

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
Region IX, Zamboanga Peninsula
DIVISION OF ZAMBOANGA DEL NORTE
Dipolog City 7100

RELEASED

23 JUN 2017

BY: _____
NAME/SIGNATURE

DATE: _____

DIVISION MEORANDUM

NO. 206, s. 2017

TO: ALL PSDS,
Elementary/ Secondary School Heads
English Teachers (Elementary/Secondary)

FROM: NATIVIDAD P. BAYUBAY, CESO VI
Officer-In-Charge
Office of the Schools Division Superintendent

SUBJECT: A CALL FOR READING REMEDIATION IN THE ELEMENTARY AND
SECONDARY (JHS) LEVELS

DATE: June 22, 2017

1. It is evident that there are students promoted who still have reading problems. They are promoted due to majority of the teachers' wrong notion of the statement, "NO CHILD LEFT BEHIND". This statement simply means that teachers must exert efforts to enable all students to read to learn or to learn to read so that they will pass in all subject areas. Outright remediation must be done. Find time as early. Do not wait for the school year to end.

2. "Catch Them Early": The Heart of Reading Remediation", as Claire B. Barcelona, Division English Coordinator of Albay, Region V, shared during the MTOT for Grade 6. She said that Early Reading Intervention is the supplemental support given to a child-at-risk, early in his schooling, before his difficulties in learning to read become permanent. Each teacher is expected to give specific attention to each child as each of them has specific demand.

3. The lowest performing child in the class is a child-at-risk, at risk of failure to learn to read. This child must be given another chance to learn to read and catch up with his peers with average performance before his learning difficulties become habituated into a pattern of failure and the best way to break the cycle of the failure from readers experience in school is to provide intervention as early as possible.

4. In this connection, herewith is a copy of the strategies with corresponding suggested interventions to cater to the varied problems of our learners (Grades 1-10). After studying this material, the teachers are expected to:

- a) identify the reading problems demonstrated by the learner,
- b) design reading interventions to address the learners' needs and
- c) check from among their practices those that work best for disadvantaged readers.

5. It is expected that the tasks of the teachers as stated in No. 4 above will be closely monitored by the school head as well as by the PSDS.

6. All schools Elementary/Secondary (JHS) are enjoined to implement this in order to activate remediation as part of the CARE AND SHARE & ilove2 read. Quarterly reports are due to the division office after every quarterly exams.

7. For S.Y. 2017-2018, this office strongly recommends Juan Bugarin CS of Sindangan North District and Salug CS of Salug I District to be the Division Leader Schools for Remediation (DLSR) Mrs. Maribel R. Alburo, MTI of Juan Bugarin CS will be the focal person for Sindangan North, while Mr. Isagani M. Tamin, Teacher II will be the focal person for Salug I District. These two (2) teachers are expected to look into remediation in their respective districts. The designated focal persons of the other 35 districts may keep in touch with Mr. Tamin and Ms. Alburo. (Contact nos. - Mr. Tamin - 0919-899-1045 ; Mrs. Alburo - 0936-751-2066)

8. For the other districts and secondary schools (JHS), you are hereby directed by this office to assign your District Reading Remediation Coordinators (DRRCs) preferably your ilove2read and CARE AND SHARE Coordinators. (Please submit their names and Contact Nos. to the Division office not later than June 30, 2017.

9. For information, dissemination and compliance.

Note: All school heads are requested to provide each English Teacher with a copy of this