



Republic of the Philippines
Department of Education
Region VIII
SCHOOLS DIVISION OF CALBAYOG CITY

December 18, 2025

DIVISION MEMORANDUM

No. 641, s. 2025

**STRENGTHENING THE IMPLEMENTATION OF THE NO READ–NO PASS POLICY
IN SUPPORT OF THE ARAL READING PROGRAM**

To: OIC- Assistant Schools Division Superintendent
CID Chief and OIC-SGOD Chief
Education Program Supervisors
Public Schools District Supervisors
Unit/Section Heads
All others Concerned

1. This Memorandum provides **policy guidance and direction** to strengthen the implementation of the **Academic Recovery and Accessible Learning (ARAL) Program** pursuant to **Republic Act No. 12028**, and to reaffirm the **No Read–No Pass Policy** under **DepEd Order No. 45, s. 2002**, recognizing reading and comprehension as foundational skills that every school is **duty-bound to develop** in every learner.
2. The Department expects that **schools, as learning institutions, are accountable for producing learners who can read with understanding**. Monitoring results using PHIL-IRI and CRLA reveal that while many schools demonstrate commitment, gaps remain due to **inconsistent implementation of reading interventions, poor learner attendance, and weak alignment between assessment and grading practices**.
3. In line with **RA 12028** and **DepEd Order No. 13, s. 2023 (MATATAG Curriculum)**, **School Heads and teachers are hereby directed** to ensure that learners identified as **under frustration reading level** receive **timely, sustained, and well-documented ARAL reading interventions**. Regular attendance and active participation in ARAL sessions shall be enforced as part of instructional responsibility, not treated as optional activities.
4. The **No Read–No Pass Policy** shall be implemented as a **shared responsibility and accountability mechanism**, reinforcing that promotion and passing marks must be earned through demonstrated reading comprehension. School Heads and teachers are expected to **faithfully perform their mandated functions**, including parent engagement, learner guidance, intervention monitoring, and documentation, to ensure that learners acquire essential reading skills.




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5. Consistent with **DepEd Order No. 8, s. 2015**, **grading shall reflect actual learner performance**. Learners who, despite sustained and documented interventions, remain **under frustration reading level** may not yet be ready to receive passing marks in learning areas that require reading comprehension. Passing learners without evidence of comprehension undermines both learner development and institutional accountability.
6. Promotion and retention decisions shall be guided by **learner readiness, valid assessments, and exhausted interventions**, in accordance with **DepEd Order No. 45, s. 2002** and **RA 12028**. Retention, when necessary, shall be regarded as an academic support measure rather than a penalty, aimed at protecting learners from deeper learning gaps.
7. Pursuant to **RA 9155**, School Heads are **accountable for ensuring faithful and consistent implementation** of this policy. Failure to carry out assigned duties related to reading intervention, assessment, and monitoring shall be **subject to appropriate review and action**, following existing DepEd rules, standards, and due process. At the same time, teachers and ARAL Tutors who implement evidence-based and learner-centered practices shall be fully supported and protected.
8. This Memorandum takes effect immediately and shall remain in force until amended or revoked.
9. For guidance and strict compliance.

MARGARITO A. CADAYONA JR., PhD, CESO VI
Schools Division Superintendent



For the Schools Division Superintendent:


JUN-NILOU D. DULFO, PhD
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