



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION
SCHOOLS DIVISION OF SARANGANI

14 Apr 2025

DIVISION MEMORANDUM

No. **060**, s. 2025

GUIDELINES FOR THE IMPLEMENTATION OF 2025 SUMMER PROGRAMS
IN THE DIVISION OF SARANGANI

To: Public Schools District Supervisors
Public Elementary and Secondary School Heads

1. In compliance with **DepEd Order No. 10, s. 2025**, “Guidelines for the Implementation of the 2025 Department of Education Summer Programs,” this memorandum provides the **contextualized guidelines for the implementation of Summer Programs in Sarangani Division**:

a. Scope of Classes:

i. **Summer Academic Remedial Program**

1. This program is intended for **all grade levels** with learners who have **failing grades in one or two subjects**.
2. Classes shall **focus on the failed subject/s** and shall be handled by the **concerned subject teachers**. Each class shall run for **6 hours daily**, including **two 30-minute breaks**—one in the morning and one in the afternoon

ii. **Literacy Remediation Program**

1. This program is exclusively for **Grade 3 learners of SY 2024–2025** (incoming **Grade 4** for SY 2025–2026).
2. Learners shall be grouped as follows:
 - a. **Group A**: Minimum of 3 and maximum of 10 learners **assessed as Low and High Emergent** based on the **Post-Test CRLA**, per class.
 - b. **Group B**: Maximum of 25 learners per class **assessed as Developing and Transitioning Readers** based on the **Post-Test CRLA**.
3. Classes shall be handled by either **Grades 1–3 teachers** who are willing to serve in the summer program and have **training or teaching experience in Literacy and Numeracy**.
4. Each class shall run for **6 hours daily**, focusing on **literacy development**, including **two 30-minute breaks**—one in the morning and one in the afternoon.
5. The instructional flow may adopt the **School-Based Bayanihan (SBB) Program, Catch-Up Clubs (CUC)**, or other **school-based reading programs**.

iii. **Regional/Division Remediation Program**

1. This program is for **Grades 4–11 learners** of SY 2024–2025 (incoming **Grades 5–12** for SY 2025–2026).



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2. Learners shall be grouped as follows:
 - a. **Group A:** Minimum of 3 and maximum of 10 learners **assessed as ND** based on the **Phil-IRI Post-Reading Assessment**, and **Not or Low Proficient** based on the **RMA**.
 - b. **Group B:** Maximum of 25 learners per class **assessed as Frustration level** based on the **Phil-IRI Post-Reading Assessment**, and **Near Proficient** based on the **RMA**.
3. Classes shall be handled by **Grades 3–12 teachers** who are willing to serve in the summer program and have **training or teaching experience in teaching Literacy (English) and Numeracy (Mathematics)**.
4. Each class shall run for **6 hours daily**, focusing on both **literacy and numeracy development**, with **two 30-minute breaks**—one in the morning and one in the afternoon.
5. The instructional flow shall consist of **half-day sessions for Reading** and **half-day sessions for Math**, utilizing **NLC** and other **contextualized school-based remediation materials** or programs.

iv. Learning Camp

1. This program is for **the identified pilot schools only of the Central Office:**
 - a. **Alegria CES**
 - b. **Alegria NHS**
2. The pilot schools shall implement the instructional program and guidelines set by the National Learning Camp Implementation for Grade 1-10.

2. The class program for each summer class to be offered by the school shall be designed **in accordance with the specific program being implemented**. Each teacher's schedule shall include **5 hours of instruction** and **1 to 3 hours for preparation and other related activities** related to the summer class program. Accordingly, teachers **shall be entitled to the computation of service credits** in accordance with **DepEd Order No. 13, s. 2024**, "*Revised Guidelines on the Grant of Vacation Service Credits for Teachers.*"

3. The participation of teachers in the summer programs is **voluntary**. Schools intending to implement such programs must comply with the following requirements:

- a. **Online Registration** – on or before **April 16, 2025**
 - i. Submit the online registration form at <https://bit.ly/SUMMER2025Sarangani>
- b. **Submission of Requirements** for the conduct of summer programs – on or before **April 30, 2025:**
 - i. Letter of Intent **approved by the OIC-SDS**
 - ii. List of Classes



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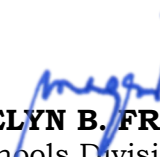

- iii. Class Program and Teachers' Schedule (indicating no. of hours)
- iv. Parents' Consent Forms

4. The summer class program shall run from **May 13 to June 6, 2025**. Prior to May 13, an **orientation or training** shall be conducted to ensure proper preparation and provide clarifications regarding the implementation of the various classes. In adherence to **DepEd Order No. 009, s. 2025**, which amends **DO No. 009, s. 2024**, on the **30-day uninterrupted break for teachers under a flexible schedule**, attendance in the orientation, training, and summer class program shall **not be counted as part of the 30-day break**. These activities may be **included in the teachers' adjusted schedules**, which should be reflected in their **letter of intent** for the 30-day uninterrupted break.

5. All expenses related to the approved implementation of Summer Class Programs for 2025 shall be charged against local funds and any applicable source of funds, subject to the usual accounting and auditing rules and regulations.

6. For inquiries, contact John Jerson P. Constantino at 09285059602.

7. Immediate dissemination of this Memorandum is desired.


ATTY. NELYN B. FRINAL, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent 

Encl.: DepEd Order No. 10, s. 2025

Reference: As stated

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

PROGRAMS

JJPC/CID-IMS/DM - guidelines for the implementation of 2025 summer programs in the division of sarangani
0368/April 14, 2025



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 (EoS) 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
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TEACHERS