



Republic of the Philippines
Department of Education
 Region I
 SCHOOLS DIVISION OFFICE OF PANGASINAN II

30 October 2024

DIVISION MEMORANDUM

NO. 596 s. 2024

SEARCH FOR THE MOST OUTSTANDING SUPREME SECONDARY LEARNER GOVERNMENT (SSLG) AND SUPREME ELEMENTARY LEARNER GOVERNMENT (SELG) FOR SY 2024-2025

TO: Assistant Schools Division Superintendents
 Chief Education Supervisors (CID & SGOD)
 Concerned Public Schools District Supervisors
 Concerned Public Elementary & Secondary School Heads
 Concerned Supreme Elementary and Learner Government Officers & Advisers
 Concerned Supreme Secondary Learner Government Officers & Advisers
 All Others Concerned

1. Consistent with DepEd Order No. 49, s. 2011, otherwise known as: Mandated Programs, Projects and Activities of the Supreme Secondary Learner Government and Supreme Elementary Learner Government organization, and to recognize the accomplishments of the student leaders and teacher-advisers in their respective schools and communities, this Division announces the 2024-2025 "Search for the Most Outstanding SSLG and SELG Organization".

2. The members of the search committee are as follows:

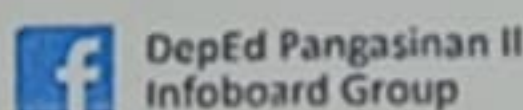
Supreme Elementary Learner Government	Supreme Secondary Learner Government
Chair: Marlie S. Jimenez	Chair: Marlie S. Jimenez
Vice Chair: Gilberto T. Bianco, Jr.	Vice Chair: Myrna Paras
Member: Justine Rose de Guzman	Member: Christian Genesis L. Biason
Member: Monchito M. Grullo	Member: Olivia L. Delos Santos
Member: Maria Elena C. Villanueva	Member: Luzviminda S. Dizon

3. The search is open to all SELG and SSLG Learner Officers and Teacher-Advisers for SY 2024-2025 in all public elementary and secondary schools and will be classified into the following categories;

- a. Elementary
 - a.1. Central School
 - a.2. Non-Central
 - Small - schools with 10 teachers and below
 - Big - schools with 11 teachers and above
- b. Secondary
 - b.1. Small - schools with 15 teachers and below
 - b.2. Medium - schools with 16 - 29 teachers
 - b.3. Large - schools with 30 - 39 teachers
 - b.4. Mega - schools with 40 teachers and above



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4. The project entry shall be implemented from September 2022 to October 2024.

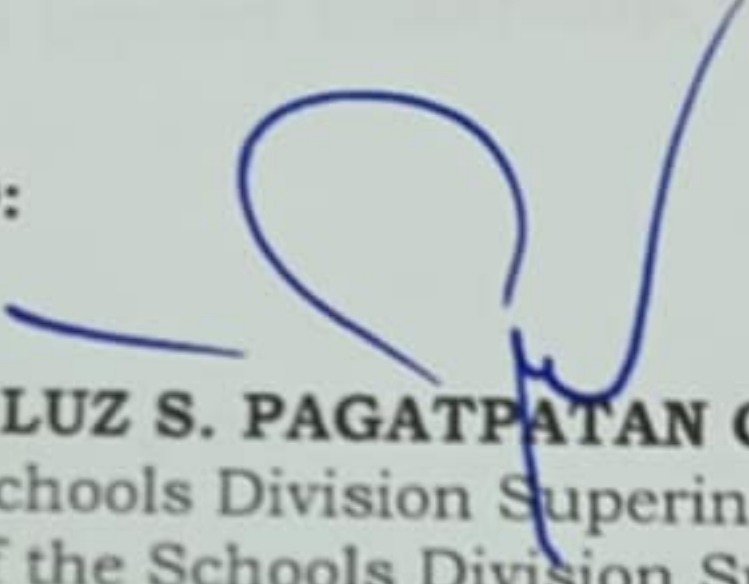
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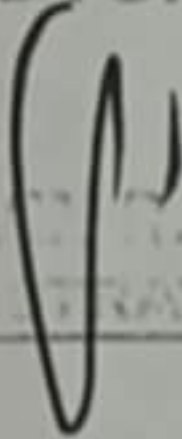
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5. The guidelines, mechanics, rubric and score sheet format of the contest are found in Annex I, II, and III of this memorandum.
6. Entries (1 copy per school only) shall be submitted to the School Governance & Operations Division thru Learner Formation coordinators, Marlie S. Jimenez, Justine Rose de Guzman and Christian Genesis L. Biason on or before November 14, 2024.
7. For information and widest dissemination.

APPROVED:


VIVIAN LUZ S. PAGATPATAN CESO VI
Asst. Schools Division Superintendent
OIC, Office of the Schools Division Superintendent

APPROVED FOR TRANSMISSION:


ARLENE M. PURISIMA
ADMINISTRATIVE OFFICER V



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ANNEX I

Guidelines and Mechanics for the Division Search for SELG/SSLG Best Implementer and Outstanding SELG/SSLG Teacher Adviser SY 2024-2025

I. Overview

The Division Search for the Supreme Secondary Learner Government (SSLG)/ Supreme Secondary Learner Government (SELG) Best Implementer and Outstanding SSLG/SELG Teacher-Adviser is designed to recognize and honor SSLG/SELG units that have successfully implemented impactful programs and initiatives within their school communities. The search encourages student and teacher leadership, civic responsibility, and active participation in school governance.

II. Objectives

1. To recognize exemplary leadership and project implementation by SSLG/SELG both teacher-advisers and student leaders.
2. To inspire and promote student and teacher-adviser engagement in community and school development.
3. To document and share best practices in student governance across the division.

III. Eligibility

1. Open to all recognized SSLG/SELG units in public elementary and secondary schools within the Division.
2. The SSLG and teacher adviser must have completed at least two academic years (SY 2022-2023 and 2023-2024) of implementation.
3. The SSLG/SELG should be compliant with the policies and guidelines of the Department of Education (DepEd) for SSLG/SELG operations.

IV. Evaluation Period

The evaluation covers activities and initiatives implemented by the SSLG during the **two previous school years** (SY 2022-2023 and SY 2023-2024)

V. Submission Requirements

1. **Accomplishment Report** (narrative format):
 - o Must detail the SSLG's / SELG's projects, initiatives, and activities.
 - o Should highlight the impact of these initiatives on the student body and the school community.
2. **Supporting Documents:**
 - o Photos (maximum of 5 pictures), videos, certificates, or any material that demonstrates the success of the activities.
 - o Financial report on the SSLG / SELG budget and expenses.
3. **Endorsement Letter:**
 - o Signed by the School Principal, certifying the authenticity of the submitted documents.
4. **Submission Format:** submitted one hard copy to the division office thru SGOD-Youth Formation Office



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VI. Criteria for Evaluation

The evaluation of the SELG/SSLG Best Implementer will be based on the following criteria:

- 1. Project Implementation and Execution (40%)**
 - Quality and effectiveness of SELG/SSLG programs.
 - Timeliness and relevance of the projects to the needs of the school community.
 - Active involvement of students in planning and executing activities.
- 2. Leadership and Governance (25%)**
 - The leadership structure of the SELG/SSLG and involvement of its officers.
 - Transparency and proper governance, including decision-making processes and delegation of tasks.
 - Promotion of democratic values among students.
- 3. Impact and Sustainability (20%)**
 - Positive and lasting impact of the SELG/SSLG's initiatives on students and the wider community.
 - Projects that promote long-term benefits, continuity, or sustainability.
- 4. Innovation and Creativity (10%)**
 - Originality and creativity of programs and activities.
 - Innovative solutions to address school or community issues.
- 5. Documentation and Reporting (5%)**
 - Completeness and quality of the documentation submitted.
 - Clear and organized presentation of the accomplishment report and other supporting documents.

VII. Judging Process

1. The division office shall form a panel of evaluators consisting of representatives from DepEd, student leaders, and other stakeholders.
2. The panel shall review and assess each entry based on the provided criteria.
3. The top 5 finalists shall be invited to present their projects and initiatives in a **Final Judging**, where they will showcase their best practices and engage in a question-and-answer segment.

Winners shall be announced during the **Awarding Ceremony**, which will take place during the Division Learners' Convergence 2024.

VIII. Awards and Recognition

- 1. SELG/SSLG Best Implementer Award (1st, 2nd, and 3rd place)**
Certificates of Recognition and a Plaque.
- 2. Special Awards (optional)**
 - Most Innovative Project
 - Best in Leadership

IX. Important Dates

- Start of Call for Entries: October 31, 2024
- Deadline for Submission: November 15, 2024
- Paper Evaluation – November 18-21, 2024
- Announcement of finalist – November 22, 2024
- Final Judging / Onsite Evaluation – November 25-28, 2024
- Awarding Ceremony: December during the Division Learners' Convergence 2024.



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ANNEX II

Rubric for the Division Search for BEST SELG / SSLG Implementer
With MOVs (Means of Verification) for Each Indicator

1. Project Implementation and Execution (40%)

Indicators	Outstanding (9-10)	Very Satisfactory (7-8)	Satisfactory (5-6)	Fair (3-4)	Needs Improvement (1-2)	Needs Improvement (1-2)
Relevance to School Needs	Projects are highly relevant, addressing urgent needs of the school and students.	Projects are relevant and address important needs of the school and students.	Projects are somewhat relevant and meet some needs.	Projects have limited relevance to school needs.	Projects do not effectively address the needs of the school.	<ul style="list-style-type: none"> - Needs assessment reports - Program or activity proposals aligned with school goals - Feedback from school administration or students
Planning and Organization	Projects are well-planned with thorough documentation; highly organized and smoothly executed.	Good planning with clear documentation and proper execution.	Moderate planning with acceptable organization.	Projects are poorly planned or unorganized	Lack of planning; chaotic organization.	<ul style="list-style-type: none"> - Project plans and timelines - Gantt charts or work plans - Organizational charts of SSLG teams for each project - Event coordination notes
Participation and Engagement	High student participation; SSLG ensures inclusive involvement	Good participation; most students are involved in activities.	Moderate involvement from students	Minimal participation from students.	Very limited student participation.	<ul style="list-style-type: none"> - Attendance sheets - Student feedback forms - Photos/videos of events - Signed reports from SSLG advisers and school heads



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Timeliness	All projects completed on time or earlier than expected.	Most projects completed within the set timeline.	Some delays but completed within a reasonable timeframe.	Projects are delayed significantly.	Projects are not completed on time.	<ul style="list-style-type: none"> - Activity completion reports - Project timelines with marked milestones - Certificates or letters from stakeholders confirming project completion
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2. Leadership and Governance (25%)

Indicators	Outstanding (9-10)	Very Satisfactory (7-8)	Satisfactory (5-6)	Fair (3-4)	Needs Improvement (1-2)	Needs Improvement (1-2)
Leadership Structure	Clear, effective leadership structure; tasks delegated efficiently among SSLG officers.	Good leadership structure; most tasks are effectively delegated.	Adequate leadership; some delegation issues.	Weak leadership; tasks are poorly delegated.	No clear leadership structure; roles are unclear.	<ul style="list-style-type: none"> - SSLG organizational chart - Documentation of assigned responsibilities - Meeting minutes showing leadership decision-making
Decision-Making Process	Highly democratic decision-making process involving broad student input.	Decisions involve SSLG officers and some student input.	Decisions primarily involve SSLG officers with limited student input.	Decision-making is concentrated among few SSLG officers.	No clear decision-making process.	<ul style="list-style-type: none"> - Meeting minutes - Survey results from students on SSLG decisions - Consultation forms with student body - Voting records for major SSLG decisions



Promotion of Democratic Values	Strong promotion of democratic values and student leadership across the school.	Good promotion of democratic values through SSLG initiatives.	Some promotion of democratic participation.	Limited promotion of democratic principles.	No effort to promote democratic values or participation.	<ul style="list-style-type: none"> - Initiatives promoting leadership (seminars, workshops) - Documentation of student-led forums or consultations - Project reports highlighting democracy-building activities
Transparency and Accountability	Financial and activity reports are transparent, detailed, and well-documented; accessible to all stakeholders.	Most reports are transparent and accessible to stakeholders.	Reports show some transparency; lacking in certain areas.	Limited transparency and documentation.	No clear reporting or accountability mechanisms.	<ul style="list-style-type: none"> - Financial reports - Accomplishment reports - Audit certifications - Copies of budget proposals and liquidation forms

3. Impact and Sustainability (20%)

Indicators	Outstanding (9-10)	Very Satisfactory (7-8)	Satisfactory (5-6)	Fair (3-4)	Needs Improvement (1-2)	MOVs (Means of Verification)
Impact on Students	Significant, measurable positive impact on students and the school community.	Considerable positive impact on students and school.	Moderate impact on students.	Minimal impact; benefits are not clearly felt.	No significant impact on students or school.	<ul style="list-style-type: none"> - Surveys or evaluations from students and school community - Feedback forms - Testimonies



						als from students, teachers, or parents - Project impact assessment reports
Sustainability	Projects are highly sustainable with long-term benefits beyond the SSLG term.	Projects have good potential for sustainability and continuity.	Some projects are sustainable with need for improvement.	Projects have limited sustainability; require continued oversight.	Projects are not sustainable and unlikely to last beyond SSLG term.	- Post-project sustainability plans - Memoranda of agreements (MOAs) with stakeholders for continuity - Resource generation reports - Partnership agreements for long-term support

4. Innovation and Creativity (10%)

Indicators	Outstanding (9-10)	Very Satisfactory (7-8)	Satisfactory (5-6)	Fair (3-4)	Needs Improvement (1-2)	MOVs (Means of Verification)
Creativity of Initiatives	Projects are highly innovative and creative, offering new and unique solutions.	Projects show creativity and fresh approaches.	Projects demonstrate moderate creativity using familiar strategies.	Projects lack creativity, using traditional approaches.	Projects are unoriginal and repetitive.	- Concept papers - Program proposals with detailed creative solutions - Photos or videos of unique activities - Innovation awards or



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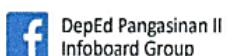
						recognitions
Problem-Solving Innovation	Projects provide original solutions to school/community problems, with proven results.	Projects introduce some new ideas for solving problems.	Projects use conventional solutions with moderate success.	Limited innovative problem-solving evident in projects.	No innovative problem-solving approaches.	<ul style="list-style-type: none"> - Case studies - Project outcome assessments - Innovation and risk-taking documentation (e.g., pilot testing reports) - Solutions proposed in response to community needs

5. Documentation and Reporting (5%)

Indicators	Outstanding (9-10)	Very Satisfactory (7-8)	Satisfactory (5-6)	Fair (3-4)	Needs Improvement (1-2)	MOVs (Means of Verification)
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<p>Quality of Reports</p>	<p>Comprehensive, clear, and well-organized reports with all required supporting documents.</p>	<p>Well-documented reports with most details and supporting materials.</p>	<p>Sufficiently documented reports but lacking some clarity.</p>	<p>Reports are poorly organized or incomplete.</p>	<p>Reports are disorganized or missing key details.</p>	<ul style="list-style-type: none"> - Accomplishment reports - Financial reports - Certificates of project completion - Photos and videos with captions or descriptions - Narratives from stakeholders on project outcomes
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• **Total Score:**

• | **Total Maximum Points: 100** |

Final Score: | _____



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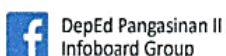
ANNEX III

NAME OF NOMINEE: _____
 REGION/DIVISION: _____
 CRITERIA : _____
 PARTICIPANT'S POINTS : _____

	MAXIMUM POINTS
1. EXCELLENCE IN STUDENT/PUPIL GOVERNANCE	30
1.1. Organizational Leadership	15
<i>a. Implementation of all mandated PPAs (point each PPA)</i>	<i>10</i>
<i>b. Governance –</i>	<i>5</i>
<i>(Refer to DO 47 s. 2014)</i>	
<i>1. General Plan of Action</i>	
<i>2. Resolutions</i>	
<i>3. Minutes of the Meeting</i>	
<i>4. Financial Reports</i>	
<i>5. Activity Completion /Evaluation Reports</i>	
<i>6. List of School Clubs/Organizations</i>	
<i>7. Project Proposals</i>	
<i>8. Communication Letters</i>	
<i>9. Accomplishment Report</i>	
<i>10. Election Reports</i>	
1.2. Networking, Linkages and Collaboration	10
<i>a. Involvement in community/civic/organizations/ associations</i>	<i>5</i>
<i>b. Involvement in outreach/extension programs/activities</i>	<i>5</i>
<i>Outreach/Extension programs/activities initiated where nominee served as:</i>	
<i>Proponent/Chair = 1.00</i>	
<i>Member = 0.50</i>	
1.3. Experience	5
<i>The candidate has been SPG/SSG adviser for at least two (2) terms</i>	
2. EMBODIMENT OF DEPED CORE VALUES	40
2.1 Maka-Diyos	10
<i>Upholds/Respects beliefs and faith Manifests moral standard</i>	
<i>Right conduct, Honesty, Involvement in religious/spiritual activities</i>	
2.2 Makatao	10
<i>Charity/Kindness</i>	
<i>Empathy and Sympathy</i>	
<i>Compassion</i>	
<i>Human Dignity and Equality</i>	
<i>Multi-culturalism</i>	
2.3 Makakalikasan	10
<i>Cleanliness and Orderliness</i>	
<i>Proper Waste Management</i>	
<i>Energy Conservation</i>	
<i>Environmental Protection and Preservation</i>	
<i>Wise use of resources</i>	



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2.4 Makabansa

10

Takes pride in being a Filipino Resiliency in times of need/crisis

Obedience to existing rules and regulations

Community Service Involvement

Promotes and patronizes local products, services and practices

3. OUTSTANDING ACCOMPLISHMENTS

30

3.1. Trainings/Seminars/Workshops Related to School Governance and Leadership Advocacy 5

3.2. Awards and Recognitions Related to School Governance and Leadership Advocacy 5

3.3 Leadership Initiative and Advocacy 15

3.3.1 Flagship/Innovative Program or Project 10 points

3.3.2 Resource Speakership related to School Governance and Leadership Advocacy 5 points

3.4 Educational Attainment and Professional Growth 5

Doctorate Degree (5 points)

Doctorate Degree CAR (4)

Master's Degree (3 points)

Master's Degree CAR (2 points)

At least 18 earned MA units (1 point)

TOTAL 100

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