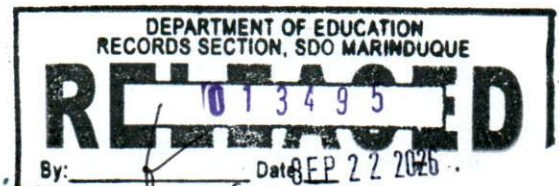




Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

MEMORANDUM
CID-2026-076

TO: Chief Education Supervisor, CID
Public Schools District Supervisors
Public Elementary, Secondary, and Integrated School Heads
All Others Concerned

FROM: **RONNIE S. MALLARI, PhD, CESO III**
Regional Director
Concurrent, Officer-In-Charge
Office of the Schools Division Superintendent

**SUBJECT: GUIDANCE ON THE IMPLEMENTATION OF THE ACADEMIC
RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM FOR
SCHOOL YEAR 2026-2027**

DATE: September 21, 2026

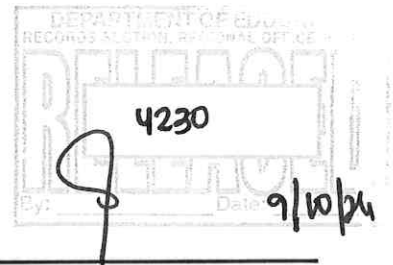
1. For the information and guidance of all concerned, attached is Regional Memorandum No. 92, s. 2026 regarding the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program for SY 2026-2027.
2. Please be guided by the following salient points:
 - a. Schools shall provide structured learning support to learners who need assistance achieving expected proficiency levels (DO No. 018, s. 2025);
 - b. The First-Term End-of-Term Block (September 2-8, 2026) is designated for learning recovery and enrichment. However, ARAL interventions may start or continue at any time based on school readiness and learner needs; and
 - c. Interventions must rely on early learner identification, diagnostic test results, and regular progress monitoring.
3. School Heads are requested ensure seamless implementation in their respective stations while the Curriculum Implementation Division is tasked to provide necessary technical assistance to schools.
4. Immediate and wide dissemination of this Memorandum is desired.



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Republic of the Philippines
Department of Education
MIMAROPA REGION



Office of the Regional Director

September 1, 2026

REGIONAL MEMORANDUM

No. 92, s. 2026

GUIDANCE ON THE IMPLEMENTATION OF THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM FOR SCHOOL YEAR 2026–2027

To: **ASSISTANT REGIONAL DIRECTOR
SCHOOLS DIVISION SUPERINTENDENTS
CHIEF EDUCATION SUPERVISORS, RO AND SDOs
ALL OTHERS CONCERNED**

1. The Department of Education (DepEd), through DepEd Order (DO) No. 018, s. 2025, otherwise known as the Implementing Guidelines of the Academic Recovery and Accessible Learning (ARAL) Program, institutionalized the ARAL Program to provide targeted and responsive learning recovery interventions to learners who have not yet attained expected proficiency levels.
2. Pursuant to DO No. 009, s. 2026, or the Guidelines on the Implementation of the Three-Term School Calendar in Basic Education, the First-Term End-of-Term Block from September 2 to 8, 2026 provides schools with a common period for learning recovery, remediation, enrichment, and other learner support activities. This period may be utilized for the implementation of appropriate ARAL interventions for identified learners.
3. The End-of-Term Block, however, shall not be construed as the only period for the implementation of the ARAL Program. Schools that have already identified learners requiring targeted and intensive learning support may commence or continue ARAL interventions, subject to school readiness and compliance with existing DepEd policies and guidelines.
4. In view of the foregoing, this Office issues the enclosed Guidance on the Implementation of the ARAL Program for School Year (SY) 2026–2027 (Attachment A) to provide Schools Division Offices (SDOs) and schools with operational guidance on learner identification and prioritization, school readiness and intervention planning, delivery of interventions and utilization of learning resources, assessment and progress monitoring, determination of learner support, continuation or exit from intervention, documentation, technical assistance and monitoring, and learner safeguards.

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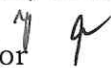


5. The implementation of the ARAL Program shall be guided by the principles of early identification, timely intervention, responsiveness to learner needs, continuous monitoring, and evidence-based decision-making. Assessment results, classroom-based evidence, and records of interventions shall inform decisions on the nature, intensity, duration, continuation, or termination of learning recovery support provided to each learner.
6. SDOs shall provide the necessary technical assistance and monitor the implementation of the Program in their respective schools. Matters requiring further clarification or regional intervention shall be appropriately elevated to the Regional Office.
7. All concerned shall ensure that the implementation of the ARAL Program remains consistent with DO No. 018, s. 2025; DepEd Memorandum No. 001, s. 2026; DO No. 009, s. 2026; and other applicable or subsequent issuances of the Central Office.
8. Immediate and wide dissemination of this Memorandum is desired.



RONNIE S. MALLARI, PhD, CESO III

Director IV
Regional Director



Encls: None

References: DO 018 s. 2025, DM 001, s. 2026, DO 009, s. 2026

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

ARAL PROGRAM

TEACHERS

INTERVENTION ACTIVITIES

TUTORS

LEARNERS

**GUIDANCE ON THE IMPLEMENTATION
OF THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL)
PROGRAM FOR SCHOOL YEAR 2026–2027**

This provides SDOs and schools with operational directions for the implementation of the ARAL Program for SY 2026–2027, consistent with existing DepEd policies and issuances.

ARAL implementation shall be evidence-based and responsive to identified learner needs. Accordingly, the succeeding provisions are organized into the following thematic areas:

- a. Learner Identification and Prioritization;
- b. School Readiness and Intervention Planning;
- c. Implementation and Delivery of ARAL Interventions;
- d. Learning Resources;
- e. Assessment and Progress Monitoring;
- f. Determination, Continuation, and Exit of Learners;
- g. Documentation and Records Management;
- h. Technical Assistance and Monitoring; and
- i. Learner Inclusion, Participation, and Well-being.

A. Learner Identification and Prioritization

1. The identification of learners for the ARAL Program shall be evidence-based. Schools shall consider available and relevant evidence, including Beginning-of-School-Year (BOSY) assessment results, classroom-based assessments, results of classroom remediation, teacher observations, school-based interventions, and other appropriate learner performance data.
2. Priority shall be given to learners who demonstrate severe or significant learning needs and require more intensive and targeted support beyond regular classroom instruction and routine classroom remediation.
3. For Grades 2 and 3, schools are particularly encouraged to prioritize learners who continue to demonstrate significant gaps in foundational literacy skills despite the provision of appropriate classroom-based interventions.

B. School Readiness and Intervention Planning

4. Prior to the commencement or continuation of ARAL intervention, schools shall ensure readiness in terms of the following:
 - a. identification and profiling of learners requiring ARAL intervention;
 - b. availability of qualified and/or authorized ARAL tutors and support aides, as applicable;
 - c. availability of appropriate learning resources and materials responsive to identified learning gaps and target competencies;
 - d. preparation of intervention schedules and learning plans responsive to identified learner needs;
 - e. coordination with parents or guardians, as appropriate; and
 - f. establishment of mechanisms for monitoring learner attendance, participation, progress, and intervention outcomes.
5. For the engagement of external ARAL tutors, SDOs and schools shall strictly comply with DepEd Memorandum No. 001, s. 2026, particularly on the

applicable qualifications, selection, engagement, documentation, compensation, and other requirements.

6. The engagement and deployment of tutors and support aides shall be based on actual program requirements and the number and learning needs of identified ARAL learners. Their roles, responsibilities, schedules, and expected outputs shall be clearly communicated and monitored by the concerned school.

C. Implementation and Delivery of ARAL Interventions

7. The First-Term End-of-Term Block from September 2 to 8, 2026 shall serve as a common period for schools to provide focused and intensive learning recovery interventions to identified learners.
8. The End-of-Term Block shall not be construed as the only period during which ARAL interventions may be implemented. Schools that have already identified learners with severe or significant learning needs during the First Term may commence ARAL implementation even before the End-of-Term Block, provided that the school is ready and the necessary arrangements, personnel, learning resources, and other requirements are in place.
9. Schools that have already commenced ARAL-related interventions during the First Term may continue such interventions, provided that these are appropriately documented and implemented consistent with DO No. 018, s. 2025 and other applicable DepEd policies.
10. ARAL interventions shall be targeted to the specific learning needs and identified gaps of learners. Teachers and tutors shall ensure that interventions complement, rather than duplicate, regular classroom instruction and existing school-based remediation.

D. Learning Resources

11. Schools shall utilize appropriate, developmentally responsive, and learner-centered learning resources aligned with the identified learning needs, current proficiency levels, and target competencies of ARAL learners.
12. DepEd-provided ARAL learning resources shall be prioritized and maximized, where available. Other appropriate learning resources may be utilized, subject to existing DepEd policies and applicable quality assurance requirements.

E. Assessment and Progress Monitoring

13. Schools shall regularly monitor learner attendance, participation, and progress. Results of such monitoring shall be used to determine the appropriateness, intensity, and duration of the intervention provided.
14. To support the determination of learners who may need continued ARAL intervention, schools are encouraged to administer the Middle-of-School-Year (MOSY) assessment from September 21 to October 23, 2026, as provided in the school calendar, particularly among learners who underwent ARAL intervention and/or other relevant school-based interventions.
15. MOSY assessment results shall be considered together with classroom-based evidence, learner progress records, and documentation of interventions already provided in determining the appropriate support for each learner.

F. Determination, Continuation, and Exit of Learners

16. Based on the results of the MOSY assessment and other relevant evidence, schools shall determine whether a learner:
 - a. has attained the expected level of proficiency and may be exited from the intervention;
 - b. requires continued support through regular classroom instruction, remediation, or other appropriate school-based interventions; or
 - c. requires continued or intensified intervention through the ARAL Program.
17. Continued participation in the ARAL Program shall be based on evidence that the learner continues to require targeted and intensive learning support after the provision of regular classroom instruction, remediation, and/or other appropriate school-based interventions.
18. Schools may continue implementing the ARAL Program beginning September 16, 2026, or the opening of the Second Term, when assessment of learner needs and school readiness indicates the necessity for continued intervention.
19. Learner progress shall be periodically reviewed, and the nature, intensity, and duration of the intervention shall be adjusted, as necessary, based on assessment results and other relevant evidence.

G. Documentation and Records Management

20. Schools shall maintain appropriate documentation of ARAL implementation, including, but not limited to:
 - a. learner identification and profiling records;
 - b. assessment results and other evidence used as basis for learner identification;
 - c. tutor and support aide deployment records, as applicable;
 - d. intervention schedules and learning plans;
 - e. learning resources utilized;
 - f. learner attendance and participation records; progress monitoring results; and
 - g. decisions on the continuation, adjustment, intensification, or exit of learners from ARAL intervention.
21. Documentation shall serve as basis for monitoring, provision of technical assistance, and evidence-based decisions on ARAL implementation.

H. Technical Assistance and Monitoring

22. SDOs shall provide technical assistance to schools in the identification and profiling of learners, preparation of intervention plans, engagement and deployment of tutors and support aides, selection and utilization of appropriate learning resources, conduct and utilization of assessments, monitoring of learner progress, and other aspects of ARAL implementation.
23. Implementation concerns requiring further clarification, policy guidance, or regional intervention shall be appropriately elevated by the SDO to the Regional Office.

I. Learner Inclusion, Participation, and Well-being

24. Schools and SDOs shall ensure that ARAL implementation does not result in the exclusion of learners from regular classroom instruction or other mandated school activities. Intervention schedules shall be organized in a manner that supports learners' continued participation in regular educational activities and promotes their overall well-being.

The implementation of the ARAL Program shall be undertaken in accordance with DO No. 018, s. 2025; DepEd Memorandum No. 001, s. 2026; DO No. 009, s. 2026; and other applicable or subsequent national issuances, guidelines, and clarifications issued by the Central Office.

Nothing in this Guidance shall be construed as amending, superseding, or modifying existing national policies and guidelines governing the ARAL Program.