



Republic of the Philippines  
**Department of Education**  
 NEGROS ISLAND REGION  
**DIVISION OF ESCALANTE CITY**



May 5, 2026

**DIVISION MEMORANDUM**

No. 181, s. 2026

**2026 SUMMER REMEDIATION PROGRAMS (SRP)**

To: Assistant Schools Division Superintendent  
 Chief Education Supervisors  
 Division Education Program Supervisors  
 School Heads  
 All others concerned

- Pursuant to **Republic Act No. 12028**, or the *Academic Recovery and Accessible Learning (ARAL) Act*, and **the DepEd Order No. 10 s. 2026** titled *Guidelines for the Conduct of the 2026 Summer Remediation Programs*, this Schools Division Office (SDO), through the Curriculum Implementation Division (CID), shall start the 2026 Summer Remediation Programs on **May 6, 2026**.
- The Summer Remediation Programs (SRPs) shall be implemented from **May 6 to June 2, 2026**, to support learners who require targeted intervention as identified through their final grades and End-of-School-Year (EOSY) assessment results.
- Schools are directed to provide appropriate SRPs for learners based on the following scope and target groups:

Summer Remediation Program	Grade Level
1. ARAL Summer-Reading	Incoming Grade 2 to incoming Grade 11
2. ARAL Summer-Mathematics	Incoming Grades 2, 3, and 4
3. Senior High School Remediation - English	Incoming Grade 12
4. Senior High School Remediation - Mathematics	Incoming Grade 12
5. Summer Academic Remedial Program	All grade level

- The EOSY assessment results shall serve as the basis for identifying learners who will participate in the ARAL Summer Programs and SHS Remediation Program.
- Formative check-in assessments shall be administered by tutors and teachers throughout the SRP to monitor learner progress. Results from these assessments shall guide daily instructional adjustments and help identify learners who require additional support. All results shall be documented in the learner's Individualized Intervention Plan.
- Daily learners' attendance will be tracked; weekly progress reports shall be submitted to School Heads while focus group discussions and teacher interviews shall be conducted periodically to support the monitoring and continuous improvement of the SRP.
- Learners participating in the SRP shall be assessed at the end of the program.
- Learners participating in the ARAL Summer Programs and SHS Remediation Program should be assessed using the assessment tools administered at the EOSY 2025-2026.



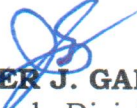
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9. Attached are the Summer Remediation Programs (SRPs) Monitoring and Evaluation Tools.
10. Expenses relative to the conduct of SRP shall be charged against local BEC/ARAL/Local Fund subject to the usual accounting and auditing rules and regulations.
11. Immediate and wide dissemination of this Memorandum is desired.

  
**PETER J. GALIMBA**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent *gd*

Enclosure : See enclosures  
Reference : RA No. 12028 / DO. No. 10 s. 2026  
Allotment : 1-2-3-6-7-8  
To be indicated in the Perpetual Index of the following subjects:  
Assessment                      CURRICULUM                      LITERACY                      NUMERACY

Tabotabo /Albarico 05/5/2026



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**MONITORING TOOL**  
**SUMMER REMEDIATION PROGRAM**

**School Information**

**School Name:** \_\_\_\_\_  
**School ID:** \_\_\_\_\_  
**Name of School Head:** \_\_\_\_\_  
**Date of Monitoring:** \_\_\_\_\_

Session Frequency:												
Grade Level	No. of ARAL learners in Reading (as of SY 2025-2026)			No. of Tutors	No. of ARAL learners in Mathematics (as of SY 2025-2026)			No. of Tutors	No. of learners with 1 or 2 failing grades (as of SY 2025-2026)			No. of Teacher handling SARP
	M	F	T		M	F	T		M	F	T	
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
<b>TOTAL</b>												

**Instructions:** Put a check mark (/) on the appropriate column for every indicator. Write additional information under Remarks, if necessary.

Indicators	Evident	Partially Evident	Not Evident	Observations/Remarks
<b>A. Program Preparation</b>				
1. The school conducted orientation for parents and other stakeholders prior to implementation.				
2. The school conducted orientation/SLAC or meetings for teachers about SRP Program.				
3. EOSY Assessment (CRLA, PHIL-IRI, RMA, SHS-LNA) results are sourced from the system dashboard and serve as the primary basis for identifying learners for the SRP.				



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4. The school established partnerships and stakeholders' engagement in SRP program				
<b>B. Learning Resources</b>				
1. Prepared 1:1 workbook: learner ratio				
2. Prepared 1:1 ratio for Tutor's guide				
3. Availability of supplementary and manipulative materials				
4. The school has access to the link for updated learning resources				
5. Availability of ICT materials to support remediation sessions				
<b>C. Tutors</b>				
1. Number of tutors were sufficient to the total number of learners (followed 1:10 maximum tutor: learner)				
2. The school has prepared class program				
3. 100% of identified teachers/tutors attended the orientation				
4. Tutors have accomplished check-in and score sheets for their SRP classes				
5. The school has provided support mechanisms for tutors, including LAC sessions and collaborative expertise				
<b>D. Support for Learners</b>				
1. IRIP/ IMIP checklists are provided for learners				
2. All participating learners have parental consent.				
3. Participating learners and parents were oriented prior to program implementation				
4. The length of daily SRP sessions followed the guidelines appropriate to learners' level (2 hours per learning area per day)				
5. Social and Emotional Learning (SEL) support system practices are				



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evident as part of SRP session				
6. Grouping of learners and sectioning were based on proficiency levels				
<b>E. Physical Facilities</b>				
1. Designated room/area for SRP sessions are conducive for learning				
2. Classrooms promote literacy & numeracy corners				
<b>Best Practices:</b>				
<b>Issues and Challenges encountered:</b>				
<b>Technical Assistance provided:</b>				

**Monitored by:**

\_\_\_\_\_

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

**Conforme:**

\_\_\_\_\_

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



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**SUMMER REMEDIATION PROGRAM**  
**DIVISION MONITORS AND TECHNICAL ASSISTANCE PROVIDERS**

NAME	SCHOOL ASSIGNMENT	
Cluster I	Team Leader: Alicia A. Olid, PhD  Jason R. Alpay Mae Joy M. Tan, PhD Alne Melinda S. Causapin Jesah Jay B. Catanglan Dr. Charlotte B. Mascaling	Buenavista ES Langub ES Rizal ES Udtongan ES Japitan ES Buenavista NHS Langub NHS Japitan NHS
Cluster II	Team Leader: Ivy Joy A. Torres, PhD  Alma C. Sinining Clint S. Cinco Neriellaine Fay P. Lopez Engr. Analie R. Mahilum Noriellaine Z. Pabuaya, RN	Binaguiohan ES Dian-ay ES Magsaysay ES Tamlang ES Laoyan ES Dian-ay NHS Magsaysay NHS Tamlang NHS
Cluster III	Team Leader: Perly M. Mapa  Antonio O. Rebutada Cyrus Yonel D. Lao Rhea April C. Caralde Desiree L. Miano Loreen Lou S. Alcansado	Dona Rosario C. Valdivia ES Libertad ES Mabini Central ES Paitan IS Pinapugasan ES Libertad NHS Mabini NHS Pinapugasan NHS
Cluster IV	Team Leader: Ma. Theresa L. Tabotabo, PhD  Chona M. Prietos, PhD Kathy S. Cinco Ibn M. Dumdum Ethel S. Gali Dr. Mishael Kate B. Abella	Alimango ES Danao Port ES Escalante ES Putingbato ES Teofilo Amante Sr. ES Washington ES Escalante NHS Washington NHS Malasibog IS
Cluster V	Team Leader: Prilyn S. Albarico, EdD  Marivic S. Portunes Ederick C. Miano Gil C. Castro, RN Jad V. Ricafort Leizzamar V. Bayadog	Cervantes ES Don Esteban De la Rama ES Escalante CES Hacienda Fe ES Jonobjonob ES Mercedes Alemany Parreno ES Cervantes NHS Floro T. Bongco FS Old Poblacion NHS



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