



Republic of the Philippines
Department of Education
Region VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

July 25, 2022

DIVISION MEMORANDUM
No. 0480, s. 2022

SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR 2022-2023

TO: ASST. SCHOOLS DIVISION SUPERINTENDENTS
CHIEFS - CID AND SGOD
EDUCATION PROGRAM SUPERVISORS
PUBLIC SCHOOLS DISTRICT SUPERVISORS
ELEMENTARY AND SECONDARY SCHOOL HEADS
ELEMENTARY AND SECONDARY SCHOOL TEACHERS
ALL DEPED PERSONNEL AND OFFICIALS
ALL OTHERS CONCERNED

1. Attached are **Regional Memorandum No. 0603, s. 2022** dated July 13, 2022 and **DepEd Order No. 034, s. 2022** dated July 11, 2022, both titled **School Calendar and Activities for the School Year 2022-2023**, contents of which are self-explanatory, for the information, guidance and compliance of all concerned.
2. Immediate and wide dissemination of this memorandum is desired.


BIANITO A. DAGATAN EdD, CESO V
Schools Division Superintendent 



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

Office of the Regional Director

JUL 13 2022

REGIONAL MEMORANDUM

No. 0603 s. 2022

SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR 2022-2023

To : Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
Heads, ALS Community Learning Centers
State/Local Universities and Colleges Heads
All Others Concerned

1. Attached is DepEd Order No. 034, s. 2022, dated July 11, 2022, from Sec. Sara Z. Duterte, Office of the DepEd Secretary entitled **"School Calendar and Activities for the School Year 2022-2023"**, contents of which are self-explanatory, for the information and guidance of all concerned.
2. Immediate dissemination of and strict compliance with this Order is directed.


SALUSTIANO T. JIMENEZ, JD, EDD, CESO V

Director IV
Regional Director

STJ/CAE/EBEJ/mfsc
QAD2022



Address: Doña M. Gaisano St., Sudlon, Lahug, Cebu City
Telephone Nos.: (032) 231-1433; (032) 414-7399
Email Address: region7@deped.gov.ph

DATE: 7/19/2022
TIME: 7:30 AM
SIGNATURE: [Handwritten Signature]



Republic of the Philippines
Department of Education

11 JUL 2022

DepEd ORDER
No. 034 s. 2022

SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR 2022-2023

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers, and Heads of Units
Regional Directors
Minister, Basic, Higher and Technical Education, BARMM
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
Heads, ALS Community Learning Centers
State/Local Universities and Colleges Heads
All Others Concerned

1. The Department of Education (DepEd) issues the **School Calendar and Activities for the School Year (SY) 2022-2023** in accordance with its commitment to the resumption of 5 days in-person classes despite the health crisis brought on by the COVID-19 pandemic.
2. Pursuant to Republic Act 11480, An Act Amending Section 3 of RA 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", the School Year 2022-2023 shall formally open on **Monday, August 22, 2022**, and shall end on **July 7, 2023**. It shall consist of **203** school days or as may be determined by further issuance/s in case of changes in the school calendar due to unforeseen circumstances.
3. Unless otherwise amended, the period of the SY 2023-2024 will start from August 28, 2023 to June 28, 2024 and SY 2024-2025 will be from August 26, 2024 up to June 27, 2025. A separate DepEd Order (DO) shall be issued for the School Calendars of the respective school years above.
4. The learning intervention for Alternative Learning System (ALS) shall formally open on the same date while the program duration will depend on the learner's educational background or existing knowledge level prior to enrolling in the ALS program.
5. Private schools and state/local universities and colleges may implement this school calendar, provided they start classes not earlier than the first Monday of June and not later than the last day of August. Any deviation from the school calendar shall be reported to the respective Regional Offices in advance.
6. The number of school days in this DO shall solely be dedicated to academics and related co-curricular activities. The conduct of extra-curricular activities shall be strictly prohibited. The list of co-curricular activities will be issued in a separate DO.

7. This DO shall apply regardless of the COVID-19 alert level imposed by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases or the Department of Health in areas where schools are located.
8. The Implementing Guidelines on the SY 2022-2023 Calendar and Activities are provided in Enclosure No. 1 to ensure that the number of school days required for curriculum operations and academic-related activities are properly complied with. It likewise ensures that schools are given the necessary information on how to manage certain situations involving COVID-19 and other infectious diseases.
9. In preparation for the opening of classes, *Brigada Eskwela* and *Oplan Balik Eskwela* shall be conducted, focusing on information campaigns and strengthening partnerships that complement the Department's effort to ensure quality basic education.
10. This DepEd Order shall take effect immediately upon issuance and publication on the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR)
11. For any clarifications or inquiries, please contact the **Office of the Director IV, Bureau of Learning Delivery**, 4th Floor, Bonifacio Building, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City through the email address at bid.od@deped.gov.ph or telephone numbers (02) 8636-6540/8637-4347.
12. Immediate dissemination of and strict compliance with this Order is directed.


SARA Z. DUTERTE
Secretary

Encls:
As stated

Reference: DepEd Order No. 29, s. 2021

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

CALENDAR, SCHOOL
CELEBRATIONS AND FESTIVALS
CLASSES
LEARNERS
POLICY
SCHOOLS
TEACHERS





IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR 2022-2023

I. RATIONALE

1. The Department of Education (DepEd) ensures the effective implementation of the K to 12 curriculum amid the challenges posed by the pandemic. It has been advocating the government's initiative to encourage strict adherence to public health protocols while implementing policies that ensure the delivery of accessible, responsive, and quality education throughout this health crisis.
2. Recognizing the COVID-19 pandemic vis-à-vis the need to resume 5 days in-person classes, the DepEd intends for schools to be given ample time to slowly transition into it.
3. Schools and community learning centers (CLCs) are urged to adhere to the school calendar to comply with the required number of school days to attain the learning standards.
4. This Policy is intended to provide schools and CLCs with direction and guidance in the re-opening of classes, the gradual introduction of 5 days in-person learning modality, and the organizing of curricular and co-curricular operations within the required number of school days.

II. SCOPE

5. These Implementing Guidelines on the **School Calendar and Activities for School Year 2022-2023** shall apply to public and private elementary and secondary schools, including CLCs nationwide. Private schools and state/local universities and colleges (SUCs/LUCs) may implement this school calendar. They may start classes not earlier than the first Monday of June and not later than the last day of August.

III. DEFINITION OF TERMS

6. For this policy, the following terms are operationally defined as follows:
 - a. **Alternative Delivery Modes (ADM)** are instructional or learning modalities that do not strictly follow the typical set-up for regular classroom instruction but follow the K to 12 Curriculum of formal education in content. It caters to learners who are in unique circumstances that hinder them from regularly attending classes inside the classroom. *(DepEd Order [DO] 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program)*
 - b. **Blended Learning** refers to a learning delivery that combines in-person with any mix of online distance learning, modular distance learning, and TV/Radio-based instruction.

- c. **Co-curricular Activities** are authorized, voluntary, and non-graded engagements, whether on or off-campus, that reinforce the development of 21st-century skills beyond the scheduled contact time between teachers and learners. The activities must be anchored on the curriculum's content and performance standards. They are considered extension of formal learning experiences and are provided to tap into and enrich the varied intelligences and skills of the learners. *(DO 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program)*
- d. **Curricular Activities** are opportunities and experiences undertaken by the learners in the classrooms, laboratories, workshops, and homes as well as school-based and out-of-school activities conducted to ensure the learners' acquisition of the K to 12 learning standards and the 21st-century skills. *(DO 21, s. 2019)*
- e. **Distance Learning** refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. It includes Modular Distance Learning (MDL), Online Distance Learning (ODL), television (TV)/Radio-Based Instruction, and Blended Distance Learning.
- f. **Exit Assessment** is a standardized set of examinations taken by learners in Years 6, 10, and 12. The test, which covers 21st-century skills, is designed to determine if learners are meeting the learning standards outlined in the K to 12 Basic Education Program.
- g. **Extra-Curricular Activities** are voluntary, non-graded learner engagements that are **not anchored** on the content and performance standards in the curriculum and are offered/coordinated by the school to promote the learner's holistic development.
- h. **Homeschooling Program** is one among the ADMs under the Flexible Learning Options of public and private elementary and secondary schools where the learner's education is managed by parents/guardians and happens primarily at home. *(DO 1, s. 2022)*
- i. **In-person Classes** refers to conducting classes through instructional interaction that occurs physically and in real-time between teachers and students in the classroom.
- j. **In-Service Training (INSET)** refers to a modality of professional development that aims to continually develop, enhance, and improve the competency of teachers, non-teaching personnel, and school leaders through formal or informal professional development activities designed around specific work-related development objectives. Preferably, formal and structured INSET should undergo quality assurance by the National Educators Academy of the Philippines (NEAP), the professional development arm for teachers and school leaders in the Department of Education.
- k. **Parent-Teacher Conference** refers to an opportunity to bring parents and teachers together in partnership to support the learners' holistic

success in the school. Teachers shall discuss with the parents the academic progress and social behavior of students, as well as showcase their outputs.

1. **School day** is a day devoted to instructionally-relevant activities pursuant to engaging students in learning the lessons of the curriculum. (DO 9, s. 2005, *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*)

IV. POLICY STATEMENT

7. The Department of Education issues these policy guidelines to ensure that all public and private schools, as well as non-DepEd schools offering basic education, adhere to the number of school days required to implement the curriculum and allowed co-curricular activities throughout the school year. These policy guidelines ensure that school days are devoted to instructionally-relevant activities that support learners in attaining the learning standards. Further, the guidelines are issued for schools to gradually re-open to 5 days in-person classes and slowly transition to full operational capacity during the pandemic.

V. GENERAL GUIDELINES

8. The School Year 2022-2023 shall formally start on **Monday, August 22, 2022**, and end on **Friday, July 7, 2023**. There shall be a total of **203** days or as may be determined by further issuance/s in case of changes in the school calendar due to unforeseen circumstances.

9. No inspections, tools, or any additional requirements to re-open schools and to implement 5 days in-person classes shall be required, except for the compliance with the usual pre-pandemic regulatory permits and licenses, as required by law or ordinances.

10. Classes are immediately suspended during observances of regular and special national holidays as stipulated by the law, as well as, local holidays which have been duly declared by law or Presidential Proclamation.

11. This DepEd Order (DO) shall apply regardless of the COVID-19 alert level that the Inter-Agency Task Force for the Management of Emerging Infectious Diseases or the Department of Health (DOH) may impose in the areas where schools are situated.

12. In the Alternative Learning System (ALS), learning intervention shall formally open on the same date, **August 22, 2022**. The program duration will be dependent on the learner's educational background or existing knowledge level prior to enrollment in the ALS program.

13. Private schools and state/local universities and colleges (SUCs/LUCs) offering basic education have the choice to implement or deviate from this school calendar. They may start classes not earlier than the first Monday of June and not later than the last day of August, as provided for under RA 11480. Any deviation from the school calendar shall be reported to the respective Regional Offices (ROs) in advance, along with the updated school's Learning Continuity Plan reflecting the learning delivery

modalities and class programs that will be adopted and the school's proposed school calendar for SY 2022-2023.

Preparation for SY 2022-2023

14. In preparation for the opening of classes for SY 2022-2023, public schools shall conduct the following activities on the following dates:

- a. **Enrollment**, which shall be held from **July 25, 2022** to **August 22, 2022**. A separate set of guidelines on enrollment for SY 2022-2023 shall be issued; and
- b. **Brigada Eskwela** and **Oplan Balik Eskwela**, which shall focus on an information campaign, preparations, and strengthening partnerships that complement the Department's effort to ensure quality basic education. The Brigada Eskwela and Oplan Balik Eskwela shall be conducted on **August 1-26, 2022** and **August 15, 2022**, respectively.

15. Public schools that were already implementing the 5 days in-person classes at the end of SY 2021-2022 shall continue to do the same at the beginning of the incoming school year.

16. Recognizing the COVID-19 pandemic vis-à-vis the need to resume to 5 days in-person classes, the DepEd intends for schools to be given ample time to slowly transition into it by implementing any of the following options:

- a. 5 days of in-person classes;
- b. Blended learning modality:
 - b.1 3 days of in-person classes and 2 days of distance learning (modular, online, or television/radio-based instruction); and thereafter, 4 days of in-person classes and 1 day of distance learning (modular, online, or television/radio-based instruction)
 - e.g. Mondays to Wednesdays (in-person classes) and Thursdays to Fridays (distance learning).
 - e.g. Mondays to Thursdays (in-person classes) and Friday (distance learning).
- c. Full Distance Learning.

The abovementioned options shall only be implemented by schools until October 31, 2022.

17. Starting November 2, 2022, all public and private schools shall have transitioned to 5 days in-person classes. After the said date, no school shall be allowed to implement purely distance learning or blended learning except for those that are implementing Alternative Delivery Modes as provided for in DO 21, s. 2019 entitled "Policy Guidelines on the K to 12 Basic Education Program" and DO 01 s. 2022 entitled "Revised Policy Guidelines on Homeschooling Program."

18. The time allotment for in-person class hours shall be based on Annex 1 (Elementary Education) and Annex 2 (Secondary Education) of DO 21, s. 2019.

19. The transition to 5 days in-person classes presents learners with new stressors and challenges. This entails adjustment to the school environment, learning modality, and additional safety protocols, as well as managing the mix of pleasant and difficult feelings. Hence, providing psychosocial support during the first week of the school year is imperative in promoting, protecting, and prioritizing the learners' socio-emotional well-being, and developing their coping skills for this transition. The DepEd Disaster Risk Reduction and Management Service will organize an online orientation and learning session for K-12 teachers on how to conduct psychosocial support activities for learners, using the Psychosocial Support Activity Pack that the office developed with MAGIS Creatives.

Basic Education Development Plan (BEDP) 2030

20. The Department of Education ensures the effective implementation of the K to 12 curriculum amid the challenges posed by the pandemic.

21. DepEd has been advocating the government's initiative to encourage strict adherence to public health protocols while implementing policies that ensure the delivery of accessible, responsive, and quality education throughout this health crisis.

22. The Basic Education Development Plan (BEDP) 2030, as adopted in DO 24, s. 2022, puts forward four priority development areas, namely (1) pivoting to quality, ensuring that all learners attain learning standards in every key stage in the K to 12 program; (2) expanding access to education for groups in situations of the disadvantaged to ensure inclusive and equitable quality service delivery; (3) empowering learners to be resilient and to acquire life skills; and (4) strengthening the promotion of the overall well-being of learners in a positive learning environment where learners exercise their rights and experience joy while being aware of their responsibilities as individuals and as members of society.

23. The Phase 1 implementation of the BEDP 2030 covers post-COVID-19 recovery and transition, addressing the remaining access gaps, focusing on quality, and system-wide capacity development.

Anchored on BEDP 2030, the School Calendar and Activities for SY 2022-2023 shall provide schools and CLCs with direction and guidance in organizing curricular and co-curricular operations within the required number of school days.

Learning Recovery and Continuity Plan (LRCP)

24. The Regional Offices are highly encouraged to implement a contextualized set of strategies and interventions as part of the Learning Recovery and Continuity Plan which shall focus on three key areas:

- a. Learning remediation and intervention;
- b. Socio-emotional functioning, mental health, and well-being; and
- c. Professional development of teachers.

The key outcome of the Department's recovery planning and success is ensuring that learning gaps are identified and addressed among all learners, especially the most vulnerable ones.

25. Teachers shall adhere to the stipulations under DO 8, s. 2015, which requires the provision of intervention through remediation or extra lessons to learners who receive a grade below 75. To ensure that teachers perform this task, they must be spared of any administrative and finance-related tasks, particularly in schools where qualified non-teaching personnel can be designated to perform such roles.

Classroom-Based and System Assessments

26. The *Most Essential Learning Competencies (MELCs)* shall continue to apply for SY 2022-2023. However, classroom assessment shall follow DO 8, s. 2015 or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

27. To assure the quality of learning, formative assessments shall be regularly conducted by the teachers. At the national level, the Bureau of Education Assessment (BEA) shall conduct the following system assessment: Early Language Literacy and Numeracy Assessment (ELLNA) and the National Achievement Test (NAT). The ELLNA assesses early language literacy and numeracy in 19 languages and is administered to Grade 4 learners; while the NAT assesses 21st-century skills (problem-solving, information literacy, critical thinking) through the lens of learning areas. The NAT is an exit assessment administered to Grades 6, 10, and 12 learners. The ELLNA and NAT shall cover the MELCS. As provided for in DO 27, s. 2022 entitled "Conduct of Rapid Assessment in School year 2021-2022 for Learning Recovery as well as in Preparation for the 2021 Baseline System Assessment," the conduct of the above-mentioned national assessments in SY 2021-2022 will serve as a rapid assessment to identify learning gaps and to design appropriate interventions, as well as preparation for establishing a new system assessment baseline in 2024.

28. BEA also administers the National Career Assessment Examination (NCAE) to ascertain the learners' aptitude and interests and to provide them with relevant information on their skills, abilities, and readiness for academic and non-academic courses. Further, all elementary schools shall administer the Early Childhood Development Checklist for Kindergarten during the opening of classes, midyear, and end of the school year. The results will be used as the basis for planning and formulating appropriate interventions for children.

29. The Bureau of Alternative Education (BAE) shall develop a policy on assessment for the ALS Program, in coordination with the BEA.

30. As provided for in DO 14, s. 2018 or the Implementing Guidelines on the Administration of the Revised Philippine Informal Reading Inventory, the Phil-IRI Group Screening Test (GST) for Filipino (Grade 3 to Grade 6) and for English (Grade 4 to Grade 6), shall be conducted within the first or second month of the school year while the Individualized Phil-IRI Assessment shall be conducted within a month after the GST is administered. The schedule of administration of the Posttest shall be announced in a separate issuance. The Phil-IRI Assessment Tool is used to measure the reading performance of learners. The results provide feedback data to classroom teachers as a basis for designing and delivering appropriate reading instruction for the learners. The Phil-IRI assessment results also serve as a guide to school heads to plan appropriate reading programs or activities to improve learning outcomes.

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

Curricular and Co-Curricular Activities

32. Classes are immediately suspended during observances of regular and special national holidays as stipulated by the law, as well as local holidays which have been duly declared by law or through Presidential Proclamation.

33. The number of school days in this DO shall solely be dedicated to academics and related co-curricular activities. The conduct of extra-curricular activities shall be strictly prohibited.

34. Virtual activities through different social media platforms which require reactions or sharing may be done for advocacy, awareness, or collaboration purposes, but shall not form part of the learner's scholastic grade. Curricular and co-curricular activities that involve the in-person gathering of a large number of participants like the National Schools Press Conference, National Science and Technology Fair, National Festival of Talent, and other similar undertakings, may be conducted in hybrid modality subject to the declared alert levels of the country.

35. Curricular activities shall be conducted during the academic quarter to ensure that learners can seamlessly connect and integrate learning within and across learning areas while providing manageable breaks consistent with Memorandum OUCI-2020-307 entitled 'Suggested Measures to Foster Academic Ease during the COVID-19 Pandemic.' On the other hand, co-curricular activities shall be conducted after the quarter examinations to avoid disruption of classes.

36. Pursuant to the objectives of *Sulong Edukalidad*, schools shall strictly devote ten (10) weeks of every academic quarter to actual classroom teaching. The eleventh week of each quarter may be used for the conduct of co-curricular activities. The Central Office, Regional Offices, Schools Division Offices (SDOs), and other concerned external stakeholders that need to introduce co-curricular activities, may do so in accordance with this provision on scheduling the same.

37. **Enclosure No. 3** indicates the list of celebrations/observances provided for by law. Schools are encouraged to integrate such celebrations/observances into curricular activities as they deem reasonable and appropriate, so long as the total number of school days shall not be compromised.

Career Guidance Activities

38. Career guidance activities which may be conducted in-person or hybrid, whichever is applicable, shall be conducted between August and December to guide junior high school learners in making informed choices on their preferred senior high school track, as well as senior high school learners in pursuing subsequent curriculum exits or tertiary education. College and middle-level skills fairs, job fairs, business and entrepreneurship expos, and similar activities shall be conducted during the last quarter of the school year.

PTA Conferences and Cards Distribution

39. Parent-teacher conferences and report cards distribution shall be held not earlier than the second Saturday following the end of every quarter. Suggested dates for these activities are indicated in **Enclosure No. 2**. Specifically, the parent-teacher conferences are intended to apprise the parents of the progress and performance of their children and to ensure parental involvement in school activities.

Five-Day Mid-Year Break

40. The five-day mid-year break shall be spent for the conduct of the Midyear Performance Review and Evaluation and the School-Based INSET. The first two days shall be spent in evaluating the school's progress in the implementation of the educational programs, projects, and activities, as well as in reviewing the performance of teachers and the school staff to address concerns through cooperative effort. The last three days shall be devoted to the conduct of the school-based INSET activities for the teachers' continued professional development and the preparation of their Instructional Materials.

Conduct of Learning Action Cell

41. The Learning Action Cell shall be sustained by conducting it at least once a month on an in-person learning modality; however, it may also be done virtually when it is difficult to have in-person sessions, particularly when involving clustered schools. DO 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, suggests the following broad areas of discussion where specific topics may be deduced:

- a. Learner Diversity and Student Inclusion
- b. Content and Pedagogy of the K to 12 Basic Education Program
- c. Assessment and Reporting in the K to 12 Basic Education Program
- d. 21st Century Skills and ICT Integration in Instruction and Assessment
- e. Curriculum Contextualization, Localization, and Indigenization

General Assembly

42. Schools may opt to conduct in-person, online, or hybrid orientation at the beginning of the school year to orient stakeholders on the vision, mission, and core values of DepEd, as well as the curriculum, other ancillary services that support the learners' development, and added initiatives that may produce better learning among students. Public schools are required to conduct a year-end General Assembly at the start of the school year, midway through the year, and at the end of the school year to present the School Report Cards (SRC) and consult the assembly on how to better achieve the vision, goals, and objectives of all stakeholders. Private schools, on the other hand, are encouraged to do the same. The SRC provides stakeholders with a picture of the school's current condition and performance. It is used to advocate and communicate to stakeholders the school situation, context, and performance for better learning outcomes. Said general assemblies shall be done in a manner that would ensure the proper observance of basic health protocols.

Year-End Deliberation of Awards and Clearance

43. Deliberation of awards and recognition may be conducted two weeks before the graduation or moving-up ceremonies by the School Awards Committee for the following: (a) Learners who will receive recognition and awards; and (b) Learners who are candidates for graduation.

44. For public schools, the accomplishment of year-end financial clearance of learners is strictly prohibited in accordance with DepEd's No Collection Policy.

Christmas Break

45. The Christmas break shall begin on **December 19, 2022**, Monday. Classes shall resume on **January 4, 2023**, Wednesday.

Remedial Classes

46. The remedial classes for public schools shall start on **July 17, 2023**, Monday, and shall end on **August 26, 2023**, Saturday.

Enclosure No. 2

47. 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, Curricular and Co-curricular activities, homeschool collaboration-related activities ()
- c. Days for the Administration of Academic Quarter Examination (Δ)

VI. GUIDELINES ON THE PREVENTION OF COVID-19 AND OTHER INFECTIOUS DISEASES

48. Face masks shall be mandatory in the re-opening of classes. A face shield may be used in lieu of a face mask for activities requiring the entire face of an individual to be visible.

49. Physical distancing shall be observed whenever possible.

50. Classroom doors and windows shall be opened for ventilation.

51. Students, teaching, and non-teaching personnel are strictly prohibited from eating together while facing one another. If there is a lack of space in the classroom or school premises to allow distancing during meals, eating shall be done in a manner where all individuals face in one direction and do not talk while their masks are off.

52. Schools shall coordinate with the DOH for counselling on the benefits of COVID-19 vaccination of the family of an unvaccinated learner and implement mobile vaccinations for those who sign a written consent to be vaccinated.

53. Schools shall seek the support of and partner with mental health associations or psychiatry societies in their respective areas to assist in ensuring the mental

wellness of students, teachers, and non-teaching personnel during the transition period.

54. Learners who exhibit symptoms of COVID-19 shall be immediately excused from in-person classes and shall shift to distance learning. This shall only be required of those who feel well enough to answer modules or participate in online classes but are in the home or facility isolation. This provision excludes learners who are admitted to hospitals. To prevent learners with symptoms similar to COVID-19 from going to school, parents are highly encouraged to monitor and report the health status of their children to the school, through the class adviser, and appropriate authorities.

55. Schools shall have an infection control plan and containment strategy that is ready to be implemented in the event of the spread of COVID-19 or other infectious diseases within their premises.

56. Schools shall not be held liable should any learner or personnel turn COVID-19 positive. There is no need for parents or guardians to sign a waiver for this item. Likewise, no parent's or guardian's consent shall be required for a learner to resume 5 days in-person classes.

VII. MONITORING AND EVALUATION

57. The Bureau of Learning Delivery (BLD), the Curriculum Learning Management Division, the Curriculum Implementation Division, and the School Governance Operations Division, shall monitor the compliance of schools with the provisions of these guidelines. Likewise, SDOs shall submit reports on the compliance of this policy through ROs to the Bureau of Learning Delivery.

58. The Bureau of Learner Support Services (BLSS) and the Disaster Risk Reduction Management Services (DRRMS) shall monitor the compliance of schools with the mechanisms and standards, particularly on health and safety protocols during the 5 days in-person classes. The SDOs, through the ROs, shall ensure that these protocols are in place and shall submit their reports to the BLSS and DRRMS for progress monitoring and evaluation.

59. Queries on these guidelines shall be addressed to the Office of the Director IV, BLD, via email address bld.od@deped.gov.ph or at telephone numbers 8637-4346 and 8637-4347.

60. The SDOs shall monitor the compliance of schools with the provisions of these guidelines and the number of school days.

VIII. EFFECTIVITY

61. This DepEd Order shall take effect immediately upon issuance and publication on the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).

IX. REPEALING CLAUSE

62. All decrees, orders, instructions, rules, regulations, or parts thereof which are inconsistent with this Department Order are hereby deemed repealed or modified accordingly.

References

- D.O. No. 29, s. 2021, School Calendar and Activities for School Year 2021-2022.
- D.O. No. 30, s. 2020, Amendment to DepEd Order No. 7, s. 2020
- D.O. No. 7, s. 2020, School Calendar and Activities for School Year 2020-2021
- D.O. No. 13, s. 2018, Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program.
- D.O. No. 3, s. 2018, Basic Education Enrolment Policy
- D.O. No. 66, s. 2017, Implementing Guidelines on the Conduct of Off-Campus Activities
- DO No. 55, s. 2016, Policy Guidelines on the National Assessment of Student Learning for K to 12 Basic Education Program
- D.O. No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program
- D.O. No. 9, s. 2005, Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith
- DO No. 29, s. 2017, Policy Guidelines on System Assessment in the K to 12 Basic Education Program
- DepEd Order No. 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program
- DepEd Order No 01, s. 2022, Revised Policy Guidelines on Homeschooling Program



Monthly School Calendar of Activities For School Year 2022-2023

Month	Activity																																																		
July																																																			
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- X - Declared Holidays
- - School activities for teachers, personnel, and other stakeholders
- △ - Administration of Quarter Examination

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Activities and Celebrations

Month/Date	Activities and/or Observances	Legal Bases
August		
1-31	Buwan ng Wikang Pambansa	Proklamasyong Blg 1041, s. 1997
	ASEAN Month	PP No. 282, s. 2017
	National Adolescent Immunization Month	Health Calendar 2022 (DOH) https://doh.gov.ph/healthcalendar
	Breastfeeding Awareness Month	RA No. 10028
	National Lung Month	PP No. 1761, s. 1978
	Sight Saving Month	DOH Calendar 2022 https://doh.gov.ph/healthcalendar
	History Month	PP No. 339, s. 2012
1	White Cane Safety Day	RA No. 6759
1 st Week	Sight-Conservation Week	PP No. 40, s. 1954
9	National Indigenous Peoples Day	RA No. 10689
12	Philippine International Youth Day	PP No. 229, s. 2002
8-12	Linggo ng Kabataan	RA No. 10742
19	Commemoration of the Birth Anniversary of President Manuel L. Quezon	RA No 6741
	World Humanitarian Day	United Nations General Assembly as part of a Swedish-sponsored GA Resolution A/63/L.49
25	National Tech-Voc Day	RA No. 10970
September		
1-30	National Peace Consciousness Month	PP No. 675, s. 2004
	Maritime and Archipelagic Nation Awareness Month	PP No. 316, s. 2017
1 st Week	National Crime Prevention Week	PP No. 461, s. 1994
2-8	Literacy Week Celebration	PP No. 239, s. 1993
8	International Literacy Day	UNESCO in its 14 th Session in November, 1966
September 5 -October 5	National Teachers' Month	PP No. 242, s. 2011
21	International Day of Peace in the Philippines	PP No. 1881, s. 2009
10	World Suicide Prevention Day	Health Calendar 2022 (DOH) https://doh.gov.ph/healthcalendar
3 rd Saturday	International Coastal Clean-up Day	PP No 470, s. 2003
3 rd Week	Linggo ng Kasuotang Pilipino	PP No. 241, s. 1993
4 th Monday	"Salu-salo ng Pamilya Mahalaga" Day	PP No. 1895, s. 2009
Last Week	Family Week	PP No. 60, s. 1992
October		
1-31	Consumer Welfare Month	PP No. 1098, s. 1997
	National Indigenous Peoples Month	PP No. 1906, s. 2009
	National Scouting Month	PP No. 1326, s. 1974
1 st Week	Linggo ng Katandaang Filipino (Elderly Filipino Week)	PP No. 470, s. 1994
5	World Teacher's Day	UNESCO
	National Teachers' Day	RA No. 10743

Month/Date	Activities and/or Observances	Legal Bases
2 nd Week	National Mental Health Week	PP No. 452, s. 1994
13	International Day of Disaster Risk Reduction	Sendai Framework
18-24	United Nations Week	PP No. 483, s. 2003
4 th Week	Juvenile Justice and Welfare Consciousness Week	PP No. 489, s. 2012
November		
1-30	Filipino Values Month	PP No. 479, s. 1994
	Malaria Awareness Month	PP No. 1168, s. 2006
	National Children's Month	RA No. 10661
	Library and Information Services Month	PP No. 837, s. 1991
5	World Tsunami Awareness Day	2015 UN General Assembly
10-16	Deafness Awareness Week	PP No. 829, s. 1991
2 nd Week	Economic and Financial Literacy Week	RA No. 10922
17	National Students' Day	RA No. 11369
19-25	Global Warming and Climate Change Consciousness Week	PP No. 1667, s. 2008
3 rd Sunday	National Day of Remembrance for Road Crash Victims, Survivors and their Families	RA No. 11468
25	National Consciousness Day for the Elimination of Violence Against Women and Children (VAWC)	RA No. 10398
	National Day for Youth in Climate Action	PP No. 1160, s. 2015
25-Dec 12	18-day Campaign to End Violence Against Women (VAW)	PP No. 1172, s. 2006
27	Araw ng Pagbasa	RA No. 10556
4 th Week	National Week for the Gifted and Talented	PP No. 199, s. 1999
	National Science and Technology Week	PP No. 780, s. 2019
Last Week	National Music Week for Young Artists	PP No. 25, s. 1998
December		
1	World AIDS Day	United Nations/UNAIDS
3	International Day of Persons with Disabilities in the Philippines	PP No. 1157, s. 2006
1-31	Firecrackers Injury Prevention Month	Health Calendar 2022 (DOH) https://doh.gov.ph/healthcalendar
4-10	National Human Rights Consciousness Week	RA No. 9201
2 nd Sunday	National Children's Day of Broadcasting	RA No. 8296
2 nd Week	Education Week	PP No. 2399, s. 1985
January		
1-31	Food Conservation Month	PP No. 1398, s. 1975
	Zero Waste Month	PP No. 760, s. 2014
20-26	National Cancer Consciousness Week	PP No. 1348, s. 1974
3 rd Week	Autism Consciousness Week	PP No. 711, s. 1996
23	Commemoration of the First Philippine Republic Day	RA No. 11014
February		
1-28	National Arts Month	PP No. 683, s. 1991
	National Dental Health Month	PP No. 559, s. 2004
	Philippine Heart Month	PP No. 1096, s. 1973
1 st Saturday	Adoption Consciousness Day	PP No. 72, s. 1999

Month/Date	Activities and/or Observances	Legal Bases
11	International Day of Women and Girls in Science	UN Gen Assembly A/RES/70/212
2 nd Tuesday	Safer Internet Day for Children Philippines	PP No. 417, s. 2018
2 nd Week	National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation	PP No. 731, s. 1996
14-20	National Intellectual Disability Week	PP No. 1385, s. 1975
22-25	EDSA People Power Commemoration Week	PP No. 1224, s. 2007
Last Week	Leprosy Control Week	PP No. 467, s. 1965
March		
1-31	Fire Prevention Month	PP No. 115-A, s. 1966
	Women's Role in History Month	PP No. 227, s. 1998
1 st Week	Women's Week	PP No. 224, s. 1988
8	Women's Rights and International Day of Peace	PP No. 224, s. 1988
4 th Week	Protection and Gender Fair Treatment of the Girl Child Week	PP No. 759, s. 1996
April		
1-30	National Intellectual Property Month	PP No. 190, s. 2017
	Commemoration of the Birth Anniversary of Francisco 'Balagtas' Baltazar	PP No. 964, s. 1997
2		
9	Commemoration of the Araw ng Kagitingan	EO No. 203, s. 1987
21	Philippine Innovation Day	RA No. 11293
28	International Girls in ICT Day	UNESCO Project-ITU Member States in PLENIPOTENTIARY Resolution 70(Rev. Busan, 2014)
May		
7	Health Workers' Day	RA No. 10069
17	World Telecommunication and Information Society Day	International Telecommunication Union Plenipotentiary Conference in Antalya, Turkey, Nov. 2006
22	Commemoration of the Philippine-Australia Friendship Day	PP No. 1282, s. 2016
22	Philippines' Earth Day	PP No. 1481, s. 2008
May 28- June 12	Display of the National Flag	EO No. 179, s. 1994
28	Flag Day	PP No. 374, s. 1965
31	World No Tobacco Day	Res WHA 42.19, 1988
June		
1-30	National Dengue Awareness Month	PP No. 1204, s. 1998
	National Kidney Month	PP No. 184, s. 1993
	W.A.T.C.H. (We Advocate Time Consciousness and Honesty) Month	PP No. 1782, s. 2009
	Philippine Environment Month	PP No. 237, s. 1988

Month/Date	Activities and/or Observances	Legal Bases
	National Information and Communications Technology Month	PP No. 11521, s. 2008
5	World Environmental Day	PP No. 1149, s. 1973
3rd Week of June	National Safe Kids Week	PP No. 1307, s. 2007
23	Department of Education Founding Anniversary	Administrative Order (AO) No 322, s. 1997
26	International Day Against Drug Abuse and Illicit Trafficking	PP No. 264, s. 1988
30	Commemoration of the Historic Siege of Baler and Philippine-Spanish Friendship Day	RA No. 9187
July		
	National Disaster Resilience Month	E.O No. 29, s. 2017
1-31	Nutrition Month	PD No. 491, s. 1974
3 rd Week	National Disability Prevention and Rehabilitation Week	PP No. 361, s. 2000 PP No. 1870, s. 1979
23	Commemoration of Philippines-Japan Friendship Day	PP. No. 854, s. 2005
Last Week	Linggo ng Musikang Pilipino	PP No. 993, s. 2014

Note: Other observances may be included pursuant to prevailing and succeeding issuances.