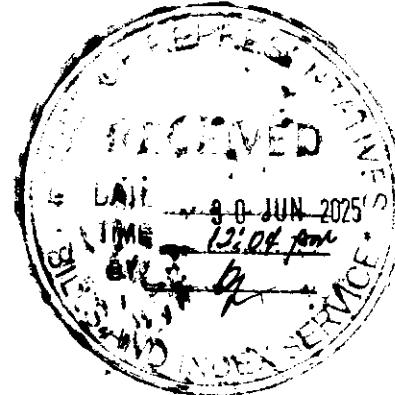


Republic of the Philippines  
**HOUSE OF REPRESENTATIVES**  
Quezon City, Metro Manila



**TWENTIETH CONGRESS**  
*First Regular Session*  
**HOUSE BILL NO. 31**

Introduced by **Representative Jaime R. Fresnedi**

**EXPLANATORY NOTE**

This bill seeks to establish and institutionalize School Governance Councils (SGCs) in all public and basic educational institutions to enhance participatory governance in schools and ensure the efficient and effective delivery of basic education services.

Recognizing the importance of school-based governance, the Department of Education (DepEd), issued DepEd Order No. 26, s. 2022<sup>1</sup>, providing guidelines for the establishment of SGCs. These councils play a crucial role in fostering stakeholder participation in school planning, resource mobilization, and decision-making. They also strengthen the shared responsibility of education stakeholders in shaping policies that directly impact students' welfare and development.

Research shows that involving stakeholders in decision-making processes leads to improved school performance, better learning outcomes, and stronger community involvement.<sup>2</sup> It also allows schools to address local needs more effectively and builds trust among educational stakeholders, encouraging a culture of accountability and cooperation as it also serves as a conduit for transparent communication, strengthening relationships between the school and its community.

Through the collaborative approach of various stakeholders, schools can develop policies and programs that are responsive to the needs of students and the community. By institutionalizing SGCs, we take a significant step toward a more inclusive and effective educational system that prioritizes the welfare and development of our students, ultimately contributing to a more effective and equitable education system.

In view of the foregoing, the passage of this bill is earnestly sought.

  
**JAIME R. FRESNEDI**  
*Representative*  
Lone District, Muntinlupa City

<sup>1</sup> [http://www.deped.gov.ph/wp-content/uploads/2022/06/DO\\_s.2022\\_026.pdf](http://www.deped.gov.ph/wp-content/uploads/2022/06/DO_s.2022_026.pdf)

<sup>2</sup> Effective Participatory School Administration, Leadership and Management: Does It Affect The Trust Levels of Stakeholders?  
<https://files.eric.ed.gov/fulltext/EJ1066691.pdf>

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**TWENTIETH CONGRESS**  
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**31**  
**HOUSE BILL NO. \_\_\_\_\_**

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Introduced by Representative Jaime R. Fresnedi

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**AN ACT**  
**INSTITUTIONALIZING SCHOOL GOVERNANCE COUNCILS IN PUBLIC AND**  
**PRIVATE BASIC EDUCATIONAL INSTITUTIONS, PROVIDING FOR THEIR**  
**FUNCTIONS, AND FOR OTHER PURPOSES**

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

**Section 1. Short Title.** – This Act shall be known as the "School Governance Council Act."

**SEC. 2. Declaration of Policy.** – It is hereby declared the policy of the State to give priority to education to foster patriotism, nationalism, and collaboration among key stakeholders in schools. The State recognizes the vital role of school governance councils in enhancing transparency, accountability, and shared responsibility in decision-making processes that affect the management and operation of schools. Towards this end, the State shall pursue and support mechanisms to ensure synergy among all concerned sectors in the basic education system in the country.

**SEC. 3. Definition of Terms.** – For the purposes of this Act, the following shall mean:

- (a) *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 school governance council. They may or may not hold positions as officers of the school governance council 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 school governance council.

(b) *Stakeholder* is any person, school, recognized Parent-Teacher Association (PTA), Local Government Unit (LGU), and other organizations that has/have professional or civic interests or concerns for the interest of the schools and their students.<sup>1</sup>

- i. *Internal stakeholder* is anyone who is directly and immediately involved in or affected by the daily operations of the school. Internal stakeholders include the learners and school personnel.
- ii. *External stakeholder* is anyone who is not directly involved in or affected by the daily educational operations of the school but expresses his/her stakes in the larger educational system and community dynamics through the extension of support to school programs, advocacies, and other undertakings.

External stakeholders may include 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.<sup>2</sup>

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

(d) *Priority Improvement Area (PIA)* refers to selected areas in school management, operations, and service delivery that need to be changed to improve the three (3) key result areas in basic education: access, quality, and governance.

(e) *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.

(f) *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.

(g) *School Governance Council (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.

(h) *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 or which it is principally accountable for outcomes.

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<sup>1</sup> Department Order (DO) No. 052, s. 2016, Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017

<sup>2</sup> Rephrased based on External Partnership Service (EPS) documents

**SEC. 4. *The School Governance Council.*** – A School Governance Council (SGC) shall be established and maintained in all public and private basic education institutions to foster and promote a collaborative partnership among all stakeholders and ensure a continuous, efficient and effective basic education service towards the improvement of learning and promotion of the welfare of the learners further strengthening the implementation of SBM. The SGC shall form part of the school structure as an embodiment of the principle of shared governance, mandated under Republic Act No. 9155.

For purposes of this section, the Department of Education (DepEd) shall adopt existing guidelines on the SGC or promulgate such implementing guidelines for its governance.

**SEC. 5. *Composition of the School Governance Council (SGC).*** – 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 organization / association / committee, to be the initial council members of the SGC.

Giving due consideration to geographical location and student demographics, 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:

(a) 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.

(b) Non-voting council members

- The non-voting council members shall be composed of the:
  - i. 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
  - ii. 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.

*SEC. 5. Roles and Responsibilities of SGC Officers. –*

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.

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 all 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.

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.

**SEC. 6. *Role of the CEO of the SGC.*** – The school head as Chief Executive Officer shall:

- (a) Implement the SIP which includes delegating responsibilities to other staff and setting up processes to monitor progress collecting and analyzing data, and documenting relevant information;

- (b) Implement policies developed in partnership with the SGC;
- (c) Provide accurate and timely information to include progress reports about the SIP, government requirements and initiatives, and financial reports on school expenditure and
- (d) Perform such other functions as the SGC may deem necessary.

*SEC. 7. Roles and Responsibilities of All SGC Members. –*

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

*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.

**SEC. 8. 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.

**SEC. 9. Powers and Functions of the School Governance Council.** – To achieve its mandate, the SGC shall have the following powers and functions:

(a) As a Structure for Shared Governance:

Serve as:

- i. A collective and consultative body for school plans, programs, activities, and strategic conditions.
- ii. 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
- iii. 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) As a Feedback Mechanism:

- i. Help the school improve and sustain its feedback system by strengthening practices that promote stakeholders' participation;
- ii. Assist the school in ensuring transparency in its operations and performance, specifically school programs and resources management; and
- iii. 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.

(c) Specific Functions of the SGCs:

- i. Determine the general principles of the school on student welfare, discipline and well-being;
- ii. Participate in the development of the School Improvement Plan (SIP);
- iii. Adopt a Constitution and By-laws to guide its decisions;
- iv. Conduct its affairs in keeping with the school's decision-making processes;
- v. Assist in the planning and setting direction for the school;
- vi. Organize committees to support the school head and staff in the implementation of the SIP;
- vii. Regularly conduct consultation as an avenue for multi-level and multi-stakeholder assessment of the school's state of education;
- viii. Monitor and evaluate the implementation of the SIP, and develop such monitoring and evaluation tools;
- ix. Report the progress of SIP Implementation to the Schools Division Superintendent and the community;
- x. Generate resources to support the implementation of the SIP;
- xi. Manage its resources; and
- xii. Such other powers and functions as may be necessary for its effective performance.

**SEC. 10. *Name of the School Governance Council.*** – For identification purposes, the SGC shall carry a name which shall include the name of the school. As the SFC 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.

**SEC. 11. *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 Act. The schools without existing SGCs shall establish their own SGCs accordingly. The following shall be the procedures on the SGC creation:

(a) For Schools with existing SGCs:

- i. The School Head shall orient and discuss the policy to the existing SGC of the school.
- ii. The existing SGC shall meet and align with the current policy in preparation for the implementation in the following school year (SY).

- iii. The SGC shall prepare for the implementation of the policy for the next SY.
- iv. 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.
- v. 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.

(b) For Schools with no existing SGCS:

- i. The School Head shall orient the school's internal stakeholders about the policy.
- ii. The School Head shall identify the four ex-officio members who are representatives from the student government, PTA, and faculty club or its equivalent.
- iii. The four (4) ex-officio members, through a deliberate and consensus process, shall select the council members who will complete the composition of the SGC.
- iv. The SGC shall prepare for the election of officers (Co-Chairperson and Secretary).
- v. 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.
- vi. After the election and completion of the membership of the council, the school may now formally induct the SGC.

**SEC. 7. *Implementing Rules and Regulations.*** – The Department of the Interior and Local Government and the Department of Education shall promulgate the necessary rules and regulations to implement this Act not later than ninety (90) days after its effectivity.

**SEC. 8. *Separability Clause.*** – Should any provision or part of this Act be declared invalid or unconstitutional, the remaining parts not affected shall remain in full force and effect.

**SEC. 9. *Repealing Clause.*** – All laws, decrees, ordinances, administrative order, rules and regulations, or any part thereof, which are inconsistent with this Act are repealed or amended accordingly.

**SEC. 10. *Effectivity.*** – Notwithstanding the non-issuance of the IRR, this Act shall take effect fifteen (15) days after its publication in the Official Gazette and at least two (2) newspapers of national circulation.

*Approved,*