



Republic of the Philippines  
**Department of Education**  
 REGION I  
 SCHOOLS DIVISION OF VIGAN CITY

16 JUL 2026

**DIVISION MEMORANDUM**No. 561, s. 2026

**SCHEDULE OF DEPED PERSONNEL IN THE CONDUCT OF SCHOOL VISITATION  
 EVERY FRIDAY FOR LITERACY AND NUMERACY SUPPORT  
 AS WORK-FROM-HOME (WFH) OUTPUTS**

To: Asst. Schools Division Superintendent  
 Chief Education Supervisors- CID and SGOD  
 Public Elementary and Secondary Schools  
 All Others Concerned

1. Pursuant to Regional Memorandum No. 758, s. 2026, titled "*Conduct of School Visitation Every Friday for Literacy and Numeracy Support as Work- From- Home Outputs,*" and Division Memorandum No. 494, s. 2026, this Office issues the schedule of division personnel assigned to conduct school visitations every Friday in support of the implementation of literacy and numeracy programs as part of the Work-from-Home outputs.
2. The school visitation aims to strengthen the implementation of literacy and numeracy programs by ensuring the continuous delivery of quality education services and the timely provision of technical assistance to school heads and teachers.
3. The assigned DepEd personnel shall:
  - a. coordinate with the concerned school head prior to the scheduled school visitation;
  - b. conduct school visitation, observation, consultation, and validation of the implementation of literacy and numeracy programs, interventions, activities, assessment practices, and related accomplishments;
  - c. provide appropriate technical assistance, coaching, feedback, and recommendations to school heads and teachers based on the findings of the school visitation;
  - d. accomplish the prescribed Friday School Visitation Monitoring Tool for Literacy and Numeracy Support; and
  - e. document the activity through attendance records, photographs, monitoring notes, and other relevant means of verification.
4. School heads shall ensure the availability of pertinent documents, assessment results, literacy and numeracy plans, intervention records, learning resources, and other relevant information needed during the school visitation. They shall likewise facilitate consultations with teachers and other concerned personnel.
5. Consistent with Item No. 6 of Regional Memorandum No. 758, s. 2026, the school visitation and all corresponding outputs shall form part of the official Work-from-Home accomplishments of the assigned division personnel. These shall be duly recorded in the Individual Daily Log and Accomplishment Report (IDLAR), with the accomplished



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monitoring tool, key findings and observations, recommended follow-up actions, and supporting documents, including the required photographic documentation, attached as evidence of accomplishment.

6. The Curriculum Implementation Division and the School Governance and Operations Division chiefs shall consolidate and analyze the results of the Friday school visitations. The consolidated report shall include major findings, good practices, issues and concerns, technical assistance provided, recommendations, and proposed actions related to the implementation of literacy and numeracy programs.
7. The consolidated Friday School Visitation Monitoring Report shall be submitted every Monday to the Assistant Schools Division Superintendent, copy furnish the Schools Division Superintendent. It shall serve as a basis for evidence-based decision-making, program planning and enhancement, resource allocation, and the provision of appropriate technical assistance, interventions, and other necessary support to schools.
8. The schedule of assigned DepEd personnel and their respective schools is provided in Enclosure No. 1 of this Memorandum. Changes in assignment may be made when necessary, upon the approval of the Division Chief concerned.
9. This Memorandum shall serve as the locator slip of the assigned personnel during the conduct of the Friday school visitation.
10. Enclosed in this Memorandum are the schedule of assigned DepEd personnel and schools and the prescribed Friday School Visitation Monitoring Tool for Literacy and Numeracy Support.
11. Immediate dissemination of and strict compliance with this Memorandum are desired.

*Ani & Risa*  
**VILMA D. EDA, CESO V**  
f Schools Division Superintendent



Encl: Schedule of School Visitation  
Reference: As stated  
CID/eca/DM-ScheduleConduct SchoolVisitation  
July 15, 2026



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Enclosure No. 1 to Division Memorandum No. \_\_\_\_ s, 2026

**A. CURRICULUM IMPLEMENTATION DIVISION (CID)**

| Name of Personnel      | Schools                   |
|------------------------|---------------------------|
| 1. Amelyn P. Abella    | RES/ RPES                 |
| 2. Elsie C. Amorin     | APES / VNHSW              |
| 3. Pelagio F. Cardenas | CAPES/ ISNHS-JHS-Numeracy |
| 4. Solito S. Cortel    | GESIIMS / MES/ PIS        |
| 5. Peter John A. Frial | CAMIS/ ISNHS-SHS          |
| 6. Felipa T. Regaspi   | SBPES / TES/ BPES         |
| 7. Nelson A. Robiñol   | BMSW/ISNHS- JHS-Literacy  |
| 8. Rommel R. Rabo      | NES/ CCES                 |
| 9. Clarito A. Siababa  | BMSE / SJES/ JSES         |
| 10. Edgar L. Pescador  | VNHSE/ VCS                |
| 11. Michael C. Gelacio | ALS CLCs                  |

**B. SCHOOLS GOVERNANCE AND OPERATIONS DIVISION (SGOD)**

| Name of Personnel          | Schools           |
|----------------------------|-------------------|
| 1. Susiemar M. Rapisura    | PIS/JSES/APES     |
| 2. Racquel A. Follante     | NES/RPES          |
| 3. Gloria P. Cabotaje      | VCS/ TES          |
| 4. Aurelyn F. Fieldad      | CCES/CAMIS        |
| 5. Aphrodite Hope Martinez | CAPES/ SJES/ISNHS |
| 6. Cherry Joy Garma        | BMSW/BMSE         |
| 7. Alimar Ablog            | GESMES/MES        |
| 8. Sherwin Fabre           | BPES/ VNHSW       |
| 9. Raymart Quedado         | RES/ VNHSE/SPBES  |

*\*CID & SGOD Chiefs - any of the schools*



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Enclosure No. 2 to Division Memorandum No, \_\_\_\_ s, 2026

**FRIDAY SCHOOL VISITATION MONITORING TOOL FOR LITERACY  
AND NUMERACY SUPPORT**

**I. BASIC INFORMATION**

|                            |  |
|----------------------------|--|
| School Name                |  |
| Date of Visit              |  |
| Time In/Out                |  |
| SDO Personnel/Team         |  |
| School Head                |  |
| Grade Levels Visited       |  |
| Number of Teachers Engaged |  |

**II. PURPOSE OF VISITATION**

- ☐ Technical Assistance to School Heads and Teachers
- ☐ Classroom Observation (Reading, Writing, Mathematics)
- ☐ Monitoring of Literacy and Numeracy Programs
- ☐ Review of Assessment Results and Intervention Programs
- ☐ Coaching and Mentoring
- ☐ Availability of Learning Resources
- ☐ Professional Learning Engagement
- ☐ Others: \_\_\_\_\_

**III. SCHOOL LITERACY AND NUMERACY PROGRAM STATUS**

**A. IMPLEMENTATION OF LITERACY PROGRAMS**

| Indicator                                                     | Not Evident<br>(1) | Partially Evident<br>(2) | Evident<br>(3) | Highly Evident<br>(4) | Remarks |
|---------------------------------------------------------------|--------------------|--------------------------|----------------|-----------------------|---------|
| School has a Literacy Improvement Plan/Program/PIP/REAP       |                    |                          |                |                       |         |
| Reading interventions are implemented for struggling learners |                    |                          |                |                       |         |
| Teachers use evidence-based reading strategies                |                    |                          |                |                       |         |
| Reading assessment data guide instruction                     |                    |                          |                |                       |         |



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**B. IMPLEMENTATION OF NUMERACY PROGRAMS**

| Indicator                                         | 1 | 2 | 3 | 4 | Remarks |
|---------------------------------------------------|---|---|---|---|---------|
| School has a Numeracy Improvement Plan/Program    |   |   |   |   |         |
| Numeracy intervention programs are implemented    |   |   |   |   |         |
| Teachers use evidence-based numeracy strategies   |   |   |   |   |         |
| Assessment results inform mathematics instruction |   |   |   |   |         |
| Learner progress is regularly monitored           |   |   |   |   |         |

**IV. UTILIZATION OF ASSESSMENT TOOLS**

| Assessment Tool/Program                        | Evident                  | Not Evident              | Remarks |
|------------------------------------------------|--------------------------|--------------------------|---------|
| Phil-IRI                                       | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Rapid Math Assessment (RMA)                    | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Comprehensive Rapid Literacy Assessment (CRLA) | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Other Tools                                    | <input type="checkbox"/> | <input type="checkbox"/> |         |

**V. CLASSROOM OBSERVATION**

**A. READING AND WRITING INSTRUCTION**

| Indicator                                     | Evident                  | Not Evident              | Remarks |
|-----------------------------------------------|--------------------------|--------------------------|---------|
| Explicit instruction observed                 | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Differentiated instruction evident            | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Learner engagement is high                    | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Use of reading materials appropriate to level | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Feedback provided to learners                 | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Assessment integrated into instruction        | <input type="checkbox"/> | <input type="checkbox"/> |         |



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**B. MATHEMATICS INSTRUCTION**

| Indicator                           | Yes                      | No                       | Notes |
|-------------------------------------|--------------------------|--------------------------|-------|
| Conceptual understanding emphasized | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Problem-solving strategies observed | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Differentiated support provided     | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Manipulatives/resources utilized    | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Learner participation evident       | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Formative assessment conducted      | <input type="checkbox"/> | <input type="checkbox"/> |       |

**VI. TECHNICAL ASSISTANCE AND COACHING PROVIDED**

**School Head**

| Area Discussed | TA/Coaching Provided | Agreed Next Steps |
|----------------|----------------------|-------------------|
|                |                      |                   |
|                |                      |                   |
|                |                      |                   |
|                |                      |                   |

**Teachers**

| Teacher/Grade Level | Area of Support | Coaching/TA Provided | Follow-Up Needed |
|---------------------|-----------------|----------------------|------------------|
|                     |                 |                      |                  |
|                     |                 |                      |                  |
|                     |                 |                      |                  |
|                     |                 |                      |                  |

**VII. PROFESSIONAL ENGAGEMENT WITH TEACHERS**

**Topics Discussed**

- ☐ Differentiated Instruction
- ☐ Reading Intervention Strategies
- ☐ Numeracy Intervention Strategies
- ☐ Use of Assessment Results
- ☐ Remediation and Enrichment Activities
- ☐ Remediation and Enrichment Activities
- ☐ Others: \_\_\_\_\_

**VIII. REVIEW OF LEARNING RESOURCES AND MATERIALS**



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| Resource/Material      | Adequate                 | Needs Improvement        | Not Available            | Remarks |
|------------------------|--------------------------|--------------------------|--------------------------|---------|
| Reading Materials      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Decodable Texts        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Numeracy Materials     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Teacher Guides         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Assessment Tools       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Intervention Materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |

\_\_\_\_\_  
Signature of Monitor Over Printed Name

Conforme:

\_\_\_\_\_  
Signature of School Head Over Printed Name  
Date: \_\_\_\_\_



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JUN 18 2026

**REGIONAL MEMORANDUM**

No. 758, s. 2026

**CONDUCT OF SCHOOL VISITATION EVERY FRIDAY FOR LITERACY AND  
NUMERACY SUPPORT AS WORK-FROM-HOME (WFH) OUTPUT**

To: Assistant Regional Director  
Schools Division Superintendents  
Assistant Schools Division Superintendents  
Regional Chief - Curriculum and Learning Management Division (CLMD)  
Division Chiefs – Curriculum Implementation Division (CID) and School  
Governance and Operations Division (SGOD)  
All Education Program Supervisors and Education Program Specialists

1. In support of the Department of Education's commitment to ensure that every learner achieves foundational competencies in Literacy and Numeracy, this Office directs all concerned Chief Education Supervisors (CES), Education Program Supervisors (EPS) and Education Program Specialists to utilize Friday as opportunity to conduct school visits and provide technical assistance in the improvement of literacy and numeracy outcomes.
2. This directive is pursuant with DepEd Memorandum No. 018, s. 2026, which designates Friday as the common Work-from-Home (WFH) day for covered DepEd personnel, thus ensuring that the WFH arrangement translates into meaningful, on-ground support for teachers and the learners.
3. In this regard, the Assistant Regional Director and all Schools Division Superintendents are directed to ensure that all concerned personnel conduct school visitations nearest to their respective residences every Friday and shall be reported as WFH output in compliance with DepEd Memorandum No. 018, s. 2026 and existing guidelines on Flexible Work Arrangements.
4. Prior to the school visit, the concerned personnel shall coordinate with the School Head to ensure proper preparation and a collegial supervisory approach aligned with the principles of instructional supervision for professional growth.
5. The school visitation shall focus on the following activities:
  - Providing technical assistance and coaching to school heads and teachers on evidence-based literacy and numeracy strategies and interventions;
  - Observing classroom instruction in Reading, Writing, and Mathematics, particularly in the early and middle grades;
  - Reviewing and giving feedback on available literacy and numeracy materials, assessment tools, and intervention programs (e.g., Phil-IRI, CRLA/EGMA);
  - Documenting the school's status of literacy and numeracy programs and identifying areas needing support;

- Facilitating collaborative professional discussions with teachers on differentiated instruction for struggling learners; and
- Identifying resource gaps and support needs for division-level and regional-level action.

6. All accomplishments from the Friday school visitation shall be duly recorded in the Individual Daily Log and Accomplishment Report (IDLAR), indicating the following:

- Name of school visited, district, and division;
- Time-in and time-out of the visit;
- Summary of technical assistance activities conducted;
- Key findings and observations;
- Recommended follow-up actions; and
- Photographic documentation (minimum of three photos).

7. The Regional and Division Chiefs shall consolidate the IDLAR into a Weekly Consolidated School Visitation Report and submit the same to the Assistant Schools Division Superintendent/Assistant Regional Director every Monday, copy furnish the Schools Division Superintendent/Regional Director.

8. For any inquiries and clarifications, please contact the Curriculum and Learning Management Division at telephone no. (072) 682-23-24 local 120 or e-mail at [clmd.region1@deped.gov.ph](mailto:clmd.region1@deped.gov.ph).

8. This Memorandum shall take effect immediately and shall cover all Fridays designated as WFH days under DepEd Memorandum No. 018, s. 2026, or any subsequent memorandum extending or modifying the WFH arrangement.

9. Immediate dissemination of and strict compliance with this Memorandum is enjoined.

*pld*  
**ESTELA P. LEON-CARIÑO, EdD, CESO III**  
Director IV/Regional Director *ju*

Encl.: None

Reference:

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

CURRICULUM      LITERACY      SCHOOL

CLMD/DCB/RM\_MonitoringWFH  
June 18, 2026

