



Republic of the Philippines
Department of Education
CARAGA REGION

DEPARTMENT OF EDUCATION
RECORDS UNIT, REGIONAL OFFICE-CARAGA
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REGIONAL MEMORANDUM

No. 1053, s. 2026

To: Schools Division Superintendents
Education Program Supervisors in Mathematics
All Others Concerned

PLANNING MEETING WITH DIVISION MATHEMATICS SUPERVISORS FOR THE
VARIOUS REGIONAL CAPACITY-BUILDING PROGRAMS IN MATHEMATICS

1. In preparation for three regional capacity-building programs in Mathematics scheduled from October to November 2026, the Department of Education (DepEd) Caraga Region, through the Curriculum and Learning Management Division (CLMD), will conduct a **Planning Meeting with Division Mathematics Supervisors on October 9, 2026 (Friday), 8:00 a.m.–5:00 p.m., via Microsoft Teams**. The three programs are:

- a. **Regional Training of Trainers on Data-Driven Individual Mathematics Intervention Planning (IMIP) for ARAL-Mathematics Implementation** on November 18–20, 2026, which forms part of the region-wide training that DepEd Memorandum No. 060, s. 2026, Guidelines on the Implementation of the Academic Recovery and Accessible Learning Program in Mathematics, tasks the Regional Office to organize for the effective implementation of ARAL-Mathematics in Key Stages 1 to 3;
- b. **Capacity Building on Data Utilization and Designing Interventions in Mathematics: Integrating TOFAS and Rapid Math Assessment (RMA) Results for Evidence-Based Instructional Leadership under the Revised K to 10 Mathematics Curriculum**, with a regional training of trainers on October 27–29, 2026 and division-led sessions on November 10–26, 2026; and
- c. **Capacity Building on Instructional Leadership for Sustaining Khan Academy Program Implementation in New and Continuing Implementing Schools (Mathematics, Science, English, and Alternative Learning System), School Year 2026–2027**, with Segment A, a two-day Leadership Institute for 121 leaders of the 77 newly authorized schools, tentatively scheduled for November 26–27, 2026, and Segment B, a rolling onboarding track for up to 115 leaders of the 113 continuing-implementing schools, from November 2026 to January 2027.

2. The planning meeting aims to finalize, for each program, the activity matrix, participants, working data, and delivery preparations; and, across the three programs, to consolidate the calendar to avoid scheduling conflicts, agree on a single deduplicated beneficiary register, and establish the timeline for submissions. The specific agenda items and discussion points for each program are provided in

3. The participants are the **Education Program Supervisors (EPS) in Mathematics of the 12 SDOs**. For Part III of the agenda (Khan Academy program), the **Division Khan Academy Focal Person**, where this is not the Mathematics EPS, is requested to join, and SDOs may include the EPS in Science, English, or ALS where the division has confirmed Khan Academy implementation in that learning area. The Chief ES of CLMD, the Regional ARAL Focal Person, and the Regional EPS in Mathematics will represent the Regional Office.

4. All Mathematics EPSs are requested to bring with them, in soft copy, the RMA Beginning-of-School-Year (BoSY) report per school for SY 2026–2027 (Grades 1 to 10), the validated teacher-profile counts for the division, and the list of Khan Academy-implementing schools, including the names of their current School Heads and Public Schools District Supervisors, together with the other data specified in Enclosure No. 2. The meeting link will be forwarded to the participants' respective DepEd email addresses.

5. The **Agenda and Discussion Points (Enclosure No. 1)** are attached to this Memorandum and the following reference files will be sent for review to the participants' DepEd email addresses upon sending the meeting link:

- a. File A – Pre-Meeting Data Requirements, Preparatory Activities, and Consolidated Timeline of Submissions;
- b. File B – Draft Program Matrix of the Regional Training of Trainers on IMIP for ARAL-Mathematics;
- c. File C – ARAL-Mathematics IMIP Training of Trainers: Participant Allocation and Nomination Form;
- d. File D – TOFAS and RMA Data Utilization Program: Provisional Allocation, Teacher-Profile Validation Form, and Trainer Nomination Form;
- e. File E – TOFAS and RMA Data Utilization Program: Session Matrices and SDO Division-Led Session Plan and Budget Template;
- f. File F – Khan Academy Program, Segment A: Allocation, Draft Matrix, and Participant Confirmation Form;
- g. File G – Khan Academy Program, Segment B: Allocation, Components, and School Head Roster and Cascade-Briefing Schedule Form; and
- h. File H – Integrated Calendar, Division-Session Scheduling Guide, and Master Beneficiary Register Template.

6. For queries and concerns, please contact **Rhea J. Yparraguirre**, Education Program Supervisor (EPS) in Mathematics, Curriculum and Learning Management Division, at **rhea.yparraguirre@deped.gov.ph**.

7. Immediate dissemination of and strict compliance with this Memorandum are desired.

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signed by
Escobarte
Pedro
Tenebro Jr.
PEDRO TENEBRO ESCOBARTE, JR.
2026.10.01
Director III / Assistant Regional Director
16.16.29
Officer-in-Charge
Office of the Regional Director

RJY/CLMD/RM- Planning Meeting with Division Mathematics Supervisors
16329/September 30, 2026

(Enclosure No. 1 to Regional Memorandum No. 1053, s. 2026)

AGENDA AND DISCUSSION POINTS

**Planning Meeting with Division Mathematics Supervisors ·
October 9, 2026 · 8:00 AM–5:00 PM · Microsoft Teams**

Time	Agenda item	Lead
Opening		
8:00–8:15	Opening; purpose, expected outputs, and flow of the day	Chief, CLMD
8:15–8:35	The three programs at a glance; integrated calendar, October 2026 to May 2027, and the commitments of the Division Mathematics EPSs (File H)	Regional EPS in Mathematics
Part I. Regional Training of Trainers on IMIP for ARAL-Mathematics (November 17–20)		
8:35–8:50	Overview of the training design and its alignment with DM 060, s. 2026	Regional EPS in Mathematics
8:50–9:30	Review and finalization of the program matrix (File B)	Regional EPS in Mathematics; all
9:30–10:00	Review of the RMA BoSY results per school; data verification	Division Math EPSs
10:00–10:10	Break	—
10:10–10:40	Finalization of the list of participants (File C)	Regional EPS in Mathematics; all
10:40–11:10	Other preparations: facilitators, materials, logistics, pre- and post-training activities	Regional ARAL Focal Person; secretariat
Part II. TOFAS and RMA Data Utilization Program (TOT October 27–29; division sessions November 10–26)		
11:10–11:30	Program design: two learning pathways, three data sets, 600-person target, budget	Regional EPS in Mathematics
11:30–12:00	Validation of teacher-profile counts; final allocation of TOT and division slots (File D)	Regional EPS in Mathematics; Division Math EPSs
12:00–1:00	Lunch break	—
1:00–1:30	Trainer nominations by key-stage track; composition of the SDO core teams (File D)	Regional EPS in Mathematics; all
1:30–2:00	Regional TOT: matrix, data packs, materials, venue, resource persons (File E)	Regional EPS in Mathematics; HRDD; secretariat
2:00–2:30	Division-led sessions: dates, venues, rosters, session plan and budget, fund release (File E)	Regional EPS in Mathematics; Finance; Division Math EPSs
2:30–2:40	Coaching, job-embedded application, monitoring and evaluation	QAD; Regional EPS in Mathematics
2:40–2:50	Break	—

Time	Agenda item	Lead
Part III. Khan Academy Instructional Leadership Program (Segment A November 26–27; Segment B November 2026–January 2027)		
2:50–3:05	Program design: Segments A and B; complementarity with the Part II program	Regional EPS in Mathematics
3:05–3:35	Segment A: roster confirmation, draft matrix, logistics, facilitators (File F)	Regional EPS in Mathematics; Division Khan Academy Focal Persons
3:35–4:05	Segment B: self-paced module, cascade-briefing schedule per SDO, Briefing Kit, completion log (File G)	Regional EPS in Mathematics; RO ICT Unit; Division Khan Academy Focal Persons
4:05–4:20	Post-training coaching, monitoring toolkits, M&E, and gender and development provisions	Regional EPS in Mathematics; Finance
Part IV. Integration and agreements		
4:20–4:40	Schedule conflicts and division-session dates; master beneficiary register and cross-checking (File H)	Regional EPS in Mathematics; secretariat
4:40–5:00	Agreements, consolidated timeline of submissions (File A), and closing	Chief, CLMD

Discussion points

Opening. The three programs at a glance

- Key dates: TOFAS and RMA regional TOT on October 27–29; division-led sessions within November 10–26; IMIP training of trainers on November 18–20, with arrival on November 17; Khan Academy Segment A on November 26–27; Segment B cascade briefings from November 2026 to January 2027
- Commitments of the Division Mathematics EPSs across the three programs: coordinator and possible trainer in the TOFAS and RMA program, participant and facilitator in the IMIP training, and participant in Khan Academy Segment A
- Division of labor within each SDO where the Mathematics EPS cannot cover all three programs (e.g., the Division Khan Academy Focal Person for Segment B; a named division coordinator among the TOFAS and RMA trainers)

Part I. ARAL-Mathematics IMIP Training of Trainers

I-A. Program matrix

- Sequence and timing of Sessions 1 to 9, Workshops 1 to 4, and the teach-back across November 18–20, with arrival and check-in on November 17
- Adjustments to the sessions based on the divisions' RMA results and implementation status
- SDO Mathematics supervisors who will assist in facilitating selected sessions and workshops, and the coaching of SDO teams during workshops
- Division case presentations in Session 3, which require the concurrence of the Schools Division Superintendent

I-B. Participants

- Allocation of 82 participants by division size (File C): the Division Math EPS, PSDS, and elementary and secondary school heads
- Selection of PSDS and school heads from districts and schools with the highest share of Not Proficient and Low Proficient learners, including multigrade, IP, island and last-mile schools
- Delegations that include both women and men whenever the pool of eligible personnel allows
- Substitutes, and the submission of nominations signed by the SDS

I-C. RMA BoSY data

- Completeness of the RMA BoSY report per school for Grades 1 to 10, SY 2026–2027
- Verification of figures that look implausible (e.g., every domain below 1%, a domain near zero beside one above 30% in the same grade, mean scores that do not match task results) with the division RMA focal person
- Preparation of school-level files and anonymized learner profiles (learner codes only, never names or LRNs) for Session 3 and Workshops 1 to 3

I-D. Training materials

- One reference set of the ARAL-Math Learner's Worksheets, Grades 1 to 10, per SDO team
- Copies of DepEd Memorandum No. 060, s. 2026 and its enclosures (proficiency profiles and IMIP template)
- Session guides, slide deck, participant handouts, and pre-test and post-test prepared by the Regional Office
- At least one laptop per SDO team for the workshops

I-E. Logistics

- Live-in arrangement in a hotel in Butuan City, subject to procurement; arrival and check-in on November 17; closing at 3:00 PM on November 20
- Travel of participants charged to SDO funds, subject to the usual accounting and auditing rules
- Room assignments, and participants' special needs to be declared in the nomination form (e.g., nursing mothers, accessibility, health, dietary and religious requirements)
- Regional polo shirt sizes; health and safety protocols; no evening sessions

I-F. Pre-training activities

- Needs survey of Division Math EPSs, PSDS and school heads, women and men (November 2–6)
- Virtual consultation to validate session topics and schedule (November 9)
- Orientation and preparation sessions for the SDO facilitators (November 10 and 13)

I-G. Post-training commitments

- Division-wide training of tutors within 30 days after the training, organized by the SDO-CID
- First tutor-prepared IMIPs within 60 days, and implementation of ARAL-Mathematics from Term 2
- Monitoring of progress and attendance, reported for girls and boys, and submission of reports

Part II. TOFAS and RMA Data Utilization Program

II-A. Program design and budget

- Two learning pathways: the 72 regional trainers complete 76 hours (24-hour TOT, 12 hours of coaching and technical assistance, 40 hours of job-embedded application); the 528 division participants complete 68 hours (16-hour division sessions, 12 hours of coaching or follow-up LAC, 40 hours of classroom application). Trainers' facilitation hours are recorded separately and are not counted as additional course or CPD credit
- Three data sets: TOFAS (DepEd-SPRIX), RMA Key Stage 2 (Grades 4–6), and RMA Key Stage 3 (Grades 7–10); the program is delivered as content mastery and differentiation, with data utilization as the working method
- Budget allocation for regional implementation and for downloading to the 12 SDOs

II-B. Validation of counts and final allocation (File D)

- Validation per SDO of the total profiled mathematics teacher headcount (T) and the untrained count (U), and reconciliation of the one-record difference between the listed (2,384) and reported (2,385) untrained totals
- Signed replacement allocation schedule before fund release, preserving 72 TOT slots, 528 division slots, and the SDO allocation

II-C. Trainer nominations and SDO core teams (File D)

- At least four trainers per SDO, preferably two for Key Stages 1–2 and two for Key Stages 3–4, with at least one member responsible for assessment-data quality and monitoring, and one named division coordinator
- Indicative track totals: 47 regional trainers for Key Stages 1–2 and 25 for Key Stages 3–4; corresponding division totals of 343 and 185
- Eligible trainers: EPS, PSDS, Master Teacher, head teacher, mathematics coordinator, school head, or experienced classroom teacher with demonstrated mathematics and facilitation competence; trainers need not come from the untrained cohort
- Selection of division participants from the validated teacher profile, prioritizing training gaps and schools with substantial mathematics learning needs, with elementary and secondary representation, and consistent identifiers to prevent double counting

II-D. Regional TOT, October 27–29, 2026 (File E)

- Six four-hour modules in one cohort, with Modules 3 and 4 in parallel Key Stage 1–2 and Key Stage 3–4 tracks
- Per-SDO and per-school data packs drawn from TOFAS, RMA KS2, and RMA KS3, which each SDO audits in Module 1
- Hotel venue with internet, a plenary hall, and two track spaces; two nights of accommodation; room sharing limited to four persons with individual beds; no arrival nights; travel charged to local funds
- Resource persons from CLMD, HRDD, and QAD, mathematics curriculum and assessment specialists, division and school practitioners, and partner higher education institutions, confirmed within the honoraria and travel provisions; up to ten support personnel
- Pre- and post-assessment, data-interpretation task, and a facilitation rehearsal with readiness feedback for all 72 trainers before they lead division sessions

II-E. Division-led sessions, November 10–26, 2026 (File E)

- Two eight-hour days per SDO, consecutive or separately scheduled, in DepEd facilities without rental
- Requirements before fund release: endorsed two-day implementation plan, validated participant roster with profile references, trainer assignments, venue and dates, output-review arrangements, and itemized budget; CLMD checks program alignment and slot totals, and Finance confirms the release and reporting mechanism
- Required outputs: School Learning Gap Diagnostic Matrix, lesson or task exemplar, draft School Mathematics Intervention Plan, and reviewed plan with monitoring sheet and LAC schedule
- Session dates chosen outside the IMIP and Khan Academy Segment A commitments of the Division Mathematics EPS (Part IV; File H)

II-F. Coaching, application, and monitoring

- Six two-hour coaching or LAC sessions and 40 hours of job-embedded application, December 2026 to March 2027; evaluation, April to May 2027
- Monitoring by QAD with CLMD and HRDD; SDO Mathematics focal persons consolidate participant-level records, output ratings, and implementation evidence; monthly progress updates
- Sex-disaggregated attendance and reporting, accessible venues, lactation space, and reasonable scheduling for participants with disability, nursing participants, and solo parents

Part III. Khan Academy Instructional Leadership Program

III-A. Program design and complementarity

- Segment A: a two-day residential Leadership Institute for the leadership of the 77 newly authorized schools in eleven SDOs (121 participants); Segment B: a rolling, turnover-proof onboarding track for the School Heads of the 113 continuing-implementing schools (up to 115 participants)
- The program builds leadership and supervisory competencies only; it does not repeat the classroom-level hands-on training already completed by teachers, nor the data-utilization content of the Part II program. No participant slot or budget line is charged twice for the same training day
- Budget allocation for Segment A and Segment B.

III-B. Segment A, November 26–27, 2026 (tentative schedule) (File F)

- Roster of 77 School Heads, 14 District Supervisors, and 30 Learning Area Supervisors: 12 in Mathematics (including Butuan City's separately designated Division Khan Academy Focal Person), 9 in Science, 7 in English, and 2 in ALS (Agusan del Sur and Surigao del Norte), sent only where the division has a confirmed implementing teacher in that learning area
- Confirmation of the current School Head of each of the 77 schools, and of replacements where a School Head has been reassigned
- Review of the draft matrix: Day 1 on orientation, the platform through a supervisory lens, instructional supervision and coaching, and data-based decision making; Day 2 on the School or Division Khan Academy Implementation and Monitoring Plan, LAC integration, stakeholder engagement, and plan share-out
- Nickel Hall, RNEAP, DepEd Caraga Regional Office; one night of accommodation; travel charged to local funds; shared demonstration set-up, with individual devices optional; each School Head brings the school's platform usage data for the Day 2 plan
- Facilitators from CLMD, Khan Academy Philippines (Lead Trainer and Support Trainer, subject to reconfirmation), and selected Khan Academy Teacher Champions; curricula vitae and session assignments

III-C. Segment B rollout (File G)

- Self-paced "Khan Academy Foundations for School Leaders" module (dashboard reading, observation indicators, plan template, completion check): content review, DepEd hosting platform, compatibility with limited-bandwidth connections, and release before the first division briefing
- Division cascade briefing of about two hours, piggybacked onto each SDO's regularly scheduled Principals' Assembly or Division Management Committee meeting from November 2026 to January 2027; date and venue per SDO
- New School Head Khan Academy Briefing Kit (one-page brief, QR-linked module access, 30-day check-in checklist), kept by the Division Khan Academy Focal Person and handed to every incoming School Head at reassignment
- Confirmation of additional Science, English, or ALS Learning Area Supervisors among the continuing-implementer schools, using each division's implementation records

- Division completion log, updated whenever a School Head is newly assigned to an implementing school, so that every new School Head completes the module within the first month in post

III-D. Coaching, monitoring, and evaluation

- Post-training coaching and technical assistance for the 77 schools, division monitoring toolkits for the 11 SDOs, school-level LAC starter kits, and Segment B cascade-briefing support for the 12 SDOs
- Targets: at least 85% of the 190 implementing schools with a documented supervisory visit or Khan Academy-focused LAC session within one grading period; coaching from December 2026 to February 2027; evaluation in March 2027
- Sex-disaggregated fields in the Segment A and Segment B rosters, the completion log, and the monitoring reports, in response to the findings of the gender and development assessment of the proposal

Part IV. Integration and agreements

IV-A. Schedule conflicts (File H)

- The division-session window of the Part II program (November 10–26) overlaps with the IMIP facilitator orientation (November 10 and 13), the IMIP training of trainers (November 17–20), and Khan Academy Segment A (November 26). Each SDO sets its two division-session days on the open dates in the scheduling guide (File H)
- December 2026 load at the SDO: division-wide training of tutors for ARAL-Mathematics (within 30 days after November 20), coaching under the Part II and Part III programs, and Segment B cascade briefings; each SDO sequences these in its own calendar

IV-B. Master beneficiary register (File H)

- One register for the three programs, with one row per person and the DepEd employee number as the unique identifier
- Cross-checking of the 600-person Part II register against the Part III registers (121 and up to 115) and the 82 IMIP participants before nominations are finalized; a person in more than one program is funded only for the non-overlapping competencies of each program and never twice for the same training day
- Sex of every beneficiary recorded in the register

IV-C. Agreements and timeline

- Consolidated timeline of submissions (File A), persons responsible in each SDO, and the shared folder structure for the three programs