Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

RECEIVED
DIVISION OF CAGAYAN DE ORO
CAGAYAN DE ORO CITY
RELEASED
DATE: APR 24 2025

Office of the Schools Division Superintendent

22 Apr 2025

DIVISION MEMORANDUM
No. 338 s.2025

DISSEMINATION OF DEPED ORDER NO. 10, S. 2025 AND DEPED MEMORANDUM NO. 035, S. 2025

To: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Curriculum Implementation Division Personnel
Schools Governance and Operations Division Personnel
All Elementary and Secondary School Heads
This Division

1. This is to disseminate the following issuances from the Department of Education:
   a. DepEd Order No. 10, s. 2025 Guidelines for the Implementation of the 2025 Department of Education Summer Programs
   b. DepEd Memorandum No. 035, s. 2025 Supplemental Guidelines for the Implementation of the Summer Academic Remedial Program

2. Review and compliance of the issuances are hereby directed.

3. Schools with approved request to offer the Summer Academic Program shall submit required documents indicated in item 9 in DepEd Memo No. 035, s. 2025 to the respective public schools district supervisors.

4. Further, the following are the Summer Program Coordinators:

   a. Summer Programs- Dr. January Gay T. Valenzona-EPS
   b. Literacy Remediation Program- Dr. Phoebe W. Taruc – EPS
   c. Regional Remediation Program- English- Dr. Phoebe W. Taruc – EPS
      Math- Mr. Ray O. Maghuyop- EPS

5. Concerns regarding the details of the implementation of the various programs shall be referred to the coordinators.

6. Other Supplemental Guidelines shall be disseminated as soon as they are released.

7. In adherence to the Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all regardless of age, gender, sexual orientation, disability, religion, and ethnicity.

Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (088) 855-0044, (088) 855-0047, (088) 328-2142
Email Address: cagayandeoro.city@deped.gov.ph
Website: https://depedcdo.net/

8. This Office directs immediate and wide dissemination of this Memorandum.

ROY ANGELO E. GAZO
Schools Division Superintendent

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
Under the following subjects:

SUMMER PROGRAM

DM-080-CID-IM-JGTV/dissemination of deped order 10, s. 2025 and deped memo 035, s. 2025
April 22,2025

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Republic of the Philippines
Department of Education

APR 07 2025

DepEd ORDER
No. 010 , s. 2025

GUIDELINES FOR THE IMPLEMENTATION OF THE 2025 DEPARTMENT OF EDUCATION SUMMER PROGRAMS

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

I. RATIONALE

1. The Department of Education (DepEd) remains committed to addressing learning loss and closing the learning gaps reflected in national and international large-scale assessments.

2. As part of this effort, DepEd will offer Summer Programs to prepare learners concerned for the school year 2025–2026. These programs go beyond mere remediation; they are intended to proactively prepare learners for success in the next school year. By offering a diverse range of interventions focused on foundational literacy and numeracy, and leveraging resources from the National Learning Camp, DepEd aims to ensure that all learners have the support they need to excel. These programs shall be thoughtfully designed to align with, complement, and seamlessly integrate into the Academic Recovery and Accessible Learning (ARAL) Program throughout the coming school year, as provided under Republic Act No. 12028.

II. POLICY STATEMENT

3. To address the alarming finding in the Comprehensive Rapid Literacy Assessment (CRLA) for End of School Year (EoSY) 2024–2025, that more than 50% of Grades 1–3 learners are not reading at grade level, the DepEd is implementing targeted literacy programs this summer. These aim to strengthen learners' foundational reading skills and accelerate their progress towards grade-level proficiency.

4. Strategic interventions will be implemented to bridge the critical gap between learners' current performance and grade-level expectations. These interventions are predicated on the understanding that unmastered learning standards and competencies create significant barriers to future academic success.

5. Supporting learners in strengthening their foundational knowledge and skills is vital to their success as they move forward in their education journey. Through the following Summer Programs, DepEd aims to reinforce key concepts and skills and empower the learners to enter the next school year with confidence and readiness for new challenges:

a. Summer Programs for Key Stage 1: (1) Bawat Bata Makababasa Program, and (2) Literacy Remediation Program;
b. Summer Programs for Key Stages 2 to 4: (1) Summer Academic Remedial Program, and (2) Regional Remediation Program; and
c. 2025 Learning Camp.

By helping learners stay on track, the long-term goal of achieving educational equity is also advanced.

6. Through a whole-of-community approach, these Summer Programs will cultivate collaborative partnerships with parents, encourage teachers to work together, and engage community partners. Parents will be provided with strategies and resources to reinforce home learning, teachers will collaboratively plan, deliver, and monitor the sessions, and community partners will be enjoined to offer additional support, all working together to accelerate learners' progress toward grade-level proficiency and promote a sustainable culture of literacy.

III. FRAMEWORK FOR THE SUMMER PROGRAMS FOR 2025

7. The Summer Programs, implemented through a whole-of-community approach, will address both foundational skills and grade-level competencies of learners concerned. These programs aim to provide support to learners in terms of mastering basic foundations and catching up with grade-level expectations.

8. The interventions will emphasize phonics, fluency, vocabulary, and comprehension in reading; and number sense, basic operations, and problem-solving in mathematics to support learners in achieving mastery of basic foundations. Engaging, interactive, and differentiated instruction will be utilized in the summer learning sessions to address gaps in learners' fundamental knowledge and abilities that may be hindering academic success.

9. The interventions for helping learners catch up with grade-level expectations will focus on specific learning standards and competencies they have not been able to fully master during the school year. This will be achieved through a review and reinforcement of key concepts, targeted practice of grade-level skills, and application of lessons in meaningful contexts, all informed by assessment data, such as the CRLA, to identify and address specific areas needing additional support.

10. Mandatory attendance is required of learners who are identified as needing targeted support through specific Summer Programs. Based on available data, these learners are not performing according to grade-level expectations, thus, necessitating appropriate interventions. Mandatory attendance will help them achieve grade-level competencies through structured and focused instruction and resources that can strengthen their foundational reading and numeracy skills. This policy is founded on the principle that timely and targeted interventions are crucial to preventing further learning loss, fostering academic success, and advancing the long-term goal of educational equity. Consistent participation of learners in these

programs will allow them to benefit fully from the summer learning experience and facilitate monitoring of their progress.

11. The results of the Summer Programs will be systematically integrated as key inputs in the ARAL Program to facilitate continuous and data-driven improvements in learning outcomes. This will contribute to a comprehensive understanding of student progress as well as the identification of persistent learning gaps that can inform adjustments in ARAL strategies and interventions. By leveraging data from the Summer Programs, the ARAL initiative can better provide personalized support to learners, address deficits in their foundational skills, and ultimately enhance academic recovery for all learners.

a. Summer Programs for Key Stage 1

i. The Bawat Bata Makababasa Program

In line with the DepEd's commitment to providing quality education to all Filipinos, DepEd launches the **Bawat Bata Makababasa Program**. In addressing the reading crisis, this comprehensive initiative also gives attention to nutrition and vision screening in addition to facilitating an environment that supports the development of learners' reading skills.

The **Bawat Bata Makababasa Program** aims to improve the reading levels of struggling readers through a 20-day tutorial program. In the long term, the program seeks to ensure that all learners achieve the expected grade-level reading proficiency. This goal involves strengthening teacher effectiveness in research-based instruction methods and differentiated strategies for developing learners' reading skills, improving assessment strategies, and facilitating learners' access to print or digital reading materials.

For the pilot phase, learners in Grades 1 to 3 this school year (Grades 2 to 4 in SY 2025–2026) in Region 9 and selected divisions of Regions 6 and 7 (those affected by the eruption of Mt. Kanlaon) shall be targeted.

ii. Literacy Remediation Program

In line with the Bawat Bata Makababasa Program, the **Literacy Remediation Program** shall target Grade 3 learners this school year (Grade 4 in SY 2025-2026) identified as Low Emerging in the CRLA EoSY 2024-2025 results.

This program is designed to address critical reading deficiencies and provide targeted support to struggling readers in preparation for Grade 4, where English becomes the primary medium of instruction across multiple subjects, necessitating advanced reading comprehension skills. By strengthening foundational reading skills, the program aims to equip learners for the increased academic demands of the succeeding grade level. The intervention shall focus on enhancing English literacy proficiency, particularly in letter-sound recognition, decoding and blending, and word recognition and comprehension.

The **Literacy Remediation Program** shall be implemented in all regions, except Region 9, the selected divisions in Regions 6 and 7 affected by the eruption of Mt. Kanlaon, and the 10 schools participating in the 2025 Learning Camp.

b. Summer Programs for Key Stages 2 to 4

i. Summer Academic Remedial Program

Through the implementation of the K to 12 Curriculum, DepEd ensures that every learner completes basic education equipped with the necessary competencies and skills to move to the next grade level and ultimately be ready for higher education or employment. Thus, as stipulated in DepEd Order (DO) 8, s. 2015, the Summer Academic Remedial Program is being offered to Grades 4 to 12 learners (Key Stages 2 to 4) in public and private elementary and secondary schools who failed one or two subjects. This does not include the select schools implementing the 2025 Learning Camp and the Regional Remediation Program.

Grades 1 to 3 learners who failed one or two subjects will be directed by the school to complete either the Bawat Bata Makababasa Program or the Literacy Remediation Program, whichever is available in the division. **This will serve as the Summer Academic Remedial Program for the learner**.

ii. Regional Remediation Program

The **Regional Remediation Program** encompasses existing remedial programs implemented by the regions to provide targeted support to learners in Key Stages 2 to 4 (Grades 4-12). These programs are designed to strengthen learners' skills and competencies, focusing on reading and mathematics, to better support their learning and ensure their successful advancement to the next grade level.

c. 2025 Learning Camp

The **2025 Learning Camp,** a four-week learning recovery initiative, will be implemented in 10 select schools for Grades 1-10 learners. This program will focus on improving student learning and enhancing teacher capacity, building upon the National Learning Camp. The implementation of the initiative in 10 select schools will enable closer monitoring of the program to address challenges encountered in the previous years.

The 10 select schools for the 2025 Learning Camp will come from the MATATAG Pilot Regions: Regions I, II, VII, XII, National Capital Region, Cordillera Administrative Region, and CARAGA.

IV. GUIDELINES

12. To ensure contextualized and effective implementation of all the Summer Programs, guidelines pertaining to the selection and responsibilities of remediation teachers, the establishment of program timelines, and monitoring and evaluation shall be governed by directives to be issued by the Central Office and the Regional Offices.

13. The Regional Offices are responsible for ensuring that all guidelines are consistent with the DepEd's overall objectives and contribute to the attainment of desired learning outcomes.

V. SECRETARIAT

14. A Summer Program Secretariat is established to manage logistical support, coordinate program activities, handle communication, and ensure the smooth implementation of all aspects of the Summer Programs.

15. The Secretariat shall be headed by the Office of the Secretary who shall be assisted by the following teams:

a. Bawat Bata Makababasa Secretariat for the Summer Programs for Key Stage 1;
b. Office of the Undersecretary for Operations for the Summer Programs for Key Stages 2 to 4; and
c. Office of the Undersecretary for Curriculum and Teaching for the 2025 Learning Camp.

VI. INCENTIVES FOR TEACHERS/TUTORS/VOLUNTEERS

16. Participation of teachers in the Summer Programs is **voluntary**.

17. The school head shall be responsible for identifying prospective teachers who shall handle specific learning areas in the respective Summer Programs. They shall be selected based on suitability to effectively handle the requirements of the Summer Programs.

18. Preference shall be given to teachers who are willing, committed, and highly proficient in their respective learning areas.

19. Since the Summer Programs entail the services of teachers beyond regular school days, they shall be provided with the following incentives, subject to government rules and regulations:

a. Vacation Service credits;
b. A Certificate of Appreciation for Teachers/Volunteers, as applicable; and
c. Other incentives, subject to availability of funds and applicable guidelines.

20. All public school teachers attending training in relation to the Summer Programs, providing tutoring or teaching services for an accumulated six hours of actual service rendered will accrue one day of vacation service credit.

21. The authorized grant of one-day vacation service credit is exclusive of the 30 days maximum service credits which are allowed every year under DepEd Order (DO) No. 013, s. 2024 (Revised Guidelines on the Grant of Vacation Service Credits for Teachers). New hires with late appointments for the current year shall be entitled to not more than 45 days of Vacation Service Credits for one calendar year. Late appointments are appointments issued four months after the first day of classes. For succeeding years, Section V.A Item 2.a of DO 013, s. 2024 shall apply.

VII. FUNDING

22. The implementation of the Summer Programs shall be charged against the Fiscal Year 2024 and 2025 Funds for National Learning Camp from Basic Education Curriculum released to Regional Offices.

The Regional Offices may further sub-allot funds to schools division offices and implementing schools when deemed necessary.

23. The budget for the Summer Programs shall cover costs including, but not limited to, those for implementing targeted interventions, providing comprehensive teacher training, developing and utilizing effective assessment tools, and distributing appropriate materials for teachers or tutors and learners. The specific fund allocation will be outlined in the Summer Programs Fund Utilization Guidelines to be issued, which is indicative. Therefore, implementing units are granted flexibility in the actual use of funds. This flexibility is subject to the approval of the concerned Regional Director and requires a report on any changes to be submitted to the Office of the Secretary and the Office of the Undersecretary for Finance.

24. Under no circumstance shall a learner or teacher be required to shoulder the undue financial burden or be compelled to pay for teaching-learning materials or any activity in place of a performance task or project in any learning area.

25. The Central Office retains the authority to reallocate available funds from other Regional Offices in cases where a Regional Office's allocation is deemed insufficient, subject to budgeting rules and regulations.

The Regional Offices may further sub-allot funds to schools division offices and implementing schools when deemed necessary.

26. Should funds provided for the Summer Programs be insufficient, the Regional Offices may request additional funds from the Central Office, provided there are no funds that may be used within the Regional Offices, and subject to the availability of funds.

27. Use of funds shall be in accordance with the existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.

VIII. AMENDATORY CLAUSE

28. All department orders, issuances, rules and regulations or parts thereof, including DO 014, s. 2023, otherwise known as Policy Guidelines on the Implementation of the National Learning Camp, and DO 013, s. 2018, otherwise known as the Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program, as amended by DO 025, s, 2022, which are contrary to or inconsistent with this DO are repealed, amended, or modified accordingly.

IX. EFFECTIVITY

29. This Order shall take effect immediately and apply solely to the implementation of the 2025 Summer Programs. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

30. Immediate dissemination of and strict compliance with this Order is directed.

SONNY ANGARA
Secretary

References:
DepEd Order (No. 013, s. 2024; 014, 2023; and 013, s. 2018)

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

CLASSES
CURRICULUM
LEARNERS
POLICY
SCHOOLS
TEACHERS

JDMC MPC, DO DepEd Summer Programs
0096 – April 4, 2025

Republic of the Philippines
Department of Education

APR 16 2025

DepEd MEMORANDUM
No. 035 , s. 2025

SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION OF THE SUMMER ACADEMIC REMEDIAL PROGRAM

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. In alignment with the Department of Education's (DepEd) 5-Point Reform Agenda, with a particular focus on efficient learning delivery, DepEd reaffirms its commitment to ensuring that every learner has to complete the basic quality education with the necessary competencies and skills for higher education and/or the world of work or for entrepreneurship. As such, DepEd recognizes the need to offer a **Summer Academic Remedial Program** to ensure the continuous progress of a learner from one grade level to the next.

2. This Memorandum is issued pursuant to DepEd Order (DO) No. 010, s. 2025 or the Guidelines for the Implementation of the 2025 Department of Education Summer Programs, particularly the provision on the conduct of summer programs that proactively prepare learners for the succeeding school year through focused remediation efforts. The 2025 Summer Programs are thoughtfully planned to harmonize with and reinforce the goals of the Academic Recovery and Accessible Learning (ARAL) Program. The Summer Academic Remedial Program is one of the 2025 DepEd Summer Programs to ensure that learners attain the required learning competencies at their grade level and prepare them for transition to the next grade level.

SCOPE AND COVERAGE

3. This Memorandum applies to all public and private elementary and secondary schools nationwide, covering learners from Grades 4 to 12. It provides clear and appropriate directions for all personnel across the various levels of governance within DepEd.

4. Private schools and higher education institutions, including state and local universities, colleges, technical and vocational institutions, and Philippine Schools Overseas, offering basic education, are also encouraged to adopt and implement these guidelines.

5. The conduct of the Summer Academic Remedial Program shall ensure effective and equitable opportunities for learners with identified learning gaps or learning area deficiencies, ensuring that no learner is left behind. This is to ensure that they attain the required learning competencies at their grade level and prepare them for transition to the next grade level.

IMPLEMENTING GUIDELINES

Guidelines and Requirements

6. The Summer Academic Remedial Program shall be held for four weeks, Mondays through Fridays, from May 13 to June 6, 2025.

7. The school shall submit a letter of request to offer the Summer Academic Remedial Program to the schools division office (SDO) not later than April 21, 2025. The school shall include the following in its request:

a. Indicative number and list of learners to attend the program; and
b. Indicative number of teachers available to conduct the remedial classes.

8. The schools division superintendent (SDS) shall approve the request based on the submitted data.

9. Schools shall prepare the following for submission to the SDO after the request has been approved:

a. List of students per grade level;
b. List of least mastered competencies per learner;
c. List of learning area/s to be offered per grade level;
d. List of teachers and subjects they will teach;
e. Class program; and
f. Parent's permit.

ELIGIBLE LEARNERS

10. The following learners shall either be required or eligible to enroll in the Summer Academic Remedial Program:

a. Grades 4 to 12 learners **who did not meet the expectations in one or two learning areas** based on DO 8, s. 2015, titled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, or any future policies are required to enroll in the Summer Academic Remedial Program;

b. Senior high school (SHS) learners who failed in any learning area at the end of the first or second semester or those who failed a prerequisite subject are required to take up remedial classes; and

c. Learners with disability who enroll shall be provided with appropriate learning modification and accommodation to ensure that they catch up.

LEARNING DELIVERY MODALITIES

11. The in-person learning delivery modality shall remain the primary learning delivery modality for remedial classes in all schools. However, classes may also be delivered through blended learning, combining in-person learning (IPL) with distance learning delivery modalities (DLDMs). The DLDMs enable learning to occur between teachers and learners in different geographic locations. It includes modular distance learning (MDL), online distance learning (ODL), television/radio-based instruction (TV/RBI), and blended distance learning.

12. If schools opt for blended learning, each learning area must adhere to the required number of hours stipulated in paragraph 16 of this Memorandum. As a standard, at least 75% of the total number of hours required shall be conducted using in-person learning, while up to 25% may be done through a combination of DLDMs most suitable to the learners' context. Schools have the discretion to determine the most appropriate mix of DLDMs to complement in-person learning. To optimize the man-hour requirement, teachers shall focus their instruction on the least mastered skills.

13. Schools shall have the flexibility to decide on the learning resources, provided that they meet the learning needs of learners and align with the most appropriate teaching approaches and strategies, learner-centered, skills-based, inclusive, developmentally appropriate, relevant, gender- and culture-sensitive, and contextualized.

14. In case of unforeseen emergencies or disasters, schools shall refer to DO 022, s. 2024, titled Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies.

LEARNING AREAS FOR REMEDIATION AND DAILY TIME ALLOTMENT

15. Remedial classes shall be conducted for one or two of the learning areas where the Grades 4 to 12 learners did not meet expectations or failed.

16. The daily time allotment for each learning area is:

Learning Area	Grades 1 to 10
English/Language/ Reading and Literacy Science/Mathematics/EPP/TLE/GMRC/VE	4 hours/day
Makabansa/Araling Panlipunan/MAPEH	3 hours/day

17. For Grades 11 to 12, learning areas under core, specialized, and applied tracks shall be allotted two hours each with a four-week duration for remedial classes.

CLASSROOM ASSESSMENT

18. Learning assessment for those learners shall be in accordance with the provisions stipulated under DO 8, s. 2015. The final grade in the remediation classes shall be the **Remedial Class Mark (RCM)**, while the average of the final grade at the end of the school year and the RCM shall be the **Recomputed Final Grade (RFG)**.

Each learner must obtain an RFG of at least 75 or higher to be promoted to the next grade level or semester (for SHS).

19. If the RFG of the learner is below 75, he/she shall be reassessed immediately by the subject teachers to determine the least-mastered competencies. The results of the reassessment shall serve as the basis for planning and designing an immediate instructional intervention to ensure the transition of that learner to the next grade level or semester. In case the learner still fails despite the instructional intervention, he/she shall be allowed to enroll in the next grade level for the succeeding school year with continuous provision of tutorial services through the ARAL Program.

20. A **Certificate of RFG** shall be given to the learner duly signed by the concerned subject teacher and approved by the school head or principal and shall be presented upon enrollment in the next grade level or in the next semester.

21. Learners failing assessments and showing developmental advancement or delays or with manifestations of learning difficulties who are in mainstream classes may be referred to the multidisciplinary team of the Inclusive Learning Resource Centers (ILRCs) or to other professionals for further assessment until an appropriate tool is developed or adapted. These learners shall be provided with immediate and appropriate intervention.

REMEDIAL TEACHERS' BENEFIT

22. The school head shall identify expert teachers to handle specific learning areas during remediation classes. Master teachers and/or highly proficient teachers in their respective learning areas shall be prioritized.

23. Teachers handling remedial classes shall receive the incentives enumerated in Section VI of DO 010, s. 2025.

PROGRAM TIMELINE

24. The implementation of the Summer Academic Remedial Program shall be conducted from May 13 to June 6, 2025.

25. The key dates and milestones in the program's implementation are as follows:

Date	Activity
April 11–21, 2025	School's submission of letter of intent to offer Summer Academic Remediation Program
April 21–28, 2025	Enrollment period
April 28, 2025	Final organization of classes
April 29, 2025	Deployment of teachers
April 30, 2025	Orientation of teachers
May 5–8, 2025	Analysis of Least Mastered Skills
May 9, 2025	Orientation of parents
May 13, 2025	Start of Summer Academic Remedial Program Implementation
May 13–June 6, 2025	Conduct of remedial classes, formative and summative assessments

June 6, 2025	End of Summer Academic Remedial Program implementation
June 10, 2025	Submission of RFG by the remedial teachers to the school head
June 16, 2025	Submission of Monitoring and Evaluation (M&E) Report, Certificate of RFG, and SF 5 to SDO (school head to CID)
July 11, 2025	Submission of M&E Report by SDO to the RO
July 14, 2025	Submission of M&E results by RO to the CO-OPS Strand

Changes in the above timeline will be announced as necessary in succeeding issuances.

ADVOCACY AND SAFETY PROTOCOLS

26. Advocacy and information dissemination for the 2025 Learning Camp shall be carried out to raise awareness and mobilize support from local government units (LGUs), parent-teacher associations (PTAs), school governing councils (SGCs), industry partners, and nongovernment organizations (NGOs), among others.

27. Schools shall ensure the security and safety of all learners, LCVs, and other parties involved pursuant to Republic Act (RA) No. 11313, or the Safe Spaces Act, DO 031, s. 2022 (Child Rights Policy: Adopting the Rights-Based Education Framework in Philippine Basic Education), and DO 40, s. 2012 (DepEd Child Protection Policy).

FUNDING

28. Anchored on Section VII of DO 010, s. 2025, the Implementation of the Summer Academic Remedial Program shall be funded through the Basic Education Curriculum - National Learning Camp (NLC) Program Support Fund (PSF) downloaded to the DepEd regional offices (ROs) from the Fiscal Year (FY) 2024 (RA 11975) Continuing Funds and from the directly released funds to the DepEd ROs from the FY 2025 (RA 12116) Current Funds, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations.

MONITORING AND EVALUATION

29. To ensure systematic monitoring of student progress and program effectiveness, remedial teachers must submit weekly progress reports on May 16, May 23, May 30, and June 6, 2025. These reports should be encoded, reflected, and stored in a centralized data repository using the link https://tinyurl.com/DepEd-SARP.

30. The school head shall analyze the weekly reports, use the information to improve program implementation, and submit the analysis to the SDO through the Curriculum Implementation Division (CID).

31. The CID shall consolidate the reports, identify critical concerns, provide technical assistance, and submit pressing concerns to the RO through the Curriculum and Learning Management Division (CLMD).

32. The CLMD shall consolidate the reports, check areas needing technical assistance, and connect with relevant central office strands if necessary.

33. The RO shall submit a comprehensive report to the Office of the Undersecretary for Curriculum and Teaching through the Bureau of Learning Delivery.

34. The consolidated report shall be submitted to the **Bureau of Learning Delivery-Office of the Director**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bld.od@deped.gov.ph or at telephone numbers (02) 8637-4346 or 8637-4347.

35. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

References:
DepEd Order (No. 010, s. 2025; 022, s. 2024; 031, s. 2022; 8, s. 2015; and 40, s. 2012)

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

ASSESSMENT
BUREAUS AND OFFICES
CLASSES
CURRICULUM
LEARNERS
LITERACY
PROGRAMS
READING EDUCATION
REMEDIATION
TEACHERS
TRAINING

(Enclosure No. 1 to DepEd Memorandum No. 035, s. 2025)

LEARNER'S ENDORSEMENT FOR SUMMER CLASS

Date: _____

This is to certify that _____ with LRN#_____
(Name of learner)

a bonafide learner of _____ is hereby allowed to take
(Name of school

the Summer Academic Remedial Program for EOSY 2025 from May 13 to June 6.

The learner is recommended to enroll in the following subject area/s:

Grade Level	Learning Area/s (not more than 2 learning areas)

_____
Class Adviser

Approved:

_____
School Head/Reading

Note: Please attach the least mastered competencies.

(Enclosure No. 2 to DepEd Memorandum No. 035, s. 2025)

PARENTAL CONSENT FORM SUMMER CLASS

Date: _____

I, _____ hereby state that I am the _____
(Name of Parent/Guardian) (Relationship to the learner)

of _____ with LRN#_____ who is presently in
(Name of the learner)

_____ do hereby signify my consent for my child to be enrolled in the
(Grade level)

Summer Academic Remedial Program this EOSY 2025 from May 13 to June 6, 2025

at _____.
(Name of School and Address)

_____
(Name and signature of Parent/Guardian)

_____
(Date)