



Republic of the Philippines  
**Department of Education**  
REGION IV- A CALABARZON  
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

21 April 2026

DIVISION MEMORANDUM  
No. 274 s. 2026

**SCHOOL COMPLIANCE ON THE RATIONALIZED USE OF SCHOOL CLASSROOMS FOR INSTRUCTION AND PROPER CUSTODY OF SCHOOL-BASED MANAGEMENT (SBM) RECORDS**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Heads, Public Elementary and Secondary Schools  
Heads, Unit/Section  
All Others Concerned

1. In compliance with **Regional Memorandum No. 231, s. 2026** titled **Rationalized Use of School Classrooms for Instruction and Proper Custody of School-Based Management (SBM) Records**, this Office issued this Memorandum to inform the field of its immediate implementation in all schools of the City Schools Division of the City of Tayabas starting today, **April 21, 2026**.
2. This is to ensure utilization of classrooms as a contained unit of learning space designed to improve learning outcomes, consistent with the concept of school-based management as recognized in DepEd policy references.
3. This also provides guidance on prioritizing available school rooms for instructional use and ensuring orderly, secure, and auditable custody of SBM documents and related school records.
4. SBM implementation shall not in any way obstruct maximization of learning spaces for classroom instruction and learner support. It does not require maintaining a dedicated "SBM Room" where feasible learning spaces are constrained; rather, SBM documentation shall be maintained through proper filing, indexing, and secure storage systems within the school.
5. In line with School-Based Management (SBM) as a decentralization mechanism that involves school and community stakeholders in improving learning outcomes and to ensure orderly records management and uninterrupted delivery of instruction, all schools shall:
  - a. Convert rooms currently used primarily as "SBM Rooms" into instructional rooms, subject to school-level planning and proper documentation;
  - b. Schedule and utilize primarily for instruction, remediation, library/learning support, or other learner-centered functions;

- c. Consolidate all SBM documents, reports, evidence folders, and supporting files into properly labeled folders/envelopes/boxes; and lockable cabinets or a designated secure storage area within the school office/records area;
  - d. Store SBM records in instructional rooms in a manner that does not compromise instruction; and obstructs safe classroom movement; or exposes records to loss, damage, or unauthorized access;
  - e. Designate a records custodian compliant and consistent with DepEd Order No. 05, s. 20243 and maintain a simple index/logbook of SBM folders and evidence files. Custodians are expected to exercise diligence in safeguarding official records and to implement an effective monitoring system for record movement, consistent with the duty of custodians to keep records secure and protected from loss or unauthorized access;
  - f. Ensure that records remain accessible for monitoring, validation, and audit purposes, while ensuring confidentiality where applicable.
6. Any illegal act or activity resulting from or related to the utilization of the school property or facilities shall be the accountability of the school head. **Article 20 of the Revised Penal Code** prohibits and penalizes the illegal use of public funds and property.
7. For more information related to this Memorandum please refer to herein attached Regional Memorandum.
8. Immediate dissemination of and compliance to this Memorandum is desired.

For:

**CELEDONIO B. BALDERAS JR.**  
Schools Division Superintendent

By:

**HERBERT D. PEREZ**  
Assistant Schools Division Superintendent  
Officer-in-Charge

Encl.: As stated

References: Regional Memorandum No. 231, s. 2026  
Article 20 of the Revised Penal Code

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

INSTRUCTION  
RECORDS  
SCHOOL

SGOD- school compliance on the rationalized use of school classrooms for instruction and proper custody of school-based management (sbm) records  
SGOBFFK6-004678/April 21, 2026

Enclosure 1 - Division Policy on Energy Conservation

**ENERGY CONSERVATION POLICY OF THE  
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS**

**I. RATIONALE**

The City Schools Division of City of Tayabas remains faithful to its commitment to the delivery of relevant curriculum in compliance with the national standards and contribute meaningfully to the realization of Department of Education (DepEd) Core Values of *Maka-Diyos, Maka-Tao, Makakalikasan, at Makabansa*. It also upholds 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 (Republic Act 9155).

Therefore, in support of the President's directive under Memorandum Circular No. 114, 2026 (Directing All Government Instrumentalities to Conservation Protocols), mandating all government agencies to implement measures to reduce electricity and consumption, and consistent with the policy provisions of Republic Act No. 11285 (Energy Efficiency and Conservation Act), as well as DepEd Order No. 54, s. 2005 (Energy Conservation Measures Pursuant to Administrative Order No. 126) on the integration of energy conservation in education, the City Schools Division of the City of Tayabas herein issued this policy on energy conservation to ensure alignment of programs, projects and activities (PPAs) with the government mandates. It also provides specific guidelines on the adoption of energy conservation strategies and learning integration across learning areas. Such integration shall focus on simple, practical, and actionable measures that learners and teachers can readily adopt in their daily lives including minimizing unnecessary electricity and water consumption, maximizing natural lighting and ventilation, and exercising discipline in the use of electrical devices in school and at home. Instructional delivery should further emphasize the application of these practices beyond the classroom setting, particularly at the household level.

Further, the division extends this policy to water as another source of energy that helps maintain a safe, secure, and healthy learning environment and recognizes the role of both electricity and water in the successful learning delivery and therefore, not one of them should be compromised whether or not there is an energy crisis. DepEd Order No. 10, s. 2016 (WASH in Schools) emphasized the importance of water in the promotion of proper hygiene in schools. The report of the United Nations (UN) in January 2026 attested 'global water bankruptcy' that is damaging irreversibly. Unsustainable agricultural, industrial, and residential consumption have been identified as factors causing water system to deplete faster than they can replenish. DepEd Memorandum No. 161, s. 2022 strictly enjoins schools to implement water conservation measures due to water shortages and falling dam levels in reference to Administrative Order No. 24. This phenomenon of 2022 could be experienced again as the Philippines has entered dry season. Therefore, these measures aim at ensuring a stable water supply for all schools in SDO Tayabas while fostering an environmental awareness culture among learners and personnel as mandated in DO No. 52, s, 2011.

## II. SCOPE

This policy supports and promotes the safety, protection, security, and well-being of learners and personnel amidst energy crises. Further, it aims to instill responsible stewardship of the government funds and ultimately our common home -the environment while the constitutional rights to life, health, safety, and property of both the learners and the teachers are always safeguarded as well as the right of the learners to complete basic education as provided by the government. Finally, the issuance of this policy is guided by the principle that learning should be practical and actionable, thus, the DepEd Core values are realized.

Specifically, it covers the following contexts:

- a. All provisions cited in Memorandum Circular No. 114, 2026 such as, (but not limited to)
  - a.1. management and utilization of all government resources in accordance with relevant laws, rules, and regulations, and safeguarded against loss or wastage through illegal or improper disposition to ensure efficiency, economy, and effectiveness in the operations of government (Section 1, Chapter 1, Subtitle B, Title I, Book V of Executive Order (EO) No. 292 or the "Administrative Code of 1987");
  - a.2. institutionalization of energy efficiency and conservation as a national way of life geared towards the efficient and judicious utilization of energy by formulating, developing, and implementing energy efficiency and conservation plans and programs to secure sufficiency and stability of energy supply in the country, to cushion the impact of high prices of imported fuels to local markets and, to protect the environment in support of the economic and social development goals of the country (Republic Act (RA) No. 11285 or the "Energy Efficiency and Conservation Act");
  - a.3. efficient and judicious utilization of energy through the immediate implementation of Government Energy Management Program (GEMP) and relevant Inter-Agency Energy Efficiency and Conservation Committee (IAEECC) Resolutions (Administrative Order (AO) No. 15, s. 2024); and
  - a.4. adoption of strict energy conservation measures, to further reduce the energy footprint of government operations and optimize the use of public resources.

## III. DEFINITION OF TERMS

For purposes of this policy, the following terms are defined:

**Control Usage.** It means any responsible action that can mitigate the energy crisis and ensure sustainable future.

**Energy.** It refers to resources that fuel the institution and the people towards achieving its goal. In this policy, these are the water and electricity that both contribute to the realization of DepEd Core Values and objectives.

**Energy Conservation.** It has something to do with protection, preservation, and responsible use of the institutional resources to ensure availability of resources despite the crisis and the institution operation will not be hampered.

**Energy Conservation Measures.** These are the practices that will guarantee the protection, preservation, and responsible use of institutional resources particularly water and electricity.

**Energy Crisis.** It refers to the bottleneck in the supply of energy resources affecting the learning delivery in the classrooms. It happens when the shortage is felt and experienced.

**Monitoring.** It refers to a scientific process of collecting, analyzing, interpreting and reporting information relevant to planning, implementation, evaluation and adjustment of plans, policy, programs and projects. This shall be reported monthly to detail the compliance status of the schools in support of decision-making of management and key stakeholders to improve delivery of outputs and sustainability of results.

#### IV. POLICY STATEMENT

It is the policy of the City Schools Division of the City of Tayabas to uphold and promote the safety, protection, security, and well-being of learners and personnel amidst energy crises. As it instills responsible stewardship of government funds and promotes the value of trust and responsibility through transparency, it also safeguards the constitutional rights to life, health, safety, and property of both the learners and the teachers as well as the right of the learners to complete basic education as provided by the law.

Specifically, the following standards shall be used in implementing this policy:

1. This policy shall be in support of the President's directive under Memorandum Circular No. 114, 2026 (Directing All Government Instrumentalities to Conservation Protocols), mandating all government agencies to implement measures to reduce electricity and consumption, and consistent with the policy provisions of Republic Act No. 11285 (Energy Efficiency and Conservation Act).
2. This policy shall be in accordance with the DepEd Order No. 54, s. 2005 (Energy Conservation Measures Pursuant to Administrative Order No. 126) on the integration of energy conservation in education and application in real life scenarios
3. This policy complements DepEd Order No. 10, s. 2016 (WASH in Schools) which emphasized the importance of water in the promotion of proper hygiene in schools.
4. This policy strictly enjoins schools and offices to implement water conservation measures in reference to DepEd Memorandum No. 161, s. 2022 and the Administrative Order No. 24.
5. The implementation of this policy shall promote the safety, protection and well-being of learners and personnel from unnecessary physical dangers that the energy crisis may have brought them.
6. The implementation of this policy shall minimise the risks of total loss of energy and the damage it could bring to health and safety of the learners and employees as well as the losses in learning

7. The implementation of this policy shall also provide alternative solutions to energy crisis and promote responsible stewardship for a sustainable future.

## **V. PROCEDURES**

The following contexts shall be considered in the implementation of energy conservation measures:

1. In compliance with the alignment with the Quality Basic Education Development Plan (QBEDP) as the blueprint of the Department of Education in implementing its mandate, the following specific guidelines shall be implemented:
  - a. Schools shall include the guidelines herein stipulated in their respective school plans and policies. Adoption of this policy at the school level shall be supported by a school-based memorandum. Schools shall make an integrative, comprehensive and strategic plan where the concerns on safety, security, and well-being of the learners are upheld while the energy crisis is mitigated.
  - b. All other issuances of the City Schools Division of the City of Tayabas shall consider this policy on energy conservation. Coherence and consistency shall, at all times, be observed.
2. On Curriculum and Instructions,
  - a. Energy conservation shall be integrated into lessons across learning areas. Such integration shall focus on simple, practical, and actionable measures that learners and teachers can readily adopt in their daily lives including minimizing unnecessary electricity and water consumption, maximizing natural lighting and ventilation, and exercising discipline in the use of electrical devices in school and at home.
  - b. Instructional delivery should further emphasize the application of these practices beyond the classroom setting particularly at the household level, especially during vacation.
  - c. The Curriculum Implementation Division shall monitor its consistent and effective integration with the lessons as the Division aims at developing this habit among all Tayabasin learners, teachers and employees.
  - d. All learning resources relative to the integration of energy conservation into lessons shall be subjected to quality assurance by the Learning Resource Management and Development Section (LRMDS) prior to their implementation.
  - e. The school head shall allocate budgetary provisions in their respective medium term and annual plans which may be used for the printing and reproduction of learning resources to support the integration of energy conservation. The expenses on printing and reproduction may be charged to school MOOE, canteen funds and other sources, subject to accounting and auditing rules and regulations. There shall be NO COLLECTION to be made from the learners, teachers, and learning partners relative thereto.
3. Assessment. Both formative and summative assessments shall be administered primarily by the teacher to gauge the learning of the learners on this topic. Results of the formative assessment will be used as the basis for review and lesson reinforcement but shall not be recorded. A portfolio, paper and pencil tests, and other assessment strategies shall be conducted

by the teacher to ensure that learning progress aligned with the desired learning competencies are mastered by the learners.

## VI. MONITORING AND EVALUATION

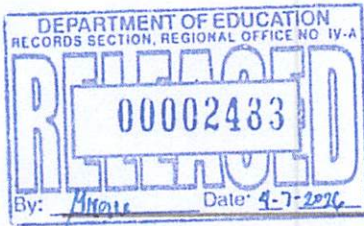
The effectiveness of the implementation of energy conservation measures as well as the effectiveness of its integration to lessons shall be regularly monitored and evaluated monitored and evaluated through the following indicators:

- a. Number of schools accumulating low consumptions of electricity and water as evident on the monthly school bills
- b. Number of classrooms that have consistently practiced and observed energy conservation measures of the schools as indicated in the school action plan.
- c. Percentage of learners who observe energy conservation plans of the schools base on the submitted reports of the SSLG or SELG and validated by their respective classroom advisers.

The Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD) shall monitor the compliance of the schools and learning centers with the provisions of these guidelines. A monitoring and evaluation plan with a monitoring tool shall be crafted and issued.

## VII. REFERENCES

DepEd Memorandum No. 022, s. 2026  
DepEd Memorandum No. 015, s. 2026  
DepEd Order No. 54, s. 2025  
DepEd Order No. 10, s. 2016  
Memorandum Circular No. 114, s. 2026  
Republic Act No. 11285



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



06 April 2026

**Regional Memorandum**  
No.231 s.2026

## **RATIONALIZED USE OF SCHOOL CLASSROOMS FOR INSTRUCTION AND PROPER CUSTODY OF SCHOOL-BASED MANAGEMENT (SBM) RECORDS**

To: **Schools Division Superintendents**  
**Assistant Schools Division Superintendents**  
**Public Schools District Supervisors**  
**Public Elementary and Secondary School Heads**

1. In reference with Educational Facilities Manual's revision of the 2010 Educational Facilities Handbook<sup>1</sup>, this Office, through the Field Technical Assistance Division issues the Rationalized Use of School Classrooms for Instruction and Proper Custody of School – Based Management (SBM) records.
2. SBM is a governance mechanism that brings decision-making closer to schools to improve learning outcomes, consistent with the concept of school-based management as recognized in DepEd policy references.
3. The classroom is a contained unit of learning space. To be effective, it must be designed such that spaces and facilities reflect the educational processes and activities that take place in them<sup>2</sup>. This Memorandum provides guidance on (a) prioritizing available school rooms for instructional use and (b) ensuring orderly, secure, and auditable custody of SBM documents and related school records.
4. Schools shall maximize learning spaces for classroom instruction and learner support. SBM implementation does not require maintaining a dedicated "SBM Room" where feasible learning spaces are constrained; rather, SBM documentation shall be maintained through proper filing, indexing, and secure storage systems within the school.
5. In line with School-Based Management (SBM) as a decentralization mechanism that involves school and community stakeholders in improving learning outcomes and to ensure orderly records management and uninterrupted delivery of instruction, all schools shall:

<sup>1</sup> [Educational Facilities Manual](#) is a revision of the 2010 Educational Facilities Handbook

<sup>2</sup> [Educational Facilities Manual](#) is a revision of the 2010 Educational Facilities Handbook

- a. Convert rooms currently used primarily as “SBM Rooms” into instructional rooms, subject to school-level planning and proper documentation;
  - b. Schedule and utilize primarily for instruction, remediation, library/learning support, or other learner-centered functions;
  - c. Consolidate all SBM documents, reports, evidence folders, and supporting files into properly labeled folders/envelopes/boxes; and lockable cabinets or a designated secure storage area within the school office/records area;
  - d. Store SBM records in instructional rooms in a manner that does not compromise instruction; and obstructs safe classroom movement; or exposes records to loss, damage, or unauthorized access;
  - e. Designate a records custodian compliant and consistent with DepEd Order No. 05, s. 2024<sup>3</sup> and maintain a simple index/logbook of SBM folders and evidence files. Custodians are expected to exercise diligence in safeguarding official records and to implement an effective monitoring system for record movement, consistent with the duty of custodians to keep records secure and protected from loss or unauthorized access;
  - f. Ensure that records remain accessible for monitoring, validation, and audit purposes, while ensuring confidentiality where applicable.
6. Any illegal act or activity resulting from or related to<sup>4</sup>, the utilization of the school property or facilities shall be the accountability of the school head. Article 20 of the Revised Penal Code prohibits and penalizes the illegal use of public funds and property.
  7. The Schools Division Office through the School Monitoring and Evaluation shall monitor compliance during regular school visits and SBM-related filed operations and technical assistance and to submit reports to the Field Technical Assistance Division.
  8. For inquiries or clarifications, please coordinate directly and without delay with Chief Michael Girard R. Alba, Field Technical Assistance Division, through [michael.alba@deped.gov.ph](mailto:michael.alba@deped.gov.ph) or 0917 888 2731.
  9. All concerned are hereby directed to immediately disseminate this Memorandum to all concerned personnel and units, and to ensure strict and continuing compliance with all directives herein.

  
**CARLITO D. ROCAFORT**  
Director IV

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<sup>3</sup> Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload

<sup>4</sup> [Educational Facilities Manual](#) is a revision of the 2010 Educational Facilities Handbook