



Republic of the Philippines
Department of Education
 REGION XVIII- NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY



April 8, 2026

DIVISION MEMORANDUM

No. 160, s. 2026

IMPLEMENTATION OF PROJECT HANDA: DEPED SCHOOL READINESS 2026

To: OIC - Assistant Schools Division Superintendent
 Chief Education Supervisors
 Education Program Supervisors/ Specialists
 Public and Private Elementary/Secondary School Heads/TIC's
 Administrative Support Personnel
 All Others Concerned

1. With reference to Memorandum dated March 24, 2026 from the Office of the Undersecretary and Chief of Staff **Atty. Fatima Lipp D. Pantongan**, this Office launches **Project HANDA** in preparation for the opening of School Year 2026-2027.
2. Project **HANDA** aligns with the Department of Education's commitment to provide quality, accessible, relevant, and liberating basic education by addressing gaps in school preparedness, strengthening stakeholder engagement, and promoting a culture of shared responsibility.
3. This project aims to:
 - a. ensure readiness of school facilities, personnel, and learning resources;
 - b. promote a safe, inclusive, and gender-responsive learning environment;
 - c. strengthen stakeholder engagement and community participation;
 - d. ensure availability and accessibility of learning materials;
 - e. conduct learner mapping and early registration validation; and
 - f. integrate health, safety, DRRM, and gender-responsive measures in school preparation.
4. All schools are required to submit progress reports, including documentation and status of readiness to the persons in-charge during the implementation period which shall start on **April 15 to May 30, 2026** and must be uploaded to this link; tinyurl.com/SDOEsc-ProjectHANDA-2026
5. The SDO in-charge/Focal person shall submit the progress report to be consolidated by the School Management Monitoring and Evaluation (SMME)-SGOD. Attention: **Ms. Jesah Jay B. Catanglan**, Education Program Specialist II.
7. Attached are the **School Preparedness Checklist and Calendar of Activities** to be undertaken and with corresponding **Timelines for Submission**.
8. Expenses incurred relative to the conduct of the activity are chargeable against school MOOE/ local and other sources of funds subject to the usual accounting and auditing rules.
8. Immediate dissemination of and compliance with this Memorandum are desired.

PETER GALIMBA
 OIC Schools Division Superintendent

Reference : DepEd Memorandum dated March 24, 2026
 Enclosure : As stated
 Allotment : Division Order No. 1, 2019
 To be indicated in the perpetual index under the following
 Project HANDA DepEd School Readiness 2026 Schools
 A.O.LD/SGOD/03-10-2026



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Republic of the Philippines
Department of Education
 REGION VIII - NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

PROJECT HANDA: DepEd School Readiness 2026
CALENDAR OF ACTIVITIES AND TIMELINES

Program / Projects / Activities	Activity	Timelines / Deadlines	Persons - In - Charge	Remarks
A. School Infrastructure and Facilities	- Conduct inspections of schools to assess a. Furniture requiring replacement b. Electrical wiring conditions c. Structural integrity, especially in high - risk areas - Prepare and submit a list of priority repairs, implement immediate fixes where feasible	April 15, 2026	ENGR. ANALIE OGR. MAHILUM	
		April 30, 2026 until May 30, 2026		
		April 15, 2026 (inspection) May 30, 2026 (repairs)		
		May 30, 2026		
B. Sites and Expansion	-Prioritize LCS new construction for completion by the end of May -Validate additional sites for school's division offices with no available or insufficiently validated sites	April 30, 2026		
		April 30, 2026		
	-Submit updated inventory and status of all proposed sites - Submit updated inventory and status of all proposed sites	April 30, 2026		

	- Identify potential sites for leasing or purchase	May 15, 2026		
	- Coordinate with Local Government Units (LGU) and partners for available land or facilities	May 30,2026		
C. Safety and Disaster Risk Reduction and Management (DRRM)	- Identify priority schools for : CCTV: Large, high – traffic schools; with security concerns (e.g., Learner Protection Concerns) Schools are also highly encouraged to procure CCTVs to monitor the safety and security of learners.	April 10, 2026	GIL C. CASTRO DRRM Focal	Submitted on deadline
	- Metal detectors: High – risk , high – density areas	April 10,2026		
	- Update school DRRM plans and hazards maps and pre- position EduKahon kits	May 15, 2026		
	- Check availability of emergency supplies and safety equipment	May 15, 2026		
	- Conducts readiness checks for disaster-prone schools	May 15,2026		
	- Identify priority schools for Wi-Fi (Khan Academy) those with the largest learning gaps and available devices, but no reliable internet	April 30,2026		
	- Conduct inventory of all devices (tablets, laptops, TVs) and assess functionality	March 30, 2026		
	- Identify needs for repair, redistribution , or augmentation	May 15, 2026		
	- Pre- load learning resources (offline content where applicable)	May 30,2026		
	D. Digital Readiness and Connectivity			
		ENG. CLINT S. CINCO Division ITO		
		ENG. CLINT S. CINCO Division ITO		
		JASON R. ALPAY LRMS EPS		

E.School – Based Feeding Program	- Map local food sources (Farmers , cooperatives, suppliers)	April 30, 2026	NORIELAINE Z. PABUAYA SBFP Focal		
	- Coordinate with the Department of Agriculture, LGUs, and local producers for partnerships.	May 15, 2026			
	- Identify cost- efficient and sustainable supply options, including Gulayan sa Paaralan	May 15, 2026		NORIELAINE Z. PABUAYA SBFP Focal	
	- Prepare division – level sourcing plans prior to school opening	May 30, 2026		LOUREEN LOU S. ALCANSADO Gulayan sa Paaralan Focal NORIELAINE Z. PABUAYA SBFP Focal	
	- Validate availability of workshops, tools, and equipment for Technical – Vocational – Livelihood (TVL) tracks	April 30, 2026			
F.Senior High School / Technical – Vocational - Livelihood Readiness	- Coordinate with TESDA for assessment and certification support	May 15, 2026	MARIVIC S. PORTUNES EPS EPP/ TLE		
	- Engage industry partners for immersion and employment opportunities	May 30, 2026			
	- Firm up industry Mapping : Cross-reference the specific TVL specializations offered by schools with the actual labor needs in the local municipality/ city to ensure high employability for graduates	May 15, 2026			
G. Partnerships and Brigada	- Finalize details on additional MOOE support for Strengthened Senior High School (SSHS) Pilot Schools in support of Technical – Professional (Tech – Pro) Elective Offerings	May 15, 2026	MAE JOY M. TAN EPS AP/ Senior High School Focal MARIVIC S. PORTUNES EPS EPP/TLE School Heads		
	- Pre- identify school needs (repairs, cleaning , materials) based on inspection results	April 30, 2026	ALNE MELINDA S. CAUSAPIN SEPS SOCMOB		

Eskwela Mobilization	- Secure early commitments from LGUs, private partners, and volunteers	May 15, 2026	CID (Learning Area Supervisors)
	- Align Brigada Eskwela efforts with priority repairs and classroom readiness	May 30, 2026	
H. Learning Readiness	- Prioritize target learning outcomes based on assessment results and identified learning gaps	April 25, 2026	CID (Learning Area Supervisors)
	- Issue a call for tutors and volunteers, aligned with targeted learning competency gaps	April 30, 2026	
	- Conduct an inventory of remediation packages and resources	May 15, 2026	
	- Match and deploy resources to schools requiring remediation support, based on learners assessed needs and desired learning outcomes	May 30, 2026	
I. Progress Reporting	- Initial report	April 15, 2026	All persons in-charge
	- Mid-point report	May 15, 2026	
	- Final report	May 30, 2026	

Prepared by:

ALICIA A. OLID PHD
OIC SGOD Chief

Recommending Approval:

MARTES C. CAPILITAN, PhD
OIC Assistant Schools Division Superintendent

Approved:

PETER J. GALIMBA
OIC Schools Division Superintendent

ANNEX A

School Preparedness Checklist

CATEGORY	PREPAREDNESS STATUS			REMARKS
	Fully Prepared Fully Prepared -100% compliance	Partially Prepared Partially Prepared - does not meet any one of the requirements/ features/ characteristics	Not Prepared Not Prepared - does not meet all requirements	
I. Facilities and Infrastructure <ul style="list-style-type: none"> ▪ Classrooms are clean, well-ventilated, and conducive to learning ▪ Electrical wiring, outlets, and lighting systems are inspected and functional ▪ Water supply, plumbing, and sanitation facilities are clean and operational ▪ Furniture (desks, chairs, tables) is in good condition and sufficient for enrolled learners ▪ Emergency exits are clearly marked and accessible ▪ School grounds are free from hazards (e.g., debris, broken glass, etc.) 	<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"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
II. Learning Resources <ul style="list-style-type: none"> ▪ Sufficient textbooks, modules, and other learning materials are available ▪ Teaching aids (projectors, visual materials, etc.) are functional and accessible ▪ ICT equipment (computers, tablets) is tested and ready for use ▪ Libraries and reading corners are organized and equipped 	<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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
III. Health and Safety <ul style="list-style-type: none"> ▪ First aid kits are complete and easily accessible ▪ Emergency contact information is updated and displayed prominently ▪ School disaster preparedness plan is reviewed and communicated to staff ▪ Health protocols (e.g., handwashing stations, sanitation supplies) are in place 	<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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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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"/>	