



Republic of the Philippines
Department of Education
REGION II – CAGAYAN VALLEY
SCHOOLS DIVISION OF NUEVA VIZCAYA

27 April 2026

DIVISION MEMORANDUM

No. 170, s 2026

ORIENTATION OF SUMMER ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) TUTORS AND SUPPORT AIDES

TO: Assistant Schools Division Superintendent
Curriculum Implementation Division Chief
School Governance and Operations Division Chief
Education Program Supervisors
Public Schools District Supervisors/Districts-in-Charge
Members and Officers of the Association of District English Coordinators

1. Pursuant to DepEd Memorandum No. 001, s. 2026, titled *Guidelines on the Engagement of ARAL Program Tutors and Support Aides*, the implementation of the Summer Academic Recovery and Accessible Learning (ARAL) Program is scheduled from **May 6, 2026 to June 2, 2026**. In preparation for its effective rollout, the Schools Division Office of Nueva Vizcaya shall conduct a **District-Based Orientation for all identified Summer ARAL Tutors and Support Aides on May 4–5, 2026**. This orientation shall follow the enclosed standardized matrix to be adapted across all districts to ensure consistency in content delivery and program implementation.
2. The primary objectives of the orientation are:
 - a. to equip tutors and support aides with the necessary knowledge, skills, and understanding of their roles and responsibilities,
 - b. to familiarize them with program guidelines, instructional strategies, and monitoring mechanisms essential to the successful implementation of the ARAL Program, and
 - c. to strengthen coordination among district and school implementers and ensure alignment with division and national directives.
3. Participants to the District-Based Summer ARAL Orientation are the School Heads, School ARAL Coordinators, Tutors, and Support Aides.
4. The meals of the participants shall be charged to their school MOOE, subject to the existing accounting and auditing rules and regulations.
5. In this regard, all **District Heads** are directed to prepare their proposals adapting the enclosed program matrix, and ensure the timely and efficient orientation of ARAL tutors and support aides.
6. For information, guidance, and compliance.


ORLANDO E. MANUEL PhD, CESO V
Schools Division Superintendent

04-2026-270



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Enclosure: Program Matrix

**DISTRICT ORIENTATION OF SUMMER ACADEMIC RECOVERY AND
 ACCESSIBLE LEARNING (ARAL) TUTORS AND SUPPORT AIDES
 May 4-5, 2026**

DAY 1		
Session Title	Session Content	Source / Suggestions
Updates on the ARAL Program Tutor Orientation	This session may cover an overview of the ARAL Program, including its rationale, goals, and expected outcomes in addressing learning gaps. It may also include recent updates from the Central and Regional Offices, program timelines, target learners, and key performance indicators. Emphasis may be placed on the role of tutors and support aides in accelerating learning recovery and ensuring learner engagement.	https://tinyurl.com/ARALTutorOrientation
Guidelines on the Engagement of ARAL Program Tutors and Support Aides (DM 001, s. 2026)	This session may focus on the salient provisions of the memorandum, including qualifications, roles and responsibilities, terms of engagement, working hours, and expected deliverables. It may also clarify policies on attendance, code of conduct, and ethical standards. Compensation guidelines and documentation requirements may likewise be discussed to ensure compliance.	https://tinyurl.com/ARALTutorOrientation
Walkthrough on the ARAL Forms to be Used during the Implementation of the Summer ARAL Program	This session may provide a detailed orientation on all required forms. Facilitators may demonstrate how to properly accomplish each form, including common errors to avoid and submission protocols. Sample accomplished forms may be presented for better understanding.	https://tinyurl.com/ARALTutorOrientation
Processing of Teaching Overload Pay	This session may explain the policies and procedures related to the processing of teaching overload pay for tutors. It may include	https://tinyurl.com/ARALTutorOrientation



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	<p>required documents, timelines for submission, computation of compensation, and coordination with the finance unit. Clarifications on eligibility and common issues in claims processing may also be addressed.</p>	<p>Note: This session may be assigned to an administrative officer, in-charge of finance / personnel/ human resource.</p>	
DAY 2			Suggestions
<p>How to Handle Emergent Learners: Socio-Emotional Learning (SEL)</p>	<p>This session may highlight strategies in handling learners with varying needs, particularly those who are struggling or at risk. It may introduce key concepts of socio-emotional learning, including self-awareness, self-management, and relationship skills. Practical classroom strategies such as positive reinforcement, learner motivation, and creating a safe and inclusive learning environment may be demonstrated.</p>		<p>May be handled by MTs who have undergone and attended ELLN trainings.</p>
<p>ARAL Reading and Numeracy Materials: How to Maximize their Utilization?</p>	<p>This session may provide an orientation on the available ARAL instructional materials for reading and numeracy. It may include strategies on how to effectively use these materials for differentiated instruction, remediation, and enrichment. Demonstrations on lesson integration, contextualization, and learner-centered approaches may also be included.</p>	<p>Refer to the uploaded division memorandum for guidance on the LR-ARAL Materials.</p>	<p>May be handled by the District LR coordinators showing copies of the materials for familiarization.</p>
<p>6 Basic Foundational Skills (Reading) and 3 Basic Numeracy Skills</p>	<p>This session may focus on unpacking the essential foundational skills targeted by the ARAL Program. For reading, it may include phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. For numeracy, it may cover comprehension of concepts, basic operations, and application of concepts/problem-solving skills. Strategies for teaching each skill and assessing</p>		<p>The Filipino / English / Math District Coordinators may be assigned with these topics.</p>



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	learner progress may be emphasized.		
Workshop: Accomplishment of Required Reports	This session may serve as a hands-on activity where participants practice accomplishing the required reports using given scenarios or sample data. Facilitators may guide participants in completing forms accurately and efficiently. Outputs may be presented for feedback, and common issues or errors may be discussed to ensure proper reporting during actual implementation.		
Note: Accredited LIFT facilitators may also be tapped to handle the various sessions.			



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