



28 JUL 2022

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Republic of the Philippines  
Department of Education  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

28 Jul 2022

**DIVISION MEMORANDUM**

No. 245, s. 2022

**DIVISION 2022 BRIGADA ESKWELA KICK-OFF PROGRAM**

To : OIC - Assistant Schools Division Superintendent  
Chief, School Governance and Operations Division  
Chief, Curriculum Implementation Division  
All Schoolheads

1. Pursuant to DepEd unnumbered OULAPPP Memorandum titled: Participation in the 2022 Brigada Eskwela National Kick-off in Baguio City on August 1, 2022 through the Social Mobilization and Networking Section of the School Governance and Operations Division (SGOD), informs all schools in the conduct of the 2022 Brigada Eskwela Kick-Off Program with the theme **"Brigada Eskwela: Tugon sa Hamon ng Ligtas na Balik-Aral" on August 15, 2022 (Monday), 9:00 A.m.** at Binan Elementary School, Gabaldon Hall.

2. In preparation for the opening of classes, the Brigada Eskwela Program shall be implemented from August 1 to August 26, 2022. All schools are also encouraged to hold their kick-off ceremony in their respective areas after the division kick-off program with limited face-to-face participation and strict adherence to health protocols observed.

3. This year's BE shall focus on the following:

- a. Implementation of the year-round schools' maintenance and repair activities, which includes the provision of the immediate needs during disaster or calamities, and the addressing of resource gaps during the reopening of the face-to-face classes;
- b. Strengthened partnership engagements with partners and stakeholders that complement DepEd's efforts to ensure quality basic education;
- c. Achievement of significant goals which shall contribute to increasing students' participation rate, reducing drop-outs and helping improve learning for both learners and the community; and
- d. Creation of a network of a community-based organization to get total community commitment for collaborative programs and projects including the **Brigada Pagbasa** and other support and volunteer/ community-based projects.

4. Participants in the said activity are all SDO personnel, Binan Elementary School personnel, 38 schoolheads, and invited stakeholders.



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5. Division Brigada Eskwela monitoring teams shall oversee the implementation from August 15 to 26, 2022. The 2021 BE Monitoring Tool issued by Regional Office shall be used for reference in the preparation of BE report.

6. The complete documentation of the 2022 Brigada Eskwela per school shall be submitted to [depedbinansocmob@gmail.com](mailto:depedbinansocmob@gmail.com) on or before **September 15, 2022**.

7. Enclosed are the Division Brigada Eskwela Monitoring Team and BE Monitoring Tool.

8. Expenses incurred in the conduct of the activity shall be charged against the Adopt-a-school Program Support Fund - OU-LAPP no. O-137, s 2022, subject to the usual accounting and auditing rules and regulations.

9. For more information, schools may contact Mrs. Leonora M. Ogania, Senior Education Program Specialist of the Social Mobilization and Networking Section at tel. no: (049) 511-4191.

10. Immediate and widest dissemination of this Memorandum is desired.



**EDNA FAURA-AGUSTIN**  
Schools Division Superintendent

Encl: Division Brigada Eskwela Monitoring Team  
Reference: DepEd Memorandum No. s, 2022

SGOD/SMN / LMO / LMO /  
/ 07/28/2022

DM- Division 2022 BE Kick-Off Program



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Enclosure no. 1

**2022 BRIGADA ESKWELA MONITORING TEAM**  
**August 15 to 26, 2022**

<b>District</b>	<b>District Supervisor</b>	<b>SGOD Personnel</b>
<b>I</b>	Dr. Ginalyn M. Garcia	Mrs. Ernane S. Escuvania Arnel Hicana
<b>II</b>	Dr. Edralin M. Micua	Dr. Gertrude A. Anunciacion Ms. Henrietta M. Nacario
<b>III</b>	Mr. Sonny L. Atanacio	Mrs. Leonora M. Ogania Mr. John Ralph S. Tolledo
<b>IV</b>	Dr. Delfina R. Antipolo	Mrs. Isidra L. Galman Mrs. Carmencita K. Juntilla
<b>V</b>	Reynante M. Sofera	Engr. Precious Joy A. Coronado Dr. Pamela I M. Tamayo
<b>VI</b>	Mr. Erwin P. Legasto	Mr. Edward Manuel Dr. Rochelle Mergal
<b>VII</b>	Dr. Clarita C. Rey	Ms. Arletta Alora Mr. Gerardson T. Ramos
<b>VIII</b>	Mrs. Rowena K. Ramos	Mrs. Joy L. Cabiles
<b>IX</b>	Mrs. Leonora M. Cruz	Mr. Rudolph Anthony O. Erispe
<b>X</b>	Mr. Romulo D. Casipit	Ferdinand R. Arbo
<b>XI</b>	Mr. Bladrin B. Belen	Ms. Maureen Alangco Mr. John Sebastian N. Jacalan



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Enclosure 2

**BRIGADA ESKWELA MONITORING AND EVALUATION TOOL**

S.Y. 2021-2022

Division:	Name of School:		
School Address:	School ID:		
(Please check appropriate box) Level: <input type="checkbox"/> Elementary <input type="checkbox"/> High School	Type of School / Category <input type="checkbox"/> SMALL <input type="checkbox"/> MEDIUM <input type="checkbox"/> LARGE <input type="checkbox"/> MEGA		
School Head	Contact Number:		
Brigada Eskwela Coordinator:	Contact Number:		
Total Number of Students: _____	Total Amount of Resources Generated: Php. _____		
Total Number of Teachers: _____	: Major Brigada Pagbasa Project: _____		
Total Number of Non-Teaching Personnel: _____			
Total number of Beneficiaries: _____			

**I. PARTNERSHIP INITIATIVES AND ACTIVITIES 40 %**

A. Community – Home Partnerships 5%	Evident 1	Pts Met	Moderately Evident 2	Pts Met	Highly Evident 3	Pts Met	Total Pts. <b>6</b>	Total Pts. Met <b>90</b>
1. Parents and other community members are involved in the school reading program. (Literacy and Numeracy)	<ul style="list-style-type: none"> <li>With plan and timeline</li> <li>With invitation letters with stakeholders</li> <li>With attendance log book</li> </ul>		<ul style="list-style-type: none"> <li>With Tutorial Hub</li> <li>With reading materials in tutorial hub</li> <li>With copy of school/district memo or any legal bases on reading program</li> </ul>		<ul style="list-style-type: none"> <li>With file of narrative report and analysis on the project.</li> <li>With plan of ways forward</li> <li>With output from the program</li> </ul>			
2. Collaboration of school and Municipal Federation of	<ul style="list-style-type: none"> <li>With copy/file of legal bases re: Homeroom PTA and its Federation</li> </ul>		<ul style="list-style-type: none"> <li>With school and municipal federation of PTA set of officers and</li> </ul>		<ul style="list-style-type: none"> <li>With previous and existing collaboration projects of PTA</li> </ul>			



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Parents and Teachers Association.	<ul style="list-style-type: none"><li>• Compliance to timeline on conducting election</li></ul>	board members. <ul style="list-style-type: none"><li>• Conduct of PTA Forum and Assembly</li></ul>	<ul style="list-style-type: none"><li>• With list of beneficiaries of PTA projects on previous and current year.</li></ul>			
3.LGU's (province, city/municipal or barangay) collaboration on preparation for the opening of classes and Brigada Eskwela planning and implementation.(LSB, SEF)	<ul style="list-style-type: none"><li>• Collaboration on preparation for the opening of classes and Brigada Eskwela planning</li><li>• LGU's participation in Brigada Eskwela</li><li>• Attendance logbook Certificates ,etc.</li></ul>	<ul style="list-style-type: none"><li>• Coordination with LGU's (province, city/municipal or barangay) re: allocation of implementation of LSB or SEF</li><li>• With previous and existing projects and activities assisted or sponsored by LGU</li></ul>	<ul style="list-style-type: none"><li>• With records file and report on collaboration with LGU's</li><li>• With plan on trail ahead</li></ul>			
4.Capability building (Webinar/training) of parents and other stakeholders in the community as facilitators of home based teaching and learning.	<ul style="list-style-type: none"><li>• Plan is included in the BE-LCP</li><li>• With school/district memorandum or advisory on the activity</li></ul>	<ul style="list-style-type: none"><li>• With work program</li><li>• With 3 or more kinds of stakeholders participated in the activity.</li></ul>	<ul style="list-style-type: none"><li>• With output of the activities</li><li>•With evaluation and result of the activity</li><li>•With plan of ways forward</li></ul>			
5. Collaboration to develop interventions to improve teaching processes, draw greater support from parents, LGU and community organizations.	<ul style="list-style-type: none"><li>• With plan and timeline</li><li>• With invitation letters with stakeholders</li><li>• With attendance log book, certificates ,etc.</li></ul>	<ul style="list-style-type: none"><li>• With copy of school/district memo or any legal bases on teaching improvement process</li><li>•With previous and existing interventions</li></ul>	<ul style="list-style-type: none"><li>• With file of narrative report and analysis on the project.</li><li>• With plan of ways forward</li><li>•With output from the program</li></ul>			
6. Learning at Home- Families help children do their homework and they are involved in other curriculum-related activities and	<ul style="list-style-type: none"><li>• Coordination of parents and teachers on helping pupils in doing their homework (Module delivery and retrieval)</li></ul>	<ul style="list-style-type: none"><li>• With records or MOV's of parents and other members of the families assisting their children</li><li>•With learning</li></ul>	<ul style="list-style-type: none"><li>• Means of evaluation of students homework</li><li>•With output on all homework done</li></ul>			



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decision.		space at home				
7. Family members of pupils/students and other residents actively participate in designing, supporting and monitoring activities of the school and community.	<ul style="list-style-type: none"><li>With plan and timeline from schools of family activities</li><li>With attendance log book/certificates</li></ul>	<ul style="list-style-type: none"><li>With prepared activity designs and monitoring tool for the activities</li></ul>		<ul style="list-style-type: none"><li>With documentation /records of activities</li><li>With plan ahead</li></ul>		
8. Family resource centers, early childhood developments programs, and coordinated health and social services build on individual strengths and enhance family life. (Ex: Inviting parents to conferences, assemblies not only on problem solving but also in webinars, <b>Holding School Open House Day</b> where parents are exposed to school life through displays of students output, Assigning parents as judges in school contest, Including parents in school planning, Monitoring and Evaluation Team, Involving parents in school feeding program, Etc.	<ul style="list-style-type: none"><li>With plan and timeline from schools of family activities</li><li>Invitation letter, attendance logbook, certificates etc.</li></ul>	<ul style="list-style-type: none"><li>With prepared program and activities for schools and family</li><li>With output and list of beneficiaries.</li></ul>		<ul style="list-style-type: none"><li>With documentation analysis/records of activities.</li><li>With plan ahead</li></ul>		
9. Sustainability of food supplies security for students and families.	<ul style="list-style-type: none"><li>With plan of action, timetable and logbook</li></ul>	<ul style="list-style-type: none"><li>With request to LGU, NGA for materials like seeds, plants and trees or tools</li></ul>		<ul style="list-style-type: none"><li>With Gulayan sa Tahanan activities supervised by parents and teachers.</li></ul>		
10. Providing volunteerism opportunities for both school and community	<ul style="list-style-type: none"><li>With plan and target of volunteers for school</li><li>With records or log book of volunteers</li></ul>	<ul style="list-style-type: none"><li>With advocacy campaign materials on the spirit of volunteerism</li><li>With designed</li></ul>		<ul style="list-style-type: none"><li>With documentations of implemented activities of volunteerism</li></ul>		



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			activities of volunteers		<ul style="list-style-type: none"><li>With more than 50 volunteers for small school and another 50 in every succeeding school sizes.</li></ul>		
11. Communication media for information dissemination to strengthen school-community partnership.	<ul style="list-style-type: none"><li>With plan of action and time table for information dissemination</li><li>With Variety of communication media for information dissemination.</li></ul>		<ul style="list-style-type: none"><li>With advocacy campaign materials to strengthen school-community partnership.</li><li>With output from the activity</li></ul>		<ul style="list-style-type: none"><li>With documentations of implemented activities</li><li>With communication media dissemination except from social media.</li></ul>		
12. With virtual students assemblies and safe communication.	<ul style="list-style-type: none"><li>With plan of action and time table for student s org. and assemblies</li><li>With set of Students officers</li></ul>		<ul style="list-style-type: none"><li>With attendance or record of attendees from virtual students organization activities.</li></ul>		<ul style="list-style-type: none"><li>With filed report/output on previous activity of students assemblies and other activities</li></ul>		
13. With Functional School Governing Council	<ul style="list-style-type: none"><li>With organizational chart of the council</li><li>With conference '/meetings attendance/log book</li></ul>		<ul style="list-style-type: none"><li>With filed report/output/ documents on previous activity of school governing council.</li></ul>		<ul style="list-style-type: none"><li>With analysis of the council action/decision and achievements</li><li>With plan of trail ahead</li></ul>		
14. Records on Testimonies on School- Community Partnerships.	<ul style="list-style-type: none"><li>With project of encouraging community to write testimonies</li><li>With Other activities log book</li></ul>		<ul style="list-style-type: none"><li>With file of stakeholders /partners testimonies on school-community partnership</li></ul>		<ul style="list-style-type: none"><li>With appreciation to partners school community partnerships.</li></ul>		
15. With collaboration on evaluation to formulate improvement plans and determine resources needed to improve teaching-learning processes.	<ul style="list-style-type: none"><li>With conference '/ meetings attendance/log book on evaluation and formulation of improvement plan to improve teaching learning process.</li></ul>		<ul style="list-style-type: none"><li>With improvement plans to determine resources needed and improve teaching learning process.</li></ul>		<ul style="list-style-type: none"><li>With analysis of the projects and activities as well as plan of trail ahead.</li></ul>		
Grand Total							
Computation shall be based on the acquired points over 90 targeted points multiplied by 5 % then product multiplied by 100.				Score			



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B. Home Learning Spaces and Activities 5 %		Evident 1 • With coordination with the families on home learning spaces		Moderately Evident 2 • With documents supporting the condition/description of current home learning spaces of every indicator from 1-5		Highly Evident 3 • With plan of actions of ways forward in every indicator from 1-5		Total Pts. Met 6		Total Pts. Met 30	
Check the box if indicators are available and write the corresponding score.											
1. Report on student's dedicated and comfortable space for learning at home.											
2. Home learning space is visual and with well-lit area.											
3. With variety of reading materials and attainable to learners											
4. With plan and predictable learning											
5. Home learning space is with visual displays of independent works or play.											
<b>Grand Total</b>											
Computation shall be based on the acquired points divided by the targeted 30 points multiplied by 5 % then product multiplied by 100						<b>Score</b>					
C. Engagement Strategies and Activities 5%	Evident 1 • With attendance, letter, record / logbook of virtual/f2f activities including dates and	Pts Met	Moderately Evident 2 • With documents supporting how the strategies were implemented on	Pts Met	Highly Evident 3 • With analysis and plan of action of ways forward on how effective the	Pts Met	Total Pts. 6	Total Pts. Met 60			



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	participants.	every indicator from 1-5	strategies are and improvement of every strategy from 1-5		
1. Development plans and work programs relevant to new normal					
2. Virtual Brigada Eskwela Forum					
3. Online orientation /capacity building on Adopt-A-School and partnership building strategies in relation to the Learning Continuity Plan					
4. Information campaign to flexible learning option					
5. Engagement of partners to support new learning management system					
6. Virtual Partnership Appreciation Program					
7. Discuss the new direction of basic education. (Different Challenges, BE-LCP and partnership on its implementation)					
8. PTA Forum and Gen.					





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workshops .etc.								
3. Participate in district preparatory meeting for Brigada Eskwela								
4. Programs, Projects and activities coordinated to school district								
5. Recognition, Awards given by the school district								
6. Coordination with school district on disaster risk reduction and resiliency								
7. Coordination with school district on sustainable food supply at home.								
8. Coordination with school district with WinS program								
9. Coordination with school district on Reading program literacy and numeracy								
10. Collaboration with school district with feeding program								
Computation shall be based on the acquired points divided by the targeted 60 points multiplied by 5 % then product multiplied by 100					Score			
E. Brigada Eskwela Program Readiness 5%	Evident 1	Pts Met	Moderately Evident 2	Pts Met	Highly Evident 3	Pts Met	Total Pts. 6	Total Pts. Met 30
1.Action Plan and Work Program	Hard copy of plan with predictable activities from		Plan is efficiently followed supported by documents and		Plan is reflected to SIP/AIP and 100 %			



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	08/03 to 09/30	output.	implemented with positive output			
2.Compliance to timetable	Implemented almost on time	Efficiently implemented right on time	Efficiently advanced 100% implementation on time			
3.Availability of BE Documents and its report to Division/District Office	Documents submitted almost on time	Documents Efficiently submitted right on time	Documents Efficiently submitted in advance and 100% implemented			
4.Accuracy of BE report to DPDS, Inventory Slip and Acknowledgement Receipt	Tallied in DPDS	Tallied in DPDS with acknowledgement receipt	Tallied in DPDS , acknowledgement receipt and inventory slip			
5.Liquidation of all Expenses on time	Expenses liquidated almost on time	Expenses efficiently liquidated right on time	Expenses efficiently liquidated in advanced			
Grand Total						
Computation shall be based on the acquired points divided by the targeted 30 points multiplied by 5 % then product multiplied by 100..				Score		

F. Engagement to all education stakeholders 5%				
NGA's and other government organization and public corporations	LGU's Barangay/ City/Provincial/ SK	Community Involvement including NGO's and Professional Associations	Private Sector Involvement including Corporate Foundations and Private Schools	Pupil/Student Organization (SSG/SPG) Alumni Associations
Target stakeholder per group is 2 partnerships to get 2 points, below 2 partnerships shall be given 1 point. Points met divided by targeted partnerships (10) then multiplied by 5% and product multiplied by 100.				Score

G. Involvement of Partners in Brigada Pagbasa with the following key activities 5%	Tick check if indicators are evident
1.Collaboration with partners to secure the list of struggling learners and non-readers per grade level	



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2. Coordinate/collaborate with LGU in mapping the location of struggling learners per grade level	
3. Collaborate with LGU's on mapping community volunteers (Student Teachers, PTA Officers, Church Partners Etc.) to be equipped on teaching, reading and handling remediation classes. for Brigada Pagbasa	
4. Train volunteers (PTA Officials, on methods and techniques to teach beginning reading and use the Reading Remediation Toolkit	
5. Plan with teachers and community educators on the implementation of the Brigada Pagbasa Reading intervention.	
6. Partnership on pre and post Core Reading Skills Assessments using Functional Literacy Assessment Tool( FLAT) to identified children by trained parents, caregivers, community educators and Child Leaders/ Facilitators.	
7. Mobilized trained Brigada Pagbasa facilitators to develop contextualized reading materials and books for reading sessions with children.	
8. Review of contextualized reading materials and books for reading sessions with children.	
9. Mobilized and support trained Brigada Pagbasa Facilitators to implement reading and literacy building interventions to children's tutorials (Reading, English, Science and Math)	
10. Brigada Pagbasa Roll Out, 2 to 3 Hours Reading Remediation Session(Story Telling, Teaching Beginning Reading, Drills)	
11. Conduct feed back and reflection activities with teachers and community educators to identify gaps and lessons learnt in the project roll out.	
12. Partnership on School Development of Program Tutorials	
13. Partnership on Establishment of Reading Help Desk or Tutorial Hubs	
14. Specify other initiated school literacy and numeracy activities and interventions.	
15. Alignment of Brigada Pagbasa to BE-LCP	
Computation shall be based on the acquired pts divided by 15 points multiplied by 5% then product multiplied by 100.	Score

<b>H. Number of Beneficiaries 5 %</b>			
Number Student Beneficiaries	Number of Teacher Beneficiaries	Number of Non-Teaching Personnel Beneficiaries	Total Number of Beneficiaries



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Computation shall be based on the total number of beneficiaries over targeted number of beneficiaries multiplied by 5% and product multiplied by 100. The targeted number of beneficiaries is computed based on the total number of students, teachers and non-teaching personnel. Process shall be supported by documents through signature of beneficiaries.

Score

## II. GENERATED RESOURCES (converted into peso - worth) -30 %

Elementary Level			Secondary Level		
Category	Number of Teachers (National)	Resource Generated	Category	Number of Teachers (National)	Resource Generated
Small School	9 and below	90,000 and above	Small School	15 and below	100,000 and above
Medium School	10-29	200,000 and above	Medium School	16-30	300,000 and above
Large School	30-50	300,000 and above	Large School	31-50	500,000 and above
Mega School	51 and above	500,000 and above	Mega School	51- and above	1,000,000 and above
No. of Inventory Custodian Slip with corresponding amount.			Amount		
No. of Property Acknowledgment Receipt with corresponding amount.			Amount		

Computation shall be based on the following;

Target met and tallied	30 %
Target not met and tallied	20 %
Target met but not tallied	10 %
Target not met and not tallied	5%

Score

**Note:**

This pertains to generated resources to support the BE-LCP implementation and health and safety protocols. The amount of generated resources shall include all donations-in-kind and equivalent amount of items based on the prevailing market value and reflect to the equivalent of the volunteer man hour services.

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." It shall also include all resources accepted after the steering and working committees were formed and commence to execute their functions.

All amounts of generated resources shall be tallied in DPDS Inventory Slip and Acknowledgement receipt.



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III BAYANIHAN EFFORT TO SUPPORT BE-LCP 30%

30%

In case of tie , partnerships in private sector and other non-governmental organization will be given higher weight after evaluation. (Use separate sheets if needed.



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other school facilities							
7. Identify resources and partnerships necessary for High Tech, Low Tech or No Tech aide for learning							
8. Partnership on teachers and community educators on the implementation of the Brigada Pagbasa Reading intervention							
9. Availability of printing information materials on COVID-19 and Proper handwashing hygiene.							
10. Availability of printing materials and provision of supplies for distance learning(bond papers, worksheets, notebooks, pad papers, ball pens, pencil)							
11. Availability of hand sanitizing materials, such as rubbing alcohol, anti-bacterial or germicidal soap							
12. Availability of medical devices and equipment (infrared and digital thermometer,, pulse oximeter, thermos scanner,)							
13. Washable facemask, surgical face mask, face shield and surgical gloves.							
14. Cleaning tools, materials or disinfectants that may be used to disinfect the learning areas, such as spray tank, disinfectant spray or disinfecting bleach, footbath							
15. Multivitamins capsules, tablets, or syrups for							



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DepEd personnel and learners.							
Others pls. specify:							
Grand Total							

Note: Computation shall be based on the acquired points divided by the targeted points ( 90pts.) then multiplied by 20% and product multiplied by 100

Points Met  
90                    x    0 .20 = Product    x 100

Space for computation:

Score

<b>B. Schools Safety, Preparedness and Resiliency      5%</b>	<b>Tick check if indicator is evidently available</b>
<ol style="list-style-type: none"><li>1. Facilitate the assessment of school building structure and electrical wiring and make necessary repairs and/or upgrades to prevent unnecessary incidents.</li><li>2. Repair minor classroom damages such as broken windows, doors, blackboard, roofs and other furniture, etc</li><li>3. Install appropriate and available fire suppression, including fire extinguishers, water source and relevant indigenous materials.</li><li>4. Ensure that corridors and pathways are unobstructed and that all sharp, protruding objects which may cause harm to learners are removed.</li><li>5. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings</li><li>6. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned buildings.</li><li>7. Secure cabinets and drawers and ensure that heavy objects are below head level.</li><li>8. Post safety measures to be observed in laboratories, and workshops, and other facilities requiring the same.</li><li>9. Prepare an evacuation/exit plan and post directional signage on every floor of the building.</li><li>10 Identify evacuation areas and classrooms that may be used as temporary shelters during disasters and emergencies.</li><li>11. Prune trees to avoid entanglement from electrical wirings and avoid potential harm to life and property.</li><li>12. Post a directory of emergency contact numbers of relevant government agencies and officers in various high traffic areas of the school.</li><li>13. Establish and maintain early warning mechanisms in the school.</li><li>14. Equip school with first aid kits, flashlights, megaphones, and other supplies necessary in cases of emergency.</li><li>15. Ensure that these items are highly accessible and can be easily located.</li></ol>	



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16. Identify alternative sources and/or maintain supply of drinking water within the school.
17. Ensure that learners, teachers, and personnel have identification cards with relevant information.
18. Create database of learners with the contact details of their immediate family members/relatives/guardians.
19. Secure and safely store vital school records.
20. Coordinate with barangay officials on pedestrian safety of learners.
21. Document accidents experienced by learners and personnel within the school to improve prevention and mitigation measures.
22. Identify a storage area for safekeeping of vital schools records, textbooks, teaching manuals, computers, and other school equipment.

The evaluation shall be based on the Schools Safety, Preparedness and Resiliency Guide

**22 points**

Computed as points met x 0.05 X 100  
22

### Score

C. Wash in School Program WinS	5%	1 Star 1	2 Stars 3	3 Stars 5
Acquired point multiplied by 100 %				
Score				

Conformed:

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**School Head**

Signature over Printed Name

Monitored/Evaluated by:

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**Score**

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Signature over Printed Name

Signature over Printed Name

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Signature over Printed Name

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Signature over Printed Name

Signature over Printed Name

Signature over      Printed Name

Date: \_\_\_\_\_