



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent


OCT 27 2025

MEMORANDUM
No. 561, s. 2025

**POLICY GUIDELINES ON THE INSTITUTIONALIZATION
OF THE SCHOOL SPORTS CLUB (SSC) IN PUBLIC SCHOOLS**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads/OICs
Administrative Officer V
All Others Concerned

1. Attached is Regional Memorandum No. 945 s. 2025, dated October 2, 2025, on the above-captioned title, the contents of which are self-explanatory, for the information and guidance of all concerned.
2. Particular attention is invited to paragraphs 3 and 4 of the said Memorandum.
3. Immediate and wide dissemination of this Memorandum is desired.


VIOLETA M. GONZALES CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge

Office of the Schools Division Superintendent

Reference:

To be indicated in the Perpetual Index under the following subjects

SCHOOLS PROGRAMS TEACHERS ATHLETES

ECE/ POLICY GUIDELINES ON THE INSTITUTIONALIZATION
OF THE SCHOOL SPORTS CLUB (SSC) IN PUBLIC SCHOOLS

561 October 27, 2025

NUM-2025-561

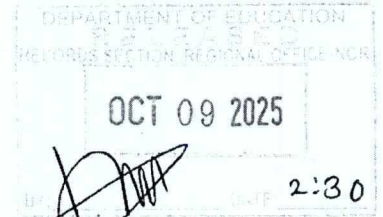


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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



October 2, 2025

REGIONAL MEMORANDUM

No. 945, s. 2025

RECEIVED BY
[Signature] 10/13/25 - 10:40am
MARLOLA SALONGA
SDO-MUNTINLUPA (RECORDS UNIT)

To: Schools Division Superintendents
CID and SGOD Chiefs
Division Sports Officers
Public Schools District Supervisors
Public and Private Elementary and Secondary School Heads
All Others Concerned

**POLICY GUIDELINES ON THE INSTITUTIONALIZATION
OF THE SCHOOL SPORTS CLUB (SSC) IN PUBLIC SCHOOLS**

1. In line with **DepEd Order No. 022, s. 2025** titled "*Policy Guidelines on the Institutionalization of the School Sports Club (SSC) in Public Schools*", all public elementary and secondary schools within this region are directed to establish and/or strengthen their respective School Sports Clubs (SSCs).
2. The SSC shall serve as an extension of formal learning by providing fun, engaging, and inclusive sporting activities aligned with learners' abilities, interests, and advocacies. It fosters holistic development by promoting physical health, social skills, discipline, teamwork, leadership, resilience, and well-being.
3. The guidelines cover the following aspects of SSC implementation:
 - **Establishment and Registration** – Each school shall organize only one SSC with Arnis as a mandatory sport, plus other sports determined through learner preference, available facilities, and resources. SSC registration forms shall be submitted to the Schools Division Office (SDO) for data mapping and SSEED Program support.
 - **Membership** – Open and voluntary to all officially enrolled learners regardless of age, gender, culture, background, or ability. Each learner may register in only one sport per academic year.
 - **Operations** – Activities shall be conducted for a minimum of two (2) to three (3) hours per week under the supervision of an SSC Facilitator. They shall run during the academic year and may extend to summer break upon approval of the SDO.



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Republic of the Philippines
Department of Education

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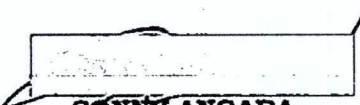
DepEd ORDER
No. **022**, s. 2025

**POLICY GUIDELINES ON THE INSTITUTIONALIZATION OF THE SCHOOL
SPORTS CLUB IN PUBLIC SCHOOLS**

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

1. Recognizing the necessity of promoting learners' holistic development by improving their physical fitness and well-being, the Department of Education (DepEd) issues the enclosed **Policy Guidelines on the Institutionalization of the School Sports Club (SSC) in Public Schools**, which aims to allow for more active and accessible sports participation among all types of learners.
2. This Order guides school sports clubs' establishment, operations, management, merits and rewards, fund sources, and monitoring. It also provides program support for school sports clubs through the Sports Supplies and Equipment Enhancement and Distribution (SSEED) Program.
3. The schools with existing school sports clubs shall adopt the guidelines provided herein, and the schools without SSCs shall establish their school sports clubs accordingly.
4. All Orders and other related issuances, rules and regulations that are inconsistent with this Order are repealed, rescinded, or modified accordingly.
5. This Order shall take effect upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
6. Any clarification or feedback regarding this Order shall be coordinated with the **Bureau of Learner Support Services-School Sports Division**, 3rd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at blss.ssd@deped.gov.ph or telephone number (02) 8632-0260.

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


SONNY ANGARA
Secretary

Encl.:

As stated

Reference:

DepEd Order No. 25, s. 2015

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

BASIC EDUCATION
CLUBS
FUNDS
LEARNERS
PHYSICAL EDUCATION AND HEALTH



POLICY
PROGRAMS
SCHOOLS
SPORTS



POLICY GUIDELINES ON THE INSTITUTIONALIZATION OF THE SCHOOL SPORTS CLUB IN PUBLIC SCHOOLS

I. RATIONALE

Sports have always been an avenue for promoting physical fitness and wellness. Sports as a physical activity build on physical literacy, which is an essential component of a healthy lifestyle. Physically literate individuals are competent, confident, and motivated to move. Every child is predisposed to be active if the environment encourages participation. Article 31 of the United Nations Convention on the Rights of the Child recognizes the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts. Article XIV, Section 19 of the 1987 Philippine Constitution declares that the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.

The World Health Organization Guidelines on Physical Activity and Sedentary Behavior require children and adolescents to do at least an average of 60 minutes per day of moderate to vigorous intensity, mostly aerobic, physical activity, across the week to limit the amount of time spent being sedentary, particularly the amount of recreational screen time. However, each school day traditionally provides a sedentary setting with at least 6 hours spent sitting inside the classroom. As children move through adolescence, they become less physically active. In 2016, the Philippines was the country with the highest prevalence of insufficient activity in adolescents (Guthold, et.al., 2019). Meanwhile, the results of the 2022 Philippine Physical Activity Report Card conveyed that most Filipino children and adolescents in the country fail to meet the recommended amount of physical activity for health by the World Health Organization and that there is an increasing trend in sedentary behaviors (Cagas, et.al., 2022). Our youth need to participate in daily physical activities at moderate-to-vigorous intensity levels for at least 60 minutes to optimize their health. To improve the physical fitness of learners, there is a need for a school sports program that will supplement and complement the PE curriculum, increasing the time allotted for physical activity afforded during the MAPEH period.

Section 9 of Republic Act No. 9155, or the "Governance of Basic Education Act of 2001," transfers all functions, programs, and activities of the Department of Education related to sports competition to the Philippine Sports Commission (PSC). However, the program for school sports and physical fitness remains an integral part of the basic education curriculum. Similarly, Section 8 of Republic Act No. 10533, otherwise known as the "Enhanced Basic Education Act of 2013," underscores the need to enhance basic education by implementing programs that address the physical, intellectual, psycho-social, and cultural needs of learners, including but not limited to programs for learners with disabilities.

In support with the Department's agenda to ensure an enabling learning environment and the well-being of learners, the Bureau of Learner-Support Services-School Sports Division (BLSS-SSD), endeavors to integrate more physical activity into the curriculum, to reduce sedentary behavior through a separate daily period in the school program for sports, to make sports participation more accessible to a wide spectrum of Filipinos, and to encourage every child to play, learn and engage in at least one sport. The School Sports Club (SSC) serves as an extension of formal learning and a supplement to classroom lessons by providing fun and engaging sporting activities that align with students' abilities, interests, competencies, and advocacies. It recognizes the diverse capabilities of all learners and harnesses the transformative power of sports to empower individuals and contribute positively to society.

The SSC extends beyond physical activity. It fosters holistic development by promoting physical health, enhancing social skills, instilling discipline, and encouraging teamwork and leadership. Through sports, learners develop resilience, self-confidence, and a sense of camaraderie that prepares them for real-life challenges. Additionally, participation in organized sports provides learners with opportunities for self-expression, stress relief, and a balanced lifestyle that supports their academic pursuits. By integrating sports into education, the SSC plays a crucial role in shaping well-rounded individuals who are not only physically active but also mentally resilient and socially responsible, ultimately contributing to national progress and development.

II. SCOPE

This DepEd Order (DO) shall be the Department's standing policy guidelines on the institutionalization of School Sports Clubs for learners in all elementary and secondary schools, including Community Learning Centers (CLC) and Inclusive Learning Resource Centers (ILRCs) nationwide. Private Educational Institutions offering basic education and Philippine schools overseas are encouraged to adopt this policy.

Moreover, this DO shall provide the framework and procedure on the establishment, operations, management, merits and rewards, financing, and monitoring of SSCs.

III. DEFINITION OF TERMS

These guidelines shall use the following terms with their corresponding official definitions and operational purposes:

1. **Inclusion** - refers to a process where all learners, regardless of their background and abilities, are given an equal chance to play, learn, and interact together in the same learning environment and the community¹
2. **Learner** - refers to any individual, regardless of age, sex, ethnicity, culture, religion, and ability, enrolled in basic education to enhance his/her knowledge, skills, and values to improve the quality of his/her life, and to develop his/her potential²
3. **Play** - refers to a broader term encompassing a wide range of activities, e.g., sports, which are engaged for enjoyment, amusement, or recreation. It can be structured or unstructured, spontaneous, and creative. It is not always goal-oriented or competitive and is often characterized by a sense of fun, freedom, and exploration
4. **Program Support Fund (PSF)** – funds used for relevant expenditures to achieve the program's desired objectives
5. **School Sports Club (SSC)** – refers to organized sports activities that take place outside of regular academic hours. These clubs allow students to engage in various sports, improve their skills, and foster teamwork and sportsmanship in a structured, inclusive, and non-curricular setting. It also provides activities to promote fitness and in compliance with the WHO recommendation of 60 minutes of moderate to vigorous Physical Activity daily
6. **School Sports Club (SSC) Action Plan** – a document necessary for implementing the SSC, which contains the objectives, activities, persons involved, sources of funds, proposed budget, etc.
7. **School Sports Club Coordinator** – refers to teaching or non-teaching DepEd personnel designated by the School Head to assist and oversee the implementation of the school's sports club program
8. **School Sports Club Facilitators** – refers to teaching and non-teaching DepEd personnel designated by the School Head to implement the activities of their respective sports discipline
9. **School Sports Club Members** – refer to officially enrolled learners who registered for SSC membership
10. **School Sports Division (SSD) Focal Person** – personnel hired to assist the implementation and monitoring of BLSS-SSD Programs and Projects both in the Regions and School Division Offices
11. **School Sports Supplies, Materials, and Equipment Enhancement Distribution Program (SSEEDP)** – program support fund provided to recipient schools for the acquisition of sports supplies, materials, and equipment primarily for SSC activities and other physical activities
12. **Special Education Fund (SEF)** – a 1% tax on the assessed value of real properties, in addition to the basic real property tax, allocated for the operation and maintenance of public schools; construction and repair of school buildings, facilities, and equipment; educational research; purchase of books and periodicals; and sports development as determined and approved by the respective local school boards³

¹ Section 4 (3), RA 11650.

² Article V (14), DepEd Order No 21 s. 2019.

³ DepEd Order No. 24 s. 2022. titled "Adoption of the Basic Education Development Plan."

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IV. POLICY STATEMENT

The Department of Education (DepEd) affirms its commitment to the holistic development of learners by recognizing accessible sports participation through school sports clubs as a significant avenue for ensuring physical fitness and promoting well-being. Specifically, this DepEd Order aims to:

- A. allow for more active and accessible sports participation among all types of learners
- B. improve the physical fitness levels of learners
- C. contribute to the holistic development and well-being (emotional, physical, social, intellectual) of learners

V. PROCEDURES

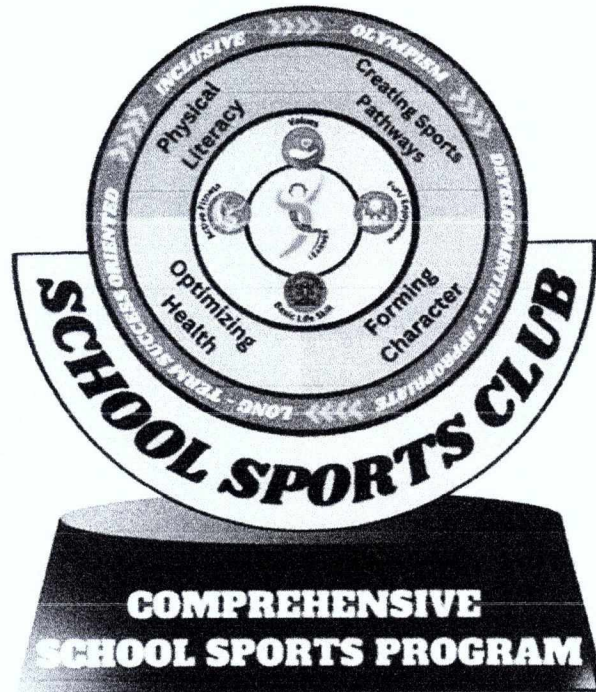
A. Frameworks

1. Conceptual Framework

The Comprehensive School Sports Program (CSSP) supports the Department of Education's (DepEd) thrust of promoting the holistic development of all learners through active engagement in sports and physical activities. The CSSP has three (3) major components namely: (1) **Sports Education and Standards** which contains the program to institutionalize Sports Clubs in Public Schools, the development of the Manual of Operations for the SSC, the Sports Manual for Teachers and Learners, and the Philippine Games Handbook, (2) **Sports as Learner Support Program**, which offers the Sports Supplies Equipment Enhancement and Distribution Program (SSEEDP), the National Orientation-Workshop of School Heads & Division Focal Persons on the Institutionalization of SSC and the Capacity Building for SSC Facilitators, and (3) **School Sports Competition** for the Sports Club Festivals, Extramurals and DepEd Sports Skills Demonstration Contest.

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Figure 1: School Sports Club Conceptual Framework



The SSC program is framed within the Comprehensive School Sports Program. The framework for the SSC is integral in providing opportunities for learners to engage in fun and active physical fitness, as well as for them to learn basic life skills and values through various SSC activities.

At the center of the program is the learner, represented by a human with two tones (blue and red), which signifies gender equality. At the same time, the dynamic movement symbolizes that the learner is at play and having fun. The program provides learners with an opportunity to participate in a variety of competitive and recreational sports activities within and among schools. The outer part of the framework reflects the four (4) SSC program principles:

- a. **Inclusive**, because it welcomes all learners regardless of their abilities, interests, sports experiences, or backgrounds, age, and gender. This includes learners with physical, sensory, and intellectual disabilities.
- b. **Developmentally appropriate practice**, transition activities that include skill and fitness development, play, lead-up games from child to adolescent, their changing capabilities, and their varied physical, mental, cognitive, affective, and kinesthetic needs

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- c. **Lifelong success-oriented**, because it acknowledges that the mastery of sports takes time. Lifelong participation and excellence in sports can best be achieved through a solid foundation of movement skills and sport-specific skills, participation in a variety of sports at a young age, and further specialization.
- d. **Olympism**, how sport can make the world a better place by encouraging friendship, togetherness, and fair play, and make us all better citizens through the combination of mind, body, and spirit. Its goal is to help foster better relationships between communities and nations, helping us to live in harmony with each other.

Between the center and the program principles are the objectives of the SSC:

- a. **Enhancing physical literacy** through accessible sports participation
- b. **Optimizing health** through engagement in various physical activities along defined key stages of learning
- c. **Forming character** through a values-based approach
- d. **Creating sports pathways** for long-term development and success

2. Management of the School Sports Club Program

Figure 2: School Sports Club Management⁴



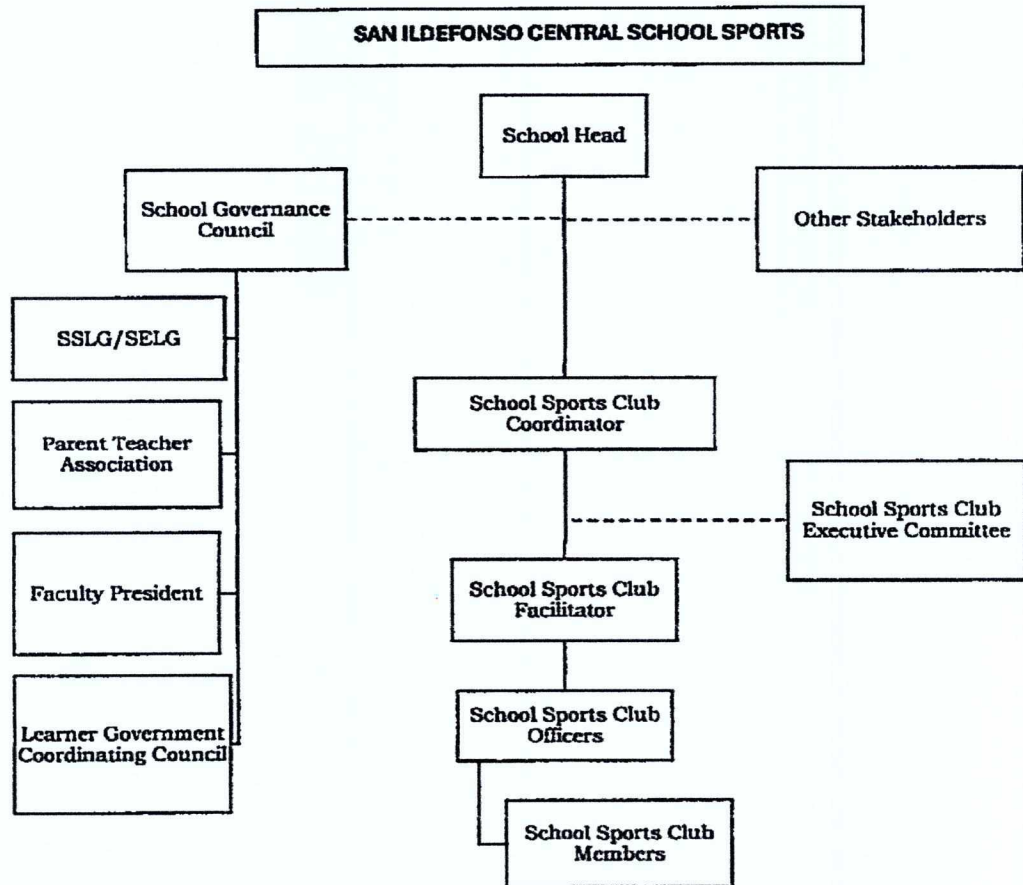
- a. **Organizational Structure** – defines how the sports club is organized and activities are delivered. It identifies the different roles and functions of program participants to illustrate the clear channels of direction, communication, authority, and accountability

⁴ DepEd Sports Manual, 2021

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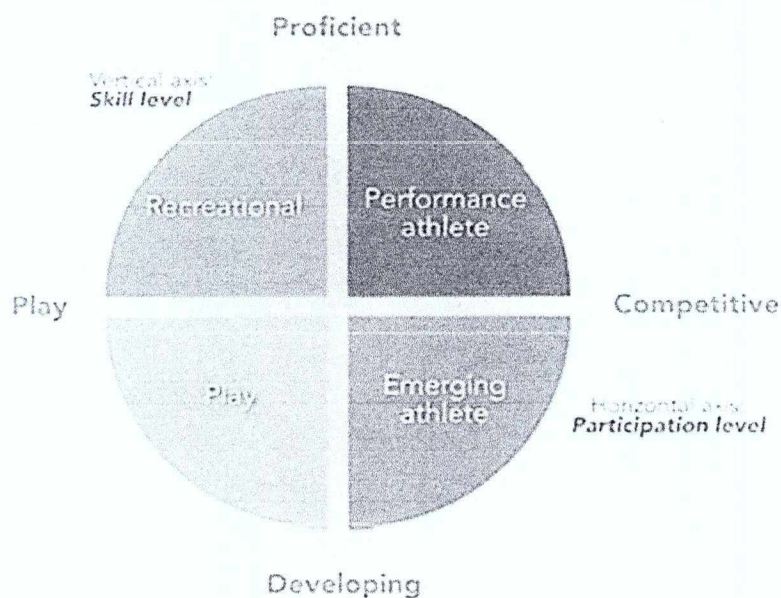
- b. **Policy and Guidelines** – prescribe courses of action and recommended rules or instructions that govern the management of the SSC program
 - c. **Curriculum and Program Standards** – consist of the contents and values a club member should know and be able to do; the delivery and assessment in terms of a specific level of performance and achievement
 - d. **Program Resources** – tap sources of support (human, physical, and fiscal) for the program to operate effectively
 - e. **Partnership and Linkages** – establish collaboration and networking with relevant individuals and/or groups for sports advocacy, promotion of volunteerism, mobilization of resources, and sustainability of club operations
3. **School Sports Club Structure** – The sample structure of the SSC, as shown in *Figure 7*, identifies the different program implementers in the establishment and organization of the sports club. This structure may vary depending on the size and capacity of the school, as well as the number of sports being offered in the SSC.
- a. The **School Head** shall assess the readiness and capacity of the school by referring to the Enhanced School Improvement Plan, Annual Implementation Plan, and the Office and Individual Performance Commitment Review Forms to validate entry points in the management of the school's sports club program. The School Head shall establish partnerships and linkages internally (e.g., school canteen, Parents-Teachers Association) and externally, through the Adopt-A-School Program in RA No. 8525, for the improvement of sports facilities and the development of teachers.
 - b. SSC implementers, which include the Coordinator and Facilitator, shall be DepEd teaching or non-teaching personnel. Designation as a sports club implementer (i.e., coordinator, facilitator) will be treated as a teaching-related assignment as a Sports Development Program Trainer/Adviser. The School Head shall designate one **School Sports Club Coordinator** who shall assist in managing the SSC program. Each sport offered has a **School Sports Club Facilitator/s** (i.e., Arnis Club Facilitator) who shall conduct sports club activities for learners in achieving physical literacy (i.e., key stage, skill level). In the case of small schools, teaching or non-teaching personnel may have more than one designation as sports club coordinator and facilitator. Designated program implementers shall be given capacity-building activities related to club management and sports skills training. The designation of teachers must follow the parameters and procedures provided in DepEd Order No. 005, s. 2024 and DepEd Memorandum No. 053, s. 2024.
 - c. The **School Sports Club members** shall include all types of learners who are interested in joining the SSC. Separate guidelines shall be issued for schools to ensure inclusive sports participation of LWDs and ALS learners. The **School Sports Club Officers** shall serve as liaisons between the club members and the SSC facilitator.

Figure 7: Sample School Sports Club Structure



4. Participation Matrix

Figure 3: Sports Participation Matrix⁶



In this matrix, interest or participation levels are represented on the horizontal axis. It ranges from playing games for recreational purposes to playing games competitively. Skill level is represented on the vertical axis with a range of proficiencies from low or developing to high. Every learner who chooses to join a sports club may belong to any of the four quadrants at a point in time:

- a. **Performance Athlete** – is one we commonly refer to as the varsity player;
- b. **Emerging Athlete** – is one who is motivated to compete but with a developmental level skill set;
- c. **Recreational Athlete** – is one who is highly proficient but chooses not to compete;
- d. **Potential Athlete** – is one who chooses to join the club as a beginner but can move, with the provision of the proper learning environment, to any of the remaining quadrants over time.

5. Alignment of PE and Sports Club Key Stage Standards

Figure 4: Sports Club Standards as per the Philippine Curriculum

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GRADE LEVEL	SPORTS/DANCE STANDARDS	PHYSICAL EDUCATION STANDARDS		
G 12	Proficiency Stage Achieve sports/dance proficiency	Key Stage 4 Promote holistic health, develop 21st-century skills, and foster lifelong engagement in physical activity	ACTIVE LIFE	17
G 11				16
G 10	Capacity Building Stage Focus on a sports/dance but still engaged in multiple physical activities	Key Stage 3 Integrate Health and Physical literacies in promoting personal, family, community and Societal health wellness for active and Healthy Living	PHYSICAL ACTIVITY HABITS	15
G 9				14
G 8				13
G 7				12
G 6	Learn to Train Stage Engage in multiple & variety of Sports/dance Execute mature movement skill patterns in sports and dance contexts	Key Stage 2 Demonstrate fundamental and complex practices and movements in promoting personal, family, community and Societal health wellness for active and Healthy Living	SPORTS/DANCE LITERACY	11
G 5				10
G 4				9
G 3	Fundamental Stage Execute the fundamental movement & motor skills	Key Stage 1 In Makabansa, learners will demonstrate an understanding of the basic concepts of personal and cultural awareness and skills in maintaining a healthy body to fulfill their responsibilities as members of the community.	PHYSICAL LITERACY	8
G 2				7
G 1				6
K				5

Figure 4 Illustrates how the SSC Standard supplements the motor skills and complements the current Philippine Curriculum "Physical Education Standards" whose main objective is to increase the physical activity of the learners.

At Key Stage 1, learners are introduced to fundamental movement and motor skills while developing personal and cultural awareness. This stage emphasizes the development of learners at their young age.

In Key Stage 2, learners improve their skills by engaging in various sports/dance movements and executing mature movement skill patterns in a sport and dance context. They learn to demonstrate movements in promoting health and wellness for active and healthy living.

Moving into Key Stage 3, students start focusing their skills on a specific sport/dance while still participating in multiple physical activities. This stage also deepens their understanding of movements in promoting health wellness for active and healthy living.

Finally, Key Stage 4 aims for sports/dance proficiency while enjoying the games. It promotes a lifelong commitment to physical activity while fostering 21st-century skills such as critical thinking, collaboration, and problem-solving, ensuring that students remain active and healthy throughout adulthood.

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6. School Sports Club Logo

Figure 5: School Sports Club Logo



The **Lit Brazier** represents the desire to learn basic life skills and values.



The **five abstracts** on the brazier represent the initials for the School Sports Club (SSC).



The **colorful twelve (12) figures with varying colors and sizes** around the brazier represent Kindergarten to 12th grade learners.



A **ring** is placed around the logo symbolizing the Afterschool Sports Program principles: **Inclusive, Enjoyable, and Active**. Inclusive means open for all, Enjoyable means voluntary basis considering the interests of the learners, and Active means being physically active to achieve physical fitness through play and fun.



The **human figure with two tones (blue & red)** represents a dynamic movement symbolizing the learner is at play and having fun.

B. Club Establishment – As follows are the considerations for the establishment of an SSC:

1. **SSC Registration Process** – Sports Clubs are recognized upon registration with the Schools Division Office. The registration process to establish an SSC is as follows:
 - a. The SSC Coordinator, together with the Learner Government Coordinating Council, shall conduct a survey with the learners on what sports they prefer to be offered
 - b. The School Head shall conduct consultative meeting/s with the School Governance Council, SSC Coordinator, SSC Facilitator, and other stakeholders to discuss the survey results evaluation, schedule of SSC activities, selection of sports offering/s, and other SSC-related matters

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- c. Schools shall have only one School Sports Club, with Arnis as a mandatory sport, and may offer additional sports based on the following: (a) athletics and/or swimming as basic sports⁶, (b) sports played in Palarong Pambansa, (c) Philippine Games, (d) learners' preferred sports as per survey results, and (e) sports under existing sports associations. The number of sports to be offered shall consider the availability of qualified SSC Facilitators, adequacy of sports equipment, suitability of facilities, and other resource assessments to ensure the quality and safety of SSC activities
 - d. The School Head, in coordination with the SSC Coordinator, shall complete the SSC registration form and submit it to the Schools Division Office to be included in the SSC data mapping of the SSEED Program. Subject to fund availability, schools registered in the SSEED Program shall receive a Program Support Fund (PSF) for the acquisition of sports supplies, materials, and equipment for SSC activities
 - e. Should there be only one sport offered (Arnis), the SSC Coordinator shall also act as the SSC Facilitator
 - f. Further additions to the identified sports offered listed in the submitted Registration Form shall be included in the next academic year through the submission of a letter to the SDO signifying their interest in offering said additional sport/s
- 2. School Sports Club Membership -** SSC Membership shall be voluntary and open to all types of enrolled learners of elementary and secondary levels, regardless of sports-related knowledge/skills/experience, age, gender, cultural and socio-economic backgrounds, and special needs.
- a. Each learner shall be admitted to only one (1) sport in the SSC per academic year to promote continuous sports skills development
 - b. There shall be no limit to the number of SSC members
 - c. Interested learners, guided by their parents or legal guardians, shall accomplish a duly signed SSC Membership Form and Learner's Assent Form for SSC
 - d. SSC Members with pre-existing medical conditions shall undergo and submit the results of their medical check-ups with their respective school clinics or municipal/city health centers. The School Clinic or Municipal/City health centers shall then assess their medical records and issue a medical clearance/certificate to these learners, recommending whether they are fit to participate in the SSC.
 - e. Membership admission shall occur every first quarter of the academic year. Learners shall be allowed to end their membership at any time, provided they submit a letter signed by their parent/legal guardian signifying their intent to end their membership.
 - f. Any fundraising activity and collection of fees for club membership, participation, sports equipment, and uniforms are highly discouraged in accordance with DepEd Order No. 19 s. 2008.

⁶ DepEd Order No. 025 s.2015

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C. Club Operations – The following shall be observed for the operations and management of the SSC:

1. Schedule of Operations and Activities

- a. SSC activities shall be conducted only with the presence and supervision of the SSC Facilitator or his/her alternate. No SSC activities shall be conducted without the SSC facilitator's supervision or his/her alternate.
- b. The schedule of SSC activities shall be flexible based on the class schedules and shall be conducted during weekdays. Parents' Consent Form for SSC shall be secured if SSC activities will be conducted beyond the class schedule
- c. SSC activities shall be conducted with a minimum of two hours and a maximum of three hours per week⁷ to complement the WHO requirement of 60 minutes per day of physical activities, and shall operate during the academic year
- d. For ALS, the Division ALS Focal Persons are encouraged to assist in adjusting the frequency and timing of SSC activities to align with the unique availability of ALS Learners
- e. Teaching personnel are not mandated to conduct SSC activities during summer break. However, SSC activities during the summer break shall be allowed, provided the School Head submits a letter request to the SDO for approval of the Schools Division Superintendent.
- f. SSC activities during summer break may also be integrated into the existing DepEd summer break programs, such as, but not limited to, National Learning Camp, Brigada Eskwela, etc.

2. Program of Activities

- a. The SSC shall focus on the establishment and strengthening of the club in its first year of implementation. This aims to allow SSC members to simultaneously and actively participate in the different SSC activities while fostering social interaction with fellow members
- b. SSC activities shall be guided by and aligned with the Sports Manual's key stage standards to ensure activities are age-appropriate, inclusive, and help in developing learners holistically
- c. The succeeding years of SSC implementation shall include the conduct of activities such as inter-school sports club tournaments, and SSC festivals, among others, to which specific guidelines shall be provided later

⁷ DepEd Sports Manual, 2021

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D. SSC Action Plan Development – The School Head, assisted by the SSC Coordinator, shall observe the following general guidelines in the development and submission of the SSC Action Plan:

- a. The SSC Action Plan shall be aligned with the school's priorities, available resources, and the objectives of the SSC program and ensure the inclusion of provisions for safety, inclusivity, and active stakeholder engagement;
- b. The School Governance Council (SGC) shall be engaged and consulted in the development process of the SSC Action Plan;
- c. The accomplished SSC Action Plan, together with the SGC Resolution for the Approval of the Establishment and Budget of the SSC, shall be submitted to the Schools Division Office (SDO). The SDO and the Regional Offices shall then consolidate and review the submitted SSC Action Plans to assess areas that require support to facilitate effective program implementation at all levels.

E. Fund Sources

1. **DepEd's Annual Budget** – The Department of Education (DepEd) shall optimize its annual budget, encompassing, but not limited to, the Physical Fitness and School Sports. The utilization of these funds shall adhere to existing budgeting, accounting, auditing, and procurement rules and regulations to ensure transparency and accountability.
2. **Special Education Fund**— Schools Division Offices (SDOs), in collaboration with the Local School Board, may utilize Special Education Funds (SEF) to support the implementation of the SSC, in accordance with the relevant issuances governing SEF usage.
3. **School Maintenance and Other Operating Expenses (SMOOE)** — When necessary, funding for the SSC may be sourced from School Maintenance and Other Operating Expenses (SMOOE), provided that SSC activities are explicitly included in both the School Improvement Plan (SIP) and the Annual Improvement Plan (AIP).
4. **Other Funding Sources** – Supplementary funds may be sought through engagement with local government units, enhanced collaboration with development partners, School Governing Councils (SGC), Parent-Teacher Association (PTA), civil society organizations (CSO), alumni associations, and other stakeholders to address funding gaps. All partnerships will comply with relevant policies to ensure effective and responsible resource utilization.

F. SSC Implementers – There shall be an assigned SSC Coordinator and/or SSC Facilitator(s) to manage and supervise the SSC

1. Qualifications

- a. *The SSC Coordinator shall meet the following qualifications:*
- i. shall be a DepEd teaching or non-teaching personnel;
 - ii. shall preferably have a sports-related experience (i.e., former athlete, coach, officiating official, tournament manager, etc.) or have a minimum of 40 hours of sports-related training; and
 - iii. has knowledge of managing school clubs and other organizations
- b. *The SSC Facilitators shall meet the following qualifications:*
- i. shall be a DepEd teaching or non-teaching personnel;
 - ii. shall have a sports-related experience (i.e., former athlete, coach, officiating official, tournament manager, etc.) or have a minimum of 40 hours of sports-related training; and
 - iii. has basic knowledge of first aid or underwent training through reputable organizations or certified individuals

- 2. Benefits and Compensation** – Pursuant to DepEd Order 005, s. 2024, SSC activities performed by teaching personnel designated as SSC Coordinator and SSC Facilitator shall be classified as Teaching-related Assignments, specifically as Sports Development Programs Trainer/Adviser, and will be eligible for Vacation Service Credits following parameters and procedures in DO 005, s. 2024, and DM 53, s. 2024. Relatedly, overtime services and payment for non-teaching personnel assigned as SSC Coordinator and SSC Facilitator performing SSC activities beyond regular working hours shall be subject to the provisions of DepEd Order 030, s. 2016.

- 3. Professional Development** – The School Heads, SSC Coordinator, and SSC Facilitators shall be provided with annual orientations and training.

- 4. Merits and Rewards** - to recognize the efforts, support, and achievements of implementers and learners involved in SSC, separate guidelines of the assessment of performance and implementation, including the procedures for the awarding of recognitions, shall be issued through a DepEd Memorandum by the Central Office through the BLSS-SSD.

The Regional and Division Offices may issue criteria for performance evaluation and award recognition of the best SSC implementers across all governance levels annually. The said criteria must be aligned with the policy goals of this DepEd Order to increase the physical activity of learners and promote their wellness. In no case should the criteria foster and recognize sports competition.

- G. Safety and Risk Management** - Refer to the following guidelines to effectively manage and lessen the risks to the safety of the learners during the conduct of SSC activities:

- 1. Policies relating to safety and risk management** - SSC implementers, across all governance levels, shall be guided by and adhere to the following, but not limited to, existing standard protocols:

- a. Adequate Equipment and Safe Play Areas**
- i. Sufficient and safe play equipment shall be provided appropriate to the learner's stage of development and designed to foster physical and motor development. The equipment shall be easily accessible to the children, readily washable, clean, in good and functional condition, and free from hazards such as sharp or pointed parts, or toxic or poisonous finishing materials.
 - ii. Indoor and outdoor areas should be available to the children. Play areas shall be safe, clean, easily accessible, adequate in size, and suitable for the children's needs. Shady areas shall be available in outdoor play areas.
 - iii. First-aid kit/ treatment for common emergencies shall be available in every teacher's/faculty's room and/or sports club venue.⁸
- b. Gender-based Sexual Harassment in Educational and Training Institutions** – pursuant to Section 21 Article V, Republic Act No. 11313, titled "Safe Spaces Act", School Heads shall designate an officer-in-charge, who must be a DepEd personnel, to receive complaints regarding acts of gender-based sexual harassment or sexual violence in the conduct of SSC activities.
The school should promptly investigate to determine the veracity of such information or knowledge and the circumstances under which the act of gender-based sexual harassment or sexual violence was committed, and take appropriate steps to resolve the situation.
- c. Child Protection Policies and Procedures** – The School Heads shall ensure and monitor the implementation of DepEd child protection policies in the conduct of SSC activities
- d. Anti-Bullying** – The School Heads shall adopt and implement school-level policy particular to the conduct of SSC activities, to prevent and address bullying. The policy shall include provisions on prohibited acts, prevention and intervention programs, and mechanisms and procedures. The SSC Coordinator, SSC Facilitator, SSC Coordinator, parent, or volunteer shall immediately report any instance of bullying or act of retaliation witnessed or that has come to one's attention to the School Head or School principal or school personnel designated by the School Head to handle such issues, or both.
- e. Safeguarding Learners with Disabilities (LWDs) in SSC** – The School Head, SSC Coordinator, and SSC Facilitator shall be proactive in initiating, designing, and implementing appropriate sports activities for LWD sports club members. Every school shall ensure that D.O. 40, s. 2012, as amended, and D.O. 55, s. 2013 shall be observed in all sports club activities, with particular consideration that LWDs may be more vulnerable to bullying, child abuse and other forms of violence against children.⁹
- f.** All other national policies and Department Orders relevant hereto.

⁸ Presidential Decree 856 or the Sanitation Code of the Philippines, Chapter VI, School Sanitation and Health Services.

⁹ DepEd Order No. 44, s. 2021

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2. **Resolving Conflicts and Grievances** – Every school must adopt and publish grievance procedures, particular to the conduct of SSC, to facilitate the filing of complaints by students and faculty members. Grievances may be settled with the school's Grievance Committee in accordance with DepEd Order No. 35 s. 2004, as may be applicable.

In case of conflicts arising from abuse, violence, exploitation, discrimination, and other forms of abuse, the provisions of DepEd Order No. 40, s. 2012, titled *"DepEd Child Protection Policy"* and DepEd Order No. 55, s. 2013, titled *"Implementing Rules and Regulations of Republic Act No. 10627 Otherwise Known as the Anti-Bullying Act of 2013"* shall apply.

3. **Custody of the School Heads, SSC Coordinators, and SSC Facilitators** – The protective custody of the school heads, sports club coordinators, and sports club facilitators, in loco parentis, are mandatorily substituted for that of the parents to provide proper supervision of the learners activities during the Sports Club, as well as to take the necessary precautions to protect the learners in their custody from dangers and hazards that would reasonably be anticipated, including injuries. Provided that, sports club coordinators and sports club facilitators are liable for any injuries suffered by the learners caused by the former's own negligence.
4. **Reporting Injuries** – In case of accidents during the conduct of sports club activities on or off-campus practice, competition, recreation, or instruction, no matter how minor, the SSC Coordinator and/or the SSC Facilitator shall administer basic first aid as needed. If the injury appears serious or requires professional evaluation and treatment, call for emergency assistance, such as an ambulance or EMT. The details of the incident shall be documented, including how the injury occurred, its nature, and the names of individuals involved or present. An Injury Report Form must be submitted to the SSC Coordinator within 24 hours at the time of the injury.
5. **Good Conduct for SSC Personnel** – SSC Coordinators and SSC Facilitators shall observe good conduct as sports instructors and shall remain sensitive to the physical and emotional well-being of the SSC members.
6. **Prohibited Acts in the School Sports Club** – Schools shall ensure a safe and conducive environment for all. As such, any act of bullying, gender-based sexual harassment, illegal use of prohibited substances such as smoking, alcohol, drugs, etc., and other prohibited acts shall not be tolerated. Any person violating this Section shall be subject to disciplinary measures, including but not limited to suspension, expulsion, and/ or administrative charges, in accordance with DepEd rules and Regulations and other applicable laws.

- H. Health Services** – The SSC members shall have access to the Health Services offered by the school. The delivery of preventive and promotive health services, including basic treatment of minor ailments, emergency cases, and physical examination and medical treatment/referrals are to be handled by the health personnel in the school clinic or the Division Office clinic where the school is located. The health personnel shall issue a medical certificate or clearance prior to participation in the SSC.
- 1. Provision of Insurance** – Subject to RA No. 12009 and pertinent auditing rules and procedures, a separate guideline shall be had, providing for an insurance policy to cover any sports-related accidents incurred by learners, free from any negligence on the part of the school, its officials, and personnel.
- I. Stakeholder Engagement** - The School Head, with the assistance of the SSC Coordinator, shall engage with internal and external stakeholders to support the establishment and sustainability of their SSC operations.

VI. ROLES AND RESPONSIBILITIES – The roles and responsibilities are as follows:

- A. Central Office**— The Operations Strand, through the BLSS-SSD, shall:
1. Formulate policies for the management, implementation, operation, and monitoring of the SSC;
 2. Oversee, monitor, and evaluate the implementation of the SSC;
 3. Conduct capacity-building initiatives for the SSC implementers;
 4. Ensure relevant and thematic alignment of the SSC with the curriculum of P.E. and Health, Special Program in Sports (SPS), and Sports Track; and
 5. In coordination with the Policy and Planning Service – Educational Management Information System Division (PPS – EMISD), include identified SSC indicators in the Learner Information System and other DepEd monitoring systems to ensure data availability for SSC monitoring.
- B. Regional Office** – The Regional Office, through the Education Support Services Division (ESSD), shall:
1. Oversee the implementation of the policy consistent with the priorities and context of the region;
 2. Provide technical assistance to the Schools Division Offices on the implementation of the program;
 3. Download program support funds for the operation of the SSC, separate from the School Maintenance and Other Operating Expenses (MOOE), to the Division and School SSC implementers;
 4. Ensure the safe conduct of the SSC activities by providing capacity building initiatives to Division and School SSC implementers; and
 5. Through the Regional SSD Focal Person, consolidate and prepare a summary report of all submitted SSEED Program Utilization and Implementation Reports, SSC Action Plans, Monitoring and Evaluation Reports, and other SSC-related reports from the Divisions for submission to the Central Office.

C. Schools Division Office – The Schools Division Office, through the School Governance and Operation Division (SGOD), shall:

1. Oversee, monitor, and evaluate the implementation process of the SSC;
2. Through the Division Sports Officer, verify the submitted SSC Registration Forms of the schools;
3. Through the Division SD Focal Person, consolidate and prepare a summary report of all submitted SSEED Program Inventory Reports, SSC Action Plans, Monitoring and Evaluation Reports, and other SSC-related reportorial requirements submitted by the schools;
4. Provide technical assistance to the schools and CLCs in implementing the SSC program; and
5. The SGOD shall facilitate the allocation and downloading of Program Support Funds (PSF) to the SSC based on the integrated SSC Action Plan in the School's Annual Implementation Plan and School Improvement Plan.

D. School – The School shall:

1. Ensure the effective implementation of the SSC aligned with the school's context;
2. Establish an inclusive environment for all learners;
3. Engage the participation of the school's teaching and non-teaching personnel;
4. Ensure a safe and environment-friendly SSC facility;
5. Engage with internal and external stakeholders, guided by the provisions of this policy and other existing DepEd Orders on partnerships; and
6. Ensure that the rights of the students are protected at all times.

VII. MONITORING AND EVALUATION

- A.** The Central Office, through the Bureau of Learner Support Services – School Sports Division (BLSS-SSD), shall develop and implement a monitoring and evaluation tool to ensure effective implementation of the SSC program. Feedback and assessment on the SSC programs and activities shall be done annually to further improve their effectiveness.
- B.** The Regional Office, through the Education Support Services Division (ESSD), shall conduct annual monitoring at their level to analyze and evaluate data on the sports club, consolidate monitoring reports to the BLSS-SSD, and to provide technical assistance to the Schools Division Offices on the implementation of the program.
- C.** The Schools Division Office, through the School Governance and Operations Division (SGOD), shall monitor the schools' compliance with the provisions of these guidelines through quarterly reports from schools, gather feedback from all concerned stakeholders, and report to the Regional Office.
- D.** The School shall manage the sports club and implement the SSC programs and activities. Monitoring reports shall be integrated in the preparation of the SIP, OPCRF, and other school programs, projects, and activities. The School Head shall conduct LAC sessions to identify and respond to opportunities and to link SSC programs to the experiences, interests, and aspirations of the internal and external stakeholders. The SSC Coordinators and Facilitators shall monitor the impact of the learners' engagement with the SSC on their physical fitness.

VIII. REFERENCES

- Republic Act No. 9155, "Governance of Basic Education Act of 2001", Section 9;
- Republic Act No. 10533, "Enhanced Basic Education Act of 2013", Section 8;
- Republic Act No. 11650, "Inclusive Education Act", Section 4 (3);
- Republic Act No. 10627, "Anti-Bullying Act of 2013";
- Republic Act No. 11313, "Safe Spaces Act", Section 21 Article V;
- Presidential Decree 856, "Sanitation Code of the Philippines", Chapter VI, School Sanitation and Health Services";
- DepEd Order No. 40, s. 2012 (DepEd Child Protection Policy)
- DepEd Order No. 55, s. 2013 (Implementing Rules and Regulations of Republic Act No. 10627 Otherwise Known as the Anti-Bullying Act of 2013);
- DepEd Order No. 25, s. 2015 (Implementing Guidelines on the Special Program in Sports (SPS));
- DepEd Order No. 21 s. 2019 (Policy Guidelines on the K to 12 Basic Education Program);

DepEd Order No. 44 s. 2021 (Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program);

DepEd Order No. 24 s. 2022 (Adoption of the Basic Education Development Plan);

DepEd Order No. 005, s. 2024 (Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload);

DepEd Memorandum No. 053, s. 2024 (Implementation Guidelines for DepEd Order No. 005, s. 2024 (Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload));

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IX. EFFECTIVITY AND TRANSITORY PROVISIONS

The schools with existing school sports clubs shall adopt the guidelines provided herein, and the schools without SSCs shall establish their school sports clubs accordingly.

All DepEd Orders and other related issuances, rules and regulations that are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.

This Order shall take effect immediately upon its approval, issuance, and publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the National Administrative Registrar (ONAR) at the University of the Philippines Law Center (UPLC) UP Diliman, Quezon City.

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