



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

June 3, 2025

DIVISION MEMORANDUM

CID-2025- **079**

LITERACY REMEDIATION PROGRAM

To: Cluster Heads
Elementary and Secondary School Administrators
Education Program Supervisors (English/Filipino)
Public Schools
This Division

1. Anent to DepEd Order No. 10, s. 2025 titled Guidelines for the Implementation of the 2025 Department of Education Summer Programs and DepEd Memorandum No. 34, s. 2025 titled Supplemental Guidelines on the Implementation of the Literacy Remediation Program will be implemented by this Office among Grade 3 learners (incoming Grade 4 for SY 2025-2026). This remediation program is designed to prepare the low-emerging readers who demonstrate significant difficulties in letter sound recognition, decoding, blending sounds into words, and reading grade-appropriate text, thus rendering them highly vulnerable as they transition to Grade 4, where English is the primary medium of instruction across learning areas. The program shall be implemented from May 19 to June 13, 2025 to 522 learners from 26 elementary schools. Likewise, a Regional Remediation Program as an intervention activity shall be implemented in the same grade level and date, focused on literacy and math programs across all schools.

2. This Literacy Remediation Program has the following objectives:

a. To provide systematic and intensive English literacy intervention to Grade 3 learners categorized as Low Emerging, thereby ensuring their successful transition to Grade 4;

b. To build and strengthen teacher and school leader capacity through focused training on evidence-based remediation strategies and diagnostic literacy assessments in literacy remediation programs.

c. To institutionalize a robust monitoring and evaluation framework that will track learner progress, document effective practices, and inform future policy improvements in literacy remediation programs.



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3. The school head shall be responsible for identifying prospective teachers who will handle specific learning areas in the Literacy Remediation Program. They shall be selected based on suitability to effectively handle the requirements of the program. Preference shall be given to teachers who are willing, committed, and highly proficient in their respective learning areas.
4. Expenses to be incurred in the conduct of the said activity, such as printing and production of learning materials, preparation of reports, and teacher-volunteers' meal allowance, shall be charged to the NLC Budget and Summer Remediation Program Budget.
5. Participation of teachers in the Literacy Remediation Program is voluntary.
6. Since the Literacy Remediation Program entails 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 Teacher-Volunteers;
 - c. and Other incentives, such as a meal allowance, subject to the availability of funds.
7. Attached are the following Enclosures as references.
 - a. Enclosure No. 1 - List of Schools with Number of Learner-Beneficiaries and Teacher-Tutors for the Literacy Remediation Program
 - b. Enclosure No. 2 – List Teacher-Volunteers for the Regional Remediation Program for Key Stages 1 and 2.
 - c. Enclosure No. 3- List of Technical Working Groups for the Regional Remediation Program Key Stages 1 and 2.
 - d. Enclosure No. 4- Literacy Remediation Program (LRP) Action Plan
8. All teachers involved in the Remedial Summer Program and other related EOSY break activities shall be granted vacation service credits for the services rendered during the Remediation Program. One (1) workday of vacation service credit shall be granted per accumulated eight (8) hours of services rendered, as certified by their respective school heads. The number of service credits authorized is exclusive of the fifteen (15) days maximum vacation service credits allowed as stipulated in D.O. 53, s. 2003 (Updated Guidelines on the Grant of Vacation Service Credits to Teachers).





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9. DepEd welcomes the support of internal and external stakeholders in ensuring the success of this year's National Learning Recovery Program.
10. Expenses to be incurred in the conduct of the said activity shall be charged against downloaded funds from the Regional Office intended for the conduct of the Literacy Remediation Program, subject to the usual accounting and auditing rules and regulations.
11. Immediate and widest dissemination of this Memorandum to all concerned is desired.


MILDO G. MOSQUEDA, CEO VI
Schools Division Superintendent



Enclosure: None
Reference: D.O No. 10, s. 2025 & D.O. 34 s. 2025
Allotment: None
To be indicated in the PERPETUAL INDEX under the following subjects
BASIC EDUCATION READING SCHOOLS

MACU/CID/DM/ LITERACY REMEDIATION PROGRAM/ JUNE 3, 2025



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Enclosure No. 1 to Division Memorandum CID-2025- **079**

**List of Schools with Number of Learner-Beneficiaries and Teacher-Tutors for the
Literacy Remediation Program**

No.	Name of Schools	No. of Low Emerging Learners as Identified by the CO	No. of Learners (High Emerging/Developing & Reading to Add to complete a Class)	Total	No. of Class/es to be organized	No. of Teachers Needed
1.	Tacurong Pilot ES	9	18	27	2	2
2.	Casilda P. Venus ES	3	12	15	1	1
3.	Pedregosa-Acosta ES	6	6	12	1	1
4.	San Emmanuel ES	1	19	20	2	2
5.	Amado Fernandez Sr. CES	6	55	61	6	6
6.	San Rafael ES	1	6	7	1	1
7.	Tina ES	3	0	3	1	1
8.	New Lagao ES	3	9	12	2	2
9.	Buenaflor ES	2	42	44	3	3
10.	Dr. Manuel J. Grino CES	10	19	29	4	4
11.	Maria A. Montilla MES	6	21	27	3	3
12.	Abang Suizo Integrated School	1	43	44	1	1
13.	Elisa P. Bernardo MES	5	7	12	1	1
14.	Josue S. Alcasid CS	2	6	8	1	1
15.	Lancheta-Magallon ES	5	8	13	1	1
16.	Upper Katungal ES	7	10	17	2	2
17.	J. Hector Lacson Elementary School	3	5	8	2	2
18.	Kalandagan ES	2	16	18	2	2
19.	New Isabela CES	9	51	60	5	5
	TOTAL	84	353	437	41	41



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Enclosure No. 2 to Division Memorandum CID-2025- **079**

Teacher-Volunteers to Regional Reading Program (Key Stage 1)

1.	JEAN C. PALPALATOC
2.	GESILE P. ENCABO
3.	MELBA M. PABLICO
4.	JEDELYN B. PORTUITO
5.	MARIA EDEN B. PELITRO
6.	DAYLINDA B. BABANO
7.	ROSENIE C. ROMAN
8.	MEREDY S. GAISEN
9.	APPLE JOY C. RIVERA
10.	CLARENCE I. SUAT
11.	ANGELICA C. LUCES
12.	PSYCHE R. CERBAS
13.	METHUSELAH A. ALVIOR
14.	JENNY G. MATILLANO
15.	SHELLA MAE M. EZPELETA
16.	JOEVELYN D. PENUELA
17.	APRIL JOY R. JUMAWAN
18.	GLIZA D. SANGCOPAN
19.	CHRISLY V. GASCON
20.	HARLEN P. BARICUATRO
21.	ANGELICA S. LIZA
22.	JUDELYN T. FUSINGAN
23.	ROSELYN O. CALDERON
24.	REGINA D. PAGA
25.	BERLIN A. ALGA
26.	KRIS KENNETH JOY B. PELARIOS
27.	ANALIZA V. LACSON
28.	EDREYN B. HORTINELA
29.	DAYANARA T. BRUAL
30.	JEANETTE P. GARDE
31.	RUTH A. DELICANA
32.	LIEZEL M. GUALDALQUIVER
33.	MESHYL L. SOBERANO
34.	NENELITA J. LUARCA
35.	MARY B. AGUILAR
36.	ABMER A. MANTICAYAN

37.	JONATHAN M. VALENCIA
38.	SHIENA KATLEEN L. SERMESE
39.	MAIZEL V. BERNAL
40.	ALJUN N. BALLADO
41.	FRANCIS JOHN L. CABARLES
42.	CHITA D. MARQUEZ
43.	QUINCY N. ADUCA
45.	CHERRIE MAE L. APROSTA
46.	JESSICA G. COMBONG
47.	JEANETTE M. PARAISO
48.	MATY LORYNE B. LADIGOON
50.	ELENA B. HERANA
51.	ROSALIE P. PANILA



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Teacher-Volunteers on Regional Reading Program (Key Stage 2)

1.	CELVIE BARNACHEA
2.	LEONILA BATCHARO
3.	JESSELYN DE GRACIA
4.	FERNALINE E. TAM
5.	KIMVERLY PAMPAG
6.	GLENDA BRITANIA
7.	GLADY CLAIRE C. MEJIAS
8.	AIREN B. CASAMA
9.	TEOFILA G. ESPUERTAS
10.	EMELITA F. ALCULAR
11.	MARY ROSE DUPRA
12.	SITTIE ROSNIFAH CAMZAR
13.	FEBBIE L. DELICANA
14.	CYRENE P. ILLESIS
15.	JONESSA R. ESTRADA
16.	LOLITA L. ACOSTA
17.	LHARNIE GOLOYUGO
18.	CRIS S. ACIDO
19.	NORHANA THENG
20.	GEMMA LYN FIGURACION
21.	MELODY ELEVAZO
22.	SHIRLEY D. TABLIGAN
23.	ELYN BATCHAR
24.	ELAINE JOY L. AGUILAR
25.	NATHALIE SHEEN C. PONTILLAS
26.	MAY C. PAMUNAG
27.	ALOHA A. MAGNO
28.	IAN JERSON CHRISTOPHER N. MAQUILAN
29.	MARY ANN I. MAHUSAY
30.	JERYL C. CERADO
31.	JUDITH H. GONZALES
32.	JANETTE P. NOBLETA
33.	EULA MAE B. MUYCO
34.	MYLA F. RELAMPAGOS
35.	ANGELY F. RAMILLO
36.	JOCELYN R. HAGORILES

37.	QUEENIE G. ANTONIO
38.	ELAIZA P. GEMINO
39.	HALEA M. CASPILLO
40.	ROWENA J. LANDIG
41.	PRECIOUS GRACE V. PISAREZ
42.	JANMARY M. DE JOSE
43.	JEANLY G. REYMON
44.	FROLYN L. LEE
45.	QUENIE Q. LAMINTAO
46.	GENELYN D. OCHINANG
47.	JUDITH E. BERNARDO
48.	MA. JOVY R. PALOMO
49.	JEMUEL M. DUMA-OG
50.	MA. MICHELLE S. ALBENTO
51.	RIALEH L. SARMIENTO
52.	DENMARK M. DOMINGUEZ
53.	MARY JEAN D. CEBALLOS
54.	SUSAN L. PILLORATO
55.	SKARLYN JOY L. GONZALES
56.	GERLYN L. TALLAMOR
57.	CHARITO B. SOLANO
58.	CARMELITA D. OLLOSA
59.	ADONIS GACHO
60.	CHARREN B. VALINTEN
61.	RICHEL C. CHAMEN
62.	NINFA O. JOQUINO
63.	EVELYN H. APOSAGA
64.	ROSELLE JOY B. CASQUERO
65.	BABELYN M. AGREGADO
66.	JOAN E. SESBINO
67.	ARJIE H. FERNANDO
68.	MARY JOY A. LEYSA
69.	ELVIE C. PALOMILLO
70.	DANA MAY P. JANOTO



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71.	KATHLEEN JOYCE H. CERBO	82.	DESIRIE D. MAYGAY
72.	MARICEL E. PALOMILLO	83.	JOFET PALMA
73.	ROBERT G. LEONO	84.	CELINA P. BERCERO
74.	LISETTE A. BILLOGA	85.	NARISA N. MAMINGUILA
75.	DELIA A. DEL CASTILLO	86.	ROCHELLE C. PANAGUITON
76.	RUBY A. ARCENAS	87.	DONNA A. PADASAY
77.	MAFE P. CATALAN	88.	RAINEE JANE P. PANILA
78.	HELEN H. GAMBOA	89.	SHIELA MAE L. FABULA
79.	MA. PRECIOUSA B. RAMIREZ	90.	ASTRED T. FORMACION
80.	NICAH DAPILMOTO	91.	FERLYN P. DELGADO-LAMINERO
81.	JEAN BARROQUILLO		



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Enclosure No. 3 to Division Memorandum CID-2025- **019**

List of Technical Working Group (TWG) Key Stage 1

No.	Names
1.	MA. MARESA F. BACEA
2.	FLORO A. BELANO
3.	CHRISTINE L. CARILLO
4.	RUBY BLESS D. MANTICAYAN
5.	BENJAMIN GOLOYUGO JR.
6.	LOVELYN P. SEVILLA
7.	RICHARD B. ALCOS
8.	GLENDA ROSE G. YASIN
9.	JOANNA A. PAMPOSA
10.	BRILIN A. ADALIN
11.	LOKIEYA C. SALIK
12.	MARY GRACE G. HILARION
13.	JANET V. MAGTULIS
14.	WILFREDO M. PRADO
15.	DAYANARA S. TORRES
16.	MELANIE B. DELOS SANTOS
17.	JOEY E. OTICO
18.	CHARLIE G. BRAGA
19.	SARRAH JANE G. RUELAN
20.	RAIHANA P. MAULANA
21.	MEMVIE L. ALESNA
22.	SHIELA MARIE N. PAJELA
23.	BEVERLY M. SERMESE
24.	MARY GRACE L. ORSAL
25.	ROLIBECCA C. CRUZ
26.	ARLENE D. AGAO-AGAO
27.	LEA P. MONLOY
28.	RODOLFO M. AGON
29.	CHARMEN D. PELARCO
30.	JOSEPHINE C. CATAMAN
31.	SUSAN F. GABAY
32.	GRACE E. CUEVAS
33.	IRISH C. NAVARRO



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List of Technical Working Group (TWG) Key Stage 2

No.	Names
1.	HENRY M. FORTIT
2.	SAMSON M. TALLODAR
3.	MARIA FE F. JAYAG
4.	JACKIE A. OCHINANG
5.	MA. LINA M. TORING
6.	NEIL D. CASADOR
7.	JOHANNA L. LIDTUAS
8.	CRISTINA P. GAURANA
9.	ROY SOBERANO
10.	MARGIE C. NARCILLA
11.	WENDY LYNN G. CONEJAR
12.	VONNE DENESSE M. CABACUG
13.	CARMEN B. ALLON
14.	MARNILI J. ROMUAR
15.	JUDY MAE L. MACAPAGAL
16.	ANABEL D. BESONA
17.	MARY ROSE M. VELASCO
18.	VIRMA M. AGUILAR
19.	ROMULO C. VENTURA, JR.
20.	RAYMUND O. JOQUINO
21.	FAITH C. SOMCIO
22.	ADELPA A. ABENOJA
23.	DARLENE P. FLORES
24.	JEANILYN C. BATCHAR
25.	JURENCE P. NAVARRO
26.	HAZEL F. MELENDRES
27.	LUZ JANICE G. LAMANERO
28.	JOSELITO PILOTOS
29.	LUCY F. PADILLO
30.	KATLYN B. LAMITA
31.	THELMA P. SABDINI
32.	MA. ELVA P. BELGIRA
33.	NANCY D. CASTRO
34.	MAX MICHAEL L. PADILLO
35.	MARICRIS A JAMON



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Enclosure No. 4 to Division Memorandum CID-2025-079

LITERACY REMEDIATION PROGRAM (LRP) ACTION PLAN

School: _____ School ID: _____

Project Phase	Activities	Objectives	Expected Outputs	Resources Needed	Guidelines	Suggested Time Frame	Person/s Involved
Pre-Implementation	Establishing the groups	Form remediation groups of learners.	Validated list of groupings of learners according to their reading profile # of groups formed: _____	EOSY CRLA scoresheet of Grade 3 classes. Secure from the teacher.	Arrange the list of learners who were categorized as low emergent readers in Grade 3 English CRLA test from lowest score to highest score. See additional guidelines on grouping learners below.		School Head, trained Remediation Teachers
	Assigning teachers to each group	Assign a teacher for each group	K to 3 teachers assigned to each group	Copy of the learner groupings	Each teacher should be assigned to at least two groups if there are more		School Head,



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	taking into account their abilities and availabilities, as well as commitment.	# of remediation teachers ____		than one group of learners formed. Note: each LRP participating school has been assigned a number of teachers to undertake the remediation taking this into consideration.		Remediation teachers
Training of teachers	Train teachers who will handle remediation sessions	Capacitated teachers # of teachers trained ____	Teacher training	Note: Only the number of teachers allocated per school should be sent to the training.		Trained trainers
Organize and handover materials to remediation teachers	Assign a personnel who will receive the materials and distribute the materials to teachers and learners	Complete materials for teachers and learners % of materials provided ____	Complete materials for teachers and learners	Teachers have a set of their manipulatives, RAS and LAS.		School head, procurement entity



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	Scheduling remediation activities	Agree on a schedule for each group	Agreed schedule Schedule per group	Matrix of activities, School calendar	Preferably in the mornings.		School Head, Remediation teachers
	Assigning the venue	Identify a conducive environment for remediation for each group	Identified remedial rooms per group # of Rooms/venue assigned	Classrooms, school map, classroom labels	With adequate lighting, ventilation, blackboard or whiteboard, with access to restrooms.		School head, Remediation teachers
	Meeting with parents	Follow established protocols on informing parents about the remediation	Informed, oriented, and committed parents % of parents oriented ____	Parent's consent, Attendance sheet	Discuss the program mechanics with parents. Discuss relevant parts of the core messages.		School Head, Grade 3 Teachers, Remediation teachers
	Final briefing before the start of remediation	Meet with teachers to check for readiness and	Resolved issues and well-prepared teachers	Conducive venue, checklist of needed things for remediation	Ensure that each remediation teacher is ready, has all the materials, has a list of		School Head, K to 3 Teachers



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	resolve issues if there are			their learners, there is a conducive venue		
During Implementation	Conduct of remediation classes	To provide intervention to learners with emerging, developing, and transitioning reading profiles; Supervise the start-up activities	Kick-off on May 13	Teachers' and learners' kits, clean classrooms	Remediation teachers are conducting remediation sessions for 2 hours per day per group.	Remediation teachers, other community members
	First check-in	Supervise the administration of the check-in assessment	Results submitted / uploaded by May 19.	Check-in Tools	See guidelines below.	Day 4 of week 1 Remediation teachers
	Second check-in	Supervise the administration of the check-in assessment	Results submitted / uploaded by May 23	Check-in Tools	See guidelines below.	Day 4 of week 2 Remediation teachers



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Third check-in	Supervise the administration of the check-in assessment	Results submitted / uploaded by May 30	Check-in Tools	See guidelines below.	Day 4 of week 3	Remediation teachers
	Supervise the administration of the check-in assessment	Results submitted / uploaded by June 6	Check-in Tools	See guidelines below.	Day 4 of Week 4	Remediation teachers
	Conduct and submission of endline reports	Endline assessment conducted and submitted to reporting links.	Grade 3 English CRLA EoSY 2024-2025 version	Guidelines will be provided.	Start of school year 2025-2026 (June 2025)	Remediation teachers, school heads, supervisors, CID
Monitoring and supervision sessions	Monitor the conduct of remedial sessions	Continuous remedial sessions	Monitoring Tools for SH and Supervisors	Supervisors and others assigned from the district, SDOs, Region, and CO will visit schools to provide guidance and support.	May 13-June 6	SH, PSDS, EPS in English, CID



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Post-Implementation	Evaluate remediation program	To produce school-level evaluation of the program	Submitted school-level remediation program evaluation	Results of learners' performance Baseline vs. End of Program reading profile FGD documentation	Guidelines will be provided.	June 9-30	Remediation teachers, School Heads, EPS English, CID Chief
	Recognizing remediation teachers and trainers	To recognize the effort of remedial teachers by giving them due recognition	Recognition to all remedial teachers	Certificates of Recognition	Guidelines will be provided.		Regional team, School Heads, Remediation teachers



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GUIDELINES

Grouping learners

1. List the target learners for the remediation. These are all Grade 3 learners who were categorized as low emergent readers in English in the EoSY CRLA of SY 2024-2025.
2. Arrange the names according to their scores in the English assessment from lowest to highest.
3. Assign the first learners to Group 1, the next to Group 2, etc.
4. Dividing learners into groups
 - If there are less than or equal to 12 learners, there will only be one group.
 - If the total number of learners is 13 to 24, divide the learners into two groups.
 - If the total number of learners is 25-36, divide the learners into 3 groups.
 - If the total number of learners is 37-48, divide the learners into 4 groups
 - If the total number of learners is 49-60, divide the learners into 5 groups
 - If the total number of learners is 61-72, divide the learners into 6 groups
 - If the total number of learners is 73-84, divide the learners into 7 groups
 - If the total number of learners is 85-96, divide the learners into 8 groups
 - If the total number of learners is 97-108, divide the learners into 9 groups
 - If the total number of learners is 109-120, divide the learners into 10 groups
 - If the total number of learners is 121-132, divide the learners into 11 groups
 - If the total number of learners is 133-144, divide the learners into 12 groups
 - If the total number of learners is 145-156, divide the learners into 13 groups
 - If the total number of learners is 157-168, divide the learners into 14 groups.



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Assigning teachers

1. Only trained teachers should be assigned as remediation teacher.
2. A teacher should handle 2 groups if there are more than 1 group in the school. For example:
 - If there is just one group formed, only one remediation teacher is needed.
 - If there are 2 groups, only one remediation teacher is needed.
 - If there are 3 groups, two teachers are needed where one will be assigned to two groups, the other one to one group.
 - If there are 4 groups, two teachers who will each be assigned to two groups, are needed.
 - And so on.
3. It would greatly help if the teacher assigned can speak the language that the learners understand.

Check In

On Day 4 of each week, the remediation teacher should have prepared the following:

- a. Learner stimulus from the RAS
- b. Printout of the Inventory Sheet
- c. Download the scoresheet <https://bit.ly/NLRPScoresheet>
- d. Conduct the check in with each learner individually recording the results on the inventory sheet.
- e. Transfer the results into the Excel Automated score sheets.
- f. Submit the results through the link: <https://bit.ly/NLRPScoresheet>
- g. A separate scoresheet must be used for each group.



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Schools Division Office of Tacurong City

DAY 5

On day 5, the remediation teachers are expected to:

1. Review the data from the class record, taking note of the progress of each learner.
2. Write down specific observations on each child on the space in the RAS.
3. Based on the cumulative results, reflect on the challenges and what strategies work for the learners.
4. Consult with and report the results to the school head, noting existing challenges and expressing support needed.
5. A LAC session is encouraged:
 - ✓ Among remediation teachers within the school to share lessons learned and challenges
 - ✓ With school head, especially if there is only one remediation teachers in the school
 - ✓ With external support that the remediation teacher has requested. The external support could be a master teacher, specialists or supervisors from the district, SDO, or regions as well as experts within the community.



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