



2609-860

Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

DIVISION MEMORANDUM

No. 769, s. 2026

**ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL)
PROGRAM FOR SY 2026-2027**

To: Assistant Schools Division Superintendent
Chief Education Supervisor (SGOD & CID)
Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Regional Memorandum No. 1134, s. 2026, on the ARAL Program and the DepEd Joint Memorandum dated August 28, 2026, titled "Implementation Arrangements for the ARAL Program for School Year 2026-2027," the Department of Education Regional Office I shall implement the ARAL-Reading and ARAL-Mathematics Programs for Grades 1 to 10 in School Year 2026-2027.
2. Learner identification shall be assessment-based. Classroom performance, teacher observation, and formative evidence may validate the learner's needs but shall not replace the prescribed assessment. The following shall apply based on RM No. 1134, s. 2026.

Program/ Grade	Assessment Basis	Learners to be Served	How the List is Finalized
Reading Grade 1	CRLA MOSY	Low Emerging and High Emerging learners are priority. Developing and Transitioning learners may be served when personnel and resources permit. Reading-at-Grade-Level learners are not enrolled.	MOSY determines Grade 1 participation. Teacher validation and other reading evidence are used to confirm grouping and instructional needs.
Reading Grades 2-3	CRLA BOSY; MOSY for progress	Low Emerging and High Emerging learners are priority. Developing and Transitioning learners may be served when capacity permits.	BOSY establishes the initial list. MOSY and progress evidence determine continuation, regrouping, or exit.
Reading Grades 4-10	Phil-IRI (English) BOSY; individual reading results as applicable	Frustration-level learners are priority. Instructional-level learners may be included when capacity permits. Independent readers are not enrolled.	Phil-IRI identifies the reading level. Individual results determine the specific reading need and appropriate intervention. MOSY/progress



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

			evidence guides continuation or exit.
Math Grades 1-10	RMA BOSY; RMA MOSY and classroom-based assessment	Not Proficient, Low Proficient, and Nearly Proficient learners are below the minimum proficiency level and shall be identified for intervention. Not Proficient learners shall be served first when capacity is limited.	BOSY establishes the initial list. MOSY results, least-learned competencies, and classroom evidence are triangulated to finalize grouping, continuation, or exit.

3. External tutors shall be engaged only upon SDO validation that internal tutor capacity is insufficient and based on the prospective external-tutor requirement submitted by the SDO. Tutors shall render services strictly according to the proposed ARAL tutorial schedule, which may be set before, during, or after regular class hours, or on weekends, depending on learner needs. Engagement frequency may be adjusted per ARAL cycle.

4. The selection and engagement of ARAL external tutors shall strictly adhere to DepEd Memorandum No. 001, s. 2026, and other relevant guidelines. Schools may likewise coordinate with the Human Resource Management Office, through Administrative Officer IV, for assistance in sourcing and referring potential qualified applicants.

5. External tutors shall be paid monthly based on the Prime Hourly Teaching Rate of a Teacher I position multiplied by the actual approved teaching hours rendered, subject to availability of funds, applicable taxes, and deductions for tardiness, undertime, or absence. A Certificate of Engagement indicating actual hours/days served shall be issued upon completion. For DepEd teachers, tutorial work rendered beyond six hours of total daily teaching load on regular school days shall be subject to teaching overload rules. Tutoring on weekends, holidays, and long vacation shall be credited under the applicable Vacation Service Credit rules.

6. Tutorial groups shall be clustered by common learning needs and shall not exceed 15 learners per tutor. A weekday session shall not exceed one hour for each learning area; weekend sessions, preferably on Saturdays, shall not exceed the duration allowed under national ARAL rules. Schools shall use TutorKo for applicable tutor application, approval, deployment, learner matching, attendance, and monitoring. Reading interventions shall be guided by the Individualized Reading Intervention Plan (IRIP) while Mathematics interventions shall focus on specific competencies identified through RMA and classroom evidence.

7. Progress shall be checked regularly, and a learner may exit once validated assessment and evidence show grade level readiness or independent/proficient performance, as applicable. Learners who remain below the expected level at the end of the regular ARAL cycle shall continue to receive school-based remediation and shall be



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

considered for ARAL Summer 2027 based on EOSY results and applicable DepEd policies and guidelines.

8. In accordance with the DepEd Joint Memorandum dated August 28, 2026, all designated ARAL tutors are required to complete the prescribed tutor orientation and training prior to conducting ARAL sessions. Tutor preparation may be undertaken through the available materials in the DepEd Learning Management System (LMS), supplemented by orientation and training activities facilitated by the National Educators Academy of the Philippines (NEAP) and the field offices. Schools with ARAL tutors who have demonstrated proficiency may likewise conduct Learning Action Cell (LAC) sessions using the prescribed program materials to further enhance tutors' preparedness, promote the appropriate utilization of learning resources, and ensure compliance with program implementation and monitoring requirements.

9. In ensuring the availability and appropriate use of learning resources, schools shall observe and comply with existing Department issuances and guidelines governing the provision, distribution, and utilization of teaching and learning resources for the ARAL Program. Schools may likewise utilize ARAL learning resources from previous implementation cycles, existing remediation materials, and other relevant supplementary learning resources, provided that these materials are aligned with the intended learning competencies, responsive to learners' identified needs and proficiency levels, and consistent with existing quality assurance standards. Schools shall ensure that the provision and utilization of learning resources for ARAL sessions do not require tutors to incur personal expenses for the printing, reproduction, procurement, or preparation of instructional materials.

10. Enclosed are Regional Memorandum No. 1134, containing the indicative timeline for the implementation of the ARAL Program, for reference, and the DepEd Joint Memorandum, which provides further details on the implementation support arrangements for the ARAL Program for School Year 2026-2027.

11. Immediate dissemination of and compliance with this Memorandum are desired.


VILMA D. EDA, CESO V
Schools Division Superintendent

Encls.: As stated

References:

RA 12028
DepEd Joint Memorandum dated August 28, 2026
DM 001, s. 2026
DM 009, s. 2026
DM 064, s. 2025
RM 1134, s. 2026

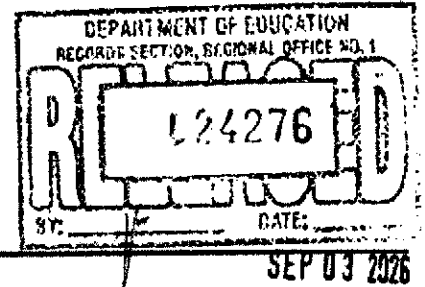
CID/nar_2026/DM-ARALProgram2026-2027
September 10, 2026



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Republic of the Philippines
Department of Education
REGION I



REGIONAL MEMORANDUM

No. 1134, s. 2026

ARAL PROGRAM FOR SY 2026-2027

To: Schools Division Superintendents

1. Pursuant to Republic Act No. 12028, its Implementing Rules and Regulations, DepEd Order No. 018, s. 2025, DepEd Memorandum No. 064, s. 2025, DepEd Memorandum No. 001, s. 2026, and DepEd Order No. 009, s. 2026, the Department of Education Regional Office I shall implement ARAL-Reading and ARAL-Mathematics for Grades 1 to 10 in School Year 2026-2027.

2. Learner identification shall be assessment-based. Classroom performance, teacher observation, and formative evidence may validate the learner's needs but shall not replace the prescribed assessment. The following shall apply:

Program / Grade	Assessment Basis	Learners to be Served	How the List is Finalized
Reading Grade 1	CRLA MOSY	Low Emerging and High Emerging learners are priority. Developing and Transitioning learners may be served when personnel and resources permit. Reading-at-Grade-Level learners are not enrolled.	MOSY determines Grade 1 participation. Teacher validation and other reading evidence are used to confirm grouping and instructional needs.
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Math Grades 1-10	RMA BOSY; RMA MOSY and classroom-based assessment	Not Proficient, Low Proficient, and Nearly Proficient learners are below the minimum proficiency level and shall be identified for intervention. Not Proficient learners shall be served first when capacity is limited.	BOSY establishes the initial list. MOSY results, least-learned competencies, and classroom evidence are triangulated to finalize grouping, continuation, or exit.



Republic of the Philippines
Department of Education
REGION I

3. External tutors shall be engaged only after the SDO validates that internal tutor capacity is insufficient and shall be based on the prospective external-tutor requirement submitted by the SDO. They shall work only on approved ARAL tutorial days and hours within the engagement period; schedules may be before, during, or after regular class hours or on weekends, depending on learner need. The frequency of engagement may increase or decrease by ARAL cycle.
4. External tutors shall be paid monthly based on the Prime Hourly Teaching Rate of a Teacher I position multiplied by the actual approved teaching hours rendered, subject to availability of funds, applicable taxes, and deductions for tardiness, undertime, or absence. A Certificate of Engagement indicating actual hours/days served shall be issued. For DepEd teachers, tutorial work beyond six hours of total teaching load on regular school days shall be subject to teaching overload rules; tutoring on weekends, holidays, and long vacation shall be subject to the applicable Vacation Service Credit rules.
5. Tutorial groups shall be formed by common learning need and shall not exceed 15 learners per tutor. A weekday session shall not exceed one hour for each learning area; weekend sessions, preferably on Saturdays, shall not exceed the duration allowed under national ARAL rules. Schools shall use TutorKo for applicable tutor application, approval, deployment, learner matching, attendance, and monitoring. Reading interventions shall be guided by the Individualized Reading Intervention Plan (IRIP); Mathematics interventions shall target the competencies identified through RMA and classroom evidence.
6. Progress shall be checked regularly, and a learner may exit once validated assessment evidence shows grade-level readiness or independent/proficient performance, as applicable. Learners who remain below the expected level at the end of the regular ARAL cycle shall continue to receive school-based remediation and shall be considered for ARAL Summer 2027 based on EOSY results and applicable national guidance.
7. Enclosed is the indicative timeline for the implementation of the ARAL program for reference.
8. Immediate dissemination of and compliance with this Memorandum are desired.


ESTELA P. LEON-CARINO, EdD, CESO III
Director IV / Regional Director

Encl.: None

References: as stated

To be indicated in the Perpetual Index under the subjects:

RECOVERY READING NUMERACY

CLMD/jps/RM_InterimARALGuidelines
September 3, 2026



CLMD261405



Republic of the Philippines
Department of Education
 REGION I

Enclosure 1 to RM _____, s. 2026

Date	ARAL-Reading	ARAL-Mathematics
September 3-18, 2026	School-based kick-off and preparation; learner/parent orientation; screening as applicable; review of IRIP, learning resources, tutor pool, schedules, and TutorKo records.	School-based kick-off and preparation; analyze BOSY RMA results and classroom evidence; continue school remediation; prepare the initial learner list, tutor pool, resources, schedules, and TutorKo records.
September 21-25, 2026	CRLA MOSY/revalidation. MOSY determines Grade 1 participation and guides continuation/regrouping of Grades 2-3; progress evidence is reviewed for Grades 4-10.	Start MOSY RMA administration to identified priority learners; continue school remediation and validate competency gaps.
September 28-October 16, 2026	Start of ARAL-Reading implementation; regular IRIP and progress review.	Continue MOSY RMA administration. Triangulate BOSY RMA, available MOSY results, and classroom-based evidence; finalize the initial ARAL-Mathematics learner list, grouping, tutor assignments, materials, and tutor orientation.
October 19-23, 2026	ARAL-Reading implementation.	Start of ARAL-Mathematics. Complete the MOSY assessment window through October 23. MOSY results received after the start shall be used immediately to validate, regroup, add, or exit learners without delaying implementation.
November 23-27, 2026	Check-in 1; adjust grouping, intervention, and learner pathway.	Implementation and progress review; adjust grouping and intervention based on learner evidence.
December 3, 2026- January 3, 2027	Pause during Term 2 examinations, the end-of-term block, and the year-end break; resume with Term 3.	Pause during Term 2 examinations, the end-of-term block, and the year-end break; resume with Term 3.
January 4- 15, 2027	Resume implementation; January 11-15: Check-in 2 and adjustment of IRIP, grouping, and learner pathway.	Resume implementation; January 5-9: Check-in window and adjustment of grouping, competencies, and intervention.
January 29-30, 2027	January 30: close of the regular scheduled ARAL-Reading cycle; continue intervention for learners still below target, as provided in this Memorandum.	January 29: close of the regular scheduled ARAL-Mathematics cycle; continue intervention for learners still below target, as provided in this Memorandum.



Republic of the Philippines
Department of Education
REGION I

February 15, 2027	Start of the EOSY assessment window.	Start of the EOSY assessment window.
March 12, 2027	End of the EOSY assessment window.	End of the EOSY assessment window.
March 16-20, 2027	Prepare eligible learners and tutor pool for ARAL Summer 2027 based on EOSY results.	Prepare eligible learners and tutor pool for ARAL Summer 2027 based on EOSY results.



Republika ng Pilipinas
Department of Education

JOINT MEMORANDUM

2609 - 860 E1556

TO : **REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
REGIONAL AND DIVISION ARAL FOCAL PERSONS
SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : 
ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief-of-Staff
ARAL TWG Chairperson


CARMELA C. ORACION
Undersecretary for Learning Systems
ARAL TWG Co-Vice Chairperson

SUBJECT : **IMPLEMENTATION SUPPORT ARRANGEMENTS FOR THE**
ACADEMIC RECOVERY AND ACCESSIBLE LEARNING
PROGRAM FOR SCHOOL YEAR 2026-2027

DATE : **August 28, 2026**

Consistent with Republic Act No. 12028 or the "Academic Recovery and Accessible Learning (ARAL) Program Act," DepEd Order No. 018, s. 2025, titled "Implementing Guidelines of the ARAL Program," and related ARAL TWG issuances, in support of implementation readiness for School Year (SY) 2026-2027 and pending the completion of ongoing consultations and policy refinements to further strengthen ARAL implementation, the following implementation support arrangements are issued in consideration of operational concerns and implementation requirements raised by field offices to facilitate the timely provision of learning support interventions to identified learners.

1. Phased Implementation of ARAL Interventions

Schools implementing ARAL interventions may proceed in phases, consistent with the phased implementation approach prescribed under DepEd Memorandum No. 056, s. 2025, titled "Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit", based on operational readiness, available resources, and the learning needs of identified learners. Readiness considerations may include learner identification, mobilization and deployment of tutors, availability of learning resources, scheduling of sessions, and assignment of suitable learning spaces.

2. Implementation of ARAL Reading and Mathematics Interventions

For School Year (SY) 2026–2027, schools that have completed the necessary preparatory activities may commence ARAL Reading interventions. ARAL Mathematics interventions shall be rolled out beginning Term 2 in accordance with the guidelines that may be subsequently issued by the Department.

3. Learner Identification

Schools may utilize available assessment information prescribed under DepEd Order No. 018, s. 2025 in identifying learners who may benefit from ARAL interventions and in organizing appropriate learner groups, provided that the collection, processing, and storage of such learner information shall comply with Republic Act No. 10173, or the Data Privacy Act of 2012, its Implementing Rules and Regulations, and other applicable laws, rules, and regulations on the protection of learner data.

4. Scheduling of Sessions and Assignment of Learning Spaces

Schools shall make the necessary arrangements for the scheduling of ARAL sessions and the assignment of appropriate learning spaces to support learner participation, safety, accessibility, and effective program delivery.

5. Tutor Deployment and Compensation

In mobilizing tutors, schools are encouraged to maximize the engagement of qualified external tutors and other authorized tutor engagement modalities to complement available DepEd teaching personnel, while ensuring compliance with the teaching workload standards under Republic Act (RA) No. 4670 or the Magna Carta for Public School Teachers, RA No. 12028 or the “Academic Recovery and Accessible Learning (ARAL) Program Act,” and other program requirements.

ARAL tutors shall be provided the corresponding compensation, remuneration, and incentives authorized under applicable laws and issuances.

Any remaining unpaid claims of qualified ARAL tutors for compensation, remuneration, and incentives allowed under the law and relevant guidelines, arising from prior implementation periods, shall be consolidated and processed through a separate issuance, subject to the validity and eligibility of the claims and compliance with applicable accounting, auditing, and reporting requirements.

6. Tutor Orientation and Training

ARAL tutors shall complete the required orientation and training prior to handling ARAL sessions. Tutor preparation may be undertaken through available materials in the DepEd Learning Management System (LMS), as well as orientation and training activities conducted by NEAP and field offices.

Schools with experienced ARAL tutors may likewise conduct Learning Action Cell (LAC) sessions using the prescribed program materials to reinforce program implementation, learning resources, and monitoring requirements.

7. Learning Resources

Schools shall continue to observe existing Department issuances on the provision, distribution, and utilization of ARAL teaching and learning resources.

Schools may utilize available ARAL learning resources from previous implementation cycles, existing remediation materials, and other supplementary learning resources, provided that these are aligned with intended learning competencies, appropriate to learners' needs and proficiency levels, and consistent with existing quality assurance standards. Schools shall ensure that the utilization of such materials does not require tutors to incur personal expenses for printing, reproduction, or preparation of learning resources.

8. Parent or Guardian Orientation

Schools may conduct orientation activities for the parents or guardians of identified learners to communicate the objectives of the ARAL Program, implementation arrangements, and the expected participation of learners. Schools are encouraged to engage parents or guardians in supporting learner attendance and participation in ARAL interventions and in addressing potential barriers to participation, where appropriate.

9. Funding and Program Support

To support implementation planning and resource mobilization, schools are reminded that ARAL implementation is supported through multiple funding and program support mechanisms under existing DepEd issuances.

- a. ARAL learning resources, including the development, procurement, reproduction, distribution, and utilization of teaching and learning materials, in accordance with existing issuances;
- b. Program Support Funds (PSF) for the engagement of external tutors, provision of session support materials, monitoring and evaluation activities, and other authorized program expenditures pursuant to the Joint Memorandum entitled Guidelines on the Utilization of Program Support Funds (PSF) for the Implementation of the ARAL Program for FY 2026–2027;
- c. Compensation and incentives for ARAL tutors, including teaching overload pay, Vacation Service Credits, and remuneration of external tutors pursuant to existing policies;
- d. Tutor orientation, training, and capacity-building interventions conducted through the National Educators Academy of the Philippines (NEAP), field offices, and other authorized modalities; and
- e. Other program support mechanisms and implementation requirements that may be provided through subsequent issuances of the Department.

10. Legal Bases

For reference, schools may access the consolidated compendium of ARAL policies, implementation issuances, funding support mechanisms, frequently asked questions, and related resources through the ARAL Resource Drive at <https://tinyurl.com/ARALResourceHub>.

11. Transparency and Delivery of Program Support

Regional Offices (ROs) and Schools Division Offices (SDOs) shall ensure the timely delivery of ARAL funds, learning resources, session support materials, and other program requirements intended for schools, and shall keep schools informed of their status, availability, and authorized use.

Schools may communicate implementation concerns, reports on delayed delivery of program support, fund utilization concerns, and requests for technical assistance through the ARAL Helpdesk at <https://tinyurl.com/ARALProgramHelpDesk>

This Memorandum shall remain in effect pending the completion of ongoing consultations and policy refinements, and the issuance of updated ARAL implementation guidelines.

Immediate dissemination of and strict compliance with this Memorandum is hereby directed.