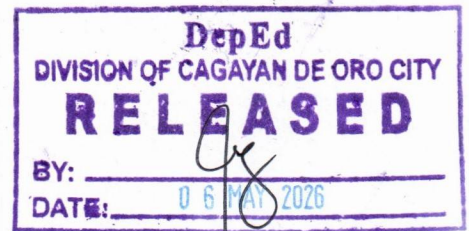




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

05 May 2026

DIVISION MEMORANDUM

No. 412 s.2026

**CONDUCT OF INTENSIVE MONITORING ON THE SUMMER REMEDIATION
PROGRAMS IN SCHOOLS**

To : Asst. Schools Division Superintendent
Chiefs, CID & SGOD
Public Schools District Supervisors
Education Program Supervisors
Public Elementary School Heads/Principals
Concerned Teachers
This Division

1. In line with the effective implementation of the Summer Remediation Program, this Office announces the conduct of intensive monitoring in all schools from May 6 to June 2, 2026 to ensure quality delivery of instruction and improved learning outcomes among learners.

2. In this regard, all Education Program Supervisors (EPS), Public Schools District Supervisors (PSDS), and District In-Charge are hereby directed to conduct regular and intensive monitoring visits in their respective areas of assignment. They shall provide appropriate technical assistance and ensure that program implementation adheres to existing policies and guidelines.

3. All School Heads are likewise directed to:

- ensure the proper implementation of the Summer Remediation Program in their respective schools;
- closely monitor the daily conduct of remediation sessions;
- provide guidance and support to teachers in the effective delivery of instruction, including the provision of necessary supplies and learning materials for both teachers and learners;
- ensure that the attendance of volunteer teachers and learners is regularly monitored, accurately recorded, and sustained; and
- promptly address implementation concerns and coordinate with supervisors for necessary support and assistance.

4. Supervisors and school heads shall collaboratively ensure that appropriate technical assistance, coaching, and mentoring are provided to teachers to strengthen instructional practices.

5. All concerned are expected to maintain proper documentation and submit monitoring reports, including accomplishments, issues encountered, and



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Doc. Ref. Code		Rev	
Effectivity		Page	1 of 1

interventions provided, within two (2) days after the conduct of monitoring activities.

6. Furthermore, all schools are required to develop and display advocacy materials (e.g. tarpaulins posted at the school gate and updates through official school Facebook pages) to promote the program. Likewise, they shall prepare a video presentation documenting the implementation of the Summer Remediation Program.

7. Enclosed are the EPS' school assignments, Monitoring Tool, DO 10, s. 2026, and DM 01, s. 2026 for guidance and reference

8. Immediate and strict compliance with this Memorandum is hereby directed.

ROY ANGELO E. GAZON
Schools Division Superintendent

Encl.: As stated

Reference: As stated

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

ARAL IMPLEMENTATION SUMMER REMEDIATION PROGRAM

DM-259-CID-IM-PWT/ Intensive monitoring of the summer remediation program implementation
May 5, 2026



Republic of the Philippines
Department of Education
 REGION X
 DIVISION OF CAGAYAN DE ORO CITY

Summer Remediation Program Monitoring Tool

Indicator	Evident	Not evident	Remarks
A. Implementation Status			
1. School has an approved Summer Remediation Program implementation plan/Activity Matrix (received copy)	☐	☐	
2. Advocacy Materials are visible			
2. Identified target learners based on assessment data	☐	☐	
3. Conducted orientation for teachers parents and other stakeholders	☐	☐	
4. Schedules for remediation are established	☐	☐	
5. Learning materials/resources are available (Teachers guide, learners workbook)	☐	☐	
6. Teachers assigned to remedial sessions	☐	☐	
7. Attendance of learners is monitored	☐	☐	
B. Learner Participation and Progress			
1. Learners regularly attend sessions	☐	☐	
2. Learners actively participate	☐	☐	
3. Pre- and post-assessment conducted	☐	☐	
4. Evidence of improvement in performance	☐	☐	
C. Teacher Support & Supervision	☐	☐	
1. Teachers receive coaching/technical assistance	☐	☐	
2. Session monitoring is conducted	☐	☐	
3. Feedback provided after monitoring	☐	☐	
4. Follow up support conducted			

C. Challenges Encountered

D. Technical Assistance Provided

E. Recommendations

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Elementary ARAL Learners based on EOSY results

	SCHOOLS	Total KS1 per EOSY CRLA	TOTAL KS2 per EOSY Phil IRI	Overall
1	CITY CENTRAL SCHOOL	25	9	34
2	Corrales Elementary School	0	36	36
3	Cugman Elementary School	102	78	180
4	East City Central School	75	95	170
5	FS Catanico Elementary School	1	7	8
6	Gusa Elementary School	191	86	277
7	Malasag Elementary School	20	6	26
8	Camansi Integrated School	0	0	0
9	Agusan Elementary School	101	9	110
10	Balubal Elementary School	72	41	113
11	Bugo Central School	107	62	169
12	Linangohan Elementary School	5	5	10
13	Puerto Elementary School	44	53	97
14	Suntingon Elementary School	74	0	74
15	Tablon Elementary School	150	47	197
16	Palalan Integrated School	44	81	125
17	Macabalan Elementary School	136	202	338
18	North City Central School	19	6	25
19	St. John Elementary School	4	36	40
20	Consolacion Elementary School	20	14	34
21	Bayabas Elementary School	160	24	184
22	Bonbon Elementary School	60	78	138
23	Bongbongon Elementary School	96	49	145
24	Kauswagan Central School	90	104	194
25	City Engineers Elementary School	24	25	49
26	Kamakawan Elementary School	23	12	35
27	Camaman-an Elementary School	134	278	412
28	Indahag Elementary School	85	93	178
29	Macasandig Elementary School	63	152	215
30	South City Central School	207	81	288
31	Taguanao Elementary School	25	70	95
32	Baluarte Elementary School	29	14	43
33	Batinay Elementary School	6	3	9
34	Kiam-is Elementary School	9	10	19
35	Lumbia Central School	93	104	197
36	Pagalungan Elementary School	0	14	14
37	Pigsag-an Elementary School	55	29	84
38	Taglimao Elementary School	10	14	24
39	Tagpangi Elementary School	11	31	42
40	Tuburan Elementary School	11	11	22
41	Tumpagon Elementary School	52	61	113
42	Bayanga Elementary School	57	29	86
43	Besigan Elementary School	10	66	76
44	Dansolihon Elementary School	108	75	183
45	Mambuaya Elementary School	22	31	53
46	Man-ai Elementary School	40	29	69
47	Tignapoloan Elementary School	0	18	18

48	Upper Tignapoloan Elementary School	27	28	55
49	Mangalay Elementary School	17	10	27
50	Magayad Integrated School	6	13	19
51	Midkiwan Integrated School	11	8	19
52	Balongkot Integrated School	0	3	3
53	Cadayonan Integrated School	47	16	63
54	Dunggoan Integrated School	9	10	19
55	Iba Integrated School	32	39	71
56	Balulang Elementary School	13	34	47
57	Fr. William F. Masterson, SJ., Elementary	71	13	84
58	Macanhan Elementary School	72	97	169
59	Sacred Heart Village Elementary School	66	26	92
60	Upper Carmen Elementary School	214	50	264
62	West City Central School	130	111	241
62	Baikingon Elementary School	5	0	5
63	Bulao Elementary School	38	42	80
64	Bulua Central School	88	198	286
65	Pedro "Oloy" N. Roa, Sr. Elementary School	88	70	158
66	Camp Evangelista Elementary School	38	25	63
67	Canitoan Elementary School	77	75	152
68	G. L. Reyes-Anhawon Elementary School	15	13	28
69	Iponan Elementary School	40	18	58
70	Pagatpat Elementary School	57	63	120
71	Pamalihi Elementary School	2	4	6
72	San Simon Elementary School	17	13	30
73	Filipino-Chinese Friendship Elementary	40	19	59
74	Total	3890	3376	7266

BASED ON PHIL IRI KS3 EOSY DATA REFELCTED ON DASHBOARD		
No	School Name	TOTAL KS3 ARAL LEARNERS
1	Camansi Integrated School	16
2	Cugman National High School	74
3	East Gusa National High School	158
4	Gusa NHS - FS Catanico Annex	69
5	Gusa Regional Science High School-X	0
6	Lapasan National High School	118
7	Agusan National High School	141
8	Balubal National High School	177
9	Bugo National High School	493
10	Palalan Integrated School	8
11	Puerto National High School	182
12	Tablon National High School	190
13	Angeles Sisters National High School	147
14	Macabalan National High School	3
15	Puntod National High School	67
16	Bayabas National High School	20
17	Bonbon National High School	174
18	Kauswagan National High School	80
19	Cagayan de Oro National High School	334
20	Camaman-an National High School	114
21	Indahag National High School	196
22	Macasandig National High School	111
23	Lumbia National High School	17
24	Pagalungan National High School	18
25	Pigsag-an National High School	38
26	Taglimao National High School	0
27	Tagpangi National High School	87
28	Tuburan National High School	7
29	Tumpagon National High School	46
30	Balongkot Integrated School	1
31	Bayanga National High School	7
32	Besigan National High School	8
33	Cadayonan Integrated School	8
34	Dansolihon National High School	12
35	Dunggoan Integrated School	10
36	Iba Integrated School	36
37	Magayad Integrated School	19
38	Mambuaya National High School	251
39	Man-ai National High School	93
40	Midkiwan Integrated School	3
41	Tignapoloan National High School	13
42	Balulang National High School	258
43	Carmen National High School	1188
44	Baikingon National High School	27
45	Bulua National High School	227

46	Canitoan National High School	32
47	Iponan National High School	111
48	Pagatpat National High School	36
49	Pedro "Oloy" N. Roa, Sr. High School	821
50	San Simon National High School	24
51		6270

**SCHEDULE OF WEEKLY MONITORING /ARAL PROGRAM
FOR THE MONTH OF MAY 2026**

DISTRICT/SCHOOLS	WEEK-1 May-6-8	WEEK-2 May 11-15	WEEK-3 May 18-22	WEEK-4 25-29
CENTRAL CS & CORRALES ES	JANUARY GAY VALENZONA/CYNTHIA YANEZ	JERLY ELUNA/CYNTHIA YANEZ	PHOEBE TARUC/CYNTHIA YANEZ	RAY MAGHUYOP/CYNTHIA YANEZ
NORTH-1 NORTH CCS, MACABALAN ES, CONSOLACION ES, ST. JOHN ES, PUNTOD NHS, MACABALAN NHS, ANGELES SISTERS NHS	HELEN LUCMAN/MARGIE ANDRADE	JENITH BALSICAS/MARGIE ANDRADE	JUAN MINGO/MARGIE ANDRADE	ROCHELLE LUZANO/MARGIE ANDRADE
NORTH-2 KAUSWAGAN NHS, KAUSWAGAN CS, CITY ENGINEERS ES, BONBON NHS, BONBON ES, BAYABAS NHS, BAYABAS ES, BONGBONGON ES	PHOEBE TARUC/CHARLYN BAYLON/PARAIDA ORANGOT	EVELYN SUMANDA/ CHARLYN BAYLON/PARAIDA ORANGOT	HELEN LUCMAN/ CHARLYN BAYLON/PARAIDA ORANGOT	JUAN MINGO/ CHARLYN BAYLON/PARAIDA ORANGOT
EAST-1 EAST CCS, CUGMAN ES, CUGMAN NHS, GUSA ES, EAST GUSA NHS, APO MALAKI ES, MALASAG ES, FS CATANICO IS,	RAY MAGHUYOP/LITO FELISILDA/VAICAR MAYAKE	PHOEBE TARUC/LITO FELISILDA/VAICAR MAYAKE	ROCHELLE LUZANO/LITO FELISILDA/VAICAR MAYAKE	JENITH BALSICAS/LITO FELISILDA/VAICAR MAYAKE

MINTUGSOK ES, LAPASAN NHS,				
EAST-2 BUGO CS, PUERTO ES, PUERTO NHS, LINANGOAN ES, PALALAN ES, TABLON ES, TABLON NHS, AGUSAN NHS, AGUSAN ES, SUNTINGON ES ANNEX, BALUBAL ES, BUGO NHS, BUGO ES, SUNTINGON ES MAIN CAMPUS	JERLY ELUNA/MILAGROS RECAMADAS/ANNABEL LARIBA	RAY MAGHUYOP MILAGROS RECAMADAS/ANNABEL LARIBA	JENITH BALSICAS MILAGROS RECAMADAS/ANNABEL LARIBA	EVELYN SUMANDA MILAGROS RECAMADAS/ANNABEL LARIBA
WEST-1 WEST CCS, BALULANG ES, BALULANG NHS, FR. WILLIAM MASTERSON IS, MACANHAN ES, SACRED HEART VILLAGE ES, UPPER CARMEN ES, PIKI ES, CARMEN NHS, BALULANG NHS	ROCHELLE LUZANO/SHIRLEY MERIDA/MARCELO MABALOS	JANUARY GAY VALENZONA/SHIRLEY MERIDA/MARCELO MABALOS	PHOEBE TARUC/SHIRLEY MERIDA/MARCELO MABALOS	HELEN LUCMAN/SHIRLEY MERIDA/MARCELO MABALOS
WEST-2 BULUA CS, BAKINGON ES, BOLAO ES, PEDRO OLOY ROA ES,	EVELYN SUMANDA/MARIFE RAMOS/JESSICA HINACAY/TITO YONGAO	HELEN LUCMAN/MARIFE RAMOS/JESSICA HINACAY/TITO YONGAO	JUAN MINGO/MARIFE RAMOS/JESSICA HINACAY/TITO YONGAO	PHOEBE TARUC/MARIFE RAMOS/JESSICA HINACAY/TITO YONGAO

CAMP EVANG ES, CANITOAN ES, GL REYES ES, IPONAN ES, PAGATPAT ES, PAMALIHI ES, SAN SIMON ES, FIL-CHI ES, BULUA NHS, BAIKINGON NHS, PNROA NHS, BULUA NHS-PATAG EXT., SAN SIMON NHS, PAGATPAT NHS, IPONAN NHS, CANITOAN NHS				
SOUTH DISTRICT SOUTH CCS, MACASANDIG ES, CAMAMAN-AN ES, KAMAKAWAN ES, TAGUANA ES, INDAHAG ES, INDAHAG HABITAT CAMPUS, CAMAMAN-AN NHS. MACAPAYA EXT., CDONHS-JHS, CDONHS SHS, MACASANDIG NHS, INDAHAG NHS	JENITH BALSICAS/JERRY TARUC/ROEL LAMBERTE/JENNIFER ESPINA	JUAN MINGO/JERRY TARUC/ROEL LAMBERTE/JENNIFER ESPINA	JERLY ELUNA/JERRY TARUC/ROEL LAMBERTE/JENNIFER ESPINA	RAY MAGHUYOP/JERRY TARUC/ROEL LAMBERTE/JENNIFER ESPINA
SOUTHWEST-1 LUMBIA CS, BALUARTE ES, KIAM-IS ES,	JUAN MINGO/SYLVIO CARCILLER/RICO CAGAPE/ALMA PENONIA	ROCHELLE LUZANO/SYLVIO CARCILLER/ RICO CAGAPE/ALAMA PENONIA	EVELYN SUMANDA/SYLVIO CARCILLER/ RICO CAGAPE/ALMA PENONIA	JANUARY GAY VALENZONA/SYLVIO CARCILLER/ RICO CAGAPE/ALMA PENONIA

PAGALUNGAN ES, TAGPANGI ES, TAGLIMAO ES, PIGSAG-AN ES, TUBURAN ES, TUMPAGON ES, LUMBIA NHS, TAGPANGI NHS, PAGALUNGAN NHS,TUBURAN NHS, TAGLIMAO NHS, PIGSAG-AN NHS, TUMPAGON NHS				
SOUTHWEST-2 BAYANGA ES, BESIGAN ES, DANSOLIHON ES, MAMBUAYA ES, MAN-AI ES, TIGNAPOLOAN ES,IBA IS, UPPER TIGNAPOLOAN ES, MANGALAY ES, MAGAYAD ES, MIDKIWAN ES, BALONGKOT ES, CADAYONAN IS, DUNGGOAN ES, TIGNAPOLOAN NHS,BAYANGA NHS, MAMBUAYAN NHS, DANSOLIHON NHS, BESIGAN NHS,MAN- AI NHS	DOC JEAN MACASERO/ROSEMARIE TOLENTINO/ENGR. MAMA/VANESSA MARTINEZ	DOC JEAN MACASERO/ROSEMARIE TOLENTINO/ ENGR. MAMA/VANESSA MARTINEZ	DOC JEAN MACASERO/ROSEMARIE TOLENTINO/ ENGR. MAMA/VANESSA MARTINEZ	DOC JEAN MACASERO/ROSEMARIE TOLENTINO /ENGR. MAMA/VANESSA MARTINEZ



Republic of the Philippines
Department of Education

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

APR 28 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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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

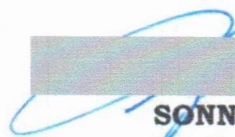
ARAL Program Secretariat
aralprogram@deped.gov.ph

**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

Cor



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.

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.

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

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).

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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near schools and division offices may be utilized for meal preparation and distribution. Local or private partners may also be engaged to provide food.

F. Incentives for Summer Remediation Program Teachers

52. The school head shall assign teachers to the SRP based on their demonstrated competence and suitability to effectively deliver program requirements, with preference to those who are willing, committed, and highly experienced, and who demonstrate proficiency in their respective learning areas.

53. Schools may also engage qualified external tutors to support the implementation of the ARAL Summer Programs, in accordance with DM 001, s. 2026.

54. The following incentives are available to SRP teachers, subject to government rules and regulations:

54.1 Vacation Service credits;

54.2 Certificate of Appreciation for Teachers or Volunteers; and

54.3 Other incentives, subject to the availability of funds and applicable guidelines.

55. Remuneration and incentives for DepEd and external ARAL tutors shall be provided (DM 001, s. 2026, IV. Procedures, F. Remuneration and Incentives).

56. Public school teachers who attend training related to the SRP or handle tutorial sessions totaling six hours of actual service shall earn one day of vacation service credit.

57. The granting of vacation service credits is in addition to the annual limit of 30 days, or 45 days for newly hired teachers (DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers).

G. Partnerships and Community Engagement

58. Collaboration among the schools, division, and ROs, local government units, non-government organizations, and parents shall be actively promoted to ensure the effective implementation of the SRP.

59. Through training and access to relevant materials, parents shall be supported to reinforce these skills at home.

VI. SECRETARIAT

60. The following offices shall provide logistical support, coordinate activities, manage communication, and ensure smooth implementation of the SRP:

a. ARAL Program Secretariat for the ARAL Summer Programs;

b. Bureau of Learning Delivery for the SARP and SHS Remediation Program

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VII. MONITORING AND EVALUATION

61. The DepEd Central Office (CO), through the Learning Systems Strand, shall collaborate with the Curriculum and Learning Management Division (CLMD) of the ROs and the Curriculum Implementation Division (CID) of the schools division offices (SDOs) in overseeing the monitoring of the implementation of the SRP.

62. All implementing units shall prepare and submit regular progress reports to their respective oversight offices. These reports should include, at a minimum

- 62.1 learner participation and attendance in remediation sessions;
- 62.2 weekly learner progress based on Check-in Assessments;
- 62.3 conduct and results of FGDs and school-level feedback sessions;
- 62.4 challenges encountered during remediation sessions; and
- 62.5 interventions or adjustments made to address the challenges.

63. The CLMD and CID, together with the Public Schools District Supervisors (PSDS) and School Heads, shall gather and consolidate feedback from learners, parents or guardians, remediation teachers, school heads, and local education partners throughout the program's implementation. Standardized feedback instruments shall be used, and insights will guide technical assistance, improve instructional practices, and strengthen literacy remediation strategies at the school, district, division, and regional levels.

64. Schools division offices shall conduct scheduled monitoring visits, review learner progress data weekly, and provide immediate support to schools facing implementation challenges. Regional validation teams, composed of CLMD and School Governance and Operations Division (SGOD) personnel, shall also conduct spot checks and technical assistance visits to further ensure compliance with program standards.

65. The DepEd CO, through the Learning Systems Strand, in coordination with the ROs, shall conduct a full evaluation of the SRP. The evaluation shall assess improvements in learners' proficiency levels, the efficiency of program implementation, and overall compliance with program standards. Findings and recommendations shall be used to improve future remediation programs and guide policy reforms in foundational literacy development under the 5-Point Reform Agenda.

66. A separate issuance will be released to provide templates and tools that will be utilized for the conduct of the SRP.

VIII. FUNDING

67. The implementation of the SRP shall be charged against the following FY 2026 fund sources under the FY 2026 General Appropriations Act (RA 12314):

PAP Name	Expenditure Items
Basic Education Curriculum	• Printing of teaching and learning resources and assessment materials

	• Orientation and rollout • Compensation of non-DepEd tutors • Monitoring and Evaluation • Operational expenses
Textbooks and Other Instructional Materials	• Development and reproduction of teaching and learning resources (tutor's guide, learner's workbook, home learning support kits)
Human Resource and Organizational Development for Personnel in School and Learning Centers	• Capacity-building and orientation of tutors
Administration of Personnel Benefits	• Payment of overload pay
Indigenous Peoples Education Program	Specifically as additional support to IPed implementing schools for the following: • Printing of teaching and learning resources and assessment materials • Contextualization and reproduction of teaching and learning resources (tutor's guide, learner's workbook, home learning support kits) • Orientation and rollout • Allowance/honorarium of community resource persons as appropriate • Monitoring and Evaluation • Operational expenses

68. Guidelines on fund allocation and utilization shall be issued separately. The utilization of funds shall comply with existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.

69. Under no circumstances shall learners or teachers be required to bear any financial burden or be compelled to pay for teaching-learning materials or for any activity in place of a performance task or project in any learning area.

70. DepEd CO may reallocate available funds from other ROs when a region's allocation is insufficient, subject to applicable budgeting rules and regulations.

71. The ROs may further sub-allot funds to SDOs and implementing schools when deemed necessary.

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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.



Republic of the Philippines
Department of Education

JAN 08 2026

DepEd MEMORANDUM

No. **001**, s. 2026

**GUIDELINES ON THE ENGAGEMENT OF ACADEMIC RECOVERY
AND ACCESSIBLE LEARNING PROGRAM TUTORS AND SUPPORT AIDES**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Attached Agencies
All Others Concerned

1. Pursuant to Republic Act (RA) No. 12028 or the ARAL Program Act, the Department of Education (DepEd) is mandated to implement the Academic Recovery and Accessible Learning (ARAL) Program as a targeted learning recovery initiative aimed at providing structured academic support to learners requiring intervention in critical subject areas, particularly Reading, Science, and Mathematics.
2. A key component of the program is the engagement of ARAL tutors who will deliver tutorial sessions and provide academic support to identified learners. Aligned with DepEd Order No. 018, s. 2025 on the Implementing Guidelines of the ARAL Program, these guidelines aim to establish a uniform mechanism for the selection and engagement of tutors, as well as support aides who will extend non-instructional assistance and logistical support to ensure the effective and efficient implementation of the Program.
3. This Memorandum provides the qualifications, procedures for engagement, screening, and selection processes, functions, and terms of engagement of ARAL tutors that apply to both DepEd teaching personnel and external applicants. The specific provisions are contained in the enclosure of this issuance.
4. For further inquiries regarding this issuance, please contact the **Bureau of Human Resource and Organizational Development**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bhrod.od@deped.gov.ph or telephone number (02) 8633-7137.
5. Immediate dissemination of this Memorandum is desired.

By the Authority of the Secretary:



ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

Encl.:

As stated

Reference:

DepEd Order (No. 018, s. 2025)

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

BASIC EDUCATION
BUREAUS AND OFFICES
GUIDELINES
LEARNERS

PROGRAMS
SCHOOLS
SUPPORT AIDES
TUTORS



GUIDELINES ON THE ENGAGEMENT OF ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM TUTORS AND SUPPORT AIDES

I. Rationale

1. The Academic Recovery and Accessible Learning (ARAL) Program, pursuant to Republic Act (RA) No. 12028, otherwise known as the **ARAL Program Act**, aims to provide timely, responsive, and effective support to learners who fall below the expected proficiency levels, enabling them to catch up with the grade-level expectations set by the Department of Education (DepEd).
2. To ensure the effective implementation of RA 12028, DepEd issued DepEd Order (DO) No. 18, s. 2025, or the Implementing Guidelines of the ARAL Program, which set the overall policy framework and implementation mechanisms for learning recovery and accessible learning interventions in the basic education sector.
3. This Memorandum operationalizes Section VI.C of DO 018, s. 2025 by prescribing supplemental guidelines on the engagement of ARAL tutors and support aides to assist in the delivery of learning interventions, particularly in critical learning areas, such as Reading, Science, and Mathematics.
4. The engagement of ARAL tutors and support aides is a key strategy in DepEd's learning recovery efforts, providing instructional and non-instructional support to address learning gaps.
5. The implementation of these guidelines shall serve to standardize the engagement of ARAL tutors and support aides to ensure alignment with relevant existing policies in DepEd and other partner agencies.

II. Scope

6. This Memorandum provides for the mechanisms, procedures, and standards that shall guide all DepEd offices, public schools, and community learning centers (CLCs), as well as other stakeholders in the selection and engagement of ARAL tutors and support aides throughout the program.

III. Definition of Terms

7. For purposes of this Memorandum, the following term shall be defined and understood as follows:
 - a. **Job Order** refers to piece work (*pakyaw*) or intermittent or emergency jobs such as clearing of debris on the roads, canals, waterways, etc., after natural/ man-made disasters/occurrences, and other manual/trades and crafts services such as carpentry, plumbing, electrical, and the like. These jobs are of short duration and for a specific piece of work.
 - b. **Para-teachers** refer to those who have taken the Licensure Examination for Teachers but were unable to qualify and have been issued by the Board

for Professional Teachers a special permit indicating their area of assignment where there is a shortage or absence of a professional teacher.

- c. **Pre-service teachers** refer to students enrolled in a teacher education degree program offered by Teacher Education Institutions (RA 11713).
- d. **Support Aides** refer to individuals who voluntarily provide non-instructional assistance during the implementation of the ARAL Program.
- e. **Teachers** refer to all persons engaged in teaching at the elementary and secondary levels, whether on a full-time or part-time basis.
- f. **Tutors** refer to individuals who teach a single or a small group consisting of a maximum of 15 learners engaged under the ARAL Program to provide focused tutorial support in Reading, Mathematics, and Science to learners who are below grade-level proficiency. They may include public school teachers, para-teachers, pre-service teachers, other licensed professionals, non-licensed education graduates, college graduates, or other qualified individuals (DO 018, s. 2025).
- g. **Tutorial sessions** refer to educational gatherings where a teacher or tutor engages with a small group of learners or an individual learner. These sessions aim to deliver personalized instruction, encourage in-depth discussions, and provide opportunities for learners to practice and apply concepts they are learning (DO 018, s. 2025).

IV. Procedures

A. Determining the Need for ARAL Tutors and Support Aides

- 8. In determining the need to employ tutors, Schools Division Offices (SDOs) and/or schools shall observe the following parameters:
 - a. Schools shall be guided by the provisions of DO 018, s. 2025 on the implementation of the key components of the ARAL Program, including the determination and assessment of learners who shall undergo tutorial sessions as provided in Section II of the said Order.
 - b. Tutorial sessions shall be one-on-one or in groups. The recommended teacher-learner ratio for group tutorials is 1:5 for Kindergarten to Grade 10. If schools do not have sufficient teachers and resources to conduct tutorial sessions, they may conduct small-group instruction with a maximum teacher-learner ratio of 1:15.
 - c. Guided by the standard tutorial class size, schools determine the number of tutors needed, per learning area, and per grade level.
 - d. Schools through the district offices shall report the number of tutors needed to the SDOs.
 - e. In determining the need for support aides, schools shall consider the non-instructional requirements of the ARAL Program. The school head shall identify the number of support aides needed in proportion to the number of tutors and learners engaged. Functions may include assisting tutors, helping in program-related activities (e.g., vision screening, preparation of learning materials), and providing logistical or operational support.

- f. The school head shall include the identified need for support aides in the report submitted to the SDO, alongside the number of tutors required.

B. Functions and Nature of Engagement

9. The following functions, duties, and responsibilities shall be performed by the **tutors**, depending on the needed support identified by the schools:

- a. Deliver structured and developmentally appropriate tutorial sessions in Reading, Mathematics, and Science based on the ARAL Program curriculum and learner needs;
- b. Contextualize lesson plans and other ARAL resources to facilitate learning through relevant, appropriate, and responsive teaching strategies;
- c. Track learners' progress, update learners' records;
- d. Coordinate with the teacher-adviser before and after the tutorial session; and
- e. Implement appropriate delivery modes and durations of tutorial sessions pursuant to Section VI.E. of DO 018, s. 2025.

10. Tutors shall be engaged based on the needs identified by the schools. The following guidelines shall govern their engagement:

- a. Tutors shall be engaged throughout the school year (SY) and during the summer or break periods as deemed necessary to support learner recovery and access.
- b. Tutorial sessions may be conducted during regular class days, before or after school hours, weekends, or any time available within the school calendar, based on the learning needs and as identified by the School Head.
- c. The duration of tutorial sessions shall not exceed one hour for each learning area during weekdays or two hours for reading, mathematics, and science during weekends, preferably Saturdays.
- d. Tutors internal to DepEd (incumbent teachers) shall not serve as tutors of their own learners.
- e. Tutors external to DepEd shall be engaged under job order, in accordance with applicable policies, issuances, rules, and regulations.
- f. Engagement of external tutors shall be considered as relevant experience when applying for a teaching plantilla position in DepEd, subject to relevant rules of the Civil Service Commission (CSC) and the DepEd's Merit Selection Plan and Recruitment, Selection, and Appointment (RSA) guidelines.
- g. All tutors, regardless of employment type or source of funding, shall be under the direct supervision of the School Head. All administrative actions and decisions about the engagement shall be exercised by the schools division superintendent (SDS) or the school head as designated by the SDS.

11. The following functions, duties, and responsibilities shall be performed by support aides, depending on the needed support identified by the schools:

- a. Assist tutors in the conduct of tutorial sessions and learning activities;

- b. Support program-related activities such as vision screening, feeding, or provision of meals;
- c. Provide logistical or operational support during ARAL Program implementation; and
- d. Perform other related tasks as may be deemed necessary or assigned by the School Head.

12. Support aides shall be engaged based on the needs identified by the schools, under the following conditions:

- a. Support aides shall be engaged strictly on a voluntary basis.
- b. All support aides shall be under the direct supervision of the School Head, regardless of whether they are externally sponsored by partner agencies. All administrative decisions and actions regarding their engagement shall be exercised by the School Head.

C. Selection and Engagement Process

ARAL Tutors

13. Upon determination of the need for tutors, the school head shall issue a Memorandum or Call for ARAL tutors stipulating the following, such as, but not limited to:

- a. School;
- b. Functions, nature of engagement, and corresponding incentives;
- c. Qualifications;
- d. Selection criteria;
- e. Documentary requirements and deadline for submission of documents; and
- f. Timeline of selection activities.

14. Interested ARAL tutors may be DepEd teaching personnel (internal), licensed teachers outside the DepEd, or other individuals deemed qualified, competent, and of good character who are willing and able to facilitate learning in the ARAL program, such as, but not limited to para-teachers, pre-service teachers, and other community-based education supporters (external); and must meet the minimum qualifications, and may also be assessed based on additional preferred qualifications, as follows:

Minimum Qualifications (per DO 018, s. 2025):

- a. Professional or Educational background:
 - i. Teachers, para-teachers, pre-service teachers, and non-licensed education graduates;
 - ii. Retired professional teachers;
 - iii. Other licensed professionals;
 - iv. College graduates; and
 - v. Others, as may be identified by the DepEd.
- b. Competency in Teaching: Tutors shall demonstrate competency in teaching areas they will handle, as well as proficiency in the use of various teaching methods, as assessed during the hiring process.

- c. **Training:** Tutors must undergo mandatory training, customized to specialization, to be provided by DepEd or recognized and accredited training institutions. This includes training in learner-centered pedagogy, psychological first aid, handling learners with diverse needs, and the effective use of educational technologies and materials.
- d. **With Good Moral Character:** Tutors must be individuals of good moral character, with no record of any criminal offense or behavior that would raise questions about their suitability to work with children.

Preferred Qualifications (as applicable):

- a. **Experience:** Individuals with experience in tutoring, remedial instruction, or formal teaching shall be preferred. The SDOs may administer appropriate assessments to evaluate the applicants' competencies.
- b. **Residence:** Preferably a resident of the community/barangay where the school is located.
- c. **Other Qualifications:** Other preferred qualifications as may be determined by the Learning System (LS) Strand/ Schools District Office, and/or school, relative to the specific considerations of the specific school/s concerned, such as but not limited to the **subject area specialization** most preferably **Reading, Science, and Mathematics**.

15. In the selection and engagement of tutors, the following may be considered:

- a. DepEd teaching personnel;
- b. Remaining Licensure Examination for Teachers (LET)-eligible applicants in the recent and/or previous Registries of Qualified Applicants (RQAs);
- c. Other LET-eligible teacher applicants in the RQAs who did not meet the cut-off score per existing DepEd hiring guidelines;
- d. Other LET-eligible in the locality, such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community;
- e. Retired professional teachers;
- f. Para-teachers who possess relevant experience and competency to provide academic support to learners;
- g. Non-licensed education graduates;
- h. Pre-service teachers;
- i. Other licensed professionals; and
- j. Other individuals in the community deemed qualified, competent, and of good character.

16. **Interested individuals falling under Item No. 15 (d to j) who meet the qualifications** shall undergo the assessment and selection process specified in these guidelines. They shall submit the following mandatory documentary requirements:

- a. Expression of intent, using the prescribed template in **Annex A**;
- b. Duly accomplished Personal Data Sheet (PDS) using CS Form No. 212, Revised 2025;

In addition, the following supporting documents may be required at the discretion of the School Head or the Screening Committee (SC) for purposes of validating qualifications or facilitating assessment:

- a. **Document Review.** Applicants with the following qualifications/credentials shall be **preferred** based on the needs of the program:
 - i. LET/Professional Board Examination for Teachers (PBET) Eligibility
 - ii. Bachelor's degree relevant to the learning area/specialization
 - iii. Training relevant to the learning area/specialization
 - iv. Previous experience, such as tutoring, relevant to the learning area/specialization
Note: For applicants with previous experience, performance ratings, should there be any, shall be taken into consideration.
 - v. Other qualifications in the applicants' portfolio aligned with the needs of the program.
- b. **Interview.** The interview shall focus on collecting detailed and complete information about the applicant in relation to the job function of an ARAL Tutor. The objective of the interview is to assess potential, characteristics, traits, and fitness for the position, and to predict how the applicant will perform on the job. The interview shall also serve as an avenue to validate the qualifications and credentials submitted by the applicant.

23. Guided by the assessment results as validated and recommended by the SC, the SDS shall select from the list of recommended ARAL tutors the applicants deemed qualified for the engagement. The registry of external (non-DepEd) ARAL tutor applicants and the registry of ARAL tutors per learning area shall be accomplished using the provided template attached as **Annexes C and D**.

24. Upon receipt of the SDS's approval of the list of selected tutors using **Annex C and D**, the Human Resource Management Officer (HRMO) shall facilitate the execution of the ARAL Tutor Engagement Agreement (**Annex E**) with the selected applicant.

ARAL Support Aides

25. Based on the Call for Application issued by the school, interested individuals shall submit a Letter of Intent (using the template attached as **Annex B**).

26. Support aides shall be engaged strictly on a voluntary basis and must be:

- a. Physically fit and able to carry out their assigned tasks;
- b. Of good moral character, with no record of criminal offense or behavior that would question their suitability to work in a school environment; and
- c. Willing to render voluntary service under the supervision of the School Head.

27. The SC shall evaluate applications based on the submitted documents and may conduct interviews or other assessments to determine the applicant's suitability. The selection parameters shall focus on willingness, fitness to work, and alignment with the support functions identified by the school. Guided by the evaluation results, the final list of selected support aides shall be finalized by the school head.

28. For support aides who are sponsored or funded by other government agencies or partner institutions, the sponsor agency shall conduct the necessary evaluation and selection of candidates. The sponsor agency shall then endorse the list of qualified support aides to the concerned SDO, which in turn shall endorse and assign

- c. Photocopy of Certificate or any proof of LET Eligibility/Rating/License/ID **for licensed teachers and other licensed professionals**;
- d. Copy of valid permit issued by the Professional Regulation Commission (PRC) **for para-teachers**;
- e. Original copy of certification of good moral character issued by authorized entity (Barangay Clearance, certification from Teacher Education Institutions [TEIs] **for pre-service teachers**);
- f. Any available copy of grades or photocopy of scholastic/academic records, such as but not limited to Transcript of Records (TOR); and
- g. Photocopy of certificate/s of relevant training, if available.

17. Interested individuals mentioned in Item No. 15 (a, b, c) **shall no longer undergo assessment**. An expression of intent (the prescribed template is attached in **Annex A**) is sufficient for inclusion in the selection and engagement procedure.

18. All applications shall be submitted to the School Head who issued the call for ARAL tutors, through the school's Administrative Officer II (AO II) or its equivalent. They shall receive applications and check the completeness, authenticity, and veracity of documents submitted by the applicants.

Insofar as practicable, the school may organize an online submission of documents of the applicants to facilitate the timeliness of the hiring process.

19. A SC shall be constituted in each schools district to facilitate the evaluation and selection of qualified individuals for engagement as tutors. The Public Schools District Supervisor (PSDS) may form two separate committees, one for the elementary level and another for the secondary level, to better address the specific contextual needs of each level.

20. The SC shall be composed of the following:

- a. PSDS (Chairperson)
- b. School Head of the receiving school
- c. Administrative officer and/or other non-teaching personnel or support staff from the school

21. The SC shall carry out the following duties:

- a. Review applications and check the completeness, authenticity, and veracity of documents submitted by the applicants;
- b. Conduct the evaluation of the applicants' qualifications *vis-à-vis* the qualifications stipulated in items 14 and 15;
- c. Assess the **qualified external tutor applicants** based on the evaluation and selection criteria; and
- d. Finalize the list of applicants to be submitted to the SDS along with the result of the screening using the prescribed form in **Annex C as List of ARAL tutor applicants**.

22. The SC shall adopt the following evaluative assessments. They may devise evaluation and selection criteria, tools, and rubrics for each assessment based on the qualifications needed for the **subject area specialization** (i.e., Reading, Science, or Mathematics) of the ARAL tutor.

them to the schools where they are needed. These support aides shall remain under the supervision of the school head for all program-related functions.

Teaching Personnel as ARAL Tutors

29. The **specialization of teachers** shall remain the primary consideration in the selection and assignment of teaching personnel who will serve as ARAL tutors. This ensures the effective delivery of instruction and supports the attainment of the desired learning outcomes for tutorial classes.

30. Consistent with the provisions of DO 005, s. 2024 (Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload), ARAL tutorial classes shall be considered part of the **teaching load** of teachers assigned as ARAL tutors. The corresponding teaching load shall be based on the actual hours rendered for tutorial instruction.

31. **Teachers with less than six hours of teaching load** shall be prioritized in the selection and assignment of ARAL tutors, provided that they have the required specialization or have been determined qualified to handle ARAL classes. In cases where their specialization does not align with the requirements of the ARAL Program, they may be assigned to provide support to the teacher ancillary tasks required from teachers serving as tutors.

32. Any teacher who, as a result of the assignment to ARAL tutorial classes, renders **more than six hours** of total teaching load shall be entitled to **teaching overload pay**, in accordance with the provisions of DO 005, s. 2024.

D. Training and Capacity Building

33. To ensure the effective implementation of the ARAL Program, teachers, tutors, and school leaders shall be provided with capacity-building interventions aligned with DO 018, s. 2025. These professional development (PD) activities shall focus on enhancing content knowledge, effective pedagogical strategies, interpersonal and socio-emotional skills, and cultural competencies, guided by the Philippine Professional Standards for Teachers (PPST).

34. The orientation and training programs shall be organized by the SDOs, under the supervision of the regional offices (ROs) and the Central Office (CO). The National Educators Academy of the Philippines (NEAP), in collaboration with relevant bureaus and offices under the Learning Systems Strand, shall take the lead in the design, quality assurance, and delivery of these PD programs to empower educators and ensure quality implementation of the ARAL Program.

E. Administrative and Personnel Requirements

35. **Attendance Monitoring.** All tutors shall be required to maintain a Daily Time Record (DTR) using **Annex F**, which must be verified by the assigned ARAL focal person or School Head. The DTR shall serve as a basis for validating the tutor's actual hours rendered.

36. **Accomplishment Reporting.** Tutors must submit a monthly Accomplishment Report using **Annex G**, providing the learners served, learning sessions conducted, and progress or feedback on the tutorial session, which shall be reviewed and approved by the school head.

37. Support aides shall comply with the same administrative requirements as tutors (e.g., orientation, attendance, accomplishment reporting, and documentation) as prescribed by the school. For those externally sponsored, the guidelines of the sponsoring agency or institution shall likewise apply, provided these do not violate DepEd rules and policies.

F. Remuneration and Incentives

38. In line with Section VI.L of DO 018, s. 2025, DepEd personnel who will be engaged as ARAL tutors shall be granted:

For Teaching personnel

- a. **Teaching overload pay**, subject to pertinent provisions of RA 4670 or the Magna Carta for Public School Teachers, and the existing rules and regulations of DepEd and the Department of Budget and Management (DBM). Said compensation for teachers shall be granted for regular school days, provided that they have already rendered the prescribed six hours of actual classroom teaching, and the amount paid for the purpose shall not exceed the compensation for two hours based on the Prime Hourly Teaching Rate consistent with the DBM guidelines.

The payment shall be in accordance with the parameters and procedures provided in DO 005, s. 2024, DepEd Memorandum No. 053, s. 2024 (Implementation Guidelines for DepEd Order No. 005, s. 2024), and relevant issuances that may be issued by the Department.

- b. **Vacation Service Credits (VSC)** shall be granted to teachers for tutoring services provided during weekends, holidays, and long vacation based on the actual services rendered, pursuant to DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers. Earned service credits through the implementation of the ARAL Program shall be excluded from the 30-day limitation of the allowable VSCs to be earned within the year. The additional compensation of teachers shall be subject to existing guidelines on the payment of teaching overload and the grant of VSC.
- c. **Certificate of Engagement**, with indicated actual number of hours/days which may be considered as relevant teaching experience for hiring/promotion, subject to existing CSC Rules and DepEd's Merit Selection Plan and Recruitment, Selection, and Appointment Guidelines.

39. Tutors external to DepEd shall be provided with the following incentives, subject to government rules and regulations:

- a. Issuance of Certificate of Engagement, with indicated actual number of hours/days which may be considered as relevant teaching experience

when applying for a teaching *plantilla* position in DepEd, subject to relevant CSC rules and the DepEd's MSP and RSA guidelines.

- b. Remuneration based on the prime hourly teaching rate of a Teacher I position pursuant to Section 6.4.1, Chapter 6 of the DBM Manual on Position Classification and Compensation, and computed according to the number of actual teaching hours. Payment shall be made on a monthly basis, contingent upon the availability of funds and in adherence to the set guidelines.

The corresponding fund source shall be released through a separate issuance as may be determined by the Finance and Learning System Strands.

40. For support aides externally sponsored or funded by partner agencies/institutions, incentives and remuneration shall follow the applicable guidelines of the sponsor entity.

41. For all other support aides, engagement shall be recognized through the issuance of a **Certificate of Recognition/Engagement** by the School Head, indicating the period and nature of voluntary service rendered.

V. Monitoring and Reporting

42. In line with the provisions of DO 018, s. 2025, the Monitoring and Evaluation (M&E) mechanisms outlined therein shall be strictly observed. Consistent with Section IX of said Order, the implementation of the ARAL Program shall be continuously monitored and evaluated in accordance with DO 029, s. 2022, or the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), to ensure evidence-based decision-making, transparency, and accountability at all levels of governance.

43. In addition, the specific reporting and documentation requirements for ARAL tutors' engagement shall be carried out as follows:

- a. Schools division offices shall accomplish the consolidated data of tutors for hiring, by grade groups and specialization, using the provided template attached as **Annex H**.
- b. Regional offices, through the Curriculum and Learning Management Division (CLMD) shall ensure strict adherence to these guidelines. They shall oversee the proper implementation of the activity at the field level and extend technical and operational support to the SDOs and schools by facilitating linkages with potential partners and ensuring the proper conduct of reporting and documentation in accordance with relevant guidelines on the implementation of ARAL Program.

44. The ROs and SDOs shall ensure strict adherence to these guidelines and other relevant issuances in the engagement of tutors and support aides. The Schools Division Superintendents and HRMOs in the SDOs shall regularly monitor and evaluate the implementation of this policy and submit a program report to the Regional Director.

45. For purposes of reporting and in aid of future policy recommendations, a consolidated report on the engagement of tutors by the end of the ARAL Program or other end-of-the-school-year (EOSY) activities shall be submitted by the ROs, to the Office of the Undersecretary for Operations, copy furnished the Office of the Undersecretary for Human Resource and Organizational Development, and the Office of the Undersecretary for Learning Systems Strand. The template of the report is enclosed in **Annex I** (Regional report on the engagement of ARAL tutors), which details the following information:

- a. Number of tutors and support aides engaged;
- b. Amount of remuneration received; and
- c. Challenges encountered, actions, recommendations.

VI. Transitory Provisions

46. To ensure continuity of services while maintaining compliance with the finalized guidelines, the following provisions shall apply to ARAL tutors and support aides already engaged prior to the issuance of this Memorandum:

- a. External tutors and support aides who have been engaged by schools or SDOs for the ARAL Program before the effectivity of these guidelines shall be recognized for the duration of their existing contracts or engagement period, provided they comply with the minimum qualifications and requirements under these guidelines.
- b. Within thirty (30) days from the effectivity of these guidelines, SDOs and School Heads shall validate the qualifications, documentary submissions, and functions of currently engaged tutors and support aides, and align them with the standards and procedures herein prescribed.
- c. Where necessary, the terms of engagement of existing tutors and support aides shall be adjusted or renewed using the prescribed templates and forms annexed to this Memorandum, without disrupting the continuity of their services to learners.
- d. Any renewal or new engagement of ARAL tutors and support aides beyond the transition period shall strictly follow the procedures, qualifications, and standards provided in this Memorandum.

VII. References

Republic Act (RA) 12028, also known as the "ARAL Program Act", and its Implementing Rules and Regulations (IRR)

Republic Act (RA) 11713, *Excellence in Teacher Education Act (2022)*

Republic Act (RA) 4670, *The Magna Carta for Public School Teachers (1966)*

DepEd Order No. 18, s. 2025, *Implementing Guidelines of the Academic Recovery and Accessible Learning Program*

DepEd Order No. 5, s. 2024, *Rationalization of Teachers' Workload and Payment of Teaching Overload*

DepEd Memorandum No. 053, s. 2024, *Implementation Guidelines for DO No. 005, s. 2024*

DO No. 13, s. 2024, *Revised Guidelines on the Grant of Vacation Service Credits for Teachers*

DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework*

CSC-COA-DBM JC 2, s. 2022, *Amendment to the Commission on Audit (COA)-Department of Budget and Management (DBM) Joint Circular (JC) No. 2 dated October 20, 2022*

CSC-COA-DBM Joint Circular (JC) No. 2, s. 2020, *Updated Rules and Regulations Governing Contract of Service (COS) and Job Order (JO) Workers in the Government*

Annex A. Template for Expression of Intent as an ARAL Tutor

Expression of Intent

I, _____ hereby express my intent to be an ARAL Tutor
(Complete Name)

in _____, _____ during the
(Name of School) (Address of the School)

implementation of the ARAL Program for SY _____. I am willing to attend an orientation activity on the program implementation.

Furthermore, I hereby grant the Department of Education the right to collect and process my personal information and profile as provided below, for purposes relevant to the engagement of ARAL tutors in the Department.

Personal Information	
Age:	
Sex:	
Complete Residential Address:	
Mobile/Telephone Number:	

Academic and Employment Details	
Bachelor's Degree/Course (if undergrad) & Specialization:	
Present Employment (if any):	
Present Position (if any):	
Grade Level Assignment (if any):	
Length of Service as a Teacher (if any):	

Other Details		
With active application in DepEd? (Y/N)	☐ Yes	☐ No
➤ If yes, are you included in the CAR-RQA for SY 2025-2026?	☐ Yes	☐ No
Please indicate SDO: _____		
Based on the allowable schedule, how many hours per day are you able to commit to conducting tutorial sessions for the ARAL Program?		

Signature Over Printed Name
Date Signed: _____

Annex B. Template for Expression of Intent as an ARAL Support Aide

Expression of Intent

I, _____ hereby express my intent to be an ARAL Support Aide
(Complete Name)
in _____, _____ during the
(Name of School) (Address of the School)

implementation of the ARAL Program for SY _____. I am willing to attend an orientation activity on the program implementation.

Furthermore, I hereby grant the Department of Education the right to collect and process my personal information and profile as provided below, for purposes relevant to the engagement of ARAL support aide in the Department.

Personal Information

Age:	
Sex:	
Complete Residential Address:	
Mobile/Telephone Number:	

Academic and Employment Details

Highest Educational Attainment:	
Present Employment/Occupation (if any):	

Other Details

Based on the allowable schedule, how many hours per day are you able to commit to providing support in the ARAL Program?	
Do you confirm that you are physically fit, of good moral character, willing to render voluntary service, and capable of performing the duties and responsibilities expected of an ARAL Support Aide?	

Signature Over Printed Name
Date Signed: _____

Annex C: Registry of External (non-DepEd) ARAL Tutor Applicants

**DEPARTMENT OF EDUCATION
REGISTRY OF ARAL TUTOR APPLICANTS**

Name of Schools Division: _____

Name of School: _____

Total Number of applicants _____

NAME OF APPLICANT	BASIC INFORMATION		QUALIFICATIONS							ASSESSMENT RESULTS	REMARKS	RECOMMENDATION OF THE SCREENING COMMITTEE <i>(Indicate Recommended if applicant is deemed qualified for hiring based on the set parameters)</i>	FUND SOURCE <i>(To be accomplished by the SDO)</i>	APPROVAL <i>(To be accomplished by the SDS, Aff's signature if approved)</i>
	ADDRESS	SEX (by birth)	LET/ PBET/ Other Licenses (Indicate Yes or No)	EDUCATION (Indicate highest educational attainment)	TRAINING (Indicate relevant training attended, if any)	EXPERIENCE (Indicate previous relevant experience, if any)	PERFORMANCE (Indicate performance rating, if any)	OTHERS (Indicate other relevant qualifications)	INTERVIEW (Score)					
1 JUAN C. DELA CRUZ														
2														
3														

Note: Attach the assessment criteria, tool, and rubrics used in the interview, learning facilitation demonstration/exercise, and written examination

Screening Committee

Annex D. Registry of Aral Tutors Per Learning Area

School: _____ School ID: _____
 Complete School Address: _____
 SDO: _____ Region: _____

Registry of ARAL Tutors for Reading for Grade _____

Name	Specialization	Tick (√) the Tutor Category	
		Non-DepEd	DepEd
Total			

Registry of ARAL Tutors for Mathematics for Grades _____

Name	Specialization	Tick (√) the Tutor Category	
		Non-DepEd	DepEd
Total			

Registry of ARAL Tutors for Science for Grades _____

Name	Specialization	Tick (√) the Tutor Category	
		Non-DepEd	DepEd
Total			

Prepared by:

 SDO HRMO

ARAL TUTOR ENGAGEMENT CONTRACT

KNOW ALL MEN BY THESE PRESENTS:

This Agreement, made and entered into by and between:

The Department of Education - (Schools Division, DepEd Region NO. ____), a government agency with office address at _____, represented by (Schools Division Superintendent), (Designation, Office), herein referred to as the "FIRST PARTY",

-and-

_____, of legal age, Filipino and with residence address at _____, hereinafter referred to as the "SECOND PARTY".

Collectively referred to as "Parties" and individually as a "Party".

WHEREAS, Article XIV, Section 1 of the 1987 Constitution provides that "the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all";

WHEREAS, Article XIV Section 2(1) of the 1987 Constitution states that "The State shall: (1) Establish, maintain, and support a complete, adequate, integrated system of education relevant to the needs of the people and society";

WHEREAS, the Department of Education (DepEd) has implemented the Academic-Recovery and Accessible Learning (ARAL) Program to ensure that learners who are struggling in their lessons, especially in Reading, Mathematics, and Science, will be able to attain the competencies set by DepEd in their respective levels, as mandated by Republic Act No. 12028; and

WHEREAS, DepEd may engage tutors and support aides deemed qualified, competent, and of good moral character for the effective implementation of the ARAL Program.

-WITNESSETH -

I. General Provisions

1. That the FIRST PARTY, in the exigency of the service, engages the services of the SECOND PARTY to facilitate the effective and efficient implementation of the ARAL Program;
2. That the SECOND PARTY has signified his/her intention, to which the FIRST PARTY has accepted, to provide the services needed by the latter;
3. That the SECOND PARTY hereby possesses the education, experience, training, skills and other qualifications and/or skills required to perform the job as described herein, as represented by the SECOND PARTY in his/her Personal Data Sheet, interview, and other qualification documents submitted to the FIRST PARTY;
4. That the SECOND PARTY hereby attests that he/she has not been previously dismissed from government service by reason of an administrative offense; and

that he/she has not already reached the compulsory retirement age of sixty-five (65);

II. Duties and Responsibilities of FIRST PARTY

5. That the FIRST PARTY is expected to perform the following functions:

- a. Conduct onboarding and orientation for the SECOND PARTY on the ARAL Program goals, curriculum, reporting requirements, and performance standards;
- b. Provide access to instructional materials, ARAL resource packages, learner profiles, and any other relevant documents necessary for the conduct of tutorial sessions;
- c. Assign the SECOND PARTY to designated learners, learning areas, and tutorial schedules based on the school's learner needs;
- d. Monitor the implementation of tutorial sessions, including learner progress and compliance with ARAL standards and guidelines;
- e. Validate and review the SECOND PARTY's Daily Time Record (DTR), Accomplishment Reports, and other required documentation;
- f. Ensure that remuneration or incentives due to the SECOND PARTY are processed in accordance with existing government rules, funding availability, and documentary requirements; and
- g. Ensure compliance with DepEd Child Protection Policy and other relevant laws, rules, and regulations to provide a safe and conducive tutorial environment.

III. Duties and Responsibilities of SECOND PARTY

6. That the SECOND PARTY is expected to perform the following functions:

- a. Deliver structured and developmentally appropriate tutorial sessions in Reading, Mathematics, and Science based on the ARAL Program curriculum and learner needs.
- b. Contextualize lesson plans and other ARAL resources to facilitate learning through relevant, appropriate, and responsive teaching strategies;
- c. Track learners' progress, update learners' records;
- d. Coordinate with the teacher-adviser before and after the tutorial session;
- e. Implements appropriate delivery modes and duration of tutorial sessions pursuant to Sections 16 and 17, Rule VI of the IRR of RA 12028; and
- f. Prepare and submit a monthly Accomplishment Report using the prescribed form, which shall include learners served, learning sessions conducted, and progress or feedback on the tutorial session.

7. That the frequency of engagement of the SECOND PARTY during the contracting period shall be based on the needs of learner participants, as determined by the FIRST PARTY based on assessments, due to the number of learners during a cycle of ARAL (i.e. one (1) quarter or two to three (2-3) months of the SY), may increase or decrease during the subsequent cycles;

8. That the SECOND PARTY may be engaged within the duration of the SY and Summer Classes; whereas the engagement may be conducted before, during, or after the regular class hours;
9. That the SECOND PARTY shall observe the standards of personal conduct in the discharge and execution of functions/services in accordance with the Code of Conduct and Ethical Standards for Public Officials and Employees under RA 6713;

IV. Data Privacy, Confidentiality, and Non-Disclosure Clause

10. Each Party in the performance of their respective duties and responsibilities under this Agreement and in the implementation thereof shall adhere to Republic Act No. 10173, otherwise known as the "Data Privacy Act of 2012."
11. Any gathered data and information should be protected and respected during the term and even after the termination of this Agreement. The processing of any gathered data and information should be in compliance with the confidentiality and privacy requirements under the said law and applicable regulations.
12. The other Party shall not reproduce, share, distribute data and information derived by reason of this Agreement, to any third party, both local and international, without the express approval of DepEd.

V. Remuneration and Funding

13. That in view hereof, the Second Party is hereby engaged to render service as ARAL Tutor for the period _____ to _____, and shall be provided remuneration based on the prime hourly teaching rate of a Teacher I position, computed based on the number of actual teaching hours to be given on a monthly basis; subject to existing rules and guidelines and subject to applicable taxes and liabilities, if any, and corresponding deductions for tardiness, undertime and absence incurred during the engagement;
14. That the engagement between the FIRST PARTY and SECOND PARTY shall be funded through _____ for the fiscal year covering the effectivity period of this Agreement.

VI. Termination of Agreement

15. Either Party may pre-terminate this Agreement, by sending written notice to the other Party, at least thirty (30) days prior to the intended date of termination. The receiving Party may expressly waive the 30-day waiting period and opt for the immediate termination of this Agreement;
16. The FIRST PARTY may immediately terminate this Agreement, at any period upon written notice to the SECOND PARTY, for unsatisfactory performance, conflict of interest, or for any of the grounds determined by the FIRST PARTY.

In addition, any violation of the warranties or provisions under this Agreement is a ground for termination.

VII. Amendments

17. This Agreement may not be amended for any purpose, and no modifications or supplements may be made except in writing and properly executed by the Parties. The Agreement shall remain in full force and effect unless duly amended, or until its expiration or termination.

VIII. Separability

18. In the event that any of the provisions of this Agreement or any document that may be executed in connection therewith shall be declared invalid, illegal, or unenforceable in any respect by a competent authority, the validity, legality, and enforceability of the remaining provisions of this Agreement or any document that may be executed in connection therewith shall not in any way be affected or impaired and shall remain in full force and effect.

IX. Settlement of Differences

19. The Parties shall exert their best efforts to properly resolve any differences or disagreements with respect to any issue that may arise in connection with this Agreement. It shall be settled through amicable means, such as but not limited to, mutual consultation and negotiation.

IN WITNESS WHEREOF, both parties have hereunto set their hands this ____ day of _____, 20__ at _____ City, Philippines.

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES) _____) S.S.

BEFORE ME, a Notary Public for and in the City of _____, this _____ personally came and appeared:

Name	Competent Evidence of Identity	Date and Place of Issue
<i>(Name of DepEd Representative)</i>		

known to me and to me known to be the same person who executed the foregoing Agreement, and acknowledged to me that the same is his free and voluntary act and deed and that of the entity he represents.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal, this _____, at _____.

NOTARY PUBLIC

Doc. No. ____;
Page No. ____;
Book No. ____;
Series of 202____.

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES) _____) S.S.

BEFORE ME, a Notary Public for and in the City of _____, this _____ personally came and appeared:

Name	Competent Evidence of Identity	Date and Place of Issue
<i>(Name of Tutor)</i>		

known to me and to me known to be the same person who executed the foregoing Agreement, and acknowledged to me that the same is his free and voluntary act and deed and that of the entity he represents.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal, this _____, at _____.

NOTARY PUBLIC

Doc. No. ____;
Page No. ____;
Book No. ____;
Series of 202____.

Annex F. Daily Time Record of ARAL Tutors and Support Aides

DAILY TIME RECORD OF ARAL TUTOR
For the month of _____ 2025

Full Name of ARAL Tutor/Support Aide: _____

DepEd School: _____

Inclusive Period: _____

[illegible]

I CERTIFY that the above is true and correct report of the work performed, record of which was made the time of arrival at and from departure from the school.

<<NAME OF ARAL TUTOR/SUPPORT AIDE>>

ARAL Tutor

VERIFIED as to the prescribed number of hours of engagement

<<NAME OF SCHOOL HEAD>>

School Head

Annex G. Accomplishment Report of ARAL Tutors/Support Aide

ACCOMPLISHMENT REPORT OF ARAL TUTOR/SUPPORT AIDE
For the Month of _____ 2025

Full Name of ARAL Tutor: _____

School: _____ (do not abbreviate)

Area of Specialization: Reading/Science/Mathematics (indicate all that applies)

Inclusive Period: _____

Week	Date and Time	Subject	Learners Served	Grade Level	Accomplishments (For tutors, include learning sessions conducted, and progress or feedback on the tutorial session. For support aides, include types of support provided.)
Week 1	August 04, 2025 05:00 pm to 06:00pm (Monday)	Reading	• Name of Learner 1 • Name of Learner 2	Grade 2	• Accomplishment 1 • Accomplishment 2 • Accomplishment 3
	August 06, 2025 05:00 pm to 06:00pm (Wednesday)	Math	• Name of Learner 1 • Name of Learner 2 • Name of Learner 3 • Name of Learner 4 • Name of Learner 5 • Name of Learner 6 • Name of Learner 7 • Name of Learner 8	Grade 1	• Accomplishment 1 • Accomplishment 2 • Accomplishment 3
Week 2	August 12, 2025 08:00 am to 09:00am (Wednesday)	Reading	• Accomplishment 1 • Accomplishment 2	Grade 1	• Accomplishment 1 • Accomplishment 2 • Accomplishment 3

(Add additional rows as necessary)

Prepared by:

<<Name of ARAL Tutor/Support Aide>>

ARAL Tutor

Attested by:

<<Name of School Head>>

School Head

Date of Signing: _____

SDO: _____
Specialization of Tutors: READING/ENGLISH, SCIENCE, MATH

Address: _____
SDS : _____

[illegible]

SDO HRMO

Annex I: Regional Report on the Engagement of ARAL Tutors

RO: _____

Address: _____

A. Total Number of Tutors Engaged

[illegible]

Prepared by:

RO HRMO

B. Challenges, Actions, and Recommendations:

Schools Division Office	Challenges	Actions	Recommendations

Prepared by:

ARAL Regional Coordinator

Reviewed by:

Regional Accountant & Budget Officer

Noted:

CLMD Chief

Recommending Approval:

Assistant Regional Director

Approved:

Regional Director