



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF IMUS CITY

18 Mar 2026

DIVISION MEMORANDUM

No. 168, s. 2026

STRICT COMPLIANCE WITH SCHOOL-BASED MANAGEMENT (SBM) STANDARDS AND TIME-ON-TASK REQUIREMENTS

To: OIC-Assistant Schools Division Superintendent
OIC-CID Chief Education Supervisor
OIC-SGOD Chief Education Supervisor
School Heads (Public Elementary and Secondary Schools)
All Others Concerned

1. Attached is Regional Memorandum No. 164, s. 2026 (Strict Compliance with School-Based Management [SBM] Standards and Time-On-Task Requirements), for the information and guidance of all concerned.
2. School Heads are advised to adhere to the provisions of DepEd Order No. 005, s. 2024 (Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload), DO 007, s. 2024 (Policy Guidelines on the Implementation of the Revised School-Based Management [SBM] System), and DepEd Memorandum No. 053, s. 2024 (Implementation Guidelines for DepEd Order No. 005, s. 2024).
3. The abovementioned DepEd Orders and Memorandum are attached to this Memorandum to further guide School Heads, teaching personnel, and Schools Division Office (SDO) personnel.
4. For queries and clarifications, please contact Mr. Medel Carlos C. Zarsuelo Jr., Education Program Specialist II, at 046-419-8450 to 53 local 227.
5. For compliance and immediate dissemination.

HOMER N. MENDOZA

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



Address: Toclong I-C, Imus City, Cavite
Telephone No.: (046) 4198450 to 53
Email Address: imus.city@deped.gov.ph
Website: www.depedimuscity.com
Facebook Page: @sdoimuscit



Encl.: As stated


Reference: As stated

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

CLASSES

SCHOOLS

WORK HOURS

sgod/mcz/Mar. 16, 2026 



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



FTAD-RM-2026-164

04 March 2026

Regional Memorandum
No. 164 s. 2026

STRICT COMPLIANCE WITH SCHOOL-BASED MANAGEMENT (SBM) STANDARDS AND TIME-ON-TASK REQUIREMENTS

To: **Schools Division Superintendents**

1. Pursuant to Republic Act No. 9155 (2001)¹, DepEd Order No. 005, s. 2024², and DepEd Order No. 007, s. 2024³, this Office, through the Field Technical Assistance Division (FTAD), reiterates the requirement of strict compliance with the policies, standards, and implementing guidelines provided in the foregoing issuances.
2. Republic Act No. 9155 institutionalizes a governance framework for basic education anchored on authority with accountability and shared governance, recognizing the role of School Heads and personnel in engaging stakeholders and the community to deliver basic education effectively and improve learner outcomes. DepEd Order No. 007, s. 2024 further strengthens School-Based Management (SBM) by promoting continuous improvement, transparency, accountability, and shared governance, including mechanisms for school self-reflection, self-management, and school improvement.
3. In line with the foregoing, strict observance of Time-On-Task, DepEd Order No. 009, s. 2005⁴, is hereby emphasized to protect and maximize instructional time and to ensure that learners remain actively engaged in meaningful learning experiences.
4. Consistent with the above-cited issuances, School Heads shall ensure the effective management of the school's administrative, instructional, and operational functions, consistent with their authority and accountability under the governance framework of RA 9155. Without limiting the generality of the foregoing, School Heads shall:
 - a. Exercise instructional leadership by supervising curriculum implementation and continuously monitoring the teaching-learning process, including strict compliance with Time-On-Task requirements.

¹ Governance of Basic Education Act of 2001

² Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload

³ Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System

⁴ Instituting Measures to increase engaged Time-On-Task and ensuring compliance therewith




Address: Gate 2, Karangalan Village, Cainta, Rizal
Telephone No.: 02-8682-2114
Email Address: region4a@deped.gov.ph
Website: depedcalabarzon.ph



Certificate No. PHP QMS
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- b. Manage and control non-instructional demands by ensuring that administrative tasks assigned to teachers are properly planned, streamlined, and scheduled so as not to compromise instructional time, classroom engagement, and learning continuity; and
 - c. Promote efficient and accountable school operations aligned with governance standards, accountability mechanisms, and performance targets prescribed by the Department, including compliance with required timelines and documentation.
5. All Schools Division Offices are hereby directed to ensure the immediate dissemination and faithful implementation of DepEd Order No. 005, s. 2024 and DepEd Order No. 007, s. 2024 at the division and school levels. SDOs shall intensify monitoring and feedback mechanisms and provide appropriate technical assistance to ensure that school-level implementation remains aligned with prescribed operational standards, timelines, accountability measures, and reporting requirements.
 6. The Field Technical Assistance Division shall continue to conduct monitoring, validation, and support activities to determine compliance and to strengthen governance and implementation mechanisms consistent with the intent of the above-cited policies and standards.
 7. For clarification or further guidance, please coordinate with Michael Girard R. Alba, Chief, Field Technical Assistance Division, at 0917-888-2731 or michael.alba@deped.gov.ph.
 8. Immediate dissemination and compliance with this Memorandum are hereby directed.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director



Republic of the Philippines
Department of Education

APR 29 2024

DepEd ORDER
No. 005, s. 2024

**RATIONALIZATION OF TEACHERS' WORKLOAD IN PUBLIC SCHOOLS
AND PAYMENT OF TEACHING OVERLOAD**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Public Elementary and Secondary School Teachers
All Others Concerned


1. The Department of Education (DepEd) issues the enclosed policy guidelines on the **Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload**, pursuant to Republic Act (RA) No. 4670 dated June 18, 1966, or the Magna Carta for Public School Teachers, and the Civil Service Commission Resolution No. 080096 dated January 28, 2008.
2. This DepEd Order (DO) is guided by agency directions that are geared toward building a conducive environment for effective teaching and learning to thrive.
 - a. Teachers shall render eight hours of service per day, of which six hours shall be devoted to actual classroom teaching.
 - b. The remaining two hours shall be allotted for work incidental to the normal teaching duties which may be spent within or outside the school premises.
 - c. Other teaching-related work, such as but not limited to being a school coordinator, shall be duly compensated in accordance with Section 14 of RA 4670.
 - d. In exigency of service, actual classroom teaching in excess of the required six hours shall be compensated through payment of teaching overload, provided that it does not exceed two hours per day.
3. The mechanisms, procedures, and standards stipulated herein shall guide all DepEd offices and schools, including the heads of offices, school heads, and teachers on the **rationalization of teachers' workload** in public schools, along with providing **appropriate compensation and benefits** to teachers who exceed prescribed workload or working hours.

4. All DOs and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

5. This DO shall take effect immediately upon its approval, issuance, and publication on the DepEd website. This 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 regarding this DO shall be coordinated with the **Bureau of Human Resource and Organizational Development-School Effectiveness Division**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.sed@deped.gov.ph or at telephone number (02) 8633-5397.

7. 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 *me*



Encl.:

As stated

References:

DepEd Order Nos. 16, s. 2009 and 22, s. 2023
DepEd Memorandum No. 291, s. 2008

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

BENEFITS
PAYMENT
POLICY
SERVICE
TEACHERS
TEACHING LOAD
WORK HOURS



RATIONALIZATION OF TEACHERS' WORKLOAD IN PUBLIC SCHOOLS AND PAYMENT OF TEACHING OVERLOAD

I. RATIONALE

The **Department of Education (DepEd)** strives to cultivate a work environment that ensures quality teaching workforce. In support of this thrust, the Department institutionalized the Philippine Professional Standards for Teachers (PPST) to guide all teachers in public schools and clearly set expectations on teacher performance, attainment of proficiency, and professional development.

However, DepEd acknowledges that teacher welfare is as important as teacher quality. Guided by the **Republic Act (RA) No. 4670 or the Magna Carta for Public School Teachers**, the holistic well-being of teachers is prioritized by ensuring fair and equitable distribution of teacher workload.

Section 13 of the Magna Carta affirms that actual classroom teaching hours shall not be more than six (6) hours a day except in exigencies of service where teachers may render more than six (6) hours but not exceeding eight (8) hours of actual classroom teaching a day. Consequently, any actual teaching performed beyond six (6) hours, as well as any other activities outside their normal teaching duties as stipulated in Section 14, shall be compensated accordingly.

In response to the precepts of the Magna Carta, several Department issuances were released to provide implementing guidelines on the working hours of public school teachers. DECS Order No. 039, s. 1990, *Deployment and Assignment of Public School Teachers*, reiterated the provision of RA 4670 on the actual teaching hours. The said Order has also assigned teaching load to other tasks like class advising duties and coaching, as well as handling of special/remedial classes.

With guidance from the Civil Service Commission (CSC), the Department also released DepEd Memorandum (DM) No. 291, s. 2008, *Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers*, and DepEd Order (DO) No. 016, s. 2009, *Addendum to DepEd Memorandum No. 291, s. 2008*, which further clarified that public school teachers, as government employees, are not exempted from the eight-hour work day, of which six (6) hours shall be allotted to actual classroom teaching and the two (2) hours shall be engaged to tasks incidental to the teaching-learning process.

Despite the issuance of the aforementioned guidelines, various interpretations remain and are still rampant due to the absence of clear operational definition of governing principles, implementing arrangements across governance levels, parameters in determining workload and overload, and monitoring and evaluation mechanisms and procedures.

Through this Order, the Department aims to maximize teachers' time spent on actual classroom teaching and related duties, enabling them to focus on improving the teaching and learning processes that occur within classrooms. This policy is designed to significantly enhance teacher quality, promote teacher welfare, and ultimately, contribute to improved learning outcomes.

II. SCOPE

This DepEd Order provides guidelines on the rationalization of teachers' workload in public schools and streamlines teachers' other tasks by specifying allowed teaching-related assignments.

This Order covers all DepEd-employed teachers engaged in classroom teaching, on a full-time basis, under permanent, provisional, or substitute status in all public elementary and secondary schools.

Furthermore, this policy shall be implemented across all governance levels. The guidelines, parameters, and processes outlined herein shall guide DepEd schools, Schools Division Offices (SDOs), Regional Offices (ROs), and Central Office (CO) in the distribution of teacher workload, streamlining of teaching-related tasks, as well as computation and compensation of teaching overload and accumulation of vacation service credits (VSC), in accordance with existing laws, rules, and regulations.

III. DEFINITION OF TERMS

For this purpose, the following terms shall be defined as follows:

- a. **Class Advising Duties** refer to ancillary tasks performed by a class adviser to manage a class or group of learners for a certain grade level.
- b. **Classroom** refers to any learning space whether physical, virtual, or other alternative spaces in communities or households used for teaching and learning engagements through various learning delivery modalities.
- c. **Compensation** refers to monetary payment to teachers for services rendered. This includes salary and wages, or additional incentives attached to work rendered for their position.
- d. **Remediation** refers to the instructional program designed to support struggling learners who have not developed or attained expected curricular competencies and help them strengthen their basic skills to succeed in school. It shall be an after-school program with dedicated time, an organized class, and a designated teacher who shall provide remedial activities, assessment, and support to learners.
- e. **School Heads**¹ refer to persons responsible for the administrative and instructional supervision of the school or cluster of schools as provided for in RA No. 9155. For the purpose of this policy, a duly designated Teacher-in-Charge (TIC) is considered a School Head.
- f. **Teacher Ancillary Tasks** refer to work incidental to the teachers' normal teaching duties.
- g. **Teacher Shortage** refers to the deficiency in the number of teachers in a school. Teacher shortage is derived from the latest enrollment data and teacher inventory data from the Basic Education Information System (BEIS).

¹ Republic Act No. 9155 or the Governance of Basic Education Act of 2001

- h. **Teachers** refer to those occupying teaching positions directly engaged in teaching or delivery of instruction in the elementary and secondary levels (junior high school and senior high school) in schools and Community Learning Centers (CLCs).
- i. **Teaching Load** refers to the actual classroom teaching hours or minutes rendered by a teacher.
- j. **Teaching Overload** refers to the actual classroom teaching in excess of the prescribed six (6) hours of actual classroom teaching in a day. The teaching overload shall not exceed two (2) hours a day or ten (10) hours a week.
- k. **Teaching Overload Pay** refers to the additional compensation of public school teachers who render **actual classroom teaching** beyond the required thirty (30) hours a week. The compensation shall be at least twenty-five percent (25%) of a teacher's regular remuneration.
- l. **Teaching-related assignments** refer to tasks related to teaching and academic learning which support learner development. These tasks are performed by teachers in consideration of their professional expertise and experience.
- m. **Vacation Service Credits (VSC)** refer to the leave credits earned by public school teachers for services rendered during activities authorized by proper authorities during long periods with no classes (e.g., semestral breaks and official non-working holidays). These credits are used to offset their absences due to illness, or to offset proportional deductions in vacation salary due to absences for personal reasons or late appointment. For purposes of this Order, VSC can be granted for teaching overload and activities during the regular school year as authorized by this Order.

IV. POLICY STATEMENT

This DepEd Order aims to enable teachers to focus on their core function of teaching by establishing a more conducive work environment. **This goal shall be achieved through a fair and equitable distribution of teaching workload and implementation of a streamlined set of teacher ancillary tasks and teaching-related assignments.** The process for the payment of teaching overload and the accumulation of VSC is provided as guidance for all concerned personnel and offices.

Consistent with the Department's commitment to give support to teachers, this Order fosters a work environment where teachers are focused on their role as learning facilitators. When teachers are engaged in actual classroom teaching and their teaching hours are protected, quality teaching is realized, resulting in quality learning. Therefore, the quality teaching and learning experience shall contribute to improved learning outcomes.

V. GUIDELINES AND PROCEDURES

A. Streamlining Teaching Workload

1. A public school teacher shall render **eight (8) hours of work per day**, of which **six (6) hours shall be devoted to actual classroom teaching** and **two (2) hours shall be allocated for teacher ancillary tasks which may be spent within or outside school premises.**

No teacher shall be required to submit documentary evidence or accomplishment reports on how the two (2) hours of ancillary tasks are spent outside school premises.

2. In a week, a teacher must be able to render thirty (30) hours of actual classroom teaching and ten (10) hours of teacher ancillary tasks.

A.1 Teaching Load

1. In completing the six (6) hours per day or thirty (30) hours per week devoted to actual classroom teaching, any of the following parameters shall be observed:

a. Teachers

- i. Teachers shall render six (6) hours of actual classroom teaching and the two (2) hours shall be allotted to teacher ancillary tasks incidental to the teacher's normal teaching duties defined under item V.A.3 of this Order.

b. Master Teachers (MT)

- i. Master Teachers shall likewise render six (6) hours of actual classroom teaching and the two (2) hours shall be allotted to teacher ancillary tasks incidental to the teacher's normal teaching duties defined under item V.A.3 of this Order.
 - ii. In cases where Master Teachers are designated as class advisers, this task shall form part of the six hours of actual classroom teaching.
 - iii. In line with the function of Master Teachers as defined in the PPST, coaching, mentoring, and provision of technical assistance to colleagues shall be treated as an ancillary task and shall be compensated with VSC if performed beyond the 8-hour workday, following the procedures provided herein.
2. Class advising duties, as part of the ancillary tasks of teachers, shall be treated as a teaching load equivalent to one (1) hour per day or five (5) hours a week. Included in the five (5) hours is the prescribed time for the Homeroom Guidance Program (HGP).
 3. Remediation and/or enhancement classes shall likewise be treated as a teaching load. The allotted time and other procedural guidelines shall be in accordance with other DepEd issuances.

4. Program-based strategy, approach, or intervention intended to strengthen the skills and competencies of learners conducted during the allotted time per learning area shall not account for an additional teaching load.
5. Teachers designated as Teacher-in-Charge (TIC) are considered school heads. The designation of TIC shall be supported by a duly signed designation order from the Schools Division Superintendent (SDS) specifying duties and functions, authority, accountability, and responsibility, among others. Hence, TICs shall be relieved of teaching and other related duties and perform fully the function of a school head. However, in the exigency of service, TICs may be given teaching loads on the condition that all teachers in the school have been assigned the maximum teaching overload of two (2) hours. The teaching load of TICs shall form part of their regular work hours. As a result, any work performed beyond the regular work hours shall be compensated accordingly.
6. The Alternative Learning System (ALS) and Special Needs Education (SNED) teachers shall likewise observe the prescribed work hours for teachers.
7. The School Heads shall ensure that teaching load is equitably and fairly distributed among teachers.

A.2 Teaching Overload

1. Hours rendered as actual classroom teaching in excess of the prescribed six (6) hours in a day for teachers shall be counted as teaching overload. The number of minutes accumulated on a weekly basis shall be converted into hours for the computation of appropriate teaching overload pay.
2. To ensure the general welfare of teaching personnel, the maximum hours of teaching overload per day is two (2) hours as provided under Section 13 of RA No. 4670, and Chapter 6 of the Department of Budget and Management (DBM) Manual on Position Classification and Compensation.
3. As a general rule, only teachers in schools with teacher shortage based on the enhanced planning parameters are eligible for teaching overload pay. However, tasks requiring actual classroom teaching duties whether in-person, distance, or blended, including relieving duties for other teachers, which are beyond the normal teaching hours and affecting vacant periods shall also be considered teaching overload, provided it satisfies the conditions in Items A.2.1 and A.2.2, respectively.
4. All teachers shall render the prescribed number of actual classroom teaching hours before they may be assigned a teaching overload. The specialization of teachers must be a prime consideration for the school head in assigning overload.
5. Teachers holding contractual positions funded by the Local School Board (LSB) are **not eligible** to receive teaching overload pay. However, the protection of their statutory rights shall be properly observed through this

DepEd Order by ensuring that they are subjected to a fair and equitable distribution of teaching workload.

A.3 Teacher Ancillary Tasks

1. To further support the teaching and learning process, **Teacher Ancillary Tasks** shall be performed in the **remaining two (2) hours of the regular work**.
2. The following shall be considered as Teacher Ancillary Tasks:
 - a. **Curriculum Planning**
 - i. Preparation of lesson plans/daily lesson logs
 - ii. Action research
 - iii. Attendance to Learning Action Cell (LAC) sessions
 - b. **Curriculum Delivery and Pedagogy**
 - i. Preparation of instructional aids and materials
 - ii. Checking and recording learners' attendance and participation
 - iii. Classroom management
 - c. **Assessment of Learner's Progress**
 - i. Checking of exercises and summative tests
 - ii. Recording of academic performance results
 - iii. Grading learners' performance or achievement
 - d. **Homeroom Guidance and Management**
 - i. Class advising duties
 - ii. Periodic reporting of attendance
 - iii. Preparation and submission of report card and other school forms
 - iv. Conference with parents and home visits when necessary
3. For **Master Teachers, coaching, mentoring, and provision of technical assistance to colleagues** shall be treated as an ancillary task. Learning Action Cell (LAC) coordinator/In-Service Training (INSET) Coordinator shall be included in their functions, among others.
4. School Heads shall prepare individual class programs ensuring that schedule of teachers give ample time for the preparation and correction of exercises and other work incidental to normal teaching duties herein defined.
5. Teachers conducting **conferences with parents and home visits** performed **beyond regular work hours** shall be granted with **VSC**, subject to the guidelines provided herein or as defined by other DepEd issuances.
6. Master Teachers performing **coaching and mentoring**, as well as **providing technical assistance** to colleagues beyond regular work hours shall likewise be granted with VSC, in accordance with existing applicable guidelines.

A.4 Teaching-related Assignments

1. To ensure that teachers are focused on their core mandate, only the following **teaching-related assignments** on top of the teacher ancillary tasks as herein defined may be designated to teachers, provided that developmental programs are included in the School Improvement Plan (SIP):
 - a. **School Coordinator**
 - i. Reading/Literacy and Numeracy
 - ii. Research
 - iii. Special Needs Education (SNED)
 - iv. Information, Communication, and Technology
 - v. Guidance and Advocacy
 - vi. Inclusive Education (as may be applicable)
 - b. **Trainer/Adviser**
 - i. School Paper
 - ii. Sports Development Programs
 - iii. Supreme Elementary Learner Government (SELG)/Supreme Secondary Learner Government (SSLG)
 - c. **Chairmanship**
 - i. Grade Level
 - ii. Learning Area
2. In the designation of teaching-related assignments, School Heads shall consider the specialization of teachers who shall be assigned, along with their respective workloads. Teachers with less than six (6) hours of teaching load shall be prioritized in the designation to teaching-related assignments. They shall also consider the guidelines and requirements written in other existing policies related to the teaching-related assignments which shall be designated to teachers.
3. Designation of teaching-related assignments shall be enabled by a designation order from the school head duly concurred by the teacher concerned. School shall prepare a list of teachers designated to perform teaching-related assignments and submit the same to the Office of the SDS for approval. The School Governance and Operations Division (SGOD) shall keep a copy for recording, monitoring, and work interfacing purposes. Teaching-related assignments must be reflected in the electronic School Form 7 (eSF7). This document shall serve as basis for future management action and decision on workload assignments or request for additional manpower.
4. Teachers performing teaching-related assignments, duties, and responsibilities **beyond regular work hours**, whether within or outside the school premises, shall be granted with **VSC** subject to the guidelines provided herein or as defined by other DepEd issuances.
5. Other teaching-related assignments arising from new programs from higher and within governance levels, whether internal initiatives or resulting from partnership with stakeholders, shall be subsumed in any of the categories mentioned under V.A.4.1.

B. Administration of Compensation and Benefits

B.1 Payment of Teaching Overload

1. Teaching overload shall be compensated through teaching overload pay.
2. The School Head shall prepare a record of teachers who rendered services beyond six (6) hours aggregated on a weekly basis.
3. Payment of teaching overload shall be made on a quarterly basis, subject to the extent of allotment for the purpose. In the event of insufficiency of funds, teaching overload hours shall be converted to earned VSC provided under existing DepEd policy.

B.2 Grant of Vacation Service Credits

1. **Teacher ancillary tasks** defined in V.A.3.5, V.A.3.6, **and teaching-related assignments** performed by teachers **beyond regular work hours** shall be compensated through the grant of VSC.
2. **Eight (8) hours** of services rendered **shall be equivalent to at least 1.25 VSC**.
3. The grant of VSC shall be guided by the following procedures:
 - a. Teachers shall secure authority from the School Head to render work beyond regular work hours, specifying the following:
 - i. Name and position
 - ii. Date and time (hours to be rendered)
 - iii. Purpose/tasks to be accomplished
 - iv. Justification
 - b. The School Head shall approve the request after thorough evaluation of the necessity and urgency of the declared purpose/tasks to be accomplished.
 - c. For the request for grant of VSC, Teachers shall submit the following to the School Head:
 - i. Individual Accomplishment Report
 - ii. Approved authority
 - d. The School Head shall approve the individual accomplishment report for submission to the Office of the SDS.
 - e. Human Resource Management Officers (HRMOs)/In-Charge shall prepare the Special Order indicating the list of eligible teachers and number of earned VSC based on the actual number of hours/days teachers have rendered, to be approved by the SDS.
 - f. Once approved, the Personnel Unit shall record the earned VSC in the Employee's Leave Card.
 - g. Teachers shall be regularly informed of their earned VSC.

4. Accumulated VSC are used to offset absences of a teacher due to illness, or to offset proportional deduction in the vacation salary due to absences for personal reasons, or late appointment.
5. The procedures for the use of VSC to offset absences or deduction in vacation salary shall be in accordance with other existing DepEd policy.
 - a. Absences reflected in the daily time record (DTR) shall indicate Vacation Service Credit Applied (VSCA) for offsetting absences.
6. The accrued VSC may be converted to Sick Leave-Vacation Leave (SL-VL) credits for **monetization**, subject to availability of funds.

C. Tools and Procedures

1. To provide guidance and further details for the implementation of this policy, the Office of the Undersecretary for Human Resource and Organizational Development (OUHROD) shall provide all necessary tools and procedures through a strand Memorandum, particularly on the process on the payment of teaching overload.
2. The relevance and applicability of the tools and procedures shall be subjected to periodic review and adjustments by OUHROD as may be necessary.

D. Roles and Responsibilities

1. Central Office

Office of the Undersecretary for Human Resource and Organizational Development (OUHROD) through the Bureau of Human Resource and Organizational Development (BHROD):

- a. Conducts policy orientation and capacity-building to field offices as deemed necessary;
- b. Monitors and evaluates compliance with this Order and provides appropriate and timely technical assistance to field offices;
- c. Periodically assesses and reviews the implementing guidelines based on gathered reports and results of monitoring and evaluation;
- d. Provides supplementary tools to enhance the implementation of the policy; and
- e. Continuously streamlines teachers' tasks and duties through the following:
 - i. Reviews policies and programs, identifies their implications on teacher workload, and recommends policy action/s to the Office of the Secretary for approval;
 - ii. Consults with concerned offices, and reviews and proposes recommendations for possible streamlining and/or harmonization, if any, with regard to the processes/procedures of program implementation, including reportorial requirements;
 - iii. Maintains an inventory of official school processes and tasks assigned to teachers that affect their workload;

- iv. Provides periodic reports to the Management regarding compliance with this policy;
- v. Anticipates future and evolving school processes that may affect teacher workload; and
- vi. Reviews and provides recommendations on legislative measures with implications to teacher workload.

2. Regional Offices

Office of the Regional Director

- a. Ensures overall compliance of the SDOs and evaluates the impact of the implementing guidelines of the policy;
- b. Prepares a regional implementation plan to support objectives of this policy; and
- c. Prepares and submits reports and provides recommendations regarding this policy.

Administrative Unit – Personnel Section

- a. Consolidates budget utilization reports from their SDOs for forward submission to BHROD on a semiannual basis; and
- b. Monitors and evaluates compliance with this Order, in coordination with the Policy, Planning and Research Division, by conducting workload audit through the checking of the consolidated report on eSF7 (School Personnel Assignment List and Basic Profile) of the SDO.

Field Technical Assistance Division (FTAD)

- a. Provides appropriate technical assistance, in coordination with other functional divisions, to enhance the capacity of their SDOs in addressing school concerns

3. Schools Division Offices

Office of the Schools Division Superintendent

- a. Ensures overall adherence of schools and evaluates the impact of the implementing guidelines of the Policy.

School Governance and Operations Division (SGOD)

- a. Orients, capacitates, and provides appropriate and timely technical assistance to teachers who shall perform the teaching-related assignments;
- b. Consolidates eSF7 and submits to the Regional Office;
- c. Addresses school queries and concerns in relation to the implementation of this policy;
- d. Monitors and evaluates the compliance with this Order; and
- e. Provides technical assistance to schools based on the results of monitoring and evaluation.

Administrative Unit-Personnel Section

- a. Monitors school compliance to the documentary requirements for the payment of teaching overload; and
- b. Ensures strict compliance with the deployment and prescribed workload for school-based personnel by conducting personnel and

workload audits in coordination with the Planning and Research Section.

Finance Unit

- a. Ensures efficiency in the payment of teaching overload and prepares the budget utilization report on a semiannual basis.

4. Schools

School Head

- a. Exercises fair, reasonable, and equitable distribution of teaching workload and overload, teaching-related assignments, and other workload of teachers using the eSF7, consistent with DepEd rules and regulations;
- b. In cases of teaching overload, considers the specialization requirements when assigning additional teaching loads;
- c. Continuously provides opportunities for teachers to develop professionally;
- d. Ensures strict compliance with the prescribed workload of teachers using eSF7; and
- e. Strengthens monitoring and evaluation of the implementation of this Order.

E. Grievance Mechanism

Concerns, complaints, and/or violations arising from the implementation of this policy shall be addressed through the grievance machinery provided under DO No. 35, s. 2004² or pertinent rules on administrative cases in the civil service.

VI. MONITORING AND EVALUATION

The DepEd, through the BHROD, shall monitor, evaluate, and review the implementation of this policy, consistent with the policy development process of the Department. Furthermore, BHROD-SED shall gather feedback on the implementation of these guidelines from concerned personnel across different governance levels.

Anchored on the principles of decentralization and shared governance, the Department aims to empower the field offices in terms of monitoring and evaluating policy implementation and providing technical assistance.

VII. REPEALING CLAUSE

All other DepEd Orders, Memoranda, and related issuances, rules and regulations, and provisions which are inconsistent with this Order are hereby rescinded or modified accordingly.

² DepEd Order No. 35, s. 2004 or the Revision of the Grievance Machineries of the Department of Education

VIII. SEPARABILITY CLAUSE

If any provision of this Order is declared invalid or unenforceable by competent authority or the Courts, all other provisions not affected shall remain in force and in effect.

IX. TRANSITORY PROVISION

Relative to the pilot implementation of the ALS-Senior High School (ALS-SHS), this policy allows the granting of teaching overload pay to eligible teachers in identified pilot schools subject to the provisions indicated herein. An official list of pilot schools shall be released in a separate DepEd issuance for said purpose.

This arrangement shall be deemed temporary until such time dedicated full-time ALS teachers are allotted and deployed for SHS.

In view of the curriculum reform and development, provisions that may be found inconsistent with its implementation shall be subject to further review.

X. EFFECTIVITY

This DepEd Order shall take effect immediately upon its approval, issuance, and publication on its website. 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.

XI. REFERENCES

1. Department of Education. (2023). *DepEd Order No. 007, s. 2023 or the Guidelines on the Recruitment, Selection, and Appointment in the Department of Education*
2. Department of Education. (2023). *DepEd Order No. 22, s. 2023 – Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024*
3. Department of Education. (2021). *DM-OUCI-2021-346 – Revised Implementation of Homeroom Guidance (HG) during Crisis Situation for S.Y. 2021-2022*
4. Department of Education. (2019). *DepEd Order No. 21, s. 2019 – Policy Guidelines on the K to 12 Basic Education Program*
5. Department of Education. (2017). *DepEd Order No. 42, s. 2017 - National Adoption and Implementation of the Philippine Professional Standards for Teachers*
6. Department of Education. (2012). *DepEd Order No. 31, s. 2012 - Policy Guidelines on the Implementation of Grades 1-10 of the K-12 Basic Education Curriculum (BEC) Effective School Year 2012-2013*
7. Department of Education. (2009). *DepEd Order No. 16, s. 2009 - Addendum to DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers)*
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9. Civil Service Commission. (2008). *CSC Resolution No. 080096 dated January 28, 2008*
10. Department of Education. (2005). *DepEd Order No. 9, s. 2005 – Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance*

Therewith

11. Department of Education. (2004). *DepEd Order No. 35, s. 2004 – Revision of the Grievance Machineries of the Department of Education*
12. Department of Education. (1990). *DepEd Order No. 39, s. 1990 - Deployment and Assignment of Public-School Teachers*
13. Official Gazette of the Philippines. (2001). Republic Act No. 9155 - Governance of Basic Education Act of 2001
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Republic of the Philippines
Department of Education

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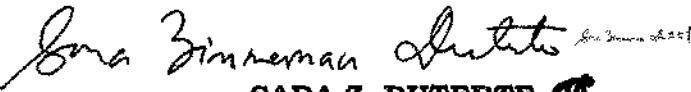
DepEd ORDER
No. 007, s. 2024

**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*

Digitally signed
by Duterte Sara
Zimmerman
Date: 2024.05.15
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Encl.:
As stated

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



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

ASSESSMENT
FUNDS
POLICY
PROGRAMS
PROJECTS



(Enclosure to DepEd Order No. 007, s. 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

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 life²

2. **Community of schools (a.k.a. cluster of schools)** - a group of schools that are geographically contiguous and brought together to improve learning outcomes³
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 performance⁴
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 potentials⁵
 - i. **Adults** - Filipinos ages 18 years old and above who were not able to begin or continue basic elementary or secondary education in formal school⁶
 - 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 sectors⁷
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 site⁸

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,

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 schools⁹

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, respectively¹⁰

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 Superintendent¹¹
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 students¹²
 - 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,

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

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.

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 Plan²³ 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 from appropriate equity initiatives.

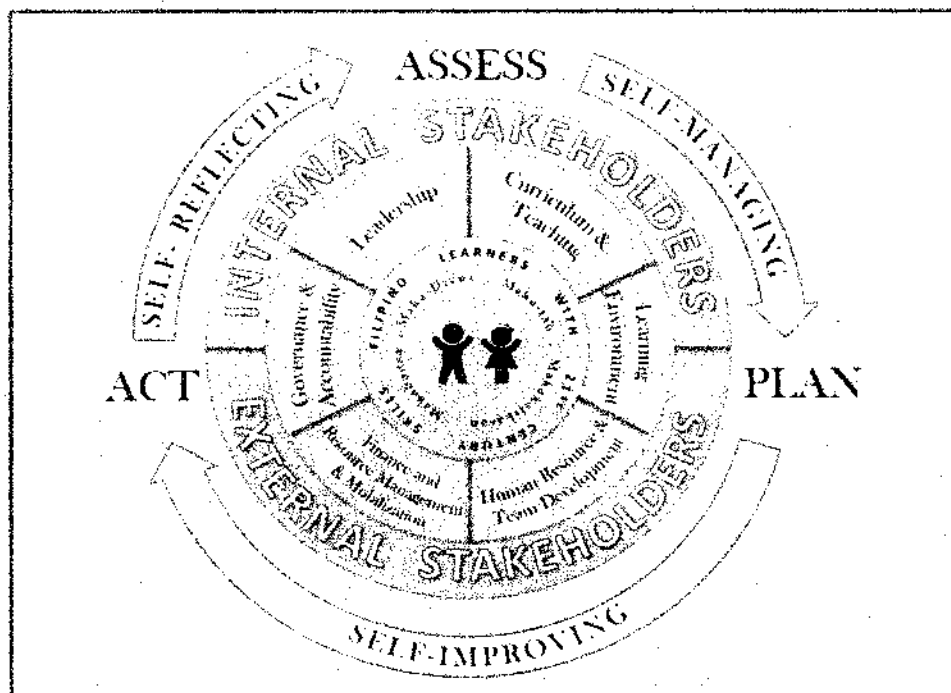
Quality. Learners complete K-12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.

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.

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, socio-political 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.

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.

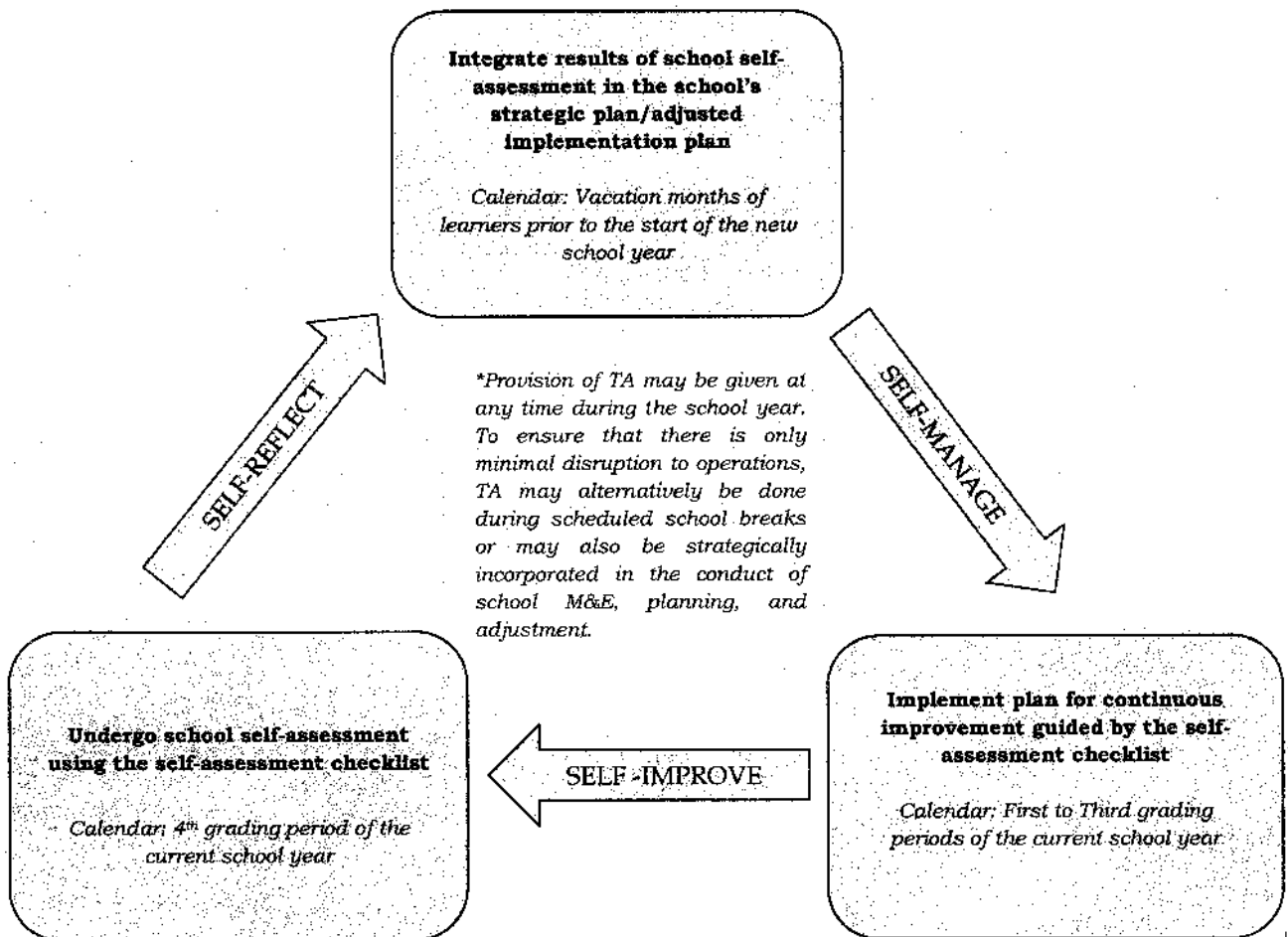
D. SBM Self-Assessment

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



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.

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 BHRD-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
3. Daft, R. L. (2015). Management. Cengage Learning. (*electronic*).
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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
20. Göker, S. D., & Bozkuş, K. (2017). Reflective Leadership: Learning to manage and lead human organizations. *Contemporary leadership challenges*, 27-45. *(electronic)*.
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)*.
23. Republic Act (RA) 11510, Alternative Learning System Act
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 <i>proficiency level</i> for each cluster of early language, literacy, and numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Grade 6,10, and 12 learners achieve the <i>proficiency level</i> in all 21 st -century skills and core learning areas in the National Achievement Test (NAT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. School-based ALS learners attain certification as elementary and junior high school completers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Teachers prepare contextualized learning materials responsive to the needs of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Teachers integrate topics promoting peace and DepEd core values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The school conducts test item analysis to inform its teaching and learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The school engages local industries to strengthen its TLE-TVL course offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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.					
SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
9. The school has zero bullying incidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The school has zero child abuse incidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. The school has reduced its drop-out incidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. The school conducts culture-sensitive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. The school has a functional school-based ALS program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. The school has a functional child-protection committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. The school has a functional DRRM plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. The school has a functional support mechanism for mental wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. The school has special education- and PWD-friendly facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. The school has a functional school-community planning team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. The school has a functional Supreme Student Government/ Supreme Pupil Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. The school innovates in its provision of frontline services to stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. The school has a functional School Governance Council (SGC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. The school has a functional Parent-Teacher Association (PTA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. The school collaborates with stakeholders and other schools in strengthening partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

27. The school monitors and evaluates its programs, projects, and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. The school maintains an average rating of <i>satisfactory</i> from its internal and external stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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 <i>very satisfactory</i> in the individual performance commitment and review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. The school achieves an average rating of <i>very satisfactory</i> in the office performance commitment and review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. The school conducts needs-based Learning Action Cells and Learning & Development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. The school facilitates the promotion and continuous professional development of its personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. The school recognizes and rewards milestone achievements of its personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Teacher workload is distributed fairly and equitably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. The school initiates improvement of its infrastructure and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. The school has a functional library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. The school has functional water, electric, and internet facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. The school has a functional computer laboratory/classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. The school liquidates 100% of its utilized MOOE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Republic of the Philippines
Department of Education

SEP 27 2024

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)

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Public Elementary and Secondary School Teachers
All Others Concerned

1. The Department of Education (DepEd) has issued DepEd Order (DO) No. 005, s. 2024 or the Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload, a policy that aims to cultivate a more conducive work environment by streamlining the teachers' day-to-day tasks, setting their official working hours, and providing guidelines for the payment of teaching overload.
2. In accordance with **Section V.C.** of the said DO, this Memorandum is issued to provide the necessary implementation guidelines to ensure that concerned offices shall be able to adhere to the standards provided in the DO.
3. In the distribution of **Teaching Load**, the school heads are directed to ensure a fair and equitable distribution, while prioritizing the welfare of teachers. The following parameters shall be observed:
 - a. A teacher shall not be required to render more than six hours of actual classroom teaching in a day in accordance with Republic Act No. 4670 or the Magna Carta for Public School Teachers.
 - b. In the exigency of service, teachers may render additional teaching loads. Actual classroom teaching in excess of six hours shall be compensated through payment of teaching overload, provided that it does not exceed two hours per day, as stipulated in RA 4670. The guidelines and procedures on teaching overload provided in Section V.A.2 of DO 005, s. 2024 shall be observed. The process flow for the payment of teaching overload is provided in **Enclosure No. 1.**

In circumstances where a teacher will have less than six hours of actual classroom teaching, they are given priority in the designation of teaching-related assignments.
 - c. Only **actual classroom teaching** rendered per learning area and **class advising duties** are treated as teaching load and shall form part of the six hours of teaching.

- d. To ensure that the teachers are provided with time and support to conduct intervention programs, the school heads shall design teachers' class programs to accommodate remediation and/or enhancement classes, whenever feasible. In such cases, these classes shall be treated as a teaching load.

4. The **Teacher Ancillary Tasks** that shall complete the 8-hour workday of teachers may be performed **within or outside the school premises** following these guidelines and procedures:

- a. Section 2.C. of DO 16, s. 2009¹ shall remain in effect, stipulating that teachers who have rendered six hours of actual classroom teaching, duly reflected in their daily time records (DTR), shall be deemed to have completed the required daily working hours. They must not be considered undertime and must not be subject to salary deductions.
- b. While Section V.A.1. of DO 005, s. 2024 does not require documentary evidence or accomplishment reports that summarize how they spent the two hours for ancillary tasks, this provision must also be harmonized with the Civil Service Commission Resolution No. 080096 which mandates DepEd to institute a mechanism to account for teachers' outputs in performing teacher ancillary tasks outside school premises. In this regard, any of the following shall be observed:
 - i. If the teacher opts to leave the school premises **during vacant periods**, the teacher shall register in the school logbook or accomplish a locator slip. They shall indicate the reason for going outside the school premises in relation to the performance of their ancillary tasks. Original copies or photocopies of these documents shall be attached to their DTR.
 - ii. If the teacher chooses to perform the teacher ancillary tasks before or after all assigned classes, they shall submit a certificate of undertaking to be attached to the DTR.
- c. The school heads, in coordination with the master teachers, may utilize existing mechanisms to account for the outputs of teachers such as regular review of lesson plans, conduct of class observations, and any other measures to ensure the readiness of teachers.

5. In the designation of **Teaching-Related Assignments**, programs or projects identified as needed in the School Improvement Plan (SIP)/Annual Improvement Plan (AIP) shall serve as the basis or main consideration in designating teaching-related assignments to teachers. In consideration of the varied contexts of the schools, the school head shall define the **number of teachers** to be designated and the **scope of duties and responsibilities** for each teaching-related assignment in coordination with the concerned teachers.

6. In accordance with Section V.A.4.3 of DO 005, s. 2024, the designation of teachers to teaching-related assignments shall be enabled by a **Designation Order** following these detailed procedures:

¹ Addendum to DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers)

- a. The school head, during their planning activities at the start of the school year, shall identify the teachers to be designated. The school head shall consider the specialization and workload of the teachers when designating them for teaching-related assignments.
- b. Since these assignments are not mandatory, the identified teachers must concur with their designation and scope of duties and responsibilities.
- c. Once an agreement is reached with the concerned teachers, the school head shall prepare the Designation Order and submit it to the Office of the Schools Division Superintendent.
- d. The schools division superintendent (SDS) shall approve the Designation Order and original copies shall be given back to the school, a copy should be retained with the School Governance and Operations Division (SGOD).
- e. The school head should ensure that teachers designated for teaching-related assignments prioritize their teaching duties.

7. Any authorized work in relation to their teaching-related assignments conducted beyond the six hours of teaching load shall be compensated by vacation service credits (VSC). The procedures for the grant of VSC are provided in **Enclosure No. 1**.

8. While DOs 002² and 005, s. 2024 are focused on managing the workload of teachers, the school heads shall ensure that all school personnel, including non teaching personnel, adhere to their prescribed workload. The non teaching personnel shall continue to perform their duties and responsibilities stipulated in their job descriptions.

9. The templates and other related materials are all available and accessible through this link: bit.ly/TeacherWorkload_ToolsandProcedure. An Advisory will be issued should there be updates or revisions to the materials. The summary of templates is provided in **Enclosure No. 2**.

10. The regional offices and schools division offices are directed to ensure that **all materials are disseminated to the schools** for their reference and guidance. There shall be **strictly no additional documentary requirements** aside from the templates provided in each Enclosure.

11. The field offices are directed to form an implementation team responsible for overseeing and monitoring the implementation of the policy. Their responsibilities include providing technical assistance to schools and regularly coordinating with the Central Office for feedback. At the minimum, the implementation team shall be composed of the following:

Schools Division Office

Head: Assistant Schools Division Superintendent

Members: School Governance and Operations Division, Chief
Curriculum Implementation Division, Chief
Human Resource and Management Officer

12. For more information, all concerned may contact the **Bureau of Human Resource and Organizational Development-School Effectiveness Division**, 4th Floor Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.sed@deped.gov.ph.

² Immediate Removal of Administrative Tasks of Public School Teachers

13. This Memorandum shall take effect immediately upon its issuance.
14. Immediate dissemination of this Memorandum is desired.


SONNY ANGARA
Secretary 

Encls.: As stated

References:

DepEd Order (Nos. 005 and 002, s. 2024)

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

ASSIGNMENT
BENEFITS
PAYMENT
SERVICE
SUPERVISION
TEACHERS
TEACHING LOAD
WORK HOURS





PROCESS FLOW FOR TEACHING OVERLOAD PAY AND GRANT OF VACATION SERVICE CREDITS FOR TEACHING-RELATED ASSIGNMENTS

DepEd Order No. 005, s. 2024 provides for additional compensation to teachers for work rendered beyond the prescribed work hours in the form of Teaching Overload Pay and Vacation Service Credits (VSC). The **processes** to be observed by the field offices are provided in this document.

I. Teaching Overload Pay

Process Flow for the Payment and Budget Utilization Reporting of Teaching Overload

1. Submission of Requirements	2. Processing of Payment	3. Budget Utilization Reporting		
SCHOOL 3 – 5 <i>Working Days</i> Prepares the documentary requirements for teaching overload pay Documentary Requirements: ✓ eSF7 ✓ DTR and other applicable documents (Locator Slip/Certificate of Undertaking, etc) ✓ Endorsement Memo ✓ List of Teachers with Teaching Overload Pay	SDO-Admin Unit (Personnel) 3 – 5 <i>Working Days</i> Checks and validates the submitted documents and prepares the payroll	SDO-Finance Unit (Budget and Accounting) SDO-Admin Unit (Cash) 3 – 5 <i>Working Days</i> Processes the disbursement of teaching overload pay to teachers	SDO-Finance Unit (Budget) SDO-Admin Unit (Personnel) <i>Every quarter after disbursement of teaching overload pay</i> Prepares the budget utilization report for submission to RO	RO-Finance Division (Budget) RO-Admin Division (Personnel) <i>Upon receipt of reports from SDOs</i> Consolidates the budget utilization reports from SDOs for submission to the CO

The **General Process flow** above shall be broken down per Major Process in the different Governance Levels to better guide the Schools, Schools Division Offices, Regional Offices on the procedures and documentary requirements for the payment of teaching overload.

Processes related to the **Submission of Requirements** will take place at the school level; **Processing of Payment** will be handled by the SDO, specifically the Admin and Finance Units; and **Budget Utilization Reporting** will be handled jointly by the SDO and RO Finance and Admin Divisions.

Submission of Requirements (School Level)

Teachers	School Head	School Head/ Non-Teaching Personnel
<p style="text-align: center;"><i>Immediately after end of the month</i></p> <p>a. Submit DTR and all other attachments to the Office of the School Head</p> <p>Important Note: Copy of the monthly DTR should be kept in the Office of the School Head to be used as attachment in the quarterly processing of teaching overload pay.</p>	<p style="text-align: center;"><i>3-4 Working Days</i></p> <p>a. Identifies teachers with teaching overload based on parameters of DO 005, s. 2024.</p> <p>b. Prepares the list of teachers with teaching overload pay and other documentary requirements:</p> <ul style="list-style-type: none"> ✓ Certification/List of Teachers with Teaching Overload Pay <p>*The reason and equivalent hours for teaching overload should be indicated in the certification. Kindly note that a teacher may have various reasons for rendering teaching overload, such as:</p> <ul style="list-style-type: none"> • Additional teaching load due to teacher shortage • Relieving duties of teachers • Conduct of remediation/enhancement classes • Class Advising Duties <ul style="list-style-type: none"> ✓ Endorsement Memorandum addressed to the SDS, thru SDO-Admin Unit (Personnel) ✓ DTR of teachers and other attachments (locator slip, certificate of undertaking, etc) ✓ eSF7 	<p style="text-align: center;"><i>1-2 Working Days</i></p> <p>a. Submit all documentary requirements to the SDO-Admin Unit (Personnel)</p> <p>b. Post the Certification/List of teachers with Teaching Overload Pay on the transparency board/s of schools</p> <p>Important Note: Ensure completeness and accuracy of documents before submission to SDOs to avoid delays in the processing of payment. Documents found not in order shall be returned without action.</p>

Processing of Payment (SDO Level)

SDO-Admin Unit (Personnel)	Finance Unit (Budget and Accounting) & SDO-Admin Unit (Cash)
<p style="text-align: center;"><i>3-5 Working days</i></p> <p>a. Receives documents from the schools</p> <p>b. Checks completeness of documentary requirements</p> <p>c. Validates accuracy of submitted documents</p> <p>d. Computes for the teaching overload pay</p> <p>e. Prepares consolidated payroll of teachers with teaching overload pay including ORS and DV.</p> <p>f. Forwards the ORS, DV, consolidated payroll and the complete supporting documents to the Finance Unit (Budget).</p>	<p style="text-align: center;"><i>3-4 Working days</i></p> <p>a. Receives the ORS, DV and consolidated payroll for obligation (Budget) and for pre-audit (Accounting).</p> <p>b. Checks completeness of documentary requirements</p> <p>c. Recomputes accuracy of the payroll</p> <p>d. Processes the payroll and disburse thru LDDAP-ADA payment to teachers</p>

Budget Utilization Reporting (SDO and RO Level)

SDO-Finance Unit & SDO-Admin Unit (Personnel)	RO-Finance Division & RO-Admin Division (Personnel)
<p style="text-align: center;"><i>Every quarter after disbursement of teaching overload pay</i></p> <p>a. Prepare the budget utilization report for submission to the RO providing the following details:</p> <ul style="list-style-type: none"> ✓ Number of Teachers with Teaching Overload Pay ✓ Total Teaching Overload Hours 	<p style="text-align: center;"><i>Upon receipt of reports from SDOs</i></p> <p>a. Consolidate the budget utilization reports from SDOs for submission to the CO.</p>

<ul style="list-style-type: none"> ✓ Estimated amount to be paid or the equivalent teaching overload pay ✓ Actual Teaching Overload pay granted to teachers ✓ In cases of conversion to VSC due to insufficient funds, the number of earned VSC granted to teachers <p>b. The SDS shall approve the report for submission to the Regional Office through the RO-Admin Division (Personnel)</p>	<p>b. The Regional Director shall approve the Report for submission to the Central Office through the OUHROD and BHROD.</p>
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Computation of Teaching Overload Pay

- As provided in Section V.A.2.1 of DO 005, s. 2024, teaching overload refers to the hours rendered for actual classroom teaching, that is in excess of the prescribed six (6) hours in a day. In computing for the teaching overload pay to be given to teachers, the following formula shall be used:

$$\text{Teaching Overload Pay} = \text{Total Teaching Overload Hours} \times \text{PHTR} \text{ Prime Hourly Teaching Rate}$$

- The **Total Teaching Overload Hour/s for the Month** is determined by adding the teaching overload hour/s per week. In cases where the teaching overload is less than an hour, the number of minutes is first divided by 60 minutes to convert to its equivalent in hours.
- The **Prime Hourly Teaching Rate (PHTR)**, provided in Chapter 6.4.1 of the DBM Position Classification and Compensation Manual, is derived in accordance with the following formula:

$$\begin{aligned} \text{PHTR} &= \frac{\text{AR}}{\text{W}} \times \text{T} \\ &= \frac{\text{AR}}{1,600} \times 1.25 \\ \text{PHTR} &= \mathbf{0.000781} \times \mathbf{AR} \end{aligned}$$

Where:

- AR** = Annual Salary rate of each Teacher proposed to be paid
- W** = Total teaching Hours (This is computed at 40 Hours/Week multiplies by 40 weeks or 1,600 hours)
- T** = 1.25 or 125% of the teacher’s remuneration for services in excess of 6 hours actual teaching per day but not more than 2 hours

- The **PHTR** will depend on the salary grade and step level of the teacher to be paid.
- Illustrative example for the computation of Teaching Overload Pay**

Given:

- Monthly Basic Salary = Php 27,000.00
- Teaching Overload Hours:

Week	Teaching Overload	
	In Minutes	In Hours
Week 1	420 Minutes	7 Hours
Week 2	600 Minutes	10 Hours
Week 3	300 Minutes	5 Hours
Week 4	45 Minutes	0.75 Hours

i. To determine the **Total Teaching Overload Hour/s for the Month**, the teaching overload hour/s per week shall be added:

$$\begin{array}{ccccccccccc}
 7 & + & 10 & + & 5 & + & 0.75 & = & \mathbf{22.75} \\
 \text{Week 1} & & \text{Week 2} & & \text{Week 3} & & \text{Week 4} & & \mathbf{\text{hours}}
 \end{array}$$

ii. To determine the **PHTR**, the **AR** of the teacher shall first be computed as follows:

$$\begin{aligned}
 \mathbf{AR} &= \text{Monthly Basic Salary} \quad \times \quad 12 \text{ months} \\
 &= \text{Php } 27,000.00 \quad \times \quad 12 \text{ months} \\
 &= \mathbf{\text{Php } 324,000.00}
 \end{aligned}$$

iii. The **PHTR** shall be computed as follows:

$$\begin{aligned}
 \mathbf{PHTR} &= 0.000781 \quad \times \quad \text{AR} \\
 &= 0.000781 \quad \times \quad \text{Php } 324,000.00 \\
 &= \mathbf{\text{Php } 253.04}
 \end{aligned}$$

iv. Finally, for the amount that shall be paid to the teacher, the formula shall be applied:

$$\begin{aligned}
 \mathbf{\text{Teaching Overload Payment}} &= \mathbf{\text{Total Teaching Overload Hour/s for the Month}} \quad \times \quad \mathbf{\text{PHTR}} \\
 &= 22.75 \text{ hours} \quad \times \quad \text{Php } 253.044 \\
 &= \mathbf{\text{Php } 5,756.75}
 \end{aligned}$$

6. The total teaching overload pay of teachers shall not exceed 50% of his/her basic salary for the year.

7. The Teaching Overload Pay is included in the teacher's taxable income. The SDO-Admin Unit (Personnel) shall include the necessary deductions in the computation and preparation of payroll.

Source of Funds

1. For **FY 2024**, teaching overload pay shall be lodged to SDOs and shall be sourced from the Personnel Services (PS) allotment under the line item Operations of

Schools – Elementary (Kinder to Grade 6), Operations of Schools – Junior High School (Grade 7 to Grade 10), and Operations of Schools – Senior High School (Grade 11 to Grade 12) specifically provided for this purpose in the annual General Appropriations Act (GAA).

2. In case of insufficiency of funds, SDO-Finance Unit (Budget) shall provide a certification, which shall be the basis of the SDO-HRMO in converting the teaching overload hours to earned vacation service credits, subject to existing rules, regulations, and guidelines on the grant of service credits.

II. Vacation Service Credits

1. The following are eligible for Vacation Service Credits (VSC) under DO 005, s. 2024, provided that these are performed outside the regular work hours of teachers:
 - a. Conference with Parents and Home Visitation of Teachers
 - b. Coaching & Mentoring duties of a Master Teacher
 - c. Teachers designated to teaching-related assignments
2. Eight (8) hours of services rendered shall be equivalent to at least 1.25 VSC.

Process Flow

The process flow below outlines the procedures in the grant of vacation service credits for Teaching-Related Assignments and Teacher Ancillary Tasks (Conference with Parents/Home Visitations; Coaching & Mentoring for Master Teachers) performed beyond the regular work hours.

	Teachers	School Head	SDO-Admin Unit (Personnel)
Before doing Teaching-Related Assignments and Teacher Ancillary Tasks (Conference with Parents/Home Visitations and Coaching & Mentoring)	a. The teachers shall submit an accomplished form requesting for authority to render work beyond regular work hours, specifying the following: <ul style="list-style-type: none"> ✓ Name and Position ✓ Date and Time ✓ Purpose ✓ Justification 	a. The School Head upon submission of documents shall validate the request of the teachers based on the following: <ul style="list-style-type: none"> ✓ Necessity ✓ Urgency ✓ Workload of Teachers 	N/A
After completion of Teaching-Related Assignments and Teacher Ancillary Tasks (Conference with Parents/Home Visitations and Coaching & Mentoring)	a. Teachers shall submit an Individual Accomplishment Report providing the following: <ul style="list-style-type: none"> ✓ Date ✓ Hours Rendered ✓ Accomplishments/Outputs 	a. Upon submission of teachers, the School Head shall approve the Individual Accomplishment Report of Teachers. b. The School Head shall submit the following documentary requirements: <ul style="list-style-type: none"> ✓ Approved Designation Order of Teachers ✓ Authority to Render Work Beyond Regular Work Hours ✓ Individual Accomplishment Report ✓ DTR 	a. Receive documents from the Schools b. Check completeness of documentary requirements c. Validate accuracy of submitted documents d. Compute for the equivalent VSC e. Prepare a Special Order with list of teachers and the number of earned VSC, for approval/signature of the SDS f. Record the earned VSC in the Employee's Leave Card once special order is approved.



SUMMARY OF TEMPLATES

No.	Title	Description	Accomplished/ Prepared by	Submitted To	Timeline
1	Certificate of Undertaking	<ul style="list-style-type: none"> Used by teachers who opt to perform the teacher ancillary tasks outside school premises 	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> School Head (as an attachment to the DTR) 	As necessary; Every submission of DTR
2	Locator Slip	<ul style="list-style-type: none"> To account for teachers' who leave the school premises within official work hours 	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> School Head (as an attachment to the DTR) 	As necessary
3	Designation Order for Teaching-Related Assignments	<ul style="list-style-type: none"> Enables the designation of teachers to Teaching-Related Assignments 	<ul style="list-style-type: none"> School Head 	<ul style="list-style-type: none"> SDO 	Before the start of SY
4	Certification/ List of Teachers with Teaching Overload Pay	<ul style="list-style-type: none"> List of Teachers with teaching overload hours and eligible for payment based on parameters of DO 005, s. 2024 	<ul style="list-style-type: none"> School Head 	<ul style="list-style-type: none"> SDO 	Quarterly
5	Endorsement Memorandum	<ul style="list-style-type: none"> Cover memo for submission of documentary requirements for Teaching Overload Pay 	<ul style="list-style-type: none"> School Head 	<ul style="list-style-type: none"> SDO 	Quarterly
6	Computation for Teaching Overload Pay	<ul style="list-style-type: none"> Tool for SDO-HRMOs in the computation of teaching overload pay (with formula) 	<ul style="list-style-type: none"> SDO-Admin Unit (Personnel) 	<ul style="list-style-type: none"> SDO-Finance Unit 	Quarterly
7	SDO Budget Utilization Report for Teaching Overload Pay	<ul style="list-style-type: none"> Consolidates the budget utilization for SDO 	<ul style="list-style-type: none"> SDO-Admin Unit (Personnel) SDO-Finance Unit 	<ul style="list-style-type: none"> RO-Admin Division (Personnel) RO-Finance Division 	Quarterly
8	RO Budget Utilization Report for Teaching Overload Pay	<ul style="list-style-type: none"> Consolidates the budget utilization for RO 	<ul style="list-style-type: none"> RO-Admin Division (Personnel) RO-Finance Division 	<ul style="list-style-type: none"> BHROD-SED 	Quarterly
9	Authority to Render Work Beyond Regular Work Hours	<ul style="list-style-type: none"> Permission to render work beyond regular work hours 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> School Head 	As necessary
10	Individual Accomplishment Report for Work Rendered Beyond Regular Work Hours	<ul style="list-style-type: none"> Summary of accomplishment/ outputs for work rendered beyond regular work hours 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> School Head 	As necessary