

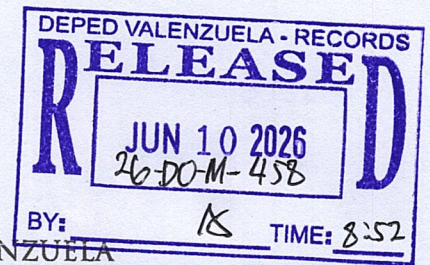


DepEd ICT Unit  
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Republic of the Philippines  
**Department of Education**

NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF CITY OF VALENZUELA



**Office of the Schools Division  
Superintendent**

**DIVISION MEMORANDUM**

No. 0466 s. 2026

**REGIONAL GUIDELINES ON LEARNING MANAGEMENT  
FOR SCHOOL YEAR 2026-2027**

To: OIC – Assistant Schools Division Superintendent  
Chief Education Supervisors - CID and SGOD  
Education Program Supervisors and Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
All Others Concerned

1. For the information and guidance of all concerned, attached is Regional Memorandum No. 423, s. 2026, dated June 1, 2026, from Dr. Jocelyn DR Andaya, Regional Director, NCR, Concurrent Officer-in-Charge, Office of the Assistant Secretary for Operations, the contents thereof are self-explanatory and are provided for appropriate action.

2. Priority Areas Covered by the Guidelines:

| Annex | Priority Area                                       |
|-------|-----------------------------------------------------|
| A     | Three-Term School Calendar                          |
| B     | Learning Resources Utilization & Competency Mapping |
| C     | The Reading Nook: Reading to Rise Program           |
| D     | Professional Development Initiatives                |
| E     | Frequently Asked Questions                          |

3. Immediate dissemination of this Memorandum is desired.

**NOEL D. BAGANO**  
Schools Division Superintendent

Encl.: As stated

References: As stated

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

**GUIDELINES**

CID/DM- REGIONAL GUIDELINES ON LEARNING MANAGEMENT FOR SCHOOL YEAR 2026-2027  
June 9, 2026

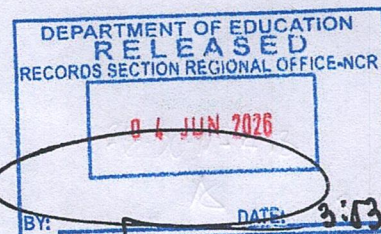


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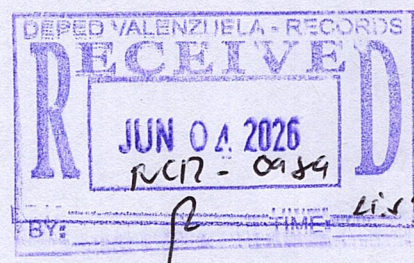


June 1, 2026

**REGIONAL MEMORANDUM**

No. 423, s. 2026

**To:** Schools Division Superintendents  
Functional Division Chiefs  
All Others Concerned



**REGIONAL GUIDELINES ON LEARNING MANAGEMENT FOR SCHOOL YEAR  
2026 – 2027**

1. Pursuant to the Department of Education's commitment to ensuring quality, equitable, and learner-centered basic education, the Department of Education – National Capital Region (DepEd NCR) hereby issues the **Regional Guidelines on Learning Management for School Year (SY) 2026–2027**. These Guidelines establish a unified framework for the effective implementation, monitoring, and continuous improvement of teaching and learning processes across all Schools Division Offices (SDOs) and schools in the region. They are intended to ensure that all learners are provided with meaningful, inclusive, and developmentally appropriate learning experiences that foster academic excellence, foundational learning, and holistic development..

2. Specifically, these Guidelines seek to:

- a. Provide operational guidance on learning management for School Year 2026–2027.
- b. Support the effective implementation of curriculum delivery under the Three-Term School Calendar.
- c. Strengthen the use of assessment data to inform instruction and learner interventions.
- d. Ensure the appropriate utilization of quality-assured learning resources aligned with curriculum competencies.
- e. Promote literacy development as foundational learning priorities.
- f. Strengthen learner achievement through strategic regional initiatives and interventions that improve learning outcomes across key learning areas.
- g. Improve learner achievement through data-driven, inclusive, and evidence-based educational practices.

3. This Memorandum provides guidance on key learning management priorities and mechanisms that shall be implemented across all schools in the National Capital Region through the following Annexes:



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| Annex          | Learning Management Priority Areas and Information                                                                                                                                                                                                                                                                                               |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Annex A</b> | <b>Three-Term School Calendar</b><br>A. Implementation of the Three-Term School Calendar<br>B. CLMD Three Term Calendar                                                                                                                                                                                                                          |
| <b>Annex B</b> | <b>Learning Resources Utilization and Competency Mapping</b><br>1. Learning Resources for Utilization<br>2. Regional Learning Resources (LR) Portal<br>3. Flexible Learning Program Resources<br>4. Learning Competencies Mapped to Available Learning Resources                                                                                 |
| <b>Annex C</b> | <b>The Reading Nook: Reading to Rise Program</b>                                                                                                                                                                                                                                                                                                 |
| <b>Annex D</b> | <b>Professional Development Initiatives</b><br>- Mentoring Inspiring and Nurturing Through Responsive Education for Advancing Development In Essential Reading Skills (MINT)<br>- Strengthening Instruction and Governance for Mastery in Advanced STEM Education (SIGMA) Capacity Building Program for Science High School Leaders and Teachers |
| <b>Annex E</b> | <b>Frequently Asked Questions (FAQs)</b>                                                                                                                                                                                                                                                                                                         |

4. The implementation of these Regional Guidelines shall be monitored jointly by the Curriculum and Learning Management Division (CLMD) and the Curriculum Implementation Division (CID). Schools Division Offices (SDOs) and schools shall establish mechanisms for regular monitoring, documentation, and reporting of implementation progress.

Monitoring activities shall include, but shall not be limited to:

- Classroom observations and instructional supervision;
- Review of learning resource utilization and accessibility;
- Analysis of assessment and learner performance data;
- Validation of intervention and learning recovery programs;

Findings from these monitoring activities shall serve as bases for policy refinement, provision of technical assistance, strategic resource allocation, and continuous program improvement. Schools Division Offices shall submit periodic accomplishment reports and other required documentation to the Regional Office in accordance with prescribed schedules, templates, and reporting protocols.

5. All Schools Division Superintendents, Assistant Schools Division Superintendents, Chiefs of Curriculum Implementation Divisions, Education Program Supervisors, Public Schools District Supervisors, School Heads, and other concerned personnel are enjoined to ensure the faithful implementation of these Regional Guidelines on Learning Management for School Year 2026–2027.



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Through collective commitment, strategic collaboration, and evidence-based implementation, DepEd NCR shall continue to strengthen learning management systems that promote academic excellence, foundational learning, innovation, inclusivity, and learner success.

6. Immediate dissemination and compliance with this Memorandum is desired.

  
**JOCELYN DR ANDAYA**

Regional Director, NCR  
Concurrent Officer-in-Charge  
Office of the Assistant Secretary for Operations

Encls.as stated



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### **Annex A : Three-Term School Calendar**

In support of the implementation of DepEd Order No. 9, s. 2026, which provides the policy framework for the Three-Term School Calendar, this issuance outlines guidance on curriculum pacing, alignment of the Budget of Work, instructional delivery, assessment schedules, learner support mechanisms, and school-based planning. These measures are intended to ensure the effective and consistent implementation of the Three-Term School Calendar and to promote continuity, quality, and equity in learning throughout the school year. Accordingly,

Schools Division Offices (SDOs) are advised to calendar their activities in alignment with the provisions of this Order to ensure coherent planning, efficient implementation, and synchronization of all related educational interventions across governance levels.

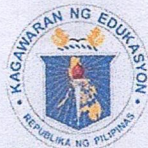
Schools Division Offices (SDOs) shall facilitate the orientation on the Three-Term School Calendar for teachers who were unable to attend the scheduled orientation sessions. Such orientations shall be conducted and completed within the period of June 1–5, 2026, to support the effective implementation of the Three-Term School Calendar for School Year 2026–2027.

Expenses incurred in the conduct of the activity may be charged against available and applicable local funds, including but not limited to existing but not yet obligated Program Support Funds, FY 2025 (R.A. 12116) Basic Education Curriculum (BEC) Funds, subject to existing government accounting, auditing, budgeting, and procurement rules and regulations.

### **CLMD THREE TERM CALENDAR**

<https://tinyurl.com/CLMD3TERMCalendar>





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**Annex B: Learning Resources for Utilization and Mapping of Competencies with Available Learning Resources**

Provides guidance on the identification, selection, utilization, and monitoring of quality-assured learning resources. This includes the mapping of curriculum competencies with available textbooks, teacher's guides, supplementary learning resources, digital resources, and other instructional materials to ensure that learners and teachers have access to appropriate resources that support curriculum implementation.

**1. Learning Resources for Utilization**

| Grade Level       | Default Learning Resource | Provider | LR to be utilized pending completion of delivery of TX and Source |
|-------------------|---------------------------|----------|-------------------------------------------------------------------|
| Kinder            | Workbook                  | CO       | LAS / RO & SDO Portal                                             |
| Grade 1           | Textbook (TX)             | RO/CO    | LAS / RO & SDO Portal                                             |
| Grades 4 & 7      | Textbook (TX)             | CO       | LAS / RO & SDO Portal                                             |
| Grades 2, 3 5 & 8 | Textbook (TX)             | CO       | LAS / RO & SDO Portal                                             |
| Grades 6, 9 & 10  | Textbook (TX)             | CO       | LAS / RO & SDO Portal                                             |
| SHS               | Textbook (TX)             | CO       | LAS / RO & SDO Portal                                             |

**2. Regional LR Portal**

The Regional LR Portal serves as the official repository of curated learning resources that include CO ready-to-print (RTPs), RO-developed and SDO-harvested learning resources. It also features materials from partner institutions. The resources published therein have passed various levels of quality assurance. To access the portal, please type the <https://portal.depedncrlrms.com>





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### 3. Flexible Learning Program Resources

In cases of on-site class suspensions, or education in emergencies, Learners may utilize the Self-Learning Modules (SLMs), Learning Packets and the DLP- Learning Activity Sheets (LAS) that are also uploaded at the Regional LR Portal.

### 4. Learning Competencies Mapped to Learning Resources

The Learning Competencies Mapped to Learning Resources is a systematic process of aligning the Learning Competencies (LCs) with the available quality-assured learning resources, including textbooks, teacher's guides, supplementary learning resources (SLRs), self-learning modules (SLMs), digital learning resources, learning activity sheets, and other instructional materials.

Through this process, teachers are provided with a clear reference on which learning resources may be utilized to effectively teach specific competencies and learning objectives across grade levels and learning areas.

The mapping may be accessed through this link, using a valid DepEd email : <https://tinyurl.com/LCstoLRMapping>





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**Annex C : The Reading Nook: Reading to Rise Program**

Outlines regional initiatives that aim to improve learners' literacy competencies. These initiatives include foundational skills development programs, reading interventions, learner support programs, and other evidence-based strategies designed to improve learner performance.

**1. The Reading Nook: Reading to Rise Program**

The Reading Nook: Reading to Rise Program aims to instill the love for reading at an early age, encourage independent and peer-assisted exploration of texts, and gradually foster learners' interest in using the school library as a hub of lifelong learning.

It features leveled reading books and storybooks carefully selected and Arranged in a shelf to match the learners' developmental stages. The materials for the Reading Nooks are procured by the Regional Office through the funds downloaded by the Central Office. Whereas, its construction is charged against local funds or other available funds subject to the existing government accounting and auditing rules and regulation as stated in Regional Memorandum No. 068, s. 2026.

The Guidelines on its Utilization and Implementation may be accessed using the link <https://tinyurl.com/NCRREADINGNOOKGUIDELINES>.



Schools Division Offices (SDOs), through their Learning Resource Management Sections (LRMS), are requested to take the lead in the conduct of the Division-level orientation within June 1–5, 2026, to ensure that all concerned personnel are adequately informed of the guidelines and implementation requirements.

Further, all SDOs are requested to submit to the Curriculum and Learning Management Division (CLMD) a three-minute video documentation or presentation of their Reading Nook Launch on or before June 8, 2026. The submission shall serve as documentation of the activity's implementation and highlight noteworthy practices and stakeholder participation.



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**Annex D : Professional Development Initiatives**

**MINT – MENTORING INSPIRING AND NURTURING THROUGH - Responsive Education for Advancing Development In Essential Reading Skills**

The DepEd-NCR Reading initiatives called MINT Through Readers-Mentoring, Inspiring And Nurturing Key Stage 1 Teachers Through Responsive Education for Advancing Development In Essential Reading Skills aims to Train selected Grade 1-3 teachers across all elementary schools in DepEd-NCR on the vital aspects and components of reading instructions and Promote coherence and harmonization in curriculum delivery particularly in reading instructional practices across Key Stage 1 Levels in the region .

Date: May 25-29, 2026 June 1-6, 2026

**Providers PNU - Manila Science HS**

- NTC - Dr. Alejandro Albert E/S
- FEU - Arts Building
- UST- Albertus Magnus Building

Accordingly, teacher-participants who complete the 10-day live-out training shall remain assigned to Key Stage 1 (Grades 1–3) for the next three (3) school years to ensure the effective implementation of the strategies and interventions learned during the training and to allow for a meaningful assessment of the program's long-term impact.



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**Strengthening Instruction and Governance for Mastery in Advanced STEM Education (SIGMA) Capacity Building Program for Science High School Leaders and Teachers**

The SIGMA Program is a three-year capacity-building and professional development initiative of DepEd NCR in collaboration with UP-NISMED designed to strengthen the instructional, curricular, and leadership competencies of teachers, school leaders, and supervisors in Science High Schools. The program provides a progressive and sequenced training pathway aligned with the enhanced Science High School curriculum and reform agenda.

To ensure program continuity and maximize training investments, participating teachers should remain assigned to the grade level and learning area for which they were trained and continue teaching the same cohort throughout the three-year cycle, as far as practicable. Likewise, participating school leaders, including principals and other instructional leaders, should remain in their respective schools for the duration of the program. Reassignments and transfers should be avoided except when warranted by exigencies of the service and approved by the appropriate authority.

| Positions/ Grade Level Assignment                                  | SY 2026 - 2027 | SY 2027 - 2028 | SY 2028 - 2029 |
|--------------------------------------------------------------------|----------------|----------------|----------------|
| School Leaders (School Heads, Department Heads/Coordinators, EPSs) | ✓              | ✓              | ✓              |
| Grade 7                                                            | ✓              |                |                |
| Grade 8                                                            |                | ✓              |                |
| Grade 9 and 10                                                     |                |                | ✓              |

✓ - Who shall attend the training