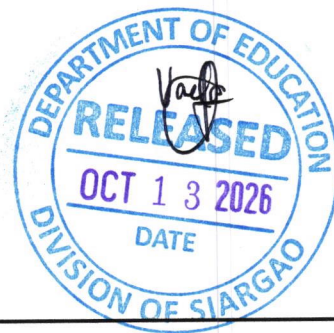




Republic of the Philippines  
**Department of Education**  
CARAGA REGION  
**SCHOOLS DIVISION OF SIARGAO**



Division Memorandum

No. 10-304 s.2026

**To:** Assistant Schools Division Superintendent  
CID Chief, SGOD Chief & Section Heads  
Education Program Supervisors/ Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
This Division

**MONITORING AND EVALUATION OF THE FLEXIBLE LEARNING PROGRAM-SCHOOL-INITIATED INTERVENTION (FLP-SII) AND LEARNERS AT RISK OF DROPPING OUT (LARDO)**

1. In line with the Department of Education's commitment to inclusive and equitable quality basic education, all public elementary and secondary schools are directed to strengthen the implementation of the Flexible Learning Program-School-Initiated Intervention (FLP-SII) and interventions for Learners at Risk of Dropping Out (LARDO). This Division shall conduct monitoring and evaluation to assess program implementation, determine the effectiveness of learner interventions, and ensure the continued participation, retention, and completion of learners in basic education.

2. The activity primarily aims to:

- assess the implementation of FLP-SII and school-based interventions for learners at risk of dropping out;
- validate the identification, profiling, and monitoring of learners requiring appropriate educational support;
- evaluate learner participation, attendance, learning progress, and the effectiveness of interventions provided;
- identify implementation gaps and provide technical assistance to school heads and teachers; and
- recommend appropriate measures to strengthen learner engagement, retention, and completion.

3. The monitoring and evaluation team shall be composed of the **Education Program Supervisors (EPS) and Public Schools District Supervisors (PSDS) and one member from the SGOD** (Enclosure 1). The EPS shall focus on the implementation and effectiveness of learning interventions, curriculum alignment, learner progress, and instructional support, while the PSDS shall oversee school-level implementation, validate learner records, monitor intervention plans, and ensure compliance with reporting requirements.





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4. All school heads are directed to prepare and make available the following documents during the monitoring and evaluation:
  - a. updated list and profiles of learners at risk of dropping out;
  - b. FLP-SII implementation plan and relevant supporting documents;
  - c. individual or school-based learner intervention plans, as applicable;
  - d. attendance records, learner outputs, assessment results, and progress monitoring reports;
  - e. documentation of parent or guardian conferences, home visitation when appropriate, and other learner support interventions; and
  - f. accomplishment reports indicating the status and outcomes of interventions provided.
5. The concerned PSDS and EPS shall prioritize the **monthly monitoring and evaluation** of the following schools identified by the DepEd Regional Office, pursuant to RO 0819, s. 2026, as having the highest dropout rates: Sta. Fe ES (Dapa West), Consolacion NHS (Dapa East), Sayak ES and Lobogon ES (Numancia), and Dapa NHS (Dapa West).
6. School Heads of these schools shall submit a **monthly monitoring report using the prescribed SDO template** (Enclosure 2) , detailing learner attendance, identified learners at risk of dropping out, FLP-SII interventions implemented, learner progress, and recommendations for appropriate action.
7. The monitoring and evaluation shall be conducted on October 19, 2026 to November 16, 2026 . The monitoring team shall provide technical assistance, document findings and good practices, and recommend appropriate corrective measures. School heads shall ensure that identified gaps are addressed and that learners requiring continued support are provided with appropriate follow-up interventions.
8. The PSDS shall consolidate the monitoring results of schools within their respective districts and submit the reports to the Schools Division Office through FLP focal person ,RANDY A. RUDILA-EPS on or before **Nov. 27, 2026** . The consolidated report shall include the findings, identified challenges, interventions undertaken, recommendations, and follow-up actions.
9. Travel expenses, transportation costs, meals, snacks and other necessary and allowable expenses directly related to the conduct of this activity shall be charged against Program Support Fund (**SARO No. RO-13-26-00700**) and compliance with existing government budgeting, accounting, and auditing rules and regulations.



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10. Immediate dissemination of and strict compliance with this Memorandum is hereby directed.

  
MANUEL O. CABERTE  
Schools Division Superintendent

Reference : RM No.0819, s 2026

Enclosures : As stated

To be indicated in the PERPETUAL INDEX under the following subjects:

LEARNERS  
EVALUATION

PROGRAMS

MONITORING AND

*rarudila/10/12/2026*



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Enclosure \_\_\_\_\_ Division Memo \_\_\_\_\_ s. 2026

**MONITORING TEAM**

| Name                   | Position/Designation         | Functional Division | Assignment                                                          |
|------------------------|------------------------------|---------------------|---------------------------------------------------------------------|
| A. Priority Schools    |                              |                     |                                                                     |
| RANDY A. RUDILA        | Education Program Supervisor | CID                 | Sta Fe<br>ES/Consolacion<br>NHS/Lobogon<br>ES/Sayak ES/<br>Dapa NHS |
| LEAH A. MONES          | PSDS                         | CID                 |                                                                     |
| JOSEPH S. SOLANA       | PSDS                         | CID                 |                                                                     |
| REGEMIE A.ALBURO       | PSDS                         | CID                 |                                                                     |
| AQUINO GARCIA          | SEPS                         | SGOD                |                                                                     |
| B. DISTRICTS           |                              |                     |                                                                     |
| MARITES T. PENERA      | Education Program Supervisor | CID                 | BURSAN<br>DISTRICT                                                  |
| KATHLEEN JORNALES      | PSDS                         | CID                 |                                                                     |
| GLENDA A. DADAP        | PDO I                        | SGOD                |                                                                     |
| ELIAS G. BRINA         | Education Program Supervisor | CID                 | DAPA EAST                                                           |
| REGEMIE A.ALBURO       | PSDS                         | CID                 |                                                                     |
| JUVY C. ARREZA         | Nurse II                     | SGOD                |                                                                     |
| LUZ SANDRA R. FERNADEZ | Education Program Supervisor |                     | DAPA WEST                                                           |
| LEAH A. MONES          | PSDS                         |                     |                                                                     |
| JUVY C. ARREZA         | Nurse II                     | SGOD                |                                                                     |
| RELYN D. RAZA          | Education Program Supervisor | CID                 | GEN LUNA                                                            |
| ROLANDO S. SAPURAS     | PSDS                         | CID                 |                                                                     |
| HAIDY T. ARCIGA        | Nurse II                     | SGOD                |                                                                     |
| NENIEL E. DUMANJOG     | Education Program Supervisor | CID                 | PILAR                                                               |
| JULIUS P. TESIORNA     | PSDS                         | CID                 |                                                                     |
| PILARITA S. POMOY      | Nurse II                     | SGOD                |                                                                     |
| FLORANGEL S. ARCADIO   | Education Program Supervisor | CID                 | SAN ISIDRO                                                          |
| MARITESS M. PETALLO    | PSDS                         | CID                 |                                                                     |
| CATHERINE LANDAO       | Administrative Officer V     | OSDS                |                                                                     |
|                        |                              |                     |                                                                     |



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|                             |                              |      |                 |
|-----------------------------|------------------------------|------|-----------------|
| FERNANDO A. DONES JR        | Education Program Supervisor | CID  | SAPAO           |
| EMELI O. POMOY              | PSDS                         | CID  |                 |
| JOEPETE G. TIU              | Nurse II                     | SGOD |                 |
| FLORANGEL S. ARCADIO        | Education Program Supervisor | CID  | NUMANCIA        |
| JOSEPH S. SOLANA            | PSDS                         | CID  |                 |
| ROSYNETTE E. LIBAY          | Nurse II                     | SGOD |                 |
| ANIESOL C. LASALA           | Education Program Supervisor | CID  | SOCORRO<br>EAST |
| GIRLIE JOI C. SANICO        | PSDS                         | CID  |                 |
| BEBHIE GRACE G.<br>JOAQUINO | Nurse II                     | SGOD |                 |
| RANDY A. RUDILA             | Education Program Supervisor | CID  | SOCORRO<br>WEST |
| SARACHEN L. SANGCO          | PSDS                         | CID  |                 |
| RAQUEL GEMPARO              | EpSA                         | CIS  |                 |
|                             |                              |      |                 |



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Enclosure \_\_\_\_\_ Division Memo \_\_\_\_\_ s. 2026

**MONITORING AND EVALUATION TOOL FOR SCHOOL-BASED DROPOUT  
REDUCTION INTERVENTIONS FOR LEARNERS-AT-RISK OF DROPPING  
OUT (LARDO) AND SCHOOL INITIATED INTERVENTION**

School Name: \_\_\_\_\_  
School Head: \_\_\_\_\_  
School Address: \_\_\_\_\_  
Division: \_\_\_\_\_

School ID: \_\_\_\_\_  
Contact No.: \_\_\_\_\_  
District: \_\_\_\_\_

**School Classification:**

- ☐ Elementary School  
☐ Junior High School  
☐ Senior High School  
☐ Integrated School (Elementary + JHS and/or SHS)  
☐ Other: \_\_\_\_\_

**School Category :**

- ☐ Small  
☐ Medium  
☐ Large  
☐ Mega

**School Type :**

- ☐ SPED  
☐ Integrated School  
☐ Special Science  
☐ Technical -Vocational  
☐ Senior High School Stand-Alone  
☐ Regular School  
☐ Others: \_\_\_\_\_

| Enrollment Data |   |   |       | No. of LARDO |   |       | % of LARDO |   |       |
|-----------------|---|---|-------|--------------|---|-------|------------|---|-------|
| Grade level     | M | F | Total | M            | F | Total | M          | F | Total |
|                 |   |   |       |              |   |       |            |   |       |
|                 |   |   |       |              |   |       |            |   |       |
|                 |   |   |       |              |   |       |            |   |       |
|                 |   |   |       |              |   |       |            |   |       |
|                 |   |   |       |              |   |       |            |   |       |
|                 |   |   |       |              |   |       |            |   |       |
|                 |   |   |       |              |   |       |            |   |       |
| Total           |   |   |       |              |   |       |            |   |       |

**Instructions:**

To mark "Yes" or "No" in the *Observation* column, the monitor shall ensure that all required *Means of Verification* (MOVs) are available, complete, and properly validated for each specified domain and indicator. If any required MOV is missing, incomplete, or does not meet the prescribed criteria, the corresponding indicator shall be marked "No".



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| Domain/Indicators                                                                                                                                                          | Observation                                                 | Mode of Verification                                                                                                                                                                         | Notes/Remarks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>A. Family Domain</b>                                                                                                                                                    |                                                             |                                                                                                                                                                                              |               |
| A.1. Parents/guardians are actively engaged in FLP/ADM-DORP activities (consultations, home visits, meetings)                                                              | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Attendance Sheet<br><input type="checkbox"/> Consultation/Home Visit Log                                                                                            |               |
| A.2. Parents are oriented on FLP/ADM modalities and various school-initiated interventions designed to address learners at risk of dropping out (LARDO).                   | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Attendance Sheet<br><input type="checkbox"/> Activity Documentation Report/Accomplishment Report                                                                    |               |
| A.3. Parent participation in monitoring learner attendance is evident.                                                                                                     | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Learner Attendance Tracking Sheets with Parent Signatures.                                                                                                          |               |
| A.4. The school organizes and conducts meetings with parents of learners at risk of dropping out (LARDO) to address attendance and retention concerns.                     | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Attendance Sheet<br><input type="checkbox"/> Minutes of the meeting                                                                                                 |               |
| A.5. Parents receive timely updates and feedback on FLP/ADM implementation and the progress of their child/learner/s.                                                      | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Feedback form                                                                                                                                                       |               |
| A.6. The school administration consults parents in identifying and prioritizing interventions to address dropout incidence.                                                | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Parent Feedback Forms<br><input type="checkbox"/> Documentation of agreed interventions with parents                                                                |               |
| A.7. The school integrates parent inputs into the School Improvement Plan (SIP), demonstrating collaborative decision-making on dropout reduction efforts                  | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Minutes of SIP Planning Sessions/Workshops with parent participation<br><input type="checkbox"/> Narrative/Accomplishment Reports detailing the integration process |               |
| <b>Total No. of Checks (Yes Only)</b>                                                                                                                                      |                                                             |                                                                                                                                                                                              |               |
| <b>B. Individual Domain</b>                                                                                                                                                |                                                             |                                                                                                                                                                                              |               |
| B.1. Learners at risk of dropping out receive FLP/ADM learning packages, including but not limited to self-learning modules and activity sheets to support their learning. | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Distribution Log                                                                                                                                                    |               |
| B.2. Learners at risk of dropping out (LARDO) are                                                                                                                          | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> LARDO Profile<br><input type="checkbox"/> Intervention Plan                                                                                                         |               |



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|                                                                                                                                                                                                                                                                              |                                                             |                                                                                                                                                                                                                                                                             |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| identified and provided with tailored interventions based on their individual needs.                                                                                                                                                                                         |                                                             | <input type="checkbox"/> Lesson Plan<br><input type="checkbox"/> Home Visitation Report                                                                                                                                                                                     |  |  |
| B.3.LARDO receives timely psychosocial support and guidance services to address academic and personal challenges.                                                                                                                                                            | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Guidance Counselor/Advocate Report<br><input type="checkbox"/> Intervention Plan<br><input type="checkbox"/> Activity Documentation Report/Accomplishment Report                                                                                   |  |  |
| B.4. Learners receive recognition for their achievements to enhance motivation and engagement in learning.                                                                                                                                                                   | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Activity Documentation Report/Accomplishment Report                                                                                                                                                                                                |  |  |
| <b>Total No. of Checks</b>                                                                                                                                                                                                                                                   |                                                             |                                                                                                                                                                                                                                                                             |  |  |
| <b>C. Community Domain</b>                                                                                                                                                                                                                                                   |                                                             |                                                                                                                                                                                                                                                                             |  |  |
| C.1 The LGU/Barangay actively supports the implementation of FLP/ADM for learners at risk of dropping out (LARDO).                                                                                                                                                           | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> MOA/MOU<br><input type="checkbox"/> Resolution<br><input type="checkbox"/> Activity Documentation Report                                                                                                                                           |  |  |
| C.2.The school establishes partnerships with NGOs/CSOs to support learner development and retention.                                                                                                                                                                         | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> MOA/MOU<br><input type="checkbox"/> Activity Documentation Report                                                                                                                                                                                  |  |  |
| C.3.Community volunteers support FLP/ADM implementation by assisting learners, particularly those at risk of dropping out (LARDO).                                                                                                                                           | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Volunteer Log<br><input type="checkbox"/> Activity Documentation Report                                                                                                                                                                            |  |  |
| C.4.Community awareness campaigns are conducted to promote dropout reduction and support learners at risk of dropping out (LARDO).                                                                                                                                           | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Activity Documentation Report                                                                                                                                                                                                                      |  |  |
| <b>Total No. of Checks</b>                                                                                                                                                                                                                                                   |                                                             |                                                                                                                                                                                                                                                                             |  |  |
| <b>D. School Domain</b>                                                                                                                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                                                             |  |  |
| D.1.The school initiates and implements interventions aligned with FLP/ADM modalities, including but not limited to modular distance learning, online/e-learning, blended learning, and other context-appropriate approaches (e.g., TV-based and radio-based instruction) to | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> School Learning Continuity Plan<br><input type="checkbox"/> Individual Learning Monitoring Plans (ILMPs)<br><input type="checkbox"/> List of LARDOs with corresponding interventions/modalities.<br><input type="checkbox"/> Accomplishment Report |  |  |



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|                                                                                                                                                                                       |                                                             |                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| support learners at risk of dropping out (LARDO).                                                                                                                                     |                                                             |                                                                                                                                                                                                                                                                                                       |  |
| D.2.The school systematically tracks, analyzes, and regularly reports incidence among learners at risk of dropping out (LARDO) to inform timely and targeted interventions.           | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Learner Information System (LIS) Reports<br><input type="checkbox"/> School Forms (SF4, SF5, SF6)<br><input type="checkbox"/> Consolidated monthly attendance reports derived from School Form 2 (SF2)<br><input type="checkbox"/> Daily Attendance Monitoring Sheet.        |  |
| D.3. Teachers receive training on FLP/ADM strategies to effectively support learners at risk of dropping out (LARDO).                                                                 | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> INSET Plan<br><input type="checkbox"/> INSET/Training Attendance<br><input type="checkbox"/> LAC Implementation Plan<br><input type="checkbox"/> LAC Session Report<br><input type="checkbox"/> Activity Documentation Reports<br><input type="checkbox"/> Activity Proposal |  |
| D.5.FLP/ADM strategies are systematically integrated into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) to support learners at risk of dropping out (LARDO). | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> SIP & AIP Documents                                                                                                                                                                                                                                                          |  |
| <b>Total No. of Checks</b>                                                                                                                                                            |                                                             |                                                                                                                                                                                                                                                                                                       |  |
| <b>E. FLEXIBLE LEARNING OPTIONS ( SCHOOL INITIATED INTERVENTIONS) IMPLEMENTATIONS CHECKLIST</b>                                                                                       |                                                             |                                                                                                                                                                                                                                                                                                       |  |
| E.1 The school has designated a School Head or coordinator responsible for FLO-SII implementation                                                                                     | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Designation Order<br><input type="checkbox"/> School Memo                                                                                                                                                                                                                    |  |
| E.2 The school has an approved or documented FLO-SII implementation plan.                                                                                                             | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> SII Implementation Plan                                                                                                                                                                                                                                                      |  |
| E.3 The school has oriented teachers, parents, and other concerned stakeholders on the program.                                                                                       | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Attendance sheets, minutes, photos                                                                                                                                                                                                                                           |  |
| E.4 Teachers have prepared appropriate learning tasks and materials for learners under intervention                                                                                   | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Attendance sheets, minutes, photos                                                                                                                                                                                                                                           |  |
| E.5 Learning tasks are aligned with the prescribed                                                                                                                                    | <input type="checkbox"/> YES<br><input type="checkbox"/> NO | <input type="checkbox"/> Learning activity sheets, lesson plans                                                                                                                                                                                                                                       |  |



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|                                                                                                     |                                                             |  |  |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--|--|
| curriculum and intended learning competencies.                                                      |                                                             |  |  |
| Teachers regularly monitor attendance, participation, submission of outputs, and academic progress. | <input type="checkbox"/> YES<br><input type="checkbox"/> NO |  |  |
| <b>Total No. of Checks</b>                                                                          |                                                             |  |  |

Legend:

**Flexible Learning Program (FLP)**-These are DepEd general education schooling programs deliberately designed to address the needs of learners at risk of dropping out. DepEd Order 014, s. 2026

## II. Monitor's Report (To filled up by SDO-Monitor)

### A. Monitor Profile

|                    |  |
|--------------------|--|
| Date of Monitoring |  |
| Name of Monitor    |  |
| Designation        |  |

### B. Findings, Recommendations, and Follow-up Actions

| General Findings | Recommendations | Follow-Up Actions |
|------------------|-----------------|-------------------|
|                  |                 |                   |

Monitored and evaluated by:

Conforme:

Signature Over Printed Name of the Monitor

Signature Over Printed Name of the School Head

Date Signed: \_\_\_\_\_

Date Signed : \_\_\_\_\_



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