



Republic of the Philippines  
Department of Education  
REGION III  
SCHOOLS DIVISION OF BULACAN

June 19, 2024

**DIVISION MEMORANDUM**

No. 280, s. 2024

**CALL FOR IMPLEMENTATION OF SPECIAL PROGRAM IN SPORTS (SPS) AND  
SPECIAL PROGRAM IN THE ARTS (SPA) IN SECONDARY SCHOOLS  
IN SDO BULACAN**

To: Assistant Schools Superintendents  
CID/SGOD Chiefs  
Public School District Supervisors/Education Program Supervisors  
Public Secondary School Heads  
All Others Concerned

1. In accordance with DepEd Memorandum No. 135, s. 2021, and DepEd Order No. 25, s. 2015, this Division Memorandum encourages all secondary schools within the division to consider implementing the Special Program in Sports (SPS) and the Special Program in the Arts (SPA). These programs aim to provide students with opportunities to develop their talents, skills, and interests in sports and the arts, thereby enhancing the K to 12 Basic Education Curriculum.
2. The implementing guidelines for both the Special Program in Sports (SPS) and the Special Program in the Arts (SPA) are clearly detailed in the aforementioned DepEd Orders. These guidelines provide comprehensive instructions and criteria for the successful implementation and management of these programs within secondary schools.
3. Schools are advised to carefully review these guidelines to ensure they meet all requirements and standards set forth by the Department of Education, thereby maximizing the benefits for students participating in these specialized programs.
4. Immediate and wide dissemination of this Memorandum is desired.

  
**NORMA F. ESTEBAN, EdD, CESO V**  
School Division Superintendent



Republic of the Philippines  
**Department of Education**

23 JUN 2015

DepEd ORDER  
No. **25**, s. 2015

**IMPLEMENTING GUIDELINES ON THE SPECIAL PROGRAM IN SPORTS (SPS)**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Regional Directors  
Schools Division Superintendents  
Heads, Public and Private Secondary Schools

1. To address the needs of talented students in the different sports disciplines, the Department of Education (DepEd) shall implement the Special Program in Sports (SPS) in regular high schools, which have the capacity to implement and sustain the program in terms of trained teachers, facilities and equipment.
2. In view of this, the DepEd issues the enclosed **Implementing Guidelines on the Special Program in Sports (SPS)** for the information and guidance of secondary school heads who wish to offer the SPS.
3. All other provisions of DECS Memorandum No. 242, s. 2000 entitled *Implementing Guidelines for the Pilot Testing of the Special Sports Program at the Secondary Level* and DepEd Order No. 46, s. 2012 entitled *Policy Guidelines on the Implementation of the Special Curricular Programs at the Secondary Level*, Item No. 3, which are inconsistent with these guidelines, are hereby rescinded.
4. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.:

As stated

References:

DECS Memorandum: (No. 242, s. 2000)

DepEd Order: Nos. 54, s. 2010; 28 and (46, s. 2012)

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

FUNDS

POLICY

PROGRAMS

RULES AND REGULATIONS

SCHOOLS

SPECIAL EDUCATION

SPORTS

Madel: SPS

0367-June 16, 2015

Department of Education  
Bureau of Secondary Education

**IMPLEMENTING GUIDELINES  
ON THE SPECIAL PROGRAM IN SPORTS (SPS)**

1. **Program Description**

The Special Program in Sports (SPS) was originally conceived to address the needs of talented students in different sports disciplines and to identify and create a pool of athletes who will be trained to compete in national and international sports competitions.

However, in the course of program implementation, there was a paradigm shift that elevated SPS to a higher degree of social relevance. The program is now envisioned to equip SPS graduates for employment or higher learning in the field of sports and related areas.

2. **Subject Nomenclature**

The specialization subject shall be written in the report card as "Special Program in Sports: (Specialization)."

3. **Program Objectives**

- 3.1 To enhance athletic potential;
- 3.2 To prepare learners for work or higher learning; and
- 3.3 To achieve school-sport balance;

4. **Curriculum Design**

- 4.1 The school shall offer a four-year curriculum based on the K to 12 Basic Education Program with specialization in sports.
- 4.2 In addition to athletics and/or swimming, which are the basic sports requirements, the school shall offer any DepEd-approved sports or any of the following sports (a minimum of five individual/dual sports and three team sports):

***Individual/Dual Sports***

Archery, Arnis, Badminton, Chess,  
Gymnastics, Table Tennis,  
Taekwondo, Tennis

***Team Sports***

Baseball, Basketball, Football,  
Sepak Takraw, Softball,  
Volleyball

4.3 The Independent Cooperative Learning (ICL) sessions must be devoted to provide support to the student-athletes' academic subjects.

**5. Time Allotment**

The sports specialization shall be offered for 240 minutes per week. Training on the sports specialization may be done outside of class hours.

**6. Admission to the Program**

6.1 The SPS shall be open to high school-aged students enrolled in Philippine schools.

6.2 The students of the SPS must:

6.2.1 have the potential/skills in more than one of the school sports offered;

6.2.2 have participated in sports competitions, as attested by the elementary school principal;

6.2.3 pass the Physical Fitness test; and

6.2.4 submit the following documents upon enrolment:

6.2.4.1 Form 138 (with an Approaching Proficiency level in P.E. and Developing level in any subject);

6.2.4.2 Medical certificate administered by a government physician;

6.2.4.3 Parental consent stating that the student may undergo rigid training in specialized sports; and

6.2.4.4 Certificate of good moral character certified by the elementary school principal.

6.3 A Committee on Admission of students shall be organized at the school level to conduct the screening of student-athletes.

6.4 The students admitted to the Special Program in Sports shall form a separate section/class.

**7. Transfer to the SPS**

7.1 Students who wish to transfer to the SPS shall be admitted provided that they:

7.1.1 come from any of the schools implementing the SPS; and

7.1.2 submit the documents required for admission in the program as mentioned in 6.2.4.

7.2 Students who wish to transfer out of the program shall be accepted in the regular program without any deficiency.

## 8. Retention to the Program

8.1 To be retained in the program, a student shall:

8.1.1 maintain a Proficient (85%-89%) level of assessment in the specialized subject and an Approaching Proficiency (80%-84%) level in all other subjects. In cases where the above requirement is not met, a student should be accepted in the regular program, provided, he/she is not at the Beginning level in any learning area;

8.1.2 must not incur absences of more than 20% of the total number of school days;

8.1.3 be physically and mentally fit as evidenced by a medical certificate; and

8.1.4 exhibit good behavior at all times.

## 9. Student Support

To ensure school-sport balance among student-athletes, support will be extended through:

- a. remedial/mentoring on life skills and academic subjects;
- b. regular parent-teacher conference to discuss school performance;
- c. flexible learning delivery in case of training and competition; and
- d. provision of uniforms, meal and transportation allowances, and safety during competition.

## 10. Evaluation of Student Performance

10.1 The SPS shall adopt the new assessment and rating system as provided in DepEd Order No. 8, s. 2015.

10.2 There shall be a pre- and post-performance profile of every student-athlete per sports discipline every school year.

### 10.3 Recognition

To qualify for honors, candidates should be able to meet the criteria prescribed by DepEd in conformity with the latest policies and guidelines pertaining to honor students.

**11. Number of Classes/Size**

The class size shall be a maximum of 45 students. There shall be at least two classes per year level for the SPS.

**12. Teaching Load**

The teaching load shall be determined by the Principal and in accordance with RA 4670 (The Magna Carta for Teachers).

**13. Requirements/Qualifications to Offer SPS**

13.1 The school must be a regular high school that has the capacity to implement and sustain the program in terms of trained teachers, facilities and equipment.

13.2 The school must have:

13.2.1 a track record of winning in sports competitions at the division and regional levels for the past three years;

13.2.2 the standard equipment and facilities of the selected sports being offered by the school or must have access to equipment and facilities available within the community, specifically those contained in the Physical Facilities manual and International Specification, namely:

- 13.2.2.1 track and field oval
- 13.2.2.2 gymnasium/covered court
- 13.2.2.3 basketball court
- 13.2.2.4 volleyball court
- 13.2.2.5 swimming pool
- 13.2.2.6 football/softball/baseball field
- 13.2.2.7 spacious playing area
- 13.2.2.8 sports equipment

13.2.3 the following maximum number of students per sports event:

13.2.3.1	Archery	-	8
13.2.3.2	Amis	-	10
13.2.3.3	Athletics	-	30
13.2.3.4	Chess	-	4
13.2.3.5	Gymnastics	-	11 (5 boys & 6 girls)
13.2.3.6	Racket Games	-	8
13.2.3.7	Sepak Takraw	-	12
13.2.3.8	Swimming	-	20
13.2.3.9	Taekwondo	-	36
13.2.3.10	Team Sports	-	30

13.3 For its manpower resources, the school shall have:

13.3.1 a school head who is a sports enthusiast who shall have the following functions and duties:

13.3.1.1 ensure the effective/efficient implementation of the policies and guidelines regarding the program;

13.3.1.2 organize the faculty and personnel of the sports program;

13.3.1.3 recommend policies/guidelines and budgetary allocations for the improvement of the sports program;

13.3.1.4 supervise the faculty and other personnel concerned in the implementation of the program;

13.3.1.5 link with Non-Government Organizations (NGO), Government Organizations (GO) and other business/private entities to sustain the implementation of the program and obtain fund sources that will augment the DepEd budget for the program; and

13.3.1.6 perform other functions that may be assigned by the Division, Region, and Central Offices related to the sports program.

13.3.2 qualified teachers/trainers/coaches in sports who must possess the following qualifications:

13.3.2.1 Bachelor's Degree holder, major in PE/sports;

13.3.2.2 Satisfactory track record of athletic/sports participation (training, coaching, actual playing);

13.3.2.3 Must have a very satisfactory performance rating (for at least two school years);

13.3.2.4 Preferably a winning coach for a year at least in the division level; and

13.3.2.5 Must possess good moral character, unquestionable integrity and commitment.

13.3.3 a department head/sports coordinator who is knowledgeable in sports and shall have the following functions and duties:

13.3.3.1 recommends experts to the school principal to handle specific sports events in the absence of a teacher-trainer/coach for valid reasons;

13.3.3.2 assists/helps the principal in the implementation, organization, and supervision of the program; and

- 13.3.3.3 performs other functions as may be assigned by the school principal.

**14. Child Protection**

The Child Protection policy of the DepEd ensures that all schools are conducive to the education of children, taking into consideration the best interest of the learners in all its decisions and actions. The SPS implementing schools with its administrators and teachers are empowered to exercise parental authority and responsibility over its students involved in authorized SPS trainings/activities outside the school.

However, coaches/trainers must secure parental consent for trainings/activities of students outside of school hours and must seek the support and approval of the school principal. Participation in competitions, whether local or international, shall be approved by proper authorities.

**15. Procedure for Adoption of the Program**

**15.1 The school shall:**

- 15.1.1 prepare the facilities and equipment and identify competent teachers needed to implement the SPS; and
- 15.1.2 file an application to implement the program along with all required supporting documents, to the Schools Division Office (SDO).

**15.2 The Schools Division Office (SDO) shall:**

- 15.2.1 assess the school relative to its capabilities to adopt the SPS in accordance with these guidelines;
- 15.2.2 endorse the application of the school to the RO for approval; and
- 15.2.3 assist in sourcing funds for the program.

**15.3 The Regional Office (RO) shall:**

- 15.3.1 act on the application of a school to adopt the SPS upon the recommendation of the DO; and
- 15.3.2 submit to the CO the list of schools approved to offer the SPS.



15.4 The Central Office (CO) shall:

15.4.1 acknowledge the recognition of the school as an SPS implementer as approved by the RO; and

15.4.2 provide policies and standards for program adoption/implementation of the SPS.

**16. Program Support Fund**

16.1 To improve the quality of teaching and performance of talented secondary school students under the SPS, a developmental fund shall be integrated in the Maintenance and Other Operating Expenses (MOOE) of the schools implementing the SPS.

16.2 The fund shall be used for the following objects of expenditure that are classified as part of MOOE and as reflected in the School/Annual Improvement Plan:

16.2.1 Student development activities such as training, workshop and participation in DepEd-approved festivals, competitions

16.2.2 Procurement of sports supplies, uniform and instructional materials in the different sports areas;

16.2.3 Training of teachers and administrators on relevant topics in sports; and

16.2.4 Participation of teachers in DepEd-sponsored scholarship programs and professional upgrading of teachers, including enrolment in a master's degree program in sports.

16.3 The following items are non-eligible expenditures and shall NOT be allowed under the support fund:

16.3.1 Operational expenses such as utilities (water, electricity, janitorial and security services), which are funded from regular MOOE;

16.3.2 Capital outlay items such as computers; and

16.3.3 Major repairs of equipment and laboratories.

16.4 The school shall liquidate the program development fund at the end of each calendar year.

16.5 After being a recipient of the program support fund for three consecutive years, the school shall subsequently become a lead school in the region and as such,

shall provide assistance to other schools within the division to ensure effective and efficient implementation of the program.

**17. Program Monitoring and Evaluation**

17.1 The Division Office shall undertake progress monitoring twice every SY relative to program implementation;

17.2 The Regional Office shall undertake results monitoring and evaluation relative to program implementation; and

17.3 The Central Office shall supervise the implementation of the program.

**18. Effectivity**

These guidelines shall take effect immediately upon approval by the Secretary of the Department of Education or his official representative.

Department of Education  
Bureau of Secondary Education  
SPECIAL PROGRAM IN THE ARTS

### IMPLEMENTING GUIDELINES FOR SPA NODE SCHOOLS

To ensure the smooth implementation of the program, the following guidelines are set.

#### I. Vision:

SPA envisions an excellent young artist with aesthetic potential and renewed spirituality committed to the preservation of Filipino culture and heritage.

#### II. Objectives:

The Special Program in the Arts aims to develop students with special inclination to music, visual arts, theater arts, creative writing, media arts and dance to:

- ❖ express their ideas and feelings through their chosen art forms;
- ❖ manifest a sense of nationalism through deepened appreciation of Filipino culture and arts;
- ❖ demonstrate aesthetic awareness and perception;
- ❖ understand and appreciate other nations culture; and

- ❖ be equipped with the general skills and attitudes, the habits of heart and mind needed in preparation for life and work in a postmodern society regardless of their chosen career.

#### Scope/Coverage

The Special Program in the Arts (SPA) is a program for students with potentials or talents in the Arts, namely, Music, Visual Arts, Theater Arts, Media Arts, Creative Writing and Dance.

The Program offers a comprehensive secondary education centered in the arts, covering a range of art forms and disciplines. To be considered a school with SPA, a minimum offering of five art areas is required. However, a school may start to offer less than five areas while preparing to become one. Arts education is an integral component of a balanced educational program and also provides the background for post-secondary level work.

#### III. Criteria for the Selection of Schools Implementing the Program

- A regular high school that has the capacity to implement and sustain the program
- Is strategically located and surrounded by resources such as libraries, museums, instructional materials as well as local artists and musicians
- Has a track record of active participation or winnings in cultural activities/competitions for the past three years and duly endorsed



and carefully assessed by the Division/  
Regional offices

Phase I (HSOII) - 20%

Only Grade VI or Grade VII pupils with an average of 82% shall qualify to take the HSOII is an inventory of what interests students may have about tasks and occupation, and their feelings about them.

Basic computer literacy for Media Arts entrants is a requirement and optional to other specializations

Phase II: (Arts Test/Artistic Encounter/Performance Test, Portfolio) — 60%

Phase III - Interview - 20%

- Presence of
- An administrator who is supportive, and interested in the arts
- A department head/ designated SPA school coordinator knowledgeable in the arts
- Teacher specialist in the arts
- Teachers with strong interest in the arts and are willing to be trained
- Has additional classroom to serve as dance studio, drama room, music room, practice rooms, art room with sinks and storage space and computer rooms.

**2. Retention**

To be retained in the Program, a student shall maintain a quarterly grade of not lower than 85% in the Specialization subject, and a final grade of at least 82% in each of the other subjects. In cases where the above requirement is not met, a student should be accepted in the regular program with no deficiencies in the number of units earned provided the student has no failing grade.

**IV. Student Selection/ Retention/ Transfer**

**1. Student Selection**

**1.1 Organization of the Selection Committee:**

- Chairperson: Principal:
- Co-chairs: SPA School Coordinator:
- Members: SPA Teachers:
- Guidance Counselor

**3. Transfer**

3.1 Students from any of the schools implementing the Special Program in the Arts, or from the Philippine High School for the Arts shall be allowed to transfer.

**1.2 Selection Procedure**

There shall be three phases in the conduct of the selection of students.

3.2 An incoming second year student from other programs can be admitted in the SPA provided



that his academic performance and skills quality as stated in the qualification for entrants in the program.

3.3 Transfer to another specialization shall be allowed once and up to Second year.

#### V. Program Management

##### 1. Number of Classes/Size

The class size shall be a maximum of 50 students. The number of classes shall depend on the total number of qualifiers in the program and the available facilities and teachers.

For specialization classes, a minimum of seven students is required. In cases where the number of students decreased in the following years, a multi-year system may be adapted

##### 2. Schedule of Classes

The schedule will be designed to provide large time blocks for the study of the arts. The school may fuse two year levels (first and second year, third and fourth year) in the specialization classes. This shall depend on the number of teachers, facilities and availability of rooms.

##### 4. Teachers Load

The teachers in the SPA will have a maximum load equivalent to six (6) hours per day.

This load will include the subjects being taught and special assignments handled. The number of

loads assigned to the teachers shall be for SPA's basic and specialization subjects only. The number of loads assigned to the teachers will be on a case to case basis depending on their availability.

#### VI. Curricular Offerings:

The curriculum of the SPA is the general high school curriculum. The general education subjects will be an integral part and will broaden understanding of the arts.

The program offers six areas: music, visual arts, theater arts, creative writing, media arts and dance. Two periods daily will be allotted for applied arts, whichever area a student will choose. The ten hours per week for applied arts will be divided into:

- 4 hours for major course work (e.g. Music — Instrumental or Voice, Visual Arts - Painting)
- 4 hours for cognate/supplementary/minor course (History, Literature, Research and Creative work)
- 2 hours Interdisciplinary Studies (Collaborative Studies and Techniques)

Research shall be integrated in all the Specialization subjects in the Third and Fourth Year. The school may offer a foreign language but shall depend on the availability of a qualified teacher.

#### A. Specialization

##### 1. Music

The music program is designed for music students with interest in vocal or instrumental



music. The regional high schools may differ in their course offerings depending on their geographical location. A region in Mindanao may offer Kulintang music, NCR may offer piano. The language of instruction will be English.

## **2. Visual Arts**

The visual arts program will help students discover what they can produce through their creativity with local arts such as painting, print making creative crafts and designing, sculpture etc. The Ilocos region may offer pottery; another region may offer mat making or woodcarving. The language of instruction will be English.

## **3. Theater Arts**

There is a great deal of emphasis on group work skills and live performance on spoken text in a number of styles and genres in the theater arts program. Contemporary and classical acting techniques will be introduced. Regions may also use their own theater art forms as materials. The language of instruction will be bilingual.

## **4. Creative Writing**

Students will be trained to explore and write their own ideas and experiences. They will study and work on all genres like poetry, fiction, nonfiction, etc. The study and use of local materials like their own folklore will be encouraged. The language of instruction will be bilingual.

## **5. Media Arts**

The media arts program teaches students to use elements and tools of current and emerging technologies to create works and express feelings and ideas. Students will be trained to critique and create work through photography, video, audio, interactive media, etc. The language of instruction will be English.

## **6. Dance**

Students will develop techniques, movement, vocabulary, and a deeper understanding of dance as a form of communication and expression. Dance offerings may include folk, ballet and jazz. Emphasis should be given on the native dances of the region. The language of instruction will be English.



## VII. Qualification of Implementers

### 1. Qualifications of the Administrator

The Administrator of this program must possess the following:

- Excellent administrative skills,
- Supportive and interested in the arts, and
- Good rapport with the teachers, community and the local government.

### 2. Qualifications of Teachers

SPA Teachers must be:

- A BSE or BS graduate (plus 18 units of education) with major in the subject to be handled.
- A LET passer or PBET, Teacher Examination eligible,
- Trained in Theater Arts or Literary Arts (for English and Filipino),
- A holder of Bachelor of Music degree or its equivalent or has undergone special training in Music (for Music),
- A practicing artist or art educator (for Visual Arts),
- A PE teacher major in Dance (for Dance),
- Computer literate, with knowledge in photography, video and film (for Media Arts),
- Strongly interested in the arts,
- Willing to be trained, and
- Committed to implement the program.

## VIII. Administration and Supervision

1. The Special Program in the Arts shall be under the direct supervision of the Secretary of the DepEd through the BSE.

2. An Adhoc group composed of the Chief of SED, Regional and Division SPA Coordinators headed by the ARD and ASDS shall supervise the program at the local level.

3. The school principal with the help of the SPA school coordinator shall closely supervise the implementation of the program at the school level.

## IX. Evaluation and Assessment

### 1. Evaluation

- The national and regional committee composed of the regional coordinators and specialists from the national office shall convene to formulate the evaluation instrument for the program.
- The evaluation shall be conducted at the end of the S/Y by the regional, division and school coordinator.
- The regional committee shall have semestral consultations with the school head and teachers regarding instructional and administrative concerns.
- The regional committee shall provide feedbacks to the national committee on issues/concerns regarding the



Implementation of the program by semester or as the need arises.

**2. Grading System**

The general education subjects shall follow the BEC rating system. The ratings for specialization shall be based on the written tests and the portfolio assessment which record progress of the individual (based on work outputs) towards a marked competency level/standard and given a weight of 50%. The performance assessment of the individual for every grading period is also given a weight of 50%.

A. Performance -----	50%
Class Participation	20
Practical Test	30
B. Written Tests -----	25%
Quizzes	10
Periodical Test	15
C. Portfolio -----	25%
	100%

**Projects/Outputs**

*A culminating activity in the form of exhibits/rectals shall be conducted before the end of the school year to display evidences of their artwork and/or perform their special talents.*

**3. Recognition**

- > A gold medal will be awarded to the most outstanding student per specialization at the end of the school year.
- > A separate set of honor students shall be declared for the program (D.O# 8, s. 2015).

**X. Mechanisms for Adoption**

1. The school shall:
  - a. prepare the facilities, equipment and other resources needed to implement the SPA;
  - b. file an application to the Division Office (DO) for approval of program implementation and submit all required documents needed; and
  - c. ensure the provision and maintenance of all resources needed for smooth program implementation.
2. The Division Office (DO) shall:
  - a. assess the school relative to its capabilities to adopt the SPA in accordance to the guidelines;
  - b. endorse the application of the school to the Regional Office (RO) for approval;
  - c. assist in sourcing funds for the program; and
  - d. undertake progress monitoring relative to program implementation.



3. The Regional Office (RO) shall:

- a. act on the application of a school to adopt the SPA upon recommendation of the of the DO;
- b. endorse to the Central Office (CO) the list of schools approved to implement the SPA; and
- c. undertake results monitoring and evaluation relative to program implementation.

4. The CO shall provide policies and standards for program adoption/implementation of the SPA.

**5. Effectivity**

These policies and guidelines shall take effect immediately upon its approval by the Secretary of the DepEd or his official representative.