



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

JUN 16 2026

MEMORANDUM
No. 259, 2026

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

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Schools District Supervisors
Education Program Supervisors
Public Elementary and Secondary School Heads / OICs
All Others Concerned

1. Attached is the Regional Memorandum No. 423, s. 2026, dated June 1, 2026, regarding the Regional Guidelines on Learning Management for School Year 2026 – 2027. These Guidelines established as unified framework for effective implementation, monitoring and continuous improvement of teaching and learning processes across all Schools Division office (SDOs) and schools in the regions. And intended to ensure that all learners are provided with meaningful, inclusive and developmentally appropriate learning experiences that foster academic excellence, foundation learning and holistic development.
2. The implementation of these Regional Guidelines shall be monitored jointly by the Curriculum Learning Management (CLMD) and the Curriculum Implementation Division, Schools Divisions Offices (SDOs) and schools shall establish mechanisms for regular monitoring, documentation and reporting of implementation process.
3. The Schools Division Superintendent, Assistant Schools División Superintendent, Chief Education Supervisor of Curriculum Implementation División, 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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NUM-2026-259



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City
8805-9935, 8805-9940
sdo.muntinlupa@gmail.com
deped-muntinlupa.com

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4. Refer to the Annexes of this Memorandum for other important details.
5. Immediate dissemination and compliance with this Memorandum is desired.


VIOLETA M. GONZALES CESO VI

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Encl: As stated

Reference: none

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

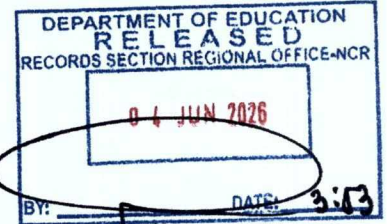
SCHOOL, CALENDAR DATA ASSESSMENT
FCM/ **REGIONAL GUIDELINES ON LEARNING MANAGEMENT FOR SCHOOL YEAR
2026 - 2027**

259, 2026

NUM-2026-259



Republic of the Philippines
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June 1, 2026

REGIONAL MEMORANDUM

No. 423, s. 2026

To: Schools Division Superintendents
Functional Division Chiefs
All Others Concerned

RECEIVED BY:
Marlon A. Salonga
MARLON A. SALONGA
SDO-MUNTINLUPA (RECORDS UNIT)

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

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