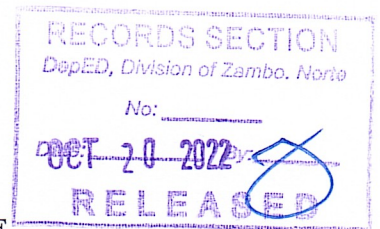




Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



October 17, 2022

Division Memorandum
No. 399s. 2022

SCHOOL GOVERNANCE COUNCIL (SGC) FUNCTIONALITY ASSESSMENT

TO : **Assistant Schools Division Superintendents
Chiefs, SGOD & CID
Education Program Supervisors/Specialists
Heads, SDO Units/Sections
Public Schools District Supervisors/PICDs
District M&E Coordinators
School Heads, Public Elem & Secondary Schools
All Others Concerned**

1. Pursuant to DM- OUHROD-2022-0090, dated 22, September 2022, in relation to DepEd Order No. 26, s. 2022 (Implementing Guidelines on the Establishment of School Governance Council), this office reiterates the mandate that all public schools shall establish their respective SGCs to strengthen the role of school stakeholders as partners in providing learners accessible and quality education, upholding children's rights, and promoting respect and well-being in the learning environment to ensure effective education service delivery.
2. In connection therewith, an SGC Functionality Assessment Tool has been developed and shall be rolled out to **public secondary schools only**, for SY 2022-2023. Accomplishment of the tool shall be done via Google Forms by logging in this link:

https://bit.ly/2022SGCTool_R9-SDOZdN

Accomplishment of the online functionality tool by the schools, and submission of the accomplished tool to Central Office shall be done not be later than **November 11, 2022**.
3. Public Elementary Schools may use the tool for self-assessment in preparation for the roll-out next school year. However, the Regional Office issues an Advisory No. 160, s. 2022, enjoining **all elementary & secondary** schools to conduct functionality assessment and submit their data on or **before October 28, 2022** thru this drive: <https://bit.ly/sgcfat> . The functionality tool for elementary can be accessed via <https://bit.ly/sgc-fat-zdn-es>.
4. Enclosed is Annex 1- Copy of the SGC Functionality Tool as annexed to DM- OUHROD-2022-0090, which is reiterated by RM No. 436. Enclosed also is Annex-2 – Composition of SDO Composite team for validation of SGC-FAT data for secondary and Elementary schools.
5. Wide dissemination of this Memorandum is highly desired.

VIRGILIO P. BATAN, JR., CESO VI
Schools Division Superintendent

SGOD-SMM&E / MEMORANDUM HARMONIZED SMEA-036-10172022



Address: Capitol Drive, Estaka, Dipolog City 7100
Email: zn.division@deped.gov.ph
FB: DepEd Tayo- Schools Division of Zamboanga del Norte

Tel. No.: (065) 212- 5843

Website: www.depedzn.net



Republic of the Philippines
Department of Education

REGION IX
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Annex – 2

COMPOSITION OF THE COMPOSITE TEAM FOR VALIDATION OF SCHOOL GOVERNANCE COUNCIL (SGC) FUNCTIONALITY ASSESSMENT TOOL FOR ELEMENTARY AND SECONDARY SCHOOL

Chairperson: MA. JUDELYN J. RAMOS, CESO VI- ASDS
Asst. Chairperson: JOY E. LETRAN-SINGSON – CES, SGOD
Members: WILSON H. INDING – SEPS, SMM&E
JESSIE E. ELACAN – SEPS, SMN
JED A. NIEVES – EPS II, SMM&E
EUNICE D. JANOLINO – PDO II, DRRMO
JOSEPH L. PANTOJA – PDO I, YFO

Task: To Validate the School Governance Council (SGC) – Functionality Assessment Tool (FAT) data submitted by schools and prepare Enclosure No. 3 – SDO Summary of Validated Data, and submit the same to the Regional Office.



Address: Capitol Drive, Estaka, Dipolog City 7100

Email: zn.division@deped.gov.ph

FB: DepEd Tayo- Schools Division of Zamboanga del Norte

Tel. No.: (065) 212- 5843

Website: www.depedzn.net



Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT,
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES,
TEACHER EDUCATION COUNCIL SECRETARIAT, AND
DEPED EMPLOYEES' ASSOCIATIONS COORDINATING OFFICE

MEMORANDUM
DM-OUHROD-2022-0090

TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED

FROM : GLORIA JUMAMIL-MERCADO
*Undersecretary for Human Resource and Organizational Development,
National Educators Academy of the Philippines,
Teacher Education Council Secretariat, and
DepEd Employees' Associations Coordinating Office*

SUBJECT : INITIAL ROLL-OUT OF THE SCHOOL GOVERNANCE COUNCIL
(SGC) FUNCTIONALITY ASSESSMENT TOOL FOR SECONDARY
SCHOOLS

DATE : 22 September 2022

The *Implementing Guidelines on the Establishment of School Governance Council* or **DepEd Order 26, s. 2022** mandates all public schools to establish their respective SGCs to strengthen the role of school stakeholders as partners in providing learners accessible and quality education, upholding children's rights, and promoting respect and well-being in the learning environment to ensure effective education service delivery.

The SGC shall function as a structure for shared governance and a feedback mechanism at the school level. It shall serve as an overarching consultative and coordinating body for all committees, associations, and organizations in schools.

To support the implementation of the policy, the Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHROD-SED) has developed a tool that will assess SGC's functionality using the indicators provided in the mentioned policy. The data gathered shall be used as baseline information in identifying priority of areas that may need support and assistance from the different governance levels.

The **SGC Functionality Assessment Tool** consists of the following components:

- **SGC's Main Purposes:**
 1. To provide structure for shared governance
 2. To provide a feedback mechanism
- **SGC Functionality Indicators:**

Functionality indicators that are anchored on the main purpose of the SGC and can be found in Section VII of DO 26, s. 2022
- **SGC Functionality Sub-indicators**

The specific activities that shall enable the achievement of their corresponding functionality indicator

In view of the foregoing, the following enclosed documents are issued for guidance and reference:

- Enclosure No. 1** - SGC Functionality Assessment Tool (for reference)
- Enclosure No. 2** - Process Flow of the Data Collection and Report Generation of the SGC Functionality Assessment Tool
- Enclosure No. 3** - SDO Summary of Validated Data
- Enclosure No. 4** - RO Summary of Validated Data
- Enclosure No. 5** - Schedule of the Roll-Out and Data Collection and Report Generation of the Tool and School Visit and Data Validation

For School Year 2022-2023, the **SGC Functionality Tool shall be rolled-out to public secondary schools only**. Public Elementary Schools may use the tool for self-assessment in preparation for the roll-out next school year but are **NOT REQUIRED** to accomplish the tool via Google Forms.

For queries and concerns, kindly contact **Ms. Marian Efondo** of **BHROD-SED** through email at **bhrod.sed@deped.gov.ph**.

For dissemination and appropriate action.

[BHROD-SED/Efondo]

SGC FUNCTIONALITY ASSESSMENT TOOL

For Secondary Schools

Enclosure No. 1 to DM-OUHROD-2022-_____

In relation to the mandate of DO. 26, s. 2022 on the establishment of School Governance Council (SGC) and to ensure that all public schools are able to establish functional SGCs, the Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHROD-SED) shall conduct a monitoring and evaluation of SGCs using the SGC Functionality Assessment Tool ("Tool").

The **SGC Functionality Assessment Tool** ("Tool") aims to initially assess the functionality of SGCs in secondary schools. The Tool consists of the following components:

- **Two (2) Main Purposes**
(1) To provide structure for **shared governance**, and (2) to provide a **feedback mechanism**
- **Twelve (12) Functionality Indicators**
Functionality indicators are anchored on the two main purposes of the SGC and can be found in Section VII of DO 26, s. 2022. In the Tool, these indicators are grouped according to the functions per purpose. Additionally, a brief description on how the Functionality Indicator can be observed is also included to provide schools with further guidance in establishing functional SGCs.
- **Nineteen (19) Functionality Sub-indicators**
These are the specific activities that enable the achievement of their corresponding functionality indicator. In the Tool, seven (7) functionality indicators have sub-indicators. These sub-indicators are divided into:
 1. **Primary Sub-Indicators**, which are the sub-indicators that **determine the achievement** of their corresponding Functionality Indicators, and thus must be met; and
 2. **Other Sub-Indicators**, which are the sub-indicators that SGCs may comply with only when applicable.

The results of the assessment shall be used as information in identifying priority areas that may need support and assistance from the different governance levels.

ACCOMPLISHING THE SGC FUNCTIONALITY ASSESSMENT TOOL

1. **The SGC Functionality Assessment Tool must be accomplished ONLINE.** *To assist the SGC in their preparation for the accomplishment of the online SGC Functionality Assessment Tool, the Council may use this printable Tool.*
2. **The Designated Co-Chairperson shall lead the accomplishment of the online SGC Functionality Assessment Tool.** *He/she must consult with the Council the data to be submitted via the online version of the Tool.*
3. **Complete the following sections:**
 - **School Profile:** The SGC shall provide information about the school.
 - **SGC Functionality Indicators for Shared Governance:** The SGC shall assess its functionality as a structure for shared governance based on the eight (8) functionality indicators.
 - **SGC Functionality Indicators for Feedback Mechanism:** The SGC shall assess its functionality as a feedback mechanism based on the four (4) functionality indicators.

DETERMINING A FUNCTIONAL SGC THROUGH THE SGC FUNCTIONALITY ASSESSMENT TOOL

For an SGC to be considered functional, the Council must be able to **comply with at least 10 out of the 12 (at least 80%) Functionality Indicators** based on the **minimum MOVs** submitted. Thus, at a minimum, a functional SGC complies with the following requirements:

1. **Functionality Indicators** without sub-indicators are observed (*Yes to the Functionality Indicators without sub-indicators*).
2. **Primary Sub-Indicators**, under Functionality Indicators with sub-indicators, are observed (*Yes to the Primary Sub-Indicators*).
3. **Minimum MOVs** are submitted.

Other Sub-Indicators are also **recommended to be attained** to further strengthen the SGC's functionality. Further, **Additional MOVs** may be submitted when available to showcase its advanced practices.

SGC FUNCTIONALITY ASSESSMENT TOOL
For Secondary Schools

SCHOOL PROFILE

School Name			
School ID		Contact Number	
Region		Division	
Curricular Classification			
<input type="checkbox"/> Purely Junior High School		<input type="checkbox"/> Purely Senior High School	
<input type="checkbox"/> Junior High School with Elementary School		<input type="checkbox"/> All Offerings	
<input type="checkbox"/> Junior High School with Senior High School			
Class Organization of the School			
<input type="checkbox"/> Pure Monograde		<input type="checkbox"/> Pure Multigrade	<input type="checkbox"/> Combined Monograde and Multigrade
Curricular Offerings of the School			
<input type="checkbox"/> Alternative Learning System (ALS)		<input type="checkbox"/> Arabic Language and Islamic Values Education (ALIVE)	
<input type="checkbox"/> Indigenous Peoples Education (IPEd)		<input type="checkbox"/> None	
<input type="checkbox"/> Special Education (SPED)		<input type="checkbox"/> Others, please specify:	
<input type="checkbox"/> Special Science		_____	
Establishment of SGC			
<input type="checkbox"/> Newly-Established SGC <i>The school has only formed the SGC after the issuance of DO 26, s. 2022.</i>		<input type="checkbox"/> With Existing SGC <i>The school already has an SGC before the issuance of DO 26, s. 2022.</i>	
Name of the SGC			

HOW TO ANSWER THE TOOL

1. Functionality Indicators:

Put a **check mark (✓)** on the appropriate box: Yes, if the Indicator is met; and No, if the indicator is not met.

If **"Yes"** to the Functionality Indicator, prepare the corresponding minimum MOVs. To showcase the SGC's advanced practices, **Additional MOVs** may also be submitted. If **"No"**, no need to present any MOVs. In addition, ensure that the MOVs are complete and readily available during data validation of the SDOs and/or BHRD-SED.

2. Means of Verification:

Put a **check mark (✓)** on the box corresponding to the available MOV.

SGC FUNCTIONALITY ASSESSMENT TOOL

For Secondary Schools

Main Purpose: Structure for Shared Governance

As a structure for shared governance, the SGC shall be an avenue where the democratic process of consultation with the school's internal and external stakeholders in the decision-making will be observed.

Function 1: The SGC serves as a collective and consultative body for school plans, programs, activities, and strategic directions.

FUNCTIONALITY INDICATOR 1

Indicator Is Met: Yes No

THE SGC HAS MEMBERS WHO ARE INFORMED OF AND GIVEN THE OPPORTUNITY TO EXERCISE THEIR ROLES AND RESPONSIBILITIES IN THE COUNCIL.

A functional SGC has members who participate in the decision-making process.

Primary Sub-Indicator

a. The SGC has called meetings in order to create a venue for its decision-making process.

Minimum MOVs <input type="checkbox"/> Notice of meeting (at least 1 of 4 Regular Meetings)	Additional MOVs <input type="checkbox"/> Notices of meetings (2 to 4 Regular Meetings)
--	--

Other Sub-Indicator

b. SGC members have been inducted and oriented of their roles and responsibilities as members and officers of the Council.

Minimum MOVs <input type="checkbox"/> Membership / Induction Certificates (7 to 15 voting members) or <input type="checkbox"/> SGC Resolution on the Official List of Members (7 to 15 voting members)	Additional MOVs <input type="checkbox"/> Membership / Induction Certificates (non-voting members) or <input type="checkbox"/> SGC Resolution on the Official List of Members (non-voting members)
---	--

Other Sub-Indicator

c. The SGC has organizational chart, including non-voting members, if applicable.

Minimum MOVs <input type="checkbox"/> Draft / Operative Organizational Chart; or <input type="checkbox"/> SGC's Quarterly Progress Reports	Additional MOVs <input type="checkbox"/> Approved / Adopted Organizational Chart <input type="checkbox"/> SGC's Quarterly Progress Reports
---	---

FUNCTIONALITY INDICATOR 2

Indicator Is Met: Yes No

THE SGC HAS ESTABLISHED ITS POSITION AS A CONSULTATIVE BODY IN DEVELOPING SCHOOL POLICIES.

A functional SGC has knowledge on the needs of the school as a result of its established connection/relationship with the school committees/associations/organizations.

Primary Sub-Indicator

a. The SGC has participated actively in the formulation of the SIP/AIP and other DepEd programs, projects, and activities.

Minimum MOVs <input type="checkbox"/> Minutes of Meeting with SPT on SIP / AIP (at least 1 meeting) <input type="checkbox"/> SGC's Quarterly Progress Report	Additional MOVs <input type="checkbox"/> Minutes of Meetings with SPT on SIP / AIP (2 or more meetings) <input type="checkbox"/> Minutes of Meeting/s with SPT on other DepEd programs, projects, and activities (at least 1 meeting) <input type="checkbox"/> SGC's Action Plan <input type="checkbox"/> SGC Resolutions on the recommendations <input type="checkbox"/> SGC's Quarterly Progress Report
---	---

Other Sub-Indicator

b. The SGC has passed recommendations to the School Head regarding concerns, policies, programs, and/or interventions raised by stakeholders.

Minimum MOVs <input type="checkbox"/> SGC Resolution on the recommendation (at least 1)	Additional MOVs <input type="checkbox"/> Membership SGC Resolutions on the recommendations (2 or more) <input type="checkbox"/> SGC's Quarterly Progress Report
---	--

SGC FUNCTIONALITY ASSESSMENT TOOL

For Secondary Schools

Other Sub-Indicator

c. The SGC has attended meetings on the importance of upholding the rights of the child.

Minimum MOVs

- Minutes of Meeting with CPU, CPC, or other similar DepEd organizations (at least 1 meeting)

Additional MOVs

- Minutes of Meetings with CPU, CPC, or other similar DepEd organizations (2 or more meetings)
 SGC Resolution/s on promoting the rights of the child (at least 1 resolution)

FUNCTIONALITY INDICATOR 3

Indicator Is Met: Yes No

THE SGC HAS CONDUCTED REGULAR SGC MEETINGS AS PRESCRIBED IN THE DO 26, S. 2022 (IMPLEMENTING GUIDELINES ON THE ESTABLISHMENT OF SCHOOL GOVERNANCE COUNCIL).

A functional SGC has understood the process of discussing matters that results to the formulation of action plan responsive to school concerns.

Primary Sub-Indicator

a. The SGC has decided matters through a resolution, signed by all SGC voting members.

Minimum MOVs

- SGC Resolution on applicable recommendation (at least 1)

Additional MOVs

- SGC Resolutions on applicable recommendations (2 or more)
 SGC's Action Plan

Other Sub-Indicator

b. Agenda of meetings have included programs, projects, and activities that are supportive of the SIP, AIP, and other school priorities.

Minimum MOVs

- Minutes of Meeting mentioning meeting agenda (at least 1 meeting)

Additional MOVs

- Minutes of Meetings mentioning meeting agenda (2 or more meetings)

Other Sub-Indicator

c. All regular meetings have been conducted with a quorum of 50%+1 of the total SGC voting membership.

Minimum MOVs

- Minutes of Meetings specifying required quorum (at least 1 out of 4 Regular Meetings)

Additional MOVs

- Minutes of Meetings specifying required quorum (2 - 4 Regular Meetings)

Other Sub-Indicator

d. Regular meetings have minutes.

Minimum MOVs

- Minutes of Meeting (at least 1 out of 4 Regular Meetings)

Additional MOVs

- Minutes of Meetings (2 - 4 Regular Meetings)

SGC FUNCTIONALITY ASSESSMENT TOOL

For Secondary Schools

Main Purpose: Structure for Shared Governance

As a structure for shared governance, the SGC shall be an avenue where the democratic process of consultation with the school's internal and external stakeholders in the decision-making will be observed.

Function 2: The SGC serves as the overall coordinating body that will synergize, harmonize and put together the work of the different school committees, including but not limited to the SPT, School Disaster Risk Reduction Management (DRRM) Committee, Child Protection Committee (CPC), Supreme Pupil Government / Supreme Student Government, Faculty Club, Non-teaching Association, PTA, Alumni Associations, DepEd-recognized teacher organizations, and National Employees Union at school level, among others.

FUNCTIONALITY INDICATOR 4

Indicator Is Met: Yes No

THE SGC HAS ORGANIZED MEETINGS WITH AND ATTENDED MEETINGS OF DIFFERENT SCHOOL COMMITTEES AND ORGANIZATIONS TO ENSURE ALIGNMENT OF WORK.

A functional SGC has ensured the involvement of different school committees and organizations in harmonizing their proposed and existing programs, projects, and activities.

Primary Sub-Indicator

a. The SGC has organized meetings with different school stakeholders to harmonize proposed and existing programs, projects, and activities.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> Minutes of Meeting with stakeholders on programs, projects, and activities (at least 1 meeting)	<input type="checkbox"/> Minutes of Meetings with stakeholders on programs, projects, and activities (2 or more meetings) <input type="checkbox"/> SGC's Action Plan <input type="checkbox"/> SGC Resolution on applicable recommendation (at least 1)

Other Sub-Indicator

b. The SGC has been represented in meetings organized by different school committees and organizations.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> Any document reporting the discussion from the meeting attended (at least 1 meeting) or <input type="checkbox"/> SGC's Quarterly Progress Report (Indicate Page/s: _____)	<input type="checkbox"/> Any documents reporting the discussion from the meeting attended (2 or more meetings) or <input type="checkbox"/> Copy of the Minutes of Meetings from school committees and organizations

Other Sub-Indicator

c. The SGC has met and discussed with school stakeholders its role as oversight on school planning and resource use.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> Minutes of Meetings with different school stakeholders (at least 1 meeting)	<input type="checkbox"/> Minutes of Meetings with different school stakeholders (2 or more meetings) <input type="checkbox"/> SGC Resolution on applicable recommendation (at least 1)

FUNCTIONALITY INDICATOR 5

Indicator Is Met: Yes No

THE SGC HAS COORDINATED WITH THE SCHOOL HEAD THE CONCERNS OF THE DIFFERENT SCHOOL COMMITTEES AND ORGANIZATIONS TO SYNCHRONIZE PROGRAMS, PROJECTS, AND ACTIVITIES IN THE SCHOOL.

A functional SGC has been a conduit between the different school committees and organizations and the school management.

Primary Sub-Indicator

a. The Co-Chairpersons have communicated the direction of the SGC to the School Head.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> Copy of the communication / transmittal letter to the School Head reflecting the direction of the SGC	<input type="checkbox"/> Any document with citations on SGC's recommendation released by the school management / School Head <input type="checkbox"/> School Head's acknowledgment of SGC (SOSA, speeches, newsletter, etc.)

SGC FUNCTIONALITY ASSESSMENT TOOL

For Secondary Schools

Main Purpose: Structure for Shared Governance

As a structure for shared governance, the SGC shall be an avenue where the democratic process of consultation with the school's internal and external stakeholders in the decision-making will be observed.

Function 3: The SGC serves as a platform cultivating the spirit of *bayanihan* to support the school and encourage stakeholder participation in the implementation of DepEd policies and programs, while promoting equal opportunity for all regardless of age, gender, disability, marital status, ethnicity, and religious beliefs.

FUNCTIONALITY INDICATOR 6

Indicator Is Met: Yes No

THE SGC HAS TAKEN PART IN THE CONDUCT OF NEEDS-BASED AND APPROPRIATE STAKEHOLDER-INITIATED PROGRAMS AND ACTIVITIES I.E., BRIGADA ESKWELA, GULAYAN SA PAARALAN, ETC..

A functional SGC has supported stakeholder-initiated programs and activities by encouraging active participation of the stakeholders.

Primary Sub-Indicator

a. The SGC has been involved in the development of stakeholder-initiated programs and activities.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> Minutes of Meeting with stakeholders on stakeholder-initiated programs and activities (at least 1 meeting) <input type="checkbox"/> Concept note / Project brief, or similar document (at least 1)	<input type="checkbox"/> Concept note / Project brief, or similar document (2 or more) <input type="checkbox"/> Copy of the project proposal on stakeholder-initiated programs and activities <input type="checkbox"/> SIP, AIP, SRC, and SMEA (specify the page in the reports)

Other Sub-Indicator

b. The SGC has monitored and evaluated the impact/success of stakeholder-initiated programs and activities.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> Report on the assessment / monitoring and evaluation of stakeholder-initiated program and/or activity (at least 1 program / activity)	<input type="checkbox"/> Report on the assessment / monitoring and evaluation of stakeholder-initiated programs and/or activities (for 2 or more programs / activities) <input type="checkbox"/> SIP, AIP, SRC, SMEA, and School Project Monitoring Reports

Other Sub-Indicator

c. The SGC has established linkages with other stakeholders and/or referred potential partners to the School Head.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> SGC resolution on the referral of the identified potential partner (at least 1)	<input type="checkbox"/> SGC resolution on the referral of the identified potential partner (at least 1 partner) <input type="checkbox"/> Copy of the MOA, DOD, DOA, etc., reflecting the name/s of the referred partner/s (at least 1 partner)

FUNCTIONALITY INDICATOR 7

Indicator Is Met: Yes No

THE SGC HAS RECOMMENDED POLICIES AND PROGRAMS TO THE LOCAL SCHOOL BOARD (LSB) TO STRENGTHEN RELATIONSHIP WITH THE LGU.

A functional SGC has informed the LGU / community of the needs of the school to strengthen relationship and seek support.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> SGC Resolution recommending the SIP to LSB; or <input type="checkbox"/> Any document recommending policy / program to the LSB, based on the SIP	<input type="checkbox"/> Proof of endorsement of the SGC Resolution to the SDS and transmittal to the LSB

FUNCTIONALITY INDICATOR 8

Indicator Is Met: Yes No

THE SGC HAS INVOLVED THE DIFFERENT SECTORS TO ENSURE INCLUSIVE REPRESENTATION OF STAKEHOLDERS IN THE COUNCIL.

A functional SGC has encouraged the participation of school stakeholders from all backgrounds or sectors to ensure inclusivity among members of the council.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> SGC Resolution on involving various sectors	<input type="checkbox"/> Official list of members with expanded membership (inclusive and diverse in terms of age, gender, religion, ethnicity, and political beliefs) <input type="checkbox"/> SGC Resolution on inclusiveness, diversity, equity, and accessibility

8

SGC FUNCTIONALITY ASSESSMENT TOOL

For Secondary Schools

Main Purpose: Feedback Mechanism

As a feedback mechanism, the SGC shall be a feedback link between the school stakeholders (learners, parents, and other school stakeholders) and school management (school head and personnel) on school performance and service quality.

Function 1: The SGC helps the school improve and sustain its feedback system by strengthening practices that promote stakeholders' participation.

FUNCTIONALITY INDICATOR 1

Indicator Is Met: Yes No

THE SGC HAS PARTICIPATED IN SCHOOL GENERAL ASSEMBLIES, PTA CONFERENCES, STAKEHOLDER CONVERGENCE, SOSA, AND/OR OTHER STAKEHOLDER ENGAGEMENT ACTIVITIES AND INITIATIVES.

A functional SGC has encouraged open communication among school internal and external stakeholders in order to gather feedback essential to making informed decisions and recommendations.

Minimum MOVs

- SGC Report on the issues / concerns raised during school activities / events

Additional MOVs

- Minutes of Meetings (SGC meetings) where issues / concerns are discussed
 Photo documentation of school activities / events

FUNCTIONALITY INDICATOR 2

Indicator Is Met: Yes No

THE SGC HAS ORGANIZED DISCUSSIONS AND FORUMS THAT INVITE AND INSPIRE STAKEHOLDERS TO ENGAGE AND PARTICIPATE.

A functional SGC has established a platform for communication where school internal and external stakeholders can engage, participate, and provide feedback which will be used as basis for school improvement.

Minimum MOVs

- Documentation of the organized / conducted program (at least 1)
 Minutes of the meetings where issues / concerns are discussed

Additional MOVs

- Documentation of the organized / conducted program (2 or more), following the SGC's Calendar of Events (as provided by CO)
 Photo documentation of school activities / events

Function 2: The SGC helps the school improve and sustain its feedback system by strengthening practices that promote stakeholders' participation.

FUNCTIONALITY INDICATOR 3

Indicator Is Met: Yes No

THE SGC HAS ASSISTED THE SCHOOL IN COMMUNICATING INFORMATION TO THE SCHOOL STAKEHOLDERS THROUGH THE SRC, TRANSPARENCY BOARD, ETC..

A functional SGC has promoted transparency by utilizing various communication platforms to make school data and information accessible to school stakeholders.

Primary Sub-Indicator

a. The SGC has promoted access to school data and information through Transparency Board, SRC, and other reports on operations and performance of school programs and resource management.

Minimum MOVs

- SGC Resolution on access to information (school data and information)
 SGC's Action Plan on promoting access to information

Additional MOVs

- Advocacy plan on the school's use of the Transparency Board, SRC, and other reports to access school data
 School Head's endorsement on the use of the Transparency Board, SRC, and other reports to access school data
 Photo Documentation of the transparency / bulletin board

Other Sub-Indicator

b. The SGC has established alternative communication platform/s (e.g., social media, such as but not limited to Facebook, Twitter, or Instagram, email or text blast, etc.) where information regarding SGC announcements and activities can be accessed from.

Minimum MOVs

- SGC Resolution on the use of approved alternative communication platform/s

Additional MOVs

- SGC's Alternative Communication Platform (with regular updates):
 • Online (Link/s): _____
 • Offline (Copy of printed materials such as newsletters, posters, pamphlets, tarpaulin banners, etc.)

Main Purpose: Feedback Mechanism

As a feedback mechanism, the SGC shall be a feedback link between the school stakeholders (learners, parents, and other school stakeholders) and school management (school head and personnel) on school performance and service quality.

SGC FUNCTIONALITY ASSESSMENT TOOL

For Secondary Schools

Function 3: The SGC recommends ways of improving the quality of basic education services and school performance to the school management and school planning team, and its means of respecting, protecting, fulfilling, and promoting children's rights in the education context.

FUNCTIONALITY INDICATOR 4

Indicator Is Met: Yes No

THE SGC HAS SUGGESTED WAYS OF IMPROVING THE QUALITY OF SIP, AIP, AND OTHER DEPED PROGRAMS, PROJECTS, AND ACTIVITIES.

A functional SGC has communicated feedback and suggestions to school management in order to improve accomplishment of SIP, AIP, and other programs, projects, and activities.

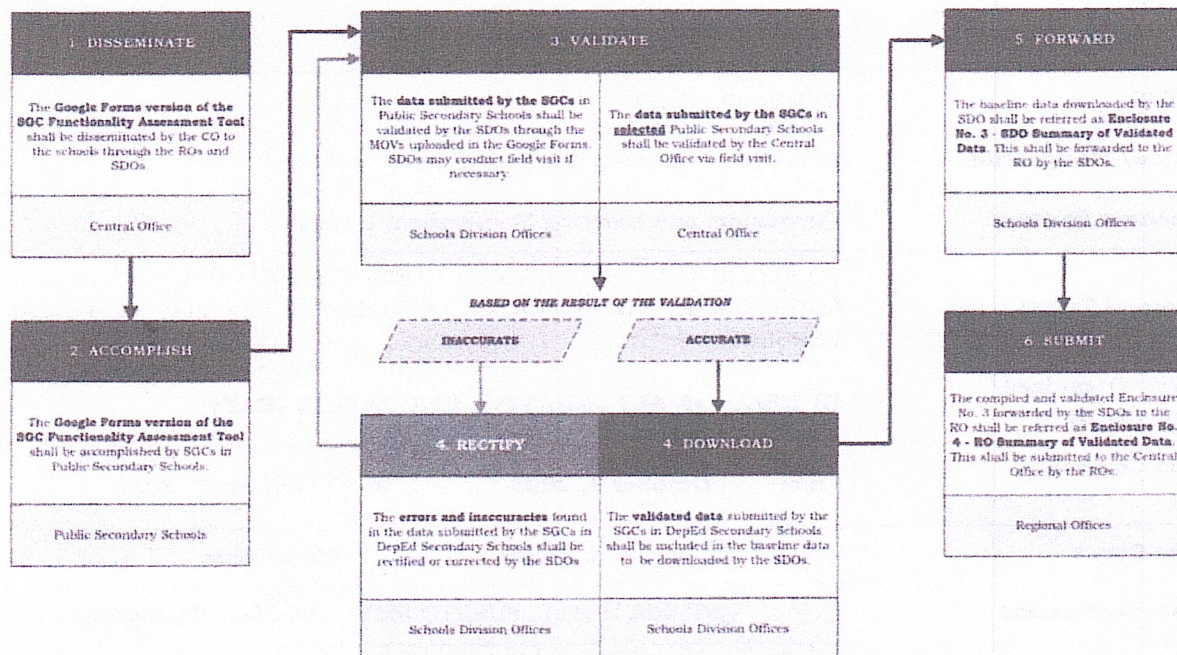
Minimum MOVs <input type="checkbox"/> SGC Resolution on the recommendation on ways of improving the quality of SIP, AIP, and other DepEd programs, projects, and activities (at least 1)	Additional MOVs <input type="checkbox"/> SGC Resolutions on the recommendations on ways of improving the quality of SIP, AIP, and other DepEd programs, projects, and activities (2 or more)
--	--

10

PROCESS FLOW OF THE DATA COLLECTION AND REPORT GENERATION OF THE SGC FUNCTIONALITY ASSESSMENT TOOL

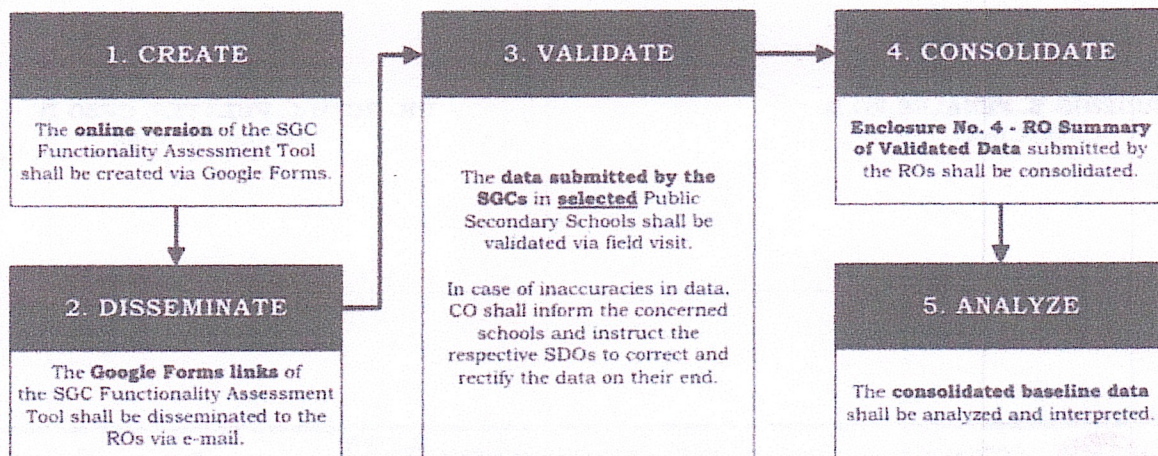
To ensure smooth implementation of the tool, procedures on the **Data Collection** and **Report Generation** are stated below.

GENERAL PROCESS FLOW



The General Process flow above shall be broken down per Governance Level to better guide the Central Office (CO), Regional Offices (RO), Schools Division Offices (SDO), and schools of their roles and responsibilities regarding the accomplishment of the SGC Functionality Assessment Tool.

Central Office



Task sheets for the session "Investing in Teachers Growth for Instructional Quality"

A. Activating Prior Knowledge

Directions: The checklist that you're provided with contains a list of competencies covered in this session. For each competency, there are four possible levels of mastery (Novice, Apprentice, Practitioner, Expert). You will use this matrix to rate your level of mastery of each competency prior to studying the module (PRE), and after you complete the module (POST). For each competency, place a check mark (/) under the appropriate "PRE" column which best describes your level of mastery prior to studying the lessons of the module. You will place a check mark (/) under the appropriate "POST" column when you have completed the module. Comparing your two self-ratings on the PRE and POST columns will tell you later whether you have improved your competency level or not.

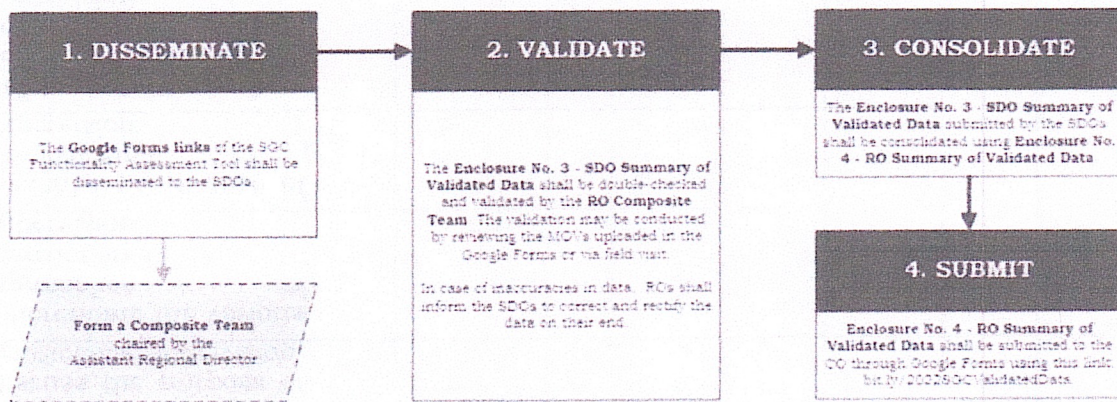
COMPETENCY	I cannot do this yet. <i>(Novice)</i>		I am learning how to do this. <i>(Apprentice)</i>		I can do this, but I need to learn more and improve. <i>(Practitioner)</i>		I can do this very well. <i>(Expert)</i>	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Define instructional supervision.								
2. Discuss the purpose of instructional supervision.								
3. Differentiate the various approaches to instructional supervision.								
4. Describe the nature of developmental supervision.								
5. Differentiate the various beliefs or orientations to developmental supervision.								
6. Assess the levels of commitment of teachers.								
7. Assess the levels of abstraction of teachers.								
8. Analyze the different teacher categories as a basis for developmental supervision.								
9. Apply developmental supervision in your school.								

The Central Office shall create the Google Forms version of the SGC Functionality Assessment Tool and shall disseminate the link to the ROs through e-mail.

The CO shall validate the data submitted by the SGCs in select Public Secondary Schools a week after the initial roll-out of the tool. The field visit in select schools intends to check and ensure the validity of the Means of Verifications (MOVs) submitted by the SGCs. In case of inaccuracies found in the submission, the CO shall inform the concerned schools and instruct the respective SDOs to correct and rectify the data on their end.

The CO shall consolidate and analyze the validated data submitted by the ROs using Enclosure No. 4 – RO Summary of Validated Data. This shall be used as reference in identifying strategies and interventions to further strengthen the implementation of the policy.

Regional Office



The RO shall share the link of the **Google Forms version of the SGC Functionality Assessment Tool** with their respective SDOs.

The RO shall create a **composite team** who shall validate the data and verify the results submitted by the SDOs using Enclosure No. 3 – SDO Summary of Validated Data. The team shall be composed of the following:

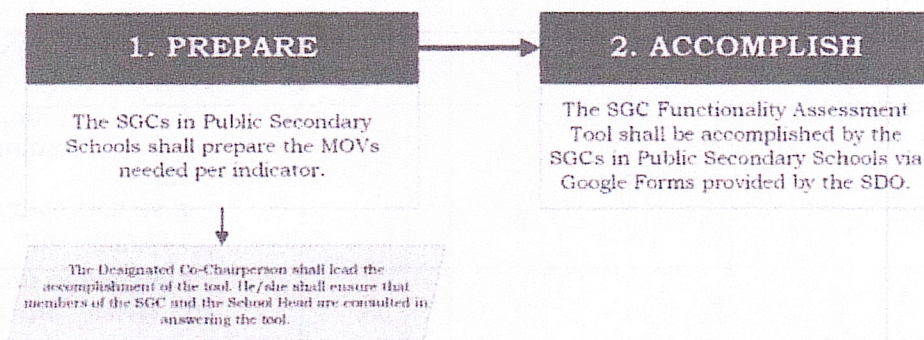
Chair	Assistant Regional Director
Members	3-5 members including the Regional School-Based Management Coordinator

If deemed necessary, ROs may add member/s to the composite team.

The RO Composite Team shall double check and validate the data in Enclosure No. 3 – SDO Summary of Validated Data submitted by the SDOs. They may also conduct a field visit if necessary. In case of inaccuracies found in the submission, the RO shall inform the respective SDOs to correct and rectify the data on their end.

The RO shall consolidate all Enclosure No. 3 – SDO Summary of Validated Data submitted by the SDOs using Enclosure No. 4 - SDO Summary of Validated Data.

Schools



All SGCs of Public Secondary Schools shall answer the Google Forms version of the SGC Functionality Assessment Tool using the link provided by their respective SDO. The Designated Co-Chairperson shall facilitate the accomplishment of the tool. He/she shall ensure that the council and the school head are properly consulted.

Upon accomplishment of the tool, they shall undergo validation conducted by the SDO Composite Team. They shall provide the MOVs requested to ensure compliance the functionality indicators.