



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF MISAMIS ORIENTAL

Office of the Schools Division Superintendent

July 13, 2022

DIVISION MEMORANDUM

No. 393 s. 2022

IMMEDIATE INTERVENTION AND CATCH-UP PLAN FOR LEARNING RECOVERY (PHASE 1)

To: Public Schools District Supervisors/In-charge
School Heads
All Others Concerned

1. As indicated under Regional Memorandum No. 414,s. 2022 re: RX ADOBE: ROAD TO LEARNING RECOVERY (PHASE 1) which is consistent with **DepEd Order No. 025, s. 2022** or the **Amendment to DepEd Order No. 13, s. 2018 on Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program**, this Office through the Curriculum Implementation Division (CID), reiterates the contents of the Learning Recovery Plan dubbed as **RX ADOBE: Road to Learning Recovery**.
2. The plan, which addresses two critical goals to effectively execute remedial measures and build the learners' resilience for the future, has the following objectives:
 - Identify learning gaps and learning needs;
 - Address learning gaps through creative, interactive, and engaging learning strategies for remedial measures, and a long-term system for learning recovery; and
 - Establish strong partnerships for mobilizing support on additional resources like supplementary instructional materials, or/and human resources (volunteers/learning support aides), and other needs.
3. All Schools shall develop plans to address the identified learning gaps in reading and all other different learning areas with specific interventions. The target dates of activities cover **July 24-August 19 or 15-day inherent End-of-School-Year (EOSY) classes**.
4. The list of learners who are eligible for the EOSY classes shall be submitted to the Curriculum Implementation Division through this link: <https://bit.ly/EOSY-Classes-Data>. Deadline of submission is **July 18, 2022**.
5. Included in this communication is a copy of the Indicative Implementation Arrangements as **reference** in crafting the Schools' Plan.
6. This Office directs the immediate and wide dissemination of this Memorandum.

JONATHAN S. DELA PEÑA, PhD, CESO V
Schools Division Superintendent

JSD/egd/cid/sgod/cpv/mma



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Appendix 1

INDICATIVE IMPLEMENTATION ARRANGEMENTS

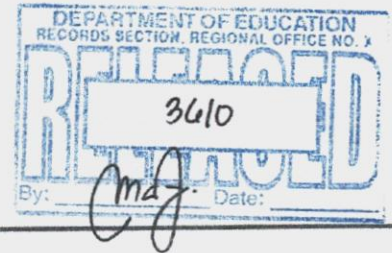
PHASE 1: EOSY CLASS OF SY 2021-2022 - IMMEDIATE INTERVENTION/CATCH-UP PLAN

ACTIVITY	TARGET CLIENT	LEARNING MODALITY	RESOURCES	TIMELINE	PERSONS INVOLVED/ RESPONSIBLE	EXPECTED OUTCOME
<p>Project CNR: Reading Recovery Plan</p> <p>School-Based Workable/ Functional Remediation Plan</p> <ul style="list-style-type: none"> Personalized/Individualized Interventions Small-group class Buddy System/ Peer-to-Peer Support Volunteerism: Reading Partner (Community /Stakeholders Engagement for learning and human resources) <p>Note: Blended with DO No.25,s. 2022 for learning areas</p>	<p>Learners who are poor in literacy & numeracy / poor in ENSCIMA</p>	<p>Face- to- face</p> <p>(However, school’s discretion or depending upon the community situation)</p>	<p>Phil IRI (Pre)</p> <p>ELLN Materials (Elementary)</p> <p>PRIMALS (Secondary)</p> <p>Other appropriate learning resources</p> <p>Digital Resources</p>	<p>July 6 -August 19, 2022</p>	<p>RO/SDO Monitoring Team PSDS’s/PSDIC’s School Heads Teachers School Reading Coordinators</p>	<p>A contextualized recovery plan that is full of fun and learning but still will anchor on Project CNR for reading recovery.</p>
<p>Identify Learners that need remediation</p>	<p>Learners who are poor in literacy & numeracy / poor in ENSCIMA</p>		<p>Utilize the Rx ADOBE Assessment Results; CMSS</p> <p>Triangulate the results with teachers’ anecdotal record/ observation checklist</p>	<p>June 20 - July 4, 2022</p>	<p>RO/SDO Testing Coordinators RO/SDO Monitoring Team PSDS’s/PSDIC’s School Heads Teachers School Reading Coordinators</p>	<p>List of learners with reading difficulties and those on conditional pass status.</p>
<p>Assessment of Learners</p>			<p>Phil IRI (Post) / RO-Based Assessment on Reading</p>	<p>Aug. 15-19,2022</p>	<p>RO/SDO Reading Coordinator RO-CLMD RO/SDO Monitoring Team PSDS’s/PSDIC’s School Heads Teachers School Reading Coordinators</p>	<p>A post-assessment that measures the reading ability level of the learners</p>

Presentation of Insights & Interpretation			Assessment Results		PSDS's/PSDIC's School Heads Teachers School Reading Coordinators	Narrative Report



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO



July 8, 2022

REGIONAL MEMORANDUM
No. 414, s. 2022

Rx ADOBE: ROAD TO LEARNING RECOVERY (PHASE 1)

To: Schools Division Superintendents
All Others Concerned

1. Consistent with **DepEd Order No. 025, s. 2022** or the **Amendment to DepEd Order No. 13, s. 2018 on Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program**, this Office, through the Curriculum and Learning Management Division (CLMD), has developed the learning recovery plan dubbed as **Rx ADOBE: Road to Learning Recovery** for immediate action in the Schools Division Offices (SDOs).

2. The plan, which addresses two critical goals to effectively execute remedial measures and build the learners' resilience for the future, has the following objectives:

- Identify learning gaps and learning needs;
- Address learning gaps through creative, interactive, and engaging learning strategies for remedial measures, and a long-term system for learning recovery; and
- Establish strong partnerships for mobilizing support on additional resources like supplementary instructional materials, or/and human resources (volunteers/learning support aides), and other needs.

3. All divisions shall develop their plans to address the identified learning gaps in reading and all other different learning areas with specific interventions. The target dates of activities cover July 24-August 19 or 15-day inherent End-of-School-Year (EOSY) classes.

4. The **list of learners** who are eligible for the EOSY classes shall be submitted to the CLMD through this link: <https://bit.ly/RXEOSY>. **Deadline of submission is July 29.**

5. Included in this communication is a copy of the Indicative Implementation Arrangements as reference in crafting the divisions' plans.



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6. Please refer to DepEd Order No. 025, s. 2022 for the complete guidelines and information.
7. This Office directs the immediate and wide dissemination of this Memorandum.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

DR. VICTOR G. DE GRACIA JR., CESO V
Assistant Regional Director
Officer-in-Charge
Office of the Regional Director

ATCH.: As stated

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

CURRICULUM LEARNING RECOVERY PLAN

*Rx ADOBE: Road to Learning Recovery

CLMD/chief/radj



Republic of the Philippines
Department of Education

07 JUN 2022

DepEd ORDER
No. **025**, s. 2022

AMENDMENT TO DEPED ORDER NO. 13, S. 2018
(Implementing Guidelines on the Conduct of Remedial and Advancement Classes
During Summer for the K to 12 Basic Education Program)

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

1. The Department of Education issues the **Amendment to DepEd Order (DO) No. 13, s. 2018** titled **Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program** to assist schools in identifying learners who are most in need of instructional support and layout mechanisms by which remedial classes during summer can be maximized to address learning gaps brought primarily by the abrupt pedagogical shift due to the pandemic.
2. DO 13, s. 2018 used the term **summer classes** as learners had previously attended school during the hot, dry season of April and May. However, since the schedule of remedial classes for School Year 2021-2022 falls from July to August, the term **summer classes** shall be amended to **End-of-School-Year (EOSY) classes**.
3. **EOSY classes** refer to both remedial and enrichment classes offered within a prescribed number of days during the school break of each school year. It is a structured instructional or formal learning experience in a public or private elementary or secondary school with the approval of the schools division superintendent (SDS).
4. Section VII. **Eligible Learners for Summer (End-of-School-Year Classes)**, No. 14 of the enclosure to DO 13, s. 2018 shall be amended as follows:

14. Grades 1 to 10 learners who failed in not more than two learning areas at the end of the school year despite the educational interventions given.

Grades 1 to 11 learners who got a grade ranging from 75 to 79, described as Fairly Satisfactory based on DepEd Order No. 8, s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, in any learning area, shall attend enrichment classes instead of remedial classes as the latter is designed for those learners who failed in not more than two

learning areas. The conduct of enrichment classes is one of the strategies in the Learning Recovery Plan of the Department. They are designed to improve learners' level of attainment of the Most Essential Learning Competencies (MELCs) to ensure their readiness for transition to the next grade level. Their grade shall no longer be recomputed as their attendance shall be voluntary, with due consent from their parents/guardians.

5. Further, Section IX. Daily Time Allotment, Paragraph 23 shall be amended as follows:

23. End-of-school-year classes shall be done from Mondays to Fridays. The delivery mode of instruction shall preferably be face to face, particularly for those schools that have participated in the implementation of the progressive expansion of face to face classes. Parent's consent shall be required before the learner participates in the end-of-school-year classes. However, depending upon the Alert Level of the area, schools may opt for a combination of face to face classes and modular or online learning. Educational Television and Radio-based Instruction shall be used to supplement other learning delivery modalities.

6. An **Individual Learning Monitoring Plan** (Refer to Appendices D and F of DM-CI-2020-00162, **Suggested Strategies in Implementing Distance Learning Delivery Modalities for School Year 2020-2021**) must be prepared by teachers handling remedial and enrichment classes to address the learning gaps and deficiencies in the competency level of each learner. The **one-size-fits-all** approach is discouraged as it does not address the learners' unique and diverse needs.

7. The end-of-school-year classes for SY 2021-2022 consistent with DO 029, s. 2021, **School Calendar and Activities for School Year 2021-2022** states that remedial, enrichment and advancement classes for public schools shall start on **July 24, 2022**, Monday, and end on **August 12, 2022**, Friday. This schedule may be adjusted in schools where the regional or schools division offices declared class suspension due to an increase in COVID-19 cases in their areas as provided for in DM-CI-2022-009, **Reiterating the Policy on Academic Ease and Allowing the Suspension of Classes and Other Teaching-Related Activities in the Midst of the Surge in COVID-19 Cases**, as long as the adjusted schedule does not fall short of the required six-week period as indicated in DO 13, s. 2018.

8. However, learners who received a grade ranging from 75 to 79 shall attend enrichment classes for **15 days only**, from Mondays to Fridays, within the identified duration of EOSY classes.

9. **Enrichment Classes** refer to any form of organized instructional interventions given to learners from Grade 1 to Grade 11 who received a grade ranging from 75 to 79 in any learning area to improve their level of attainment of the prescribed learning competencies and fully prepare them for transition to their next grade level. Learners undergoing enrichment programs shall be provided with additional learning opportunities through tutorials, mentoring, coaching, or other ways of delivering organized learning experiences.


10. This Order shall be implemented in all public elementary and secondary schools nationwide for SY 2021-2022. Private schools are allowed to make necessary

adjustments in accordance with their context, subject to the approval of their respective SDS. All other provisions stated in DO 13, s. 2018 shall remain effective unless otherwise amended by subsequent DepEd issuances.

11. This Order shall take effect immediately upon its approval. Certified copies of this Order shall be filed with the University of the Philippines Law Center- Office of the National Administrative Register (UP LC-ONAR) at the UP Diliman, Quezon City.

12. For more information, please contact the **Bureau of Learning Delivery**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.od@deped.gov.ph or telephone numbers (02) 8637-4346 and (02) 8537-4347.

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


ATTY. NEPOMUCENO A. MALALUAN
Undersecretary
Officer-in-Charge

References:

DepEd Order: (Nos. 018, s. 2021 and 36, s. 2016)

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

AMENDMENT
BASIC EDUCATION
CLASSES
LEARNERS
POLICY
SCHOOLS



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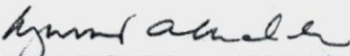
DEPED-OSEC-462217

adjustments in accordance with their context, subject to the approval of their respective SDS. All other provisions stated in DO 13, s. 2018 shall remain effective unless otherwise amended by subsequent DepEd issuances.

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