



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
DIVISION OF ESCALANTE CITY



August 3, 2026

DIVISION MEMORANDUM

No. 308, s. 2026

CONDUCT OF THE SCHOOL-BASED PRESS CONFERENCE (SBPC)

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Division Education Program Supervisors
School Heads
All others concerned

1. Pursuant to Republic Act (RA) No. 7079, otherwise known as the Campus Journalism Act of 1991, and Regional Memorandum No. 798, s. 2026, this Office, through the Curriculum Implementation Division (CID), announces the conduct of the School-Based Press Conference (SBPC).

2. The School-Based Press Conference (SBPC) shall be conducted according to the following implementation timeline:

August 2026	Week 1	Division Orientation
	Weeks 2-3	Implementation of the Classroom-Based Press Conference
	Week 4	Showcasing of learners' outputs or conduct of the School - Based Press Conference

3. The activity aims to:

- promote inclusive learner participation in journalism engagements through classroom-based supplementary learning activities;
- highlight and/or integrate journalism competencies across learning areas; and
- provide mechanisms in identifying learner-journalists to represent the school in higher-level press conferences.

4. To ensure a common understanding of the general implementation guidelines, framework, curriculum alignment, and monitoring and evaluation (M&E) tools, a **virtual orientation** shall be conducted on **August 4, 2026, at 3:00 p.m.** All school paper advisers, learning area coordinators, and school heads are advised to attend. The meeting link shall be shared through the official group chats of the identified participants.

5. Attached are Annexes A-D of Regional Memorandum No. 798, s. 2026.

6. It is understood that in the conduct of this activity, there shall be no discrimination on the account of age, school gender, civil status, disability, religion or other similar circumstances that run counter to the principle of equal opportunities.

7. Immediate and wide dissemination of this Memorandum is desired.



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PETER J. GALIMBA

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent 

Enclosure : See attached Annexes
Reference : Regional Memorandum No. 798, s. 2026
Allotment : 1-2-3-6-7-8
To be indicated in the Perpetual Index of the following subjects:

CURRICULUM

LITERACY

PROGRAMS

Tabotabo/Mapa /26/CID



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REGIONAL MEMORANDUM
No. 798 s. 2026

JUL 29 2026

CONDUCT OF THE SCHOOL-BASED PRESS CONFERENCE

To: Schools Division Superintendents
All Others Concerned

1. Pursuant to Republic Act No. 7079, otherwise known as the Campus Journalism Act of 1991, which promotes the development of campus journalism as a means of strengthening ethical values, critical and creative thinking, and responsible communication among learners, this Office announces the conduct of the **School-Based Press Conference**.

2. This program specifically aims to:

- promote inclusive learner participation in journalism engagements through classroom-based supplementary learning activities;
- highlight and/or integrate journalism competencies across learning areas; and
- provide mechanisms in identifying learner-journalists to represent the school in higher-level press conferences.

3. The School-Based Press Conference shall be implemented in August in accordance with the implementation framework reflected in Annex A and the implementation timeline indicated in Annex B. This shall be participated in by all key stages 2-4 learners.

4. The schools shall conduct journalism-related supplementary learning activities integrated into regular classroom instruction and aligned with the prescribed curriculum competencies.

5. To ensure uninterrupted delivery of instruction and maximum learner participation, the schools are hereby directed to observe the following general implementation guidelines:

- The School-Based Press Conference shall be conducted as a supplementary learning activity that supports classroom instruction. It shall be scheduled during designated enrichment periods or on dates approved by the school head, provided that such implementation shall not result in the suspension or disruption of regular classes. With this, there shall be no opening or launching programs that might disrupt classes. Instead, this shall be done inside the classroom without entailing additional expenses on both the part of the teachers and the learners.



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- b. Classroom journalism activities shall be integrated into the regular teaching-learning process, guided by the suggested curriculum alignments as contextual references for implementing supplementary learning activities herewith attached as Annex C.
- c. The school heads may assign a school coordinator or the school paper adviser to oversee and select the best outputs in the conduct of the School-Based Press Conference.
- d. All outputs made during the activity shall be displayed during the conduct of the ~~School-Based~~ Portfolio Day as scheduled. Meanwhile, learners who were identified to produce the best outputs may also be recognized through the Celebrating Arithmetic and Reading Excellence (CARE) / on-the spot recognition mechanism of the school.
- e. The Schools Division Offices (SDOs) that opt to conduct a District Based Press Conference as a screening mechanism prior to the Division Schools Press Conference shall likewise schedule the activity in a manner that does not disrupt regular classes.
6. These journalism-related activities are intended solely to enrich the teaching-learning process and shall not replace or serve as graded performance tasks or summative assessments. Participation in the School-Based Press Conference shall provide learners with authentic opportunities to develop journalism competencies without affecting their academic grades.
7. A virtual regional orientation shall be conducted on July 31, 2026, 3:00 p.m. via MS Teams. The activity shall be participated in by all Education Program Supervisors (EPS) in English and Filipino. The meeting link shall be shared to the official group chats of the identified participants.
8. Likewise, the SDOs shall conduct their respective division orientations within the first week of August 2026, participated in by all school heads/school coordinators.
9. All governance levels shall be guided by the attached Annex D - Terms of Reference, which defines their respective roles and responsibilities in the implementation of the program.
10. To ensure the effective implementation and continuous improvement of the School-Based Press Conference, the Regional Office shall utilize the attached Annex D - Monitoring and Evaluation Tool.



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11. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As Stated

Reference: As Stated

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

CURRICULUM

LITERACY

PROGRAMS

LIBRARY-Media-Campus Media-Fishing Classroom-Based Pass Conference
May 2020



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Annex A

IMPLEMENTATION FRAMEWORK

The following implementation framework is suggested in the conduct of the School-Based Press Conference as a strategy for identifying and developing potential campus journalists while strengthening learners' journalism competencies through supplementary learning activities.

Stage 1

Classroom-Based Press Conference

Subject teachers shall facilitate the Classroom-Based Press Conference through the following process:

A. Identify appropriate curriculum competencies.

1. Teachers identify lesson competencies suitable for journalism-related outputs that support the intended learning competencies and journalistic practices.

B. Integrate journalism-related learning activities during regular instruction.

1. Teachers incorporate journalism-based tasks that correspond to the lesson being taught. Examples include:
 - a. Writing a news story about a historical event after a Social Studies lesson;
 - b. Preparing a feature article based on a literary character or local culture;
 - c. Developing an editorial on a current issue discussed in class;
 - d. Producing a science news report from an experiment;
 - e. Creating an editorial cartoon to illustrate a social concern;
 - f. Delivering a radio or television news presentation based on classroom-generated content;
 - g. Capturing and writing captions for photographs related to school or community activities;
 - h. Designing page layouts or infographics to present information learned in class.

C. Ensure participation of all learners.

1. Every learner joins the journalism-related activity as part of the classroom learning experience. Since the objective is to provide journalism exposure to all learners, participation shall be inclusive regardless of prior journalism experience or skill level.



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D. Observe and document learners' journalism competencies.

1. While learners perform the activities, the teacher observes their aptitude, interest, creativity, communication skills, and application of journalistic principles using adapted National Schools Press Conference (NSPC) rubrics or simplified classroom observation tools appropriate to the activity. The observations are intended solely for identifying learners with potential and shall not be used for grading purposes.

E. Provide feedback and enrichment.

1. After the activity, the teacher conducts a brief feedback session highlighting effective journalistic practices, strengths, and areas for improvement.

F. Recommend potential campus journalists.

1. The subject teacher may recommend learners who demonstrate potential in specific journalism categories to the School Paper Adviser for appropriate mentoring, coaching, and further development. Such recommendation may serve as basis for their possible participation in the succeeding stages of the School-Based Press Conference.

G. Showcase learners' outputs and performances.

1. Learners' journalism outputs and performances may be showcased during the School-Based Portfolio Day or other school-approved activities to recognize their efforts and highlight journalism integration across learning areas.

Stage 2

School-Based Press Conference (Suggested)

- The School Paper Adviser consolidates the recommended learners based on classroom observations and submitted journalistic outputs.
- The school conducts the School-Based Press Conference as a platform for learners to present and showcase their outputs across different journalism categories.
- The activity highlights learners' creativity, communication skills, and application of journalistic principles while providing opportunities for feedback, recognition, and further development.
- Based on the quality of outputs and demonstrated potential, learners may be identified for coaching and preparation as Schools Press Conference representatives.



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Stage 3

District-Based Press Conference (Optional)

- Schools Division Offices may opt to conduct a District Schools Press Conference to screen school qualifiers prior to the Division Schools Press Conference.
- This phase shall only be implemented upon the discretion of the Schools Division Office.

Stage 4

Division Schools Press Conference

- School qualifiers (or district qualifiers, where applicable) participate in the official Division School Press Conference following existing DepEd and NSPC guidelines.



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Annex A

IMPLEMENTATION FRAMEWORK

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Stage 1

Classroom-Based Press Conference

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A. Identify appropriate curriculum competencies.

1. Teachers identify lesson competencies suitable for journalism-related outputs that support the intended learning competencies and journalistic practices.

B. Integrate journalism-related learning activities during regular instruction.

1. Teachers incorporate journalism-based tasks that correspond to the lesson being taught. Examples include:
 - a. Writing a news story about a historical event after a Social Studies lesson;
 - b. Preparing a feature article based on a literary character or local culture;
 - c. Developing an editorial on a current issue discussed in class;
 - d. Producing a science news report from an experiment;
 - e. Creating an editorial cartoon to illustrate a social concern;
 - f. Delivering a radio or television news presentation based on classroom-generated content;
 - g. Capturing and writing captions for photographs related to school or community activities;
 - h. Designing page layouts or infographics to present information learned in class.

C. Ensure participation of all learners.

1. Every learner joins the journalism-related activity as part of the classroom learning experience. Since the objective is to provide journalism exposure to all learners, participation shall be inclusive regardless of prior journalism experience or skill level.



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Annex B

IMPLEMENTATION TIMELINE

Month	Week	Activity	Responsible Office/Person
July 2026	July 31. 2026	Regional Orientation	Regional Office
August 2026	Week 1	Division Orientation	Schools Division Office
	Weeks 2-3	Implementation of the Classroom-Based Press Conference	Subject Teachers/ School Coordinator
	Week 4	Showcasing of Learners' Outputs or Conduct of School or District-Based Press Conference	School Head/ School Coordinator/ Public Schools District Supervisor (PSDS)



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Annex C

CURRICULUM ALIGNMENT

The suggested curriculum alignments presented below serve as contextual references for integrating journalism-related supplementary learning activities into the learning areas. They provide teachers with opportunities to enrich classroom instruction and enable learners to experience and develop journalism knowledge and skills within the context of the prescribed curriculum competencies.

1. News Writing

- Grade 4 English: Identify text types, specifically news reports (Term 1).
- Grade 5 English: Produce culture-appropriate texts, including news reports, using simple, compound, and complex sentences (Term 1).
- Grade 6 English: Identify text types appropriate for purpose and target audience, specifically news reports (Term 1).

2. Feature Writing

- Grade 4 English: Produce narrative texts appropriate for context, purpose, and target audience (Term 1).
- Grade 7 Filipino: Nauunawaan ang tekstong ekspositori gaya ng memoirs, journals, at personal na sanaysay (Term 1).
- Grade 11 Effective Communication: Produce spoken, written, and multimodal texts such as cultural narratives and reflective commentaries (Term 1).
- Grade 11 Effective Communication: Interviewing local leaders, elders, or cultural bearers for community publications (Term 1).

3. Science and Technology Writing

- Grade 10 Science: Write a critical analysis of the use of biotechnology and its impacts on society or the environment (Term 1).
- Grade 11 General Science: Create a presentation using chosen multimodal activities to effectively communicate key concepts about the effects of climate change on the local ecosystem (Term 1).

4. Editorial and Column Writing

- Grade 11 Effective Communication: Produce spoken and written texts such as opinion pieces that promote inclusive and ethical social communication (Term 1).
- Grade 11 Effective Communication: Construct coherent arguments that reflect understanding of social responsibility and shared values (Term 1).



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- Grade 11 Mabisang Komunikasyon: Nakabubuo ng mga tekstong public-facing gaya ng komentaryo, maikling opinyon, o kolum na nagsusulong ng kamalayang panlipunan (Term 1).
5. Editorial Cartooning
- Grade 4 English: Identify visual elements using straight, diagonal, and zigzag lines to derive meaning (Term 1).
 - Grade 4 Filipino: Nasusuri ang kaangkupan ng elementong biswal gaya ng cartooning na ginamit sa pagbuo ng teksto (Term 1).
 - Grade 5 English: Identify visual elements through the use of layout structures such as grids and headers (Term 1).
6. Copy Editing
- Grade 4 English: Use words with literal and implied meanings and structural analysis (prefixes and suffixes) to clarify sentences (Term 1).
 - Grade 7 Filipino: Mekaniks sa pagsulat gaya ng diksyon, estilo, at paggamit ng transisyonal at kohesiyong gramatikal sa pagbuo ng talata (Term 1).
 - Grade 11 Effective Communication: Employ language and structure, such as transition and cohesive devices, appropriately and effectively (Term 1).
7. Radio/TV Script Writing and Broadcasting
- Grade 9 English: Compose and publish an original multimodal literary text, specifically a one-act play script (Term 1).
 - Grade 10 English: Compose and publish an original multimodal literary text, such as a short film, analyzing style and form (Term 1).
 - Grade 10 Filipino: Naibabahagi ang nilikhang tekstong multimodal na documentary film sa napiling platform (Term 1).
 - Grade 11 Effective Communication: Analyze the content and intent of communication events, including media broadcasts (Term 1).
8. Online Publishing and Collaborative Desktop Publishing
- Grade 4 English: Identify multimedia elements including headlines, subtitles, slogans, and graphics (Term 1).
 - Grade 10 Music and Arts: Produce creative works based on emerging concepts and practices used in a selected creative industry (Term 1).
 - Grade 11 Effective Communication: Produce interpersonal correspondence in formats such as social media posts and community blog posts (Term 1).
 - Grade 11 Mabisang Komunikasyon: Nakabubuo ng mga tekstong public-facing gaya ng blog o adbokasiyang post sa social media (Term 1).



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Annex D

SCHOOL-BASED PRESS CONFERENCE
MONITORING AND EVALUATION TOOL

Schools Division Office: _____
Monitored by: _____
Date Monitored: _____

Monitoring Indicator	Means of Verification (MoV)	Yes	No	Remarks
<i>The SDO...</i>				
1. disseminated the Regional Memorandum and implementation guidelines to all schools.	Division Memorandum, Dissemination Report	☐	☐	
2. conducted orientation and/or technical assistance for School Heads, School Paper Advisers, and Subject Teachers.	Orientation Program, Attendance Sheets, Photos	☐	☐	
3. monitored schools on the integration of journalism-related supplementary learning activities aligned with curriculum competencies.	Consolidated School Reports, Monitoring Reports	☐	☐	
4. validated that all learners participated in classroom journalism activities as supplementary learning activities.	Monitoring Reports, Learners' Outputs, Photo Documentation	☐	☐	
5. verified that subject teachers identified and recommended potential campus journalists.	Recommendation Forms, Consolidated School Reports	☐	☐	
6. verified that the implementation of the School-Based Press Conference did not disrupt regular classes and that learning continuity was maintained.	School Monitoring Reports, Class Program, Validation Notes	☐	☐	
8. conducted or supervised the School-Based Press Conference and, where applicable, the optional District-Based Press	Activity Program, Attendance Sheets, Photo	☐	☐	



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Conference in accordance with the Regional Guidelines.	Documentation.		
9. documented good practices, implementation issues, and provided appropriate technical assistance to schools.	Results		
	Narrative Report.		
	Technical Assistance	☐	☐
	Report. Monitoring		
	Notes		

Summary of Monitoring

Overall Status:

- ☐ Fully Implemented
☐ Partially Implemented
☐ Not Yet Implemented

Strengths / Best Practices Observed:

Areas for Improvement:

Technical Assistance Provided:

Recommendations:

Monitored by: _____

Signature: _____

Date: _____



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Annex D

TERMS OF REFERENCE

To ensure the effective implementation of the School-Based Press Conference, the following governance levels shall perform the corresponding roles and responsibilities:

I. Regional Office (RO)

The Regional Office, through the Curriculum and Learning Management Division (CLMD), shall provide overall policy direction, technical guidance, monitoring, and evaluation of the implementation of the School-Based Press Conference.

Specifically, the Regional Office shall:

- formulate and issue policies, guidelines, and implementation frameworks governing the conduct of the School-Based Press Conference;
- develop and disseminate the implementation framework, curriculum alignments, monitoring and evaluation tools, and other support materials;
- conduct regional orientation and capacity-building activities for Schools Division Offices;
- provide technical assistance to the Schools Division Offices on the implementation of classroom-based journalism activities;
- monitor and evaluate the implementation across all Schools Division Offices using the prescribed Monitoring and Evaluation Tool;
- consolidate regional implementation reports, best practices, innovations, challenges, and recommendations for policy enhancement; and
- ensure that the implementation remains aligned with the provisions of Republic Act No. 7079 and other relevant DepEd issuances.

II. Schools Division Office (SDO)

The Schools Division Office, through the Curriculum Implementation Division (CID), shall oversee the division-wide implementation of the School-Based Press Conference.

Specifically, the Schools Division Office shall:

- conduct division orientation and technical briefing for school heads and other concerned personnel;



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- provide technical assistance to districts and schools regarding classroom implementation, curriculum integration, and learner participation;
- ensure that all schools conduct the School-Based Press Conference in accordance with the prescribed implementation framework;
- monitor implementation in schools through classroom visits, validation activities, and accomplishment reports;
- consolidate implementation reports submitted by districts and schools;
- document innovative practices and successful implementation models for possible replication across schools;
- conduct a District-Based Press Conference, when deemed necessary, as a screening mechanism prior to the Division Schools Press Conference, ensuring that such activities do not disrupt regular classes; and
- submit the required consolidated implementation report to the Regional Office within the prescribed timeline.

III. District Office

The Public Schools District Supervisor shall provide direct supervision and instructional support to schools within the district.

Specifically, the PSDS shall:

- orient school heads on the objectives, implementation procedures, and monitoring requirements of the School-Based Press Conference;
- monitor the implementation in schools through school visits, classroom observations, and conferences with school heads;
- provide technical assistance to schools in addressing implementation issues and challenges;
- ensure that schools maximize learner participation while maintaining uninterrupted delivery of classroom instruction;
- validate school reports and accomplishments before submission to the Schools Division Office;
- recommend exemplary school practices for recognition and replication within the division; and
- coordinate district-level activities, when authorized by the Schools Division Office.

IV. School

The school, under the leadership of the School Head, shall ensure the successful implementation of the School-Based Press Conference as an integral supplementary learning activity.

A. The School Head shall:



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- lead the planning, organization, implementation, and monitoring of the School-Based Press Conference;
 - designate a School-Based Press Conference Coordinator, who may be the School Paper Adviser or any qualified teacher;
 - ensure that classroom journalism activities are integrated into regular classroom instruction and aligned with curriculum competencies;
 - schedule the activities without causing disruption to regular classes;
 - provide the necessary administrative and logistical support for implementation;
 - ensure inclusive participation of all learners in Key Stages 2–4;
 - recognize outstanding learner outputs through existing school recognition mechanisms, where appropriate; and
 - submit the required accomplishment reports to the Schools Division Office.
- B. The School-Based Press Conference Coordinator shall:
- coordinate the overall implementation of the School-Based Press Conference;
 - prepare the implementation schedule in coordination with teachers;
 - provide technical assistance to teachers regarding activity mechanics;
 - consolidate learner outputs and facilitate the selection of exemplary works;
 - organize the display of learner outputs during the School-Based Portfolio Day or similar school activities; and
 - prepare and submit implementation reports to the School Head.
- C. The classroom teachers shall:
- integrate journalism-related supplementary learning activities into their classroom instruction;
 - facilitate learner participation during the implementation period;
 - guide learners in producing authentic journalism outputs appropriate to the learning competencies;
 - encourage creativity, collaboration, ethical journalism, and responsible communication among learners;
 - identify exemplary learner outputs based on the prescribed criteria; and
 - ensure that participation shall not be used as graded performance tasks or summative assessments.



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Reporting and Accountability

All governance levels shall ensure timely submission of implementation reports, provide technical assistance within their respective jurisdictions, and continuously support schools in improving the quality and effectiveness of school-based journalism instruction.

The Regional Office shall regularly review implementation results and utilize monitoring findings to strengthen succeeding implementations of the School-Based Press Conference.



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