Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division Superintendent

AUG 03 2022

MEMORANDUM

IMPLEMENTING GUIDELINES ON THE ESTABLISHMENT OF SCHOOL GOVERNANCE COUNCIL

To: OIC – Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Administrative Officer V
All Others Concerned

1. Attached is DepEd Order 26 s. 2022 dated June 17, 2022, on the above-captioned title, the contents of which are self-explanatory, for the information and guidance of all concerned.

2. Relative to this, all public elementary and secondary schools must submit to this Division, through the Social Mobilization and Networking Unit of the School Governance and Operations Division, the official list of their established School Governance Councils (SGC).

3. Immediate and wide dissemination of this Memorandum is desired.

CARLEEN S. SEDILLA CESO V
Schools Division Superintendent

Encl: As stated
References: None
To be indicated in the Perpetual Index
under the following subjects:

PARTNERSHIPS SCHOOLS

RAJ/Implementing Guidelines on the Establishment of School Governance Council
247 / August 2, 2022

Republic of the Philippines
Department of Education

SDO-CITY OF MUNTINLUPA
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DepEd ORDER
No. 026, s. 2022

IMPLEMENTING GUIDELINES ON THE ESTABLISHMENT OF SCHOOL GOVERNANCE COUNCIL

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister of Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Republic Act (RA) No. 9155 known as the Governance of Basic Education Act of 2001, the Department of Education issues the **Implementing Guidelines on the Establishment of School Governance Council (SGC)**. This policy aims to recognize and strengthen the role of school stakeholders, alongside Local Government Units (LGUs), 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.

2. Procedures and processes stipulated in this DepEd Order shall assist all public elementary and secondary schools in establishing their respective School Governance Councils. The SGC shall be the overall coordinating body of all committees, associations, and organizations in their schools that shall translate the principle of shared governance enshrined in RA 9155 and contribute in strengthening the implementation of School-Based Management.

3. All existing Orders, Memoranda, and other related issuances, rules and regulations, and provisions inconsistent with this Order are repealed, rescinded, and modified accordingly.

4. This Order shall take effect 15 days after publication in the Official Gazette or in two newspapers of general circulation. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

5. For more information, queries, and concerns on this matter, kindly course through the **Bureau of Human Resource and Organizational Development-School Effectiveness Division (BHROD-SED)**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bhrod.sed@deped.gov.ph or telephone number (02) 8633-5397.

6. Immediate dissemination of and strict compliance with this Order is directed.

To authenticate this document, please scan the QR code
DEPED-OSEC- 462039

LEONOR MAGTOLIS BRIONES
Secretary

Encl.:

As stated

References:

DepEd Order Nos. 40 and 83, s. 2012; 21 and 44, s. 2015; and 003, s. 2021

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

COMMITTEES
COUNCIL
ORGANIZATIONS
POLICY
PROCEDURE
SCHOOLS
SOCIETY OR ASSOCIATIONS

MCR/APA/MPC, DO-Implementing Guidelines on the Establishment of SGC
0157/May 31, 2022

(Enclosure to DepEd Order No. 026 , s. 2022)

To authenticate this document, please scan the QR code

DEPED-OSEC- 462039

IMPLEMENTING GUIDELINES ON THE ESTABLISHMENT OF SCHOOL GOVERNANCE COUNCIL (SGC)

I. RATIONALE

The Governance of Basic Education Act of 2001 (RA 9155) emphasizes that every unit in the education bureaucracy is responsible and accountable for continuous improvement of learning outcomes. Through the principle of shared governance, participatory decision-making driven by active engagement of school stakeholders is strengthened.

The Department of Education (DepEd) believes that shared responsibility of school heads, teachers, parents, learners, Local Government Units (LGUs), and the community at large is a core enabler in providing accessible and quality basic education in a safe, healthy, and nurturing learning environment. With School-Based Management (SBM) as the face of shared governance in schools, it embodies a participative approach in decision-making through decentralization, while promoting the rights and well-being of learners in support of the rights-based education (RBE) approach.

RBE creates and supports a conducive learning environment that promotes respect and well-being, where children and learners can exercise their rights and responsibilities in the context of basic education and actively engage and participate in matters concerning them.

Institutionalizing SBM while embracing RBE approach builds and nurtures an effective school that continuously improves, respects, protects, fulfills, and promotes the rights of the learners.

To further strengthen the implementation of SBM, mechanisms that provide schools the opportunity to invite, involve, and influence school stakeholders to partake in making schools more effective are established. The SGC, started as a school initiative, is a forum where internal and external stakeholders convene and collaborate to address school concerns and help improve school performance. It promotes stakeholders' involvement, empowers community members to take ownership of the decisions made, and encourages expansion of existing networks in the schools. The World Bank Group in 2016 has identified the SGC as one of the key elements of the SBM system that is already in place. The study concluded that the role of representatives from SGCs could be expanded to increase awareness among parents

and education stakeholders of the useful role they could play in supporting implementation of the SBM.

To adopt the policy suggestion to institutionalize the SGC and to encourage a stronger partnership among stakeholders that will contribute to a more effective implementation of SBM, these guidelines aim to establish SGC as a structure for shared governance and a feedback mechanism that will provide a venue for parents, learners, teaching and non-teaching staff, community stakeholders, and the school head to work together towards continuously improving learning outcomes, and more broadly, respecting, protecting, fulfilling, and promoting the rights of children and learners in the basic education context.

II. SCOPE OF THE POLICY

This DepEd Order provides the implementing guidelines on the establishment of SGC as well as the structure, composition, membership, roles, and responsibilities of SGC members, among others.

These guidelines shall be implemented nationwide in all public elementary and secondary schools and shall include all school organizations such as the School Planning Team (SPT), Parents-Teachers Association (PTA), Supreme Pupil Government (SPG)/Supreme Student Government (SSG), DepEd-recognized teacher organizations, National Employees Union at the school level, Alumni Associations, and other school committees/associations/organizations in so far as their membership in the SGC is concerned.

III. DEFINITION OF TERMS

For the purpose of this policy, the following are defined and understood as follows:

1. **Avail Grant** – refers to the process of receiving grant from partner/s by the schools as represented by the School Head to support the needs of the learners and the school.

2. **Annual Implementation Plan** – refers to the year-by-year plan of schools that contains specific activities, outputs, required resources, schedule, and individual/s who will be accountable for the accomplishment of the Priority Improvement Areas.
3. **Collective** – refers to the group of individuals consisting of the school's internal and external stakeholders with common goals guided by the principle of shared

governance and shared accountability that work as one toward school improvement.

4. **Community** – refers to the school's internal and external stakeholders who collectively work for the continuous improvement of the school system by initiating establishment of strong partnerships and networks not only with the school but also of the immediate local government units and authorities where the school belongs.

5. **Consultative** – refers to the participative approach of the SGC in identifying and providing recommendations in the development of and for school policies and strategic directions.

6. **Disbursement of Funds** – refers to the process of receiving funds from the partner/s who provided the "grant" following the protocols, existing rules and regulations and the procedures on accepting donations and the availment of tax incentives from private partners as stated in DO 24, s. 2016.

7. **Ex-officio members** – refer to the initial members of the council who shall select representatives of different school internal and external stakeholders who will complete the SGC. They may or may not hold positions as officers of the SGC unless elected by the council. They are composed of the designated co-chairperson and representatives from the student government, PTA, and faculty club or its equivalent. They shall select representatives of different school internal and external stakeholders who will complete the SGC.

8. **External stakeholders** – refer to the individuals or organizations who are not directly involved in or affected by the daily educational operations of the school but have strong interest in collaborating with and/or supporting the school to address its concerns and improve its performance. External stakeholders may include the parents and guardians, community members, local government units, civil society organizations, other national government agencies and government-owned and controlled corporations, international organizations, private companies, business enterprises, corporate foundations, cooperatives, and other concerned private individuals.
9. **Grant** – assistance provided by partner/s, which may be in the form of, but not limited to, infrastructure, real estate property, use of facilities, training and skills development support, funding, consultancy, logistics, technology support, and equipment.

10. **Internal stakeholders** – refer to individuals who are directly and immediately involved in or affected by the daily educational operations of the school. Internal stakeholders include the learners and school personnel.

11. **Learning outcomes** – refer to the standards that are achieved by maximizing the competencies of teachers and potential of all types of learners.

12. **Partner** – refers to individuals or organizations that enter into agreement with any of the DepEd offices and/or schools to enable DepEd to strengthen its capability to deliver quality basic education. The partners may be, but are not limited to, local government units (LGUs), national government agencies (NGAs), private institutions like private companies, cooperatives, socio-civic organizations, non-government or civil society organizations (NGOs/CSOs), faith-based organizations, higher education institutions (HEIs), technical vocational training institutions (TVTIs), both technical-vocational institutions (TVIs) and TESDA training institutions (TTIs), other training institutions, professional organizations, entrepreneurs, and private individuals who are willing to lend support to DepEd and its schools for the advancement of learning of the students.

13. **Priority Improvement Area (PIA)** – refers to selected areas in school management, operations, and service delivery that need to be changed to improve the three key result areas in basic education: access, quality, and governance.

14. **School-based Management (SBM)** – refers to the decentralization of decision-making authority from central, region, and division levels to the individual schools, with the intent of bringing together school heads, teachers, students, as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools.

15. **School Improvement Plan (SIP)** – refers to a three-year roadmap that lays down the school's specific solutions of corresponding identified Priority Improvement Areas, which focus on the improvement of access, quality, and governance in basic education.

16. **School Report Card (SRC)** – refers to the reporting tool that provides stakeholders a snapshot of the school's current condition and performance with focus on: 1) school profile; 2) performance indicators measuring aspects of access, quality, and school governance; and 3) status of school projects.

17. **SGC members** – refer to the representatives of different school committees/associations/organizations, reputable members of the community, and representatives of community organizations in the SGC that are established as council members.

18. **SGC officers** – refer to both designated Co-Chairperson and elected officers who hold positions in the council.

19. **Shared governance** – refers to a principle which recognizes that every unit in the education bureaucracy has a particular role, task and responsibility inherent in the office and for which it is principally accountable for outcomes.

20. **Transparency board** – a publicly accessible tool that can be seen in the school vicinity where information on the sources, intended use, and actual utilization of school funds, among others, shall be posted and updated regularly.

IV. POLICY STATEMENT

All public elementary and secondary schools shall establish **School Governance Councils**, which shall serve as overarching consultative and coordinating bodies for all committees, associations, and organizations **in their respective schools**. The SGC shall form part of the school structure as an embodiment of the principle of shared governance, mandated under Republic Act No. 9155.

Furthermore, these guidelines aim to guide the schools in establishing functional SGCs that shall synergize the work and effort of all school committees/associations/organizations through the harmonization of programs, projects, and activities relevant to the achievement of priority improvement areas and continuous improvement of school operations toward school effectiveness contributory to the realization of the rights of the child and learner in the basic education context and betterment of learning outcomes.

V. GUIDELINES AND PROCEDURES

General Purpose of the School Governance Council

The SGC shall function as a structure for shared governance and a feedback mechanism at the school level. However, the SGC shall not manage the school and shall not have a separate and distinct juridical personality apart from the school.

The SGC shall not replace the Parents Teacher Association (PTA), Supreme Pupil/Student Government, School Planning Team (SPT), Alumni Association, Child Protection Committee (CPC), and other existing school committees/associations/organizations. In fact, the SGC shall strengthen the school by synergizing the work of PTA, Supreme Pupil/Student Government, SPT, and Alumni Association, CPC with the efforts of other

committees/associations/organizations in the school through shared governance, shared commitment, and shared accountability.

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. 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.

The SGC provides a venue for parents, learners, teaching and non-teaching personnel, internal and external stakeholders, and the school head to work together towards continuously improving learning outcomes and ensuring that children's rights are respected, protected, fulfilled, and promoted in a gender-responsive, non-discriminatory, and inclusive physical and social learning environment. It shall have two major purposes: structure for shared governance and feedback mechanism.

A. Functions of the SGC as a Structure for Shared Governance

The SGC shall:

1. serve as a collective and consultative body for school plans, programs, activities, and strategic directions;

2. serve 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; and

3. serve as a platform to cultivate the spirit of *bayanihan* among stakeholders to support the school and encourage active participation of the stakeholders 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.

B. Functions of the SGC as a Feedback Mechanism

The SGC shall:

1. help the school improve and sustain its feedback system by strengthening practices that promote stakeholders' participation;

2. assist the school in ensuring transparency in its operations and performance, specifically school programs and resources management; and

3. recommend 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.

Specific Functions of the School Governance Council

Given the dual purpose, the SGC shall:

1. participate actively in the formulation and implementation of the SIP and other DepEd programs, projects, and activities;

2. communicate to the SPT and project teams the learners' and stakeholders' feedback and satisfaction on the physical and financial accomplishment of the SIP and Annual Implementation Plans (AIP) and provide recommendations on improving efficiency and quality of the school services;

3. recommend to the school, as well as to the LGU through the Local School Board (LSB) to strengthen support of and relationship with the LGU, relevant local school programs and projects consistent with national policies or needs-based, data-driven, gender-responsive and inclusive interventions affecting learners' rights in education and their welfare;

4. organize meetings, through the School Head, within the school premises or in such places as may be determined by the co-chairpersons for safety or other valid reasons and scheduled at a time convenient for everyone, for purposes of harmonizing proposed and existing programs, projects, and activities initiated, espoused by various committees building partnerships and networks with the Alumni Associations, businesses and industries, donors, retirees, religious groups, CSOs, NGOs, LGUs, PTAs, individual community members, and other external stakeholders via face-to-face or online/virtual platforms;

5. submit SGC semi-annual accomplishment report including an action plan, through and with the approval of the School Head, to Schools Division Superintendent (SDS) and LGUs and integrate it in the SRC;

6. support the dissemination of pertinent school data and information following a sex-disaggregated data using the School Report Card, Transparency Board, WASH In Schools (WinS) Three Star Approach Report, Child-Friendly School System, school-based child protection checklist, reports on learner-led school watching and hazard mapping and on comprehensive school safety, or other communication tools to inform stakeholders;

7. conduct orientation and advocacy activities on the value and benefits of education, complementary roles of parents, community, industry and LGUs in education, and children's rights in education and welfare;

8. attend pertinent school meetings and assemblies in which all sectors are properly represented;

9. prepare a report on any irregularities or violations of these implementing guidelines, and should be filed to the proper disciplining authority;

10. attend and conduct school-level training to help raise awareness of its role for the effective oversight of school planning and resource use;

11. work collaboratively with Child Rights in Education Desk (CREDe), Child Protection Unit (CPU), and other similar DepEd organizations to devise relevant projects, programs, and interventions in upholding the rights of the child in and through the Department;

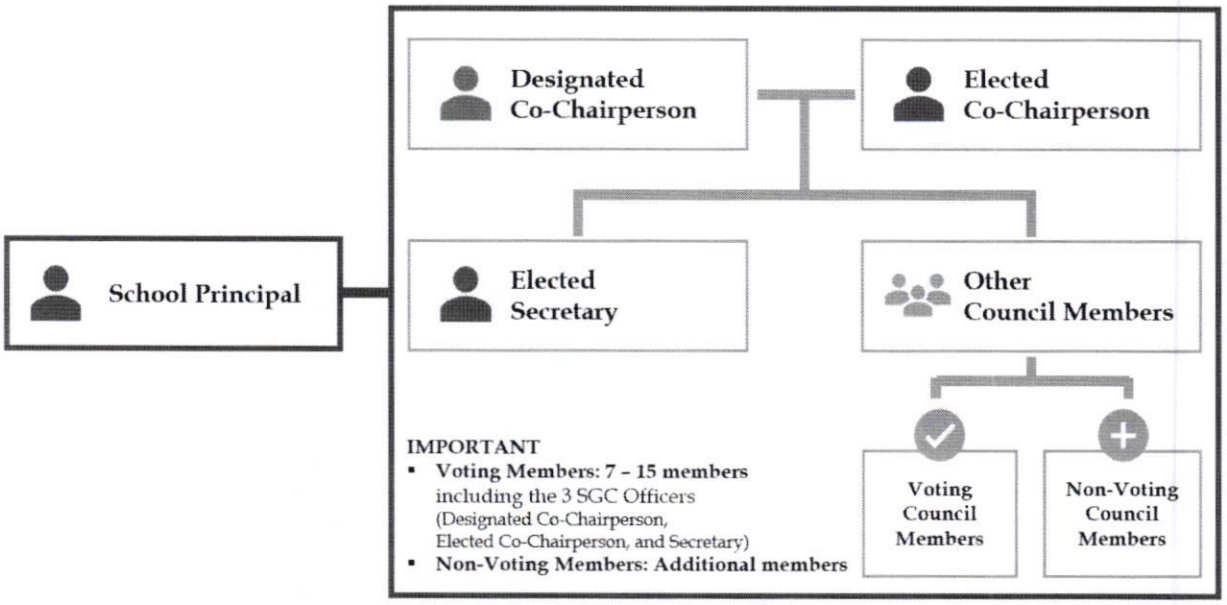
12. work collaboratively with CPC to come-up with relevant projects, programs, and interventions in support of its function to ensure that in all decisions and actions involving children, the paramount consideration is the best interest of the child, that the views and opinions of children are heard and seriously considered, and that no child is left behind or discriminated against by reason of age, gender, socio-economic background, ethnicity, culture, religion, and disability; and

13. work collaboratively with the SPT to devise relevant programs, projects, and initiatives in fulfilling its role of developing and implementing SIP and AIP.

C. SGC Structure

The basic organizational structure of SGC is composed of the Designated Co-Chairperson, Elected Co-Chairperson, Secretary, and Council Members.

Structure of School Governance Council



The Designated Co-Chairperson shall be a school representative chosen by the School Head, while the Elected Co-Chairperson shall be chosen from the external stakeholders within the council through voting.

D. Composition of SGC Members

There shall be four (4) ex-officio members of the SGC. These ex-officio members shall be composed of the following internal and external school stakeholders: designated Co-Chairperson and representatives from the student government, PTA, and faculty club or its equivalent. The School Head shall designate a school representative, who exhibits the leadership competencies reflected in *Domain 6. Community Linkages and Professional Engagement* of the Philippine Professional Standards for Teachers (DepEd Order 42 s. 2017), to assume the position of Co-Chairperson. Each of the school organizations / associations / committees shall appoint a representative, who may not necessarily be the incumbent president or chairperson of their respective school committee / association / organization, to be the initial council members of the SGC.

In consideration of the varying needs and contexts of schools, the four (4) ex-officio members shall determine the total number of SGC members anywhere from seven (7) to fifteen (15) depending on the school typology. Upon determining the total number of SGC members, the four (4) ex-officio members, through a deliberative and consensus process, shall then select the council members who will complete the composition of the SGC. Additional members may be allowed should the SGC find it necessary based on the context of the school. The additional members shall be decided upon by the SGC collectively. These members shall be composed of heads/presidents/assigned representatives from other school committees/associations/organizations, including school-based Alternative Learning System (ALS) teachers and learners, reputable members of the community, and representatives of community organizations duly recognized by government authorities, such as but not limited to the following: Alumni Association, Education Committee of the Barangay, Non-Government Organizations, Religious Organizations, etc. For schools located in ancestral domains and/or with learners belonging to Indigenous Cultural Communities (ICCs), a community representative duly chosen by the ICC's customary governance structure or chosen through the customary way of determining appropriate cultural representation shall have a slot as a council member.

Moreover, the prospective council members must be trustworthy, willing, or have a sincere desire to become members of the SGC, regardless of position, and driven to support the school and its endeavors toward improving learning outcomes and upholding the rights of the child and learner in the basic education context, by working together with other school internal and external stakeholders.

The School Head shall ensure that all school committees / organizations / associations and the external stakeholders are represented in the SGC and the selection process of the council members is gender-responsive, non-discriminatory, and inclusive. Any form of prejudice and bias in selecting additional SGC members based on race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, national and ethnical origin, or any other characteristic protected by law shall not be tolerated.

The School Head shall not be authorized to represent any of the school committees/associations/organizations in the SGC regardless of the school size. In the case of small schools, the authority of multiple representations of school committees/associations/organizations in the SGC shall only be given to the teachers and other council members.

The SGC is encouraged to expand its membership to strengthen the partnership between the schools and their respective stakeholders and to value the voice of the latter in the determination and recommendation of strategies to make their schools

more effective. However, this shall only be considered once the seven (7) to 15 SGC membership is complete.

In the case of expanded membership, the SGC shall have two types of council members: voting and non-voting council members. The voting council members shall be composed of the seven (7) to fifteen (15), including the four (4) ex-officio members, selected representatives of the school's internal and external committees / organizations / associations. The non-voting council members shall be composed of the (a) former SGC members who wish to extend their membership and have active membership status in the committees / organizations / associations they previously represented in the council, and the (b) additional council members who are collectively selected by the incumbent, voting SGC members.

Following the completion of its membership, the SGC shall elect their officers (co-chairperson and secretary) from its voting council members. In the conduct of the elections, the Designated Co-Chairperson shall be excluded from the nominations. All voting council members shall exercise their right to vote.

E. Roles and Responsibilities of SGC Officers

1. The *Designated* Co-Chairperson shall:

    a. co-lead the SGC in developing / identifying programs, projects and activities that support and/or address school improvement;

    b. prepare agenda of meetings in consultation with the Elected Co-Chairperson and other council members;

    c. call and preside over meetings of the SGC, in the absence of the Elected Co-Chairperson;

    d. sign communications, notice of meetings, and other documents of the SGC;

    e. ascertain that in all meetings, a quorum is met;

    f. attend meetings of the SGC and cast a vote on matters that need consensus decision;

    g. initiate and respond to all communications which are for the attention of the Council;

    h. make himself/herself available to the wider school community for consultation and information sharing;

i. discuss with the School Head the direction of the SGC;

j. represent the SGC in his/her official capacity as Designated Co-Chairperson on occasions, events, and affairs where representation is needed;

k. exercise general supervision over all activities relative to the functions of the Council;

l. delegate other functions when necessary; and

m. perform other functions and duties relative to the functions of the Council.

2. The *Elected Co-Chairperson* shall:

a. co-lead the SGC in developing / identifying programs, projects and activities that support and/or address school improvement;

b. prepare agenda of meetings in consultation with the Designated Co-Chairperson and other council members;

c. call and preside over all meetings of the SGC;

d. sign communications, notice of meetings, and other documents of the SGC;

e. ascertain that in all meetings, a quorum is met;

f. attend meetings of the SGC and cast a vote on matters that need consensus decision;

g. initiate and respond to all communications which are for the attention of the Council;

h. make himself/herself available to the wider school community for consultation and information sharing;

i. discuss with the School Head the direction of the SGC;

j. represent the SGC in his/her official capacity as Elected Co-Chairperson on occasions, events, and affairs where representation is needed;

k. exercise general supervision over all activities relative to the functions of the Council;

l. delegate other functions when necessary; and

m. perform other functions and duties relative to the functions of the Council.

3. The *Secretary* shall:

a. finalize agenda of meetings as prepared by the Co-Chairpersons;

b. keep the minutes and all other records of the SGC;

c. prepare and file all communications and documents of the SGC;

d. prepare quarterly reports of the activities of the SGC to the school stakeholders and publish them on the school's Transparency Board and SRC which shall also serve as references to the development of the semi-annual report to be submitted to the SDO;

e. lead the preparation of quarterly reports of SGC activities for publication in the school's Transparency Board and SRC;

f. issue notice of meetings to all members of the SGC at least a week before the scheduled time;

g. attend meetings of the SGC and cast a vote on matters that need consensus decision;

h. provide all council members legible copies of the minutes of the meeting within two weeks after the conduct of meeting;

i. record the attendance of council members during meetings; and

j. perform such other functions and duties assigned by the Elected Co-Chairperson.

F. Roles and Responsibilities of All SGC Members

1. Voting council members shall:

a. attend meetings regularly;

b. participate, promote, and support SGC activities;

c. raise concerns and needs of learners and other stakeholders, including those outside of the school that have bearing on school services and processes;

d. represent their committee/association/organization in the Council;

e. propose meeting agenda for consideration of the Elected Co-Chairperson;

f. attend meetings of the SGC and cast a vote on matters that need consensus decision;

g. facilitate the engagement and linkages of other stakeholders in support of the school's priority improvement areas;

h. advocate the SGC activities to school's internal and external stakeholders; and

i. perform other functions and duties assigned by the Elected Co-Chairperson.

2. Non-voting council members shall:

a. attend meetings regularly;

b. participate, promote, and support SGC activities;

c. raise concerns and needs of learners and other stakeholders, including those outside of the school that have bearing on school services and processes;

d. propose meeting agenda for consideration of the Elected Co-Chairperson;

e. facilitate the engagement and linkages of other stakeholders in support of the school's priority improvement areas;

f. advocate the SGC activities to school's internal and external stakeholders; and

g. perform other functions and duties assigned by the Elected Co-Chairperson.

All council members are expected to use respectful, gender-fair, inclusive, and culture-sensitive language in providing inputs and views on issues presented during SGC meetings.

G. Name of the SGC

For identification purposes, the SGC shall carry a name which shall include the name of the school like the example provided below.

- School Governance Council of Jose Rizal Elementary School, or
- Jose Rizal Elementary School-School Governance Council

As the SGC bears the name of the school and is a school organization in nature, it does not have a separate and distinct juridical personality apart from the school. Hence, in the event of irregularities or violations of the guidelines stipulated in this policy, the SGC shall undergo due process before a decision is made.

H. Procedures on SGC Creation

The schools with existing SGCs shall adopt the new structure provided herein, in the immediate school year following the implementation of this policy. The schools without existing SGCs shall establish their own SGCs accordingly. The following shall be the procedures on SGC creation:

1. For Schools with existing SGCs

a. The School Head shall orient and discuss the policy to the existing SGC of the school.

b. The existing SGC shall meet and align with the current policy in preparation for the implementation in the following school year (SY).

c. The SGC shall prepare for the implementation of the policy for the next SY.

d. In case the existing SGC's name does not conform to the naming guidelines in this policy, it shall be renamed accordingly for the next SY.

e. The newly-installed SGC may invite former council members to join and participate in the council's activities, conforming with the guidelines for expanded SGC membership.

2. For Schools with no existing SGCs

a. The School Head shall orient the school's internal stakeholders about the policy.

b. The School Head shall identify the four ex-officio members who are representatives from the student government, PTA, and faculty club or its equivalent.

c. The four (4) ex-officio members, through a deliberative and consensus process, shall select the council members who will complete the composition of the SGC.

d. The SGC shall prepare for the election of officers (Co-Chairperson and Secretary).

e. The SGC shall elect their officers from its council members. In the conduct of the elections, the Designated Co-Chairperson shall be excluded from the nominations. All council members shall exercise their right to vote.

f. After the election and completion of the membership of the council, the school may now formally induct the SGC.

I. Election of SGC Officers

The School Head shall call for the election of SGC Officers, namely the Co-Chairperson from the external stakeholders and Secretary. This shall happen after the elections of other committees/associations/organizations internal to the school (for example Teachers' Association, SSG/SPG, etc.) and PTA. Thus, the election shall be held on or before the sixth week after the opening of classes which can also serve as the first meeting of the council. The call for election shall be made publicly and notice shall be posted in public areas two (2) weeks before the election.

Candidates for these positions shall come from the voting council members. The candidates shall file their candidacy one (1) week before the election through official communication addressed to the school head. The deadline for filing of candidacy shall be three (3) days prior to the conduct of election. Announcements of schedule of election activities and names of candidates shall also be posted on the transparency board and other public areas within the school vicinity.

The election shall be done through secret voting wherein the school head shall chair the election and shall lead the canvassing of votes. The voting SGC members shall

only be allowed to vote one (1) candidate for each position. Canvassing of votes and proclamation of elected officials shall be done within the same day of the election. Votes will be counted in front of all SGC members. The candidate who garnered the highest number of votes for the position shall be declared the officer-elect. In case of a tie, the officer-elect will be determined through a toss coin or draw lots.

The resolution proclaiming the officers-elect, signed by the School Head, shall be submitted to the SDO. The submitted resolution shall be final and executory and shall not be subject to election protest. Additionally, it shall be circulated and posted on the transparency board and other public areas within the school vicinity.

In Indigenous Peoples communities, election processes must be culturally sensitive and responsive to indigenous customary processes or practices that the community representatives may wish to observe. The School Head may determine the appropriate proceedings for the conduct of elections.

J. Tenure

All voting SGC members shall hold office for a maximum of three (3) School Years (SY). Accordingly, all SGC officers (Designated Co-Chairperson, Elected Co-Chairperson, and Secretary) shall serve and assume their positions for three (3) SYs. After their terms as council members and officers, SGC members may continue to be a part of the council and participate in the council's activities as non-voting members to ensure continuity in the implementation of SIP.

K. Vacancies

In case of vacancy in the Elected Co-Chairperson or Secretary position, the School Head shall open the nomination for the vacated position from the voting-council members and conduct an election within (15) days from the day the position is rendered or considered vacant. The newly-elected officer shall immediately assume the position and serve the remaining period.

In case of vacancy in the Designated Co-Chairperson position, the School Head shall select another school representative, who exhibits the leadership competencies reflected in *Domain 6. Community Linkages and Professional Engagement of DepEd Order 42 s. 2017.*

Any vacancy among the voting council members, the ex-officio members, through a consensus process, shall select the members who will complete the SGC. The replacement of the SGC members shall serve for the duration of the unexpired term of the previous SGC members.

L. Removal from Office

The SGC members shall be removed from the council if the member committed any of the following acts:

1. *Misrepresentation of the SGC* - when an SGC member enters into a contract or engages in an activity using his/her membership of the SGC as an edge for personal gain and/or representing the SGC other than what he/she is authorized to.

2. *Solicitation of financial resources* - an act or instance of requesting or seeking monetary donation or dole out from any individual, organization, or group using the council and/or the school as the beneficiaries for personal gain.

3. *Acts that go against the interest of the school and learners* - leads or participates in any form of activity that is not in accordance with the identified needs or directions of the school or prejudices the interest of learners.

4. *Gross negligence* - a conscious disregard of safety precautions or standard operating procedures resulting to grave damage, injury, or harm.

5. *Fostering disunity in the school* - participating in activities or convening people with the intention to create hostility, enmity, animosity against the school.

6. *Commits and/or supports unlawful acts* - participation in any form of activity that violates existing laws and DepEd policies.
7. *Acts on discrimination and gender violence pursuant to existing applicable laws, rules, and regulation.*

8. *Abuse of authority* - use or misuse of authority in deliberate and capricious manner contrary to the natural or legal rules for its use.

9. *Other acts or omission analogous to the above-mentioned.*

The removal from SGC of any member shall only be implemented after the accused member has been accorded with due process. Due process shall include the following procedures:

1. Any member may make a written motion/complaint addressed to the Elected Co-Chairperson to disqualify a member, clearly identifying the member being complained of and stating clearly the alleged prohibited act and the details/circumstances, together with supporting documents/evidence, if any.

2. The Elected Co-Chairperson shall conduct special meetings with notice to the parties concerned.

3. The Elected Co-Chairperson will give the member complained of an opportunity to respond in writing within three (3) days from the receipt of the notice or before the School Head who shall call a special meeting with the council to discuss the matter.

4. The voting SGC members shall discuss the case and decide thereon by voting no later than seven (7) days from the receipt of the written motion/complaint from the complainant. The decision for the removal of a member shall require a two-thirds (2/3) consensus vote of all SGC members.

5. The decision for the removal of a member shall be made in writing, signed by the SGC officers, and furnished to the member complained of with a copy submitted to the Schools Division Office-School Governance and Operation Division (SDO-SGOD).

The decision of the SGC, finding a member guilty of committing prohibited acts with the imposition of removal from the SGC membership, shall be immediately executory. In addition, the said member shall be suspended from being an SGC member for a period of six (6) years. In this regard, the SGOD at the SDO shall maintain a list of SGC members who have been disqualified for ready reference of schools.

The party found guilty may file an appeal to the Schools Division Superintendent (SDS) within a period of fifteen days (15) from receipt of the decision. The SGOD-SDO shall be the focal office and shall provide support to the SDS in rendering the decision on the appeal. The SGOD-SDO shall submit a report on its findings and recommendations on the appeal to the SDS. The SDS may also add additional offices/personnel of the SDO as may be deemed necessary. The decision of the SDS shall be final.

M. Operations

Meetings

The SGC shall hold virtual or in-person meetings at the school premises, or in such places as may be determined by the Elected Co-Chairperson for safety or other valid reasons and scheduled at a time convenient for everyone, especially for the student representative. At the minimum, SGC meetings shall be held quarterly except for special meetings due to urgency.

In the conduct of regular meetings where both Co-Chairpersons are present, the Elected Co-Chairperson shall be the one to preside over such meetings. However, any of the Co-Chairpersons, in consultation with the School Head, can call special meetings as the need arises. Special meetings can be held outside the school premises or during the weekends provided that the SGC secures prior written approval from the SDS. In such cases, the Elected Co-Chairperson, through the School Head, shall communicate to the concerned SDS the request detailing the justification of the special meeting, the agenda, prospective attendees, as well as the time and place.

Notice of meetings for both regular and special meetings shall be issued by the Secretary to all SGC members at least a week prior to the said meeting.

Minimum Procedure of Regular Meetings

1. The Elected Co-Chairperson calls the meeting into order
2. The Secretary calls for the attendance of members and determines availability of quorum
3. Reading and approval of minutes
4. Deliberation of agenda and unfinished issues arising from the previous meeting
5. The Secretary reads/presents the agenda
6. Approval of the agenda
7. Discussion of the agenda
8. Other matters
9. Setting of schedules for the next meeting and adjournment
10. Availability of the Minutes of Meeting within two weeks after the conduct of the meeting

The council may invite resource persons who shall provide technical inputs and suggestions based on the agenda. For example, if the agenda is on disaster preparedness, the Elected Co-Chairperson may invite resource persons from the School Disaster Risk Reduction Committee or DRRMC of the Municipality or Barangay or Disaster Risk Reduction Specialist.

In order to conduct meetings, there should be a quorum of 50% + 1 of the total SGC membership. SGC members coming from student-led committees/associations/organizations, such as SSG and SPG, may be accompanied by their respective committee's/association's/organization's adviser.

Decisions

All recommendations of the SGC shall be made by two-thirds (2/3) consensus of all SGC members and shall be binding on all council members and on the school

organizations and committees they represent. The decision shall be in writing, signed by the SGC members and posted on the transparency board.

The Secretary shall ensure that the different internal and external organizations and stakeholders are provided with a copy of the SGC resolution at least a week after the approval.

The implementation of the decision shall be referred to the implementing committee/association/organization that has the mandate and authority to execute the resolution.

Budget

The SGCs may avail grants from donors provided that the availment of grants and disbursement of funds shall be in accordance with the existing policies on partnership and donations (e.g. DO 24, s. 2016, DO 40, s. 2015, among others).

Budget for meetings and other SGC activities shall be charged to the school operating budget or other local funds such as school MOOE or Canteen Funds. Expenses of SGC shall be subject to regular accounting and auditing rules and regulations.

Storage of Documents

The SGC documents, decisions/resolutions, and minutes of meetings shall be stored, maintained, and secured within the school premises by the incumbent SGC Secretary. The SGC shall post on the transparency or bulletin board the resolutions/decisions.

All SGC documents, decisions/resolutions, and minutes of meetings shall have digital copies and shall be accessible to the school administrator for easy consolidation and retrieval. SGC documents and minutes of meetings shall be made accessible to the public upon submission of a written request, indicating the purpose, addressed to the SGC Secretary who shall validate the request. Following the validation, the Secretary shall inform the school administrator to release the document to the requester. However, the SGC shall not release highly confidential information as provided by law and DepEd policies.

External Partnership

Recognizing the importance of partnership-building in strengthening school governance, the SGC is encouraged to establish linkages with other stakeholders, through the conduct of advocacy and identification of potential partners by the SGC members.

In the process of identifying potential partners, who may be, but not limited to, LGUs, private institutions, and private individuals, the SGC members must consider their willingness to lend support to the schools. Once the potential partners become interested in supporting the school in achieving and strengthening its SIP, the concerned SGC members shall immediately refer them to the School Head who is authorized to formalize agreements with partners.

Depending on the extent and nature of the partnership that the school and partners enter into, both parties shall forge the engagement in terms of a Memorandum of Agreement (MOA), Deed of Donations (DOD), Deed of Acceptance (DOA), or other types of partnership agreement. All partnerships shall be in accordance with relevant existing laws and DepEd issuances and guidelines.

Limitations of SGC Authority

As a collective and consultative body, the following are the limitations of the SGC:

1. It shall not directly manage the school because it is the responsibility of the School Head;

2. It shall act as one body and not individually in performing its functions and responsibilities;

3. It shall always coordinate and act through the School Head in the conduct of its affairs and shall not act on its own in any transactions involving the school;

4. It shall not enter into or be bound by any contractual transactions for and on behalf of the school;

5. All recommendations and decisions of the SGC shall conform to existing laws and policies and regulations of DepEd. It shall conduct its affairs in keeping with the schools' decision-making process;

6. The SGC shall respect the grievance procedures or mechanisms by the committees/associations/organizations within the school; and

7. It shall not disclose confidential data such as learner records and other personal information pursuant to the data privacy act and other related issuances.

VI. ROLES AND RESPONSIBILITIES OF THE SCHOOL HEAD (SH), SCHOOLS DIVISION OFFICE (SDO), REGIONAL OFFICE (RO), AND CENTRAL OFFICE (CO)

A. Roles and Responsibilities of the School Head

The School Head shall ensure that all decisions, directions, and initiatives of the council are aligned with and responsive to the school's needs, priorities, and context. The SH shall perform the following specific tasks in connection with the functions of the SGC:

1. explain to the SGC members the reasons, potential risks, or effects of matters in case of disapproval, partial approval or modification of the recommendations, or as may be requested by the SGC as part of the consultation process;

2. implement policies in partnership with SGC that are in accordance with DepEd policies, administrative instructions, and government legislation;

3. provide proper and timely information on the progress of the implementation of activities supportive of SIP;

4. establish inclusive school and community networks by encouraging activity involvement and representation of school stakeholders from all backgrounds or sectors in the school improvement process;

5. refer the approved SGC recommendations to the appropriate committee/association/organization or office/person, as may be warranted, for its implementation or appropriate action;

6. orient the Designated and Elected Co-Chairpersons about SGC updates and activities and properly turn-over all SGC documents in case there is a change of school leadership in the middle of the school year; and

7. chair the SGC election for the positions of Co-Chairperson and Secretary and canvass the votes in front of the SGC members.

B. Roles and Responsibilities of the Schools Division Office (SDO)

The SDOs, through the SGOD, shall be responsible for the following:

1. orient and conduct capacity-building activities for school heads and other personnel;

2. formulate operational guidelines and/or implementation plans which are consistent with those of the RO's and with national policies;

3. provide assistance to the schools in resolving issues and concerns raised pertinent to the conduct of SGC election;
4. maintain a database of the officers-elect of the SGC for reference purposes;

5. administer situation assessment and needs analysis of schools in implementing the guidelines;

6. ensure compliance of procedures in the removal from office of SGC members;

7. maintain a list of SGC members who have been disqualified; and

8. provide relevant, timely and appropriate technical assistance to the schools;

9. monitor performance of SGCs vis-a-vis implementation of programs, projects, and activities of the council;

10. track and analyze the implementation and results of Technical Assistance interventions;

11. monitor the implementation of the guidelines.

C. Roles and Responsibilities of Regional Office (RO)

The ROs, through the Field Technical Assistance Division (FTAD), shall be responsible for the following:

1. formulate operational guidelines and/or implementation plans consistent with national policies;

2. administer needs analysis of SDOs in supervising policy implementation;

3. facilitate quality assurance by ensuring that the guidelines are implemented with relevance, timeliness, and compliant to standards;

4. maintain record and database of the impact of the programs and activities, as well as best practices, implemented by the SGC in the region;

5. provide relevant, timely, and needs-based technical assistance to the SDOs; and

6. monitor and evaluate the implementation of TA interventions through the Regional Technical Assistance Team (RFTAT) headed by the FTAD.

D. Roles and Responsibilities of the Central Office (CO)

The Central Office, through the BHROD-SED, shall be responsible for the following:

1. provide policy directions pertaining to SGC;
2. orient focal persons on the implementation of the policy;
3. conduct capacity-building activities in support of an effective and efficient implementation of the policy;
4. develop and disseminate advocacy and communication materials to improve policy implementation;
5. facilitate periodic monitoring and evaluation of the implementation of the policy;
6. conduct policy review to further improve effectiveness of these guidelines; and
7. provide technical assistance to ROs and/or other governance levels.

The BHROD-SED shall develop and disseminate advocacy and communication materials to improve policy implementation. These materials shall include:

a. Policy Orientation - To orient schools of the School Governance Council policy;

b. Manual - To guide schools by providing relevant information needed in establishing and operationalizing their own SGCs;

c. Instructional Videos - To strengthen participation of schools in establishing SGC; and

d. Supplemental Advocacy Materials (e.g., calendar of activities, FAQs, Newsletter/Newspaper article template) - To increase confidence of schools in establishing their SGCs; To address challenges and provide clarity on matters concerning implementation of the policy.

VII. MONITORING AND EVALUATION

The Department of Education, through the **Bureau of Human Resource and Organizational Development - School Effectiveness Division** (BHROD-SED), shall evaluate and review the implementation of the SGC. The BHROD-SED shall continuously gather feedback on the implementation of these guidelines from concerned internal and external stakeholders and different governance levels. In coordination with SDO-SGOD and RO-FTAD, the BHROD-SED shall regularly monitor the compliance of the schools with this policy and conduct a periodic policy review every three years. The outcome of the monitoring and evaluation shall be the basis to further enhance the provision and effectiveness of this policy.

Indicators of Functionality

In evaluating the performance of SGCs, the BHROD-SED shall use a set of functionality indicators. These indicators are anchored on the two main functions of the SGC and divided accordingly.

A. As a structure for shared governance, an SGC is deemed functional when it:

1. has members who are informed of and given the opportunity to exercise their roles and responsibilities in the council;

2. establishes position as a consultative body in developing school policies;

3. conducts regular SGC meetings as prescribed herein to discuss matters concerning SIP, AIP, and other DepEd programs, projects, and activities;
4. organizes meetings with and attends meetings by different school committees and organizations to ensure alignment of work;

5. coordinates with the School Head the concerns of the different school committees and organizations to synchronize programs, projects, and activities in the school;

6. partakes in the conduct of needs-based and appropriate stakeholder-initiated programs and activities i.e., Brigada Eskwela, Gulayan Sa Paaralan, etc.;

7. recommends policies and programs to the Local School Board (LSB) to strengthen support of and relationship with the LGU; and

8. involves the different sectors to ensure inclusive representation of stakeholders in the council.

B. As a feedback mechanism, an SGC is deemed functional when it:

1. participates in school general assemblies, PTA conferences, stakeholder convergence, SOSA, and other stakeholder engagement activities and initiatives;

2. organizes discussions and forums that invite and inspire stakeholders to engage and participate;

3. assists the school in communicating information to the school stakeholders through the SRC, transparency board, etc.; and

4. suggests ways of improving the quality of SIP, AIP, and other DepEd programs, projects, and activities.

The indicators of functionality shall help the BHROD-SED in assessing if the schools are able to establish and maintain fully functional and operational SGCs upon the implementation of this policy.

VIII. EFFECTIVITY/TRANSITORY PROVISION

Upon adoption of these guidelines, amendment on provisions, particularly on and functions of previously issued policies on SBM, School Improvement Plan - School Report Card (SIP-SRC), SPT, PTA, Child Protection Committee (CPC), Child-Friendly School System (CFSS), Disaster Risk and Reduction Management Committee (DRRMC), and other issuances related to creation of school-based committees shall be put into effect. Other rules, regulations, and issuances inconsistent with these guidelines shall be superseded accordingly.

This policy shall take effect fifteen (15) days after its publication in the Official Gazette or in two newspapers of general circulation. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

The schools with existing SGCs shall adopt the new structure provided herein, in the immediate school year following the implementation of this policy. The schools without existing SGCs shall establish their own SGCs accordingly.

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