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Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF DIGOS CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2024-736

To : Assistant Schools Division Superintendent
SGOD & CID Chiefs
Public Schools District Supervisors
Public Elementary and Secondary School Heads
Division SBM Focal Person
All others concerned

Subject : **SUBMISSION OF THE SCHOOL REPORT CARD (SRC) AND
NARRATIVE REPORT ON THE DISSEMINATION OF SRC TO
STAKEHOLDERS FOR SY 2024-2025**

Date : November 15, 2024

In reference to DepEd Order No. 009, s. 2024 re: Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025 and DepEd Order No. 44, s. 2015 re, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC), all public schools in this Division are hereby reminded of the dissemination of SRC. The SRC is one of the core components of the School-Based Management (SBM) thrust of the Department of Education. It is prepared by the schools twice a year in a school year (SY) to further strengthen shared governance through increased awareness and stronger participation of the community and other stakeholders in making the school a better place for learning.

In line with this and in accordance with the component program **Performance Ko, I-report Ko** of SBM as stipulated in the Division Education Development Plan, school heads are directed to upload their School Report Card using the link **<https://tinyurl.com/SRC-SY2024-2025-DIGOS>**.

In preparation of the SRC, School Heads may refer to Annexes 11, 12A, and 12B of DepEd Order 44, s. 2015 titled Guidelines on the Enhanced School Improvement Planning Process and the School Report Card (SRC). The eSRC template and eSRC tutorial video can be accessed at this link **bit.ly/eSRCTool**.

SRC shall be used in advocating and communicating the school situation, context, and performance to stakeholders thus SRC shall be disseminated/distributed to encourage strengthened community involvement toward school improvement.



Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002

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Narrative Report on the dissemination of the SRC to stakeholders with attached MOVs like captioned photo documentation, copy of the program, or other forms shall also be uploaded in the said link, too.

Please take note of the following schedules:

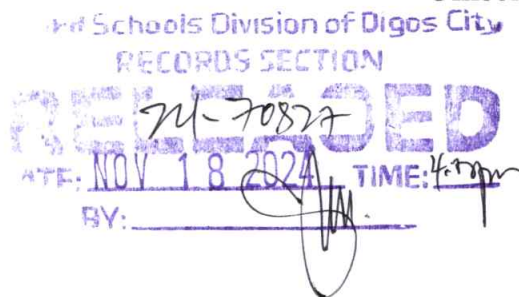
Activity	Deadline of Submission	
	Mid-year SRC	Year End SRC
Uploading of Soft Copy of School Report Card and Soft Copy of the Narrative Report in the Link	December 20, 2024	April 30, 2025

There is no need to submit hard copies of the SRC and narrative report on the dissemination of SRC to the Schools Division Office.

For the information of and compliance with by all concerned.

For and in the absence of the
Schools Division Superintendent

PETER-JASON C. SENARILLOS
SEPS-SGOD
Officer-In-Charge



Enclosed: As stated.
SGOD/cab



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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.@depd.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
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 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 (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. 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.*

Department of Education. (2020). DepEd Order No. 7, s. 2020, *School Calendar and Activities for School Year 2020-2021.*

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.*

Department of Education. (2018). DepEd Order No. 03, s. 2018, *Basic Education Enrollment Policy.*

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

- Department of Education. (2018). DepEd Order No. 029. s. 2018, *Policy on the Implementation of Multi-Factored Assessment Tool*.
- Department of Education. (2016). DepEd Order No. 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*.
- 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/2p97acfi>

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	<table><tr><th colspan="7">July</th></tr><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr><tr><td colspan="7">Class Days :3</td></tr></table>	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						
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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																																																									
AUGUST 2024																																																											
21		• Ninoy Aquino Day	<table><tr><th colspan="7">August</th></tr><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>X</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>X</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr><tr><td colspan="7">Class Days: 20</td></tr></table>	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						
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TBA		• Administration of the Comprehensive Reading and Literacy Assessment (CRLA)	<table><tr><th colspan="7">September</th></tr><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>A</td><td>A</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="7">Class Days: 21</td></tr></table>	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	A	A	25	26	27	28	29	30						Class Days: 21						
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5		• Start of National Teachers' Day																																																									
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5		• World Teachers' Day	<table><tr><th colspan="7">October</th></tr><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr><tr><td colspan="7">Class Days: 23</td></tr></table>	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						
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1		• All Saints Day (Special Working Holiday)	<table><tr><th colspan="7">November</th></tr><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>K</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td colspan="7">Class Days: 20</td></tr></table>	November							Sun	Mon	Tue	Wed	Thu	Fri	Sat						K	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	Class Days: 20						
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2 and 3	- Academic Quarter 2 Examination - End of Academic Quarter 2 - Start of Academic Quarter 3/Start of the 2nd Semester - Feast of the Immaculate Conception Day (Special Non-Working Holiday) - Parent-Teacher Conference and Distribution of Report Cards - Start of Christmas Break - Christmas Day (Regular Holiday) - Rizal Day - Last Day of the Year	December <table><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td>1</td><td></td><td></td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td></td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td></td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Class Days: 15							Sun	Mon	Tue	Wed	Thu	Fri	Sat	1			4	5	6	7		9	10	11	12	13		15	16	17	18	19	20	21																					
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7 & 10	- Third Academic Quarter Examination - End of Academic Quarter 3 - Start of Academic Quarter 4 - Parent-Teacher Conference and Distribution of Report Cards - End of Early Registration for K, Grades 1, 7 and 11	February <table><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td><td>8</td></tr><tr><td>9</td><td></td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td></td></tr><tr><td>23</td><td>24</td><td></td><td>26</td><td>27</td><td>28</td><td></td></tr></table> Class Days: 19							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		23	24		26	27	28								
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TBA	- National Achievement Test for Grade 6 (NAT G6) - Administration of the EOSY RMA, CRLA, Phil IRI - Administration of the Early Language, Literacy and Numeracy Assessment (ELLNA)	March <table><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table> Class Days: 21							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					
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9	- The Day of Valor (Regular Holiday) - Fourth Academic Quarter Examination - Final Deliberation of Honors - End-of-School Year Rites - Start of Teachers' and Learners' EOSY Break - Maundy Thursday - Good Friday - Start of the 30-day Mandatory EOSY Break of Teachers	April <table><tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td></td><td></td><td></td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td></td><td></td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr></table> Class Days: 10							Sun	Mon	Tue	Wed	Thu	Fri	Sat			1	2	3	4	5	6				10	11	12	13	14	15	16			19	20	21	22	23	24	25	26	27	28	29	30										
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LEGEND:

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



Republic of the Philippines
Department of Education

DepEd ORDER
No. **44**, s. 2015

29 SEP 2015

**GUIDELINES ON THE ENHANCED SCHOOL IMPROVEMENT PLANNING (SIP)
PROCESS AND THE SCHOOL REPORT CARD (SRC)**

To : Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. Pursuant to Republic Act No. 9155 known as *Governance of Basic Education Act of 2001*, this policy aims to strengthen School-Based Management (SBM) by further devolving the governance of education to schools, empowering school teams and personnel, expanding community participation and involvement, and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process.
2. The School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. The implementation of development activities integral to it are in the school such as projects under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education.
3. The SRC is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders. Its objective is to increase the participation and involvement of the community and other stakeholders in making the school a better place for learning.
4. The **School Improvement Plan (SIP) Guidebook** is provided which details the procedure in preparing the enhanced SIP and SRC. The enclosed guidelines and the Guidebook shall serve as the official reference in the preparation and implementation of the SIP and SRC. Concerned offices, local government units (LGUs), and development partners are urged to conform to these guidelines as they implement projects and activities related to school planning in DepEd schools.
5. Schools shall begin a new SIP cycle using the enhanced planning process in these guidelines by January 2016 (the start of the SIP cycle). The regional offices (ROs) and schools division offices (SDOs) are expected to create support mechanisms for the schools and to orient them before January 2016. Schools are asked to begin using the SIP Guidebook to update their current Annual Improvement Plan (AIP) and to create the SRC.

6. The participation and involvement of the school head, teachers, and staff in the planning and implementation of the SIP and SRC may be included in the Results-Based Performance Management System (RPMS) as performance objectives under corresponding Key Result Areas. It can be incorporated in the Individual Performance Commitment and Review Form (IPCRF) of teachers and staff or in the Office Performance Commitment and Review Form (OPCRF) of the school head.
7. Planning and implementation of school improvement projects that address problems related to the teaching-learning processes should involve the members of the school's LACs. In the same way, activities of LACs should be aligned to the SIP or AIP. LAC members may also include reports of their activities in the SRC.
8. By virtue of this Order, this Department authorizes the conduct of activities related to the preparation and implementation of the SIP and SRC. Concerned offices and development partners should align their training programs and activities to these guidelines. The training design and learning package should be according to the training program standards set by the National Educators Academy of the Philippines (NEAP). The NEAP, through its ROs, is tasked to ensure the quality of these trainings.
9. All existing Orders and Memoranda inconsistent with this Order are rescinded. These guidelines shall remain in effect, unless sooner repealed, amended, or rescinded.
10. For more information and inquiries, all concerned may contact the **Chief, School Effectiveness Division-Bureau of Human Resource and Organizational Development-(SED-BHROD)**, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone no.: (02) 633-7257 or through email address bhrod.sed@deped.gov.ph.
11. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated

Reference: DepEd Order No. 23, s. 2015

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

POLICY
PROGRAMS
RULES AND REGULATIONS
SCHOOLS

GUIDELINES ON THE ENHANCED SCHOOL IMPROVEMENT PLANNING PROCESS AND THE SCHOOL REPORT CARD (SRC)

I. RATIONALE

The School Improvement Plan (SIP) and the School Report Card (SRC) are important elements of the Department of Education's (DepEd) School-Based Management (SBM) thrust. In the spirit of shared governance, the school with its stakeholders collaboratively prepares the SIP after a thorough analysis of their school and learner situation. Likewise, the SRC is vital in SBM for it serves as a communication and advocacy tool to inform the stakeholders of the school status and to encourage and inspire them to take an active role in planning, managing, and improving the school.

Based on a comprehensive review of the 2009 SIP and the SRC, including consultations with various stakeholders, enhancements were made to the school improvement planning process. These enhancements build on the policies and processes already in place – strengthening the relationship between the SIP and SRC and harmonizing the planning process with the Continuous Improvement (CI) process. It thereby provides a more evidence-based, responsive, systematic approach that aids the school in planning with their learners' perspective in mind.

It is hoped that through this policy, the vision of the Department to develop a learner-centered organization that continuously improves to better serve the learner will be realized.

II. LEGAL BASIS

This policy emanates from the Governance of Basic Education Act of 2001 (RA 9155), which mandates the State to empower schools and learning centers to make decisions on what is best for the learners they serve. RA 9155 also entrusts to the school heads the authority, accountability, and responsibility to develop school education programs and the SIP. Furthermore, school heads are tasked to establish school and community networks and to encourage active participation of teachers' organizations, non-academic personnel of public schools, and parents-teachers-community associations, especially in doing local initiatives for the improvement of the school.

The SIP and the use of the SRC are means by which RA 9155 is actualized as the school continuously develops itself for its learners.

III. SCOPE AND APPLICATION

This DepEd order shall apply to all public schools. It is not mandatory for Non-DepEd schools to implement these guidelines.

Included in these guidelines are the policy objectives, minimum data/information required, and procedure for the preparation, implementation, reporting, monitoring of both SIP and SRC and the roles and responsibilities of the different DepEd offices with regard to these.

IV. DEFINITION OF TERMS

Continuous Improvement (CI) Process - a methodology to continually assess, analyze, and act on the performance improvement of key processes and service delivery, focusing on both stakeholder needs and the desired performance.¹

Continuous Improvement (CI) Projects - projects that revolve around the continuous improvement of an identified school process and service delivery related to access, quality, or governance, with the end view of improving learning outcomes.²

Evidence-based - the needs identified are supported by school-community data and the proposed solutions are tested and proven to be effective.

Priority Improvement Areas (PIAs) - selected areas in school management, operations, and service delivery that need to be changed to improve the three key result areas in basic education: access, quality, and governance. A PIA is prioritized based on disparity with Division goals, strategic importance, urgency, magnitude, and feasibility.

School-Based Management (SBM) - the decentralization of decision-making authority from central, regional, and division levels to the individual schools, with the intent of bringing together school heads, teachers, students, as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools.³

V. POLICY STATEMENT

Successful planning and implementation are factors essential to effective governance. A school that is governed well results in the effective delivery of basic education services. Essentially, an effective school contributes to the attainment of three key result areas. It helps ensure that 1) every Filipino has access to complete basic education (access); 2) every graduate is prepared for further education and the world of work (quality); and 3) there is effective, transparent, and collaborative governance of basic education (governance).

Looking at the bigger picture, the contributions of the schools together with the different DepEd offices help the Department in achieving its organizational outcome of improving access to quality basic education. By doing this, DepEd ultimately contributes to the government's long-term goal of inclusive growth and poverty reduction in the Philippines.

It is with this view that DepEd recognizes that at the heart of the delivery of education services is the school. The efforts of the Schools Division Offices (SDO), Regional Offices (RO), and Central Office should then be directed towards helping the schools become more effective in achieving the key result areas and in implementing education reforms, particularly the K to 12 Basic Education Program. This policy actualizes this recognition of schools and the support that should be given in terms of planning and implementation.

¹ School Improvement Project Learning Guide

² School Improvement Planning (SIP) Guidebook

³ DepEd Order No. 55, s. 2011 *Guidelines on School-Based Management (SBM) Grants*

A. The School Improvement Plan

Formulated in collaboration with the community, the SIP is a roadmap that lays down the school's specific solutions to corresponding identified Priority Improvement Areas (PIAs) covering a period of three years. It aims to improve the three key result areas in basic education: access, quality, and governance. It is evidence-based, results-based, and child or learner-centered. The SIP is the basis for the school's Annual Implementation Plan (AIP) and other specific plans such as the Child Protection plan, Disaster Risk Reduction Management (DRRM) plan, and Learning Action Cell (LAC) action plan, among others.

In addition, the SIP must contribute to the attainment of the goals of the Division Education Development Plan (DEDP). In turn, the synthesis of all SIPs within a school district aids the DepEd representative(s) in advocating the needs of the schools and learners to the Local School Board and other planning venues at the municipal or city level.

1. The Enhanced SIP

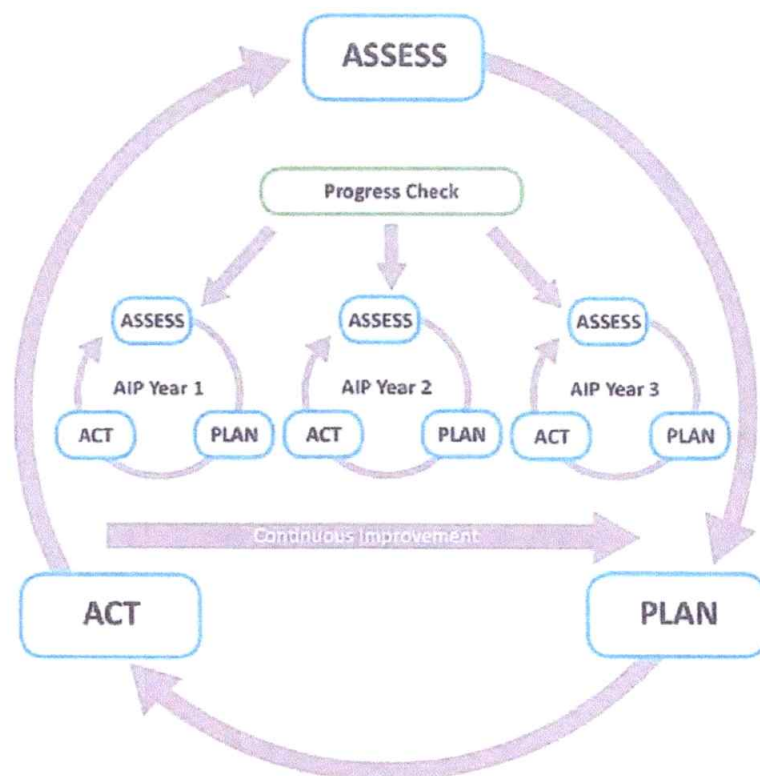
The enhancements made on the SIP build on the strengths of the existing planning process. The guiding principles are the same: learner-centered, standards-based, evidence-based, participatory, with a systems thinking approach. However, the planning process has become more responsive using the tools in the Continuous Improvement process. The CI Process was initially applied to target schools that, upon undergoing the process, were able to accurately determine and subsequently address the root cause of their problems. As a result, school and learning outcomes were seen to have improved.

Most of the steps in CI are not new to schools but there is more emphasis on analyzing qualitative and quantitative data by listening to the voice of the learners and other stakeholders, re-examining the school processes, and doing root cause analysis.

2. Steps in the enhanced SIP cycle

The enhanced planning process is made to be more systematic. Thus, it is best to follow the steps sequentially. However, some steps especially in the Assess phase can be repeated to validate data and information (e.g. Listening to the voice of the learner can be done at various stages of the process).

The enhanced SIP development and implementation cycle follow three phases: Assess, Plan, and Act. The AIP, which is the year-by-year plan, likewise undergoes these three phases with each year's implementation being checked for its progress to ensure continuous improvement.



The Assess phase is where the identification of the PIAs is done and the general objectives of the SIP are set. This phase includes listening to the voice of the learners and other stakeholders and analyzing the school data and processes to determine the root cause of each PIA.

The Plan phase involves the preparation and writing of the SIP and AIP. It is when the formulation of solutions and development of project designs are done.

The Act phase involves small-scale testing then implementation of the solutions. Constant checking of the implementation progress is done in this phase as well.

As the school proceeds to plan their AIP for year 2 or 3, the process goes back to Assess where the School-Community Planning Team (SPT) analyzes the impact of solutions that were implemented to check for progress. After this, the SPT reviews its AIP and SIP – re-analyzing data and revisiting the root cause to ensure that projects continue to address existing needs and will contribute to the general objectives stated in the SIP. The AIP for the next year of implementation should contain the adjustments and lessons learned from the previous implementation.

Specific details for the activities in each phase will be further explained in the attached SIP Guidebook.

Once the SIP is prepared, it shall be signed by all the SPT members to ensure its ownership and accuracy.

3. Reporting

The school provides the SDO a copy of its SIP on the first year of the three-year cycle. A copy of the AIP for year 1 and the Project Monitoring Report forms for year

3 (of the previous SIP cycle) should be attached to this. For years 2 and 3, only the AIP needs to be passed to the SDO together with the accomplished Project Monitoring Report forms of the previous implementation plan.

SIP cycle	What needs to be passed to SDO
Year 1	SIP + AIP (Y1) + Project Monitoring Report Forms (Y3) + year-end SRC
Year 2	AIP (Y2) + Project Monitoring Report Forms (Y1) + year-end SRC
Year 3	AIP (Y3) + Project Monitoring Report Forms (Y2) + year-end SRC

**Note that the year-end SRC is also submitted each year to provide the SDO a summary of the progress of project implementation and the status of the school.*

These documents are expected to be collected no later than the **second week of May** to give sufficient time for the SDO to coach and mentor the schools before they launch their projects for the school year. Documents passed to the SDO are for their reference as they coach the schools and monitor the implementation of the SIP.

4. Monitoring

The SDO, through the School Governance and Operations Division (SGOD), shall have an independent monitoring and evaluation team to check the progress of the SIP and AIP in each school. They will conduct a summative evaluation of the SIP at the end of every cycle. Public Schools District Supervisors (PSDS), together with trained principals and teachers from model schools, shall serve as coaches to guide the schools in crafting and implementing the SIPs in their area.

The Bureau of Human Resource and Organizational Development-School Effectiveness Division (BHROD-SED) in coordination with the Office of Planning Service (OPS) of the Central office shall monitor the progress of SIP implementation quarterly and evaluate the effectiveness of the enhanced process annually.

B. The School Report Card

The SRC is a report that provides stakeholders a snapshot of the school's current condition and performance. It is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders to involve them in making the school a better place for learning.

The SRC is a comprehensive yet concise reporting tool. It has three parts: 1) school profile; 2) performance indicators measuring aspects of access, quality, and governance; and 3) status of school projects. In consideration of the unique needs and context of each school, other information aside from those indicated in these guidelines may be included according to what the school thinks is necessary to share to its stakeholders.

It must be emphasized that the SRC is not for planning and accountability; it is a communication and advocacy tool intended for internal and external stakeholders. Hence, while the information in the SRC are aligned with the indicators for the Performance-Based Bonus (PBB), the SRC itself shall not be used as basis for the PBB.

1. Creating the SRC

The school may refer to the School-Community Data Template, Enhanced Basic Education Information System (EBEIS), SBM reports, CI reports, the Child-friendly School Survey (CFSS) and other reports from the Project Teams and other stakeholders to create its SRC.

The School-Community Data Template in the SIP Guidebook is where most of the information are found. Codes to mark the data included in the SRC are found in the School-Community Data Template for easy reference of the school.

SRC information should be presented through graphs and charts with corresponding interpretations below to help the stakeholders understand these better. The interpretation should be written using the language most easily understood by the stakeholders. The chapter on Communicating to Stakeholders, as well as the SRC Summary of Information and the SRC Template found in the SIP Guidebook, provide a more detailed guide in creating the SRC.

The school may produce their SRC in the form of a booklet, brochure, or any form they want as long as the SRC is visually appealing and comprehensible and the minimum indicators are presented.

Once the SRC is prepared, it shall be signed by the School Head, Parents-Teachers Association (PTA) President, Student Body President, Teacher Representatives or Teacher Club President, and the School Governing Council Chair to ensure its ownership and accuracy.

2. Integration to SIP

As mentioned above, the SRC is not a planning tool. However, it is used in the school planning process to communicate the status of the school to the SPT, which should help them in the identification or review of the PIAs.

Project Teams may also utilize the SRC to encourage internal and external stakeholder participation in their activities and to inform the stakeholders, including the SPT and the SDO, of their project implementation status.

3. Reporting

At the minimum, the SRC shall be presented twice: during the mid-year (October) and year-end (March) general assemblies. The information to be reported for mid-year and year-end are listed in the SRC Summary of Information found in the SIP Guidebook. The schools are encouraged to disseminate copies of the SRC to the general public through different means (e.g., on bulletin boards, school website, and in school newsletters).

As mentioned, the school provides the SDO a copy of the year-end SRC for them to better determine the appropriate support and guidance they should give to the school.

4. Monitoring

Given that the SRC is already integrated with the SIP process, the publication and reporting periods of the SRC are monitored together with the SIP and AIP by the SDO through the SGOD and by the Central Office through BHROD-SED and OPS.

VI. ROLES AND RESPONSIBILITIES OF THE DIFFERENT DEPED OFFICES

The **School** shall prepare and implement the SIP, AIP, and SRC following the processes articulated in the SIP Guidebook.

The **Schools Division Offices** shall provide copies of their division plans to guide the schools in objectives and targets setting; provide technical assistance such as training, coaching, mentoring, and report preparation; and conduct regular progress monitoring to address gaps and identify initial gains during implementation.

The **Regional Offices** shall undertake research and policy studies to contextualize this policy in their own regions. They shall formulate and disseminate the regional strategic plan to the SDO; assure the quality of the SIP implementation across their regions; identify, through research, the enablers and barriers affecting implementation in their context; and provide technical assistance to the SDO in the performance of their functions in the SIP development, when necessary.

The **Bureau of Human Resource and Organizational Development-School Effectiveness Division** at the Central Office shall ensure effective SIP implementation in schools through issuance of policies and guidelines and will be the main office that will respond to inquiries and clarifications regarding these guidelines and the attached SIP Guidebook.

VII. ORIENTATION AND TRAINING

For School Year (SY) 2015-2016, a series of orientations on the enhanced SIP and SRC will be given to the ROs and SDOs by the Central Office through the BHROD-SED, NEAP, and other development partners.

ROs and SDOs shall, in turn, provide orientation seminars to schools and ensure their understanding of the enhanced SIP process.

Simultaneously, coaches and trainers will also be identified and trained to provide better technical assistance to schools.

These activities are done as preparation before the schools begin a new SIP cycle in January 2016.

VIII. MANDATORY PROVISIONS

All schools shall begin a new cycle of the SIP in accordance to these guidelines starting January 2016. All schools are expected to understand and to begin using the enhanced school planning process and SRC found in these guidelines by this school year.

IX. SPECIAL PROVISION

Funding to implement this policy shall be charged against local funds. Activities related to training on school planning, CI, monitoring, evaluation, research, and policy studies shall be charged against the budget of the concerned office.

X. EFFECTIVITY

This policy shall take effect fifteen (15) days after its publication in the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.