



Republic of the Philippines
Department of Education

Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

Office of the Schools Division Superintendent

August 23, 2021

Division MEMORANDUM
No. ~~407~~ , s. 2021

DIVISION IMPLEMENTATION OF BRIGADA PABASA SY 2021-2022

To : Chiefs of CID and SGOD
Education Program Supervisors/Division Program Coordinators
Division Social Mobilization Coordinator
Public Schools District Supervisors (PSDSs)/Districts In-Charge (DICs)
District Reading Coordinators
Elementary and Secondary School Heads

1. Pursuant to DepEd Memorandum No. 048, s. 2021 (2021 Brigada Eskwela Implementing Guidelines), Memorandum OU-LAPP No. 0-267, s. 2021 (Guidelines on the Utilization of Program Support funds for Building Partnership and Linkages Program-BPLP for FY 2021, Annex A on the implementation of the Brigada Pagbasa Program) and Regional Memorandum No. 637, s. 2021 (Regional Implementation of Brigada Pabasa sa Caraga), this office shall strengthen the implementation of the division's Brigada Pabasa Reading Intervention Program.
2. This activity aims to:
 - a. improve the literacy skills of learners;
 - b. develop competence of teachers on literacy instruction; and,
 - c. forge strong partnership among stakeholders.
3. Brigada Pabasa Program (BPP) was already launched on December 6, 2019. However, there is a need to have it relaunch in order to widen its advocacy and to forge more partnership.
4. In view of this, all PSDSs and DICs are enjoined to evaluate the conduct of the school's launching of BPP using the enclosed guidelines and mechanics. However, if there are already schools which have already conducted its launching, document evaluation from accomplishment reports and discussions shall be done.
5. Per Regional Memorandum No. 637, s. 2021, volunteers can be classified as volunteer readers – book reader to the recipient child, volunteer tutors – tutor a child, volunteer book donors – willing to donate reading materials and volunteer support – willing to support the other 3 groups of volunteer by providing refreshments, school supplies and other resources. Volunteer teacher-applicants may also serve as reading teachers or tutors and shall be given certificates for teaching experience corresponding to the number of hours/days they rendered their services.



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6. In order to acknowledge the efforts extended by all BPP key players, awards of recognition shall be given to the Most Supportive LGU, Outstanding Community Volunteer, Best Launched BPP, Outstanding BPP Implementer, and Outstanding Reading Teacher. Guidelines and mechanics are hereto attached. For Best Launched BPP and Outstanding BPP Implementer, schools will be awarded accordingly using this scheme.

Points	Award
85-100	Gold
68 - 84	Silver
50 - 67	Bronze
49 & below	Needs Improvement

7. To ensure the effective and efficient implementation of the Brigada Pabasa program, all key players are enjoined to monitor the activities and provide technical assistance to all schools.
8. Immediate dissemination of this memorandum is desired.


 JOSITA B. CARMEN, CESO V
 Schools Division Superintendent

Encl.: As stated

References: DepEd Memorandum No. 048, s. 2021
 Memorandum OU-LAPP No. 0-267, s. 2021
 Regional Memorandum No. 637, s. 2021

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

Curriculum Reading Program Partnership Awards

CGL/DM No. 407
 August 25, 2021



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Date: 4/22/2021

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MECHANICS AND GUIDELINES IN THE IMPLEMENTATION OF BRIGADA PAGBASA PROGRAM

A. Best Launched Brigada Pagbasa Program

1. Preparation (Availability of Advocacy Materials and Strategies) -	-20 pts.
a. Posters/Tarpaulin displayed in 5 or more conspicuous places- 7	
b. Flyers with relevant data and information - -	6
c. Bandilyo and other forms of communication such as FB, TV announcements, etc) - - - -	7
2. Brigada Pagbasa Program Plan - - - - -	30 pts
a. all of the ff. are linked comprehensively (rationale, objectives, strategies, mitigation plan, M & E Plan, Sustainability Plan) – 30	
b. only 5 indicators are linked comprehensively – 25	
c. only 4 indicators are linked comprehensively – 20	
d. only 3 indicators are linked comprehensively– 15	
e. only 2 indicators are linked comprehensively– 10	
f. all indicators are present but not linked – 5	
3. Launching Proper - - - - -	50 pts
a. No. of Organizations in attendance (15)	
• with at least 5 reps (BLGU., PTA, Business Sector, Religious, Alumni & others) - 15	
• with 4 representatives – 12	
• with 3 representatives – 9	
• with 2 representatives – 6	
• with 1 representative. – 3	
b. Creativity and Orderliness - (15)	
c. Tasking and Impact of the Launching Program – (20)	
Total Points - - - - -	100 pts





B. Most Supportive LGU in School's Brigada Pagbasa Program

1. Support Fund or Services Rendered - - - - 80 pts.

a. For Big Schools

Support Fund or Services Extended	Points
100,000.00 and up	80
90,000 – 99,999	70
80,000 – 89,999	60
70,000 – 79,999	50
60,000 – 69,999	40
40,000 – 49,999	30
30,000 – 39,999	20
29,999 - down	10

b. For Medium Schools

Support Fund or Services Extended	Points
75,000.00 and up	80
65,000 – 74,999	70
55,000 – 64,999	60
45,000 – 54,999	50
35,000 – 44,999	40
25,000 – 34,999	30
15,000 – 24,999	20
14,999 - down	10





C. Outstanding Community Volunteer for Brigada Pagbasa Program

1. Commitment - - - **50 pts**

(Number of hours extended for Reading Remediation – 3 hours per week for 8 mos. = 96 hrs.)

- a. 96 hours & up – 50 pts
- b. 80 - 95 hours – 40
- c. 64 – 79 hours – 30
- d. 48 – 63 hours – 20
- e. 32 – 47 hours – 10

2. Effectiveness - - - **50 pts**

- a. 100% of non-readers and struggling readers promoted to instructional and independent readers - - 50 pts
- b. 80-99% of non-readers and struggling readers promoted to instructional and independent readers - - 40
- c. 60-79% of non-readers and struggling readers promoted to instructional and independent readers - - 30
- d. 50-69% of non-readers and struggling readers promoted to instructional and independent readers - - 20
- e. Below 50% of non-readers and struggling readers promoted to instructional and independent readers - - 10

Total - - - 100 pts

Level of Assessment (Each school will be given a certificate. This will be validated by the OSD/ DICS and Educational Program Supervisors)





D. Outstanding Brigada Pagbasa Program Implementer

1. Well planned	-	-	-	-	-	-	-	20 pts
a. Availability of project proposal and work plan	-	-	-	-	-	-	5	
b. Congruence of needs and project objectives	-	-	-	-	-	-	3	
c. Availability of budget of work in teaching reading and intervention program	-	-	-	-	-	-	3	
d. Articulation of instructional content and strategies in teaching reading in regular classes and intervention programs	-	-	-	-	-	-	3	
e. Development of modules/worksheets and other instructional materials	-	-	-	-	-	-	3	
f. Development of teachers' competence to implement the program	-	-	-	-	-	-	3	

MOVs required:

- a. Project Proposal
- b. Work Plan
- c. Modules/Worksheets/Reading Texts
- d. Reading Corner
- e. Supplementary Reading Materials and/or downloaded and printed reading materials from LRMDC Portal/Basa Pilipinas

2. Research-based	-	-	-	-	-	-	-	20 pts
a. Availability of baseline data	-	-	-	-	-	-	4	
b. Analysis of baseline data	-	-	-	-	-	-	4	
c. Administration of continuing reading assessments (multi-forms)	-	-	-	-	-	-	6	
d. Utilization of research results in program planning and implementation	-	-	-	-	-	-	6	

MOVs Required

- a. Baseline/Research/Observation reports with statistics

3. Effective	-	-	-	-	-	-	-	50 pts
a. 100% of non-readers and struggling readers promoted to instructional and independent readers	-	-	-	-	-	-	50 pts	
b. 80-99% of non-readers and struggling readers promoted to instructional and independent readers	-	-	-	-	-	-	40	
c. 60-79% of non-readers and struggling readers promoted to instructional and independent readers	-	-	-	-	-	-	30	
d. 50-69% of non-readers and struggling readers promoted to instructional and independent readers	-	-	-	-	-	-	20	
e. Below 50% of non-readers and struggling readers promoted to instructional and independent readers	-	-	-	-	-	-	10	

MOVs required:





- a. Progress reports, e.g. zero (0) non-reader (with figures in tables interpreted/Narrative etc.

4. Collaborative	-	-	-	-	-	-	-	10 pts
a. Involvement of parents and other stakeholders	-	-	-	-	-	-	4	
b. Existence of partnerships in implementing the reading program	-	-	-	-	-	-	3	
c. Existence of feedback mechanics	-	-	-	-	-	-	3	

MOVs Required:

- a. Explicit statement or definition of stakeholders' role/s
 b. Evaluation/ assessment/feedback tools

Total - - 100 pts

E. Criteria for Outstanding Reading Teacher

(All documents should be duly certified/authenticated by the principal/school head/proper authorities)

- 1. Performance in Teaching Reading - - - - 25 pts.**
 a. Performance ratings for the last 2 years (SY 2019-2020, 2020-2021) with at least Very Satisfactory (VS) results - 10

Rating	Points
4.9 - 5	10
4.7 - 4.8	8.75
4.5 - 4.6	7.50
4.3 - 4.4	6.25
4.1 - 4.2	5
3.9 - 4.0	3.75
3.7 - 3.8	2.5
3.5 - 3.6	1.25

- b. Pupils' Performance in Reading in the previous school year showing percentage of increase in Reading level – 15 pts

- | | | | |
|--|---|---|--------|
| a. 100% of non-readers and struggling readers promoted to instructional and independent readers | - | - | 15 pts |
| b. 80-99% of non-readers and struggling readers promoted to instructional and independent readers | - | - | 12 |
| c. 60-79% of non-readers and struggling readers promoted to instructional and independent readers | - | - | 9 |
| d. 50-69% of non-readers and struggling readers promoted to instructional and independent readers | - | - | 6 |
| e. Below 50% of non-readers and struggling readers promoted to instructional and independent readers
(to be certified by the principal) | - | - | 3 |





2. Outstanding Contribution to Literacy Development - - - - - **25 pts.**

- a. Instructional Materials - 5
(at least 1 IM published/produced in the last 5 years)
(Exclude lesson plans and tests prepared for the class only)
Books and Workbooks
Prototype lesson plans
(used by the school/district/division, used for demo teaching) - Evaluation Materials
(used by the school/district/division)
- b. Innovative Teaching Approaches in Reading (modified/refined for existing approaches) 5 pts
- adopted in the national level – 5
 - adopted in the regional level – 4
 - adopted in the division level – 3
 - adopted in the district level – 2
 - adopted in the school level - 1
- c. Developed Contextualized Instructional Materials/Devices in Reading - 5 pts
- adopted in the national level – 5
 - adopted in the regional level – 4
 - adopted in the division level – 3
 - adopted in the district level – 2
 - adopted in the school level - 1
(present photos and short description per material)
- d. Action Research on Reading and Literacy – 5 pts
- results have been utilized in the regional level – 5
 - results have been utilized in the division level – 3
 - results have been utilized in the district level – 1
- e. Professional Publications related to Reading – 5 pts
- published in reputable journals at the regional level - 5
 - published in reputable journals at the division level - 3
 - published in reputable journals at the district level - 1

3. Leadership Potential - - - - - **-10 pts.**

- a. Winning coach/trainer in Reading competitions – 4 pts
- National level – 5
 - Regional level – 4
 - Division level – 3
 - District level – 2
 - School level - 1
- b. Resource speaker/trainer in reading and or literacy – 3 pts
- National level – 5
 - Regional level – 4
 - Division level – 3
 - District level – 2
 - School level - 1





- c. Demonstration teacher in Reading - 3 pts
- Regional level – 3
 - Division level – 2
 - District level - 1

4. Professional Development 20 pts.

a. Educational Attainment (Highest educational attainment) (10)

- Ph.D - 10
- Ph.D units - 8
- M.A. - 6
- M.A units – 4
- BS Degree – 2

b. Advanced Trainings (10)

- Short term scholarship related to Reading - 10
- Trainings attended related to Reading (at least 3 days)
 - National – (at least 1 instance) - 8
 - Regional – (at least 3 instances) - 6
 - Division – (at least 3 instances) - 4
 - School – (at least 3 instances) - 2

5. Community Involvement Related to Reading and Literacy - 15 pts.
(barangay literacy program, adult education, library, etc.)

- a. acted as chair of the committee - 15
- b. acted as vice chair of the committee - 10
- c. acted as member of the committee - 5

6. Personal Qualities and Character - 5 pts.
(Certification from the school principal and barangay captain)

Total - 100 pts.

