



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
No. 495 , s. 2024

July 29, 2024

**IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES FOR
THE SCHOOL YEAR 2024-2025**

To: OIC, Assistant Schools Division Superintendent
Chief, CID and SGOD
Public and Private School Heads
Teaching and Non-Teaching Personnel
All Others Concerned

1. This Office through the Curriculum and Implementation Division (CID) hereby disseminates Regional Memorandum No. 612, s. 2024, dated July 17, 2024, titled **"IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR 2024-2025"**.
2. Please see the attached communication for the details.
3. Immediate dissemination of this Memorandum is desired.

WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

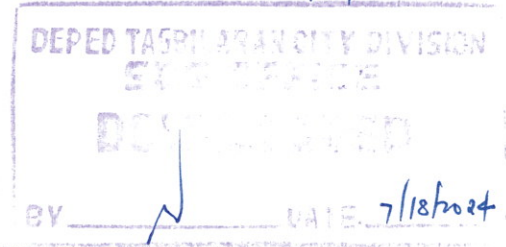
WDB/JAAL/CID/JTB



Address: H. Zamora St., Dampas, Tagbilaran City, Bohol
Telephone Nos.: (038)427-1702; (038)427-2506; (038)422-8177
(038)427-6718; (038)544-2147
Email Address: tagbilarancity.division@deped.gov.ph



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS



Office of the Regional Director

REGIONAL MEMORANDUM

No. 612 s. 2024

17 JUL 2024

**IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES
FOR THE SCHOOL YEAR 2024-2025**

To: Schools Division Superintendents

1. Attached is DepEd Order No. 009 s. 2024 entitled "Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025", which is self-explanatory.
2. Immediate dissemination of, and compliance with this Memorandum are directed.



SALUSTIANO T. JIMENEZ EdD, JD, CESO V

Director IV
Regional Director

STJ/FYA/CLMD/MJCD



Doña M. Gaisano St., Sudlon, Lahug, Cebu City
Telephone Number: 639457623193 local 700



Republic of the Philippines
Department of Education

JUL 15 2024

DepEd ORDER
No. 609, s. 2024

**IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES
FOR THE SCHOOL YEAR 2024-2025**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
State/Local Universities and College Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Implementing Guidelines on the School Calendar and Activities for the School Year (SY) 2024-2025** to enable schools and community learning centers (CLCs) to effectively and efficiently implement school activities and maximize instructional time in cognizance of the goals and objectives of the MATATAG Agenda.

2. In accordance with Republic Act (RA) No. 7797, also known as An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days, as amended by RA 11480, An Act Amending Section 3 of Republic Act No. 7797, which provides that the school year shall start on the first Monday of June but not later than the last day of August, the SY 2024-2025 shall formally open on Monday, **July 29, 2024**, and end on Tuesday, **April 15, 2025**, including the Midyear Break and End-of-School Year (EOSY) Rites.

3. Private schools, state/local universities and colleges (SUCs/LUCs) may adopt these omnibus implementing guidelines on the school calendar and shall follow the provisions stipulated under RA 11480 concerning the required number of class days and the opening of the SY. Schools shall report any inevitable deviation from these guidelines in advance to their respective regional offices (ROs).

4. All DepEd Orders and other related issuances inconsistent with this Order are repealed or modified accordingly.

5. This Order shall take effect upon its approval, issuance, and publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

6. For more information and queries, all concerned may contact the **Bureau of Learning Delivery-Office of the Director**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bid.od@deped.gov.ph or at telephone numbers (02) 8536-6540 or 8637-4347.

7. Immediate dissemination of and strict compliance with this Order is directed.

SARA Z. DUTERTE

*Vice President of the Republic of the Philippines
Secretary of the Department of Education*

Digitally signed
by Duterte Sara Z.
Zimmerman
Date:
2024.07.15
14:00:43 +08:00

Encl :
As stated

Reference:
DepEd Order No. 022, s. 2023

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

BUREAUS AND OFFICES
CALENDAR
CLASSES
LEARNERS
POLICY
SCHOOLS
TEACHERS



**IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES
FOR SCHOOL YEAR (SY) 2024-2025**

I. RATIONALE

1. The Department of Education (DepEd) ensures the effective and efficient implementation of the basic education curriculum aligned with the goals and objectives of the *MATATAG: *Bansang Makabata, Batang Makabansa** Agenda, in accordance with Republic Act (RA) No. 7797, *An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days*, as amended by RA 11480, *An Act Amending Section 3 of Republic Act No. 7797, Otherwise Known As "An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days*.

2. This Order shall empower schools and community learning centers (CLCs), schools division offices (SDOs), and regional offices (ROs) to continuously improve management and operations in facilitating school activities and enriching the teaching-learning experience. Additionally, this Order shall enable the SDOs and ROs to provide technical assistance (TA) to schools, particularly in areas of teaching and learning and progress monitoring and evaluation (M&E).

3. In adherence to the commitment articulated in the MATATAG Agenda, DepEd places paramount importance on the health, safety, and well-being of teachers and learners. This includes ensuring that the teaching-learning process happens in a conducive learning environment.

4. DepEd recognizes the inevitability of unforeseen circumstances, such as disasters, emergencies, and other crises that may disrupt the school calendar. In such instances, further directives shall be issued to adjust the school calendar accordingly, ensuring minimal disruption in the educational process.

II. SCOPE

5. This **Implementing Guidelines on the School Calendar and Activities for SY 2024-2025** shall apply to public elementary and secondary schools, including Community Learning Centers (CLCs) nationwide. Private schools and state/local universities and colleges (SUCs/LUCs) have the option to adopt these guidelines but shall adhere to the provisions stipulated under RA 7797, as amended by RA 11480, concerning the required number of class days and the opening of the SY. Any deviations from these guidelines shall be reported by the concerned private schools, SUCs, or LUCs to their respective DepEd regional offices (ROs).

III. DEFINITION OF TERMS

6. For this policy, the following terms are operationally defined as follows:

- a. **Blended Learning** refers to the thoughtful integration of classroom face-to-face or in-person learning experiences with online learning experiences (Garrison and Kanuka, 2004).
- b. **Brigada Eskwela** is a nationwide school maintenance program that engages all education stakeholders to contribute their time, efforts, and resources to ensure that public schools are all set in time for the opening of classes. It is a six-day event where local communities, parents, alumni, civic groups, local businesses, non-government organizations (NGOs), private individuals, and even teachers and learners volunteer their time and skills for the conduct of clean-ups, minor to medium repairs, and maintenance work in classrooms and within the school site (DO 24, s. 2008, *Institutionalization of the Brigada Eskwela Program or the National Schools Maintenance Week*).
- c. **Class Days** refers to the days when curricular and co-curricular activities are conducted within or outside school premises, including the home, devoted to attaining learning objectives and intended to ensure effective curricular delivery (DO 7, s. 2020, *School Calendar and Activities for School Year 2020-2021*).
- d. **Community Learning Center (CLC)** refers to a physical space that houses learning resources and facilities for a learning program for adults and out-of-school children in special cases. It is a venue for face-to-face learning activities and other learning opportunities for community development and the improvement of people's quality of life (RA 11510, *Alternative Learning System Act*).
- e. **Co-curricular Activities** refers to voluntary and non-graded in- or off-campus activities organized by DepEd to reinforce curricular delivery. They are considered extensions of formal learning experiences as they are anchored on curriculum content and standards and enrich the diverse intelligences and skills of the learners.
- f. **Curricular Activities** refers to opportunities and experiences undertaken by the learners in the classroom, laboratories, workshops, and homes, as well as school-based and out-of-school activities conducted to ensure learners' acquisition of the K to 12 learning standards and the 21st century skills (DO 21, s. 2019, *Policy Guidelines on the K to 12 Basic Education Program*).
- g. **Distance Learning Delivery Modality (DLDM)** refers to a learning delivery modality where learning takes place between a teacher and learners who are geographically remote from each other, i.e., Modular Distance Learning, Online Distance Learning, and TV- and Radio-Based Instruction.
- h. **End-of-School-Year (EOSY)** refers to the last day of the school calendar. Thus, for SY 2024-2025, the EOSY is April 15, 2025.
- i. **Exit Assessment** refers to a standardized set of examinations taken by learners in Grades 4, 6, 10, and 12. It covers 21st-century skills and is designed to determine if learners are meeting the learning standards.

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outlined in the K to 12 Basic Education Program (DO 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*).

- j. **In-person learning (IPL)** refers to a face-to-face learning delivery modality where classes are conducted with the teacher and learners physically present in the classroom.
- k. **In-Service Training (INSET)** refers to a quality-assured professional development (PD) program organized either at school level (school-based INSET) or division/district level (cluster-based INSET) to address and resolve areas of need identified by the teachers or school leaders to continuously improve their competencies. INSET classes are participatory and should be offered to small groups to maximize impact on teacher and school leader quality. The INSET period can also be used for the delivery of NEAP-CO core programs such as (1) Teacher Induction Program; (2) Career Progression Programs (Regular Programs, Subject Content Programs, Master Classes); and (3) Special Programs (regular programs and master classes). (DO 11, s. 2019, *Implementation of the NEAP Transformation*).
- l. **Modular Distance Learning (MDL)** refers to self-directed learning where learners are provided with self-learning modules (SLMs) and other learning resources to aid them in the completion of learning tasks within given timeframes.
- m. **Online Distance Learning (ODL)** refers to a modality that allows the teacher to facilitate learning, synchronously or asynchronously, and to engage learners' active participation using various technologies accessed to the internet while teachers and learners are geographically remote from each other.
- n. **Oplan Balik Eskwela (OBE)** refers to the annual initiative that engages agencies, organizations, and other stakeholders in preparing for the opening of the SY. It is a crucial part of DepEd's commitment to ensuring that all learners, whether from public or private schools, are properly enrolled and that any issues and concerns at the start of the SY are promptly addressed.
- o. **Parent-Teacher Conference (PTC)** refers to an opportunity to bring parents and legal guardians and teachers together to discuss the learners' academic progress and social behavior to support their holistic success in school (DO 34, s. 2022, *School Calendar and Activities for School Year 2022-2023*).

IV. POLICY STATEMENT

7. DepEd issues this **Implementing Guidelines on the School Calendar and Activities for SY 2024-2025** to ensure continuous improvement in managing school operations and activities and enhancing the teaching-learning process. This Order also includes measures aimed at maximizing contact time between teachers and learners to ensure the achievement of prescribed learning standards.

V. GENERAL GUIDELINES

8. Pursuant to RA 7797, **the SY 2024-2025 shall formally start on Monday, July 29, 2024, and end on Tuesday, April 15, 2025**, inclusive of the Midyear Break and End-of-School Year (EOSY) Rites.

9. Schools Division Offices (SDOs) and Regional Offices (ROs) shall provide technical assistance through progress Monitoring and Evaluation (M&E), ensuring that public schools strictly comply with the provisions of this Order. Private schools and non-DepEd schools offering basic education are strongly encouraged to comply with its provisions, particularly concerning the required number of class days for curriculum implementation.

10. It shall be the responsibility of the ROs, SDOs, and schools to ensure that contact time is optimized for teaching and learning activities.

A. Learning Delivery Modalities

11. Learning delivery modalities are vital in curriculum implementation. They enable teachers to effectively address various learning needs and contexts.

12. In-person learning shall remain the primary learning delivery modality (LDM) in all schools, given its crucial role in enabling in-depth and real-time teacher and learner interaction.

13. For **private schools**, paragraph 2 of DO 44, s. 2022 shall remain in effect. It stipulates that private schools may continue to implement any of the following options:

- a. Five (5) days of in-person classes;
- b. Blended Learning Delivery Modality (BLDM):
 - b.1. Three (3) days of in-person classes and two (2) days of distance learning (modular, online, or television/radio-based instruction)
e.g., Mondays, Tuesdays, and Fridays (in-person classes) and Wednesdays and Thursdays (distance learning).
 - b.2. Four (4) days of in-person classes and one (1) day of distance learning (modular, online, or television/radio-based instruction)
e.g., Mondays, Tuesdays, Thursdays, and Fridays (in-person classes) and Wednesdays (distance learning).
- c. Full Distance Learning.

14. In the event of an official declaration by authorized offices, including Local Government Units (LGUs), regarding the suspension or cancellation of in-person classes due to disasters and emergencies, schools and CLCs shall transition to Blended Learning Delivery Modality (BLDM) to ensure the safety of learners and teaching and non-teaching personnel. During such circumstances, teachers shall be required to provide home learning tasks that are suited to the specific needs of learners and the severity of the situation in their respective areas, ensuring access

to print or non-print self-learning modules (SLMs) and the home learning plan to guide them in accomplishing assigned learning tasks.

15. In situations when learners temporarily stay in evacuation centers for one (1) week or more, school heads shall ensure that teachers are assigned to provide the learners with instructional support, which can be delivered through any of the LDMs. The guidelines for the implementation of blended learning and other DLDMs shall be released in a separate issuance.

For guidance on the cancellation or suspension of in-person classes, DO 037, s. 2022, *Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the Event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities*, shall apply.

B. National and Local Celebrations and Holidays

16. Schools and CLCs shall observe national and authorized local holidays declared by law and local ordinances. To optimize instructional time, the significance of these observances may be integrated into relevant learning areas. Schools and CLCs shall adhere to DO 9, s. 2005, *Instituting Measures to Increase Engaged Time-On Task and Ensuring Compliance Therewith*.

C. Preparations for the Opening of Classes

17. In preparation for the opening of classes, public schools shall conduct the following activities:

1. **Enrollment.** Schools and CLCs shall facilitate the process of registering learners into the Learner Information System (LIS) upon submission of the required supporting documents. DO 3, s. 2018 discusses the eligibility and documentary requirements in the registration, tagging, and enrollment-recording protocols. Enrollment shall start on **July 3, 2024**, and end on **July 26, 2024**. Any changes made in the school calendar shall be reported to their ROs.

For incoming ALS Learners who will enroll in the Basic Literacy Program (BLP) and Accreditation and Equivalency(A&E) Program (Elementary and Junior High School), the following are the requirements:

- i. Eligibility standard
 - a. BLP - no specific eligibility required
 - b. A&E Elementary - any grade level in Elementary
 - c. A&E Junior High School - must be an Elementary Graduate
- ii. Documentary Requirement
 - a. Birth Certificate
 - b. Any valid ID
 - c. School Form (SF) 9 or 10 (if available)
 - d. Elementary Diploma (for Junior High School enrollees)

For ALS completers or graduates who will enroll in the formal school or will enroll in the next program/level in ALS, the following are the requirements:

- i. Eligibility standard - must be an A&E Test or Presentation Portfolio Assessment (PPA) Passer
 - ii. Documentary Requirement
 - a. ALS Form (AF) - 5
 - b. Certificate of Rating (CoR) or PPA Scoring Sheet
- 2. Brigada Eskwela.** DepEd shall conduct the Brigada Eskwela **from July 22 to 27, 2024** with the theme, *Bayanihan Para sa Matatag na Paaralan*.
- ROs and SDOs may hold their own advocacy activities in their respective areas to launch and campaign for the *Brigada Eskwela* in their respective areas. The participation of teaching and non-teaching personnel shall be strictly voluntary.
- 3. Oplan Balik Eskwela (OBE).** DepEd shall conduct the Oplan Balik Eskwela (OBE) from **July 22 to August 2, 2024**.

D. Classroom-Based and Other Assessments

18. To monitor learners' progress vis-à-vis the learning competencies and provide appropriate instructional support, teachers shall regularly conduct formative and summative assessments. At the national level, the Bureau of Education Assessment (BEA) shall conduct the following system assessments as stipulated in DO 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*:

- a. **Early Language Literacy and Numeracy Assessment (ELLNA)** shall be administered at the end of Grade 3 as a key stage assessment to determine if learners meet the learning standards in early language, literacy, and numeracy. ELLNA shall be administered to Grade 3 learners within the month of March 2025.
- b. **National Achievement Test (NAT)** shall be administered to Grades 6, 10, and 12 learners to assess their 21st-century skills, i.e., problem-solving, information literacy, and critical thinking, and to determine if learners have met the learning standards in their respective key stages. NAT Grades 6 (NAT G6) shall be administered to Grade 6 learners within the month of March 2025, while the NAT Grade 10 (NAT G10) shall be administered to Grade 11 learners within the month of August 2024. The NAT Grade 12 (NAT G12) shall be administered on the 3rd week of the 2nd semester.
- c. **National Career Assessment Examination (NCAE)** shall be administered to Grade 9 learners to ascertain their aptitude and interests and provide them with relevant information on their skills, abilities, and readiness for academic and non-academic courses. It shall be administered two (2) weeks after the opening of classes.

- d. **Accreditation and Equivalency (A&E) Assessment and Certification** is to be taken by ALS learners registered in the Learner Information System (LIS) and who have completed their learning objectives. It shall be administered yearly at designated testing centers in SDOs within the last three (3) months of SY 2024-2025.
 - e. **Grade-Level Placement Assessment** is administered for learners in special circumstances specified in Section 6 of DO 55, s. 2016 to determine their appropriate grade level in the formal system. The Special Philippine Educational Placement Test (PEPT) shall be administered in August 2024 while the regular PEPT shall be administered in January 2025.
19. The implementing guidelines on the administration of system assessments shall be released in a separate issuance.
20. The following formative and summative assessments shall also be administered following their respective guidelines of administration:
- a. **Early Childhood Development (ECD) Checklist.** The ECD Checklist shall be administered to Kindergarten learners in all elementary schools during the beginning of classes and EOSY. The results shall be used to plan and formulate appropriate interventions for the learners.
 - b. **Philippine Informal Reading Inventory (Phil IRI) test.** This test shall be administered to all Grades 3 to 6 learners for Phil IRI Filipino and Grades 4 to 6 for Phil IRI English. As provided for in DO 14, s. 2013, *Implementing Guidelines on the Administration of the Revised Philippine Informal Reading Inventory (Phil-IRI)*, the **Phil-IRI Groups Screening Test (GST)** for Filipino (Grades 3 to 6) and for English (Grades 4 to 6) shall be conducted within the first or second month of the SY while the **Individualized Phil-IRI Assessment** shall be completed within a month after the GST has been administered. The GST and individualized assessment post-test shall be administered at least within a month or two before the EOSY. The results of Phil-IRI shall provide feedback data to classroom teachers as a basis for designing and delivering appropriate reading interventions for learners.
 - c. **Comprehensive Rapid Literacy Assessment (CRLA).** This 15- to 20-minute standard rapid assessment tool is administered in Grades 1 to 3 to determine learners' reading profiles and inform instruction. It is a set of diagnostic assessment tools that can rapidly provide teachers with a basis for grouping learners based on their reading abilities and facilitating targeted support for each group. The CRLA shall be conducted twice a year with two main components:
 - i. Beginning-of-School-Year (BOSY) Assessment: This initial assessment, conducted at the start of the SY, determines learners' reading profiles, grade readiness, and current grade level reading proficiency.
 - ii. End-of-School-Year (EOSY) Assessment: Administered four weeks prior to the end of the SY, this post-assessment evaluates learners'

knowledge and skills acquired from both core and supplemental reading programs throughout the grade level.

The results of the EOSY CRLA shall serve as learner data for identifying placement in the National Learning Camp (NLC) for English during the EOSY break, enabling further remediation or enhancement through targeted interventions.

- d. **Rapid Math Assessment (RMA).** The RMA evaluates the mathematical proficiency of learners in Grades 1 to 3 and utilizes the results as a basis for context-based intervention strategies at school and division levels. The EOSY-RMA for Grade 1 shall be administered within the month after the start of the SY, while the EOSY RMA shall be administered a month before the end of the 4th Academic Quarter. The results of the EOSY RMA serve as learner data for determining placement in the NLC during the EOSY break.

- e. **National Learning Camp Assessment (NLCA)** It is an online computer-based test delivered through the DepEd Learning Management System (LMS) Moodle Platform. The test covers learning areas in English, Science, and Mathematics. Test items measure varying levels of skills and competencies in a multiple-choice format using the English language, with each learning area having 30 test items.

The test aims to establish baseline data on the skills and competencies of learners in Grades 7 to 10 in English, Science, and Mathematics. The Examinee Descriptive Questionnaire (EDQ) will also gather information on how learners differ in terms of the variables that may influence learning proficiency.

The NLCA results shall be used to classify the learners into the various camps or groups for the National Learning Camp (NLC) Program, namely the enhancement camp, consolidation camp, and intervention camp.

The NLCA pre-assessment shall be administered starting the second week of the fourth quarter of the school year, with a testing window of 21 days for all public Junior High School learners. The NLCA post-assessment shall be administered immediately after the National Learning Camp (NLC), with a testing window of five (5) days for all JHS learners participating in the NLC.

- f. **Multi-Factored Assessment Tool (MFAT).** This tool shall be administered to Grade 1 learners a month after the opening of classes, as provided for in DO 29, s. 2018, *Policy on the Implementation of MFAT*. The results shall be used as a basis for instructional planning and formulating appropriate intervention strategies for learners who exhibit developmental advancement, delays, or manifestations of learning disabilities.

21. The consolidated results for each region of the Philippine ECD, Phil-IRI and MFAT shall be submitted to the Central Office within a month after their administration while the results of CRLA and RMA shall immediately be encoded in the CRLA and RMA Digital Dashboards.

22. Teachers shall integrate formative assessments in any part of the lesson and shall provide sufficient and appropriate instructional interventions to ensure that learners are ready before summative assessments are given. As stipulated in DO 8, s. 2015, *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*, remediation, and additional instructional support shall be accorded to learners who are not meeting expectations in any learning area.

E. Career Guidance Activities

23. Career guidance activities shall be conducted within the first or second quarter of the SY to assist junior high school (JHS) learners in making informed decisions regarding their preferred senior high school (SHS) track, as well as to support SHS learners in pursuing their subsequent curriculum exits. College and middle-level skills fairs, job fairs, business and entrepreneurship expos, and similar activities shall be conducted during the last quarter of the SY.

F. General Assembly and PTA Conferences

24. Schools shall hold a general assembly with stakeholders at the beginning of the SY to familiarize them with DepEd's vision, mission, core values, and curriculum, and ancillary services that support learners' development. Public schools shall conduct a general assembly at the start of the SY, midway through the SY, and at the EOSY to present the School Report Cards (SRC) and consult stakeholders on how to better achieve the school's vision, goals, and objectives. Private schools are encouraged to do the same. The SRC provides stakeholders with the school's current context and performance in meeting learning outcomes. The general assembly can be conducted via in-person, online, or hybrid modality.

25. Parent-Teacher Conferences (PTC) shall be conducted to distribute report cards, update parents/legal guardians about their children's learning progress and performance and promote parental involvement in school activities. PTCs shall be held every second Saturday after the quarterly examinations except during the last quarter, when may be set on a weekday as determined by the schools.

G. Midyear School Break

26. The five (5) day midyear school break, scheduled from November 25 to 29, 2024, shall encompass a blend of professional development and assessment of programs, projects, and activities (PPAs). A three (3)-day School-based In-Service Training (INSET) shall provide teachers with opportunities for ongoing professional growth in accordance with the guidelines issued by the National Educators Academy of the Philippines (NEAP) on the conduct of INSET and the preparation of instructional materials.

The remaining two (2) days shall be dedicated to the Midyear Performance Review and Evaluation (MPRE), aimed at assessing the school's progress in implementing educational programs, projects, and activities, as well as collaboratively reviewing teachers' and staff's performance.

H. Christmas Break and Resumption of Classes

27. Christmas break shall begin on **December 21, 2024** and end on **January 1, 2025**. Classes shall resume on **January 2, 2025**.

I. Year-End Deliberation of Awards and EOSY Rites

28. The deliberation of awards and recognition may be conducted not later than **three (3) calendar days before the conduct of the EOSY rites** by the School Awards Committee for the following: (a) learners who will receive recognition and awards; and (b) learners who are candidates for graduation. Schools shall be guided by the provisions of DO 36, s. 2016, *Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program*.

29. The EOSY Rites shall be conducted from April 14 to 15, 2024. A separate issuance shall be released to guide schools on the conduct of the EOSY rites.

J. Prohibition of Requiring Year-end Financial Clearance of Learners

30. The accomplishment of year-end financial clearance of learners is strictly prohibited in public schools in accordance with DO 19, s. 2008, *Implementation of No Collection Policy in all Public Elementary and Secondary Schools*.

K. 60-day Vacation for Teachers and Learners

31. During the EOSY break, teachers, including ALS teachers as well as learners, shall be entitled to a 60-day vacation period. The first 30 days of this break shall be designated as a period for teachers and learners to relax and enjoy well-deserved personal time without any school-related commitments. No mandatory or voluntary activities/work shall be given to teachers during the first 30-day period.

32. In the second half of the EOSY break, various activities, such as but not limited to the National Learning Camp (NLC), Remedial Classes, Enrichment Activities, National Schools Press Conference (NSPC), National Festival of Talents (NFOOT), Palarong Pambansa, Brigada Eskwela, and Learners' Convergence shall be conducted. However, participation in these activities shall be voluntary.

33. All teachers involved in the NLC shall be granted vacation service credits (VSCs) for services rendered in accordance with the provisions stipulated in DO 614, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*.

L. National Learning Camp and other EOSY Break Activities

34. The National Learning Camp (NLC) and other EOSY break activities shall be conducted as provided for in DO 14, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*. The implementation of the NLC and other EOSY break activities shall start on **May 19, 2025** and end on **June 6, 2025**.

35. The use of funds for the conduct of SY 2024-2025 activities shall be subject to the existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.

M. Monthly School Calendar of Activities for School Year 2024-2025

36. Enclosure No. 2 of this policy presents the school calendar with the following markings on relevant dates:

- a. Declared holidays (X);
- b. Days for INSET, Co-Curricular Activities, and Home-School Collaboration-Related Activities (F); and
- c. Days for the administration of Quarterly Examinations (A).

VI. MONITORING AND EVALUATION

37. The Curriculum and Teaching Strand, through the Bureau of Learning Delivery (BLD), for the formal basic education and the Bureau of Alternative Education (BAE) for Alternative Learning System (ALS) in coordination with the Curriculum and Learning Management Division (CLMD) at the ROs, shall monitor the schools' compliance with the provisions of these guidelines. The SDOs, through the Curriculum Implementation Division (CID) and the School Governance and Operations Division (SGOD), shall submit reports to the ROs on the implementation of this policy and the compliance of schools with the number of class days.

38. The BLD, through the CLMD and the Quality Assurance Division (QAD) at the ROs, shall submit reports on compliance with these guidelines and monitor the number of days for private schools. The SDOs, through the CID and the School Governance and Operations Division (SGOD), shall closely monitor schools' compliance with the provisions of this Order and report on their implementation to their respective ROs.

39. The Planning Service (PS), in coordination with the School Effectiveness Division of the Bureau of Human Resource and Organizational Development (BHRD), shall monitor the conduct of the General Assembly at the start of the SY, midway through the SY, and at the EOSY to present the School Report Cards (SRC). The ROs and SDOs, through the Policy, Planning, and Research Division (PPRD) and SGOD, respectively, shall submit M&E reports to PS.

40. The Bureau of Learner Support Services (BLSS) and the Disaster Risk Reduction and Management Service (DRRMS) shall monitor the schools' compliance with the standards, particularly on health and safety protocols and the mechanisms during class suspensions or cancellations brought about by natural disasters or calamities and other emergencies. The RO, through the Education Support Services Division (ESSD), and the SDO, through the School Governance and Operations Division (SGOD), shall ensure that measures to protect the safety and security of learners, teachers, and non-teaching personnel are in place during these eventualities. The RO, through the ESSD, shall consolidate the progress M&E reports to the BLSS and DRRMS.

41. The External Partnerships Service (EPS) shall lead the monitoring and evaluation of the implementation of the conduct of PTA Conferences and *Brigada Eskwela* and the compliance of ROs, SDOs, and schools vis-a-vis the guidelines set forth under this issuance. It shall prepare the M&E tool and Monitoring Plan for adoption by the ROs and SDOs. The M&E tool and Monitoring Plan shall guide the ROs - Education Support Service Division (ESSD) as the lead division, as well as the SGOD - Social Mobilization and Networking (SocMobNet) as the lead unit in gathering relevant data and submitting M&E reports.

42. The EPS shall lead an annual review of the program implementation and processes to assess its effectiveness. At the end of the *Brigada Eskwela*

implementation, the EPS shall lead the evaluation of this policy and its operating procedures. The respective policy owners shall discuss the policy and its feedback across governance levels through regular meetings and conferences.

VII. REFERENCES

43. The following references are used in the development of this policy.

Republic Act No. 11386. *An Act Amending Section 3 of Republic Act No. 7797, Otherwise Known As "An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days.*

Republic Act No. 11510. *An Act Institutionalizing the Alternative Learning System in Basic Education For Out-Of-School Children in Special Cases and Adults and Appropriating Funds Therefor.*

Republic Act (RA) No. 7797. *An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days.*

Department of Education. (2023). DepEd Order No. 003, s. 2024. *Amendment to DepEd Order No. 022, s. 2023. Implementing Guidelines on the School Calendar and Activities for School Year 2022-2023.*

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Department of Education. (2022). DepEd Order No. 37, s. 2022. *Guidelines on the Cancellation or Suspension of Classes and Work in the Event of Natural Disasters, Power Outages, Power Interruptions, and Other Calamities.*

Department of Education. (2022). DepEd Order No. 34, s. 2022. *School Calendar and Activities for School Year 2022-2023.*

Department of Education. (2022). DepEd Order No. 001, s. 2022. *Revised Policy Guidelines on Homeschooling Program.*

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Department of Education. (2013). DepEd Order No. 2, s. 2013, *Revised Implementing Rules and Regulations of Republic Act 8525, An Act Establishing An "Adopt A School Program," Providing Incentives Therefor, and For Other Purposes*.

Department of Education. (2008). DepEd Order No. 24, s. 2008, *Institutionalization of the Erando Eskwela Program or the National Schools Maintenance Week*.

Department of Education. (2008). DepEd Order No. 19, s. 2008, *Implementation of No Collection Policy in all Public Elementary and Secondary Schools*.

Department of Education. (2005). DepEd Order No. 9, s. 2005, *Instituting Measures to Increase Engaged Time On-Task and Ensuring Compliance Therewith*.

Garrison, D. Randy and Kanuka Heather. 2004. Blended learning: uncovering its transformative potential in higher education. *The Internet and Higher Education* 7(2): 93-107.

American Optometric Association. 2019. New WHO guidance: Very limited daily screen time is recommended for children under 5. <https://www.aao.org/press-releases/2019/06/20190619-who-guidance>

VIII. REPEALING CLAUSE

44. All DepEd Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

IX. EFFECTIVITY

45. This Order shall take effect upon its approval, issuance, and publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP-LC), UP Diliman, Quezon City.

DECEMBER 2024

- 1 - Start of Academic Quarter 3 Examination
- 2 - End of Academic Quarter 3
- 3 - Start of Academic Quarter 3; Start of the 2nd Semester
- 4 - Start of the 2nd Semester; Christmas Day (Special Non-Working Day)
- 14 - Parent Teacher Conferences and Distribution of Report Cards
- 23 - End of Academic Quarter
- 24 - Christmas Day (Regular Holiday)
- 25 - Good Friday
- 26 - Start of the Year

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	△	△	△	△	△	△
X	△	△	△	△	△	△
	△	△	△	△	△	△
X	X	△	△	X	X	X
X	X	X				

Class Days: 15

JANUARY 2025

- 1 - New Year's Day
- 2 - Resumption of Classes
- 25 - Start of Early Report Card for Incoming K, Grades 1, 7 and 11 for 2024-2025
- 28 - National Achievement Test for Grade 12 (NAT-12)
- 31 - Regular Philippine Educational Placement Test (PEPT)
- 31 - Accreditation and Equivalency Test (A&E Test)

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			X			

Class Days: 21

FEBRUARY 2025

- 7 & 10 - 2nd Academic Quarter Examination
- 10 - End of Academic Quarter 3
- 11 - Start of Academic Quarter 4
- 22 - Parent Teacher Conferences and Distribution of Report Cards
- 25 - Start of Early Report Card for K, Grades 1, 7 and 11

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					△	
	△	△	△	△	△	△

Class Days: 19

MARCH 2025

- 10 - National Achievement Test for Grade 6 (NAT-6)
- 13 - Administration of the LUIS-RMA, CRLA, PHL-10
- 18 - Administration of the Early Language, Literacy and Numeracy Assessment (ELLNA)

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat

Class Days: 21

APRIL 2025

- 9 - The Day of Valor (Regular Holiday)
- 14 - End of Academic Quarter 4 Examination
- 15 - Good Friday (Regular Holiday)
- 16 - End of School Year Notes
- 17 - Part of Teachers' and Lecturers' BSN Break
- 17 - Weekly Holidays
- 18 - Good Friday
- 19 - Start of the 3rd Semester; Mandatory BSN Break of Teachers

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	△	△	X			
					X	X

Class Days: 10

