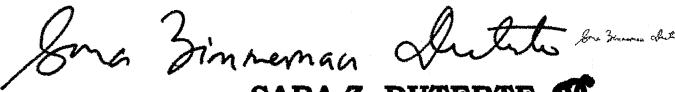MAY 16 2024

DepEd ORDER
No. 007 , s. 2024

POLICY GUIDELINES ON THE IMPLEMENTATION OF THE REVISED SCHOOL-BASED MANAGEMENT SYSTEM

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

1.   The Department of Education (DepEd) issues the enclosed **Guidelines on the Implementation of the Revised School-Based Management (SBM) System** which aims to strengthen the policy on decentralizing decision-making authority to school administration on matters affecting school operations and to establish a mechanism on continuous improvement and provision of technical assistance at the school level.

2.   The SBM framework, process, and self-assessment checklist constituting the implementation of this policy shall guide all public elementary and secondary schools, schools division offices (SDOs), regional offices (ROs), and the Central Office (CO) in nurturing a culture of continuous improvement of school practices and learning outcomes.

3.   DepEd Order (DO) No. 83, s. 2012 titled Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT), and all other issuances inconsistent with this Order and their provisions are repealed, rescinded, or amended accordingly.

4.   This DO shall take effect 15 days after its approval, posting on the website, and publication in the Official Gazette or in a newspaper of general circulation. Certified copies of the DO 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.

5.   For inquiries or concerns, please contact the **Bureau of Human Resource and Organizational Development-School Effectiveness Division (BHROD-SED)**, Mabini Building, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City through the email at bhrod.sed@deped.gov.ph or at telephone number (02) 8633-5397.

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

SARA Z. DUTERTE
Vice President of the Republic of the Philippines
Secretary of the Department of Education

Encl.:
    As stated

Reference:
    DepEd Order (No. 83, s. 2012)

To be indicated in the <u>Perpetual Index</u>
    under the following subjects:

        ASSESSMENT
        FUNDS
        POLICY
        PROGRAMS
        PROJECTS

JDM,C, APA MPC, <u>DO Policy Guidelines on the Implementation of the Revised SBM System</u>
0624 – April 18, 2024

POLICY GUIDELINES ON THE IMPLEMENTATION OF THE REVISED SCHOOL-BASED MANAGEMENT (SBM) SYSTEM

I. RATIONALE

The implementation of the Republic Act (RA) 9155, otherwise known as the *Governance of Basic Education Act of 2001*, provides direction for decentralizing the system of management and governance at the school level and further recognizes the role of local government units and other stakeholders as partners in education service delivery.[1] The said Republic Act allows for an innovative approach to empower school heads and their personnel to collaborate with the community in ensuring the delivery of quality basic education and achieving improved learning outcomes. School heads, in consultation with internal and external stakeholders, are provided the opportunity to address and decide on issues and concerns directly involving day-to-day school operations.

In 2012, the Department of Education (DepEd) provided the parameters for exercising decentralized decision-making at the school level through the DepEd Order (DO) No. 083, s. 2012, the *Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool (APAT)*. In this policy, SBM, as a reform thrust, was broadened to better highlight the learners as the center of SBM practice and to encompass the diverse realities of learning contexts uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up in societies.

However, in the course of institutionalizing SBM, various implementation gaps emerged. Across Regions, Schools Divisions, and Schools, these areas for improvement were common, yet differentiated due to contextualized practices. Practitioners at the school level contended that its implementation was laden with voluminous and repetitive documentary requirements resulting in additional tasks assigned to the teaching personnel. These documentary requirements were used as means of verification to ascertain the SBM level of practice based on a scoring system. Similarly, the operationalization of the scoring system became challenging due to the exercise of an arbitrary approach to determining the outcome indicators that would support the level of practice declared by schools.

In response to the implementation concerns, a review commenced to further identify other policy issues. In the review, the need to update the SBM framework became apparent. Recently, innovative education programs, projects, and activities have been introduced and taken root in the Philippine education system in response to the current

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[1] Department Order (DO) No. 083, s. 2012, Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT)

global and local trends. People effectiveness frameworks have also been issued to complement organization effectiveness in achieving organizational success. These developments justified the pursuance of policy development.

The updating of the policy provides a definitive understanding that SBM is the **gateway to school effectiveness.** The practice of SBM is the preparation phase in which all schools are given an equitable opportunity to hone their intrinsic motivation to continuously improve. It is through this appreciation of the linkage between SBM and organizational success that schools learn how to endeavor for excellence. Furthermore, the updated guidelines **enhance the commitment of education stakeholders** to their responsibilities and accountabilities in realizing improved learning outcomes.

Another key feature describes **a broader appreciation of rewards and recognitions.** While it is a fact that extrinsic rewards and recognitions are aspired by organizations, the Department also recognizes the importance of organizational introspection as a strong foundation for sustainable school improvement. SBM is designed to nurture the intrinsic motivations of schools which shall eventually open opportunities for extrinsic rewards.

A **revitalized approach to the provision of technical assistance** is also advocated in this policy. By clarifying the purpose of this mechanism, the Department guarantees an equitable provision of support that is evidence-based, appropriate, and relevant.

With the DepEd Vision, Mission, and Core Values (VMVs) playing an important role in **providing a common goal**, all schools shall have access to an attainable long-term objective that shall guide them to reach organizational success, regardless of their varying conditions.

II. SCOPE OF THE POLICY

All public schools in the Philippines shall adopt and implement the revised guidelines on School-Based Management. This policy covers the scope of the roles and responsibilities of the Schools Division Offices, Regional Offices, and the Central Office in ensuring the institutionalization of SBM in all public schools.

All private schools are strongly encouraged to adopt and implement this policy.

III. DEFINITION OF TERMS

For this policy, the following terms are defined as follows:

1. **Community Learning Center (CLC)** - a physical space to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. It is a venue for face-to-face learning activities and

other learning opportunities for community development and improvement of people's quality of life[2]

2. **Community of schools (a.k.a. cluster of schools)** - a group of schools that are geographically contiguous and brought together to improve learning outcomes[3]

3. **Continuous improvement (process)** - a methodology to continually assess, analyze, and act on the performance improvement of key processes and service delivery, focusing on both stakeholder needs and the desired performance[4]

4. **Learner (pupil or student)** - any individual, regardless of age, sex, gender, disability, ethnicity, culture, and religion, seeking basic literacy skills and functional life skills or support services, and enrolled in basic education to enhance his/her knowledge, skills, and values for the improvement of the quality of his/her life and develop his/her potentials[5]

   i. **Adults** - Filipinos ages 18 years old and above who were not able to begin or continue basic elementary or secondary education in formal school[6]

   ii. **Out-of-School Children in Special Cases** - Children of official school age who are not enrolled in elementary or secondary school due to special cases such as economic, geographic, political, cultural, or social barriers, including learners with disabilities or conditions, indigenous peoples, children in conflict with the law, learners in emergency situations, and other marginalized sectors[7]

5. **School** – an educational institution, including school-based CLCs under the control and supervision of the Department of Education, undertaking educational operations with a specific age group of pupils or students pursuing defined studies and defined levels, receiving instructions from teachers, usually located in a building or group of buildings in a particular physical or cyber site[8]

   A school's basic internal composition consists of its teaching, teaching-related, non-teaching personnel, and other internal stakeholders.

6. **School-Based Management (SBM)** - the decentralization of decision-making authority from central, regional, and division levels to the individual schools,

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[2] Republic Act (RA) No. 9155: Governance of Basic Education Act of 2001 and Republic Act (RA) No. 11510: Alternative Learning System Act
[3] Republic Act (RA) No. 9155: Governance of Basic Education Act of 2001
[4] Department Order (DO) No. 044, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)
[5] Republic Act (RA) No. 9155: Governance of Basic Education Act of 2001; Department Order (DO) No. 044, s.2021, Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program; and Department Order (DO) No. 021, s. 2019, Policy Guidelines on the K to 12 Basic Education Program
[6] Republic Act (RA) No. 11510: Alternative Learning System Act
[7] Republic Act (RA) No. 11510: Alternative Learning System Act
[8] Department Order (DO) No. 052, s. 2016, Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017

with the intent of bringing together school heads, teachers, learners, as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools[9]

7. **School community** - the immediate basic political unit where the school is physically situated, with reference to its catchment area, i.e., the area within a two-kilometer (2-km) radius, and one-kilometer (1-km) radius from any existing public school in rural and urban areas, respectively[10]

   A school community may also collectively refer to the various internal and external stakeholders who are invested in the welfare and continuous improvement not only of the school system, but also of the immediate barangay, municipality, or city where the school belongs.

8. **School head** - the person responsible and accountable for the administrative management and instructional supervision of the school or cluster of schools. In the absence of a principal, this concept shall refer to the Teacher-in-Charge, Officer-in-Charge, Master Teacher, or other persons officially designated as school head by the Schools Division Superintendent[11]

9. **School personnel** - a teaching, teaching-related, or non-teaching staff who is assuming roles and responsibilities in the day-to-day operations of the school

10. **Stakeholder** - any person, school, recognized Parent-Teacher Association (PTA), Local Government Unit (LGU), and other organizations that has/have professional or civic interests or concerns for the interest of the schools and their students[12]

    i. **Internal stakeholder** - anyone who is directly and immediately involved in or affected by the daily operations of the school

       Internal stakeholders include the learners and school personnel.

    ii. **External stakeholder** - anyone who is not directly involved in or affected by the daily educational operations of the school but expresses his/her stakes in the larger educational system and community dynamics through the extension of support to school programs, advocacies, and other undertakings.

       External stakeholders may include parents and guardians, community members, local government units, civil society organizations, other national government agencies and government-owned and controlled corporations,

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[9] Department Order (DO) No. 044, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)
[10] Department Order (DO) No. 040, s. 2014, Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education
[11] Republic Act (RA) No. 9155: Governance of Basic Education Act of 2001 and Department Order (DO) No. 045, s. 2015, Guidelines on School-Based Management (SBM) Grants for Fiscal Year (FY) 2014
[12] Department Order (DO) No. 052, s. 2016, Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017

international organizations, private companies, business enterprises, corporate foundations, cooperatives, and other concerned private individuals.[13]

IV.   POLICY STATEMENT

This Policy on School-Based Management is in line with the provisions of the Republic Act (RA) 9155. As such, schools, their personnel, and community stakeholders are accorded the opportunity to collectively plan and decide on their delivery of quality basic education, achievement of learning outcomes, and transformation into effective organizations.

Moreover, this policy serves as an enabling mechanism to address the challenges in basic education. The effective and efficient implementation of the SBM shall contribute to realizing holistically developed Filipino learners with 21st-century skills who are Maka-Diyos, Makatao, Makakalikasan, and Makabansa, aligned with the sector outcome that is the Basic Education Filipino learners have the physical, cognitive, socio-emotional, and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities.[14] Likewise, the implementation of the SBM shall further contribute in achieving the national goal, which is "All Filipinos are able to realize their full potential and contribute meaningfully to a cohesive nation."[15]

All schools shall endeavor to cultivate a culture of continuous improvement. Alongside this, schools are expected to regularly undergo self-assessment using the SBM self-assessment checklist for purposes of progress monitoring and evaluation.

V.   GUIDELINES AND PROCEDURES

The **continuous improvement process** is a fundamental anchor in SBM that ensures the transformation of all schools into effective organizations. The continuous improvement process nurtures an ideal school culture that promotes school self-reflection, self-management, and self-improvement.

Self-reflection pertains to understanding a school's current situation by describing the roots of issues, concerns, and areas for improvement and identifying responsive courses of action. Learning is the result of self-reflection.[16] It allows the school to have a broader perspective of its situation which aids in the development of strategies that shall address

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[13] Rephrased based on External Partnership Service (EPS) documents
[14] Department Order (DO) No. 024, s. 2022, Adoption of the Basic Education Development Plan 2030
[15] Department Order (DO) No. 024, s. 2022, Adoption of the Basic Education Development Plan 2030
[16] Mezirow J. (1981). A Critical Theory of Adult Learning and Education. Adult Education. 32(1):3-24. *(electronic).*

gaps, and consequently, the school shall have a deeper understanding of its own behavior.[17]

Self-management pertains to planning, organizing, leading, and managing resources to ensure the attainment of organizational goals.[18] It also means the ability of schools to continuously learn new ways to support improvement efforts and expand community networks for sustainable partnerships.

Self-improvement enhances the capacity to address problems, refine processes and procedures, innovate on the delivery of services, and continuously apply effective and efficient practices in school operations. Self-improvement is a purposive approach to initiating educational reforms that aim to enhance learning outcomes as well as strengthen the school's capacity for managing change.[19]

SBM aims to achieve both people and organization effectiveness in realizing organizational success. SBM seeks to sustain improvements in the multi-faceted areas of school operations. The school head harnesses professional competencies to meet the challenges in management and governance.

Thus, the guiding principles applicable to school heads as stipulated in the *Philippine Professional Standards for School Heads*,[20] (PPSSH) are consistently aligned in the practice of school-based management.

A. Principles

The SBM as an organization effectiveness framework and the PPSSH as a people effectiveness framework have common and shared principles which are summarized as follows.[21]

Learner-centered and Inclusive. Learner-centered and inclusive education is needs-based and rights-based, learning-focused, developmental-stage appropriate, gender and culture-sensitive, environmentally safe, and accessible.

This also means that a conducive learning environment is maintained to support the teaching and learning process. The conditions in school are made free of and protected from discrimination, exploitation, abuse, violence, and bullying which "may be based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, and national or social origin,"[22] among others.

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[17] Göker, S. D., & Bozkuş, K. (2017). Reflective Leadership: Learning to manage and lead human organizations. Contemporary leadership challenges, 27-45. *(electronic)*.
[18] Daft, R. L. (2015). Management. Cengage Learning. *(electronic)*.
[19] Hopkins, D. (2001). School Improvement for Real (1st ed.). Routledge. *(electronic)*.
[20] Department Order (DO) No. 024, s. 2020, National Adoption and Implementation of the Philippine Professional Standards for School Heads
[21] Department Order (DO) No. 083, s. 2012, Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT) and Department Order (DO) No. 024, s. 2020, National Adoption and Implementation of the Philippine Professional Standards for School Heads
[22] Department Order (DO) No. 040, s. 2012, DepEd Child Protection Policy

Strategic Planning. A network of leadership and governance guides the education system to achieve its shared vision, mission, and goals making them responsive and relevant to the context of diverse environments. By planning strategically, improvement efforts are made more evidence-based and decisions are well-informed with the responsible use of school-community data and resources.

Leadership and Governance. Setting directions is crucial in realizing goals for the benefit of learners. This principle guides internal and external stakeholders in achieving a shared vision, thus, making schools responsive to the context of diverse environments. Transparency and accountability also describe the network of leadership and governance that schools establish. Decisions, action plans, and results are the responsibility of the school management, together with stakeholders.

Stakeholder Participation. Engaging the community promotes the strengthening of organizational support. Through this principle, collective ownership of improvement efforts is shared between the school and the stakeholders, and collaboration to address concerns is encouraged. The school community organizes, mobilizes, and manages resources to foster a high level of commitment toward achieving improved learning outcomes.

Excellence. This principle focuses on the improvement of people and organizations to support learners in becoming holistically developed individuals. Excellence also applies to the sustained efforts to put in place effective school practices and efficient processes.

Additionally, the pillars outlined in the DepEd's Basic Education Development Plan[23] also serve as guiding principles with which SBM is also aligned. These pillars are as follows:

Access. All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.

Equity. Disadvantaged school-age children and youth, and adults benefited form appropriate equity initiatives.

Quality. Learners complete K-12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.

Resiliency and Well-being. Learners are resilient and know their rights, and have the life skills to protect themselves and exercise their education related rights, while being aware of their responsibilities as individuals and as members of society.

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[23] Department Order (DO) No. 024, s. 2022, Adoption of the Basic Education Development Plan 2030

B. Conceptual Framework

Figure 1. SBM Conceptual Framework
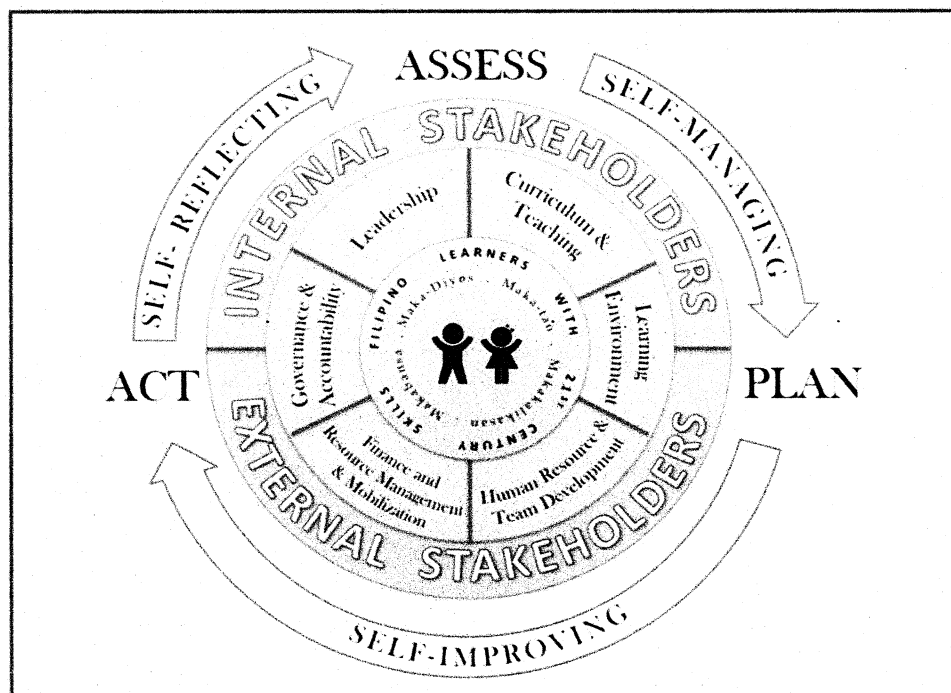
The framework shows the active involvement of school-community stakeholders in SBM practice. These internal and external stakeholders observe self-reflection, self-management, and self-improvement to influence the sustainable development of the various dimensions of school operations. As these school dimensions are improved, the achievement of higher learning outcomes is realized, and Filipino learners are developed with the necessary 21st-century skills. Explicit in this SBM framework and consistent with the education plan of the Department, *"Filipino learners are envisioned to be holistically developed in basic education, acquiring 21st-century skills that will enable them to manage oneself, build connections, inquire, innovate, stay nimble, and serve beyond self. They must take pride in Filipino national identity and nationhood and aspire to flourish and have life skills, economic prosperity, sociopolitical stability, unity in diversity; be responsive, competitive; and live in a sustainable world by upholding the core values: Maka-Diyos, Makatao, Makakalikasan, at Makabansa."*[24]

Alongside the school strategic planning process and active stakeholder engagement is an established school monitoring and evaluation which is integral to effective and inclusive school-based management and embedded in all phases of the SBM practice. This shall encourage self-assessment and, consequently, self-improvement which is essential in becoming responsive organizations.

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[24] Department Order (DO) No. 24, s. 2022, Adoption of the Basic Education Development Plan 2030

The following areas in school operations, defined as SBM dimensions, shall be enhanced to produce ideal Filipino learners and to achieve organizational success:

Curriculum and Teaching. School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

Learning Environment. The school and its community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment and to achieve improved learning outcomes.

Leadership. School personnel and stakeholders are empowered and actively engaged in taking on appropriate leadership roles and responsibilities to continuously improve the school for improved learning outcomes.

Governance and Accountability. The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the implementation of a plan to continuously improve the delivery of basic education services, organizational health, and performance for improved learning outcomes.

Human Resource and Team Development. School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that shall yield high performance for improved learning outcomes.

Finance and Resource Management and Mobilization. The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.

C. Degree of Manifestation of SBM Practice

The degree by which the SBM practice is manifested by schools provides a basis for their continuous improvement. Schools are encouraged to use the results of their self-assessment as input to their strategic and implementation plans.

Degree of Manifestation	Description
Always manifested	An SBM indicator is **consistently** observed and achieved **at all times**
Frequently manifested	An SBM indicator is **most of the time** observed and achieved
Rarely manifested	An SBM indicator is **sometimes** observed and achieved
Not yet manifested	An SBM indicator is **neither** observed **nor** achieved

All schools shall endeavor to *frequently* manifest or *always* manifest school practices and learning outcomes expressed as SBM indicators in the self-assessment checklist.
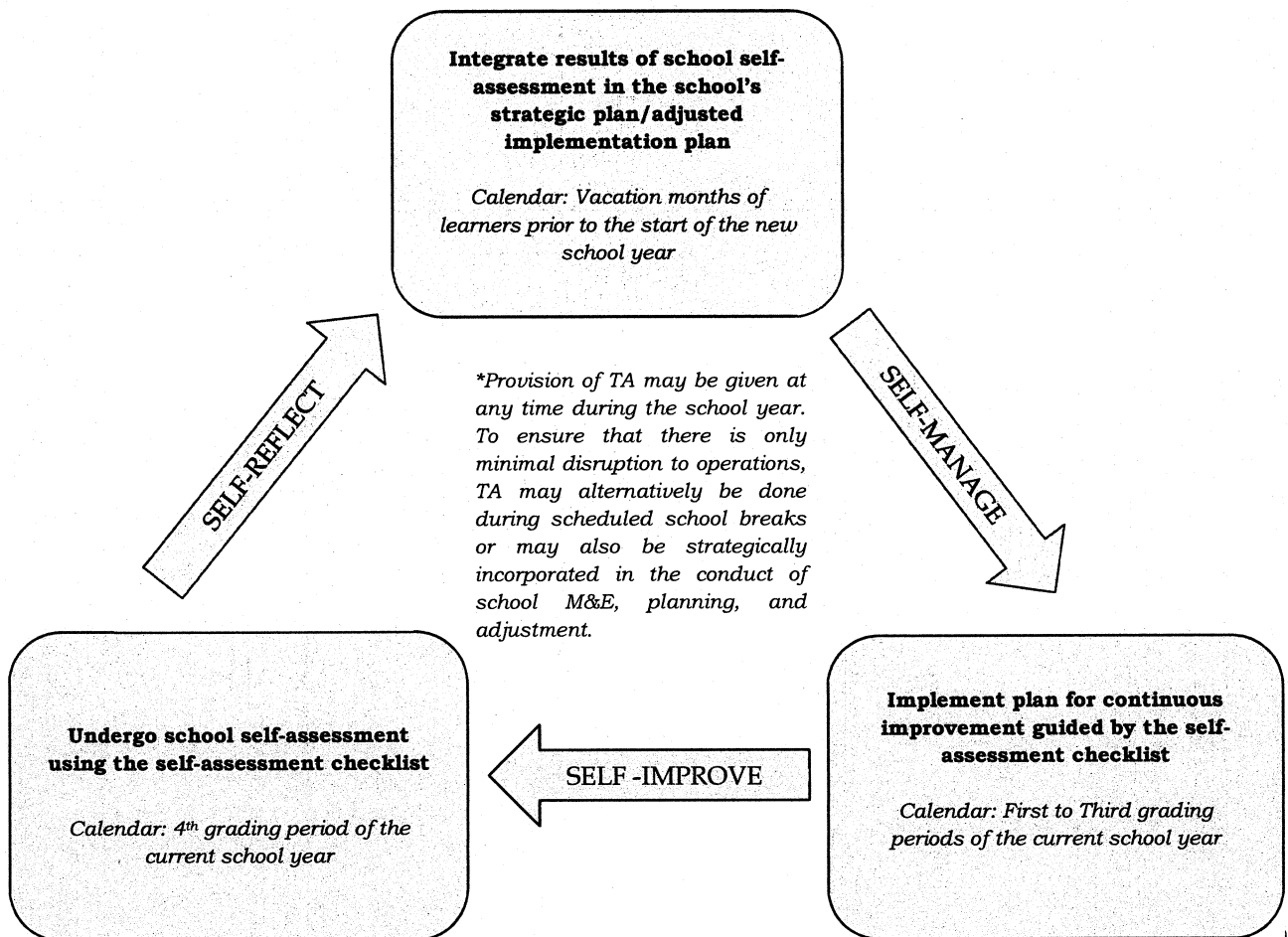
D. SBM Self-Assessment

The purpose of the school's self-assessment using the SBM Self-Assessment Checklist *(see Annex A)* is for continuous improvement. The continuous improvement reached by a school is the intrinsic reward for implementing school-based management.

1. Self-Assessment and Technical Assistance (TA) Calendar

Self-assessment is embedded as a process resulting from school management and operations. Therefore, schools may undergo self-assessment as many times as deemed necessary. This policy, however, recommends and encourages schools to observe a calendar *(refer to Figure 2)* for the conduct of Self-Assessment and provision of Technical Assistance.

Figure 2. Self-Assessment and Technical Assistance Calendar

Integrate results of school self-assessment in the school's strategic plan/adjusted implementation plan

Calendar: Vacation months of learners prior to the start of the new school year

SELF-REFLECT

SELF-MANAGE

*Provision of TA may be given at any time during the school year. To ensure that there is only minimal disruption to operations, TA may alternatively be done during scheduled school breaks or may also be strategically incorporated in the conduct of school M&E, planning, and adjustment.

Undergo school self-assessment using the self-assessment checklist

Calendar: 4ᵗʰ grading period of the current school year

SELF -IMPROVE

Implement plan for continuous improvement guided by the self-assessment checklist

Calendar: First to Third grading periods of the current school year

2. Essential Steps in the Conduct of Self-Assessment by Schools and Provision of Technical Assistance by the SDOs

STEP 1. The school undergoes self-assessment. This step is ideally done during the *fourth grading period of the current school year.*

   a. The school refers to the SBM Self-Assessment Checklist (see Annex A) to guide its process of continuous improvement.

   b. The school invites its internal and external stakeholders to participate in the self-assessment which includes an analysis of observed school practices and achieved learning outcomes stated as SBM indicators in the self-assessment checklist.

STEP 2. The school integrates the results of its self-assessment in its strategic plan as identified improvement areas and in the (adjusted) implementation plan as a school program, project, or activity for continuous improvement. This step is recommended to be done during the *vacation months of learners prior to the start of the new school year.*

STEP 3. The school implements its plan for continuous improvement of practices and learning outcomes. This step is suggested to be done during the *first to third grading periods of the current school year.* During this period, the school also:

   a. Monitors its progress.

   b. Undergoes subsequent self-assessments as deemed necessary.

   c. Arranges an invitation to its SDO to provide technical assistance. The school and its SDO ensure that classes and regular operations are not disrupted.

   c.1. The school establishes its context with the SDO based on the results of progress monitoring and the status of SBM implementation.

   c.2. The SDO recommends specific courses of action that are appropriate to the school's current status and context.

   c.3. The school and SDO agree on priority improvement areas in the various SBM dimensions.

After all the steps have been observed, the school goes back to STEP 1 and conducts another self-assessment for continuous improvement.

E. Documentary Requirements

Relative to the implementation of SBM, the prior practice of attaching various means of verification as documentary evidence to attest to the level of practice is no longer necessary.

On the other hand, the SBM Self-Assessment Checklist shall be accomplished as a record of the status of SBM implementation and continuous improvement of schools. It shall also serve as the basis for the provision of technical assistance from the Schools Division Offices. Agreements between the school and its SDO shall be documented in the *Remarks* column of the checklist.

F. Roles and Responsibilities of the Different Governance Levels

Recognizing that continuous improvement through the implementation of SBM is a shared goal of the Schools and community, SDOs, ROs, and the Central Office, the following provisions enumerate the roles and responsibilities across governance levels.

1. **The School.** Together with its internal and external stakeholders, the school strengthens its intrinsic motivation to continuously improve practices, processes, and learning outcomes through the implementation of school-based management.

   The **school head** shall assume the role of the **School SBM Coordinator** or the focal person. Consistent with the condition in the PPSSH, *"School heads have the authority, responsibility, and accountability for taking care of people in schools (people effectiveness) while maximizing organizational performance and health (school effectiveness) by setting the direction of schools, managing their systems and processes, promoting quality teaching and learning, nurturing themselves and others and engaging stakeholders in initiatives towards the improvement of school communities."*[25]

   The function of the school head as the SBM focal person **shall not be delegated nor reassigned**, especially to any teaching personnel.

2. **Schools Division Office.** The SDO is responsible for providing technical assistance and extending guidance to schools in their process of self-improvement. It is also responsible for ensuring that the results of self-assessment consistently capture the realities of schools. More importantly, the SDO shall capacitate its schools as they target improvements in the different SBM dimensions.

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[25] Department Order (DO) No. 024, s. 2020, National Adoption and Implementation of the Philippine Professional Standards for School Heads

The SDOs create and mobilize a Division Field Technical Assistance Team (DFTAT) to allow for a more comprehensive and holistic approach to guide and assist schools. The Team is composed of focal persons coming from the different units within the two functional divisions of the SDO. **The Team is led by the School Governance and Operations Division (SGOD)** and its membership is based on the specializations necessary in providing targeted support to improve the SBM dimensions. It is at the discretion of the Office of the Schools Division Superintendent (OSDS) to approve the final composition and size of its DFTAT, but at the minimum, **the Division SBM Coordinator, who is a Senior Education Program Specialist from the SGOD-School Management Monitoring & Evaluation (SMME) unit**, shall be a member of the said Team.

3. **Regional Office.** The RO is responsible for ensuring that its SDOs are capacitated in providing technical assistance to schools. The RO assesses and evaluates the appropriateness of the technical assistance which SDOs provide.

   The ROs create and mobilize a Regional Field Technical Assistance Team (RFTAT) to allow for a more comprehensive and holistic approach to guide, assist, and capacitate SDOs. The Team is composed of focal persons coming from the different functional divisions of the RO. **The Team is led by the Field Technical Assistance Division (FTAD)** and its membership is based on the specializations necessary in providing various support to continuously improve the SBM dimensions. It is at the discretion of the Office of the Regional Director (ORD) to approve the final composition and size of its RFTAT, but at the minimum, **the Regional SBM Coordinator, who is an Education Program Supervisor from the FTAD**, shall be a member of the said Team.

4. **Central Office.** The CO is responsible for directly capacitating and providing technical assistance to its immediate counterparts in the Regional Offices. Whenever necessary, it shall also accord the same support to the SDOs and schools, provided that proper arrangements and coordination have been established with respective Regional Offices.

   The Central Office, **through the Bureau of Human Resource and Organizational Development - School Effectiveness Division (BHROD-SED)**, shall lead in the promotion and institutionalization of SBM and its support processes and mechanisms across governance levels. The BHROD-SED shall also ensure that proper cascading strategies are employed, communication lines are maintained, duplication of efforts is avoided, and efficiency in the performance of duties is advocated.

   For the purpose of policy development, the BHROD-SED, in collaboration with various DepEd offices and units, shall develop a mechanism for rewards and recognition for schools.

G. Monitoring and Evaluation (M&E)

Consistent with the DepEd Order (DO) No. 029, s. 2022, the *Adoption of the Basic Education Monitoring and Evaluation Framework*, SBM as an enabling mechanism

shall empower education leaders and managers to practice participative and inclusive management processes.

At the **school level**, the school head leads the monitoring and evaluation of the continuous improvement of the various SBM dimensions through the process of self-assessment. The results of the self-assessment shall be incorporated into the school's strategic and implementation plans.

At the **SDO level**, the SGOD-SMME and the DFTAT shall conduct monitoring in terms of compliance with the SBM implementing guidelines. The SDO shall further conduct a process evaluation to determine, analyze, and address common challenges of schools in their observance and achievement of school practices and learning outcomes expressed as SBM indicators.

The M&E results shall be utilized by the SDOs to continuously improve their provision of technical assistance to schools.

At the **RO level**, the FTAD and the RFTAT shall conduct monitoring in terms of compliance with identified roles and responsibilities of the SDOs. The ROs shall further conduct a process evaluation to determine, analyze, and address the common challenges of their SDOs in providing appropriate guidance and assistance.

The M&E results shall inform ROs on how to further enhance their provision of appropriate guidance and assistance to their SDOs.

Moreover, the **BHROD-SED** shall monitor the compliance with identified roles and responsibilities of their direct counterparts in the Regional Offices. In coordination with SDO-SGOD and RO-FTAD, the BHROD-SED shall conduct periodic program monitoring to determine bottlenecks and gather feedback regarding the areas for improvement of policy implementation.

With respect to the policy development process, a periodic review once every after three (3) fiscal years of the DepEd Order shall also be commenced to continuously enhance the guidelines.

H. Repealing Clause

DepEd Order (DO) No. 083, s. 2012 entitled "Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool (APAT)," and all other issuances inconsistent with this Order and their provisions are repealed, rescinded, or amended accordingly.

I. Effectivity and Transitory Provisions

This Order shall take effect fifteen (15) days after its publication in the Official Gazette or a newspaper of general circulation. This shall be registered with the Office of the National Administrative Registrar (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

All Public Schools, SDOs, and ROs shall be given a three-year transitory period during which they shall familiarize themselves with the revised SBM implementation guidelines. In addition to understanding the principles guiding the SBM framework and getting accustomed to the implementation arrangements, the following shall be observed:

1. Schools shall develop a plan ensuring that their internal and external stakeholders also become well-informed about the revised guidelines. In the first year of implementation, they are highly encouraged to subject themselves to the SBM self-assessment process using the SBM self-assessment checklist (See Annex A).

   In the succeeding years, schools shall continue observing the process of continuous improvement and determine the degree of manifestation of the school practices and learning outcomes referred to as SBM indicators.

2. SDOs shall institute a TA plan for schools. The design of the plan shall be aligned with the self-assessment checklist. They shall also plan for the strategic conduct of technical assistance to their schools relative to the SBM self-assessment and technical assistance calendar.

3. ROs shall revisit their strategies for providing TA to their SDOs. They shall also come up with a TA plan for their SDOs and develop a regional implementation plan which is aligned with the national implementation plan. The conduct of TA shall strengthen the SDO's capacity and competency to provide appropriate assistance and support.

4. The DepEd Central Office, through the BHROD-SED, shall conduct national orientations and capacity-building activities and shall inform field implementers of the national implementation plan for the institutionalization of the SBM.

J. References

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2. Compendium of DepEd Office Functions and Job Descriptions
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4. Department Order (DO) No. 024, s. 2022, Adoption of the Basic Education Development Plan 2030
5. Department Order (DO) No. 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework

6. Department Order (DO) No. 052, s. 2016, Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017
7. Department Order (DO) No. 040, s. 2012, DepEd Child Protection Policy
8. Department Order (DO) No. 040, s. 2014, Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education
9. Department Order (DO) No. 045, s. 2015, Guidelines on School-Based Management (SBM) Grants for Fiscal Year (FY) 2014
10. Department Order (DO) No. 044, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)
11. Department Order (DO) No. 002, s. 2015, Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education
12. Department Order (DO) No. 083, s. 2012, Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT)
13. Department Order (DO) No. 009, s. 2021, Institutionalization of a Quality Management System in the Department of Education
14. Department Order (DO) No. 024, s. 2020, National Adoption and Implementation of the Philippine Professional Standards for School Heads
15. Department Order (DO) No. 042, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers
16. Department Order (DO) No. 052, s. 2015, New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education
17. Department Order (DO) No. 036, s. 2013, Our Department Vision, Mission, and Core Values (DepEd VMV)
18. Department Order (DO) No. 021, s. 2019, Policy Guidelines on the K to 12 Basic Education Program
19. Department Order (DO) No. 044, s. 2021, Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program
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21. Hopkins, D. (2001). School Improvement for Real (1st ed.). Routledge. (electronic).
22. Mezirow J. (1981). A Critical Theory of Adult Learning and Education. Adult Education. 32(1):3-24. (electronic).
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24. Republic Act (RA) 9155, Governance of Basic Education Act of 2001

Annex A: School-Based Management (SBM) Self-Assessment Checklist

The *SBM Self-Assessment Checklist* provides a comprehensive understanding of the status of continuous improvement in the various areas of school operation. The school assesses the six (6) SBM Dimensions and determines the degree of manifestation for each SBM Indicator. These indicators are listed as observable school practices and attainable learning outcomes. The extent by which the indicators are manifested is described as follows: *not yet manifested, rarely manifested, frequently manifested,* and *always manifested.*

Curriculum and Teaching

School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	**Rarely manifested**	**Frequently manifested**	**Always manifested**	
1. Grade 3 learners achieve the *proficiency level* for each cluster of early language, literacy, and numeracy skills	☐	☐	☐	☐	
2. Grade 6,10, and 12 learners achieve the *proficiency level* in all 21st-century skills and core learning areas in the National Achievement Test (NAT)	☐	☐	☐	☐	
3. School-based ALS learners attain certification as elementary and junior high school completers	☐	☐	☐	☐	
4. Teachers prepare contextualized learning materials responsive to the needs of learners	☐	☐	☐	☐	
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics	☐	☐	☐	☐	
6. Teachers integrate topics promoting peace and DepEd core values	☐	☐	☐	☐	
7. The school conducts test item analysis to inform its teaching and learning process	☐	☐	☐	☐	
8. The school engages local industries to strengthen its TLE-TVL course offerings	☐	☐	☐	☐	

Annex A: School-Based Management (SBM) Self-Assessment Checklist

<table>
<tr>
<td colspan="6">Learning Environment
The school and its community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment and to achieve improved learning outcomes.</td>
</tr>
<tr>
<td rowspan="2">SBM Indicator</td>
<td colspan="4">Degree of Manifestation
(Please tick the box that best describes your school)</td>
<td rowspan="2">Remarks</td>
</tr>
<tr>
<td>Not yet manifested</td>
<td>Rarely manifested</td>
<td>Frequently manifested</td>
<td>Always manifested</td>
</tr>
<tr>
<td>9. The school has zero bullying incidence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>10. The school has zero child abuse incidence</td>
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<tr>
<td>11. The school has reduced its drop-out incidence</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>12. The school conducts culture-sensitive activities</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>13. The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>14. The school has a functional school-based ALS program</td>
<td>☐</td>
<td>☐</td>
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<td>15. The school has a functional child-protection committee</td>
<td>☐</td>
<td>☐</td>
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<td>16. The school has a functional DRRM plan</td>
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<tr>
<td>17. The school has a functional support mechanism for mental wellness</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>18. The school has special education- and PWD-friendly facilities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td></td>
</tr>
</table>

Annex A: School-Based Management (SBM) Self-Assessment Checklist

Leadership

School personnel and stakeholders are empowered and actively engaged in taking on appropriate leadership roles and responsibilities to continuously improve the school for improved learning outcomes.

SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
19. The school develops a strategic plan	☐	☐	☐	☐	
20. The school has a functional school-community planning team	☐	☐	☐	☐	
21. The school has a functional Supreme Student Government/ Supreme Pupil Government	☐	☐	☐	☐	
22. The school innovates in its provision of frontline services to stakeholders	☐	☐	☐	☐	

Governance and Accountability

The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the implementation of a plan to continuously improve the delivery of basic education services, organizational health, and performance for improved learning outcomes.

SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
23. The school's strategic plan is operationalized through an implementation plan	☐	☐	☐	☐	
24. The school has a functional School Governance Council (SGC)	☐	☐	☐	☐	
25. The school has a functional Parent-Teacher Association (PTA)	☐	☐	☐	☐	
26. The school collaborates with stakeholders and other schools in strengthening partnerships	☐	☐	☐	☐	

27. The school monitors and evaluates its programs, projects, and activities	☐	☐	☐	☐	
28. The school maintains an average rating of *satisfactory* from its internal and external stakeholders	☐	☐	☐	☐	

Human Resource and Team Development
School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that shall yield high performance for improved learning outcomes.

SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
29. School personnel achieve an average rating of *very satisfactory* in the individual performance commitment and review	☐	☐	☐	☐	
30. The school achieves an average rating of *very satisfactory* in the office performance commitment and review	☐	☐	☐	☐	
31. The school conducts needs-based Learning Action Cells and Learning & Development activities	☐	☐	☐	☐	
32. The school facilitates the promotion and continuous professional development of its personnel	☐	☐	☐	☐	
33. The school recognizes and rewards milestone achievements of its personnel	☐	☐	☐	☐	
34. The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner	☐	☐	☐	☐	
35. Teacher workload is distributed fairly and equitably	☐	☐	☐	☐	

Annex A: School-Based Management (SBM) Self-Assessment Checklist

Finance and Resource Management and Mobilization
The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.

SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
36. The school inspects its infrastructure and facilities	☐	☐	☐	☐	
37. The school initiates improvement of its infrastructure and facilities	☐	☐	☐	☐	
38. The school has a functional library	☐	☐	☐	☐	
39. The school has functional water, electric, and internet facilities	☐	☐	☐	☐	
40. The school has a functional computer laboratory/classroom	☐	☐	☐	☐	
41. The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	☐	☐	☐	☐	
42. The school liquidates 100% of its utilized MOOE	☐	☐	☐	☐	