



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



22 January 2025

Regional Memorandum
No.52 s.2025

CORRIGENDUM AND ADDENDUM TO REGIONAL MEMORANDUM NO. 906, S. 2024

To: **Schools Division Superintendents**
Functional Division Chiefs
Unit/Section Heads

1. In reference to RM No. 906, s. 2025¹, this office, through the Field Technical Assistance Division, reiterates the final schedule of the Random Monitoring of Schools on the Whole Gamut of Operations and Management. The schedule and the monitoring tool are attached herewith.
2. Travel and other related expenses relative to the conduct of this activity will be charged against the regional funds, while the SDO, shall be charged against their local funds, subject to the usual accounting and auditing rules and regulations.
3. Other provisions of the previous memorandum are still in effect.
4. For inquiry, kindly contact Chief Michael Girard R. Alba of the Field Technical Assistance Division at 09178882731 or through email at fta.calabarzon@deped.gov.ph
5. Immediate dissemination and compliance with this Memorandum are highly desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director


04/ROF2

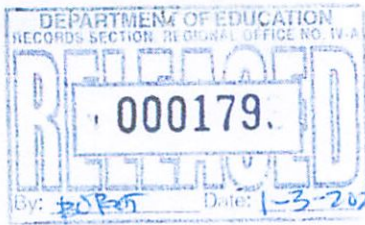
¹ The Random Monitoring of Schools on the Whole Gamut of Operations and Management

**FINAL SCHEDULE OF THE RANDOM MONITORING OF SCHOOLS ON THE
WHOLE GAMUT OF OPERATIONS AND MANAGEMENT**

SDO	SDO Monitoring Officials	RO Monitoring Officials	Final Date
Antipolo City	ASDS or SGOD Chief, Division Lawyer, Representative from the Finance Office, M & E Focal Person, and Public School District Supervisor	Michael Girard R. Alba Eugenio S. Adrao	January 28, 2025
Rizal Province (Tanay, Teresa, Pilillia)		Michael Girard R. Alba Eugenio S. Adrao	February 3, 2025
Imus City		Michael Girard R. Alba Eugenio S. Adrao	February 4, 2025
Dasmaringas City		Michael Girard R. Alba Eugenio S. Adrao	February 5, 2025
Cavite City		Michael Girard R. Alba Eugenio S. Adrao	February 6, 2025
Bacoor City		Michael Girard R. Alba Eugenio S. Adrao	February 7, 2025
Cavite Province (Tagaytay, Carmona, Silang)		Michael Girard R. Alba Eugenio S. Adrao	February 10, 2025
Batangas Province		Michael Girard R. Alba Eugenio S. Adrao	February 12, 2025
Batangas City		Michael Girard R. Alba Eugenio S. Adrao	February 13, 2025
General Trias City		Michael Girard R. Alba Eugenio S. Adrao	February 19, 2025
Lipa City		Michael Girard R. Alba Eugenio S. Adrao	February 20, 2025
Santo Tomas City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	January 28, 2025
Laguna Province		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 3, 2025
Cabuyao City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 4, 2025
Santa Rosa City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 5, 2025
Binan City	Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 6, 2025	
Lucena City	Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 11, 2025	
Tayabas City	Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 12, 2025	
Quezon Province (Polillo, Bordeos,)	Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 13 -14, 2025	
San Pedro City	Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 17, 2025	
Calamba City	Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 18, 2025	

San Pablo City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 19, 2025
Tanauan City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 20, 2025





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



23 December 2024

Regional Memorandum
No. 906 s. 2024

**RANDOM MONITORING OF SCHOOLS ON THE WHOLE
GAMUT OF OPERATIONS AND MANAGEMENT**

To: **Schools Division Superintendents**

1. In reference to the Field Technical Assistance Division (FTAD) Office Function Version 3¹, DepEd Order No. 007, s. 2024² and DepEd Order No. 005, s. 2024³, this Office through the Field Technical Assistance Division will conduct a Random Monitoring of Schools on the whole gamut of operations and management in collaboration with the Division Field Technical Assistance Composite Team (DFTACTs)
2. The FTAD is mandated to lead, coordinate, and integrate the provision of Technical Assistance in collaboration with the DFTACTs covering all areas of management and operations based on the need to have a better and improved School - Based Management practice that leads to increased learning outcomes. As provided in DO 007, s. 2024, the FTAD shall conduct monitoring in terms of compliance with the identified roles and responsibilities of the SDOs and further conduct a process evaluation to determine, analyze, and address the common challenges of their SDOs in providing guidance and assistance.
3. The activity aims to ensure that educational standards are met and maintained, assess the efficient use and management of resources, ensure that schools comply with legal and regulatory requirements, and gather comprehensive data that can be translated into informed policy decisions. Random monitoring can contribute to the overall enhancement of educational quality and governance in schools.
4. The monitoring team from the SDO shall be composed of the Assistant Schools Division Superintendent or SGOD Chief, Division Lawyer, representative from the Finance Office, M and E Focal Person, and the Public Schools District Supervisor. The list of monitoring official from the Regional Office and its schedule of visit is attached herewith.

¹Field Technical Assistance Division (FTAD) Office Function Version 3

²Policy Guidelines on the Implementation of the Revised School - Based Management System

³Rationalization of Teachers' Workload in Public and Payment of Teaching Overload



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Certificate No. PHP QMS

5. For inquiry, kindly contact Chief Michael Girard R. Alba of the Field Technical Assistance Division via email michael.alba@drped.gov.ph or through mobile number at 09178882731.
6. Immediate dissemination and strict compliance of this Memorandum is highly desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II

Regional Director

04/ROF1

**RANDOM MONITORING OF SCHOOLS ON THE WHOLE
GAMUT OF OPERATIONS AND MANAGEMENT**

SDO	SDO Monitoring Personnel	RO Monitoring Personnel	Date
Antipolo City	ASDS or SGOD Chief, Division Lawyer, Representative from the Finance Office, M & E Focal Person, and Public School District Supervisor	Michael Girard R. Alba Eugenio S. Adrao	January 28, 2025
Rizal Province (Tanay, Teresa, Pilillia)		Michael Girard R. Alba Eugenio S. Adrao	January 29, 2025
Bacoor City		Michael Girard R. Alba Eugenio S. Adrao	January 30, 2025
General Trias City		Michael Girard R. Alba Eugenio S. Adrao	January 31, 2025
Imus City		Michael Girard R. Alba Eugenio S. Adrao	February 4, 2025
Dasmarinas City		Michael Girard R. Alba Eugenio S. Adrao	February 5, 2025
Cavite City		Michael Girard R. Alba Eugenio S. Adrao	February 6, 2025
Cavite Province (Tagaytay, Carmona, Silang)		Michael Girard R. Alba Eugenio S. Adrao	February 7, 2025
Lipa City		Michael Girard R. Alba Eugenio S. Adrao	February 11, 2025
Batangas Province		Michael Girard R. Alba Eugenio S. Adrao	February 12, 2025
Batangas City		Michael Girard R. Alba Eugenio S. Adrao	February 13, 2025
Santo Tomas City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	January 28, 2025
Tanauan City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	January 29, 2025
Laguna Province		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	January 30, 2025
Calamba City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	January 31, 2025
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Quezon Province (Polillo, Bordeos, Patnanungan)		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 13 -14, 2025
Tayabas City		Andrea Mabel E. Abrencillo Rochelle May M. Nisola	February 12, 2025

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"/>	

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"/>	

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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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"/> Junior High School with Elementary School <input type="checkbox"/> Junior High School with Senior High School <input type="checkbox"/> Purely Senior High School <input type="checkbox"/> All Offerings			
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"/> Indigenous Peoples Education (IPEd) <input type="checkbox"/> Special Education (SPED) <input type="checkbox"/> Special Science <input type="checkbox"/> Arabic Language and Islamic Values Education (ALIVE) <input type="checkbox"/> None <input type="checkbox"/> Others, please specify: _____			
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 BHROD-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)
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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)
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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
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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
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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
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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	Additional MOVs
<input type="checkbox"/> Minutes of Meeting with CPU, CPC, or other similar DepEd organizations (at least 1 meeting)	<input type="checkbox"/> Minutes of Meetings with CPU, CPC, or other similar DepEd organizations (2 or more meetings) <input type="checkbox"/> 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	Additional MOVs
<input type="checkbox"/> SGC Resolution on applicable recommendation (at least 1)	<input type="checkbox"/> SGC Resolutions on applicable recommendations (2 or more) <input type="checkbox"/> 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	Additional MOVs
<input type="checkbox"/> Minutes of Meeting mentioning meeting agenda (at least 1 meeting)	<input type="checkbox"/> 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	Additional MOVs
<input type="checkbox"/> Minutes of Meetings specifying required quorum (at least 1 out of 4 Regular Meetings)	<input type="checkbox"/> Minutes of Meetings specifying required quorum (2 - 4 Regular Meetings)

Other Sub-Indicator

d. Regular meetings have minutes.

Minimum MOVs	Additional MOVs
<input type="checkbox"/> Minutes of Meeting (at least 1 out of 4 Regular Meetings)	<input type="checkbox"/> 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 <input type="checkbox"/> Minutes of Meeting with stakeholders on programs, projects, and activities (at least 1 meeting)	Additional MOVs <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)
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Other Sub-Indicator

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

Minimum 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: _____)	Additional MOVs <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
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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 <input type="checkbox"/> Minutes of Meetings with different school stakeholders (at least 1 meeting)	Additional MOVs <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)
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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 <input type="checkbox"/> Copy of the communication / transmittal letter to the School Head reflecting the direction of the SGC	Additional MOVs <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.)
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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 (2 or more)
<input type="checkbox"/> Concept note / Project brief, or similar document (at least 1)	<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"/> Proof of endorsement of the SGC Resolution to the SDS and transmittal to the LSB
<input type="checkbox"/> Any document recommending policy / program to the LSB, based on the SIP	

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

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	Additional MOVs
<input type="checkbox"/> SGC Report on the issues / concerns raised during school activities / events	<input type="checkbox"/> Minutes of Meetings (SGC meetings) where issues / concerns are discussed <input type="checkbox"/> 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	Additional MOVs
<input type="checkbox"/> Documentation of the organized / conducted program (at least 1) <input type="checkbox"/> Minutes of the meetings where issues / concerns are discussed	<input type="checkbox"/> Documentation of the organized / conducted program (2 or more), following the SGC's Calendar of Events (as provided by CO) <input type="checkbox"/> 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	Additional MOVs
<input type="checkbox"/> SGC Resolution on access to information (school data and information) <input type="checkbox"/> SGC's Action Plan on promoting access to information	<input type="checkbox"/> Advocacy plan on the school's use of the Transparency Board, SRC, and other reports to access school data <input type="checkbox"/> School Head's endorsement on the use of the Transparency Board, SRC, and other reports to access school data <input type="checkbox"/> 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	Additional MOVs
<input type="checkbox"/> SGC Resolution on the use of approved alternative communication platform/s	<input type="checkbox"/> SGC's Alternative Communication Platform (with regular updates): <ul style="list-style-type: none">• 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	Additional 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)	<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)