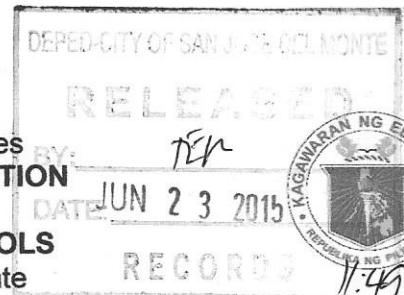




Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III
DIVISION OF CITY SCHOOLS
City of San Jose del Monte

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June 23, 2015

DIVISION MEMORANDUM No. 95, s. 2015

To: Public Schools District Supervisors
Public Elementary and Secondary School Heads

**ENHANCED SELECTION CRITERIA ON THE
SEARCH FOR 2015 BRIGADA ESKWELA BEST SCHOOL IMPLEMENTERS**

1. Per DepEd Memorandum Nos. 41, s. 2015 and 41, s. 2014, this Office shall conduct the Search for 2015 Brigada Eskwela Best Implementing Schools in three (3) categories, both Elementary and Secondary levels, namely, small school category, big school category, and exceptional category.
2. Attached are:
 - 2.1 Enclosure No. 1: Criteria on the 2015 Search for Brigada Eskwela Best Implementing Schools
 - 2.2 Enclosure No. 2: Brigada Eskwela On-Site Monitoring & Evaluation Tool, and,
 - 2.3 Enclosure No. 3: Checklist on DRRM & CCA Process and Tools to be used by the school to self assess its disaster readiness.
3. The top three Division finalists need to reach 60% in each category to be awarded as 2015 Best Brigada Eskwela Implementing Schools. The school, the school principal, and the Brigada Eskwela coordinator of the winning schools will be given certificates of recognition. In case of a tie, punctuality in submission will be the tie-breaking factor. On-site validation will be the last resort to break it.
4. The first placer in each category - both in the Elementary and Secondary Levels- will be the Division entry to the Regional level competition.
5. Submission of required documents shall be on or before June 30, 2015.
6. For wide dissemination and compliance.


GERMELINA H. PASCUAL
Schools Division Superintendent 

CATEGORY: _____
Name of School: _____
Division: City of San Jose Del Monte

LEVEL: _____
School ID: _____

CRITERIA IN THE SELECTION OF 2015 DIVISION BRIGADA ESKWELA BEST SCHOOL IMPLEMENTERS

I. SCOPE OF WORK.....40%

Repair and maintenance work completed based on SIP particularly AIP focused only on physical facilities and maintenance operations/projects. Failure to incorporate in the submitted and book bind **Brigada Eskwela 2015 Accomplishment Report** will automatically merit the lowest 5 percentage point.

Percentage of Computation	Percentage of Completion
96-100%.....40%	76-80%.....20%
91-95%.....35%	71-75%.....15%
86-90%.....30%	66-70%.....10%
81-85%.....25%	65 & below.....5%

II. DIVERSE VOLUNTEER PARTICIPATION.....30%

2.2.1. Private Sector Involvement (10%). NGO's, foundations, corporations, international organizations, private schools/universities mission and aid groups, etc. (10%)

3- 10% 2- 6% 1- 3%

2.2.2. Community Involvement (10%). Parents and other family members, officers and members of GPTA, alumni, nearby homeowners or community members, religious groups, etc.(10%)

5- 10% 4- 8% 3- 6% 2- 4% 1- 2%

2.2.3. Government Agency Involvement (National Government & LGU's) (10%)

a. Officials, members and employees from the President's Cabinet, Senate and Congress, City/Municipal/Provincial government and from barangay

b. National Disaster Risk Reduction and Management Council member agencies (Bureau of Fire, DILG, CDRRM, etc.)(10%)

3- 10% 2- 6% 1- 3%

III. GENERATED RESOURCES (Converted into peso worth).....20%

Small School	Big School	Exceptional School	Equivalent
P 75,000.00-199,000.00	P 200,000.00-499,999.00	P 500,000.00- above	20%
P 51,000.00-74,999.00	P 101,000.00-199,999.00	P 400,000.00-499,999.00	18%
P 26,000.00-59,999.00	P 76,000.00-100,999.00	P 300,000.00-399,999.00	15%
P 10,000.00-25,999.00	P 50,000.00-75,999.00	P 250,000.00-299,999.00	10%

IV. ALIGNMENT OF THE MAINTENANCE EFFORT TO CURRENT THEME OF BRIGADA ESKWELA...10%

THEME: "Tayo Para sa Kalinisan, Kaligtasan at Kahandaan ng Ating mga Paaralan"

SAFE- (6%)

- 1% Child Protection Policy Implementation & Seminar/s
- 1% Safe facilities are in place to address hazard threats (i.e. fire exits, fire extinguishers or fire retardant measures such as ready water buckets of water)
- 1% First Aid Kit/Emergency Kit
- 1% Structural Integrity (Infrastructure/building declared safe after inspection, duly certified by the School Physical Facilities Coordinator and/or SDO Engineer. In case, there is/are Issue/s or concern/s, the SPFC kindly make a brief description)
- 1% Conduct of drills (fire, earthquake, flood preparation, conference, training for the safety of pupils/students)

- 1% Directory/Signages

CLEAN/GREEN – (4%)

- 2% Green Landscape/Gulayan sa Paaralan/Hanging Plants and the likes
- 2% Clean comfort rooms

V. EXCEPTIONAL SCHOOL CATEGORY

(a school may qualify to be an exceptional school if four (4) of these special features are present)

SPECIAL FEATURES OF EXCEPTIONAL SCHOOL CATEGORY

1. The school has a total resources generated amounting to P500,000.00 or more than the said amount.
2. The diversity of volunteers has reached the maximum 30 percentage point.
3. Offers special programs like SSC, SPJ, SPS, SPA, DORP, SPED, Project IMPACT, DORP, and other special projects/programs initiated by the school.
4. Must be Level 2 SBM of level of practice.

ON-SITE MONITORING AND EVALUATION TOOL BRIGADA ESKWELA

Division:	
School:	
School Address:	
School ID:	
Level of School:	Type of School
<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	<input type="checkbox"/> Central <input type="checkbox"/> Non Central <input type="checkbox"/> Multi Grade <input type="checkbox"/> Primary <input type="checkbox"/> Integrated School
School Head:	
Contact Number & Email Add:	

I. Preliminaries (15 minutes):

II. DOD Process (Document Analysis, Observation and Discussion): (1 hour)

Instruction: Put a check mark (✓) next to the items if observed using the indicator below.

0 – nothing

2 – very good

1 – good

3 – excellent

#	Indicators	3	2	1	0	Remarks
A. ENROLMENT PREPARATION						
A.1	Information Dissemination					
A.1.1	Streamers/Other Public Advertisement					
A.1.2	Information Action Center					
A.1.3	Help Desk					
Advocacy						
A.1.4	Hanging of streamers, tarpaulins in conspicuous places containing the slogan for Oplan Balik Eskwela					
A.1.5	Education caravan					
A.1.6	Media (print and broadcast)					
A.1.7	Community Immersion (kamustahan sa barangay)					
Rigid/Strict Adherence to No Collection Policy						
A.1.8	Conduct close monitoring & supervision of divisions, districts, and schools					
A.1.9	Media to drum beat the information on no collection policy					
Family Mapping						
A.1.10	Conduct family mapping by barangay and purok					
A.1.11	Analyze/interpret and utilize data					
Caring Stakeholders						
A.1.12	Network with stakeholders for possible assistance to deserving and indigent pupils					
A.1.13	Enrolment may be conducted at the purok/barangay					
A.1.14	Identify enrolment centers at the purok level/barangay					
Sharing is Caring						
A.1.15	Solicit old bags, uniforms, shoes, and other materials from the more affluent pupils and share it to less privileged pupils					
B. SCHOOL LEADERSHIP						
B.1.1	School Improvement Plan					
B.1.2	Annual Implementation Plan					
B.1.3	Annual Procurement Plan					
B.1.4	Supervisory Plan					
B.1.5	School Program					

B.1.6	Teacher's Load/Deployment					
B.1.7	Programs and Projects Work & Financial Plan					
B.1.8	Advocacy Plan					
B.1.9	Monitoring and Evaluation Plan					
B.1.10	Transparency Board – updated posting of expenditures					
C. TEACHER						
C.1.1	Lesson Plan					
C.1.2	Instructional Support materials for Teachers					
C.1.3	Curriculum Guides					
C.1.4	Instructional Support Materials for Pupils/Students					
C.1.5	Class Record					
C.1.6	School Register Form					
C.1.7	Class Program					
C.1.8	Classroom Structuring based Form A.1 Classroom Structuring Monitoring Form					
D. LEARNERS						
D.1.1	Attendance – Actual					
D.1.2	Enrolment					
D.1.3	Pupils/Students per Class					
F. PHYSICAL PLANT/FACILITIES						
F.1.1	Classroom					
F.1.2	Furniture/seat					
F.1.3	Water and Sanitation					
F.1.4	School ground					
F.1.5	School ID and Name of the School posted on the roof of the building					
F.1.6	Signage of "This School is a Zone of Peace" posted at the entrance of the school.					
F.1.7	DepEd vision and mission published					
	Total Points					

Descriptive Rating: _____

Key to Rating Scale:

Range	Descriptive Rating	Interpretation
0–0.6	Needs Improvement (NI)	Many improvements needed – have rarely achieved established goals; requires significant and immediate improvement.
0.6-1.2	Fair (F)	Several improvements needed – have completed 1-5 items of the established goals.
1.2-1.8	Satisfactory (S)	Some improvements needed – have completed 5-10 items of the established goals.
1.8-2.4	Very Satisfactory (VS)	Few improvements needed – have completed 10-15 items of the established goals.
2.4-3	Outstanding (O)	Meets the standard requirements – have completed 15-20 items of the established goals.

Rater
(Signature over Printed Name)

III. Exit Conference (15 Minutes)

- a. Presentation of the results of the Monitoring and Evaluation
- b. Provides Informed recommendations (Plan of Action)
- c. Agreements:

SCHOOL IMPROVEMENT PLANNING PROCESS AND TOOLS

Disaster Risk Reduction Management Operation

I. Guidelines on hazard/risk assessment:

A. Definition of Terms:

1. Hazard – a source of potential harm, or a situation with a potential for causing harm, in terms of human injury, damage to health, properties, the environment and other things of value or a combination of these.
2. Hazard Probability (HP) – refers to the frequency or likelihood of occurrence of certain disasters/hazards.
3. Capacity – a combination of **all** strengths and **resources available within a school or the community that benefits the school that** can reduce the level of risk, or effects of a disaster. Capacity may include infrastructure and physical means, as well as human knowledge, skills and collective attributes such as social relationships, leadership and management.

This may include the presence of preparedness measures such as a preparedness plan and/or a back-up plan to ensure the school's operations continuity, conduct of evacuation drills, an early warning system, an organized and trained school disaster risk reduction committee, location of schools, poor design, construction and/or maintenance of facilities.

B. Rating Guidelines:

1. Hazard Probability (Rating: Either Yes or No)

Evaluate your school's hazard probability according to the hazards listed in column 1. Assessment should be based on historical data or existing hazard maps from LGUs and other concerned agencies.

- a) Rate your school's hazard probability by ticking either the yes or no column.

2. Capacity (Rating: 1=lowest; 5=highest)

- a) Assess your school's capacity to mitigate or lessen the impact of these disasters. Factors that could be considered in evaluating your school are projects/programs related to:

- a.1) Safe and Climate-adapted School Facilities (Access)
- a.2) DRR and CCA education (i.e., training, drills, curriculum integration) and ensuring continuity of education during emergencies
- a.3) School DRR and CCA Management (Governance) (i.e., organizing an active school DRRM Team with child participation, crafting of contingency/disaster preparedness plans)

The attached School Checklist on DRR and CCA may serve as your guide in assessing your school's capacity to address the possible impact of these hazards.

3. Risk Assessment Matrix

Hazards	Hazard Probability (HP) Rating (Yes or No)		Capacity Rating (1=lowest; 5=highest)
	YES	NO	
Earthquake*	✓		
Cyclone *(Typhoon)	✓		
Fire			
Flooding			
Tornado			
Landslide			
Drought			
Tsunami			
Volcanic eruption			
Security Threat (i.e armed conflict, lock down, etc)			
Health Threat (i.e., Dengue, Malaria)			
Other. Please Specify _____			

The entire country has a high risk from the threat of the hazards of earthquakes and cyclones. Thus, risk reduction measures are mandatory for all schools for these hazards.

**SCHOOL CHECKLIST ON DISASTER RISK REDUCTION (DRR) AND
CLIMATE CHANGE ADAPTATION (CCA)**

**ON-SITE MONITORING AND EVALUATION TOOL
BRIGADA ESKWELA**

Division:	
School:	
School Address:	
School ID:	
Level of School: <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Type of School <input type="checkbox"/> Central <input type="checkbox"/> Non Central <input type="checkbox"/> Multi Grade <input type="checkbox"/> Primary <input type="checkbox"/> Integrated School
School Head:	
Contact Number& Email Address:	

Rate your school according to the following criteria/factors. Refer to the 4th column for the highest possible rating (HPR) per factor.

CRITERIA/FACTORS (1)	YES (2)	NO (3)	HPR (4)	RATING (5)	REMARKS (6)
Access					
Conduct of school facilities inspection to assess the structural integrity of the school buildings.			2		
Applied mitigation measures for each specific hazard. (i.e elevated classrooms or footpath against flooding; fire exits. Strengthened structures to address earthquake impacts.)			2		
Safe facilities are in place to address each hazard threat (i.e fire exits, fire extinguishers or fire retardant measures such as ready water buckets of water or sand, appropriate electrical wirings, etc.).			2		
The school has an efficient early warning system.			2		
Identified and prepared alternative learning spaces in cases of emergencies.			2		
First aid kits are adequate and are readily-available.			1		
Quality					
Involvement of schoolchildren in the organizing, planning and execution of the preparedness plan.			3		
Teachers , learners, parents and other key stakeholders are aware and familiar with the School Disaster Preparedness Plan, family reunification plan*			3		
Regular conduct of evacuation drills (Earthquake, Fire, Tsunami, Flooding) and lock down drill.			3		
Implementation of climate change mitigation programs such as tree planting [National Greening Program, school gardening (SIGA, School in a garden), waste reduction and management program (Ecosavers, WOW)]			2		
Teachers are knowledgeable on the different hazards and risk reduction activities.			2		
Students are knowledgeable on the different hazards and risk reduction activities.			2		
DRR and CCA are integrated in actual classroom instruction.			2		

Students have access to ADM materials for their use during emergencies.			2		
Teachers are knowledgeable in the usage of Alternative Delivery Modes (ADMs) and materials are on stand-by for ready use during emergencies.			2		
Teachers are knowledgeable in providing psycho-social support to children after a disaster.			2		
*In case of a school emergency or a natural disaster, the school must have a plan for releasing the students. It is a plan for an orderly dismissal and release of our students.					
Governance					
The school has strong partnerships with external stakeholders in order to address the DRR and CCA related needs of the school. (i.e data and statistics, capacity building, resources, etc).			2		
Organized and capacitated School Disaster Risk Reduction Committee (SDRRC) with the following functions: Early Warning. Monitors any possible threat and provides early warning to the school. Search and Rescue. Coordinates search and rescue with authorities Rapid Disaster and Needs Assessment. Conducts damage assessment to personnel and learners and assess immediate and priority needs. Immediately submit reports. Evacuation. Leads evacuation planning, drills and actual evacuation. Camp Evacuation. Manage activities as per designated tasks by the local disaster risk reduction management councils (LDRRMC) during usage of schools as an evacuation center. Educational Services. Plans and provides logistical support in ensuring continuity of education during emergencies Medical Services. Provides necessary first aid during emergencies. Psycho-social support services. Coordinates and ensures sycho-social services are provided during emergencies.			4		
Existing School Disaster Preparedness Plan Evacuation Plan Communication Plan Family Reunification Plan*			4		
Existing plan and stockpiles in cases when students and school personnel need to stay in school after school hours during emergencies (food, sleeping facilities, water, etc.)			1		
Existing School Disaster Preparedness Plan Evacuation Plan Communication Plan Family Reunification Plan*			4		
Existing plan and stockpiles in cases when students and school personnel need to stay in school after school hours during emergencies (food, sleeping facilities, water, etc.)			1		
Ensures protection of school records and practices a back-up system.			1		
Established Emergency Reunification Plan. Existing and accessible student emergency contact numbers, authorized guardians and protocols in releasing students during emergencies.			2		
Has an existing and practices an emergency incident control system.			2		
TOTAL SCORE			50		

SUMMARY SHEET

CRITERIA	SCORE	REMARKS
Access		
Quality		
Governance		
TOTAL SCORE		
ADJECTIVAL RATING		

RATING SCALE:

RANGE	ADJECTIVAL RATING
01-10	VERY LOW CAPACITY
11-20	LOW CAPACITY
21-30	MODERATE CAPACITY
31-40	HIGH CAPACITY
41-50	VERY HIGH CAPACITY