Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

Office of the Schools Division Superintendent

April 22, 2025

DIVISION MEMORANDUM
No. 0092, s. 2025

CLARIFICATORY GUIDELINES ON DEPED ORDER NO. 009,S. 2025

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

1. Relative to the issued DepEd Memorandum DM-OSEC-OUHROD-OPS-2025-001 and Regional Memorandum AD -2025-064, this Office directs all personnel to be aware and adhere to the herein details of Clarificatory Guidelines on DepEd Order No. 009,s.2025 titled Amendment to DepEd Order No. 009,s. 2024 (Implementing Guidelines on the School Calendar and Activities for the School Year 2024 – 2025).

2. Immediate dissemination and strict compliance with this Memorandum is desired.

REYNALDO B. MELLORIDA, CESO V
Schools Division Superintendent

DEPED DAVAO DEL NORTE
RECORDS SECTION
RELEASED
DATE: 4/24/2025

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Republic of the Philippines
Department of Education
DAVAO REGION

April 15, 2025

REGIONAL MEMORANDUM
AD-2025-064

DISSEMINATION OF THE CLARIFICATORY GUIDELINES ON DEPED ORDER NO. 009, S. 2025

To: Assistant Regional Director
Schools Division Superintendents
Chiefs of Functional Divisions
All Others Concerned

1. Herewith is the Memorandum DM-OSEC-OUHROD-OPS-2025-0001 dated April 14, 2025 from Atty. Fatima Lipp D. Panontongan, Undersecretary and Chief of Staff, Wilfredo E. Cabral, Undersecretary for Human Resource and Organizational Development, and Malcolm S. Garma, Assistant Secretary, OIC, Office of the Undersecretary for Operations, relative to the clarificatory guidelines on DepEd Order No. 009, s. 2025 or the Amendment to DepEd Order No. 009, s. 2024, titled Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025, contents of which are self-explanatory.

2. For immediate dissemination and strict compliance.

ALLAN G. FARNAZO
Director IV

DEPARTMENT OF EDUCATION, ROX
RECORDS SECTION
RELEASED
April 21, 2025

Enclosed: As stated

ROA9/kgpf

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Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

042512 0080

MEMORANDUM
DM-OSEC-OUHROD-OPS-2025-0001

By: 14 APR 2025 Time: 4:01

TO : **Regional Directors**
Assistant Regional Directors
Schools Division Superintendents
Assistant Schools Division Superintendent
School Heads
All Others Concerned

FROM : **Atty. FATIMA LIPP D. PANONTONGAN**
Undersecretary and Chief of Staff

WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development

MALCOLM S. GARMA
Assistant Secretary
Officer-in-Charge, Office of the Undersecretary for Operations

SUBJECT : **Clarificatory Guidelines on DepEd Order No. 009, s. 2025 or the Amendment to DepEd Order No. 009, s. 2024 (Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025)**

DATE : 14 April 2025

In view of the various interpretations of DepEd Order No. 009, s. 2025 or the *Amendment to DepEd Order No. 009, s. 2024 (Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025)*, particularly on the 30-day uninterrupted vacation of teachers, the following clarifications are provided to ensure uniform interpretation and implementation:

a. In terms of scheduling of vacation days, teachers **shall choose their vacation period** either continuously or in a staggered manner from April 16 to June 1, 2025, based on the schedule of summer program/activities issued by the Department. However, weekends and holidays are not excluded from the count if the vacation is staggered.

   The 30-day vacation period is counted using calendar days, which **includes weekends and holidays.**

b. **Under no circumstances shall the school head assign or determine a teacher's uninterrupted vacation days** nor deny a teacher of his/her chosen vacation period provided it complies with guidelines set forth in the issuance.

The school heads shall document and maintain an official record of the declared uninterrupted vacation days of teachers for reference.

c. During the declared 30-day vacation period, teachers **shall not be required** to participate in any school-related activities. Attendance at such activities shall be entirely voluntary and within their discretion.

Additionally, school heads must ensure that the scheduling of school-related activities, such as training sessions and seminars, does not interfere with a teacher's designated vacation period.

d. Teachers who do not submit a letter of intent for uninterrupted vacation will be assumed to follow—and be amenable to—the default school calendar and summer program/activity schedule set by the Department. However, this does not prevent them from enjoying the 30-day uninterrupted vacation period from April 16 to June 1, 2025.

e. In preparation for the school opening, teachers may be requested to render services within the last two (2) weeks of vacation from June 2 to 16, 2025, subject to the grant of vacation service credits pursuant to existing guidelines.

f. School heads, including teachers who were designated as Teacher-in-Charge (TIC), who are entitled to vacation and sick leave credits are excluded from the coverage of item no. 31 of DO 9, s. 2024, as amended.

g. Participation of teachers in any eligible activities under DO 13, s. 2024 during the 60-day school break shall be granted vacation service credits (VSC) equivalent to the actual days of rendered service of teachers.

For reference and guidance.

Republic of the Philippines
Department of Education

DepEd ORDER
No. 009 , s. 2025

APR 07 2025

AMENDMENT TO DEPED ORDER NO. 009, 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 **Amendment to DepEd Order (DO) No. 009, s. 2024**, titled Implementing Guidelines on the School Calendar and Activities for the School Year 2024–2025.

2. Item No. 31 of DO 009, s. 2024 is amended as follows:

K. 60-day Vacation for Teachers and Learners

31. During the End of School Year (EOSY) break, teachers, including ALS teachers, as well as learners, shall be entitled to a 60-day vacation period. The 30 days of this break shall be designated as a period for teachers and learners to relax and enjoy well-deserved personal time without school-related commitments.

The 30-day vacation of teachers shall be implemented on a flexible arrangement. Teachers shall be allowed to determine the period/s whether on a continuous or staggered basis—spread out during the school break from April 16, 2025 to June 1, 2025. Learners attending mandatory summer programs shall be on vacation days outside of the period May 8–June 6, 2025.

3. Teachers shall submit intent or options of their declared 30-day break to the school heads based on the schedule of summer programs/activities issued by the Department. Submission shall be made before April 16, 2025. A record of the schedule of teachers' declared options shall be maintained and kept at the Office of the School Head for reference or any other future use. **At the discretion of the teachers, *attendance to 2025 summer programs* as defined in pertinent issuance shall be subject to the grant of vacation service credits on top of the 30 days limit and other corresponding benefits.**

4. To provide further guidance, the school heads and teachers shall adhere to the following:

a. Alternative Learning System (ALS) Teachers

The ALS teachers shall be covered by the 30-day break. The DO 64, s. 2011, dated August 19, 2011, titled Equal Opportunities and Standard Implementation of DepEd Policies for the ALS Implementors, provides that the **generic term teacher shall apply to an ALS teacher [Mobile Teacher/District ALS Coordinators (DALSC)]**. Considering that they follow flexible teaching schedules without summer vacation and have different teaching hours to meet the learning needs of the ALS learners, a Mobile Teacher/DALSC is entitled to earn leave credits and avail of the privilege of monetization of leave credits.

However, Section 8 of Civil Service Commission Memorandum Circular No. 41, s. 1998, as amended, or the Omnibus Rules on Leave, limits the entitlement of teachers to vacation and sick leave to only those **designated to perform non-teaching functions**, to wit:

> **Section 8. Teachers who are designated to perform non-teaching functions.** – Teachers who are designated to perform non-teaching functions and who render the same hours of service as other employees shall be **entitled to vacation and sick leave**.

It is further clarified that ALS teachers shall be granted vacation service credits for services rendered for eligible activities provided in DO 013, s. 2024 (Revised Guidelines on the Grant of Vacation Service Credits for Teachers) during summer/long vacation and are not entitled to vacation and sick leave credits.

In view thereof, ALS teachers who are **not designated** to perform nonteaching functions and whose ALS learners have already met their learning needs by April 15, 2025, **are covered by the provisions of item no. 31 of DO 009, s. 2024, as amended by this Order**.

b. School Heads

To ensure the continuous and effective management of schools during the school break, school heads are excluded from the coverage of item no. 31 as they are entitled to vacation and sick leave credits during the said period.

c. **Arabic Language and Islamic Values Education (ALIVE) Teachers**

Teachers directly engaged in teaching or in the delivery of instruction of ALIVE subjects shall likewise be covered under the said provision and **shall not be assigned any voluntary or mandatory tasks or activities on their declared options for school break**.

d. **Performance Management Evaluation System (PMES)-related Activities for Teachers for SY 2024–2025**

There shall be no PMES-related activities during the 30-day break for teachers. As provided in DepEd Memorandum 017, s. 2025 titled Interim Guidelines for the DepEd PMES for Teachers in the School Year 2024–2025, accomplishment and submission of the accomplished electronic Individual Performance Commitment and Review Form (eIPCRF) may be done on dates outside the declared vacation, up to the end of the first month following the opening of classes for SY 2025–2026.

Additionally, applicants seeking promotion to Master Teacher I and III positions per DO 020, s. 2024 (Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions), where the completion of the 37 Philippine Professional Standards for Teachers-based objectives (Classroom Observable Indicator and Non-Classroom Observable Indicator) is a performance requirement, may accomplish and submit their eIPCRFs for SY 2024–2025 earlier than the last day of classes.

e. **Teachers' Participation and Attendance in Trainings, Seminars, and/or Other Activities**

Teachers' participation and attendance in other trainings, including School-Based Training of Teachers on the Revised Curriculum within the vacation of teachers, shall be considered. Attendance at these activities shall be voluntary. **The school heads should ensure that these activities are conducted outside the declared options of teachers for school breaks**.

5. During the 30-day break vacation, teachers **shall not be prevented from entering the school premises or participating in activities at their own discretion**, including, but not limited to, the 2025 elections and sports-related activities.

6. Teachers who participated in other activities during the 60-day school break shall be **granted vacation service credits** (VSC) equivalent to the actual days of rendered service of teachers. The granting of VSC shall be in accordance with DO 013, s. 2024.

7. All other provisions of DO 009, s. 2024 not affected by these amendments shall remain in effect. All other existing Orders and related issuances, or parts thereof, that are inconsistent with this Order are repealed or modified accordingly.

8. This Order shall take effect immediately upon its approval, issuance, and publication on the DepEd website. A certified copy 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.

9. Any clarification regarding this Order shall be coordinated with the **Office of the Undersecretary for Human Resource and Organizational Development**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at usec.hrod@deped.gov.ph or at telephone number (02) 8633-7206.

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

SONNY ANGARA
Secretary

References:

DepEd Order Nos. (009, s. 2024, 64, s. 2011, 013, s. 2024
020, s. 2024, and 013, s. 2024)
DepEd Memorandum No. (017, s. 2025)

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

AMENDMENT
BUREAUS AND OFFICES
CALENDAR
CLASSES
GRANT
LEARNERS
POLICY
SCHOOLS
SERVICE
TEACHERS

MSCM MPC, DO Amendment to DO 009, s. 2024
0094 – April 3, 2025

Republic of the Philippines
Department of Education

JUL 15 2024

DepEd ORDER
No. 009, 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 bld.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.

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

SARA Z. DUTERTE
Vice President of the Republic of the Philippines
Secretary of the Department of Education

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

JDMC, APA, MPC, DO School Calendar and Activities for SY 2024-2025
0246- July 4, 2024

(Enclosure No. 1 to DepEd Order No. 009 , s. 2024)

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 curriculum 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 curriculum 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

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. 2018, *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 BOSY-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, 2025. 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 (NFOT), 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 014, 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 (□); and
c. Days for the administration of Quarterly Examinations (Δ).

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 (BHROD), 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. 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.*

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.*

Department of Education. (2023). DepEd Order No. 14, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp.*

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. (2019). DepEd Order No. 11, s. 2019, *Implementation of the NEAP Transformation.*

Department of Education. (2019). DepEd Order No. 21, s. 2019, *Policy Guidelines on the K to 12 Basic Education Program.*

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Department of Education. (2018). DepEd Order No. 14, s. 2018, *Implementing Guidelines on the Administration of the Revised Philippine Informal Reading Inventory.*

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Department of Education. (2016). DepEd Order No. 36, s. 2016, *Policy Guidelines on Awards and Recognition for the K to 12 Basic Education.*

Department of Education. (2016). DepEd Order No. 35, s. 2016, *The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.*

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 Brigada 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): 95-105.

American Optometric Association. 2019. New WHO guidance: Very limited daily screen time is recommended for children under 5. https://tinyurl.com/2p97acfj

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.

(Enclosure No. 2 to DepEd Order No. 009, s. 2024)

Monthly School Calendar of Activities for School Year 2024-2025

JULY 2024	ACTIVITIES
3	• Start of Enrollment Period
17	• Brigada Eskwela National Kick-off
26	• End of Enrollment Period
22-26	• Oplan Balik Eskwela
22-27	• Brigada Eskwela (National Repair and Maintenance Period
29	• Beginning of the SY/Opening of ALS Learning Intervention
29	• Start of Academic Quarter 1

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Class Days :3

AUGUST 2024	
21	• Ninoy Aquino Day
26	• National Heroes Day
TBA	• National Career Assessment Examination (NCAE)
TBA	• National Achievement Test for 10 (NAT G10)
TBA	• Special Philippine Educational Placement Test (PEPT)

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	X	22	23	24
25	X	27	28	29	30	31

Class Days: 20

SEPTEMBER 2024	
TBA	• Administration of the Comprehensive Reading and Literacy Assessment (CRLA)
TBA	• Administration of the PHIL IRI Test
TBA	• Administration of the Multi-factored Assessment Tool (MFAT)
TBA	• Administration of the Rapid Mathematics Assessment (RMA)
5	• Start of National Teachers' Day
TBA	• Oplan Kalusugan sa DepEd
TBA	• Start of Career Guidance Orientation for Grades 9, 10, 11, and 12
23-24	• First Academic Quarter Examination
24	• End of Academic Quarter 1
25	• Start of Academic Quarter 2

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	△	△	25	26	27	28
29	30					

Class Days: 21

OCTOBER 2024	
5	• World Teachers' Day
12	• Parent-Teacher Conference and Distribution of Report Cards

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Class Days: 23

NOVEMBER 2024	
1	• All Saints Day (Special Working Holiday)
25-29	• Midyear Break 25-27 – Learners shall be on Distance Learning) 28-29 – Learners Shall enjoy a break from Academic Work
27	• Araw ng Pagbasa
30	• Bonifacio Day (Regular Holiday)
TBA	• Administration of the RMA (check in)
25-29	• Midyear Break

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	X

Class Days: 20

DECEMBER 2024

2 and 3	• Academic Quarter 2 Examination
3	• End of Academic Quarter 2
4	• Start of Academic Quarter 3/Start of the 2nd Semester
8	• Feast of the Immaculate Conception Day (Special Non-Working Holiday)
14	• Parent-Teacher Conference and Distribution of Report Cards
21	• Start of Christmas Break
25	• Christmas Day (Regular Holiday)
30	• Rizal Day
31	• Last Day of the Year

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	△	△	4	5	6	7
X	9	10	11	12	13	14
15	16	17	18	19	20	21
X	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 Registration for Incoming K, Grades 1, 7 and 11 for SY 2025-2026
TBA	• National Achievement Test for Grade 12 (NAT G12)
TBA	• Regular Philippine Educational Placement Test (PEPT)
TBA	• Accreditation and Equivalency Test (A&E Test)

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			X	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Class Days: 21

FEBRUARY 2025

7 &10	• Third Academic Quarter Examination
10	• End of Academic Quarter 3
11	• Start of Academic Quarter 4
22	• Parent-Teacher Conference and Distribution of Report Cards
15	• End of Early Registration for K, Grades 1, 7 and 11

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	△	8
9	△	11	12	13	14	15
16	17	18	19	20	21	22
23	24	X	26	27	28	

Class Days: 19

MARCH 2025

TBA	• National Achievement Test for Grade 6 (NAT G6)
1-31	• Administration of the EOSY RMA, CRLA, Phil IRI
TBA	• Administration of the Early Language, Literacy and Numeracy Assessment (ELLNA)

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Class Days: 21

APRIL 2025

9	• The Day of Valor (Regular Holiday)
7-8	• Fourth Academic Quarter Examination
10-11	• Final Deliberation of Honors
14-15	• End-of-School Year Rites
16	• Start of Teachers' and Learners' EOSY Break
17	• Maundy Thursday
18	• Good Friday
19	• Start of the 30-day Mandatory EOSY Break of Teachers

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	△	△	X	10	11	12
13	14	15	16	X	X	19
20	21	22	23	24	25	26
27	28	29	30			

Class Days: 10

MAY 2025		
1 18 19 TBA TBA TBA TBA TBA	• Labor Day • End of the 30-day Mandatory EOSY Break of Teachers • Start of the National Learning Camp (NLC) • National Schools Press Conference • National Festival of Talents • National Science and Technology Fair • Palarong Pambansa • Learners's Convergence	May Sun Mon Tue Wed Thu Fri Sat X 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
JUNE 2025		
6 9-13 **16** 23	• End of the National Learning Camp (NLC) • Brigada Eskwela • **OPENING OF SY 2025-2026** • DepEd's Founding Anniversary	June Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

LEGEND:

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