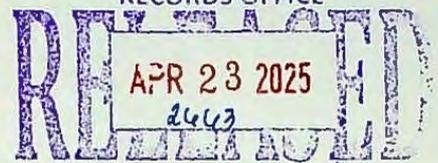




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

DepEd SDO Dagupan City
RECORDS OFFICE



Office of the Schools Division
Superintendent

April 11, 2025

DIVISION MEMORANDUM

No.: 178, s. 2025

DIVISION ORIENTATION ON DO No. 10, s. 2025 "2025 DepEd SUMMER PROGRAMS" AND DO No. 9, s.2025 "AMENDMENT TO DO No. 9, s. 2024"

To: Assistant Schools Division Superintendent
Chiefs of Functional Division- CID & SGOD
Education Program Supervisors
Public Schools District Supervisors
Public School Heads
All others concerned

1. Pursuant to DO No. 9, s.2025 and DO No. 10, s.2025, this Office announces the conduct of Division Orientation on DO No.9, s.2025 "Amendment to DO No.9, s.2024" and DO No. 10, s.2025 "2025 DepEd SUMMER PROGRAMS" on April 28, 2025, 8:00 am onwards at the Division Training Center, Schools Division Office, Dagupan City.
2. Participants to this activity are the 39 school heads and 10 Public Schools District Supervisors. They are requested to read in advance the enclosed copies of DO No. 9, s.2025 and DO No. 10, s.2025 for information and guidance.
3. Immediate and wide dissemination of this Memorandum is earnestly desired

ROWENA C. BANZON EdD, CESO V
Schools Division Superintendent



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Republic of the Philippines
Department of Education

DepEd ORDER
No. 009, s. 2025

APR 07 2025

AMENDMENT TO DEPED ORDER NO. 009, s. 2024
(Implementing Guidelines on the School Calendar and Activities
for the School Year 2024–2025)

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

1. The Department of Education (DepEd) issues the **Amendment to DepEd Order (DO) No. 009, s. 2024**, titled Implementing Guidelines on the School Calendar and Activities for the School Year 2024–2025.

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

K. 60-day Vacation for Teachers and Learners

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

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

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

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

a. Alternative Learning System (ALS) Teachers

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

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

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

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

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

b. School Heads

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

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

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

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

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

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

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

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

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

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

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

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

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

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




SONNY ANGARA
Secretary

References:

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

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

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

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



Republic of the Philippines
Department of Education

APR 07 2025

DepEd ORDER
No. 010, s. 2025

**GUIDELINES FOR THE IMPLEMENTATION OF THE 2025 DEPARTMENT OF
EDUCATION SUMMER PROGRAMS**

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

I. RATIONALE

1. The Department of Education (DepEd) remains committed to addressing learning loss and closing the learning gaps reflected in national and international large-scale assessments.
2. As part of this effort, DepEd will offer Summer Programs to prepare learners concerned for the school year 2025–2026. These programs go beyond mere remediation; they are intended to proactively prepare learners for success in the next school year. By offering a diverse range of interventions focused on foundational literacy and numeracy, and leveraging resources from the National Learning Camp, DepEd aims to ensure that all learners have the support they need to excel. These programs shall be thoughtfully designed to align with, complement, and seamlessly integrate into the Academic Recovery and Accessible Learning (ARAL) Program throughout the coming school year, as provided under Republic Act No. 12028.

II. POLICY STATEMENT

3. To address the alarming finding in the Comprehensive Rapid Literacy Assessment (CRLA) for End of School Year (EoS) 2024–2025, that more than 50% of Grades 1–3 learners are not reading at grade level, the DepEd is implementing targeted literacy programs this summer. These aim to strengthen learners' foundational reading skills and accelerate their progress towards grade-level proficiency.
4. Strategic interventions will be implemented to bridge the critical gap between learners' current performance and grade-level expectations. These interventions are predicated on the understanding that unmastered learning standards and competencies create significant barriers to future academic success.

SDO DAGUPAN CITY

5. Supporting learners in strengthening their foundational knowledge and skills is vital to their success as they move forward in their education journey. Through the following Summer Programs, DepEd aims to reinforce key concepts and skills and empower the learners to enter the next school year with confidence and readiness for new challenges:

- a. Summer Programs for Key Stage 1: (1) Bawat Bata Makababasa Program, and (2) Literacy Remediation Program;
- b. Summer Programs for Key Stages 2 to 4: (1) Summer Academic Remedial Program, and (2) Regional Remediation Program; and
- c. 2025 Learning Camp.

By helping learners stay on track, the long-term goal of achieving educational equity is also advanced.

6. Through a whole-of-community approach, these Summer Programs will cultivate collaborative partnerships with parents, encourage teachers to work together, and engage community partners. Parents will be provided with strategies and resources to reinforce home learning, teachers will collaboratively plan, deliver, and monitor the sessions, and community partners will be enjoined to offer additional support, all working together to accelerate learners' progress toward grade-level proficiency and promote a sustainable culture of literacy.

III. FRAMEWORK FOR THE SUMMER PROGRAMS FOR 2025

7. The Summer Programs, implemented through a whole-of-community approach, will address both foundational skills and grade-level competencies of learners concerned. These programs aim to provide support to learners in terms of mastering basic foundations and catching up with grade-level expectations.

8. The interventions will emphasize phonics, fluency, vocabulary, and comprehension in reading; and number sense, basic operations, and problem-solving in mathematics to support learners in achieving mastery of basic foundations. Engaging, interactive, and differentiated instruction will be utilized in the summer learning sessions to address gaps in learners' fundamental knowledge and abilities that may be hindering academic success.

9. The interventions for helping learners catch up with grade-level expectations will focus on specific learning standards and competencies they have not been able to fully master during the school year. This will be achieved through a review and reinforcement of key concepts, targeted practice of grade-level skills, and application of lessons in meaningful contexts, all informed by assessment data, such as the CRLA, to identify and address specific areas needing additional support.

10. Mandatory attendance is required of learners who are identified as needing targeted support through specific Summer Programs. Based on available data, these learners are not performing according to grade-level expectations, thus, necessitating appropriate interventions. Mandatory attendance will help them achieve grade-level competencies through structured and focused instruction and resources that can strengthen their foundational reading and numeracy skills. This policy is founded on the principle that timely and targeted interventions are crucial to preventing further learning loss, fostering academic success, and advancing the long-term goal of educational equity. Consistent participation of learners in these

programs will allow them to benefit fully from the summer learning experience and facilitate monitoring of their progress.

11. The results of the Summer Programs will be systematically integrated as key inputs in the ARAL Program to facilitate continuous and data-driven improvements in learning outcomes. This will contribute to a comprehensive understanding of student progress as well as the identification of persistent learning gaps that can inform adjustments in ARAL strategies and interventions. By leveraging data from the Summer Programs, the ARAL initiative can better provide personalized support to learners, address deficits in their foundational skills, and ultimately enhance academic recovery for all learners.

a. Summer Programs for Key Stage 1

i. The Bawat Bata Makababasa Program

In line with the DepEd's commitment to providing quality education to all Filipinos, DepEd launches the **Bawat Bata Makababasa Program**. In addressing the reading crisis, this comprehensive initiative also gives attention to nutrition and vision screening in addition to facilitating an environment that supports the development of learners' reading skills.

The **Bawat Bata Makababasa Program** aims to improve the reading levels of struggling readers through a 20-day tutorial program. In the long term, the program seeks to ensure that all learners achieve the expected grade-level reading proficiency. This goal involves strengthening teacher effectiveness in research-based instruction methods and differentiated strategies for developing learners' reading skills, improving assessment strategies, and facilitating learners' access to print or digital reading materials.

For the pilot phase, learners in Grades 1 to 3 this school year (Grades 2 to 4 in SY 2025–2026) in Region 9 and selected divisions of Regions 6 and 7 (those affected by the eruption of Mt. Kanlaon) shall be targeted.

ii. Literacy Remediation Program

In line with the Bawat Bata Makababasa Program, the **Literacy Remediation Program** shall target Grade 3 learners this school year (Grade 4 in SY 2025–2026) identified as Low Emerging in the CRLA EoS_Y 2024–2025 results.

This program is designed to address critical reading deficiencies and provide targeted support to struggling readers in preparation for Grade 4, where English becomes the primary medium of instruction across multiple subjects, necessitating advanced reading comprehension skills. By strengthening foundational reading skills, the program aims to equip learners for the increased academic demands of the succeeding grade level. The intervention shall focus on enhancing English literacy proficiency, particularly in letter-sound recognition, decoding and blending, and word recognition and comprehension.

The **Literacy Remediation Program** shall be implemented in all regions, except Region 9, the selected divisions in Regions 6 and 7 affected by the eruption of Mt. Kanlaon, and the 10 schools participating in the 2025 Learning Camp.

b. Summer Programs for Key Stages 2 to 4

i. Summer Academic Remedial Program

Through the implementation of the K to 12 Curriculum, DepEd ensures that every learner completes basic education equipped with the necessary competencies and skills to move to the next grade level and ultimately be ready for higher education or employment. Thus, as stipulated in DepEd Order (DO) 8, s. 2015, the Summer Academic Remedial Program is being offered to Grades 4 to 12 learners (Key Stages 2 to 4) in public and private elementary and secondary schools who failed one or two subjects. This does not include the select schools implementing the 2025 Learning Camp and the Regional Remediation Program.

Grades 1 to 3 learners who failed one or two subjects will be directed by the school to complete either the Bawat Bata Makababasa Program or the Literacy Remediation Program, whichever is available in the division. **This will serve as the Summer Academic Remedial Program for the learner.**

ii. Regional Remediation Program

The **Regional Remediation Program** encompasses existing remedial programs implemented by the regions to provide targeted support to learners in Key Stages 2 to 4 (Grades 4-12). These programs are designed to strengthen learners' skills and competencies, focusing on reading and mathematics, to better support their learning and ensure their successful advancement to the next grade level.

c. 2025 Learning Camp

The **2025 Learning Camp**, a four-week learning recovery initiative, will be implemented in 10 select schools for Grades 1-10 learners. This program will focus on improving student learning and enhancing teacher capacity, building upon the National Learning Camp. The implementation of the initiative in 10 select schools will enable closer monitoring of the program to address challenges encountered in the previous years.

The 10 select schools for the 2025 Learning Camp will come from the MATATAG Pilot Regions: Regions I, II, VII, XII, National Capital Region, Cordillera Administrative Region, and CARAGA.

IV. GUIDELINES

12. To ensure contextualized and effective implementation of all the Summer Programs, guidelines pertaining to the selection and responsibilities of remediation teachers, the establishment of program timelines, and monitoring and evaluation shall be governed by directives to be issued by the Central Office and the Regional Offices.

13. The Regional Offices are responsible for ensuring that all guidelines are consistent with the DepEd's overall objectives and contribute to the attainment of desired learning outcomes.

V. SECRETARIAT

14. A Summer Program Secretariat is established to manage logistical support, coordinate program activities, handle communication, and ensure the smooth implementation of all aspects of the Summer Programs.

15. The Secretariat shall be headed by the Office of the Secretary who shall be assisted by the following teams:

- a. Bawat Bata Makababasa Secretariat for the Summer Programs for Key Stage 1;
- b. Office of the Undersecretary for Operations for the Summer Programs for Key Stages 2 to 4; and
- c. Office of the Undersecretary for Curriculum and Teaching for the 2025 Learning Camp.

VI. INCENTIVES FOR TEACHERS/TUTORS/VOLUNTEERS

16. Participation of teachers in the Summer Programs is **voluntary**.

17. The school head shall be responsible for identifying prospective teachers who shall handle specific learning areas in the respective Summer Programs. They shall be selected based on suitability to effectively handle the requirements of the Summer Programs.

18. Preference shall be given to teachers who are willing, committed, and highly proficient in their respective learning areas.

19. Since the Summer Programs entail the services of teachers beyond regular school days, they shall be provided with the following incentives, subject to government rules and regulations:

- a. Vacation Service credits;
- b. A Certificate of Appreciation for Teachers/Volunteers, as applicable; and
- c. Other incentives, subject to availability of funds and applicable guidelines.

20. All public school teachers attending training in relation to the Summer Programs, providing tutoring or teaching services for an accumulated six hours of actual service rendered will accrue one day of vacation service credit.

21. The authorized grant of one-day vacation service credit is exclusive of the 30 days maximum service credits which are allowed every year under DepEd Order (DO) No. 013, s. 2024 (Revised Guidelines on the Grant of Vacation Service Credits for Teachers). New hires with late appointments for the current year shall be entitled to not more than 45 days of Vacation Service Credits for one calendar year. Late appointments are appointments issued four months after the first day of classes. For succeeding years, Section V.A Item 2.a of DO 013, s. 2024 shall apply.

VII. FUNDING

22. The implementation of the Summer Programs shall be charged against the Fiscal Year 2024 and 2025 Funds for National Learning Camp from Basic Education Curriculum released to Regional Offices.

The Regional Offices may further sub-allot funds to schools division offices and implementing schools when deemed necessary.

23. The budget for the Summer Programs shall cover costs including, but not limited to, those for implementing targeted interventions, providing comprehensive teacher training, developing and utilizing effective assessment tools, and distributing appropriate materials for teachers or tutors and learners. The specific fund allocation will be outlined in the Summer Programs Fund Utilization Guidelines to be issued, which is indicative. Therefore, implementing units are granted flexibility in the actual use of funds. This flexibility is subject to the approval of the concerned Regional Director and requires a report on any changes to be submitted to the Office of the Secretary and the Office of the Undersecretary for Finance.

24. Under no circumstance shall a learner or teacher be required to shoulder the undue financial burden or be compelled to pay for teaching-learning materials or any activity in place of a performance task or project in any learning area.

25. The Central Office retains the authority to reallocate available funds from other Regional Offices in cases where a Regional Office's allocation is deemed insufficient, subject to budgeting rules and regulations.

The Regional Offices may further sub-allot funds to schools division offices and implementing schools when deemed necessary.

26. Should funds provided for the Summer Programs be insufficient, the Regional Offices may request additional funds from the Central Office, provided there are no funds that may be used within the Regional Offices, and subject to the availability of funds.

27. Use of funds shall be in accordance with the existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.

VIII. AMENDATORY CLAUSE

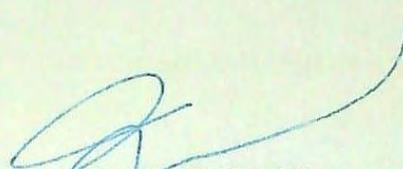
28. All department orders, issuances, rules and regulations or parts thereof, including DO 014, s. 2023, otherwise known as Policy Guidelines on the Implementation of the National Learning Camp, and DO 013, s. 2018, otherwise known as the Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program, as amended by DO 025, s. 2022, which are contrary to or inconsistent with this DO are repealed, amended, or modified accordingly.

IX. EFFECTIVITY

29. This Order shall take effect immediately and apply solely to the implementation of the 2025 Summer Programs. 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.

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




SONNY ANGARA
Secretary

References:

DepEd Order (No. 013, s. 2024; 014, 2023; and 013, s. 2018)

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

CLASSES
CURRICULUM
LEARNERS
POLICY
SCHOOLS
TEACHERS

JDMC MPC, DO DepEd Summer Programs
0096 – April 4, 2025