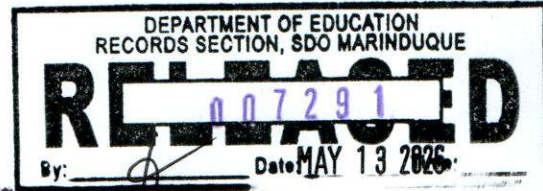




Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

MEMORANDUM
CID-2026-036

TO : Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Heads of Public Elementary, Secondary, and Integrated Schools
All Others Concerned

FROM : **LYNN G. MENDOZA, EdD**
OIC-Schools Division Superintendent

SUBJECT : **GUIDELINES FOR THE IMPLEMENTATION OF THE 2026 SUMMER
REMEDATION PROGRAMS (SRP)**

DATE : May 12, 2026

1. Pursuant to the attached DepEd Order No. 10, s. 2026 dated April 28, 2026, titled "Guidelines for the Implementation of the 2026 Summer Remediation Programs," this Office, through the Curriculum Implementation Division (CID), enjoins all public schools to implement the 2026 Summer Remediation Programs (SRP) with full fidelity to the aforementioned communication and other relevant policies within their respective jurisdictions.
2. To ensure uniformity and consistency in execution across the division, please find the attached enclosures for immediate reference and guidance:
 - Enclosure 1: DepEd Order No. 10, s. 2026
 - Enclosure 2: Localized Guidelines on the Implementation of the 2026 SRP
 - Enclosure 3: Sample Class Program
 - Enclosure 4: District SRP Coordinator
 - Enclosure 5: ARAL Program Pre-Implementation Monitoring Tool
 - Enclosure 6: Monitoring Tool for the 2026 SRP
3. School Heads are expected to monitor the progress of the program closely to ensure that the learning needs of the students are met effectively during this period.
4. Immediate and wide dissemination of, and strict compliance with this Memorandum are directed.



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Republic of the Philippines
Department of Education

APR 28 2026

DepEd ORDER
No. **010**, s. 2026

**GUIDELINES FOR THE IMPLEMENTATION OF THE 2026 SUMMER
REMEDiation PROGRAMS**

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 (DepEd) reaffirms its commitment to closing learning gaps identified in national and international assessments through programs such as the **2026 Summer Remediation Programs (SRP)**.

a. Academic Recovery and Accessible Learning Program

(Republic Act No. 12028 or the Academic Recovery and Accessible Learning [ARAL] Program Act of 2024; DepEd Order [DO] No. 018, s. 2025 titled Implementing Guidelines of the Academic Recovery and Accessible Learning [ARAL] Program)

The ARAL Program consists of four components: (1) ARAL-Reading; (2) ARAL-Mathematics; (3) ARAL-Science; and (4) ARAL Summer Programs.

ARAL-Reading, as outlined in DepEd Memorandum (DM) No. 064, s. 2025 (Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3) was first implemented across Key Stages 1 to 3 beginning the school year (SY) 2025–2026. To support learners who require additional intervention, the ARAL Summer Programs 2026 will offer focused sessions in both Reading and Mathematics.

b. Senior High School Remediation Program

This remediation program for incoming Grade 12 learners aims to strengthen their foundational skills in English (Reading) and Mathematics through targeted instruction, focused practice, and appropriate learning support, enabling them to meet the demands of senior high school. This remediation program will be implemented in all public SHS, including the pilot schools of the Strengthened Senior High School Curriculum in SY 2026–2027 (DM 012, s. 2026).

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DepEd Complex, Meralco Avenue, Pasig City 1600



8633-7208/8633-7228/8632-1361



8636-4876/8637-6209



www.deped.gov.ph



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c. Summer Academic Remedial Program

This program aims to support learners who did not achieve grade-level competencies in one or two learning areas as assessed under DO 008, s. 2015 (Policy Guidelines on Classroom Assessment) and facilitate their successful transition to the next grade level.

2. The SRPs shall be implemented from **May 6 to June 2, 2026**, for the benefit of learners who need targeted support as indicated by their final grades or the end-of-school-year assessment results.
3. Specific guidelines on the implementation of the SRPs are enclosed in this Order.
4. All Orders, issuances, rules, and regulations or parts thereof, including DO 018, s. 2025, DO 014, s. 2023 (Policy Guidelines on the Implementation of the National Learning Camp) and DO 13, s. 2018 (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.
5. This Order shall take effect immediately upon its approval, issuance, and publication on the DepEd website. 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.
6. For more information, please contact the following offices:

ARAL Summer Programs


ARAL Program Secretariat
aralprogram@deped.gov.ph

**Summer Academic Remedial Program
Senior High School Remediation Program**

Bureau of Learning Delivery
bld.od@deped.gov.ph

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




SONNY ANGARA
Secretary

Encl.:

As stated

References:

DepEd Order (Nos.: 018, s. 2025; 014, s. 2023; 025, s. 2022; 013, s. 2018; 8, s. 2015; 4, s. 2013)
DepEd Memorandum (Nos. 012, s. 2026 and 064, s. 2025)

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

BASIC EDUCATION
BUREAUS AND OFFICES
CLASSES
CURRICULUM
LEARNERS

POLICY
PROGRAMS
PROJECTS
READING EDUCATION
SCHOOLS

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JMC, MPC, DO 2026 Summer Remediation Programs
0170 - April 27, 2026



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(Enclosure to DepEd Order 010, s. 2026)

GUIDELINES FOR THE IMPLEMENTATION OF THE 2026 SUMMER REMEDiation PROGRAMS

I. RATIONALE

1. Every Filipino child deserves the opportunity to learn and succeed. However, data from national and international assessments show that many learners continue to struggle with foundational skills, particularly in Reading and Mathematics, gaps that, if left unaddressed, can hinder their long-term academic progress. As part of its commitment to provide targeted interventions, reach every learner, and uphold quality basic education, the Department of Education (DepEd) pursues these efforts in accordance with the DepEd 5-Point Reform Agenda under the Quality Basic Education Plan (QBEDP).

2. Pursuant to Republic Act (RA) No. 12028 (Academic Recovery and Accessible Learning [ARAL] Program Act) and DepEd Order (DO) No. 018, s. 2025 (Implementing Guidelines of the ARAL Program), DepEd implemented the ARAL Program with a focus on reading in school year (SY) 2025–2026. Initial results are encouraging, with improvements observed in the reading skills of learners who previously struggled in this area.

3. DepEd has also been providing learning interventions through the Summer Academic Remediation Programs (DepEd Memorandum [DM] 035, s. 2025 [Supplemental Guidelines for the Implementation of the Summer Academic Remedial Program]; DO No. 010, s. 2025 [Guidelines for the Implementation of the 2025 Department of Education Summer Programs]) for learners who failed in one or two learning areas at the end of the school year to support their transition to the next grade level and ensure equitable learning opportunities for all.

4. However, more work remains to be done. School Year 2025–2026 End-of-School-Year (EOSY) reading assessment results reveal that 10% of Key Stage (KS) 1, 14% of KS 2, 18% of KS 3, and 66% of KS 4 learners remain at the Emerging and Frustration levels. Similarly, EOSY Mathematics assessment results show that 10% of KS 1 learners, 26% of KS 2 learners, 78% of KS 3 learners, and 60% of KS 4 learners are at the Not Proficient and Low Proficient levels. These results underscore the need for continued and targeted intervention, notwithstanding the improvements noted in the Middle-of-School-Year (MOSY) reading assessment among learners who underwent ARAL-Reading.

5. To further address these persistent learning gaps, DepEd shall implement the 2026 Summer Remediation Programs (SRP). These include the ARAL Summer Program for Reading and Mathematics, Senior High School (SHS) Remediation Program, and the Summer Academic Remedial Program (SARP), each of which is described in detail in the succeeding section.

II. SCOPE

6. For 2026, this policy shall serve as guidance for the implementation of SRP in all public elementary and secondary schools, including SHS, across all regions and school divisions. Private schools are encouraged to adopt these guidelines as

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the minimum standard for their own summer remediation programs, ensuring that assessment and promotion criteria remain aligned with national policies.

7. DepEd will implement the following 2026 SRPs for the following target learners:

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

8. The Bawat Bata Makababasa Program (DM 033, s. 2025) and the Literacy Remediation Program (DM 034, s. 2025) shall be integrated into the ARAL Program (DO 010, s. 2025).

9. The National Learning Camp (DO 014, s. 2023) shall no longer be implemented.

10. Learners who will be participating in the *Tara, Basa!* Tutoring Program of the Department of Social Welfare and Development (DSWD) need not participate in the ARAL Summer-Reading Program.

A. Summer Remediation Programs

11. The SRP shall be conducted during the break between school years. The school where the learner completed the previous grade level is responsible for providing these programs to students identified as needing targeted support based on their final grades or EOSY assessment results.

12. This year, the SRP shall be implemented from **May 6 to June 2, 2026**.

i. ARAL Summer-Reading

13. ARAL Summer-Reading is a 20-day tutorial program that aims to enable struggling readers to achieve grade-level proficiency through effective, research-based, and differentiated instruction, improved assessment practices, and access to print or digital reading materials.

14. This summer 2026, the program shall cover incoming Grades 2, 3, and 4 learners at the Emerging levels, and incoming Grades 5 to 11 learners at the Frustration level in English.

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ii. ARAL Summer-Mathematics

15. ARAL Summer-Mathematics is a 20-day tutorial program designed to strengthen foundational mathematics skills through targeted instruction and structured practice that address identified learning gaps and support the attainment of grade-level proficiency.

16. This summer 2026, the program shall cover incoming Grades 2, 3, and 4 learners who are at the Not Proficient and Low Proficient levels.

iii. Senior High School Remediation Program

17. The SHS Remediation Program is a 20-day program that aims to strengthen learners' foundational skills in English and Mathematics through targeted instruction, focused practice, and appropriate learning support to enable them to meet the demands of SHS.

18. This summer 2026, the SHS Remediation Program shall cover incoming Grade 12 learners who are at the Frustration level in English or at the Not Proficient or Low Proficient levels in Mathematics.

iv. Summer Academic Remedial Program

19. DepEd shall implement the SARP to ensure that learners acquire the necessary competencies to progress to the next grade level.

20. The SARP shall cover public and private elementary and secondary school learners in Key Stages 1 to 4 who failed one or two subjects in SY 2025–2026.

B. Participation of Learners in the Summer Programs

21. Incoming Grades 2 to 4 learners may participate in a maximum of two SRPs: ARAL Summer-Reading, ARAL Summer-Mathematics, or the SARP.

22. Incoming Grades 5 to 11 learners may participate in a maximum of three programs: ARAL Summer-Reading, and up to two SARP classes, excluding English.

23. Incoming Grade 12 learners may participate in a maximum of two SRPs: SHS Remediation Program-English, SHS Remediation Program-Mathematics, or the SARP.

III. POLICY STATEMENT

24. Through the SRP, DepEd aims to reinforce key competencies, strengthen learners' foundational skills, and better prepare them for the next school year.

25. The SRP shall leverage partnerships with parents and the broader community, promote home-based learning, and strengthen the monitoring of learner participation and engagement.

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IV. PROGRAM IMPLEMENTATION

A. Identification of Summer Remediation Program Learners

26. The EOSY assessment results shall serve as the basis for identifying learners who will participate in the ARAL Summer Programs and SHS Remediation Program.

Summer Remediation Program	Learners	Assessment
ARAL Summer - Reading	Key Stage 1	Comprehensive Rapid Literacy Assessment (CRLA) EOSY 2025-2026
ARAL Summer - Reading	Key Stages 2 and 3	Philippine Informal Reading Inventory (Phil-IRI) EOSY 2025-2026
ARAL Summer - Mathematics	Key Stage 1	Rapid Mathematics Assessment (RMA) EOSY 2025-2026
Senior High School Remediation Program	Incoming Grade 12	Senior High School Literacy and Numeracy Assessment

27. The final grades for SY 2025–2026 shall serve as the basis for identifying learners who will participate in the SARP. The following need to go through the program:

27.1 Incoming Grades 5 to 11 learners who did not obtain a passing grade in one or two learning areas (DO 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program); and

27.2 Senior high school learners who failed in any learning area at the end of the first or second semester.

28. Learners who are participating in the SARP shall be assessed according to the provisions in DM 035, s. 2025.

28.1 The Remedial Class Mark (final grade in the SARP shall be averaged with the learner's final grade at the end of the school year to determine the Recomputed Final Grade (RFG). The RFG must be at least 75 for a learner to be promoted to the next grade level.

28.2 A Certificate of RFG duly signed by the subject teacher and approved by the school head or principal shall be given to the learner, for presentation upon enrollment to the next grade level.

28.3 A learner who obtains an RFG below 75 at the end of the SARP shall undergo immediate assessment to determine appropriate interventions that will support the learner's transition to the next grade level. Such interventions

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may include continued remediation in the learning area during the next school year or referral to inclusive support services.

28.4 Learners who manifest challenges in foundational skills or demonstrate learning difficulties shall be provided with appropriate accommodations and targeted support throughout their participation in the SARP. They may be referred to the multidisciplinary team of the Inclusive Learning Resource Centers (ILRCs) or to other professionals for further evaluation and timely interventions tailored to their needs.

B. Structure of Summer Remediation Program Sessions

29. The SRP shall be conducted from Monday to Friday, with Fridays designated for home-based learning for learners and for teachers' preparation of instructional materials and documentation of learner progress. On home-based learning days, teachers shall provide minimal supervision while guiding learners in the completion of assigned remote tasks.

30. A maximum tutor-to-learner ratio of 1:10 shall be followed in the SRP classes to ensure focused and effective instruction. Learners may be grouped according to proficiency levels; however, in cases where mixed-ability groups are necessary, tutors shall employ differentiated instructional strategies to address the diverse learning needs of learners.

31. The duration of SRP sessions is as follows:

Summer Remediation Program	Number of hours per learning area per day (with 30-minute break)
ARAL Summer Program: Reading/Mathematics	2 hours
Senior High School Remediation Program: English/Mathematics	2 hours
Summer Academic Remedial Program: All learning areas	2 hours
Summer Academic Remedial Program: Senior High School	2 hours

32. Schools shall develop a class program for the SRP.

C. Delivery Modes

33. The SRP may be implemented through face-to-face, online, or blended learning modalities, depending on the school's context, learner needs, and available resources.

34. When classes are suspended, SRP sessions shall automatically shift to Alternative Delivery Modes for Education in Emergencies (EiE-ADM) to ensure learning continuity (DO 022, s. 2024, Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies).

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D. Program Requirement

35. Attendance shall be mandatory for learners identified as requiring targeted support through the SRPs. Consistent non-attendance may result in retention at the current grade level. This requirement ensures that learners have sustained access to structured instruction and essential resources for developing foundational skills. Regular participation also maximizes the program's benefits and enables effective monitoring of learner progress.

E. Monitoring Learners' Progress

36. Learners who are participating in the SARP shall be assessed by their teachers (DM 035, s. 2025). 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.

37. Daily learner attendance will be tracked; weekly progress reports shall be submitted to School Heads

38. Focus group discussions and teacher interviews shall be conducted periodically to support the monitoring and continuous improvement of the SRP.

F. Endline Assessment

39. Learners participating in the SRP shall be assessed at the end of the program.

40. Learners participating in the ARAL Summer Programs and SHS Remediation Program shall be assessed using the assessment tools administered at the EOSY 2025–2026.

V. PROGRAM SUPPORT

A. Selection and Engagement of Tutors

41. Schools shall engage DepEd teachers and external tutors in the implementation of the ARAL Summer Programs and the SHS Remediation Program. The engagement of DepEd teachers and external tutors as ARAL tutors shall be governed by DM 001, s. 2026 (Guidelines on the Engagement of Academic Recovery and Accessible Learning [ARAL] Tutors and Support Aides).

42. DepEd shall engage external tutors through partnerships with educational institutions, local government units, non-government organizations, civil society groups, and community-based organizations. Pre-service teachers, particularly those specializing in early childhood and general education, shall be prioritized in the selection of tutors. Teacher Education Institutions (TEIs) shall be systematically matched with nearby DepEd schools to facilitate the deployment of volunteer tutors.

43. For the SARP, the school head shall assign teachers best qualified to handle the remediation sessions in specific learning areas. Priority shall be given to Master Teachers or highly proficient teachers with demonstrated expertise in their respective subject areas.

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B. Capacity-Building for Tutors and School Leaders, and Orientation for Parents and Learners

44. The National Educators Academy of the Philippines (NEAP) shall design and conduct orientation and capacity-building activities for tutors and school leaders to ensure the effective implementation of the ARAL Summer and SHS Remediation Programs.

45. Remedial teachers and tutors assigned to handle the SRP shall undergo orientation and training on effective instructional strategies and ways to support learner motivation, confidence, and resilience.

46. Before the start of the SRP, school heads shall conduct orientation sessions for learners and their parents or guardians to explain the program's goals and the role of families in supporting learner progress.

C. Teaching and Learning Resources

47. Relevant, quality-assured materials for tutors and learners shall be distributed to schools before the start of the ARAL Summer and SHS Remediation Programs. Schools shall ensure that each tutor and learner receives a complete set.

48. Other materials may also be used to support the development of learners' skills, such as the following:

48.1 Resources from the DepEd Learning Management System;

48.2 Reading modules from the Early Language, Literacy, and Numeracy (ELLN) Program;

48.3 DepEd-approved materials from other remediation programs;

48.4 Instructional resources from the Revised K to 10 Curriculum; and

48.5 Quality-assured materials developed by the Region or Division.

D. Vision and Ear Care Support for Learners

49. Schools shall ensure that learners with vision and hearing impairments are identified and provided appropriate support. School-based vision screening and the provision of eyeglasses shall be conducted.

50. DepEd shall partner with health agencies and non-profit organizations to support vision screening, medical referrals, and corrective services. DepEd personnel and volunteers shall be trained in pocket vision screening, while licensed health professionals shall conduct screening and prescribe eyeglasses as needed.

E. Provision of Meals and Snacks to Learners

51. Nutritious snacks shall be provided to Key Stage 1 learners during the ARAL Summer Program sessions (DO 13, s. 2017, Policy and Guidelines on Healthy Food and Beverage Choices in Schools and DepEd Offices). Central kitchens within or

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IX. AMENDATORY CLAUSE

72. All Orders, issuances, rules, and regulations or parts thereof, including DO 18, s. 2025 (Implementing Guidelines of the Academic Recovery and Accessible Learning [ARAL] Program), DO 014, s. 2023 (Policy Guidelines on the Implementation of the National Learning Camp) and DO 013, s. 2018 (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.

X. EFFECTIVITY

73. This Order shall take effect immediately and apply solely to the implementation of the 2026 SRPs. 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.

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**LOCALIZED GUIDELINES ON THE IMPLEMENTATION OF
THE 2026 SUMMER REMEDIATION PROGRAM (SRP)**

These guidelines provide a localized procedure for SDO Marinduque and its schools to ensure standardized implementation of the 2026 Summer SRP, aligned with DO 10, s. 2026 and the ARAL Program Act (RA 12028).

1. Learner Beneficiaries

a. Learners' participation is determined by End-of-School-Year (EOSY) results in the following assessments:

- CRLA (Low and High Emergent): For incoming Grades 2 to 4;
- RMA (Not and Low Proficient): For incoming Grades 2 to 4;
- Phil-IRI (Frustration Level): For incoming Grades 5 to 11; and
- LNA (Not and Low Proficient): For incoming Grade 12.

b. Grade 1 repeaters may attend ARAL sessions for incoming Grade 2, but must remain officially enrolled in Grade 1 for SY 2026-2027.

c. Incoming Grade 7 learners shall attend ARAL sessions at the Elementary School where they graduated in SY 2025-2026.

d. Incoming Grade 11 learners shall attend ARAL sessions at the Junior High School where they graduated in SY 2025-2026.

2. Recruitment of Tutors

a. To maintain objectivity, no teacher can serve as a tutor for their own regular-class learners.

b. The CID, in coordination with the SGOD-SM&NS, shall facilitate partnerships for pre-service teachers from HEIs and other volunteers from the Local Government Unit (LGU).

c. A tutor can serve 2 to 3 sessions per day with different groups of learners, maintaining a strict 1:10 tutor-to-learner ratio.

3. Class Program and Schedule

a. Each session (ARAL-Reading, ARAL-Math, Remediation) lasts for two (2) hours, excluding a mandatory 30-minute break.

b. Incoming Grades 2, 3, and 4 learners in ARAL -Reading may be grouped together (multi-grade), provided the total does not exceed 10 learners.

c. Learners in ARAL-Math of different grade levels cannot be fused, as the intended materials are grade-specific.

d. Incoming Grades 5 to 11 learners who did not undergo ARAL-Reading in SY 2025-2026 must attend ARAL-Reading Basic. Those who have already attended should undergo ARAL-Reading Plus.

4. Remediation Process

a. Face-to-face instruction is preferred. However, Blended Learning may be utilized in times of extreme heat, power outages, or natural calamities.

b. Utilize ARAL-Reading Basic materials for Basic learners and ARAL-Reading Plus for Plus learners.

c. Use Math 1 materials for incoming Grade 2; Math 2 for incoming Grade 3; and Math 3 for incoming Grade 4.

d. Use specific SHS Remediation Materials for incoming Grade 12.

e. Ensure that each learner has the Individualized Reading Intervention Plan (IRIP) in ARAL-Reading and Individual Mathematics Intervention Plan (IMIP) and check the learners' progress in the listed topics or competencies.

f. Only the session hours are given points for service credits. Preparation of teaching materials during Mondays to Thursdays is excluded as it is a part of the Friday work from home activities.

g. During Fridays, while learners are on home-based learning, tutors are on work from home- preparing instructional materials, documenting learners' progress, and guiding learners in the completion of their assigned remote reading/ numeracy/ remediation activities.

5. Assessment, Monitoring, and Evaluation

a. It is expected that within each 2-hour session, all activities, including the assessment component, are delivered to learners.

b. For standardized tracking, Check-in Assessments are scheduled after Session 6, Session 10, and Session 14.

c. In the absence of Check-in Assessments from DepEd released materials, tutors must design Check-in Assessment materials based on the specific competencies taught in ARAL-Reading, ARAL-Math, and Remediation sessions.

d. Results from Check-in Assessments 1 to 3 and Activities 1 to 4 must be recorded to determine progress weekly and for the entire program duration.

e. Tutors are advised to provide regular feedback to parents/guardians regarding attendance, engagement, and results.

6. Key Responsibilities of SRP Focal Persons

Aside from the SDO Focal Persons, each District and School must have their own SRP Focal Persons with the following duties:

A. District SRP Focal Persons

- Validate the consolidated list of beneficiaries across the district
- Consolidate district-wide monitoring reports for submission to the CID

B. School SRP Focal Persons

- Manage the recruitment and orientation of tutors at the school level
- Ensure the availability and distribution of all learning materials
- Monitor daily attendance and the quality of tutor-learner engagement
- Sign, along with the School Head, the completion certificate of learners

Enclosure No. 3 to Memorandum CID-2026-036

Sample Class Programs

For single ARAL-Reading session

For single ARAL-Math session

Letterhead

SUMMER REMDIATION PROGRAM (SRP) in _____

CLASS PROGRAM

SY 2025-2026

Grade Level/Class/Section: _____

ARAL Tutor: _____

Area of Specialization: _____

TIME	DAY	MINUTES	WEEK 1 May 4-6	WEEK 2 May 11-15	WEEK 3 May 18-22	WEEK 4 May 25-29	WEEK 5 June 1-2	
7:00 to 7:30 AM	Arrival							
7:31 to 9:30 AM	Monday	120	ARAL Summer Program Orientation	Session 3	Session 7	Session 11	Session 15	
	Tuesday	120		Session 4	Session 8	Session 12	Assessment and Closing Activity	
	Wednesday	120		Getting To Know Activity Session 1	Session 5	Session 9	Session 13	
	Thursday	120		Session 2	Session 6 *Check-in #1	Session 10 *Check-in #2	Session 14 *Check-in #3	
	Friday	120		Home Study Day Activity 1	Home Study Day Activity 2	Home Study Day Activity 3	Home Study Day Activity 4	
9:31 to 9:45 AM	Dismissal							

Prepared by:

School Head

Conforme:

ARAL Tutor /
Remediation Teacher

Recommending Approval:

Public Schools District Supervisor

Approved:

JOHN M. CHAVEZ
Chief Education Supervisor, CID



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For one session in ARAL Basic and one session in ARAL Math with only one tutor/
 For one session in ARAL 2 and 3 or ARAL Math 3 and 4 with only one tutor

Letterhead

SUMMER REMEDIATION PROGRAM (SRP) in _____

CLASS PROGRAM

SY 2025-2026

Grade Level/Class/Section: _____

ARAL Tutor: _____

Area of Specialization: _____

TIME	DAY	MINUTES	WEEK 1 May 4-6	WEEK 2 May 11-15	WEEK 3 May 18-22	WEEK 4 May 25-29	WEEK 5 June 1-2
7:00 to 7:30 AM	Arrival						
7:31 to 9:30 AM (ARAL Basic / ARAL-Math 2 / Math 3)	Monday to Thursday	120 minutes each	ARAL Summer Program Orientation to Session 2	Session 3-6 *Check-in #1	Session 7-10 *Check-in #2	Session 11-14 *Check-in #3	Session 15 Assessment and Closing Activity
9:31 to 10:00 AM	Break						
10:01 to 12:00 NN (ARAL Math 1 / Math 3 / Math 4)	Monday to Thursday	120 minutes each	ARAL Summer Program Orientation to Session 2	Session 3-6 *Check-in #1	Session 7-10 *Check-in #2	Session 11-14 *Check-in #3	Session 15 Assessment and Closing Activity
	Friday	120	Home Study Day Activity 1	Home Study Day Activity 2	Home Study Day Activity 3	Home Study Day Activity 4	
12:01 to 12:15 PM	Dismissal						

Prepared by:

School Head

Conforme:

ARAL Tutor /
Remediation Teacher

Recommending Approval:

Public Schools District Supervisor

Approved:

JOHN M. CHAVEZ
Chief Education Supervisor, CID



For one session each in ARAL Math 2, 3, and 4 with only one tutor
 For one session in ARAL Basic for KS 1, ARAL Basic for KS 2, and ARAL Plus for KS 3 with only one tutor

Letterhead

SUMMER REMEDIATION PROGRAM (SRP) in _____

CLASS PROGRAM

SY 2025-2026

Grade Level/Class/Section: _____

ARAL Tutor: _____

Area of Specialization: _____

TIME	DAY	MINUTES	WEEK 1 May 4-6	WEEK 2 May 11-15	WEEK 3 May 18-22	WEEK 4 May 25-29	WEEK 5 June 1-2
7:00 to 7:30 AM	Arrival						
7:31 to 9:30 AM (ARAL Math 2 / ARAL Basic KS 1)	Monday to Thursday	120 minutes each	ARAL Summer Program Orientation to Session 2	Session 3-6 *Check-in #1	Session 7-10 *Check-in #2	Session 11-14 *Check-in #3	Session 15 Assessment and Closing Activity
9:31 to 10:00 AM	Break						
10:01 to 12:00 NN (ARAL Math 3 / ARAL Basic KS 2)	Monday to Thursday	120 minutes each	ARAL Summer Program Orientation to Session 2	Session 3-6 *Check-in #1	Session 7-10 *Check-in #2	Session 11-14 *Check-in #3	Session 15 Assessment and Closing Activity
12:00 to 1:00 PM	Lunch						
1:01 to 3:00 PM (ARAL Math 4 / ARAL Plus KS 2)	Monday to Thursday	120 minutes each	ARAL Summer Program Orientation to Session 2	Session 3-6 *Check-in #1	Session 7-10 *Check-in #2	Session 11-14 *Check-in #3	Session 15 Assessment and Closing Activity
	Friday	120	Home Study Day Activity 1	Home Study Day Activity 2	Home Study Day Activity 3	Home Study Day Activity 4	
3:01 to 3:15 PM	Dismissal						

Prepared by:

Conforme:

School Head

ARAL Tutor /
Remediation Teacher

Recommending Approval:

Public Schools District Supervisor

Approved:

JOHN M. CHAVEZ
Chief Education Supervisor, CID



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 Email: marinduque@deped.gov.ph
 Website: https://depedmarinduque.com

DISTRICT SRP COORDINATORS

District	ARAL-Reading	ARAL-Mathematics
Boac North	Mrs. Ma. Monique J. de Luna Mr. Mario Jose Medalla Mrs. Elenor M. Malimata	Mr. Edwin M. Osinsao Mrs. Karen Mae Monteagudo Mrs. Clarissa O. de Guzman
Boac South	Mrs. Arline M. Mayo Mr. Dino S. Nepomuceno	Mrs. Mary Amor F. Jandusay Mr. Melvin Logdat Mr. Carlo Tribucias
Buenavista	Mrs. Vanneza F. Morgado Mr. Ray Alben M. Manaog	Mr. Christian Fiegalan Mr. Michael Lou Monsanto
Gasan	Dr. Erlan M. Maming Mrs. Mylene Jasmin L. Rolloque Dr. Jimmy M. Romasanta	Mr. Jhoan S. Mandita Mrs. Minerva A. Malabayabas Mrs. Marivic L. Zamora
Mogpog	Mrs. Odette L. Malco Dr. Roziel MV Montalban	Mr. Leo Mapacpac Mrs. Evangeline Luarca
Santa Cruz East	Mrs. Ronamae M. Paradero Mrs. Genelyn J. Regio Mrs. Bernadette M. Ricafrente	Mr. Gerry Rivamonte Mr. Ricardo del Mundo Mr. Alfonso Regenio
Santa Cruz North	Dr. Arlene R. Diaz Mr. Rowel S. Laririt	Mr. Aldrin P. Reynoso Mr. Aniceto Jr. P. Regencia
Santa Cruz South	Mrs. Analy R. Buhay Mrs. Ma. Divina M. Puente Mrs. Maxima R. Marquez	Mr. Apollo Pernia Mr. Allan M. Fajardo Mrs. Anna Liza M. Retardo
Torrijos	Mrs. Edna M. Jalos Mrs. Elizabeth R. Paralejas	Mr. Christopher Recana Dr. Cherry Ann Jalos

ARAL Program Pre-Implementation Monitoring Tool (SY 2026–2027)

I. General Information

School Name	
School ID	
Division	
Region	
School Head	
SRP Focal Person	
Date of Monitoring	

II. Learner Identification and Placement

Indicator	Evident	Not Evident	Remarks
Master list of ARAL-Reading Program learners (Grades 2-11) based on “Frustration” or “Emerging” levels			
Master list of ARAL-Math Program learners (Grades 2-4) based on “Not Proficient” or “Low Proficient” levels			
Master list of SHS Remediation learners (Incoming Grade 12) for English/Math			
Master list for Summer Academic Remedial Program (SARP) (Students with grades <75)			
Signed Parent’s Consent / Waiver for all participating learners			

III. Personnel and Resource Readiness

Indicator	Evident	Not Evident	Remarks
Finalized list of teachers and volunteer tutors with assigned learning areas			
Availability of printed remediation and instructional guides			
Prepared Attendance Sheets for both learners and tutors			
Classroom/Learning space assignments (conducive and ventilated)			

IV. Health and Nutrition Coordination

Indicator	Evident	Not Evident	Remarks
Coordination with School Health personnel for vision and hearing screenings			
Operational plan for the provision of free meals (Monday to Thursday)			

V. Administrative and Scheduling

Indicator	Evident	Not Evident	Remarks
Approved Class Program (2 hours daily per learning area)			
Advocacy/Orientation conducted for parents and stakeholders			

VI. Summary of Findings

Strengths	
Critical Gaps	
Technical Assistance Provided	

Monitored by:

Signature Over Printed Name

Designation

MONITORING TOOL FOR THE 2026 SUMMER REMEDIATION PROGRAM (SRP)

School Information

School Name: _____ District: _____

School Head: _____ SRP Focal Person: _____

Total Number of Learners: _____ Total Number of Tutors: _____

Date of Monitoring: _____

Compliance Checklist

Instructions: Check (✓) the appropriate column based on actual observation and document review.

Indicators for Monitoring	Evident	Partially Evident	Not Evident	Remarks / Observations
1. Learner Selection & Placement				
Learners identified via CRLA, RMA, Phil-IRI, or LNA.				
Grade 1 repeaters correctly tagged for ARAL Grade 2.				
Multi-grade grouping for Reading (Grades 2-4) less than or equal to 10.				
ARAL-Math learners grouped by specific grade level.				
2. Human Resources & Tutoring				
Tutors are NOT teaching their own regular-class learners.				

Indicators for Monitoring	Evident	Partially Evident	Not Evident	Remarks / Observations
Strict 1:10 tutor-to-learner ratio maintained.				
Tutors serve a maximum of 2-3 sessions per day.				
Partnership with HEIs or LGU volunteers documented.				
3. Program Delivery & Schedule				
2-hour session duration + 30-minute mandatory break.				
Friday schedule: Home-based for learners / WFH for tutors.				
Use of Basic vs. Plus materials for Reading.				
Correct Math materials (e.g., Math 1 for incoming Grade 2).				
4. Assessment & Progress Tracking				
Every learner has an IRIP (Reading) or IMIP (Math).				
Check-in Assessments conducted at Sessions 6, 10, & 14.				
Progress results recorded (Assessments 1-3 & Activities 1-4).				

Indicators for Monitoring	Evident	Partially Evident	Not Evident	Remarks / Observations
Regular feedback provided to parents/guardians.				

Describe the availability of SHS Remediation materials and the transition of incoming Grade 7/11 learners to their former elementary/junior high schools:

Was Blended Learning triggered due to extreme heat, power outages, or calamities? (If yes, specify dates and reasons):

Issues and Challenges Encountered:

- *Learner Attendance:*
- *Resource Gaps:*
- *Technical Support Needed:*

Monitored by:

Conforme:

School Head

