Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

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Division Advisory
No. 03, s. 2023

To: Assistant Schools Division Superintendent
Chief Education Supervisors in CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Unit Heads
SBM Coordinators in the Division
DFTA Members in the Division
All Others Concern

From: **AGUEDO C. FERNANDEZ, CESO V**
Schools Division Superintendent

Subject: **POLICY GUIDELINES ON SCHOOL-BASED MANAGEMENT'S (SBM) BEST PRACTICES IN DEPED REGION I**

Date: January 6, 2023

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1. This Office, through the Field Technical Assistance Division (FTAD) Region I issues the enclosed Guidelines on the School-Based Management (SBM) Best Practices in DepEd Region I.

2. Attached are the Regional Memorandum No. 010, s. 2023 entitled "Policy Guidelines on SBM Best Practices in DepEd Region I" and the 13 pages Policy Guidelines.

3. Immediate and widest dissemination of this memorandum is desired.

Address: DepEd SDO, Burgos st., Dagupan City
Telephone No.: (075)615-2645/(075)615-2641
Email Address: dagupan.city@deped.gov.ph

Republic of the Philippines
Department of Education
Region I
Office of the Regional Director

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. 1
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REGIONAL MEMORANDUM
No. 010, s. 2023

POLICY GUIDELINES ON SCHOOL-BASED MANAGEMENT'S (SBM) BEST PRACTICES IN DEPED REGION I

To: **Schools Division Superintendents**
Division SBM Coordinators
School Heads, Public Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) Regional Office I issues the enclosed Guidelines on the School-Based Management's (SBM) Best Practices in DepEd Region I.

2. The guidelines aim to: a) establish a mechanism for objectively identifying, selecting, rewarding and setting benchmark for best practices of the schools in the region; b) identify outstanding accomplishments of schools in line with their effective school-based management and efficient utilization of resources; c) recognize innovations of the schools which contribute to the successful operations of their division; and d) recognize school heads and their School Governance Council (SGC) for their effort and effective implementation of their programs, projects, and activities.

3. This policy guidelines on SBM Best Practices shall be effective upon issuance and remain in force and in effect until revoked. This can be downloaded through the link: https://tinyurl.com/SBMBestPractices.

4. All Regional Orders/ Memoranda, and other related issuances, provisions, rules, and regulations, which are inconsistent with these guidelines are hereby replaced, repealed, or amended accordingly.

5. Immediate dissemination and strict compliance with these guidelines are directed.

TOLENTINO G. AQUINO
Director IV

Reference: DepEd Order No. 83, s. 2012
DepEd Order No. 026, s. 2022
To be indicated in the Perpetual Index
under the following subjects:

School-Based Management (SBM) Practices

Policy Education

FTAD220326

FTAD/rgm/SBMBestPractices
January 4, 2023

Address: Flores St., Catbangen, City of San Fernando, La Union
Telephone Number: (072) 607-8137 / 682-2324
Email Address: region1@deped.gov.ph | Website: www.depedro1.com

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TITLE

This policy shall be referred to as **"Guidelines on School-Based Management's (SBM) Best Practices in DepEd Region I".**

A. GENERAL PROVISIONS

I. RATIONALE

School-Based Management (SBM) is a strategy to improve education by transferring significant decision-making authority from the central office, regional office, division office, and district office to individual schools. It provides the school heads, teachers, learners, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of the internal and external stakeholders in the key decisions, SBM can create more effective learning environments that will result in better learning outcomes. Higher degree of community involvement means greater emphasis on shared governance and transparency to come-up with best practices.

The term "Best Practice" refers to "which works" in a particular situation or environment that is research-based practice or scientifically- based practice. According to Grover J. Whitehurst, assistant secretary for Educational Research and Improvement at the U.S. Department of Education, evidence-based education is an integration of professional wisdom with the best available empirical evidence in making decisions.

The best practices are those activities, processes and methods that have helped schools meet or exceed their targets in learner performance. They are proven efficient, sustainable, and replicable. The Regional Office through the Field Technical Assistance Division (FTAD), division officials, school heads, teachers, parents, and other community stakeholders can scout the best practices via vital signs of improving schools such as significant rise in learners' performance levels, academic achievements and participation, completion, retention, and survival rates.

These best practices are in consonance with Republic Act No. 10533 or the Enhanced Basic Education Act of 2013. It is clearly stipulated that the State shall create a functional basic education system that will develop productive and responsible citizens equipped with essential competencies, skills, and values for both life-long learning and employment. Likewise, the implementation of the Governance of Basic Education Act of 2001 (RA 9155) provides the mandate for decentralizing the system of school management and recognizes the role of the Local Government Units and other stakeholders as partners in education service delivery. This is also a response in the Basic Education Development Plan (BEDP) 2030 and in the implementation of the Learning Recovery Plan.

Flores St., Catbangen, City of San Fernando, La Union
(072) 607-8137 / 682-2324
region1@deped.gov.ph | www.depedro1.com

Moreover, the usual principles on authority, responsibility, and accountability (AURA) are given to schools through school heads. Decentralization has been practiced in improving the learning outcomes and the school in general via partnership and linkages among stakeholders. Hence, a clear picture on decentralization as transfer of authority, and decision-making powers from the central, regional, and division office to the school level a daily routine. It means decision-making process from the higher authorities to public school heads, teachers, learners, local government units, and the community to achieve Sulong EduKalidad based on the four key reform areas under acronym KITE: (1) K to 12 Curriculum review and update, (2) Improvement of learning environment, (3) Teachers' upskilling and reskilling, and (4) Engagement of stakeholders for support and collaboration. In a bird's eye view, schools' best practices would be of great help to realize Sulong EduKalidad and other programs of DepEd.

At the school level, educators should first determine which of the practices are effective with primary consideration on how the learners attain higher levels of achievement, or at least significantly improve the levels of learner performance. This is to clear the misconception on school's best practices which focus on innovation and other strategies being utilized. Impact should be given the utmost priority in determining the best practices. Among public schools, these practices should enhance the learning outcomes of the learners and the school performance in general.

Meanwhile, the whole operations of every public school are based on the principles of SBM. These principles serve as bases for the validation of the public elementary, secondary, and among integrated schools. Likewise, best practices based on the given principles are expected to be recognized by determining if they are best by comparison or best as benchmarks. Schools in this perspective must continually improve their methods and processes to be able to take learner performance to new heights. As per SBM validation, there were 74 schools validated as potential SBM Level III schools during the school year 2021-2022 and they usually claimed that they have best practices in different areas which can be benchmarked by other schools.

Proper monitoring and evaluation of SBM practices of schools will lead to higher commitment to school heads, teachers, parents, learners, community leaders, and other stakeholders to work for the common good. With the SBM's best practices, schools are encouraged to actively engage in the activities that would lead to shared-governance and community involvement. Later, this will have positive effects not only on the learners as the heart of the educational system but also on the school.

Therefore, this policy on SBM's best practices aims to: a) establish a mechanism for objectively identifying, selecting, rewarding and setting benchmark for best practices of the schools in the region; b) identify outstanding accomplishments of schools in line with their effective school-based management and efficient utilization of resources; c) recognize innovations of the schools which contribute to the successful operations of their division; and d) recognize school heads and their School Governance Council (SGC) for their effort and effective implementation of their programs, projects, and activities.

II. STATEMENT OF THE POLICY

The principles of SBM are based on the "spirit of bayanihan" to give the best service to the internal and external stakeholders. Shared governance, accountability, and transparency between and among school heads, and community partners are being practiced. This will enhance the performance of the learners as the heart of the educational system.

This policy on SBM's best practices is supported by a legal mandate via Republic Act 9155 otherwise known as "Governance of Basic Education Act of 2001". It strengthens the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level. Such education shall also include alternative learning systems for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge, and values they need to become caring, self- reliant, productive, and patriotic citizens. Likewise, it serves as mechanism to realize the Basic Education Development Plan (BEDP) 2030 and the Learning Continuity Plan of the schools.

Therefore, this Policy shall provide opportunity for the schools to exhibit and share their best practices to other schools in Region I. It serves also as an avenue to recognize the efforts of the schools and their stakeholders to achieve accessible, quality, relevant, and liberating education.

III. SCOPE

The policy guidelines on the School-Based Management's Best Practices shall apply to all public schools in the 14 SDOs of DepEd Regional Office I. It shall cover all schools – small, medium, large, and mega schools.

However, the minimum SBM Level of Practice of the school to qualify in exhibiting the best practices is SBM Level II. The best practices shall focus on 1) leadership, 2) governance, 3) curriculum and instructions, 4) human resource and team development, 5) finance, resource management and mobilization, and 6) learning environment.

IV. DEFINITION OF TERMS- For purposes of these Rules, the terms shall be defined as follows:

1. **Best Practices** refer to school's initiatives, programs, projects, and activities that contribute on improving the school performance and learners' achievement along the SBM principles.
2. **Continuous Improvement** refers to the ongoing improvement of the basic educational services rendered to achieve quality, access, efficiency, liberating education for all, and resiliency and well-being.
3. **DepEd Region I** refers to the regional office composed of 14 Schools Division Offices located in the province of Pangasinan, Ilocos Norte, Ilocos Sur, and La Union.
4. **External stakeholders** - refer to the individuals or organizations who are not directly involved in or affected by the daily educational operations of the school but have strong interest in collaborating with and/or supporting the school to address its concerns and improve its performance. Externa-1 stakeholders may include the parents and guardians, community members, local government units, civil society organizations, other national government agencies and government-owned and controlled corporations, international organizations, private companies, business enterprises, corporate foundations, cooperatives, and other concerned private individuals.
5. **Internal stakeholders** refer to individuals who are directly and immediately involved in or affected by the daily educational operations of the school. Internal stakeholders include the learners and school personnel

6. **Monitoring and evaluation** refer to the continuous process of assessment, analysis, and checking of SBM practices as basis for technical assistance, benchmarking, and continuous improvement.
7. **Public Schools** refer to the elementary and secondary schools including integrated schools which are governed and funded by the government.
8. **Recognition** refers to the appreciation given by the SDOs/ RO to the schools after the validation of documents and best practices as confirmed by the internal and external stakeholders.
9. **SBM Level of Practice** refers to the SBM level of a particular public school as result of validation during the self-assessment, and SDO and RO validation.
10. **School-Based Management (SBM)** refers to the decentralization of decisionmaking authority from central, region, and division levels to the individual schools, with the intent of bringing together school heads, teachers, students, as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools.

B. OPERATIONAL GUIDELINES

V. PROCEDURE

5.1. Identifying Best Practices

To be able to determine the best practices in schools, educators should first determine which of the practices in schools are effective. Good practices are activities, methods and processes that have helped schools meet or exceed the targets on performance. Aside from being effective, the good practices are proven efficient, sustainable, or replicable in helping schools meet goals. This can be done by:

1. **Best by comparison**

   When good practices with similar objectives are compared, some prove to have superior results in learner performance while satisfying considerations of cost- effectiveness, sustainability or replication wherever these issues may be relevant or they may produce the same results in learner achievement as those of other good practices, but their processes turn out to be the most efficient, cost effective, sustainable or replicable.

   For example, if three teaching methods in reading prove to be effective, efficient and sustainable in improving comprehension skills of learners, the best may be the one that produced the highest performance rating.

   Viewed differently, if three teaching methods in reading all produce a 99% rating for learners, the best among the three may be the one that enabled the learners to acquire skills within the shortest period of time (efficiency)

2. **Best as benchmarks**

   These are practices which are deemed best because they have helped a "model" or high performing school meet or exceed national standards on quality education, post significant rates of improvement in learner performance and push learner achievement to levels higher than those of other schools.

instructional practices and adjustment of teachers to personalized learning.

d. ***Modify and Improve Instruction.*** This allows the instructional goals to be modified to reflect the individual needs of learners to improve instruction. Similar activities on instructional improvement include SLAC/ INSET based on teaching needs assessments, enhanced learning resources, enhanced methods of classroom instruction and execution of these methods that address school improvement goals.

e. ***Conduct Summative Assessment.*** Assessing learners through a summative assessment test in producing desired learning outcomes.

f. ***Report Assessment results to parents, learners and community stakeholders.*** Communicating the results to generate feedback which is used for shared decision-making in enhancing the total development of learners.

Other areas may include school innovation to improve learner performance; methods of classroom instruction; In-Service training for teachers; and sharing of insights learned among schools.

3. On Administrative Management

The school head as administrative leader considers the following activities:

a. sets the school mission goals and targets the school planning cycle; develops and implements the School Improvement Plan;
b. mobilizes community participation for improvement in education; and
c. manages school assets and resources.

5.3. Benchmarking Indicators for Best Practices

As cited in Learning from the Best: A Guide to the Search for Best Practices, Their Replication, and Documentation, the following are considerations to assess which practices are best for emulation by schools:

a. *Sustainability.* It is the ability to maintain and support the best practices as manifested by the activities, processes and methods that have helped the schools meet or exceed their targets in learner performance continuously over time for a period of three (3) years.
b. *Replicability.* This establishes the adoption of practices that obtain consistent results using the same successfully implemented practices in new locations or other school settings that tailor fit the needs of school.
c. *Resource requirement and management.* This is how schools work with the communities in planning and implementing school improvement programs like resource mobilization and management to maximize the use of resources especially in prioritizing expenses in accordance with the school's critical and strategic goals. Schools with successful financial management are not necessarily those that are able to save

money but those that produce better results than the rest while spending the same amount of money.

d. *Organizational Capability.* This is a collective skill, ability, and expertise that represents the ways that the school, its people and resources are brought together to accomplish and work on improvement for better learner performance in schools.
e. *Cost-Effectiveness.* It is used to share the gains among schools in a cluster by considering how high performing schools transfer reforms and how these reforms and techniques help the neighboring schools achieve higher academic achievement, manage their resources better and improve their relations with stakeholders.

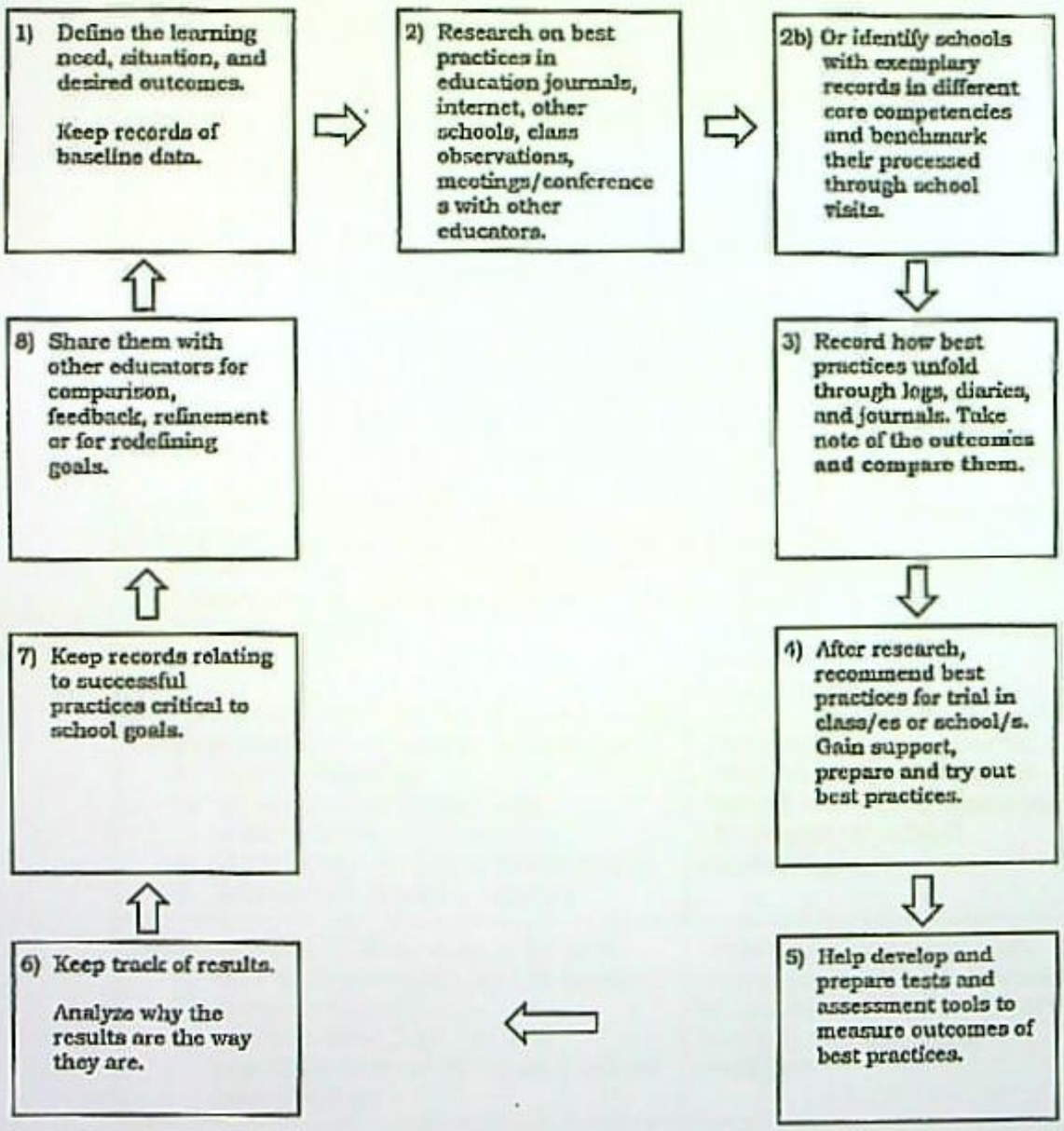
5.4 Evaluating SBM Practices and Tracking Results

Evaluation Tools and Methods	Tracking Effect Indicators
Testing/learner assessment (assesses learner learning) such as standard testing, alternative assessments like learners' portfolios, performance tasks, and locally developed pretests and post-tests	Teaching practices/methods of classroom instruction, curricular reform, innovations, use of IMs
Comparison and analysis of learners' grades and ratings in standard achievement tests (tracks whether gains of practices are sustained)	Reliability and validity of other assessment tools
Evaluation process for teaching strategies like classroom observations, teacher's logs and diaries, learning action cells, lesson study and looking at learners' work	-Learners' responses and reactions to school activities, practices and intervention -Learners' level of involvement and participation
Perception and satisfaction survey Interviews and focus group discussions with learners, teachers, parents, community members	-Stakeholder management/communication strategies -School services to community -Strategies for school improvement
Benchmarking of successful schools on: a. learner learning b. capacity development and organizational effectiveness c. community resources and linkages d. data-driven decision making	-Stakeholder management -Communication strategies -School services to community -Strategies for school improvement
Benchmarking of successful schools on: a. effective instruction and strategies b. school improvements c. schools learn from the best practices of other successful school and divisions	-School improvement goals -Measurement of effectiveness of curriculum, instructional / teaching methods, and materials

Monitoring is a way to keep in track the progress of schools adapting best practices of other schools toward meeting their goals. This also sets the right environment for continuous improvement. The following are the evaluation tools and methods with tracking effect indicators to measure whether the school practices are effective and/ or they are on their way to meeting the goals.

5.5 Considering Continuous Improvement

The search for and adoption of best practices make up a school's cycle of ever continuing improvement. The flowchart below is organized into a step-by-step process which is stated in Learning from the Best: A Guide to the Search for Best Practices, their Replication and Documentation. It shows that school and community leaders should never stop in their quest to improve school.



5.6 Roles and Responsibilities

1. Regional Officials

a. assess results of comparable practices from the SDOs and select the best
b. report best practice findings
c. address issues and challenges on instructional and management practices
d. organize conferences where the SDOs/schools could discuss and share best practices
e. the Field Technical Assistance Division (FTAD) serves as the primary functional division which will lead in determining the SDOs'/ schools' best practices
f. recommend policy changes to DepEd CO, if necessary

2. Division Officials

a. collaboration between Curriculum Implementation Division (CID) and School Governance Operations Division (SGOD)
b. the SGOD Chief and CID Chief together with the SBM focal person shall lead in determining the SDO/ schools' best practices
c. work with school heads in coming up with a systematic monitoring and evaluation of best practices
d. provide schools with information, reading materials and training on successful practices
e. organize conferences on the sharing of best practices and document resolutions
f. report findings on best practices to the regional office
g. recommend policy changes, if necessary

3. School Heads/Principals

a. analyze assessment reports submitted by teachers on practices and act on recommendations
b. organize and lead faculty discussions on learners' learning achievement and problems and teachers' best practice findings for sharing and further improvement
c. coordinate with other schools and divisions for sharing best practices.

5.7 Setting Composition of the School-Based Management (SBM) Best Practices Committee.

The committee shall ensure efficiency, wide participation and transparency in all the School-Based Management (SBM) Best Practices. It shall compose the following:

Regional Office: Chair: Assistant Regional Director
Co-Chairs: Chief Education Supervisor, FTAD and Concerned Chief Education Supervisor
Members: 5 Education Program Supervisors including the SBM Focal Person and Concerned EPS

Division Office: Chair: Assistant Schools Division Superintendent
Co-Chairs: Chief Education Supervisor of SGOD and Chief Education Supervisor of CID

Members: 5 Education Program Supervisors/ Senior Education Program Specialists including the SBM Coordinator and Concerned EPS

School: Chair: School Head
Co-Chair: SBM Coordinator
Members: 3 Internal/ External Stakeholders

The Committee in the school, division, and region shall arrive at a consensus decision on the SBM's best practices. The decisions are final and irrevocable considering that SBM is not a contest but a culture of giving the best service to the stakeholders.

5.8 Conducting Documentation of Best Practices

There shall be a document on best practices that resulted in significant rates of improvement in learners' performance and those that are critical to the attainment of the school's improvement goals. This provides other types of documentation such as: Report/Case Study; Feature Article and Video documentation.

5.9 Determining Parts of SBM's Best Practice (Manuscript and Presentation). The following parts should be considered in preparing the manuscript for the SBM's best practices and in preparing the presentation in the division or regional level.

1. Title of Best Practice. This should reflect the school practice being documented. It should predict the content of the manuscript/presentation, catch the interest of the reader, contain important keywords, concise and on point.

2. SBM Rating. This should include the results of SDO/ RO validation.

3. Rationale/Background. This should provide the context of and justification for the practice and address the problem/s that need to be solved and its impact on the school/SDO.

4. Objectives. This part should be clear about what, where, when, and how the situation will be changed (specific); able to quantify the targets and benefits (measurable); able to attain the objectives (attainable); able to obtain the level of change reflected in the objective (realistic); and state the period in which they will each be accomplished (time-bound) or simply SMART.

5. Implementation of the Practice. It refers to the processes which are involved to realize the objectives. The following questions should be considered:

1. What main activities were carried out?
2. When and where were activities carried out?
3. Who were the key implementers and collaborators?
4. How were the activities implemented to attain the objectives?

6. Results of the Practice. It describes the outputs or outcomes of the activities undertaken. Some of the essential questions are:

1. What concrete results were achieved concerning outputs and outcomes?

2. Was an assessment of the practice carried out? If yes, what were the results?

7. Lessons Learned/Insights. This is the reflection after all the activities have been conducted. It discusses the most significant learnings or insights in the implementation of the SBM's best practices. It answers the following questions:

1. Which worked well? What facilitated this?
2. Which did not work? Why?

8. Conclusion. This is the summary of the findings based on the objectives. Guide questions are as follows:

1. How did the results benefit the school/SDO?
2. Why can that intervention be considered as 'best practice'?
3. What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)?

5.10 Conducting Platforms for Sharing Best Practices

a. Learning Action Cells
b. In-Service Trainings (School/District)
c. School Visits/Benchmarking Activities
d. Education/SBM Congress
e. Strategic Planning Meetings of schools, divisions and regional offices
f. Management Committee Meetings
g. Publication/Newsletters
h. Online/Virtual Convergence

5.11 Conducting Recognition

Best practices may emerge from among comparable practices within a school, division, region, and the entire public school system. The search for best practices is a never-ending process. Each level of governance is encouraged to scout/ search for promising best SBM practices and recognize the schools. In the Regional Level, schools with best practices are properly endorsed by the Schools Division Superintendent with consideration to the existing domains of SBM.

C. MISCELLANEOUS PROVISIONS

VI. MONITORING AND EVALUATION

The Department of Education Region I, through the Field Technical Assistance Division (FTAD), shall evaluate and review the implementation of the SBM's Best Practices. The FTAD shall continuously gather feedback on the implementation of these guidelines from concerned internal and external stakeholders. In coordination with RFTAT and DFTAT, the FTAD shall regularly monitor the best practices of the identified schools and divisions with this policy and conduct a periodic policy review every three years. The outcome of the monitoring and evaluation shall be the basis to further enhance the provision and effectiveness of this policy.

VII. REFERENCES

a. Republic Act No. 10533. An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefore and for Other Purposes
b. Republic Act 9155. Governance of Basic Education Act of 2001.
c. Basic Education Sector Reform Agenda (BESRA) 2006. School-Based Management.
d. Office Memorandum 191, s. 2021. Department of Education Regional Office I Honor Awards Program Guidelines
e. DepEd Order No. *25, s. 2020.* National Adoption and Implementation of Philippine Professional Standards for Supervisors
f. DepEd Order No. *24, s. 2020.*National Adoption and Implementation of Philippine Professional Standards for School Heads
g. DepEd Order No. 12, s. 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of Covid-19 Public Health Emergency
h. DepEd Order No. 21, s. 2019. Policy Guidelines on the K-12 Basic Education Program
i. DepEd Order No. *42, s. 2017.* National Adoption and Implementation of Philippine Professional Standards for Teachers
j. DepEd Order No. 36, s. 2013. Our Department of Education Vision, Mission, and Core Values (DepEd VMC)
k. DepEd Order No. 20, s. 2013. The Philippine Accreditation System for Basic Education (PASBE). Supplemental Guidelines to DepEd Order No. 83, s. 2012
l. DepEd Order No. 83 s. 2012. Implementing Guidelines on the Revised School Based Management Framework, Assessment Process and Tool (APAT).
m. DepEd Order 9, s. 2002. Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education
n. DepEd Memorandum No. 066, s. 2021.2020-2021 Secretary's Award for Excellence in Curriculum and Instruction
o. Leaning from the Best: A Guide to the Search for Best Practices, Their Replication and Documentation

VIII. SEPARABILITY CLAUSE

If any clause, sentence, provision, or section of this policy is declared illegal or rendered invalid by competent authority, those provisions not affected by such declaration shall remain valid and effective.

IX. REPEALING CLAUSE

Any other guidelines, administrative order, office order, rule or regulation and/or parts thereof contrary to or inconsistent with the provisions of these guidelines is hereby repealed, modified, or amended accordingly.

X. EFFECTIVITY

These guidelines shall take effect immediately upon issuance.

TOLENTINO G. AQUINO
Director IV