



Republic of the Philippines
Department of Education
Region VI-Western Visayas
SCHOOLS DIVISION OF KABANKALAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM

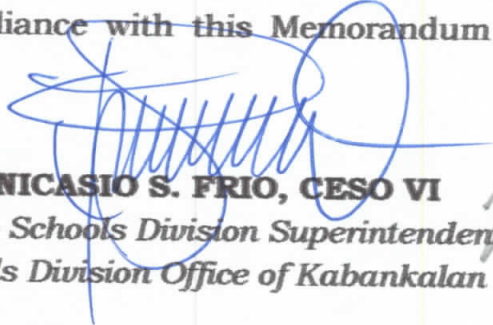
No. 258, s.2022

JUN 29 2022

**DISSEMINATION OF DEPED ORDER NO. 25, S. 2022 RE:
AMENDMENT TO DEPED ORDER 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: Asst. Schools Division Superintendent
Chiefs, CID and SGOD
Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. For the information and guidance of all concerned, enclosed is DepEd Order No. 25, s. 2022 RE: Amendment to DepEd Order No. 13, s. 2018.
2. Immediate dissemination of and compliance with this Memorandum are highly desired.


NICASIO S. FRIO, CESO VI
OIC- Schools Division Superintendent
Schools Division Office of Kabankalan

City





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

ing 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 the due consent from their parents/guardians.

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

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 a 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.

Individual Learning Monitoring Plan (Refer to Appendices D and F of DM-2020-01, **Suggested Strategies in Implementing Distance Learning Modalities for School Year 2020-2021**) must be prepared by teachers for remedial and enrichment classes to address the learning gaps and the competency level of each learner. The **one-size-fits-all** approach is not used as it does not address the learners' unique and diverse needs.

End-of-school-year classes for SY 2021-2022 consistent with DO 029, s. 1, **Calendar and Activities for School Year 2021-2022** states that enrichment and advancement classes for public schools shall start on **July 13, 2021**, Monday, and end on **August 12, 2022**, Friday. This schedule may be adjusted for 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 DO 009, **Reiterating the Policy on Academic Ease and Allowing the Flexibility of Classes and Other Teaching-Related Activities in the Midst of the COVID-19 Cases**, as long as the adjusted schedule does not fall short of the school week period as indicated in DO 13, s. 2018.

For SY 2021-2022, learners who received a grade ranging from 75 to 79 shall attend remedial classes for **15 days only**, from Mondays to Fridays, within the identified end-of-school-year classes.

Enrichment Classes refer to any form of organized instructional interventions for learners from Grade 1 to Grade 11 who received a grade ranging from 75 to 79 in a 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 in enrichment programs shall be provided with additional learning experiences through tutorials, mentoring, coaching, or other ways of delivering learning experiences.

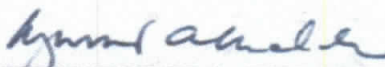
The program shall be implemented in all public elementary and secondary schools for SY 2021-2022. Private schools are allowed to make necessary adjustments.

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

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

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

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



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

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

ndicated in the Perpetual Index
under the following subjects:



To authenticate this document,
please use the QR code. DEPED-DOSEC-482217

AMENDMENT
BASIC EDUCATION
CLASSES
LEARNERS
POLICY
SCHOOLS

1/MPC, DO Amendment to DO 13, s. 2018
e 2, 2022

Appendix A.

GENERAL GUIDELINES AND CONSIDERATIONS

1. Distance Learning may be implemented through the following delivery modalities:
 - a. Modular Distance Learning (MDL)
 - b.1. Digital Modular Distance Learning (DMDL)
 - b.2. Printed Modular Distance Learning (PMDL)
 - b. Online Distance Learning (ODL)
 - c. TV-Video/Radio-based Instruction (TV-Video/RBI)
 - c.1. TV-Video (SLM-based)
 - c.2. TV-Video (MELCs Mapped)
 - c.3. Radio-Based Instruction (RBI)
 - d. Blended Distance Learning (BDL)
2. As stipulated in DepEd Order No. 007, s. 2020 entitled "School Calendar and Activities for School Year 2020-2021," schools and Community Learning Centers (CLCs), under the supervision of ROs and SDOs, are authorized to decide on the specific DLDM which may be deemed appropriate in their context.
3. Schools shall be guided by the Omnibus Guidelines on the Implementation of Community Quarantines, issued by the IATF for the Management of Emerging Infectious Diseases dated May 15, 2020 as well as the directives of the Office of the President (OP), in deciding the learning modality/modalities to be implemented. In addition, the learners' context, access, and readiness, as well as the context/situation of the area where the schools are located shall be taken into consideration. The choice of modality/modalities of the parent and/or learner may also be considered.
4. The DLDM adopted by the school or chosen by the learner or parent may be changed when deemed necessary and possible based on, but not limited to, any of the following:
 - a. Health and physical distancing protocols and other guidelines set in their respective areas;
 - b. Availability of public transport;
 - c. Changes in the health status of the learner;
 - d. The learner's assessment results showing that the learner is not doing well in the learning delivery modality chosen; and
 - e. Indications and reports of negligence and abuse validated through home visitations.
5. As much as possible, the primary learning resource that shall be used are the self-learning modules (SLMs) developed by the regions for the implementation of the Alternative Delivery Modes. It shall be the foundation for conversion to various content formats such as, but not limited to, digital formats (flat PDF and e-SLM), educational video, radio and others. The digital format of the SLMs shall be uploaded to the LR Portal and DepEd Commons.
6. Other learning resources like textbooks, learners' materials, MELCs-aligned teacher-made videos, audio-lessons, modules, activity sheets, interactive e-materials may supplement the required learning resource for each learning delivery modality.

7. To make learning manageable for learners, they may be given a set time frame to undertake a lesson or accomplish an activity. The setting of the time frame shall be guided by the suggested time allotment a MELC can be mastered. Learners who are not meeting expectations shall be provided with remediation while those who may accomplish the tasks as contained in the SLMs shall be given enrichment activities.
8. To ensure that learners are on task and are guided on what they are expected to accomplish within a specific week, teachers shall prepare a Weekly Home Learning Plan. Sufficient break times shall be ensured. In cases of legal celebrations and holidays as well as cancellations/suspensions of classes due to natural and man-made calamities, adjustments in the time frame for accomplishing learning tasks based on the Weekly Home Learning Plan shall be considered accordingly.
9. Schools, under the guidance and supervision of the Regional Office (RO) and Schools Division Office (SDO), shall organize their own mechanism to ensure that all learners receive copies of the SLMs in print or digital format as well as other learning materials like learners' material, textbooks, learning activity sheets and others. Local Government Units (LGUs) and community stakeholders may be tapped by schools and field offices to assist in making sure that SLMs are provided to every learner.
10. Additional learning materials developed by supervisors, specialists, and teachers may be used to support the SLMs. They shall ensure that these learning materials are aligned with the MELCs.
11. Schools shall ensure contextualization and integration of learning content. Contextualization shall allow flexibility of learning content and the processes needed to be related to a particular setting, situation or area of application to make competencies relevant, meaningful, and useful to all learners.
12. It is recommended that a learning facilitator or a household partner like parent, guardian, sibling, or other community members considered as a responsible adult should be available to guide and support the learning process of the child at home as well as provide guidance in accomplishing given home learning tasks.
13. The learning facilitators shall be capacitated on their roles through a capacity-building program that shall be organized by the schools through the supervision of the ROs and SDOs. The school-level capacity building program shall be part of the cascade model of training that shall commence at the national level where school heads and supervisors are trained first about the roles of the learning facilitators to be rolled out to the school level before the school year opens. Expenses relative to the conduct of the orientation-training of learning facilitators shall be charged against local funds or funds downloaded to ROs and SDOs in support to the operationalization of LCP subject to the usual accounting and auditing rules and regulations.

For learners without available learning facilitators at home, subject teachers or a cluster learning facilitator may conduct home visits following social distancing protocols or they may communicate through text messages, phone/live chats, or through other available forms of communication to provide assistance or remediation. Teachers/Learning facilitators may be