



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF BULACAN

To: Assistant Schools Division Superintendents
Division Chiefs
Public Schools District Supervisors
Education Program Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

Subject: **ASSIGNMENT OF MONITORING TEAMS AND UTILIZATION OF MONITORING TOOLS FOR BRIGADA ESKWELA 2026 AND OPENING OF CLASSES**

Date: May 29, 2026

1. In line with the Department of Education's commitment to ensure the readiness of schools for the opening of classes and the successful implementation of Brigada Eskwela 2026, monitoring teams are hereby organized and assigned to conduct field monitoring and technical assistance in all public schools within the division.
2. The monitoring activity aims to:
 - Assess the preparedness of schools for the opening of classes;
 - Validate compliance with DepEd policies and standards on school readiness;
 - Identify issues, concerns, and best practices requiring immediate intervention and support;
 - Provide technical assistance to school heads and personnel; and
 - Ensure accurate and timely submission of monitoring reports.
3. All assigned monitors are directed to visit their respective schools based on the attached assignment schedule and accomplish the prescribed monitoring tools.
4. The following enclosures shall form part of this Letter:
 - Enclosure 1 – Assignment of Monitoring Teams
 - Enclosure 2 – Monitoring Tool for EPSVRs, PSDSs, SEPS (Social Mobilization, SM&E, and Other Unit Heads)



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- Enclosure 3 – Annex A of DepEd Memorandum No. 027, s. 2026
 - Enclosure 4 – Three-Term Calendar Checklist for School Heads.
5. Immediate dissemination of and strict compliance with this Letter is desired.

For the Schools Division Superintendent


MARIA CELINA L. VEGA, CESO VI
Assistant Schools Division Superintendent

DIVISION LETTER

No. 52 , s. 2026



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Enclosure No. 1 of Division Letter No. 52, s. 2026

Assignment of Monitoring Teams

LEVEL	PERSON RESPONSIBLE / IN CHARGE	DATE
Elementary Schools	PSDS	June 1-5, 2026
Junior High Schools	Secondary PSDS/EPSVR/SEPS	
Senior High Schools		

ASSIGNMENT	
EDDIS I	
<i>Bulacan</i>	Francisco B. Macale
<i>Calumpit</i>	Perlita G. Pagdanganan, EdD.
<i>Hagonoy</i>	Peter G. Lacap
<i>Paombong</i>	Engr. Carl Paulo A. Fernando
<i>Pulilan</i>	Rainelda M. Blanco, PhD.
EDDIS II	
<i>Bustos</i>	Agnes R. Bernardo, PhD.
<i>Plaridel</i>	Marinella T. Pengson, PhD.
EDDIS III	
<i>DRT</i>	Bryan Amiel De Jesus
<i>San Idefonso</i>	Eleseo E. Godoy, PhD.
<i>San Miguel</i>	Dante Liongson
<i>San Rafael</i>	Jay Arr V. Sangoyo, PhD.
EDDIS IV	
<i>Marilao</i>	Marilene G. Ramos
<i>Obando</i>	Oliver M. Mangao
EDDIS V	
<i>Guiguinto</i>	Charito N. Laggui
<i>Balagtas</i>	Virgilio L. Laggui, PhD.
<i>Pandi</i>	Cecilia S. Custodio, PhD.
<i>Bocaue</i>	Jay-Arr C. Tayao, DBA, EdD.
EDDIS VI	
<i>Angat</i>	Ma. Lourdes J. Patag
<i>Sta. Maria</i>	Anastacia N. Victorino, EdD.
<i>Norzagaray</i>	Joel I. Vasallo, PhD.



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Enclosure No. 2 of Division Letter No. 52, s. 2026

You may access or download the soft copy using this link: <https://bit.ly/4uRqJkz>

2026 BRIGADA ESKWELA MONITORING CHECKLIST

REGION:	DIVISION:
NAME OF SCHOOL:	SCHOOL ID:
NAME OF SCHOOL HEAD:	No. of Enrolment:
	No. of Teachers:

(Instructions: Please mark the appropriate column. Be objective as possible.)

PART I. PRE-IMPLEMENTATION

Indicator	Yes/Good	No/Needs Attention	Remarks	Recommendation
Needs assessment conducted				
Brigada Eskwela Committee organized				
Advocacy/Information campaign conducted				
Partners mobilized				
Compliance with no-solicitation policy				
Documentation plan prepared				
Safety and risk assessment conducted				

PART II. IMPLEMENTATION AND SCHOOL READINESS

Indicator	Yes/Good	No/Needs Attention	Remarks	Recommendation
Classrooms cleaned and organized				
School grounds cleaned				
Waste segregation practiced				
Toilets functional				
Handwashing facilities functional				
Repair works completed				



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Disaster preparedness measures visible				
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PART III. PHYSICAL FACILITIES

Indicator	Yes/Good	No/Needs Attention	Remarks	Recommendation
Classroom walls/ceilings				
Doors and windows				
Roofs and gutters				
Furniture				
School perimeter fence				
Covered walkways				
Library				
Clinic				

PART IV. ELECTRICAL SAFETY

Indicator	Yes/Good	No/Needs Attention	Remarks	Recommendation
Electrical wiring safe				
Switches functional				
Convenience outlets safe				
Circuit breakers/panels functional				
Lighting adequate				
No exposed wires				
Electrical hazards addressed				

PART V. LEARNING MATERIALS

Indicator	Yes/Good	No/Needs Attention	Remarks	Recommendation
Textbooks available				
Teacher's guides available				
Instructional materials prepared				
Learner activity sheets available				
ICT resources available				



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Learning corners ready				
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PART VI. CLEAN SCHOOL INDICATORS

Indicator	Yes/Good	No/Needs Attention	Remarks	Recommendation
Zero Litter				
Clutter-Free Environment				
Spill-Free Areas				
Dust-Free Classrooms				
No Illegal Postings				
Waste Segregation Practiced				
No Vandalism				
Environmental Protection Activities				

PART VII. VOLUNTEERS AND PARTNERS

Stakeholder Group	No. of Volunteers	Nature of Participation	Contribution/ Donation	Remarks
Parents				
PTA				
Learners/Alumni				
Private Sector				
NGOs				
Religious Groups				
LGU				
National Agencies				
Others				

PART VIII. RESOURCES GENERATED

Donor/Partner	Cash	In-Kind	Estimated Value	Remarks



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PART IX. BEST PRACTICES, ISSUES, AND RECOMMENDATIONS

Best Practices Observed	
Issues/Challenges Encountered	
Recommendations	
Priority Actions Before Opening of Classes	

PART X. OVERALL ASSESSMENT

Area	5	4	3	2	1
School Readiness					
Volunteerism					
Partnerships					
Facilities					
Learning Resources					
Documentation					
Overall Brigada Eskwela Implementation					

PART XI. COMPLIANCE WITH BRIGADA ESKWELA PLANNING AND PREPAREDNESS REQUIREMENTS AND THREE-TERM CALENDAR

Indicator	Yes/Good	No/Needs Attention	Remarks	Recommendations
A. School Preparedness Checklist <i>(Enclosure to DepEd Memorandum No. 27, s. 2026)</i> Accomplished and duly signed by the School Head				
School Preparedness Checklist is complete and supported by necessary documentation /evidence				



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B. Brigada Eskwela Plan / Schedule of Activities				
prepared and available for monitoring				
Brigada Eskwela activities are aligned with identified school needs and priorities				
Roles and responsibilities of committee members and stakeholders are clearly indicated				
Schedule of activities is properly disseminated to stakeholders and volunteers				
C. Accomplishment of the Three-Term Calendar Checklist for School Head				

Monitored By:

Public Schools District Supervisor/ Education Program Supervisor /
Schools Division Office Personnel

Conform:

School Head / Schools Representative



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



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Enclosure No. 4 of Division Letter No. 52, s. 2026
 Three-Term Calendar Checklist for School Heads

You may access or download the soft copy using this link: <https://bit.ly/4uRqJkz>

3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
<i>Before the School Year</i>		
Align school systems		
Align the school calendar, lesson planning, assessment, and learning continuity plans to the same structure		
Review all forms, reports, and templates; remove those not required by policy		
Meet with master teachers and department heads; review key policy changes and assign responsibilities		
Prepare standard talking points for teachers and staff on key reforms		
Prepare the three-term calendar		
Map the full school year using Opening Block, Instructional Blocks, and End-of-Term Blocks		
List all school activities under the correct block		
Remove unnecessary activities from instructional blocks		
Set dates for school health activities within the instructional blocks, and devise strategies to ensure smooth facilitation of such activities to minimize disruption to classes		
Set dates for assessments within instructional blocks		
Schedule remediation (e.g., ARAL) within each term		
Schedule enrichment activities within each term		
Schedule INSET sessions within end-of-term blocks		
Finalize class programs and faculty loading aligned to the three-term structure		
Prepare a communication script to explain the calendar to parents and partners		
Organize orientations and LAC sessions to build capacity		
Orient teaching and non-teaching staff on school's academic calendar		
Orient teaching and non-teaching staff on EiE procedures		
Conduct school-level sessions to process policy changes		
Schedule training / establish LAC mechanisms for lesson design		
Schedule training / establish LAC mechanisms for formative assessment, descriptive grading (for KS1), revised awards and recognition		
Schedule training / establish LAC mechanisms for flexible learning delivery		
Establish instructional coaching rather than compliance		
Assign master teachers to support lesson planning		
Assign master teachers to support assessment practices		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Prepare teaching and learning systems		
Issue the official lesson planning standards to all teachers		
Instruct teachers to use only the official template		
Ensure all teachers have access to the Budget of Work		
Require teachers to prepare pacing aligned to the three-term calendar		
Check that teachers prioritize essential competencies		
Prepare assessment and grading system		
Revise transmutation tables from all grading processes		
Update grading templates and school forms		
Align assessment schedules across subjects		
Set limits to prevent clustering of assessments		
Prepare communication materials for parents on grading changes		
Prepare learner support and inclusion		
Review learner records and assessment data		
Identify struggling learners, advanced learners, learners at risk of dropping out		
Set up a system to track learners at-risk for dropping out		
Identify learners who may require Flexible Learning Programs (FLP)		
Select appropriate FLP modalities based on school capacity		
Prepare FLP implementation plan: assigning teachers/facilitators and defining monitoring process		
Ensure functionality of school clinics/health corner		
Ensure functionality of Learner Support Center (Teen Center / Care Center / LRP Help Desk)		
Ensure functionality of Gulayan sa Paaralan		
Ensure functionality of physical activity and recreation spaces		
Ensure functionality of water, sanitation and hygiene facilities		
Ensure functionality of school canteen / feeding centers / kitchens		
Ensure the presence of visible health information, education and campaign (IEC) materials in strategic areas within the school		
Coordinate with SDO for Learners and Parents Orientation on School Health Services		
Ensure the presence of / update the school anti-bullying policy		
Ensure the presence of / update the school mental health program policy and referral protocols		
Ensure availability of learners' health commodities (sanitary napkins, toothbrushes, toothpaste, etc.)		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Prepare for education in emergencies		
Update the Learning and Service Continuity Plan (LSCP)		
Define actions for HINTO, HINGA, HINAY, HAYO scenarios		
Prepare alternative learning materials (print or digital)		
Set communication protocols for teachers and parents		
Prepare for senior high school (if applicable)		
Align SHS offerings with the 2-track structure		
Review subject offerings and class schedules		
Assign teachers based on specialization		
Coordinate with partners for work immersion		
Prepare learner placement and monitoring plan		
Engage stakeholders		
Inform parents about changes: school calendar, grading system, learning continuity		
Coordinate with LGUs and partners to avoid scheduling activities during instructional blocks		
Coordinate with LGUs and partners to support FLP, EiE, and SHS programs		
Coordinate with LGUs on maintaining smoke and vape free zones and healthy food environments within a 100m-radius around the school		
Update and inform members of the Child Protection Committee of their roles and responsibilities		
Ensure functional referral protocols for health and child protection concerns of learners		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Opening Block		
Start of classes		
Confirm that class schedules are followed		
Confirm that teacher assignments are implemented		
Resolve issues on rooms, materials, and class lists		
Protect instructional time		
Stop insertion of activities during class hours		
Monitor daily class implementation		
Support lesson planning		
Check that teachers are using the official lesson plan format		
Conduct classroom walkthroughs within the first 2 weeks		
Provide immediate feedback to teachers		
Start LAC sessions focused on lesson planning		
Conduct diagnostic assessment		
Ensure teachers administer beginning-of-year assessments		
Collect results across subjects		
Guide teachers in interpreting results		
Require teachers to adjust lesson pacing based on results		
Align assessment practices		
Check that formative assessment is used during lessons		
Monitor number and schedule of assessments		
Ensure grading follows updated guidelines		
Identify and support learners		
Consolidate learner data from teachers		
Identify learners needing support		
Start remediation (small groups, ARAL, etc.)		
Activate FLP for identified learners		
Conduct School-Led Baseline Nutritional Assessment		
Conduct School-Led Masterlisting for School Health Services		
Prepare for disruptions		
Remind teachers of EiE response levels		
Confirm availability of alternative learning materials		
Orient learners on procedures during disruptions		
Support SHS (if applicable)		
Monitor SHS class implementation		
Orient learners on tracks and electives		
Engage stakeholders		
Inform parents of school routines and expectations		
Conduct Learners's and Parents' Orientation on School Health Services (including Parents' Consent)		
Share updates on calendar and grading		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Instructional Block		
Protect time		
Monitor daily class delivery		
Prevent non-essential interruptions		
Document unavoidable disruptions		
Promote quality teaching and assessment		
Conduct regular walkthroughs and low-stakes observations / check-ins		
Maintain coaching conversations with teachers on lesson design and delivery		
Continue LAC sessions focused on instruction		
Check that teachers conduct regular checks for understanding and other formative assessment strategies		
Verify that teachers adjust lessons based on results		
Monitor assessment schedules across subjects		
Review performance tasks for quality, identify improvements		
Prevent clustering of tasks and tests		
Support learners		
Monitor progress of struggling learners		
Provide remediation support		
Provide enrichment for advanced learners		
Monitor FLP learners		
Facilitate smooth school health and sports activities to minimize class disruption		
Coordinate with SDO SHN Personnel on the Delivery of School Health Services [after Masterlisting]		
Conduct Head-to-Toe Assessment, including Vision and Hearing Screening, and Preventive and Remedial Measures		
Conduct Oral Health Assessment and Services (Oral Urgent Treatment, Atraumatic Restorative Treatment, and Topical Fluoride Varnish Application)		
Conduct Mass Drug Administration/Deworming - Term 1 (July 2026)		
Conduct Weekly Iron And Folic Acid Supplementation - Term 1 (July -September 2026)		
Conduct elections for Supreme Learner Governments - Term 1		
Conduct School-Based Immunization (Td-MR) (August 2026 onwards)		
Universal Mental Health and Psychosocial Screening and Corresponding Mental Health and Psychosocial Support Services (MHPSS) (August to December 2026)		
Conduct Mass Drug Administration/Deworming - Term 3 (January 2027)		
Conduct Weekly Iron And Folic Acid Supplementation - Term 3 (January - March 2026)		
Conduct School-Based Immunization (HPV) (February 2027 onwards)		
Monitor school clubs and organizations (eg. sports clubs, academic clubs, health clubs, advocacy clubs, etc.)		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Monitor delivery of school-based feeding program among targeted beneficiaries		
Conduct daily/routine basic health and hygiene drills (handwashing, toothbrushing) among elementary learners		
Implement EiE when needed		
Apply appropriate response level (Hinto, Hinga, Hinay, Hayo)		
Monitor learning continuity during disruptions		
Adjust expectations based on context		
Monitor grading and learner feedback mechanisms		
Check alignment of assessments to competencies		
Check grading practices, ensure alignment with descriptive grading (KS1) or updated transmutation (KS2-4)		
Ensure feedback is given to learners		
Support SHS if applicable		
Monitor SHS classes and learner participation		
Monitor work immersion, arts apprenticeship, and field exposure activities		
Support career guidance activities		
Adjust systems		
Collect feedback from teachers regularly		
Resolve issues immediately		
Stop practices that return to compliance-heavy processes		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
End-of-term Block		
Identify learning gaps and plan interventions		
Consolidate learner performance data		
Identify learners who did not meet competencies		
Identify learners ready for enrichment		
Plan remediation and bridging activities		
Plan support for next term		
Reflect and improve our teaching		
Conduct INSET		
Facilitate school-level reflection sessions of new policies		
Identify effective teaching practices		
Identify common challenges with teaching and learning		
Review how teachers implemented assessment strategies		
Gather feedback on SHS implementation		
Evaluate FLP implementation		
Complete reporting		
Ensure submission of grades		
Submit reports on ARAL and remediation activities		
Submit reports on EiE implementation, documenting suspensions and modalities used		
Submit reports on learner support programs (nutrition & hygiene, health, after school sports, learner formation, learner rights and protection, mental health, guidance and counseling)		
Consolidate and submit feedback on implementation of reform policies		
Support learners		
Maximize conduct of co-curricular and extracurricular programs (Intramurals, School Clubs and Organizations, Extended Learning Opportunities, Community Enhancement Programs, etc.)		
Monitor completion of mandatory learner health assessments		
Monitor provision of eyeglasses to those identified during vision screening		
Conduct School-Led Endline Nutritional Assessment - Term 3		
Engage stakeholders		
Conduct parent-teacher conferences		
Communicate learner progress		
Share next steps for learners		



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