



Republic of the Philippines
Department of Education
Region VI – Western Visayas
Schools Division of Capiz

December 18, 2025

DIVISION MEMORANDUM

No. 676 s. 2025

**ADOPTION OF THE IMPLEMENTING GUIDELINES OF PROGRAM PaG-UBAY:
PARENTS AND GUARDIANS UPHOLDING BAYANIHAN TO ASSIST THE YOUNG**

To: Assistant Schools Division Superintendent
Chief Education Supervisor (CES) / OIC-CES
Education Program Supervisors
Public Schools District Supervisors
Heads of Public Secondary, and Integrated Schools
All Others Concerned

1. Attached is **Regional Memorandum No. 1153, s. 2025** dated November 17, 2025, titled **Adoption of the Implementing Guidelines of Program PaG-UBAY: Parents and Guardians Upholding Bayanihan to Assist the Young**, which is self-explanatory.
2. Immediate dissemination of this Memorandum is desired.


ROEL F. BERMEJO
Schools Division Superintendent


Enclosure: As Stated

Reference: None

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

LEARNERS

PROGRAMS

PARENTS



Republic of the Philippines
Department of Education
REGION VI - WESTERN VISAYAS

NOV 17 2025

REGIONAL MEMORANDUM
No. 1153 s. 2025

**ADOPTION OF THE IMPLEMENTING GUIDELINES OF PROGRAM
PaG-UBAY: PARENTS AND GUARDIANS UPHOLDING
BAYANIHAN TO ASSIST THE YOUNG**

To: Schools Division Superintendents
All Others Concerned

1. Pursuant to the mandate of the 1987 Philippine Constitution, Article XIV, Sections 1-2, which emphasizes the role of education in developing citizens capable of contributing meaningfully to society, and in consonance with Republic Act No. 9155 or the Governance of Basic Education Act of 2001, which underscores the shared responsibility of schools, parents, and communities in ensuring quality education, this Office, through the Education Support Services Division (ESSD), enjoins all Schools Division Offices in the Adoption of the **Implementing Guidelines of Program PaG-UBAY: Parents and Guardians Upholding Bayanihan to Assist the Young**.
2. The Program PaG-UBAY is an initiative of the DepEd Regional Office VI designed to strengthen home-school-community partnerships by promoting active involvement of the parent and guardian in the educational journey of kindergarten learners, reflecting shared responsibility in nurturing the young.
3. This program shall empower the education stakeholders as volunteers to serve as teacher-support, companions, and child development advocates, contributing to an inclusive, nurturing, and supportive learning environment that ensures school readiness, improved learner participation, and enhanced foundational skills for all kindergarten learners.
4. The program shall be pilot-implemented by all SDOs in a selected elementary school during the Third Quarter of SY 2025-2026 to gather data on the challenges encountered by the teachers and stakeholders, which will serve as input for enhancing the program's implementation process.
5. The issues and concerns encountered shall be indorsed to this Office through the Education Support Services Division to be utilized in the planning phase for the continuous improvement and responsiveness of the program to the needs of kindergarten learners.



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Republic of the Philippines
Department of Education
REGION VI - WESTERN VISAYAS

6. This Office shall provide technical assistance to SDOs in the initial implementation of the program through the conduct of an online orientation to all program handlers to be announced in a separate memorandum.
7. For queries and clarifications, contact **Dr. Leonerico E. Barredo, Chief Education Supervisor, Education Support Services Division** at 0998-461-5448 or email at region6.essd@deped.gov.ph.
8. Immediate dissemination of and compliance with this Memorandum are desired.


CRISTITO A. ECO, CESO III
Assistant Regional Director
Officer-in-Charge
Office of the Regional Director

Incl: none

Reference: none

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

LEARNERS
PROGRAMS
REQUESTS

*SBD/ESSD-RM/ Adoption of Program PaG-UBAY ...
233/ November 07, 2025*

IMPLEMENTING GUIDELINES OF PROGRAM PaG-UBAY: PARENTS AND GUARDIANS UPHOLDING *BAYANIHAN* TO ASSIST THE YOUNG

I. Rationale and Background

The Elementary Education plays a foundational role in a child's holistic development and lifelong learning. As young learners embark on their academic journey, parental and guardians' presence and active engagement in school deeply influence adjustment, school readiness, and long-term success. Many researches have indicated that parent involvement, starting as early as preschool years has positive effects on acquiring academic skills (Van Voorhis et al. 2013; Wilder, 2014). Parental activities that are effectively planned and well-implemented resulted in substantial benefits to children, as they achieved more regardless of ethnic or racial background, socioeconomic status, or parents' education level as reported by Ogunkula (2008). This is consistent with the 1987 Philippine Constitution, Article IV, Sections 1-2, which underscores the value of nurturing natural-born Filipino citizens who are prepared to contribute meaningfully to society.

Moreover, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, highlights the shared responsibility of schools, parents, and communities in ensuring quality education, thereby affirming the critical role of families in the educational journey of young learners. Finally, the Enhanced Basic Education Act of 2013 (RA 10533) institutionalizes Kindergarten as the mandatory entry stage of formal education within the K to 12 Basic Education Program, emphasizing a learner-centered and developmentally appropriate curriculum that is enriched when supported by active parental engagement.

Complementing these legal bases, PaG-UBAY, reflects the cultural value of *bayanihan* and the Region's commitment to fostering a supportive learning environment through meaningful parent involvement, thereby reinforcing the vital partnership of families, schools, and communities in children's early learning and academic success.

Pag-ubay is a Hiligaynon term which means "to guide" or "to be alongside" reflects a deep cultural value of togetherness, support, and shared journey, especially in times of learning, growth, and transition. In the context of early childhood education, the presence and involvement of parents and guardians play a crucial role in shaping a child's learning experiences, emotional development, and readiness for formal education. The Program **PaG-UBAY** embodies the collaborative spirit by encouraging parents to be physically present, emotionally engaged, and actively supportive of the daily learning routines in Elementary Education Classrooms.

The program affirms the DepEd Region VI's commitment to building inclusive, culturally grounded, and community-driven initiatives that recognize parents not just as supporters, but as co-educators and companions in the formative years of a child's education. The program promotes strong partnership efforts where teachers, parents, and guardians "walk together" in the journey of learning, ensuring that no child is left behind—especially in their most critical stage of growth.

In essence, the Program **PaG-UBAY** is more than just a program, title it embodies the *Bayanihan* spirit, the value of *pakigbahin* or shared responsibility and the belief that education thrives when the community moves together to develop champion learners.

II. Scope

The Program **PaG-UBAY** shall be implemented across all public elementary schools in DepEd Region VI specifically in kindergarten classes. Direct beneficiaries of the program are kindergarten learners. This will involve parents, guardians and community members who are willing to give voluntary services to enrolled Kindergarten pupils in public schools. It will also include the kindergarten teachers and school heads serving as program implementers and coordinators, Public Schools District Supervisors, Education Program Supervisors in-charge of Kindergarten and Values Education, focal persons in SNED and child protection program, partnership and linkages, Education program specialists at the Schools Division and Regional Offices for monitoring and technical assistance.

The program shall include (a) *classroom assistance* to kindergarten teachers with the daily teaching and learning routines, managing learning materials, supporting learners during activities; (b) *child development support* by guiding social behavior, reinforcing values, and providing physical care (for learners who are physically handicapped) and emotional care; (c) *health and hygiene monitoring* by assisting with handwashing, sanitation, and safe eating practices during feeding sessions; and (d) *participation in school-based orientations, capacity-building sessions, and education activities of volunteer-parents, guardians and community members*.

III. Definition of Terms

For unified understanding of the various terms as used in this guideline, the following terms are operationally defined:

a.) **Capacity-building activity** – refers to a structured sessions conducted by schools or Schools Division Offices to prepare, capacitate, and

guide PaG-UBAY volunteer in understanding their roles, responsibilities, and boundaries in a school setting.

b.) **Child protection policy** – refers to guidelines that ensure the safety, dignity, and well-being of children in schools, including mechanisms for screening, monitoring, and supervising school personnel and volunteers, as well as preventive and responsive measures against abuse, violence, exploitation, discrimination, and bullying. (Refer to DO 40 s. 2012 and its supplementing guidelines.)

c.) **Early childhood education** – refers to kindergarten education under the K to 12 Basic Education Curriculum.

d.) **Home-school partnership** – refers to a strategic collaboration between families and the schools aimed at enhancing learner development, improving school performance, and strengthening the school community.

e.) **Kindergarten learners** – 5-year-old children enrolled in the kindergarten class of any public elementary schools. (Consider the latest issuance of 5-year-old in the recent opening of classes)

f.) **Learner-Centered Support** - any assistance or activity conducted by PaG-UBAY volunteers that directly or indirectly enhances the learning, participation, and well-being of kindergarten learners.

g.) **PaG-UBAY Volunteer** – refers to *parent, guardian and community member* who willingly participates in the program to support kindergarten learners under the guidance of the teacher, without monetary compensation.

h.) **School Head** – refers to the official school administrator or principal responsible for the implementation, supervision, and overall management of the program **PaG-UBAY** at the school level.

i.) **Supportive learning environment** – is defined as a safe, inclusive, and nurturing classroom setting where learners feel respected, guided, and assisted, with the involvement of teachers, parents, and peers.

j.) **Volunteer engagement** - refers to the planned and approved participation of PaG-UBAY volunteers in designated school activities, particularly those supporting kindergarten classroom routines, health practices, emotional development, and social engagement.

k.) **Volunteer shift schedule** – refers to a pre-arranged and approved timetable indicating the specific days and hours that a PaG-UBAY volunteer will be assisting in the classroom or other assigned tasks.

IV. Policy Statement

The Department of Education – Region VI upholds the vital role of parents and guardians as active partners in the holistic development of young learners. Guided by the principles of inclusive, child-centered, and community-driven education, the Region establishes the **Program PaG-UBAY**

as a strategic initiative to strengthen home-school-community partnership in support of kindergarten education.

The program mobilizes PaG-UBAY volunteers to assist in the day-to-day activities of kindergarten classes particularly in promoting learner-centered classroom, strengthening safety, health and hygiene practices, and reinforcing socio-emotional learning in the school and at home.

The DepEd Regional Office VI and its Schools Division Offices and all public elementary schools shall implement the Program **PaG-UBAY** in accordance with these regional guidelines, ensuring proper orientation, supervision, and appreciation of PaG- UBAY volunteers while upholding the child's rights, dignity, and safety at all times.

V. Objectives

a. Terminal Objective

The Program **PaG-UBAY** envisions a strengthened home-school-community partnership that empowers PaG-UBAY volunteers to serve as teachers-support, companions, and child development advocates, contributing to an inclusive, nurturing, and supportive learning environment that ensures school readiness, improved learner participation, and enhanced foundational skills for all kindergarten learners.

b. Enabling Objectives

To achieve its overarching goal, the Program **PaG-UBAY** has the following enabling objectives:

1. Institutionalize mechanisms for the recruitment, selection, and scheduling of PaG-UBAY volunteers ensuring proper coordination, transparency, and alignment with child protection policies.
2. Enhance classroom support and learning routines by engaging PaG-UBAY volunteers in daily tasks such as preparing learning materials, assisting during class activities, promoting health and hygiene, and supporting classroom management under teacher supervision.
3. Foster positive home-school-community relationships by promoting mutual respect, shared responsibility, and open communication between parents, teachers, and the school in support of kindergarten learners.
4. Promote community participation and *bayanihan* spirit by recognizing PaG-UBAY volunteerism as a valued contribution to early childhood education and overall school development.

5. Ensure the safety and protection of all learners by upholding child protection policy and ethical standards in the engagement of PaG-UBAY volunteers.

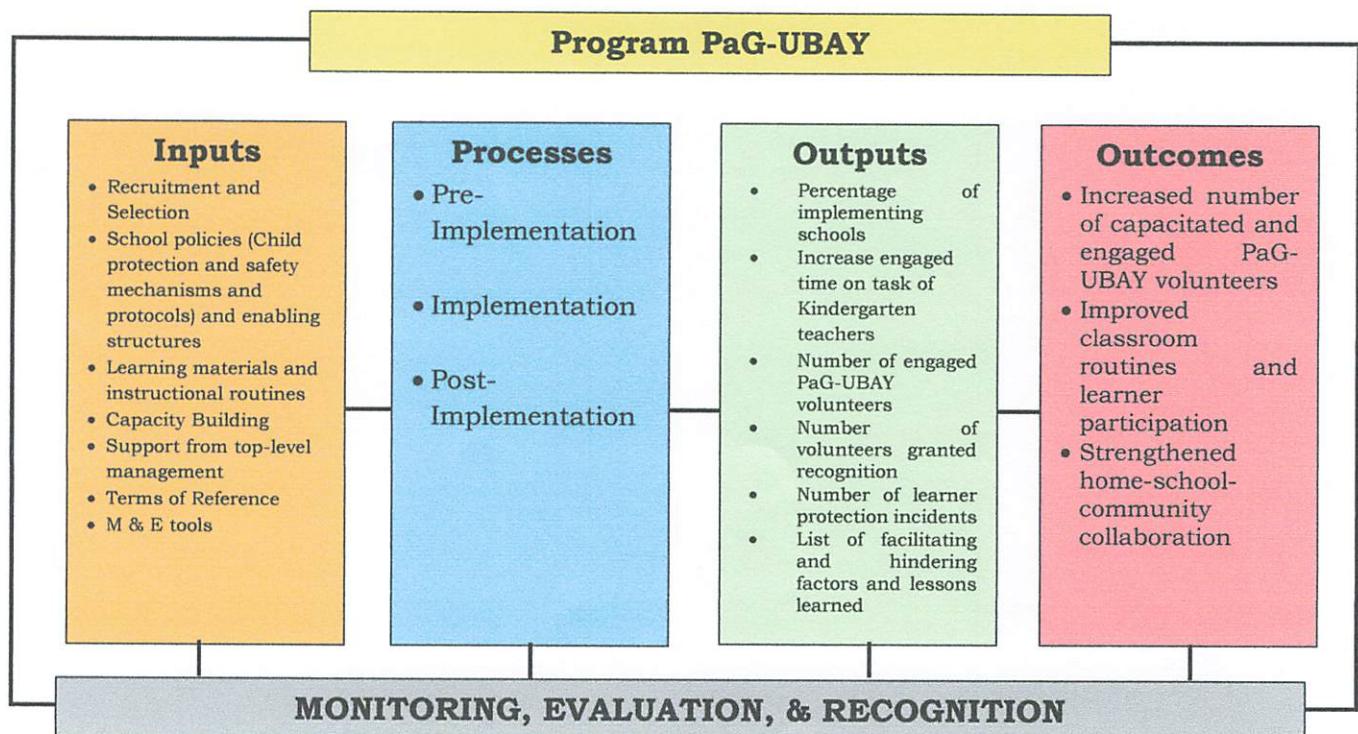
6. Monitor and evaluate the implementation of the program at the school, and Division levels through regular documentation, feedback mechanisms, and evidence-based reporting.

VI. Conceptual Framework

The Program **PaG-UBAY** is built on the belief that parents and guardians are essential partners in the learning journey of a child, especially in the formative years of kindergarten education. Derived from the Hiligaynon word "*pag-ubay*" - the program reflects the shared responsibility of families, schools, and communities in creating supportive, inclusive, and learner-centered environments.

The program is anchored on the systems theory that views the entire organization as interrelated and interconnected subsystems that operates seamlessly to elicit change in the entire organization. The organization exists and co-exists with both the internal and external environments that influence the various processes implemented by the system.

The following are the Key Components of the program: inputs, processes, outputs, and expected outcomes that ensure continuous improvement and responsiveness to emerging needs of the learners, stakeholders, and the school community.



The conceptual framework views volunteerism as a key enabler of quality early education, particularly in improving school readiness, learner participation, and psychosocial development. Through structured volunteer engagement, capacity-building, collaborative and feedback mechanism, Program **PaG-UBAY** operationalizes the home-school-community triad that supports every young learner's holistic growth.

The framework begins with the inputs, which serve as the foundational enablers of program implementation. These inputs include recruitment and selection of volunteers, adherence to school policies on child protection and safety, and the provision of instructional routines and learning materials. Moreover, capacity-building initiatives, managerial support, and accountability tools such as terms of reference and monitoring instruments further strengthen the program's capacity to achieve its goals. Taken together, these elements ensure that the program is feasible and aligned with institutional mandates and the developmental needs of learners.

Building upon these inputs are the processes divided into three interconnected phases: pre-implementation, implementation, and post-implementation. Pre-implementation encompasses the preparatory work, such as conducting advocacy activities on the Program PaG-UBAY in terms of its nature and purpose, recruitment, selection, and capacity building of volunteers and implementers, and support from SDOs and DepED Regional Office VI. At the same time, the implementation refers to delivering the program and services through the deployment of PaG-UBAY volunteers, monitoring, and provision of technical assistance. Post-implementation, conversely, ensures the program is sustained and that the experiences of both implementers and volunteers are meaningfully translated through review and evaluation, as well as rewards and recognition.

As a result of these processes, the framework generates tangible outputs that provide evidence of progress. These include the percentage of implementing schools, the degree of kindergarten teacher engagement time on task, the number of PaG-UBAY volunteers, and the recognition of their contributions. In addition, the framework considers learner-centered indicators such as reported learner protection incidents, documentation of facilitating and hindering factors, and notable lessons learned. Thus, the outputs reflect accountability, transparency, and a strong commitment to evidence-based program improvement.

Consequently, these outputs lead to broader outcomes that signify lasting change. The outcomes envisioned include the expansion of a capacitated and engaged volunteers, the improvement of classroom routines and the increase of learner participation, and the strengthening of home-school-community collaboration. These outcomes highlight the enduring relevance of *bayanihan* as a socio-cultural mechanism for collective action, while also underscoring a transformative paradigm in education where parents and guardians become co-educators and partners in school governance.

Finally, the entire framework is anchored in monitoring, evaluation, and recognition, encompassing all program implementation stages. Monitoring and evaluation serve as continuous feedback mechanisms ensuring alignment with goals, while recognition is a driver that sustains and encourages volunteer participation. By integrating these elements, the program establishes a structured system of implementation, accountability, and motivation, thereby enhancing long-term program viability.

In synthesis, the Program PaG-UBAY conceptual framework reflects a holistic, participatory, and systems-oriented approach to program implementation. It positions parents and guardians as stakeholders and vital and active agents of change in learner development and school-community collaboration. By connecting inputs, processes, outputs, and outcomes through monitoring, evaluation, and recognition, the framework demonstrates an iterative cycle of implementation throughout the stages. Thus, it makes sense in theory and works in practice, which may serve as a model for other communities to follow with their own education programs.

VII. Engagement Processes

a. Pre-Implementation Stage

- a. Conduct Advocacy Activities on Program PaG-UBAY in terms of its nature and purpose
- b. Gather issues and concerns of kindergarten teachers relative to curriculum implementation and parent engagement in classroom and school activities.
- c. Recruitment and Selection of PaG-UBAY Volunteers
 - Each school designates a teacher or staff member to coordinate and monitor volunteer engagement.
 - The school disseminates a call for volunteers during early enrollment, general assemblies, or PTA meetings.
 - School Head and kindergarten teachers identify eligible volunteers.
 - A simple screening process shall be conducted to ensure the volunteers are willing, available, and fit for classroom support roles.
 - Priority is given to parents/guardians of enrolled Kindergarten learners, especially those willing and able to assist during class hours.
 - School Head and kindergarten teachers identify eligible parents/guardians of kindergarten learners.

d. Capacity Building of PaG-UBAY Volunteers and Implementers

- Conduct school-based orientation for PaG-UBAY volunteers covering:
 - (a) Program objectives and scope,
 - (b) Roles and responsibilities,
 - (c) Existing policies on school-based volunteerism, visitor management, and learner protection.
- Teachers and aides receive guidance on working with volunteers, setting boundaries, and maximizing parent engagement.
- Sample classroom support strategies are provided particularly on classroom routines and expectations.
- Teachers plan where volunteers may assist (e.g., snack time, learning station rotation, hygiene support, preparation of instructional materials and other activities.)
- Develop clear schedules, roles, confidentiality agreements, and behavior expectations to include provisions for recognition and grievance handling.

d. Support from SDOs and DepEd Regional Office VI

- Issuance of Regional and Division memoranda to schools on official guidelines to institutionalize the Program PaG-UBAY.
- Monitoring tools and reporting templates. The Regional Office will provide standardized monitoring tools, forms, and feedback mechanisms to track implementation progress.

Below is the corresponding Terms of Reference (TOR) of various offices during the **pre-implementation stage** of the program:

Key Areas	Key Engagement Activities	Governance Levels		
		Regional Office	Schools Division Offices	Schools
	General Role	Provide policy direction, technical support, and oversight to ensure consistent and quality implementation of the	Translate regional guidance into division-specific implementation plans, provide technical assistance to	Implement the Program PaG-UBAY on the ground by recruiting and engaging PaG-UBAY volunteers,

		program across all SDOs.	schools, and monitor program rollout.	ensuring child safety, and facilitating meaningful home-school collaboration.
Advocacy Activities	Promote and encourage support from stakeholders	Conduct advocacy activities to SDOs	Conduct advocacy activities to Schools	Conduct advocacy activities to school stakeholders
Recruitment and Selection of PaG-UBAY Volunteers	Screening of possible volunteers	Issue PaG-UBAY policy & guidelines	Disseminate PaG-UBAY policy & guidelines to schools	Recruit and select PaG-UBAY volunteers
Capacity Building	Orientation	Orient SDOs on PaG-UBAY program	Capacitate schools and SDO implementers on PaG-UBAY program	Capacitate volunteers and school implementers
Support from SDOs and DepEd Regional Office VI	Provision of Technical Assistance	Provide TA to SDOs	Provide TA to schools	Provide TA to volunteers and school implementers

b. Implementation Stage

- a) Deployment of PaG-UBAY Volunteers
 - Assignment PaG-UBAY Volunteers
 - Scheduling of activities
- b) Monitoring and Technical Assistance
 - Monitor conduct of activities and classroom routines

Below is the corresponding Terms of Reference (TOR) of various offices during the **implementation stage** of the program:

Key Areas	Key Engagement Activities	Governance Levels		
		Regional Office	Schools Division Offices	Schools

	General Role	Provides strategic oversight, policy guidance, and technical assistance to ensure consistent and effective implementation of the Program PaG-UBAY across all Schools Division Offices.	Serve as the primary coordinating body for schools, ensuring localized execution of the Program PaG-UBAY in alignment with regional and national directives.	Leads on-the-ground implementation of the Program PaG-UBAY and serve as the primary unit of community engagement and child-centered interventions.
Deployment of PaG-UBAY Volunteers	Ensure that only capacitated volunteers are assigned in Kindergarten classrooms			Assign capacitated PaG-UBAY volunteers in Kindergarten classes
Monitoring and Technical Assistance	Ensure compliance with the program guidelines	Monitor program implementation in SDOs and provide TA as needed	Monitor program implementation in schools and provide TA as needed Capture notable and workable practices for the effective implementation of the program	Check daily classrooms routines and activities Coach Kindergarten teachers and PaG-UBAY volunteers on the proper implementation of the program

c. Post-Implementation Stage

a) Review and Evaluation

- Conduct feedback sessions with PaG-UBAY volunteers to assess their experiences, challenges, and recommendations.

- Update the volunteer registry and assess retention for future engagements.
- Develop improved orientation materials based on feedback and lessons learned.
- Document success stories and good practices to inspire sustained community involvement. Use a duty roster or sign-up sheet managed by the kindergarten teacher or school coordinator.

b.) Rewards and Recognition

- Recognize and appreciate volunteers through certificates or public acknowledgments during school events.

Below is the corresponding Terms of Reference (TOR) of various offices during the **post-implementation stage** of the program:

Key Areas	Key Engagement Activities	Governance Levels		
		Regional Office	Schools Division Offices	Schools
	General Role	Lead the regional post-program assessment, consolidate Division outputs, ensure continuous improvement, and inform policy direction and regional planning.	Oversee program exit review at the division level, provide technical reporting to the Region, and prepare schools for the next cycle or scaling-up of the program.	Lead on-site post-implementation review, reporting, and action planning for sustainability and serve as primary unit for data collection and stakeholders' feedback.
Review and Evaluation	Assess the effectiveness of volunteer engagement and prepare for the next cycle.	- Leads regional PIR - Consolidates good practices	- Evaluates volunteer program effectiveness - Recommends improvements for future cycles	- Conducts feedback sessions - Updates volunteer database Conducts teachers' and

				<p>stakeholders' reflections</p> <p>- Proposes improvement plans for the next cycle implementation</p> <p>- Submits accomplishment reports to Division and Regional Offices</p>
Rewards and Recognition	Recognize success stories and best practices	Recognizes success stories among Division implementers	Recognizes success stories among school implementers	- Recognizes and documents volunteer efforts

VIII. Code of Conduct for PaG-UBAY volunteers

1. Commitment to Child Safety and Protection

- Prioritize the safety, dignity, and well-being of all learners at all times.
- Comply with DO #40, s. 2012 or the Department of Education's Child Protection Policy in all classroom engagements.
- Report any form of abuse, neglect, or misconduct involving children to the designated school authorities immediately.

2. Professional Behavior and Respect

- Treat all learners, teachers, school staff, fellow volunteers, and parents with due respect and courtesy.
- Maintain confidentiality of any sensitive information encountered that involves learners and personnel in the course of duty.
- Observe proper decorum and attire in the school setting.
- Avoid engaging in gossip, favoritism, or disruptive behavior.

3. Responsibility and Accountability

- Attend all required orientations and trainings like post-implementation reflection sessions and capacity-building activities provided by the school or Schools Division and Regional Offices.
- Fulfill assigned tasks diligently and punctually by following the schedule and assigned tasks as agreed upon.
- Notify the teacher or focal person in case of absence or emergency.
- Respect the leadership and decisions of teachers and school authorities by avoiding overstepping of roles.

4. Promotion of Positive Learning Environment

- Support the teacher in creating a child-friendly, inclusive, and nurturing classroom.
- Encourage learners through praise, empathy, and positive reinforcement.
- Assist in implementing daily routines (arrival, play, feeding, hygiene, etc.) as assigned by the teacher and the school authorities.
- Participate in activities that promote learners' holistic development.

5. Collaboration and Continuous Learning

- Work cooperatively with teachers, co-volunteers, and school staff.
- Share constructive feedback to help improve the program implementation.
- Be open to learning new skills and practices that enhance volunteer engagement.

6. Prohibited Acts in the Course of Duty

- Taking photos or videos of learners and sharing them on social media without the consent of their parents, guardians and school personnel.
- Using volunteer time to promote personal, political, or religious agenda.
- Smoking, drinking alcohol, or being under the influence of substances within school premises.
- Any physical and emotional punishments, harsh words, or discriminatory remarks toward learners.

- Other acts that may be promulgated by the Division and school authorities.

IX. Monitoring, Evaluation, and Recognition

This provision is to systematically track progress, evaluate outcomes, and recognize stakeholders' contributions in promoting inclusive, safe, and effective kindergarten education.

1. Monitoring Mechanisms

Component	Description
School-Level Monitoring	Daily or weekly check-ins led by the kindergarten teacher or school focal person to track parent-volunteer involvement and learner support activities.
Division Monitoring	Quarterly monitoring visits by the SDO to assess school-level implementation and compliance with set policies.
Regional Oversight	Periodic monitoring by DepEd Region VI through coordination with SDOs, focusing on quality assurance, inclusivity, and sustainability.
Monitoring Tools	Use of monitoring forms/logs (attendance sheets, engagement records, task completion forms, classroom support logs, behavioral checklist) at the school level.
Monitoring Indicators / Success Indicators	<ul style="list-style-type: none"> - Number of active PaG-UBAY volunteers - Volunteer attendance and task participation - Availability of materials - Child protection policy compliance - Learner attendance and participation improvement - Observe behavioral positive change - Increase academic performance - Zero dropout / school levers rate - Zero incident of bullying

2. Evaluation Mechanisms

Component	Description
School-Based Evaluation	Evaluation of the effectiveness of the Program in achieving academic performance among kindergarten learners and in the delivery of teaching-learning process.
Post-Implementation Review (PIR)	Conducted at school, division, and regional levels to assess implementation effectiveness, challenges, and innovations.
Reflection and Feedback Sessions and Outcome Assessment	Structured feedback from PaG-UBAY volunteers, teachers, and school heads using simple tools like forms, focus group discussions, or interviews to determine key program outcomes such as increased parental engagement, improved learner attendance /participation and performance, and better teacher-volunteer collaboration.
Documentation of Best Practices	Schools and SDOs document successful strategies and lessons learned for reporting and possible replication.

3. Recognition Mechanisms

Level	Activity
School Level	Recognition rites during flag ceremonies and other activities such as <i>Brigada Eskwela</i> , PTA Assembly and others
Division Level	- Inclusion of top-performing schools and volunteers in the Division Stakeholders Appreciation Program - Feature in SDO newsletters or social media
Regional Level	Highlighting innovations and success stories in regional reports, learning exchanges, or conferences.

X. Special Provisions

a. Termination of Engagement

These provisions ensure accountability, protect the welfare of learners, and uphold professionalism within the school community.

1. Grounds for Termination

Engagement of a parent-volunteer under the Program **PaG-UBAY** may be terminated by the school for any of the following reasons:

a. Violation of Child Protection Policy

- Any form of abuse (physical, verbal, emotional, or sexual), bullying, harassment, or neglect involving a child.

b. Breach of Code of Conduct

- Disrespectful behavior toward learners, teachers, or fellow volunteers.
- Breach of confidentiality or misuse of information.
- Use of volunteer status to promote personal, political, or religious agendas.

c. Negligence or Insubordination

- Repeated failure to perform assigned tasks or refusal to follow instructions from school authorities.
- Habitual absenteeism or tardiness without prior notice or valid reason.

d. Engaging in Prohibited Acts

- Bringing or using alcohol, tobacco, or illegal substances on school grounds.
- Possession of weapons or engaging in threatening behavior.
- Taking unauthorized photos/videos of learners or school personnel without prior consent.

e. Loss of Trust and Confidence

- Any act or behavior that compromises the safety, trust, or integrity of the program or school community.

2. Termination Procedures

To ensure due process and fairness in the termination of a PaG-UBAY volunteer, the following process shall be observed accordingly:

a. Documentation

- Incidents leading to possible termination must be properly documented through written reports or incident reports.

- b. Conference or Clarification
 - The school head or assigned focal person shall conduct a conference with the concerned parent-volunteer to discuss the issue.
- c. Written Notice
 - If termination is warranted, the school shall issue a formal written notice of termination, citing the grounds and effectivity of the termination.
- d. Reporting to SDO
 - All cases of terminated engagements shall be properly reported to the Schools Division Office, especially if child protection concerns are involved.
- e. Removal from Volunteer Roster
 - The name of the volunteer shall be removed from the active roster and barred from further involvement in **PaG-UBAY** activities unless cleared through appropriate procedures.

b. Privacy Ruling

These provisions aim to protect the confidentiality, integrity, and security of personal data of learners, parents, and other stakeholders involved in the Program **PaG-UBAY**. They apply to all individuals engaged in the program, including (a) PaG-UBAY volunteers, (b) teachers and support staff, and (d) school and Division officials.

1. Data Collection and Use

- a. Learner's Information
 - Only authorized school personnel (e.g., teachers, advisers) shall have access to learner profiles, academic records, and health/emergency data.
- b. PaG-UBAY Volunteer Information
 - Volunteer profiles and contact details must be securely stored in the school records and to be used only for coordination and documentation purposes.

2. Confidentiality of Sensitive Information

- a. No Unauthorized Disclosure
 - PaG-UBAY volunteers are **strictly prohibited** from sharing or discussing any personal, academic, health, or behavioral information about learners with unauthorized individuals.

b. Handling of Reports and Incidents

- All reported child abuse cases shall be handled by the school head and the kindergarten teachers with strict confidentiality.

3. Use of Photos, Videos, and Digital Media

- Taking and use of photos or videos of learners, especially for publication or public viewing, must be covered by **informed consent** from the parent/guardian and school authorities.

4. Data Storage and Security

- All printed or digital files containing personal data of the learners and volunteers shall be securely stored in school records custodian files.
- Access shall be limited to authorized personnel designated by the school head.

5. Violations and Accountability

- Any breach of privacy provisions by a parent-volunteer, teacher, or staff may result in termination of engagement or legal consequences under RA 10173 or Data Privacy Act of 2012 and other relevant DepEd policies.

XI. Effectivity

The initial implementation of Program PaG-UBAY shall be in the 3rd Quarter of SY 2025-2026 in a pilot elementary school in each Schools Division Office to gather data on the challenges encountered by the teachers and stakeholders, which will serve as input for enhancing the program's implementation process. The PaG-UBAY volunteers may be mobilized on a daily, weekly, rotational bases, or any arrangement that is deemed effective by the school. The program shall be implemented at the opening of the succeeding school years.

The Regional and Schools Division Offices and schools shall ensure the widest dissemination, strict adherence, and timely integration of these guidelines into school-level plans and programs.