



Republic of the Philippines  
Department of Education  
Region III  
**SCHOOLS DIVISION OF BULACAN**

January 9, 2026

**DIVISION MEMORANDUM**

No. 25, s. 2026

**REITERATION ON PARTICIPATION OF LEARNERS IN THE CO-CURRICULAR,  
AND EXTRACURRICULAR ACTIVITIES AND PROGRAMS**

To: Assistant Schools Division Superintendents  
Division Chiefs  
Division Education Program Supervisors  
Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
Heads and Administrators of Private Elementary and Secondary Schools  
All Others Concerned

1. In line with the Department of Education's continuing commitment to safeguarding learners' welfare and rights while promoting holistic development in all facets of academic undertakings, the Schools Division Office of Bulacan hereby issues this Memorandum to reiterate the participation of learners in the Co-Curricular and Extra-Curricular Programs and Activities and other DepEd-accredited competitions and contests. This issuance draws its legal basis from DepEd Region III Regional Order No. 2, s. 2007 concerning campus press conferences, and Regional Memorandum No. 13, s. 2000 on the evaluation of student-athletes, Article XIV, Section 19 of the 1987 Philippine Constitution, the Education Act of 1982 under Rule II/III, Section 3(e), DECS Order No. 94, s. 1992, and other applicable constitutional and statutory provisions elaborated in the body of this Division Memorandum.
2. This aims to:
  - 2.1 reinforce the meaningful participation of learners and teachers in co-curricular and extra-curricular programs, activities, and DepEd-recognized competitions as essential components of holistic learning and character development;
  - 2.2 safeguard the academic rights, welfare, and well-being of learners by ensuring that their involvement in authorized activities does not result in academic disadvantage or discriminatory treatment; and
  - 2.3 promote consistent, fair, and learner-centered implementation of existing policies through clear guidance aligned with relevant constitutional provisions, statutory mandates, and DepEd issuances.
3. This Memorandum prohibits teachers and school heads from lowering grades or administering academic penalties to learners who take part in authorized campus journalism, athletic contests, festival of talents, or other DepEd-recognized activities and programs.
4. Learners who will join the contests should be given academic considerations such as enough time for the completion of written works and performance tasks, a special schedule of quarterly examinations, and advance copies of modules to cope with their learning episodes, following the mandates of the K to 12 classroom-based assessment of learning outcomes per DepEd Order No.008, s.2015.
5. Learners representing their schools, districts, or the division shall also receive proper acknowledgment and benefits, according to existing regulations and available



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resources. Implementation must uphold inclusivity and gender fairness, ensuring that all participants have equal opportunity to access support.

6. Schools shall also secure parents/guardians' letters of consent to be submitted to their teachers, allowing them to join and participate in the co-curricular and extracurricular activities.
7. School heads of both public and private elementary and secondary schools shall consistently oversee and review the training and development plans of teachers, as well as the scheduled sessions for the aforementioned activities and programs, to ensure that learners' essential academic contact hours are appropriately allocated and not compromised by other co-curricular engagements or learning experiences.
8. School heads are reminded of DepEd Order No. 9, S. 2005, "Instituting Measures to Increase Engaged Time on Task and Ensuring Compliance Therewith." Henceforth, classes must remain uninterrupted, and substitute teachers must be provided for those teacher-coaches attending the abovementioned activities and programs.
9. Also, service credits/Compensatory Time-Off (CTO) shall be granted to teacher-coaches in lieu of the activity that falls on a weekend/holiday per DepEd Order 53, s.2003, DBM-CSC Joint Circular No.002, s.2015, and DepEd Memoranda Nos. 65 and 67, s.2021.
10. The CID and SGOD Division Education Program Supervisors, together with the Public Schools District Supervisors, are mandated to provide technical assistance and professional guidance to ensure the effective implementation of the curriculum, notwithstanding learners' participation in the aforementioned activities and programs.
11. Enclosure No. 1 outlines supplemental guidelines and key reminders pertaining to the involvement of learners in co-curricular and extra-curricular programs and activities.
12. Immediate and wide dissemination of this Memorandum is desired.

**CECILIA E. VALDERAMA, PhD, CESO VI**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

## References:

Republic Act (RA) No.7079;  
Article XIV, Section 19 of the 1987 Philippine Constitution;  
Education Act of 1982 under Rule II/III, Section 3(e)  
DepEd Order Nos.012, s.2025; and 94, s.1992;  
DepEd Memorandum No.039, s.2025;  
DECS Order No.094, s.1992; and  
Regional Memoranda Nos.092, s.2025; 002, s.2007, and 13, s.2000

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

## LEARNERS CO-CURRICULAR EXTRACURRICULAR

CID/Sangoyo-Division Memo – Participation of Learners in Co-Curricular and Extracurricular Activities  
002/January 8, 2026



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Enclosure No. 1 to Division Memorandum No. 25 s. 2026

**SUPPLEMENTAL GUIDELINES AND KEY REMINDERS PERTAINING TO  
THE INVOLVEMENT OF LEARNERS IN CO-CURRICULAR AND EXTRA-  
CURRICULAR PROGRAMS AND ACTIVITIES**

**I. BACKGROUND AND JUSTIFICATIONS**

The integration of campus journalism, athletic events, and other co-curricular and extracurricular activities is a fundamental component of a well-rounded and comprehensive education. These pursuits not only enhance students' academic learning but also contribute significantly to their personal development. By engaging in journalism, students develop critical thinking, effective writing skills, and ethical judgment, while participation in athletic events promotes physical health, teamwork, discipline, and resilience. Such activities serve as vital platforms for students to discover their talents, build confidence, and foster a sense of community and school pride. Recognizing these benefits, educational institutions strive to create balanced environments where academic excellence and holistic growth are mutually supportive.

The Philippine Constitution, specifically Article XIV, Section 19, explicitly advocates promoting physical education and sports programs within the educational system. It emphasizes that organized sports activities, including competitions and training, are essential in nurturing discipline, patriotism, and excellence among learners. Similarly, campus journalism encourages young learners to freely express their ideas, opinions, and creativity, fostering moral integrity and a sense of responsible citizenship. These activities provide practical avenues for students to develop essential life skills, such as effective communication, ethical discernment, and leadership, which are crucial for their future endeavors and active participation in nation-building.

Further supporting these initiatives, the Education Act of 1982, Rule II/III, Section 3(e), explicitly states that educators should not penalize students' academic scores for actions unrelated to poor academic performance. This provision underscores the importance of recognizing students' participation in extracurricular activities as valuable and legitimate aspects of their overall educational experience. To ensure fair treatment, regional directives such as Order No. 2, s. 2007 (Rating Campus Journalists), and Memorandum No. 13, s. 2000 (Rating School Athletes) was established. These policies guarantee that learners representing their schools in journalism and sports are not subject to academic penalties and instead receive supplementary tools such as advanced lessons, specialized tests, and self-study modules to help them remain academically aligned while actively participating in their respective pursuits.

Furthermore, these legal policies highlight a shared commitment to fostering a balanced educational environment that values both academic achievement and extracurricular involvement. This aims to create a supportive framework where students can excel in their chosen activities without fear of academic repercussions. By providing additional learning resources and clear guidelines, schools are encouraged to uphold inclusivity, fairness, and the holistic development of every learner. This integrated approach ultimately prepares students not only for academic success but also for lifelong skills in leadership, discipline, and social responsibility, which are vital to their growth as responsible citizens and future leaders.



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Also, additional constitutional provisions underpin this localized policy. Article II, Section 13 recognizes the vital role of youth in nation-building and commits to safeguarding their physical, moral, spiritual, intellectual, and social well-being. Furthermore, Article II, Section 17 emphasizes the importance of sports as a means of cultivating patriotism, accelerating social progress, and fostering holistic human growth and emancipation. Additionally, Article XIV, Section 19 mandates that the government promote physical education and encourage sports programs, including competitions and training for international events. This provision aims to develop discipline, teamwork, and excellence among citizens, and it states that all educational institutions shall regularly conduct sports activities in collaboration with athletic clubs and relevant sectors.

Moreover, by embedding these directives at the School, District, EDDIS, and Division levels, the SDO Bulacan seeks to uphold students' rights, promote inclusivity, and align school practices with the Department of Education's mission of cultivating healthy, disciplined, and academically proficient learners. This cohesive policy ensures that academic achievement and extracurricular pursuits complement each other, fostering a balanced approach to student development.

## **II. SCOPE**

These supplemental guidelines apply to all public and private elementary, junior high, and senior high schools under the jurisdiction of SDO Bulacan. It covers all aspects of academic evaluation and provides support to learners participating in recognized DepEd competitions and activities such as:

- A. Participation of learners in School, District, EDDIS, Division, Regional, and National Schools Press Conferences aligned with DepEd programs; involvement of school athletes in school district, regional, and national sports meet, along with other authorized athletic events; and participation of students in co-curricular and extracurricular activities and contests such as Festival of Talents, Science Fair, and other academic competitions officially endorsed by DepEd.
- B. The policy includes all Key Stages 1-4 (Kindergarten to Grade 12), covering both public and private schools within SDO Bulacan. Responsible personnel include school heads/administrators, teachers, contest coaches or advisers, division offices (CID, SGOD Chiefs, Supervisors, Program Focal Persons), and parents or guardians who support learners during participation.
- C. Academic domains encompass all subjects where learners might need to miss classes due to authorized involvement, with proper documentation, Means of Verification (MOVs), provision of advanced lessons, self-learning modules, assessments, and records maintained via Activity Completion Reports (ACRs).
- D. All competitions recognized by DepEd at school, district, division, regional, national, or international levels are covered, with the policy taking effect starting Quarters 3-4 of School Year 2025–2026 and continuing for future events unless new support measures are issued.

## **IV. POLICY OBJECTIVES**

- A. Reinforce the meaningful participation of learners and teachers in co-curricular and extra-curricular programs, activities, and DepEd-recognized



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competitions as essential components of holistic learning and character development;

- B. Safeguard the academic rights, welfare, and well-being of learners by ensuring that their involvement in authorized activities does not result in academic disadvantage or discriminatory treatment; and
- C. Promote consistent, fair, and learner-centered implementation of existing policies through clear guidance aligned with relevant constitutional provisions, statutory mandates, and DepEd issuances.

#### **V. SUPPLEMENTAL POLICY PROVISIONS AND KEY REMINDERS**

- A. Teachers and school heads shall not deduct or withhold grades due to authorized participation in journalism, sports, or any other DepEd-recognized contests. Schools are mandated to provide academic support, such as advanced lessons, special or makeup assessments, self-learning modules, and flexible schedules, all of which are documented using ACRs.
- B. Learners representing their schools, districts, or the division shall also receive proper acknowledgment and benefits, according to existing regulations and available resources. Implementation must uphold inclusivity and gender fairness, ensuring that all participants have equal opportunity to access support.
- C. Supports must be equitable, gender-responsive, and inclusive, addressing the diverse needs of learners. All documentation related to academic accommodations, assessments, and recognitions must be properly maintained and kept confidential to protect data privacy.

#### **VI. ROLES AND RESPONSIBILITIES**

- A. The SDO Bulacan, through CID and SGOD Chiefs, Supervisors, and Program Focal Persons, shall issue and enforce this policy, provide templates, conduct compliance monitoring, and facilitate recognition programs to ensure equitable access to supports.
- B. School heads are tasked with integrating these supplemental guidelines and key reminders into school-level guidelines, approving and supervising the development plans of teacher-coaches, ensuring fair grading practices, and appointing coaches and advisers to uphold ethical standards in journalism and sports.
- C. Teachers and coaches are responsible for delivering advanced lessons, self-learning modules, assessments, and other similar teaching tasks. They should coordinate timelines with learners and parents, report compliance, and escalate issues when necessary.
- D. Learners, whether they are campus journalists, athletes, or contestants, are expected to complete all mandatory support activities within the specified deadlines and maintain high ethical standards in their respective disciplines, exemplifying good sportsmanship and integrity.
- E. Parents and guardians are expected to support learners' academic efforts, communicate effectively with school personnel, and assist in ensuring their participation aligns with policies.



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## VII. OTHER KEY REMINDERS

- A. Before participation (4–6 weeks prior), schools must identify contestants/delegates, issue Participation/Travel Authorities, prepare training and session plans, detailing affected subjects, advanced lessons, self-study activities, makeup schedule, and contact points. Parent or guardian conferences should be held to secure consent, and learners must be briefed on ethical standards and the non-deduction policy.
- B. During the event week(s), continuous support should be provided through review materials, recorded lessons, and check-ins. Support interventions must be properly recorded and documented, and ongoing communication among teachers, coaches, and learners must be maintained.
- C. Within 10 school days after the event, learners should undertake makeup assessments and other academic sessions, and grades must be finalized without deductions. ACRs must be submitted to the concerned personnel and school heads.
- D. Monitoring and evaluation should be conducted at the school level through ACRs and monitoring and evaluation sheets, addressing gaps immediately. Division-level audits, random document reviews, and annual reports will ensure compliance and ongoing improvement. A grievance mechanism should be established to resolve violations within 15 days, with corrective measures applied as needed.