



Republic of the Philippines
Department of Education
Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

DIVISION MEMORANDUM

No. **770**, s. 2025

To: Chief Education Supervisors, CID and SGOD
Education Program Supervisors
Division ARAL Technical Working Group
Public Schools District Supervisors/District In-Charge
Public Elementary and Secondary School Heads
Public Elementary and Secondary School Teachers
All Others Concerned

**DIVISION MONITORING IN THE IMPLEMENTATION OF THE
ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM**

1. Relative to DepEd Memorandum No. 64, s. 2025 dated August 1, 2025, titled “Implementing Guidelines for the Academic Recovery and Accessible Learning (ARAL) Program in Reading for Key Stages 1 to 3” and pursuant to Regional Memorandum No. 0923, s. 2025, this Office, through the Curriculum Implementation Division (CID), informs all schools that the implementation of the ARAL Program in Reading shall commence on September 15, 2025, which falls in the second month of the second quarter of School Year 2025-2026.
2. To ensure its proper implementation, the Division Monitoring Team is directed to conduct ocular visits and monitoring activities from September 15–19, 2025 up to March 2026.
3. The objectives of this monitoring are to:
 - a. ensure that the ARAL Program is implemented according to set standards and requirements;
 - b. determine whether the teaching strategies, materials, and schedules are working as planned;
 - c. verify that teachers, school heads, and stakeholders are fulfilling their roles and responsibilities;
 - d. identify issues and concerns for the provision of technical assistance; and
 - e. measure the impact of the ARAL Program on the teaching-learning process and learning outcomes.
4. Division monitoring and technical assistance shall cover the entire program cycle from pre-implementation, actual implementation, to post-implementation—spanning September 2025 to May 2026. Focus areas shall include:
 - a. conduct of assessments (BOSY, MOSY, EOSY);
 - b. teaching and learning processes during ARAL-Reading sessions;



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- c. ARAL School Readiness and Responsiveness Audit (ASRRA) Checklist results (BOSY/MOSY/EOSY);
 - d. ARAL School Action Plan, School Risk Management Plan, Deployment Plan; and
 - e. Other literacy-related activities and interventions.
5. Monitoring strategies shall include, but not be limited to:
- a. **Classroom Observations** – formative, non-rated, short-period (e.g., walkthrough) observations during ARAL tutorial sessions. These are not intended for performance appraisal but for providing constructive feedback and professional support, consistent with DepEd Memorandum No. 017, s. 2025 on the Interim Guidelines for Performance Management and Evaluation.
 - i. **After each observation, a brief debriefing shall be conducted to discuss findings, celebrate successes, and recommend improvements.**
 - b. Interviews with School Head, learners, and parents/guardians;
 - c. Focus-group discussions with tutors;
 - d. Document evaluation; and
 - e. Other appropriate monitoring methods.
6. The timeline and assigned monitoring supervisors per district are as follows:

Timeline	District	Monitoring Supervisors
Implementation Phase: September 15-19, 2025	Carrascal, Hinatuan North and South	Elnie Anthony P. Barcena Dr. Fluellen L. Cos
	Cantilan and Madrid	Megenila C. Guillen
	Carmen and Lanuza	Regina Euan A. Puerto
Midline of the School Year Assessment (MOSY): October to November 2025	Cortes and Lingig 1 and 2	Jonathan L. Ambel
	Tago and Bayabas	Irene Grumez
	San Miguel 1 and 2	Menerba M. Dapar
End of the School Year (EOSY) and Progress Monitoring Report: January to March 2026	Cagwait and Marihatag	Encarnacion A. Padua
	San Agustin and Liangá	Analiza G. Doloricon
	Barobo, Tagbina 1 and 2	Ressil L. Tersona Carlos Tian Chow C. Correos

7. All CID supervisors engaged in monitoring shall observe the Philippine Professional Standards for Supervisors (PPSS) under DepEd Order No. 025, s. 2020, particularly:
- Domain 2: Strengthening Shared Accountability; Strand 2.2 (Technical Assistance Provision). Indicator: Model exemplary skills in the provision of technical assistance by designing and implementing responsive





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interventions based on quality assurance, and monitoring and evaluation results.

- Domain 3: Fostering a Culture of Continuous Improvement; Strand 3.1 (Support for Instructional Leadership). Indicator: apply appropriate strategies to continuously improve the teaching-learning process. Apply appropriate instructional leadership support strategies to help divisions/districts/schools and/or learning centers with the continuous improvement of the teaching-learning process.
8. PSDSs/DICs, School Heads, and other school-based instructional leaders are expected to orient teachers on the objectives of this monitoring including the M&E tool, especially the conduct of classroom observations.
 9. School Heads must ensure the proper preparation and completion of the Monitoring Tool, STAR Observation Notes Form, and PMCF Monitoring and Coaching Forms.
 10. Attached to this Memorandum is the **Regional Monitoring and Evaluation Tool for the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program for School Year 2025–2026**. This tool shall serve as the official reference for all monitoring teams in documenting observations and providing technical assistance.
 11. Participation in this activity shall strictly observe DepEd Order No. 9, s. 2005 on Instituting Measures to Increase Engaged Time-on-Task and other existing DepEd policies. School Heads must implement arrangements to ensure that no in-person classes are disrupted during teachers' participation.
 12. Travel expenses of the monitoring team shall be charged to the 2025 BEC Funds / ARAL Program Support Funds (PSF), subject to existing accounting and auditing rules and regulations.
 13. For relevant queries, you may contact the Curriculum Implementation Division Through For inquiries and clarifications, you may contact Jonathan L. Ambel, Education Program Supervisor, Curriculum Implementation Division (CID) at jonathan.ambel@deped.gov.ph or through his official Messenger account.
 14. For the information and guidance of all concerned.


LORENZO O. MACASOCOL, PhD, CESO VI
Schools Division Superintendent

Encl.: As stated

Reference: DepEd Memorandum No. 64, s. 2025, RM No. 0923, s. 2025

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

ACADEMIC

LEARNING DELIVERY

MONITORING



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Enclosure No. 1 to Regional Memorandum No. 0923,s.2025

**MONITORING AND EVALUATION TOOL IN THE IMPLEMENTATION OF THE
 ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM
 SY 2025-2026**

(To be accomplished by the Division/Regional Monitoring Team)

Division: _____ District: _____
 School Name: _____ School ID: _____
 School Head: _____ Contact No.: _____
 School Address: _____ District: _____

A. Learners' Profile:

Number of ARAL Learners										Key Stages Implemented
Grade Level ARAL Registrants				Actual			% of Participation			
Level	Male	Female	Total	Male	Female	Total	Male	Female	Total	
										<input type="checkbox"/> Key Stage 1
										<input type="checkbox"/> Key Stage 2
										<input type="checkbox"/> Key Stage 3

B. Observation Checklist

Areas	Indicators	Observed		Focus	Comments/Observation
		Yes	No		
Implementation Timeline	1. Started on the suggested timeline				
	1.1 For Grade 1, 3 rd Quarter of SY 2025-2026			Intervention Plan	
	1.2 For Grades 2 & 3, 2 nd Quarter of SY 2025-2026			Intervention Plan	
	1.3 For Grades 4 to 10, 2 nd Quarter of SY 2025-2026			Intervention Plan	



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Areas	Indicators	Observed		Focus	Comments/ Observation
		Yes	No		
Alignment with other Programs	2. Complemented by existing literacy intervention initiatives			Copy of Reading Intervention Program indicating the ARAL integration	
	3. Shared use of assessment tools and teaching learning materials			Other assessment tools and learning materials used	
	4. Sustained implementation of existing intervention programs			Copy of Reading Intervention Program indicating the ARAL integration	
Program Implementation	5. Prioritize Low and High Emerging Learners in Key Stage 1			CRLA results	
	6. Prioritize Frustration 3-Levels Down in Key Stages 2 and 3			Phil-IRI results	
	7. Extended the program to Developing and Transitioning (CRLA)/Instructional (Phil-IRI)			BoSY Assessment Results	
	8. Aware of ARAL Program Framework			Copy of the Framework	
	9. Administered BoSY Assessment (MFAT, CRLA, Phil-IRI)			Individual Class Results of BoSY Assessment	
	10. Conducted ARAL School Readiness and Responsiveness Audit (ASRRA)			Hard Copy of ASRRA	
	11. Conducted Profiling and Grouping of learners 1:5 (sufficient tutors) 1:15 (less tutors)			Profile and Groups of Learners	
	12. Recruited, assigned and trained tutors			List of Tutors and their documents	
	13. Prepared teacher and class programs			ARAL Class program per tutor	
	14. Conducted orientation on field			Accomplishment Report, Attendance, pictures	



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	implementers, tutors, parents, and learners				
	15. Conducted vision and health-related screening			Accomplishment Report, Attendance, pictures	
Program Support	16. Secured copy of specific guidelines for ARAL Reading per Key Stage			Compilation of ARAL Reading guidelines DM 64, S. 2025	
	17. Provided Teaching and Learning Resources to Tutors and learners			Sample copy of Teaching and Learning Resources Tutors (Alphabet cards, word/picture cards, teacher's guided) Learners (decodable books, leveled readers, flashcards, letter tiles, activity sheets/worksheets)	
	18. Allow tutors to utilize other materials that can support the development of learners			Other materials utilized	
	19. Encouraged to set up dedicated reading areas in the classroom			Dedicated reading areas	
	20. Included in the LAC plan sessions to reflect on the ARAL Program implementation			LAC Plan integrating the ARAL activities	
	21. Encouraged non-DepEd tutors to participate in the LAC sessions and other professional development activities			Attendance sheet during LAC	
	22. Collaborate with LGUs, DWS/MSWD, and other agencies to support ARAL Reading Implementation			Letters, minutes, pictures	
	Monitoring and Evaluation	23. Recorded daily attendance of tutors and learners in the tutorial sessions			Daily attendance
24. Monitored the academic performance and				Academic performance tracker	



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	socio-emotional needs of learners throughout their participation in ARAL Program				
	25. Organized reflection sessions among tutors, classroom teachers, and reading coordinators			Minutes/Reflection notebook	
	26. Conducted MoSY Assessment			MoSY results	
	27. Conducted EoSY Assessment			EoSY results	
	28. Submitted the following reports after the EoSY Assessment: 28.1 Accomplishment report; 28.2 Consolidated learner assessment data; and 28.3 Insights and reflections from the LAC Sessions			Compilation of reports indicated	

C. Other Concerns

General Findings/ Observation/Problems encountered	Action Taken	Recommendations

Monitored and Evaluated by: _____

Certified by: _____

Division/Regional Monitor
Date Signed: _____

Division Coordinator
Date Signed: _____



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