



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent
DIVISION MEMORANDUM

SGOD-2026- 257

To : Asst. Schools Division Superintendent
CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
School Heads and Teachers of Public
Elementary and Secondary Schools
All Non-teaching Personnel

Subject : CONDUCT OF REGIONAL MONITORING FOR 2026 OPLAN BALIK
ESKWELA


Date : May 25, 2026

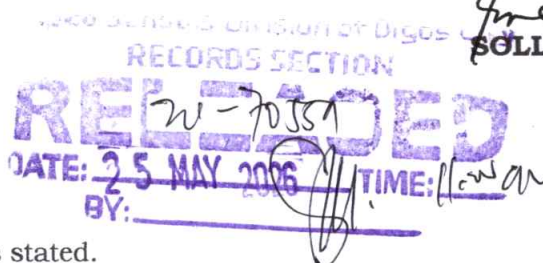
In reference to the attached Regional Memorandum PPRD-2026-055, re: "Conduct of Regional Monitoring for 2026 Oplan Balik Eskwela", this Office hereby directs all concerned personnel in the field and offices in all governance levels to proactively engage in the Regional Monitoring for the 2026 Oplan Balik Eskwela on June 8-11, 2026, contents of which are self-explanatory and explicitly discuss the inclusion of details.

For reference and guidance, the list of Regional Monitoring Team and the Enhanced Oplan Balik Eskwela (OBE) Monitoring Tool for SY 2026-2027 are attached to this memorandum.

For information, guidance, and compliance.

For and in the absence of the
Schools Division Superintendent


SOLLIE B. OLIVER, JR., MATE
Chief ES, SGOD
Officer-In-Charge



Enclosed: As stated.
SGOD/PR/mbr



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Republic of the Philippines
Department of Education
 DAVAO REGION



May 13, 2026

REGIONAL MEMORANDUM
 PPRD-2026-055

CONDUCT OF REGIONAL MONITORING FOR 2026 OPLAN BALIK ESKWELA

To: Schools Division Superintendents
 Chiefs of the Functional Divisions

1. Pursuant to DepEd Memorandum No. 27, s. 2026 titled 2026 Brigada Eskwela Implementing Guidelines, this Office enjoins the 11 Schools Division Office and personnel in all governance levels to proactively engage in the Regional Monitoring for the 2026 Oplan Balik Eskwela on June 8-11, 2026.
2. The above endeavor aims to: (1) prompt readiness of classrooms, school facilities and teaching personnel; (2) identify the gaps, issues and concerns during school opening; and (3) provide technical assistance to the school implementers.
3. A brief orientation with the monitoring team will be conducted on June 5, 2026, at 9:00AM via Microsoft Teams thru the link: <https://tinyurl.com/2026OBEorientation>. The purpose of the orientation is to clarify the objectives, streamline the monitoring process, and ensure alignment of roles and responsibilities among all team member.
4. The Regional Monitoring will be conducted in one day only. Hence, team Leaders are required to coordinate with the PPRD Secretariat to confirm their preferred monitoring schedule within June 8-11, 2026 timeframe.
5. The following are attached for reference and guidance:
 - a. Enclosure 1 - List of Regional Monitoring Team; and
 - b. Enclosure 2 - Enhanced OBE Tool
6. For further inquiries and clarifications on the matter, contact Cherry Ann D. Into, Chief Education Supervisor of Policy, Planning and Research Division at (082) 291-0051 or at pprd.region11@deped.gov.ph.
7. Immediate dissemination of this Memorandum is highly desired.

DEPARTMENT OF EDUCATION RO
 RECORDS SECTION
RELEASED

ALLAN G. FARNAZO
 Director IV

By: *[Signature]*
 Date: May 14, 2026
 120626

Encl.: As stated
 ROP5/ekrr



Republic of the Philippines
Department of Education
DAVAO REGION

Enclosure 1

LIST OF REGIONAL MONITORING TEAMS

Team	SDO	Team Leader	Team Members
A	Davao City	Jenielito S. Atillo	Loradel L. Baricaua Alfeo B. Ingay Glen L. Villonez Michael S. Añoda
B	Davao de Oro	Isidra B. Despi	Jomar Boy A. Cuyos Maricel S. Langahid
C	Davao del Norte	Atty. Lorenza C. Pitulan	Jeoffrey L. Bernabe Pedelina O. Huevos
D	Davao del Sur	Aida P. Placencia	Janice T. Gamalong Maria Cielo D. Estrada Dr. Sara Jane Santos
E	Davao Occidental	Maria Gemima V. Galang	Bonifacio Amit, Jr. Analiza C. Almazan
F	Davao Oriental	Nelma Lyn R. Barnija	Leonard Ray Castillon Danilo R. Dohinog
G	Digos City	Mary Jeanne B. Aldeguer	Atty. Shemelyn D. Gamorot Ma. Liza I. Berandoy
H	IGACOS	Roy T. Enriquez	Dr. Ritchelle S. Aresco Mary Jane M. Mejorada
I	Mati City	Cherry Ann D. Into	Herminia A. Bantiding Reissa T. Silda
J	Panabo City	Aris B. Juanillo	Joeisa M. Presbitero Ronnie S. Mercado
K	Tagum City	Warlito E. Hua	Alim J. Maguindanao Jeselyn B. Dela Cuesta



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Republic of the Philippines
Department of Education
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OPLAN BALIK ESKWELA (OBE)
MONITORING TOOL, SY 2026-2027

DATA PRIVACY NOTICE:

In compliance with the Data Privacy Act of 2012 this is to inform all users that any personal or sensitive information collected through the tool will be used solely for OBE monitoring and evaluation purposes and will be handled with strict confidentiality.

Name of School:	School ID:
Levels of Education:	Other Information about the School:
SDO/District:	Contact Number:
School Head:	Date of Monitoring:

Directions: Indicate the appropriate rating for each indicator. In the "Remarks" column, provide an assessment, note any concerns, and offer relevant recommendations for each indicator.

Rating: FE - Fully Evident (2) PE - Partially Evident (1) NE - Not Evident (0)

Indicators to be Monitored	Observations	
	Rating	Remarks <i>(Assessment, Concerns and Recommendation)</i>
Part I. Safe, Inclusive, and Healthy Learning Environment		
1. Has the school established and enhanced a multi-hazard contingency plan and other safety protocols?		
2. Are the following facilities functional and equipped with an adequate water supply? a. comfort rooms b. toilets		
3. Is/are there a functional handwashing station and potable drinking water supply?		
4. Are school premises—including classrooms, offices, and outdoor areas—clean, organized, free from garbage and clutter, with fences cleared of outdated signage and tarpaulins?		
5. Does the school have a GAD Plan and Budget that includes provisions for mental health, wellness, psychosocial support, and other intervention mechanisms for school personnel and learners?		
6. Are classrooms for Special Needs Education (SNED) learners situated at the ground level for easy access?		
7. Are assistive devices and personnel trained in Special Needs Education (SNED) available to support learners with special needs?		
Part I - Average Rating		



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Indicators to be Monitored	Observations	
	Rating	Remarks (Assessment, Concerns and Recommendation)
Part II. Availability of Learning Resources and Instructional Support		
1. Are the Self-Learning Modules (SLMs) across learning areas and grade levels sufficient for the number of learners?		
2. Are the textbooks across learning areas and grade levels sufficient for the number of learners?		
3. Are there relevant references and supplementary materials available for distribution to learners across learning areas and grade levels?		
4. Are there ready-made interventions or intervention materials available for Students At-Risk of Dropping Out (SARDO) through Flexible Learning Program (FLP)?		
5. Are TVL, science, and math equipment functional and ready for use?		
6. Are there pools of reading intervention materials available for the implementation of RLIP and other reading programs that would cater to the different reading needs and reading levels of learners?		
7. Are there appropriate reading assessment tools available and ready for use in evaluating reading levels across grade levels at the beginning of the school year?		
8. Are the current class and teachers' programs with the list or roster of students posted at the entrance door?		
9. Are teaching loads properly distributed/assigned and received by concerned teachers?		
10. Are the Unified Table of Specification (UTOS) and Budget of Work (BOW), including the unpacked learning competencies, available and provided to the teachers in school for Kindergarten, Grades 1, 2, 3, 4, 7, and 8 to ensure effective curriculum delivery and instructional planning?		
Part II – Average Rating		
Part III. School Infrastructure and Connectivity		
1. Are there enough classrooms to accommodate all learners?		
2. Does the school meet the 1:45 ratio of classroom for learners?		
3. Are tables and chairs sufficient for all learners, meeting the 1:1 ratio?		



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Indicators to be Monitored	Observations	
	Rating	Remarks <i>(Assessment, Concerns and Recommendation)</i>
4. Does the school have enough computers or tablets for learners?		
5. Are there sufficient devices for teachers and non-teaching personnel?		
6. Is there a reliable and stable internet connection throughout the school? Please indicate the speed in Mbps for the following: a. Office use : _____ b. Classroom use : _____		
Part III – Average Rating		
Part IV. School Governance and Community Support		
1. Is there a transparency board displaying the sources and utilization of school funds to stakeholders?		
2. Are parents' orientations conducted?		
3. Does the school conduct proper coordination with other partner agencies?		
4. Has the school implemented and documented interventions (e.g., redistribution, borrowing) to address shortages of critical teaching and learning resources, such as chairs, textbooks, and modules?		
5. Is there an Oplan Balik Eskwela (OBE) Task Force or Public Assistance Desk near the entrance to cater to the concerns of late enrollees?		
6. Has the school prepared and implemented protocols for the flag ceremony, including line markers and assigned class advisers or personnel to manage student formation?		
7. Is there a plan for Monitoring and Evaluation (M&E) processes to improve the school's learning outcomes (e.g. reading and assessment)?		
8. Is the school compliant with the No Collection Policy, ensuring that no fees or contributions are solicited from learners during enrollment or at any time within the school year, in accordance with RA No. 4206 as amended by RA 5546?		
9. Is the school free from any complaints related to the "No Collection Policy"?		
Part IV – Average Rating		
Part V. Teacher Development and Personnel Wellness		
1. Is there a plan for regular Collaborative Expertise Sessions (or LAC sessions) for teachers to stay updated with the latest teaching strategies and pedagogies?		



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Indicators to be Monitored	Observations	
	Rating	Remarks (Assessment, Concerns and Recommendation)
2. Is there a Technical Assistance Plan and Mentoring and Coaching that ensures access to mentoring from experienced teachers or subject experts?		
3. Is there an updated Human Resource Profile?		
4. Are workplace conditions suitable for optimal productivity and safety (e.g., ventilated workspaces, functional equipment, designated faculty rooms)?		
5. Is the school ready for the implementation of learning and development for Revised K to 12 curriculum for Grades 2, 3, 5, and 8?		
Part V – Average Rating		
Overall Average rating		

Suggested Guide Questions for the Focused Group Discussion:

1. What challenges did your school encounter in preparing for the opening of classes, and how were these addressed?

2. What good practices or innovations has your school implemented to ensure a safe, smooth and organized school opening?

3. What Technical Assistance (TA) have you received from the Regional Office and Schools Division Office on OBE?

4. What TA you or your school would like to receive from RO and SDO?



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Department of Education
DAVAO REGION

School Readiness Scoring Rubric:

Overall Weighted Mean	Descriptive Rating	Interpretation
1.61 – 2.00	VR – Very Ready	The school has fully established and prepared all systems for the opening of classes with no issues.
1.21 – 1.60	R - Ready	The school has established and prepared all systems for the opening of classes, with a few minor issues that are manageable but still need to be addressed.
0.81 – 1.20	MR - Moderately ready	The school has partially established and prepared all systems for the opening of classes, with several minor issues that need to be addressed.
0.41 – 0.80	FR – Fairly Ready	The school has inadequately established and prepared systems for the opening of classes, with a few major issues that need to be addressed.
0.00 – 0.40	PR - Poorly Ready	The school has inadequately established and prepared all systems for the opening of classes, with several major issues that require immediate action or intervention.



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Summary:

Part	Total Average School	Descriptive Rating
Part I. Safe, Inclusive, and Healthy Learning Environment		
Part II. Availability of Learning Resources and Instructional Support		
Part III. School Infrastructure and Connectivity		
Part IV. School Governance and Community Support		
Part V. Teacher Development and Personnel Wellness		
Overall Average Score		

Overall Interpretation:

Monitoring Team:

 Member, Monitoring Team

 Member, Monitoring Team

 Member, Monitoring Team

 Member, Monitoring Team

 Name and Signature of the School Head

Date of Monitoring: _____



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Republic of the Philippines
Department of Education

MAY 05 2026

DepEd MEMORANDUM
No. **027**, s. 2026

2026 BRIGADA ESKWELA IMPLEMENTING GUIDELINES

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

1. In accordance with DepEd Order No. 009, s. 2026, titled *Guidelines on the Implementation of the Three-Term School Calendar in Basic Education*, the Department of Education (DepEd) shall conduct the **2026 Brigada Eskwela Program** from **June 1 to 5, 2026**, in preparation for the opening of classes for the school year 2026–2027. Brigada Eskwela is an annual initiative of DepEd aimed at ensuring that schools are ready for the start of the school year.

2. Brigada Eskwela is a five-day activity that upholds the spirit of *bayanhan*, encouraging community collaboration to prepare schools for the upcoming school year. With literacy remaining the key priority of DepEd, including the improvement of school facilities, this year's Brigada Eskwela embraces the theme, *Bayanihan sa Paaralan: Nagkakaisa para sa Kaayus na at Kaalaman*, highlighting the power of collective action to strengthen both learning and school environments. This year, the initiative emphasizes enhancing school infrastructure alongside literacy development, encouraging communities nationwide to contribute to safer, more functional, and more inspiring learning spaces.

3. This year, Brigada Eskwela directs its collective efforts toward the following focus areas:

- a. Preparing schools for the new school year with clean, safe, and learner-friendly environments;
- b. Supporting reading development by providing materials and engaging stakeholders in literacy activities;
- c. Improving school infrastructure by repairing classrooms, fixing facilities, maintaining grounds, and upgrading learning spaces;
- d. Enhancing structural safety and climate resilience of school facilities;
- e. Organizing clean-up drives to remove clutter, clear pathways, and enhance the appearance of school surroundings.

- f. Encouraging volunteerism and community involvement to improve school facilities and programs;
 - g. Building data-driven partnerships with the community to address school needs; and
 - h. Verifying school resources and creating accurate inventory data with community support.
4. The DepEd Central Office (CO) will conduct the National Brigada Eskwela Kick-Off Program on **May 29, 2026**, in **Cabadbaran City, CARAGA**. The National Kick-Off serves as a platform to unite key stakeholders, highlight priority initiatives on school infrastructure and literacy, and build nationwide momentum for sustained community participation in school preparation efforts.
5. On **Monday, June 1, 2026**, at the opening of Brigada Eskwela Week, all regions shall simultaneously conduct their respective regional kick-off activities, which signal the official opening of Brigada Eskwela for SY 2026-2027 setting the tone for a coordinated and unified implementation across all regions.
6. The guidelines for the implementation of 2026 Brigada Eskwela are provided in the Enclosure.
7. The 2026 Brigada Eskwela program schedule of activities shall be as follows:

Activity	Schedule
National Brigada Eskwela Kick-Off	May 29, 2026
Nationwide Brigada Eskwela Kick-Off	June 1, 2026
Brigada Eskwela Implementation, Monitoring of Schools, and inventory validation and official reporting of selected education data	June 1-5, 2026
Deadline for the submission of Brigada Eskwela resources generated in the DepEd Partnerships Database System	Schools: July 6, 2026 (to be verified and validated by schools division offices [SDOs]/regional offices [ROs])
Submission of Brigada Eskwela Transmittal or Accomplishment Report	SDOs to ROs: July 15, 2026 ROs to CO: July 30, 2026
RO and SDO Brigada Eskwela Appreciation and Recognition Ceremony	to be determined by respective ROs and SDOs

8. All ROs and SDOs shall work closely with school heads to ensure smooth planning and execution of Brigada Eskwela activities.
9. For information and clarification, please contact the **External Partnerships Service**, DepEd CO via email at external.partnerships@deped.gov.ph or externalpartnerships@deped.gov.ph or at telephone number (02) 8637-6462.



[Signature]

SONNY ANGARA
Secretary

W

Encl.:

As stated

References:

DepEd Order (No. 009, s. 2026)

DepEd Memorandum No. 042, s. 2025

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

BUREAUS AND OFFICES
CAMPAIGN
COMMITTEES
LEARNERS
MONITORING AND EVALUATION

OFFICIALS
PARTNERSHIPS
PROGRAMS
SCHOOLS
TEACHERS

LGB, OMC, MPC, DM, 2026, Branda Eskola implementing Guidelines
0154 - April 10, 2025

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