurance Corporation in enrolling learners to the National Health Insurance Program and report number of learners registered/enrolled to their respective SDO
- 4.8 submit resources generated and volunteers to the PSDS;
- 4.9 provide updates to partners / stakeholders on the status of the spearheaded project by providing them a coffee table magazine style of accomplishment for them to be recognized as well;
- 4.10 if and when the school has reached a state where all physical aspects have been improved and no further work needs to be done, the School Head may initiate innovations that will improve the performance of the teachers and learners.

#### **5. Partners and Stakeholders**

Partners and stakeholders shall monitor, in coordination with the school, division, region or central office, the status of the project/s implemented during the *Brigada Eskwela* week. They may refer to *Brigada Eskwela* Packages on possible intervention to be provided in the school.

#### **6. Volunteers**

Volunteers shall coordinate with the school and assist in the *Brigada Eskwela* activities.

#### **7. Teachers**

Teachers shall:

- 7.1 assist the School Head in the implementation of the activities prepared for the day and/or the week;
- 7.2 engage parents of the learners to participate in *Brigada Eskwela* voluntarily;
- 7.3 coordinate with school health focal for scheduling and conduct of health assessments;
- 7.4 monitor the assigned tasks performed by the volunteers; and
- 7.5 identify classroom needs to ensure readiness.

#### **8. Supreme Student Government (SSG)/Supreme Pupil Government (SPG) Officers**

The SSG / SPG Officers shall assist their homeroom teachers in the implementation of *Brigada Eskwela* activities.



## GUIDELINES ON THE IMPLEMENTATION OF THE NATIONAL INVENTORY DAY

### I. RATIONALE

The credibility of data is the backbone of informed decision-making, programming, budgeting, policy formulation, and program implementation, in any organization—especially in the education sector. DepEd, being the largest government agencies, have huge data managed for its effective governance of the basic education.

DepEd needs an effective and efficient data validation such as but not limited on school personnel, school infrastructure, usable furniture, learning resources, ICT equipment, and utilities. While there is an existence of information systems such as the Basic Education Information System, Program Management Information System, and the National School Building Inventory, there remain a need for a decisive action to validate its data to ensure that all figures reflect the reality on the schools and field offices. These validated data are important for the data-driven partnerships with the stakeholders to ensure school readiness.

In support of the 5-Point reform agenda in producing an evidence-based policies, programs, projects, and activities, DepEd plans to validate its data while also using the initiative as an avenue to further support schools in preparation for the opening of classes and leveraging the stakeholders on the ground for the data collection and validation process. Consequently, the National Inventory Day, embedded in the Brigada Eskwela for SY 2025-2026 shall be conducted.

### II. SCOPE

These guidelines on the conduct of the National Inventory Day shall serve as guide to all personnel involved at all governance levels and external stakeholders to be involved in the activity. This involves the Regional Office, Schools Division Office, and all DepEd-managed public schools nationwide.

### III. DEFINITION OF TERMS

The operation definitions below serve as a guide and reference of DepEd personnel and involved stakeholders on the validation day:

- a. **Functional Toilet Bowls** refers to the serviceable toilet bowls.
- b. **ICT Equipment.**
  - i. **SMART TV Package** refers to a television set that has integrated internet connectivity and built-in software or applications, enabling it to access online content and interactive services.
  - ii. **E-Learning Carts** refers to a set of mobile educational resources. These packages might include a combination of electronic devices such as laptops or tablets, charging cart, Smart TV and other possible educational technology tools.
  - iii. **External Hard Drive** refers to portable storage device that is connected to a computer or other digital devices via an external interface, typically USB, Thunderbolt, eSATA, or other connection methods.
- c. **Instructional Rooms** refers to rooms use for academic purposes: Classroom SPED, Classroom Elementary (Kindergarten, Grade 1, 2,3,4,5,6), Classrooms JHS (Grade 7,8,9,10), Classroom SHS (Grade 11, 12), ALS Room, Audio Visual, Computer Room, Industrial Arts Room, Home Economic Room, Science Laboratory, Speech Laboratory, Research Laboratory, Not Currently Used, Others.



- d. **Internet for Academic or Instructional Purposes** refers to internet solely utilized in the classroom or laboratory as an aid to instruction.
- e. **Internet for Administrative Purposes** refers to internet solely used for encoding administrative data of the school (e.g., enrollment, attendance, disbursements, financial statements, and other reports) or are only accessible at the school head office or faculty room.
- f. **Learning Tools and Equipment** refers to non-text-based learning resources such as Science and Mathematics Equipment (SME) and Technical Vocational Livelihood (TVL) tools and equipment.<sup>1</sup>
- g. **Locally-funded Personnel** refers to school personnel not having Plantilla positions and whose compensation is chargeable against the local budget. Included are teachers funded under Special Education Fund, Local Government Unit fund, and other funding source such as but not limited to Parents-Teacher Association.
- h. **Nationally-funded personnel actually working in the school** refers to teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school. It includes those personnel who are working in a school but whose items belong from other schools or DepEd Office.
- i. **Non-instructional Rooms** refers to rooms use for non-instructional purposes (e.g., Library/Learning Resource Center, Canteen, Clinic, Conference Room, Offices, Faculty Room, Museum, Supply Room, Conference Room, Data File Room/Records Room, Student Co-Curricular Center, Youth Development Center, Not Currently Used, Others).
- j. **Non-Teaching personnel** refers to personnel whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instructions.<sup>2</sup>
- k. **Related-Teaching Personnel** refers to those with position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation.<sup>3</sup>
- l. **School Furniture.**
  - i. **Armchair** refers to a usable armchair in the school, regardless of material (wood, plastic).
  - ii. **DepEd New Design 2-Seater Table and Chair** refers to the new design of school furniture of which 1 set is equal to 2 chairs and 1 table on wood and steel finishes.
  - iii. **Kinder Modular Table & Chair** refers to the standard modular table & chair used by kindergarten learner.
  - iv. **Other Classroom Table and Chair** refers to the table and chair used by learner in the classroom not mentioned in this Table.
  - v. **School Desk** refers to a usable two-seater desks in the school.
- m. **School Wide Internet** refers to the entirety of a school's physical space, encompassing all its buildings, facilities, and outdoor grounds.
- n. **Teaching personnel** refers to personnel that is directly engaged in teaching or in the delivery of instruction in elementary or secondary levels (junior high school and senior



high school, whether in full-time or part-time basis in schools and Community Learning Centers (CLCs).<sup>4</sup>

- o. **Textbook** as defined in Republic Act 8047, is an exposition of generally accepted principles in one (1) subject, intended primarily as a basis for instruction in a classroom or pupil-book-teacher situation. It is the primary learning resource for classroom instruction that sufficiently develops the prescribed learning competencies for a specific grade level and learning area.<sup>5</sup>

#### IV. PROCEDURES AND TIMELINES

1. To ensure consistency in implementation, the National Inventory Day will be conducted in a structured manner as integrated within the activities of the Brigada Eskwela. The activities below are chronologically arranged and indicated are responsible person or office.

Activity	Description	Timeline	Responsible Office
<b>1. Orientation of Regional and Schools Division Offices</b>			
	An online orientation will be conducted among Regional, Division Offices, and schools relative to the guidelines of National Inventory Day.	May 27, 2025	Policy and Planning Service and External Partnership Service
<b>2. Creation of School Technical Working Group</b>			
	School to engage group who will be part of the Technical Working Group (TWG) responsible of the National Inventory Day and prepare the operational plan for the conduct of the data validation.	June 2-6, 2025 or during the actual inventory validation and triangulation	School Head
<b>3. Actual Inventory Validation and Triangulation</b>			
	Schools will input verified data into the system, ensuring cross-checking with existing records.  A multi-stakeholder approach will be implemented by including partners from the local government, private sector, Non-Government Organizations, and community groups to ensure the correctness of the data.	June 9-13, 2025	School Technical Working Group

4. Closing Program			
	Communication of the National Inventory results.	On or before June 13, 2025 for schools with internet and until June 20, 2025 for schools needing assistance from the Schools Division	School Technical Working Group
5. Data Analysis and Presentation			
	Submitted data will be analyzed and presented.	End of June 2025	National Inventory Day TWG (Central Office)

1. All schools can access the National Inventory Day system through [www.nid.deped.gov.ph](http://www.nid.deped.gov.ph) and shall serve as the platform where forms to be filled out can be generated and submitted. The system shall be fully operational after the national orientation for the National Inventory Day on 27 May 2025.
  - a. For schools with internet access, the form shall be generated from the system by accessing their respective school account. To access the school's account, use the BEIS username and password of the school. The generated form shall contain pre-loaded data from the latest submitted data of the school which will be subject to validation and triangulation.
  - b. For schools needing assistance to access the site, the form can be generated by the Schools Division Office (SDO). The accomplished offline form may then be submitted to SDO for uploading.
2. A separate dashboard summarizing the school data at all governance levels shall be made accessible to education stakeholders for transparency.
3. All resources and other references such as the data dictionary, mechanics and template for the operational planning, and project proposal template for the National Inventory Day can be accessed through this link: <https://bit.ly/NIDReferenceMaterials>.
4. The cut-off date for the data is **13 June 2025**. For the submission of schools with internet access, it is highly encouraged to upload in the NID system on 13 June 2025 while for schools needing SDO assistance, submission and uploading to the system is on or before **20 June 2025**.
5. The validation will cover essential resource categories that directly impact school operations such as the school personnel, school infrastructure, usable furniture, learning resources (textbooks and learning tools and equipment), ICT equipment, and utilities. Specifically, the following are the key data points for validation:



**A. Inventory of School Personnel (Filled and Unfilled Positions). Schools may refer to the Electronic School Form 7.**

1. Number of Teaching Positions **assigned in school** per latest School Personal Services Itemization and Plantilla of Personnel (PSIPOP) or Division PSIPOP.
  - a. Teaching personnel
  - b. Teaching-related
  - c. Non-Teaching personnel
2. Number of Nationally Funded Plantilla **actually working** in schools (including Plantilla Personnel borrowed/detailed from other school(s)/DepEd Offices).
  - a. Teaching personnel
  - b. Teaching-related
  - c. Non-Teaching personnel
3. Number of Locally funded Personnel working in the school such as funded under Special Education Fund and Local Government Fund
  - a. Teaching personnel
  - b. Teaching-related
  - c. Non-Teaching personnel

**B. Inventory of School Infrastructure**

1. Number of instructional rooms (existing and ongoing construction)
2. Number of non-instructional rooms (existing and ongoing construction)
  - a. Faculty Room
  - b. Library or Learning Resource Center
  - c. ICT room
  - d. Guidance Office
  - e. Clinic
  - f. Ongoing construction
3. Number of functional toilet bowls

**C. Inventory of Usable Furniture**

1. Number of Kinder Modular Table
2. Number of Kinder Chair
3. Number of Armchair
4. Number of School Desk
5. Number of other classroom table
6. Number of other classroom chair
7. Number of DepEd New Design 2-seater Table and Chair

**D. Inventory of Learning Resources**

1. Inventory of textbooks **aligned with the Revised K-12 Curriculum:**
  - a. Number of Grade 1 textbooks: Reading, Makabansa, Good Manners and Right Conduct (GMRC), Language

- b. Number of Grade 4 textbooks: Araling Panlipunan (AP), GMRC, Filipino, Science, Music and Arts, English, Mathematics, Physical Education (PE) and Health, and Edukasyong Pantahanan at Pangkabuhayan
  - c. Number of Grade 7 textbooks: AP, English, Math, Filipino, Music and Arts, PE and Health, Technology and Livelihood Education, Values Education, Science
  - d. Number of Senior High School (SHS) textbooks: Earth and Life Science, SHS HOPE 1 & 2, SHS HOPE 3&4, SHS Personal Development, SHS Physical Science, Statistics and Probability, Understanding Culture, Society and Politics, Media and Information Literacy, General Mathematics, Contemporary Arts
2. Inventory of Learning Tools and Equipment (LTE)
- a. Number of latest Science and Mathematics Equipment packages received
  - b. Number of latest Technical-Vocation and Livelihood Equipment packages received

**E. Inventory of Information and Communications Technology (ICT) Equipment**

- 1. Number of SMART TV Package
- 2. Number of External Hard Drive
- 3. Number of E-learning Carts
- 4. Number of Laptop for teachers (if school head is provided, include)
- 5. Number of Laptop for non-teaching personnel
- 6. Number of Desktop for administrative or learning use
- 7. Number of Tablet for learners
- 8. Number of Laptop for learners
- 9. Internet connectivity availability
  - a. With internet connectivity
    - i. School-wide access
    - ii. Used for academic or instructional purposes
    - iii. Administrative use only
  - b. No internet access

**F. Availability of Access to Utilities**

- 1. Water Supply (whichever case is applicable to the school)
  - a. With water supply
  - b. Without water supply
- 2. Electricity (whichever case is applicable to the school)
  - a. With electricity
  - b. No electricity



- G. Proposed Program, Project, or Activity (PPA) for funding request of the school.** This refers to any PPA planned or being implemented by the school that is being proposed for possible funding by the Department of Education. It is a call for proposals from the schools in support of empowering schools to implement their own initiatives to address contextual needs. However, submitted proposals are subject to evaluation by the Strategic Management which will proceed with funding aside from the yearly received Maintenance and Other Operating Expenses (MOOE).

Submission is not mandatory and is open only to interested public schools. Schools can submit at most three (3) project proposals with each not exceeding P100,000.00 and the form is downloadable from <https://bit.ly/NIDReferenceMaterials> or refer to annex D. The proposal shall be uploaded in the school's National Inventory Day account at [www.nid.deped.gov.ph](http://www.nid.deped.gov.ph) or submitted to Schools Division Office if the school has no internet access for appropriate submission.

6. Schools Division Offices shall ensure that their respective school data shall be shared with their Local Government Unit (LGU) and other relevant stakeholders. This is to promote stronger transparency and partnership with counterpart LGUs.
7. A feedback mechanism in the National Inventory Day system will be set up to report inconsistencies and resolve data conflicts. Official reports will be finalized and released in preparation for budget planning and educational reforms.

## **V. ROLES AND RESPONSIBILITIES**

To ensure the successful execution of the National Inventory Day, the following groups will have specific roles and responsibilities:

### **A. Central Office**

<b>Office/Personnel</b>	<b>Roles and Responsibilities</b>
Policy and Planning Service	System administration, database management, data analysis, and reporting.
External Partnership Service	Lead the coordination on Brigada Eskwela activities.
Education Facilities Division	Validate infrastructure data.
Bureau of Learning Resources	Validate Textbooks and Learning Tools and Equipment data.
Bureau of Human Resource and Organizational Development	Validate school personnel data.
Information and Communications Technology Service	Validate ICT Equipment data and develop the National Inventory Day Dashboard, Data Capture Form, and the system.

**B. Region and Division Offices**

Governance Level	Office/Personnel	Roles and Responsibilities
Regional Office	Policy and Research Division, Administrative Services Division, and Regional IT Officer	Monitor the submission of respective schools and provide technical assistance. For schools without internet connectivity, Schools Division Offices shall assist to ensure that schools be able to submit data and facilitate the uploading of validated data.
Schools Division Office	Planning Officers, Supply Officer, and Division IT Officer	

**C. School Technical Working Group**

Office/Personnel	Roles and Responsibilities
School Heads	Engage community members to form the TWG.
School Technical Working Group <ul style="list-style-type: none"><li>• Teachers (Voluntary basis)</li><li>• Parent-Teacher Association</li><li>• School Governing Council</li><li>• Barangay</li><li>• Private Sector</li><li>• Non-Government Agencies</li><li>• Local Government Units</li><li>• Other stakeholders</li></ul>	Validate and submit the data of the school.

**VI. MONITORING AND REPORTING**

The identified offices and personnel under item V for roles and responsibilities shall monitor the status of submission and implementation of their respective lower governance level. In addition, the DepEd Central office through the Policy and Planning Service, in partnership with the External Partnership Service, shall evaluate the readiness of the schools based on the submitted data.





DEPARTMENT OF EDUCATION  
BAGONG PILIPINAS



REPUBLIC OF THE PHILIPPINES  
Department of Education  
Region V  
SCHOOLS DIVISION OF SORSOGON  
District (pls type your District name)  
SCHOOL NAME  
Name of Brgy., Municipality, Sorsogon



School Logo here



Adopt-A-School



BRIGADA '25  
ESKWELA

**BRIGADA ESKWELA 2025 DETAILED IMPLEMENTATION PLAN**

1. PREPARATION PHASE (March to May 2025)						
Date	Program, Projects & Activities (PPAs) to be undertaken/ Innovations	Objectives	Strategies/ Methodologies/ Action Steps	Persons Responsible/Volunteers to be involved	Needed Resources (Material/ Financial Rpts. / Budget Estimate)	Expected Outputs
	Organize the School's BE Steering and Working Committees and conduct coordination meetings. <i>(Pls. refer to Division Memo. No. 102, s. 2022 for the composition of the steering committee).</i>					
	Conduct the School's Physical Facilities and Maintenance Needs Assessment to determine what are to be repaired, constructed and maintained during B.E.					List of constructions, repairs, and installations to me made. List of what are to be maintained.
	Craft the School's BE 2025 Detailed Implementation Plan. (All projects must be aligned with the SIP/ AIP. Submit the School's BE 2025 Detailed Implementation Plan to the SDO.					Approved Brigada Eskwela 2025 Detailed Implementation Plan
	Craft Project Proposals for BE '25 for submission to stakeholders for possible support.					Project Proposal/s to Stakeholders with transmittal

	Advocate B.E. 2025 through social media platforms, TV & Radio Station/s, etc.							Photos/ Videos of Advocacy Campaigns Conducted.
	Generate resources for B.E. 2025 through Fund Raising Activities (FRA) or IGPs. Tap the SPTA, Alumni Association, LGU, BLGU, Businessmen, Private Individuals, NGAs, NGOs, Civic and Religious Groups, etc..							List of FRA/ IGPs conducted and Financial Report
	<i>You may add here other doable PPA</i>							List of Donation s received by the school (attach DOD, DOD, MOA/ MOU)
	<i>You may add here other doable PPA</i>							
	<i>You may add here other doable PPA</i>							
	<i>You may add here other doable PPA</i>							
	<i>You may add here other doable PPA</i>							
	<i>You may add here other doable PPA</i>							
	<i>You may add here other doable PPA</i>							
	<i>(insert row/s if necessary/ delete row/s if not needed)</i>							





# Principles of Grammar

### Region V

**SCHOOL NAME**

School  
Logo  
here

**Adopt A  
School**  
Inspired in our Atlanta locality

**BRIGADA '25**  
**ESKMELA**

Dates	Program, Projects & Activities to be undertaken/ Innovations	Objectives	Strategies/ Methodologies/ Action Steps	Persons Responsible/Volunteers to be involved	Needed Resources (Material/ Financial Rqts. / Budget Estimate)	Expected Outputs	Means of Verification (MOV)
2. EXECUTION PHASE (June 9-13, 2025)							
June 9, 2025							
Insert row/s and page/s if necessary. Delete row/s if no more to be encoded.		You may add here other doable PPA					



DEPARTMENT OF EDUCATION  
BAGONG PILIPINAS



REPUBLIC OF THE PHILIPPINES  
Department of Education  
Region V  
SCHOOLS DIVISION OF SORSOGON  
District (pls type your District name)  
SCHOOL NAME  
Name of Brgy., Municipality, Sorsogon



School Logo here



Adopt A School



BRIGADA '25  
ESKWELA

**BRIGADA ESKWELA 2025 DETAILED IMPLEMENTATION PLAN**

3. POST EVENT PHASE (June 16 – July 2025)							
Dates	Program, Projects & Activities to be undertaken/ Innovations	Objectives	Strategies/ Methodologies/ Action Steps	Persons Responsible/Volunteers to be involved	Needed Resources (Material/ Financial Rqts. / Budget Estimate)	Expected Outputs	Means of Verification (MOV)
	Assess/ Evaluate the conduct of B.E. 2025./ Conduct debriefing.						Attendance Sheet and photos during the evaluation; Minutes
	Submit the required B.E. 2025 reports to the District Office for consolidation and submission to the SDO. <div style="margin-left: 20px;">             a. Report on the number of volunteers (from March 1 to June 31, 2025)              b. Report on Resources Generated (from March 1 to June 31, 2025)  <b>Note:</b> Reports a &amp; b must also be uploaded in the DPDS under B.E.              c. Inventory Custodian Slip for donated properties with value below P 50,000 from Non-DepED partners/ stakeholders           </div>						Vetted B.E. 2025 Reports  Inventory Custodian Slip  Property Acknowledgement Receipt  Signed and Notarized MOA/ MOU  DPDS Transmittal Report



	<p>d. Property Acknowledgement Receipt for donated properties ABOVE P 50,000.00 from Non-DepED partners/stakeholders</p> <p>e. Signed and Notarized MOA/ MOU</p>							<p>Activity Proposal</p> <p>Copy of Program</p> <p>Attendance Sheets</p> <p>Photos with caption</p>
	<p>Conduct Schools' Stakeholders' Appreciation</p> <p><i>Note: Appreciation/ recognition of BE partners can also be done after the volunteers have rendered service/ turned over the donations for B.E. in the school.</i></p>							<p>Signed DTR</p> <p>Special Order</p>
	<p>Prepare and submit the DTR and S.O. of teachers who rendered service during B.E .for the granting of service credit.</p>							<p>Brigada Eskwela Plus Sustainability Plan</p>
	<p>Craft plan for the implementation of <b>Brigada Eskwela Plus</b> which is done after the regular B.E. to sustain a safe, clean, orderly and conducive teaching-learning environment.</p>							<p>Project Proposals</p>
	<p>Draft and submit project proposals for the improvement of school facilities.</p>							<p>List of Generated Resources with Deed of Donation (DOD) Deed of Acceptance (DOA), Memorandum of Agreement</p>
	<p>Mobilize resources for other unfinished school's BE Projects</p>							

[illegible]



[illegible]

# STAKEHOLDERS AND PARTNERS DURING AND AFTER THE BRIGADA ESKWELA PERIOD

(pls. leave  
blank if there is  
none)

*\*If there is a MOA/ MOU please attach in this report.*

NOTED:

Printed Name of the PSDS/ OIC-PSDS



## DEED OF DONATION

### KNOW ALL MEN BY THESE PRESENTS:

This Deed of Donation made and executed by:

(Donor's Name), (Position) herein represented by its (Position) (Name of Representative, if any) with office address at \_\_\_\_\_, hereinafter called the **DONOR**

- in favor of -

The **Department of Education**, (complete school name) herein represented by the (SDS/ Principal/ School Head) (Complete Name of the SDS/ Principal/ School Head) with office address at \_\_\_\_\_, hereinafter called the **DONEE**

### WITNESSETH

That for and in consideration of a desire to contribute a share for the cause of the education of Filipino learners through the Adopt-a-School Program of the Department of Education, the **DONOR** has freely and voluntarily given, transferred and conveyed by way of donation to the donee and its successors and assigns free and clear of any and all liens and encumbrances whatsoever all its rights, interests on:

Qty.	Unit	Complete Item Description (Donated Item and its dimension, brand, color, etc.)	Amount
		Pls add rows if necessary.	

IN WITNESS WHEREOF, the **DONOR** has set his/ her signature this \_\_\_\_ day of \_\_\_\_\_, 2025 at \_\_\_\_\_.

\_\_\_\_\_  
Printed Name & Sig. of Donor/ Representative

## ACKNOWLEDGEMENT

Republic of the Philippines)  
\_\_\_\_\_ ) S.S.

Before me, this \_\_\_\_\_ day of \_\_\_\_\_ 2025, personally appeared:

(Complete Name of the Donor), (Position) of (Office/ Org.) exhibiting to me his/her government issued identification card as competent proof of his/ her identity, known to me and to me known to be the same person who executed the foregoing instrument and he/ she acknowledges before me that the same is his/her/their free, voluntary act and deed.

This instrument consists of two (2) pages including the page where the acknowledgement is written and is signed by the party on every page.

***Witness my hand and seal the day, year and place above-written.***

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Page No. \_\_\_\_\_  
Book No. \_\_\_\_\_  
Series of 2025





Republic of the Philippines  
Department of Education  
Region V  
**SCHOOLS DIVISION OF SORSOGON**

**DEED OF ACCEPTANCE**

The **DONEE**, for and in behalf of the school, accepts the donation from **(Name of the Donor)** thru the Adopt-a-School Program. The donation details are as follows:

Qty.	Unit	Complete Item Description <i>(Donated Item and its dimension, brand, color, etc.)</i>	Amount

For and in behalf of **(Name of the School)**, the **DONEE** expresses his/ her most sincere appreciation for the benevolence shown by the DONOR.

In witness whereof, the **DONEE** has set her hands this \_\_\_\_\_ day of \_\_\_\_\_, 2025 at \_\_\_\_\_.

\_\_\_\_\_  
*(Printed Name and Signature of School Head)*

**SIGNED IN THE PRESENCE OF:**

\_\_\_\_\_  
Witness Printed Name & Signature

\_\_\_\_\_  
Witness Printed Name & Signature

**ACKNOWLEDGEMENT**

Republic of the Philippines)  
\_\_\_\_\_ ) S.S.

Before me, this \_\_\_\_\_ day of \_\_\_\_\_, 2025, personally appeared:

**(Complete Name of the Donor) (position of donor/ representative) exhibiting** to me his/ her government issued identification card as competent proof of her identity, known to me and to me known to be the same person who executed the foregoing instrument and he/ she acknowledge before me that the same is his/ her free voluntary act and deed.

This instrument consisting of one (1) page including the page where the acknowledgement is written and is signed by the party and the witnesses on every page.

***Witness my hand and seal the day, year and place above-written.***

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Book No. \_\_\_\_\_  
Series of 2025



Sorsogon Sports Arena, Brgy. Balogo, Sorsogon, 4700  
(056) 211-6461  
[sorsogon@depd.gov.ph](mailto:sorsogon@depd.gov.ph)  
[depdsorsogon.com.ph](http://depdsorsogon.com.ph)





## School Preparedness Checklist

<p>IV. <b>Staff and Personnel</b></p> <ul style="list-style-type: none"> <li>Teachers have received orientation or briefing on school policies and programs</li> <li>Security personnel are properly assigned and briefed on protocols</li> <li>Guidance counselors and support staff are available as needed</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	
<p>V. <b>Enrollment and Documentation</b></p> <ul style="list-style-type: none"> <li>Updated student records, including contact details and medical information</li> <li>Class schedules, sections, and teacher assignments are finalized</li> <li>Parent-teacher communication channels are established</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	
<p>VI. <b>Partnerships and Community Engagement</b></p> <ul style="list-style-type: none"> <li>Partnerships with local stakeholders (e.g., LGUs, NGOs) are coordinated</li> <li>Volunteers for school maintenance and volunteer activities are identified</li> <li>Advocacy campaigns for <i>Brigada Eskwela</i> are implemented</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	
<p>VII. <b>Emergency and Disaster Preparedness</b></p> <ul style="list-style-type: none"> <li>Fire extinguishers, emergency alarms, and evacuation plans are in place</li> <li>Emergency drills (earthquake, fire, etc.) are scheduled and communicated</li> <li>Designated evacuation areas are identified and prepared</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	
<p>VIII. <b>Support for Learners</b></p> <ul style="list-style-type: none"> <li>Counseling support services are available</li> <li>Inclusive education measures for learners with special needs are implemented</li> <li>School feeding programs are prepared if applicable</li> </ul>	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	<input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   	