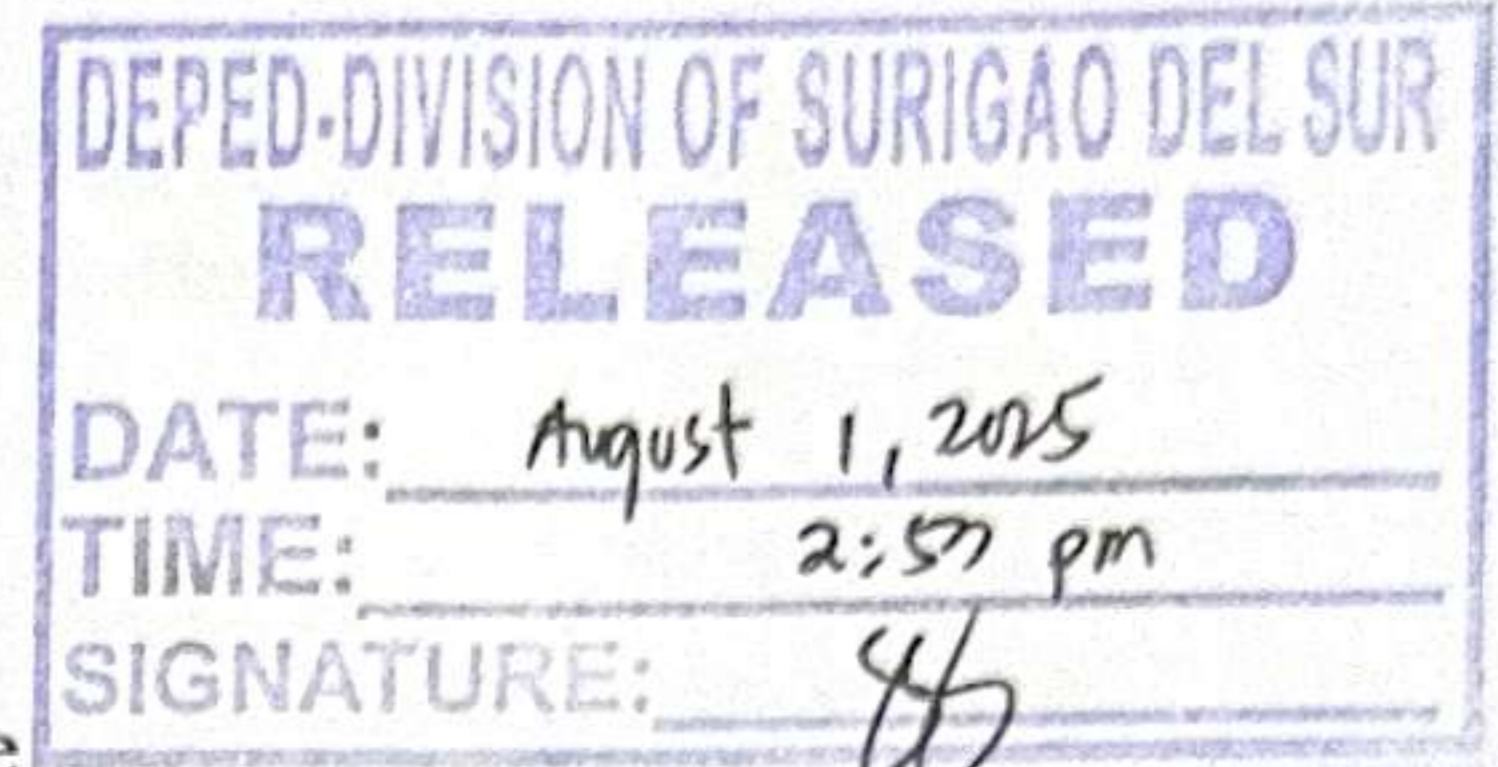




Republic of the Philippines
Department of Education
 Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR



DIVISION MEMORANDUM
 No. 324 , s. 2025

To: Public Schools District Supervisors/District In-Charge
 School Heads in Elementary and Secondary Schools
 All Others Concerned

**SUBMISSION OF ARAL SCHOOL READINESS AND RESPONSIVENESS
 AUDIT (ASRRA)**

1. In reference to DepEd Memorandum No. 56, s. 2025 titled "Supplemental Guidelines for the Implementation of the Academic Recovery and Accessible Learning (ARAL) School Readiness and Responsiveness Audit (ASRRA)," all schools are hereby informed that the first cycle of the ASRRA shall take place from July 28 to August 6, 2025.
2. This audit aims to assess the readiness of schools to implement tutorial sessions tailored to the learners' academic needs, grounded in results from both national and local diagnostic assessments.
3. The School Head shall serve as the designated ASRRA focal person at the school level. To facilitate the audit process, each school is expected to organize an ASRRA School Audit Team composed of the following members:
 - a. School Head (Team Lead)
 - b. A Master Teacher or grade / subject lead (teaching staff)
 - c. ARAL Coordinator(s) (if separate from the School Head)
 - d. non-teaching staff such as the school administrative officer, guidance advocate, school nurse
4. The School Audit Team shall be in charge of collecting, validating, and submitting the audit data. They are also tasked with managing school-level preparations and documentation.
5. The ASRRA evaluates five key domains as follows:
 - a. Learner Readiness
 - b. Teacher / Tutor Readiness
 - c. School Environment Readiness
 - d. Parental Engagement Readiness
 - e. System Support and Governance Readiness
6. Attached to this memorandum are the following documents for your guidance:
 - a. Enclosure 1 – Schedule of ASRRA First Cycle (BOSY)
 - b. Enclosure 2 – Composition of SDO Validation Team
 - c. Enclosure 3 – Sample ASRRA Tool



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7. Schools are reminded to print the ASRRA Readiness Tool and ensure that it is duly signed by all members of the School Audit Team. This should be submitted along with relevant supporting documents.
8. A Post-Audit Conference with PSDSs/DICs will be held on August 11-12, 2025 at 1:00 p.m. In connection with this, there will be a School Visit Validation of the SDO Validation Team to selected schools that obtained less than 90% compliance across the five ASRRA domains. These visits aim to validate audit results and provide targeted technical assistance. Further details will be released through a separate memorandum.
9. An Exit Conference will follow on August 18, 2025 at 8:00 a.m., at the District Office, involving school heads, ARAL focal persons, School Audit Teams, PSDSs/DICs, and the SDO Validation Team. This session will present the consolidated results and identify ways forward for strengthening the ARAL program.
10. For complete guidance, please refer to DepEd Memorandum No. 56, s. 2025.
11. For questions or further clarification, you may contact Mr. Jonathan L. Ambel, Education Program Supervisor, Curriculum Implementation Division (CID), via email at jonathan.ambel@deped.gov.ph or through his official Messenger account.
12. Immediate dissemination and strict compliance with this memorandum are highly encouraged.

LORENZO O. MACASOCOL, PhD, CESO VI
Schools Division Superintendent F.c ✓
Office of the Schools Division Superintendent

Encl.: As stated
Reference: DepEd Memorandum No. 56, s. 2025
To be indicated in the Perpetual Index
under the following subjects:

READINESS PROGRAMS

CID/jla



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08/01/2025

Enclosure No. 1 to Division Memorandum No. 724,s.2025

SCHEDULE OF ASRRA CYCLE 1- BOSY

Date	Activities/Strategies	Persons Involved
July 31, 2025	ASRRA School Planning: 1. Create School Audit Team 2. Prepare the school audit through orientation of the members, delegating tasks, and reviewing of the ASRRA Readiness Checklist and logistics.	ASRRA School Audit Team (School Head as ARAL Focal, Master Teacher or Subject with PSDS/DIC)
August 1-5, 2025	ASRRA Pre-Audit Conference: 1. Conduct final meeting to finalize preparations before the audit starts. 2. The team shall discuss the following: 2.1 Audit protocols and schedules 2.2 Roles and tasks of teaching and non-teaching staff 2.3 Access and instructions for online audit forms 2.4 Special audit needs, assessment tools, GIDCA tagging, or multigrade and multi-shift setups. 2.5 Accomplish supporting documents 3. Ensure readiness for the audit implementation	School Head School Audit Team PSDS/DIC
August 6, 2025	ASRRA Audit Proper: 1. Complete answering the checklist on the domains and sub-domains using the provided Google Forms link . 2. Submit supporting documents validated by the School Head. 3. The SDO monitors and validates through on-site visits to the schools ensuring technical	ASRRA School Audit Team



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	oversight, deeper review, and better coordination for any issues found.	
August 6, 2025	Deadline on the Submission of Audit Findings (ASRRA Readiness Checklist) to DepEd CO Online link Note: <i>No extension as to the submission of the checklist.</i>	
August 11-12, 2025 (POST AUDIT) August 18-19, 2025 (EXIT CONFERENCE)	Exit Conference: <ol style="list-style-type: none"> 1. Conduct School Visit to Present initial findings by school and stakeholders based on the five (5) domains 2. Give feedback on readiness and gaps 3. Identify urgent support and actions 4. Align next steps for ARAL implementation and monitoring 	SDO Validation Team PSDS/DIC School Head School Audit Team



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Enclosure No. 2 to Division Memorandum No. 724, s.2025

Composition of SDO Validation Team

Validators	Name	Designation	Assigned District
Team Lead	Fluellen L. Cos, PhD	Chief, Curriculum Implementation Division	
	Carlos Tian Chow C. Correos	Chief, School Governance & Operations Division	
Team 1	1. Jonathan L. Ambel 2. Menerba M. Dapar 3. Minda Corazon D. Mamparo 4. Mae C. Sumod-Ong 5. Rose Amor R. Calmares	EPS EPS District Nurse District Nurse District Nurse	Cortes Lanuza San Miguel 1 San Miguel 2
Team 2	1. Regina Euann A. Puerto 2. Megenilla C. Guillen 3. Marianne P. Ortigas 4. Alma Ruth O. Arreza 5. Joycee P. Sugian 6. Catherine S. Gonzales 7. Nimfa P. Penecitos 8. Maria Theresa C. Urbiztondo	EPS EPS District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse	Madrid Carmen Cantilan
Team 3	1. Irene Grumez 2. Romeo L. Lepardo 3. Lilibeth M. Concha 4. Maria Elena D. Pimentel 5. Justice Joyce C. Mordeno 6. Harvy P. Morse 7. Judecer G. Limbaga 8. Jorindel C. Mercado 9. Daisy Jane E. Martinote 10. Vanessa M. Naman 11. Mitchel C. Balbuena 12. Lanie C. Derozo 13. Grace B. Perol 14. Mary Ann Pearl C. Villegas	EPS EPS II District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse	Tago Bayabas Barobo Tagbina 1 Tagbina 2
Team 4	1. Elnie Anthony P. Barcena 2. Alex S. Mistula 3. Arlene S. Correos 4. Iris C. Correos	EPS EPS District Nurse	Carrascal Hinatuan North



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	5. Garnet Arthur M. Uriarte 6. Maricar Rita J. Bambisa 7. Ann M. Lapeciros 8. Joesie, M. Magsalay 9. Noel B. Tiu 10. Marjoe V. Aparre 11. Marie Grace L. Noquiao 12. Jay El D. Sotto 13. Primel L. Tinio	District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse	Hinatuan South Lingig 1 Lingig 2
Team 5	1. Encarnacion M. Padua 2. Analiza G. Doloricon 3. Ramil C. Tersona 4. Grace Christy Mae Y. Lumanta 5. Aileen M. Acup 6. Annalisa P. Timbal 7. Junie L. Naungayan 8. Mary Ann L. Gomez 9. Evalyn O. Iglesia 10. Lucrecia Escudero Campos 11. Nena L. Lamela 12. Merlinda, G. Balili 13. Flynn Lynn S. Lala 14. Rhoderick Jay A. Villarina	EPS EPS I District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse District Nurse	Cagwait Marihatag San Agustin Lianga



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Enclosure No. 3 to Division Memorandum No. 124, s.2025

ASRRA READINESS CHECKLIST

ANNEX A: ASRRA CHECKLIST

BASIC SCHOOL PROFILE		
Region:	Total no. of learners enrolled in school:	No. of LSEN ARAL learners:
SDO:	No. of learners to be enrolled in ARAL Program:	No. of tutors deployed in school:
Name of School:	No. of ARAL learners returning from furlough:	No. of DepEd teacher-tutors assigned in ARAL:
School ID:	No. of tutors external to DepEd (e.g., para-teachers, pre-service teachers, etc.)	
In GIDCA? • Yes • No	No. of learners who benefits from social protection services (e.g., 4Ps, AKAP):	

BOSY AUDIT: READINESS CHECKLIST

DOMAIN 1: LEARNER READINESS				
<i>Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Literacy and Numeracy Assessment	1.1 Were all learners assessed using CRLA, Phil-IRI, or RMA?	Met: ≥95% assessed with correct tool per grade Partially Met: 60-94% assessed or tools partially used Not Met: <60% assessed or tools not applied	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	





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DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	1.2 Was the ARAL Learner Roster generated and validated based on assessment results?	<p>Met: Roster complete with score-based groupings</p> <p>Partially Met: Roster exists but unvalidated or partial</p> <p>Not Met: No roster or incomplete list</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Health and Nutrition	2.1 Have the targeted learners undergone the mandatory health assessment?	<p>Met: ≥90% of target grade level learners have undergone the applicable components of the mandatory health assessment, such as:</p> <ul style="list-style-type: none"> • masterlisting, • nutrition assessment • vision screening • hearing screening • general health history • head-to-toe examination <p>Partially Met: 60–89% of target grade level learners have undergone the applicable components of the mandatory health assessment</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 1: LEARNER READINESS				
<i>Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		Not Met: <60% of target grade level learners have undergone the health assessment, or there is no evidence of any assessment activities conducted		
	2.2 Are learners tagged with health/nutrition risk (e.g., poor vision, poor hearing, undernutrition, wasting) referred?	Met: 100% of learners tagged with health/nutrition risk were referred Partially Met: Some learners tagged with health/nutrition risk were referred Not Met: No learner tagged with health/nutrition risk was referred	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Attendance and Dropout Risk	3.1 Has the school established mechanisms for following up at-risk learners (e.g., home visit, counseling)?	Met: All learners were provided with interventions (e.g., home visit, follow-ups) Partially Met: Some learners were provided with interventions (e.g., home visit, follow-ups) Not Met: No learners was provided with	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 1: LEARNER READINESS				
<i>Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		intervention (e.g., home visit, follow-ups)		
4. Psychosocial Support	4.1 Are counseling services readily available to ARAL Learners?	<p>Met: Guidance counselors are readily available to provide counseling services</p> <p>Partially Met: There is no guidance counselor in school, but trained guidance designates are available to provide psychosocial support</p> <p>Not Met: There is no available guidance counselor or guidance designate capable of providing psychosocial support</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Are learners who are emotionally at risk referred to guidance or Mental Health services?	<p>Met: All at-risk learners referred and documented</p> <p>Partially Met: Informal referrals only</p> <p>Not Met: No system or follow-up</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 2: TUTOR READINESS				
<i>Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	subject focus per tutor?	completeness or updating Not Met: No written plan or assigned schedule		
4. Tutor Workload and Incentives	4.1 Is the tutorial workload integrated into the teacher's or tutor's class/program load without overburdening?	Met: Integrated and manageable within 6-8 hours per week Partially Met: Some tutors have excessive workload Not Met: Tutors have unsustainable workload	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Are provisions for incentives (e.g., allowance, recognition, training credits) in place?	Met: Incentives distributed or scheduled Partially Met: Requested but pending Not Met: No provisions or requests made	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
5. Class Program and Materials	5.1 Is there a structured class program with time blocks, groupings, and activities per week?	Met: Approved and implemented per week Partially Met: Draft exists, but inconsistently followed Not Met: No plan or schedule	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 2: TUTOR READINESS				
<i>Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
6. LAC, Peer Support, and Collaborative Expertise	6.1 Are teaching practices, materials, or learner strategies shared among tutors?	Met: Peer learning logs or resource bank maintained Partially Met: Some informal exchange Not Met: No sharing or documentation	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS				
<i>Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Physical Learning Space (ARAL ROOM)	1.1 Is there a designated ARAL Room or space (ventilated, well-lit, quiet)?	Met: Room is fully functional Partially Met: Shared/makeshift space Not Met: No designated space or poor conditions	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.2 Is adequate school furniture available and functional (based on NSBI)?	Met: ≥90% learner seating coverage Partially Met: 60–89% Not Met: <60% or broken/insufficient	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 3: SCHOOL ENVIRONMENT READINESS				
<i>Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
2. Sanitation and Hygiene Facilities	2.1 Does the school meet the basic requirements and standards for sanitation in line with the WinS Three-Star Approach	Met: Awarded with three stars Partially Met: Awarded with one or two stars Not Met: No star was awarded	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	2.2 Does the school meet the basic requirements and standards for health education in line with the WinS Three-Star Approach	Met: Awarded with three stars Partially Met: Awarded with one or two stars Not Met: No star was awarded	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	2.3 Does the school meet the basic requirements and standards for adequate and safe water in line with the WinS Three-Star Approach	Met: Awarded with three stars Partially Met: Awarded with one or two stars Not Met: No star was awarded	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Learning and Teaching Resources	3.1 Are ARAL teaching guides, workbooks, and remedial modules available for learners and tutors?	Met: All tutors equipped and using aligned materials Partially Met: Some incomplete sets Not Met: No materials provided	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 3: SCHOOL ENVIRONMENT READINESS				
<i>Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	3.2 Do learners have sufficient access to textbooks, print modules, or digital LMS?	Met: All learners have needed learning materials Partially Met: Gaps in subject coverage or quantity Not Met: No learner materials accessible	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
4. Access to Technology and Power	4.1 Are digital devices (laptops/desktops) accessible for tutorials or assessments?	Met: There are ≥ 20 functional devices available. Partially Met: There are < 20 functional devices available Not Met: There is no functional device available.	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Is electricity available and stable during ARAL implementation?	Met: Stable and consistent power supply Partially Met: Minor but manageable disruptions Not Met: No reliable access to power	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
5. Connectivity	5.1 Does the internet connection meet	Met: All three criteria met	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 3: SCHOOL ENVIRONMENT READINESS				
<i>Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
and ICT Readiness	the following requirements: a. Download speed: \geq 100mbps b. Upload speed: \geq 12 Mbps c. Latency: \leq 800 ms	Partially Met: One or two met Not Met: None met		
	5.2 Network Stress Test (50 participants accessing content simultaneously): Were participants able to access smoothly?	Met: All participants load content within 5 sec Partially Met: Minor lag in some users Not Met: Significant lag in >25 users	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	5.3 Does the school have sufficient computers/laptops for ARAL use (1:1 ideal, 1:5 max)?	Met: 100% learner coverage Partially Met: 76–99% coverage Not Met: <75% coverage	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	5.4 Do available computers meet the minimum ARAL tech specs? a. Screen \geq 9.5"	Met: All devices meet specs Partially Met: 76–99% meet specs Not Met: <76% meet specs	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 3: SCHOOL ENVIRONMENT READINESS				
<i>Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	b. Res:1366 x768 c. 8GB RAM d. 50GB storage e. Dual-core CPU f. Win 7/macOS 10.12/Linux 5+/ChromeOS 102+			
	5.5 Does the school have computer rooms?	Met: The school has a fully functional computer room Partially Met: The school has a computer room but needs repairs or lacking furniture (tables and chairs) Not Met: The school has no computer room	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
6. Equity and Protection Enablers	6.1 Is there an active Child Protection Committee (CPC) organized and functioning in the school?	Met: CPC formed, trained, and records available Partially Met: Formed but inactive or untrained Not Met: Not formed or undocumented	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 3: SCHOOL ENVIRONMENT READINESS				
<i>Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	6.2 Is there an established mechanism for reporting and monitoring bullying/abuse cases affecting ARAL learners?	<p>Met: There is a functional mechanism for reporting and monitoring cases with proper documentation</p> <p>Partially Met: There is a mechanism for reporting cases but monitoring cases needs improvement (e.g., no data consolidation system, not all cases are properly documented)</p> <p>Not Met: There is no mechanism for reporting cases</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 4: PARENTAL READINESS				
<i>Objective: Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Parental Consent and Commitment	1.1 Have all identified ARAL learners submitted signed parent/guardian consent forms?	<p>Met: 95–100% of consent forms collected and filed</p> <p>Partially Met: 60–94% consent forms</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 4: PARENTAL READINESS				
<i>Objective: Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		collected, with pending or partial submissions Not Met: <60% or no formal consent conducted		
	1.2 Are parents/guardians aware and fully-oriented of their child's inclusion in ARAL?	Met: Awareness validated via orientation logs Partially Met: Oral briefing but no record Not Met: No parental engagement yet	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.3 Are parents/guardians aware of their role in the ARAL implementation?	Met: Awareness validated via orientation logs Partially Met: Oral briefing but no record Not Met: No parental engagement yet	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. PTA and Parent Education Programs	2.1 Has the PTA supported the conduct of preparatory activities for the ARAL implementation (e.g., volunteers, facilitators, monitoring)?	Met: PTA actively involved, and minutes available Partially Met: PTA aware but passive or selective support Not Met: No PTA involvement in ARAL	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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DOMAIN 4: PARENTAL READINESS				
<i>Objective: Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	2.2 Has the school conducted orientation or parenting education sessions to support the ARAL Program at home?	Met: Sessions conducted with signed attendance and topics Partially Met: One-off or informal sessions only Not Met: No orientation conducted	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Home-School Collaboration	3.1 Is there a system to track parent-teacher communication on learner progress (e.g., text, chat group, FB community)?	Met: Regular updates using agreed upon platforms Partially Met: Occasional updates using agreed upon platforms inconsistently Not Met: No structured feedback mechanism	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS				
<i>Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS



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DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS				
Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.				
1. School Governance Support	1.1 Is ARAL included in the School Improvement Plan (SIP) and MOOE budget allocations?	Met: Explicitly listed in SIP and current MOOE Partially Met: Included in SIP only or MOOE planned Not Met: Not reflected in either SIP or MOOE	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.2 Is the School Governance Council (SGC) engaged in ARAL implementation?	Met: SGC provides oversight/support for ARAL Partially Met: SGC informed, but no active role Not Met: No SGC involvement	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Local Government Unit (LGU) Support	2.1 Has the Local School Board (LSB) allocated Special Education Fund (SEF) or passed resolutions to support ARAL needs?	Met: LSB resolution and SEF allocation issued Partially Met: LSB endorsed but pending budget Not Met: No engagement from LSB	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	2.2 Has the LGU issued local ordinances, executive orders, or inter-agency support mechanisms related to ARAL?	Met: At least one policy/EO/ordinance enacted Partially Met: In process or informal commitment Not Met: No enabling LGU policy yet	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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Department of Education
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SCHOOLS DIVISION OF SURIGAO DEL SUR

DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS				
<i>Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.</i>				
3. Technical Assistance & Monitoring	3.1 Has the Division/Regional Office provided coaching, mentoring, or feedback to the school on ARAL program planning and preparation?	Met: Coaching conducted and documented Partially Met: One-time or remote support Not Met: No technical assistance received	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
4. Capacity Building	4.1 Have school heads, non-teaching personnel, and focal persons received formal capacity development from DepEd, Higher Education Institutions (HEIs), or Non-government Organizations (NGOs)?	Met: All ARAL implementers trained Partially Met: Partial training or only 1-2 groups trained Not Met: No capacity building done yet	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
5. Multi-Sectoral Partnerships	5.1 Are there active partnerships with private orgs, academe, NGOs, or Civil Society Organizations (CSOs) supporting ARAL?	Met: Signed MOAs or ongoing program support exists Partially Met: Informal partnerships in progress Not Met: No external partnerships	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	



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6. Non-Teaching Personnel Deployment	6.1 Has the SDO/school designated Administrative Officer/ Project Development Officer (AO/PDO) (deployed by DepEd Human Resource Division) to assist in ARAL coordination?	Met: AO/PDO assigned Partially Met: Designated but no role clarity Not Met: No AO/PDO identified for ARAL	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

Prepared by the ASRRA SCHOOL AUDIT TEAM:

 School Head/ Focal Lead

 School ARAL Coordinator

 Grade/Subject Lead -Reading

 Grade/Subject Lead -Mathematics

 AO/Non-Teaching Staff

 ADAS-Non-Teaching Staff

 Guidance Advocate /Non-Teaching

 School Nurse-Non-Teaching





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DOMAIN 2: TUTOR READINESS				
<i>Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Tutor Identification and Eligibility	1.1 Has the school identified a sufficient number of tutors from eligible sources (teachers, para-teachers, pre-service teachers, volunteers)?	Met: ≥95% tutor-learner coverage based on 1:5–1:15 ratio Partially Met: 70–94% coverage Not Met: <70% coverage or tutor pool undefined	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.2 Are tutors selected based on prescribed criteria (e.g., learner load, subject fit, prior training, and experience)?	Met: All tutors were selected based on prescribed criteria Partially Met: Some tutors were selected based on prescribed criteria Not Met: No tutor was selected based on prescribed criteria	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Tutor Training and Certification	2.1 Have tutors completed the required ARAL training modules (e.g., tutorial strategies, use of CRLA/Phil-IRI/RMA data)?	Met: 100% trained and documented Partially Met: 60–99% trained Not Met: <60% trained or no proof of training	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Tutor Deployment Plan	3.1 Is there a documented deployment plan with assigned learners, session times, and	Met: Plan posted, updated, and matches roster Partially Met: Plan exists but lacks	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	