



Republic of the Philippines  
Department of Education  
School-Based Management Technical Working Group  
Basic Education Sector Reform Agenda (BESRA)  
DepED Complex, Meralco Avenue, Pasig City 1600

A Manual on

# School Governing Council



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Manual on

# **School Governing Council**

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## **1. Introduction**

This Manual on School Governing Council is a guidebook to assist Philippine schools in establishing and operationalizing School Governing Councils geared toward the holistic development of schoolchildren. It provides basic information on how to organize and operationalize School Governing Councils (SGCs) which are child-centered and focused on the learner's performance. The experiences of schools with functional school councils are utilized to assist schools.

Schools can use this Manual for the following purposes:

- a) to organize an SGC
- b) to develop different elements of SGC such as:
  - code of practice/conduct,
  - operating procedures,
  - constitution and by-laws,
  - decision-making process, and
  - duty statements of council officers and committee members
- c) to identify the functions and roles of the members of the SGC
- d) to enhance existing SGC structures and processes

## **2. Background**

### **2.1 Legal Bases**

#### **2.1.1 Republic Act 9155 (Governance of Basic Education Act of 2001, approved on Nov. 29, 2002)**

Section 2, paragraphs 3 and 4 state that:

*Governance of basic education shall begin at the national level. It is at the regions, divisions, schools and learning centers herein referred to as field offices where policy and principle for the governance of basic education shall be translated into programs, projects and services developed, adapted and offered to fit local needs.*

*The state shall encourage local initiatives for improving quality of basic education. The state shall ensure that the values, needs, and aspirations of a school community are reflected in the program of education for the children, out-of-school youth and adult learners. Schools and learning centers shall be empowered to make decisions on what is best for the learners they serve.*

Section 1.2 provides the principles that guide the implementation of the act and the application of its rules:

- iv) *The parents and the community shall be encouraged for active involvement in the education of the child. The participation and coordination between and among schools, the local school boards, the Parent Teachers Associations (PTAs) must be maximized; and*



- v) *Volunteerism from among all sectors shall be emphasized and encouraged to ensure sustainable growth and development in education.*

These provisions strongly uphold the current initiatives of schools in involving the different groups of stakeholders in school improvement processes.

Another purpose/objective provided in Section 3, (f) is to “encourage local initiatives for the improvement of schools and learning centers and to provide the means by which these improvements may be achieved and sustained.”

### **2.1.2 Batas Pambansa Blg. 232 (Education Act of 1982, approved on September 11, 1982)**

Section 3, Chapter 2, states that it is “the policy of the state to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development”. The educational system is expected to contribute to the following national development goals:

1. *To achieve and maintain an accelerated rate of economic development and social progress;*
2. *To ensure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth; and*
3. *To achieve and strengthen national unity and consciousness and preserve, develop and promote desirable cultural, moral and spiritual values in a changing world.*

The state shall promote the right of the nation's cultural communities in the exercise of their right to develop themselves within the context of their cultures, customs,

traditions, interest and belief, and recognizes education as an instrument for their maximum participation in national development and in ensuring their involvement in achieving national unity.

Section 7 states that:

*Every educational institution shall provide for the establishment of appropriate bodies through which the members of the educational community may discuss relevant issues and communicate information and suggestions for assistance and support of the school and for the promotion of their common interest. Representatives from each subgroup of the educational community shall sit and participate in these bodies, the rules and procedures of which must be approved by them and duly published.*

### **2.1.3 Philippine Education for All (EFA) 2015**

The Philippine Education for All (EFA) 2015 Plan is a vision and a holistic program of reforms that aim to improve the quality of basic education for every Filipino by 2015.

To attain EFA 2015, schools should continuously perform better. The key action involves the school's assessment of its capabilities and performance towards attaining EFA goals. The stakeholders of every school (school head, teachers, parents, students, community leaders, other groups interested in school practices) shall be able to use processes and results to determine and implement school programs to ensure continuous improvement in school quality.

Building on its task on governance, every learning site shall create a network of community-based groups to

work together as influential champions that support the attainment of EFA goals.

Schools shall continue to harness local resources and facilitate involvement of every sector of the community in the school improvement process.

#### **2.1.4 Basic Education Sector Reform Agenda (BESRA)**

Below is an excerpt from the Basic Education Sector Reform Agenda (BESRA) to enable the stakeholders to have a common understanding of the policy and purpose of the state in ensuring the attainment of national development goals through the active involvement of community stakeholders in the different field offices of the Department of Education (DepED).

The ***Schools First Initiative*** (SFI) is the government's strategy for improving basic education. It is a popular movement featuring a wide variety of local initiatives (a kind of "thousand flowers bloom" movement) by individual schools, localities, school divisions, local governments, communities, civil society organizations and other interest groups and associations.

SFI is also a policy reform package of institutional, structural, financial and other critical changes necessary to accelerate, broaden, deepen and sustain education reform. BESRA is the national government policy reform component of the SFI.

BESRA is the basis of the government's directions and actions to attain improved basic education competencies for all Filipinos. The implementation of BESRA serves as the framework for a coordinated sector-wide approach to donors' and partners' participation in SFI.

The first Key Reform Thrust (KRT 1) of BESRA underscores the empowerment of key stakeholders in school communities which would enable them to actively participate in the continuous improvement of schools.

The KRT1 key indicators are:

- i. Increased number of schools with School Improvement Plans (SIP) prepared through a participatory process and with organized SGCs;
- ii. Improved quality of SIP implementation, including link of SIP activities with student learning outcomes and link of teacher training priorities with student assessment data; and
- iii. Increased level of resources managed and controlled at the school level.

Based on their level of readiness, schools can participate in **SFI** at any one of these four stages:

- Stage 1. School Head engages stakeholders in school improvement planning.
- Stage 2. School Head involves existing organizations like the PTCA in school improvement.
- Stage 3. School head blends a group of people from among stakeholders who, together, embody leadership for school improvement.
- Stage 4. School Head and a group of people from among stakeholders create a School Governing Council to direct school improvement.

Schools may progress through these stages of development according to their pace.

In the BESRA School-Based Management (SBM) Framework and Standards and levels of practice, SGCs are expected to evolve from Level I (being organized), to Level II (fully functional) and to Level III (championing and advocating continuous school improvement). (*Please refer to the SBM Framework and Standards in Section 7 of this Manual*).

It is, therefore, imperative for the school head, teachers, students and parents to gain adequate and appropriate information as well as skills in engaging other groups of community stakeholders in school improvement processes to ensure that these improvements are achieved and sustained.

## **2.2 School Governance**

### **2.2.1 Definition**

School governance refers to the authority of education stakeholders to jointly make decisions directed towards the continuous improvement of learning and promotion of children's welfare in the school. It is the interface among school stakeholders who make strategic decisions that shape the school and its work and are, therefore, ultimately accountable for the work and actions of the whole system.

The school, as an organization, defines the relationships among the key players in its operations and expands its ability to work with the stakeholders through an effective governance structure composed of representatives from different groups of school community stakeholders.

Thus, school governance is a system which operates under the principle that education which is focused on the holistic development of school children is a shared responsibility and a shared accountability among school community stakeholders.

## 2.2.2 Basic Concepts

Someone said:

*A sustainable governance structure in school should produce stable and effective leadership which underpins achievement of the school's objectives, and which is sensitive to guarding the vision and values of the past, whilst being responsive to changes in community values and the preferences of the immediate stakeholders.*  
(<http://www.ais.vic.edu.au/schools/governance/atb/governance> (05-14-08))

A stable and effective leadership is characterized as shared leadership, shared commitment and shared accountability

### 2.2.2.1 Shared Leadership

The concept of shared leadership in schools can be viewed from three perspectives. First, shared leadership can be viewed as **leadership-as-partnership** where internal and external school stakeholders, who are guided by a shared vision, work together to accomplish a common goal. Second, it can be seen as **distributed leadership**, where school heads enhance the knowledge and skills of the people in the school organization to create a common culture of expectations and hold everyone accountable. Third, shared leadership can also take place by developing a **Community of Leaders** where school heads openly articulate the goal, share decision-making authority with the school stakeholders, and involve the stakeholders before decisions are made. When stakeholders are included in the decision-making process, they are more likely to implement change that ultimately

benefits the learning and development of school children.

#### **2.2.2.2 Shared Commitment**

A great business leader underscores the importance of shared commitment:

*"...the basic philosophy, spirit, and drive of an organization have far more to do with its relative achievements than do technological or economic resources, organizational structure, innovation, and timing. All these things weigh heavily in success. But they are, I think, transcended by how strongly the people in the organization believe in its basic precepts and how faithfully they carry them out."* (Thomas J. Watson, Jr., **A Business and its Beliefs - The ideas that helped build IBM.**05-14-08)

In the school context, success in school improvement efforts is greatly determined by the quality of the shared commitment of all stakeholders - shared commitment that is founded on the spirit of shared ownership of the school.

School leaders should facilitate the development of shared organizational values, trust, and a systems perspective which serves as a strong foundation on which school-based shared decision-making is built. When school leaders help stakeholders move sources of power, motivation, self-esteem and well-being, those within the school community develop a broader and deeper sense of responsibility to the work they share and a strong commitment to see the school succeed.

### **2.2.2.3 Shared Accountability**

Accountability means taking one's fair share of responsibility for outcomes. Being accountable means one answers for his/her actions as well as the results of his/her actions. Accountability is not only taking credit, but also accepting the blame.

Shared accountability in schools should be viewed as a process of continuous collective engagement of stakeholders geared towards different activities and actions to be taken to improve school performance, with an ultimate direction of improving student learning outcomes and promoting students' welfare.

### **2.2.3 People involved in school governance**

In school governance, stakeholders with harmonized perspectives and experiences are crucial in improving the lives of children, youth, families and the community. These groups of stakeholders may be formally represented in a governance structure in the school system. In the SBM Framework and Standards adopted by the DepEd, these School Governance structures are called School Governing Councils (SGCs). They are composed of:

- **Internal Stakeholders**
  - Students and student organizations
  - Parents of students/pupils and Parent associations
  - Teachers, Non-teaching and Teacher Associations in the school
- **External Stakeholders**
  - Various Government Agencies



- Non-Government Agencies <sup>1</sup>
- Civic and Social Organizations<sup>2</sup>
- Alumni
- Retirees
- Professionals
- Basic Sectors: Business, Fisherfolks, Farmers, Indigenous People, Cultural Minority, others

## 2.3 The School Governing Council

### 2.3.1 Purpose

The SGC provides a forum for parents, students, teachers, community stakeholders and the school head to work together towards continuously improving student learning outcomes. SGCs provide the opportunity and the environment to:

- Develop shared responsibility in the children's learning and holistic development
- Encourage and facilitate effective community stakeholder participation in school improvement process focused on children's learning and welfare

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<sup>1</sup> Non-government agencies are non-stock , non-profit domestic corporations or organizations as defined under Sec. 4, (H)(2) (C ) of the Tax code, organized and guaranteed exclusively for scientific research, educational, character-building and youth and sports development, health, social welfare, cultural and charitable purposes, or a combination thereof, no part of the net income of which goes into the benefit of any private individual.

*Source: Philippine NGO Council*

<sup>2</sup> Comprises establishments primarily engaged in promoting the civic and social interests of their members and takes many forms: foundations; social welfare and advocacy organizations; professional or trade associations; religious organizations.

A nonprofit organization is formed for the purpose of serving a public or mutual benefit other than the pursuit or accumulation of profits for owners or investors. "The nonprofit sector is a collection of entities that are organizations; private as opposed to governmental; non-profit distributing; self-governing; voluntary; and of public benefit".

*Source: <http://www.learning to give.org> 05-18-08*

The SGC is not intended to replace parent organizations such as the PTA/PTCA.

This model of governance has the following features:

1. The cooperative role of the SGC and school staff is emphasized.
2. Management and governance are clearly separated.
3. The focus is on improving student learning outcomes.
4. The broad directions are set and monitored by the Council.
5. The school head and staff are responsible for reporting progress of SIP implementation to the SGC

### **2.3.2 Mission Statement**

The participation of the School Governing Council in school practices shall be guided by a mission statement developed by the Council itself. The mission statement of the School Governing Council communicates the ground for its existence.

The Council mission statement conveys:

- The reason for its existence
- The clientele the Council wishes to serve
- The Council's intention to produce in relation to the school vision

Sample School Governing Council Mission Statement:

*The School Governing Council of Assiduous National High School seeks to collaboratively work with school staff and the entire school community in incorporating learning resources into the improvement processes of the school to ensure continuous enhancement of student*

*learning outcomes and the students' holistic development.*

### **2.3.3 Guiding Principles**

The SGC's guiding principles are:

- Inclusive - ensures that all voices in the school community, including Indigenous Peoples' group, are heard and all perspectives are taken into account in the school processes
- Respectful - recognizes differences among its constituents and appreciates all viewpoints
- Trustworthy - conducts its operations in an open and transparent manner
- Responsible - strives to respond to the needs and aspirations of the community they serve
- Effective - continuously makes a difference in their students' learning
- Committed - commits to fulfill their role as a link in school level governance

The following indicators of an effective SGC may also be considered as guide for Council operations:

- openness
- transparency
- effective communication
- synergy
- continuous personal development
- cooperation and trust
- good leadership
- clear and shared goals

SGCs may establish their own guiding principles that best fit their aspirations.

### **3. Governance**

Governance of SGCs is the responsibility of the Council whose functions and roles are directed by the SGC Constitution and By-laws and the Code of Practice. (Please refer to Appendix 1.1).

#### **3.1 Functions**

##### **3.1.1 The SGC**

The SGC determines the general policies of the school on:

- Student welfare, discipline and well-being
- Development and Implementation of the SIP
- Monitoring and Evaluation of the SIP Implementation
- Reporting progress of SIP Implementation to the SDS and the community
- Management of Council resources

The authority of the SGC is exercised in accordance with government legislation, administrative instructions and the Council Constitution and By-laws.

##### **3.1.2 The School Head**

The functions of the School Head in the SGC are to:

- establish school and community networks and encourage the active involvement of school community stakeholders in school improvement processes and,
- serve as the Chief Executive Officer of the Council.

### **3.2 Limitations**

The following are limitations of the authority of the SGC:

- It shall not directly manage the schools because it is the responsibility of the School Head.
- The power and responsibilities of the SGC shall be lodged in the SGC acting as one body and not with individual members.
- It shall act through the School Head in the conduct of its affairs and shall not act on its own in any financial transactions involving the school.
- It shall not enter into or be bound by any contractual transactions for and in-behalf of the school unless authorized for such purpose in its Constitution and By-laws.
- All decisions of the SGC shall conform to existing laws and policies and regulations of DepEd. It shall conduct its affairs in keeping with the school's decision-making processes. It shall adopt a Constitution and By-laws to guide its decisions.

## **4. Roles and Relationships**

### **4.1 School Head as SGC Chief Executive Officer**

- Implement the SIP

Once the SIP is accepted by the Schools Division Superintendent upon the joint endorsement of the SGC and the School Head, the school head's responsibility is to ensure its effective implementation. This involves delegating responsibilities to other staff and setting up processes to monitor progress, collecting and analyzing data and documenting relevant information in the School Annual Report.

- Implement policies

Policies are developed in partnership with the SGC. The school head's role is to inform students, parents, and staff and to set up processes and procedures to ensure that the policy is followed, e.g., a new policy on school uniform and behavior management and use of mother tongue for instruction in Grades I, II and III.

- Provide accurate and timely information

The school head works with staff to provide progress reports about the SIP to the Council at each meeting. The school head must also inform and help the Council understand government requirements and initiatives. Financial reports are provided to the finance committee to ensure expenditure is being appropriately managed.

## 4.2 Roles of the SGC

- **Participates in the development of the SIP.** The SIP is a document that outlines the vision, values, goals, targets, strategies and resources in school improvement. It is developed in a participatory manner by the School Planning Team (the membership of which is decided by the SGC) and representatives from groups of school community stakeholders.

The SGC takes an active part in the development of the SIP, and together with the School Head, endorses the same to the Schools Division Superintendent for review and acceptance.

- **Assists the school in installing the Monitoring and Evaluation System for school performance based on SIP and reports accomplishments to the community and the Department.** This requires the SGC to participate in collecting information about the school's

performance and reports it to the Department and local community through a self-assessment process.

- **Generates resources to support implementation of the SIP.** The SGC supports the implementation of the SIP and undertakes resource generation and mobilization in support to SIP implementation.
- **Organizes committees to support the school head and staff in the implementation of the SIP.** Relevant committees may be organized to support the school in implementing the SIP. The Council has to ensure that committees understand their role and tasks. (Please refer to Appendix 1.5. for sample committee duty statements.)

#### 4.3 Relationships

- The SGC can make representation to Local Government Units and other stakeholder groups to get the resources needed in the implementation of the SIP.
- The SGC and the school staff must exist with mutual trust and respect and share responsibilities in the continuous improvement of learners' performance.
- The willingness of school heads to involve parents and community members for school tasks and in decision-making provides a necessary foundation for all school-family-community partnerships.

#### 4.4 Summary Points

- SGCs provide an opportunity to develop a partnership between the school and school community to improve the learning performance and holistic development of all students.
- The role of the SGC is to assist in planning and setting direction for the school.

- The role of the school head is to provide the day to day management of the school.
- The positive relationship founded on mutual respect, between the SGC and school head will be essential for the success of the school shown in children's learning, growth and development.
- Clear understanding of the rules for membership, roles and procedures must be developed.
- The SGC must work for the welfare and well-being of all students.

## **5. Getting Started**

### **5.1 Overview of the Election Process**

The SGC is created through an election process. The School Head shall convene stakeholder representatives in an assembly (parents of students, students, teachers, LGU representatives, NGOs, etc) and provide them with the basic information on School Councils. This can serve as an establishment meeting with the following areas for discussion and decision-making:

- readiness and capability of the school community to organize the SGC
- level of involvement of the SGC in the school improvement process
- membership/composition of the SGC
- term of office of Council members
- election process for the initial Council members ( an ad hoc committee may be organized to facilitate the election procedures agreed upon in the establishment meeting; subsequent elections will follow the process defined in the SGC Constitution and By-laws)



- other matters that need to be clarified to aid the assembly in decision-making

Generally, the election process involves the following steps:

1. Awareness raising - informing parents about the SGC and providing notice of organizational meeting/s
2. Nomination - recruiting parents and community members to serve in the Council (parent representatives elected by the parent association, teacher representative elected by school staff, student representative/s elected by the student population, representative of the school alumni association, LGU representative, etc.)
3. Election - process clearly defined in the SGC Constitution and By-laws
4. Installation - establishing Council structures (e.g., development of Constitution and By-laws and other elements).

## **5.2 Installation Procedures**

Installation Procedures involve the setting of structures like developing the Constitution and By-laws, ratifying the By-laws, developing Operating Procedures and Code of Conduct/Practice and organizing committees deemed necessary by the Council. The Council may also find it necessary to establish its decision-making process and conflict resolution procedures but these structures can all be done progressively. (Please refer to Appendix 1.8 for a sample of a decision-making process).

## **5.3 Composition of SGCs**

The composition of SGCs should remain flexible considering the differences in the contexts of schools. Geographical

location and student demographics might be considered in determining the composition and membership of the Council.

SGCs may have the following officers:

1. Chairperson
2. Vice-Chairperson
3. Secretary
4. Treasurer
5. Auditor
6. Chief Executive Officer (School Head)

## **5.4 Organization Process**

With basic knowledge on SGCs gained through this manual, orientations or trainings, the School Head with the support of the internal stakeholders may begin the organization of the SGC.

This simple procedure in organizing SGCs is gathered from the experiences of Philippine schools which have established and functional SGCs.

- a. The School Head, with the School Planning Team, identifies community members who can provide support to school improvement and are interested in school practices inclusive of the nominations from the establishment meeting.
- b. School Head prepares and sends letters of invitation to the identified stakeholders to invite them to a preliminary orientation on School Council aspects and their role in school improvement and local school management/governance. Community stakeholders identified include representatives from the retirees group, religious sector, business sector, civic organizations, private companies, NGOs, the alumni, farmers' associations, fisherfolks' association, indigenous peoples' group and others

interested in school practices and that improve learning and promote the holistic development of children.

- c. With basic information acquired through preliminary orientation, school stakeholders in attendance manifest willingness or desire to be Council members or turn down the invitation.
- d. School Planning Team goes through the process until SGC desired composition is completed. The process must ensure the engagement of committed stakeholders.
- e. As the SGC composition /membership is formed, the School Planning Team conducts a more comprehensive SGC orientation workshop which culminates in an election of its officers and first planning meeting.
- f. Based on the agreed process, the Council elects its first set of officers. Subsequent elections shall follow election procedure prescribed in the SGC Constitution and By-laws.
- g. The SGC undertakes installation processes progressively to develop its operating procedures, code of practice, constitution and by-laws and their SGC Improvement Plan which reflects the Council's share of responsibilities and action steps in supporting the school in implementing its SIP. Models of these SGC elements can be adapted to suit individual SGCs.
- h. Completed documents are then published to inform the school community of council developments.

## **6. Assessment**

### **6.1 Monitoring and Evaluation**

Assessment of progress is an important part of the work of the SGC. Knowing how the Council is performing is part of public accountability and ensures continuous improvement in student learning outcomes.

Monitoring generally means to be aware of the state of a system. It is a continuing collection of data to provide management and stakeholders with indications of progress on outputs and achievement of outcomes. It refers to the regular gathering and analysis of information to assist timely decision making, ensuring accountability by providing the basis for evaluation.

Evaluation is the process of learning from the results and impact of the program, either to improve the design during its implementation or to apply its lessons learned to future projects or programs. It is the process of determining the value or significance of a development activity, policy or program to determine the relevance of objectives, the effectiveness of design and implementation, the efficiency of resource use, and the sustainability of results.

#### **6.1.1 Evaluation of Council Operations**

Evaluating Council operations is done from two perspectives:

- a) focus on outcomes and
- b) focus on process

SGC self-evaluation does not need to be sophisticated. It could be done by using very simple key questions such as:

- a) Focus on Outcomes
  - Are we achieving success in accomplishing our role and responsibilities?

- Have we improved student learning outcomes through our involvement in school practices?
  - Have we improved parent/client satisfaction through our involvement in schooling?
- b) Focus on process
- Are we working well as a team?
  - What is working well? What needs improvement? What can be done to improve?

The Council may develop its own Self-Evaluation Procedures and tools or may use the existing Monitoring and Evaluation System used by other schools. (Please refer to Appendix 2.1 for sample SGC Self- Assessment Tool and School Self-Evaluation Scheme).

## **6.2 Accountabilities**

Accountability can be defined as the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences. (Wikipedia, 04-08-08)

### **6.2.1 Accountability of the SGC to the school community**

- The SGC is accountable to the school community for improved learning outcomes.
- The SGC and its members are bound by the approved written by-laws, operating procedures, code of conduct, rules for membership and decision-making processes.

## 6.2.2 Accountability of the SGC to DepEd

- The Council must establish a Reporting System to report progress to the Schools Division Superintendent and the school community to keep stakeholders informed on what it has been doing.

## 7. Matrix of SBM Dimensions and Scale of Practice

Where do we fit into the BESRA-SBM Framework and Standards? Below is the Matrix of SBM Dimensions and Scale of Practice. Indicators that closely relate and refer to SGCs and school community partnerships are underlined.

SBM Dimension	Level I (Standard)	Level II (Progressive)	Level III (Mature)
1. School Leadership	SH is designated.	SH performs greater responsibility and accountability in school management.	<u>SH is fully accountable to stakeholders for school performance.</u>
	SH is trained on basic competencies on instructional leadership (e.g., National Educators Academy of the Philippines (NEAP)-SMILE).	SH exercises instructional leadership and management functions. SH pursues continuing professional development.	SH significantly influences student <u>learning</u> outcomes and student holistic development.
	SH is trained on SBM and Local School Board (LSB) responsibilities.	SH as a resource on SBM (e.g., acts as mentor/coach).	SH promotes/ shares SBM experiences and leading practices to other schools. SH creates critical mass of SBM champions.

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>School Leadership</b> (continued)	SH initiates: -organizing stakeholders. -installing appropriate SBM systems (e.g., school improvement planning, budgeting and resource management, staffing, performance monitoring and reporting).	SH <u>co-operates with organized stakeholders.</u>  SH <u>manages</u> SBM systems.	SH <u>has effective working relationship with LSB &amp; School Governing Council (SGC).</u>  SH innovates and institutionalizes continuous school improvement process.
	SH performs fund management duties (e.g. accounting / bookkeeping functions.	SH is <u>relieved</u> of accounting/ bookkeeping functions and devotes more attention to instructional leadership and supervision.	SH acts as fund manager and devotes more attention to instructional leadership and supervision.
<b>2. Internal Stakeholders Participation (teachers, parents, students)</b>	Students are made aware of their rights and responsibilities as primary stakeholders.	Students exercise their rights and fulfill their responsibilities as primary stakeholders.	Students share in school leadership and management Students are held accountable for their performance.
	Teachers are trained on curriculum, content, and pedagogy.	Teachers improve teaching effectiveness. Teachers mentor peers. Teachers pursue continuing professional development.	<u>Teachers are co-leaders/ co-managers of schools.</u> <u>Teachers hold themselves accountable for student performance.</u>

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>Internal Stakeholders Participation (continued)</b>	Parents assume responsibilities as partners in the learning process.	<u>Parents co-manage and co-monitor learning process.</u>	<u>Parents are also held accountable for the performance, achievement and well-being of their children.</u>
	Students, teachers, and parents are adequately oriented on SBM.	<u>Students, teachers, and parents support SBM.</u>	<u>Students, teachers, and parents champion SBM.</u>
	<u>Students, teachers, and parents understand their respective roles and responsibilities on SBM; and are organized for participation in SBM processes.</u>	<u>Organized stakeholders introduce and co-implement programs supporting school-wide improvement process.</u>	<u>Organized stakeholders pro-actively engage themselves in school governance and continuous school-wide improvement process.</u>
<b>3. External Stakeholders Participation (alumni, parents of alumni, local leaders, retired teachers, youth leaders/ Sangguniang Kabataan)</b>	<u>External stakeholders are organized and made aware of their rights and responsibilities as education stakeholders.</u>	<u>Organized external stakeholders exercise their rights and responsibilities as education stakeholders.</u>	<u>Organized stakeholders engage themselves in school governance and school-wide improvement process.</u>



<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>External Stakeholders Participation</b> <i>(continued)</i>	<u>Local government stakeholders are oriented into a functional LSB (e.g., school building and facilities, extension classes, and sports development).</u>	<u>Local government stakeholders are enabled</u> (thru capacity development interventions on resource planning and management) for an expanded LSB functions (e.g., support educational subsidies, Instructional Materials and Textbooks (IMTEX), teachers, school personnel, students' welfare & development).	<u>Local government stakeholders are fully enabled to institutionalize expanded LSB functions thru multi-year supplemental lump-sum budget allocation for SBM (e.g., PS, MOEE, CO).</u>
	<u>Community leaders / People's Organizations (Pos) / Non-Government Organizations (NGOs) are oriented, organized, and mobilized to support SBM</u> (e.g. school community partnerships at least within the classroom or selected interventions like Adopt-a- School program).	<u>Community leaders / POs / NGOs are enabled</u> (through capacity development interventions resource and programming planning and management) for expanded and school-wide support (e.g. Every Child A Reader Program, institutionalized remedial class support, health and nutrition).	<u>Community leaders / POs / NGOs are fully enabled to provide institutionalized support community-wide programs to continuously improve learning outcomes (including ALS) and to promote children's welfare.</u>

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>External Stakeholders Participation</b> (continued)	<u>External stakeholders understand their respective roles and responsibilities on SBM; and are organized for participation in SBM processes.</u>	<u>Organized external stakeholders support implementation of school-wide improvement process which focuses on children's learning and development.</u>	<u>Organized stakeholders introduce and co-implement programs supporting the school-wide improvement process which focuses on children's learning and development.</u>  <u>Organized stakeholders champion SBM.</u>  <u>Organized stakeholders help create a community environment that supports children's enjoyment of their right to quality education and other rights (right to express themselves freely).</u>
<b>4. School Improvement Process</b>	School conducts assessment of SBM practice using assessment tool	<b>School conducts periodic assessment of SBM practice using assessment tool.</b>	School institutionalized assessment of SBM practice using assessment tool.
	<u>SGC is organized.</u>	<b><u>SGC supports continuous school improvement process.</u></b>	<u>SGC demands and champions continuous school improvement process.</u>

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>School Improvement Process</b> <i>(continued)</i>	<u>SGC members are oriented and trained on SBM and school governance. They are made aware of their duties and responsibilities.</u>	<b><u>SGC members are performing their respective duties and responsibilities.</u></b>	<u>SGC members are held accountable for school performance.</u>
	SIP/AIP needs and priorities are systematically identified (through situation analysis within the context of existing conditions, circumstances and available resources).	<b><u>School does participatory and knowledge-based SIP/AIP development and implementation that are responsive to community needs and performance feedback.</u></b>	<u>SIP/AIP formulation and implementation involve full and sustained engagement of stakeholders.</u>
	SIP/AIP emphasizes improvement of educational outcomes that include holistic development of children.	SIP/AIP meets Divisional/ Regional / National performance standards on learning outcomes.	SIP/AIP surpasses National / Regional / Divisional performance standards; Division/ Region / National plans and programs are based on SIPs/AIPs.
	<u>Stakeholders are informed, consulted, and engaged in SIP/AIP formulation, implementation, and monitoring and evaluation.</u>	<u>Stakeholders are informed, consulted, and engaged in SIP/AIP formulation, implementation, and monitoring and evaluation and are satisfied with school performance.</u>	<u>Stakeholders are informed, consulted, and engaged in SIP/AIP formulation, implementation, and monitoring and evaluation and are jointly accountable for school performance.</u>

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>School Improvement Process</b> (continued)	SIP/AIP implementation is regularly tracked and reported with necessary corrective measures undertaken.	SIP/AIP implementation is benchmarked (with leading practices) and undertakes innovations and improvements.	SIP/AIP implementation is geared towards achieving exemplary performance and institutionalized benchmarking and continuous improvement processes.
	Best practices are identified, documented and shared among peers.	Best practices are replicated.	Best practices are institutionalized.
	Resources and funds (MOOE) are linked to SIP/AIP targets and allocated to meet minimum educational cost requirements (e.g., per capita per student).	<b>Resources and funds are augmented with LSB and community contributions and allocated to meet desired educational outcomes.</b>	Resources and funds are sustained by LGU and community partners through supplemental budget and community equity.
	<u>A system of incentives and rewards (and positive discipline for underperformance) based on performance contract (between SGC and DepEd) is piloted to promote school improvement</u>	<u>A system of incentives and rewards (and positive discipline for underperformance) based on performance contract (between SGC and DepEd) is established with DepEd and stakeholder</u>	<u>A system of incentives and rewards (and positive discipline for underperformance) based on performance contract (between SGC and DepEd) is institutionalized with DepEd and stakeholder support</u>

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>School Improvement Process</b> (continued)	<u>process and children's well-being.</u>	<u>support to sustain school improvement process and children's well-being.</u>	<u>to sustain school improvement process and children's well-being.</u>
	A system of technical assistance (policy support, institutional strengthening, and training) is installed for continuous school improvement process and children's well-being.	A system of technical assistance (policy support, institutional strengthening, and training) is strengthened for continuous school improvement process and children's well-being.	A system of technical assistance (policy support, institutional strengthening, and training) is optimized for continuous school improvement process and children's well-being.
<b>5. School-based Resources</b>	Annual School Budget (ASB) (e.g., DepEd MOOE) is aligned with SIP/AIP.	Annual School Budget (DepEd MOOE + SEF+ community contributions) is aligned with SIP/AIP.	Annual School Budget (DepEd MOOE + SEF + community contribution and LGU supplemental budget + grants/loans) is aligned with SIP/AIP.
	School manages and controls funds/ resources with Division Office assistance (review and approval).	School manages and controls funds/ resources with Division Office technical guidance.	School fully manages and controls funds/ resources.
	ASB is executed in accordance with guidelines.	ASB is executed with efficiency and cost effectiveness.	ASB is executed with best practices and innovations resulting in improved school performance.

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>School-based Resources</b> (continued)	ASB results in attainment of targets and desired outcomes.	ASB results surpassed targets and desired outcomes.	ASB results in sustained excellent performance.
	School is properly informed of MOOE allocation / MOOE is published and drilled down to schools in cash.	School MOOE allocation is augmented with LSB and community contributions to meet desired educational outcomes.	<u>School budget is sustained and institutionalized by LGU and community partners through supplemental budget and community equity.</u>
	School undertakes school-based procurement with Division Office assistance.	School undertakes school-based procurement with Division Office guidance.	School undertakes own school-based procurement including IMTEX, furniture, and equipment, School Building Program (SBP) subject to DepEd-wide guidelines.
	DepEd representative to the LSB is knowledgeable of SIP priorities.	DepEd representatives to the LSB ensure that SEF budget priorities support SIP/AIP and reflects increased number of educational resources (e.g. classrooms, textbooks, teacher items, equipment, teachers/school personnel welfare).	DepEd representatives to the LSB monitor and influence SEF for sustained support to SIP/AIP.

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>School-based Resources</b> (continued)	MOOE funds made available to the school is recorded, optimally utilized, reported & accounted for.	All resources and funds made available to the school is recorded, optimally utilized, reported and accounted for.	All resources and funds made available to the school is recorded, optimally utilized, reported and accounted for.
<b>6. School Performance Accountability (performance is monitored, validated, evaluated and reported)</b>	School introduces transparency and accountability mechanisms.	School exercises transparency and accountability in carrying out its functions.	School is fully transparent and accountable.
	Monitoring and Evaluation (M/E) system is installed and operational (e.g. data and reports are used in continuing improvement).	Performance and results-based M/E system is fully operational and utilized in planning.	<u>Stakeholders and school jointly develop and implement multi-sectoral and multi-dimensional M/E system with innovations.</u>
	<u>Major stakeholders (SGC, PTCAs, Schools Division Superintendent, Regional Office, LSB) are informed and participate in M/ E and reporting.</u>	<u>All stakeholders fully participate in M/ E and reporting activities.</u>	<u>Stakeholders hold themselves accountable for school performance.</u>
	<u>Quarterly school performance (student and teacher performance) is monitored and evaluated by SGC.</u>	<u>Quarterly and annual school performance (e.g. SRC) are monitored and evaluated by community stakeholders.</u>	<u>School performance is presented, published and validated through community satisfaction surveys.</u>

<b>SBM Dimension</b>	<b>Level I (Standard)</b>	<b>Level II (Progressive)</b>	<b>Level III (Mature)</b>
<b>School Performance Accountability</b> <i>(continued)</i>	Improvements in learning outcomes by Grade/Year level are monitored and evaluated by homeroom and tracked per student/subject.	<u>Improvements in learning outcomes by Grade/Year level are monitored and evaluated on school-wide basis.</u>	<u>Improvements in learning outcomes are tracked for benchmarking with other SBM schools.</u>



# **APPENDICES**

- 1. Sample Documents**
- 2. Assessment Process and Tools**

## **1. Sample Documents**

### **1.1 Sample Membership Procedure**

- 1.1.1 Members of the Council are either elected/nominated by their sectors or by appointment by the Council.
- 1.1.2 Councils will have a term of office not exceeding two (2) years.
- 1.1.3 Councilors are eligible for subsequent re-election or reappointment.

### **1.2 Sample Objectives of the School Governing Council**

- 1.2.1 Involve the community in the governance of the school.
- 1.2.2 Assist in planning and setting directions for improving learning and well-being of all students.
- 1.2.3 Determine policies for the school including policies for safety, welfare and discipline of students.
- 1.2.4 Develop, monitor and review the targets, activities and accomplishments of the SIP.
- 1.2.5 Establish, conduct and arrange facilities for resource to enhance the education, development, care, safety and health or welfare of students in school.

### **1.3 Sample Code of Conduct / Code of Practice of the School Governing Council**

#### **CODE OF CONDUCT FOR GOVERNING COUNCILORS**

- 1. A governing councilor must act honestly, in good faith and in the best interests of the school.
- 2. A governing councilor must use the powers of office for a proper purpose, in the best interest of the school as a whole.

3. A governing councilor must recognize that he/she has a responsibility to all parents.
4. A governing councilor must not make improper use of information gained as a councilor.
5. A governing councilor must not take improper advantage of the position of the governing councilor.
6. A governing councilor must not let personal interests conflict with the interests of the school.
7. A governing councilor has an obligation to ensure that sound decisions are made by the School Governing Council.
8. A governing councilor must treat confidential information appropriately.
9. A governing councilor must not bring discredit upon the school.
10. A governing councilor should at all times comply with the spirit as well as the letter of this code.

#### **1.4 Sample Operating Procedures of the School Governing Council**

##### **OPERATING PROCEDURES**

1. The Governing Council must meet twice per semester with clear starting and finishing time.
2. Attendance of all councilors is expected at all times.
3. If a governing councilor / council member does not attend three (3) consecutive meetings without an apology, such person may be asked to resign.
4. An agenda should be prepared and a notice of meeting shall be sent to all members at least three (3) days before the meeting. The agenda is prepared by the chairperson, the school head and the secretary.
5. Committees shall provide written reports.

6. Minutes of any Council meeting shall be kept and each member furnished a copy within seven (7) days after the meeting.
7. Voting procedures must be known to all councilors.

## **1.5 Office Holders of the School Governing Council and Duty Statements**

### **1.5.1 Office Holders (elected by SGC councilors from among themselves)**

1. Chairperson
2. Vice-Chairperson
3. Secretary
4. Treasurer
5. Auditor
6. Executive Officer (School Head)

### **1.5.2 Duty Statements**

#### **1. Chairperson**

- 1.1 Acts as the presiding officer of the Council
- 1.2 Chairs all meetings of the Council.
- 1.3 Initiates and responds to all communications which are for the attention of the Council
- 1.4 Signs for identification purposes any document referred for the Council
- 1.5 Ascertains that in all meetings, a quorum is present
- 1.6 Presents any report for which the chairman is responsible
- 1.7 Prepares agenda for meetings in consultation with the principal
- 1.8 Makes herself/himself available to the wider school community for consultation and information sharing

- 1.9 Works with the principal regarding direction of the School Governing Council
2. Vice -Chairperson
  - 2.1 Be prepared at all meetings and acts as proxy at any function as required in the absence of the Chair
  - 2.2 Be aware of the duties of the chair in the event of that person's absence
  - 2.3 Be prepared to assist the chair and when requested by the chair
  - 2.4 Provides positive, candid input to the chair, on occasion when such advice is seen as necessary or appropriate
  - 2.5 Assists in publishing the work of the Council
3. Secretary
  - 3.1 Assists with the writing of reports and correspondence when necessary
  - 3.2 Files paper works into governing council files
  - 3.3 Assists in publicizing the works of the School Governing Council
  - 3.4 Assists in the preparation and circulation of Council agenda
  - 3.5 Assists the chair in gathering any additional items for the Council agenda
  - 3.6 Records and documents accurately minutes of all Council meetings
  - 3.7 Provides all Council members legible copies of the minutes at least seven (7) days prior to the next meeting
  - 3.8 Sends and does follow up of notice of meeting to all members
  - 3.9 Takes the attendance and apologies of the Council during meeting

#### 4. Treasurer

- 4.1 Takes charge of the fund receipts and disbursements of the governing Council
- 4.2 Keeps the money and the valuables of the Council on a book that the Council designates
- 4.3 Keeps and have charge of books of accounts
- 4.4 Prepares an audited report of all SGC funds and disbursements and meetings

#### 5. Auditor

- 5.1 Assists the treasurer in the processing of all financial transactions and records
- 5.2 Audits funds, receipts and disbursements for submission to the council
- 5.3 Assists the treasurer in keeping a clear record book of accounts

#### 6. Principal (Executive Officer)

- 6.1 Plans meeting, time and format
- 6.2 Arranges for information to be communicated to all Council members before and after meetings
- 6.3 Prepares Council meeting agenda in coordination with the chairman and secretary
- 6.4 Provides the council accurate and clear information necessary for decision-making
- 6.5 Arranges report to be available to all councilors
- 6.6 Keeps the Council up-to-date with new initiatives that are occurring

## **1.6 Sample Committees in the School Governing Council and their Terms of Reference**

### **1.6.1. Curriculum Committee**

Curriculum committee must be created to ensure strict implementation of the curriculum and consider views and recommendation of students and parents.

### **1.6.2. Beautification Committee/ School Grounds Committee**

This committee is in-charge of the maintenance of the physical facilities of the school and beautification of school grounds.

### **1.6.3. Ways and Means Committee (Finance Committee)**

Ways and Means Committee will take charge of the methods of raising money or sourcing out funds to support school improvement based on SIP.

### **1.6.4. Program Monitoring and Evaluation Committee**

This committee takes charge of monitoring and assessing progress of accomplishment of targets set by the Council.

### **1.6.5. Committee on Student Welfare and Discipline**

Committee on Student Welfare and Discipline collaboratively works with school staff, student leaders and school Head in developing school policies on student well-being and discipline.

### **1.6.6. Canteen Committee**

The Canteen Committee develops policies and plans on canteen management, operations and improvement in adherence to existing regulations of DepED.

### 1.6.7. Committee on Buildings and Grounds

**Note:**

- School Governing Councils may create more committees as deemed necessary.
- SGC Operating Procedures and Constitution and By-laws shall contain the guidelines and policies that govern the operations of the different committees.



## **1.7 Sample School Governing Council Constitution and By-laws**

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### **MALABANG NATIONAL HIGH SCHOOL GOVERNING COUNCIL CONSTITUTION**

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# **MALABANG NATIONAL HIGH SCHOOL SCHOOL GOVERNING COUNCIL CONSTITUTION and BY-LAWS**

## **1.0 Name**

The name of the council is MALABANG NATIONAL HIGH SCHOOL GOVERNING COUNCIL.

## **2.0 Interpretation**

In the constitution, unless the contrary intention appears.

- “Chairperson” - Means the presiding member of the council.
- “Council” - Means the (Malabang National High School Governing Council).
- “Councilors” - Are the members of the council.
- “Department” - Means the Department of Education.
- “Fiscal Year” - Means the year ending 31 December.
- “General Meeting” - Means a public Meeting of school community
- “Government School” - Means a school established for the purpose of providing courses of instruction in pre-school, primary or secondary education
- “Majority” - Means more than half the total number
- “Parent” - in relation to the school, means the parent of student attending the school
- “School Head” - Means the head of the teachers of the school
- “School Community” - Means all parents, students and staff of the school and all other persons who have a legitimate interest in or connection with the school
- “School Improvement Plan” - Means the plan collaboratively made and formulated by the school stakeholders to improve the school
- “Special Resolution” - of the council means a resolution for the purposes of amending the constitution or of removing an office holder from office, passed by a duly convened meeting of the council if:
  - (1) at least 30 days written notice has been given to all councilors specifying the intention to propose the resolution as a special resolution; and
  - (2) it is passed by the majority of not less than three quarters of councilors who vote in person or by proxy at that meeting.

### **3.0 Objective /Aim**

The Council aims to involve the school community/ stakeholders in the school governance to strengthen and support public education in the community.

### **4.0 Powers of the Governing Council Vested by the DepEd and LGU**

- 4.1 Endorses the School Improvement Plan (SIP) together with the School Head
- 4.2 Be informed of the school-based MOOE and SEF funds allocated to school
- 4.3 Approves school-level policies (to be determined)
- 4.4 Resolves school-level matters (to be determined)
- 4.5 Approves official school profile (basic data set describing the school operations)

### **5.0 Functions of the Council**

- 5.1 In the context of the Council's joint responsibility with the principal for the governance of the school, the Council must perform the following functions:
  - 5.1.1 Involves the community in the governance of the school by:
    - (i) Providing a focus and a forum for the involvement of parents and school community;
    - (ii) Ascertaining the educational needs of the local community and the attitude of the local community to educational developments within the school; and
    - (iii) Ensuring that the cultural and social diversity of the community are considered and particular needs are appropriately identified.
  - 5.1.2 Sets the broad direction and vision of the school
  - 5.1.3 Conducts strategic planning for the school
  - 5.1.4 Monitors and review the School Improvement Plan
  - 5.1.5 Raises money for school-related purpose
  - 5.1.6 Exercises its functions in accordance with legislation, administrative instructions and the constitution.

## **6.0 Functions of the Principal in the Council**

The functions of the principal in Council are the following:

- 6.1 The Principal is answerable to the DepEd for providing educational leadership in the school and for other general responsibilities which are reasonable.
- 6.2 The principal must also;
  - 6.2.1 Implement the School Improvement Plan and school policies;
  - 6.2.2 Provide accurate and timely reports, information and advice relevant to the council's functions;
  - 6.2.3 Report on learning, care, training and participation outcomes;
  - 6.2.4 Supervise and promote staff and teachers development;
  - 6.2.5 Be responsible for the financial, physical and human resource management of the school;
  - 6.2.6 Be an ex-officio member of Council with full voting rights;
  - 6.2.7 Chair the first meeting of the council held for the purpose of receiving nominations from nominating bodies, the direct appointment of councilors by the council and the election of office holders;
  - 6.2.8 Contribute or be consulted for the formulation of the agenda of the Council meeting.

## **7.0 Membership**

- 7.1 The Malabang National High School Governing Council must be composed of 23 councilors including:
  - 1 Principal of the school (ex officio)
  - 10 Elected parents of the school
  - 6 Staff of the school (nominated by the staff)
  - 2 Students of the school (nominated by the students)
  - 3 local government officials
  - 2 Division Office Representative
- 7.2 The majority of councilors elected must be parents of the school.
- 7.3 A person is not eligible for election, appointment or nomination to the council if the person:
  - 7.3.1 is an un-discharged bankrupt or is receiving the benefit of a law for the relief of insolvent debtors; or

7.3.2 has been convicted of any offense prescribed by administrative instruction.

## **8.0 Terms of Office**

- 8.1 Elected parent councilors will be appointed for a term not exceeding two years, except in the case of the first Council only, where one-half of the parent councilors elected at the Annual General Meeting of the school will be elected for a term not exceeding one year.
- 8.2 A person nominated by an affiliated committee will be nominated for a term not exceeding two years.
- 8.3 Any councilor nominated by the Students Representative Council or elected by the body of students will hold office for a term not exceeding one year or until the nomination is revoked, in writing by the nominating body.
- 8.4 A councilor elected by the staff of the school will hold office for a term no exceeding one year or subject to being a member of the staff of the school.
- 8.5 Each councilor directly appointed by the Council, will serve a period not exceeding two years.
- 8.6 Upon expiry term of office, each councilor will remain incumbent until the position is declared vacant at Annual General Meeting.
- 8.7 Councilors are eligible for subsequent re-election, re-nomination or re-appointment.

## **9.0 Office Holders and Executive Committee**

### **9.1 Appointment**

- 9.1.1 The office holders of the Council are the Chairperson, Deputy Chairperson, Secretary, Assistant Secretary, and Treasurer;
- 9.1.2 The chairperson must not be a member of the staff of the school;
- 9.1.3 The Treasurer must not be a member of the staff of the school;
- 9.1.4 The Council may appoint an executive committee comprising the office holders and the Principal which is to:
  - (i) Meet to carry out business delegated to or referred by the Council; and
  - (ii) Report to subsequent Council meetings.

## 9.2 Removal from Office

- 9.2.1 The position of any office holder absent in five consecutive executive meetings without leave of absence automatically becomes vacant. Acceptance of an apology at the executive committee meeting will be deemed a grant of such leave;
- 9.2.2 An office holder of the Council may be removed from office, but not from membership of the Council, provided that:
- (i) at least 30 days, written notice is given to all councilors and to the office holders concerned, of any proposed resolutions, giving reasons for the proposed removal;
  - (ii) the office holder is given the right to be heard at the Council Meeting;
  - (iii) voting on the special resolution is by secret ballot.

## 9.3 The Chairperson

- 9.3.1 The chairperson must:
- (i) Call and preside at meetings of the Council and the executive committee;
  - (ii) In consultation with principal and Secretary, prepare the agenda for all council Meetings;
  - (iii) Include on the agenda any item requested by the Principal;
  - (iv) Facilitate full and balanced participation in meetings by all councilors and decide on the manner in which meetings are conducted and matters of orders.
  - (v) Report at the Annual General Meeting on the proceeding and operations of the Council.
- 9.3.2 The chairperson must act as a spokesperson on behalf of the council unless an alternative spokesperson has been appointed by the Council. The spokesperson may only comment on Council matters.
- 9.3.3 In the Chairperson's absence or inability to act, the Deputy Chairperson must undertake any role or function normally fulfilled by the Chairperson.



- 9.3.4 If the Chairperson and Deputy Chairperson of the Council are absent or unable to preside at a meeting, a councilor elected by the Council must preside.

## 9.4 The Secretary

- 9.4.1 The Secretary must ensure that notices of meetings are given in accordance with the provisions of this constitution;
- 9.4.2 The secretary is responsible for ensuring the maintenance and safekeeping of:
- (i) The constitution and the code of practice of the Council;
  - (ii) Official record of the business of the Council and register of minutes of meetings;
  - (iii) Copies of notices, a file of correspondence and record of submissions or reports made by or on behalf of the Council;
  - (iv) Register of councilors;
  - (v) Contract or agreement entered into by the Council; and
  - (vi) Copies of the policies of the Council.
- 9.4.3 The secretary must ensure that the copies of the Constitution and the Code of Practice are available for public inspection at the school during normal school hours, and that any copies requested are provided.
- 9.4.4 Prior to each meeting, the Secretary must ensure that a copy of the meeting agenda is forwarded to each Councilor.
- 9.4.5 The secretary must conduct the official correspondence of the Council.
- 9.4.6 The secretary must ensure that the minutes of meetings are recorded and forwarded to each councilor prior to the next meeting as prescribed in the Council's operating procedures.

## 9.5 The Treasurer

- 9.5.1 The treasurer must be the Chairperson of the Finance Committee of the Council and preside at the meetings of the Committee.

#### 9.5.2 The Treasurer must:

- (i) Ensure that Council's finance budgets and statements are prepared;
- (ii) Provide relevant Financial Reports at Council meetings
- (iii) Present the Council audited accounts to the Annual General Meeting.

### 10.0 Vacancies

#### 10.1 Membership of the Council ceases when the councilor:

- 10.1.1 Dies
- 10.1.2 Or in the case of an elected councilor or a councilor nominated or appointed for a term, completes a term of office and is not re-elected, re-nominated or re-appointed or
- 10.1.3 Ceases to hold office in accordance with 8.2.2 and 8.3;
- 10.1.4 In the case of a member nominated by the staff of the school, is no longer a staff member of the school; or
- 10.1.5 Resigns by written notice to the Council; or
- 10.1.6 Is removed by the Department; or
- 10.1.7 Is declared bankrupt or applies for the benefits of a law for the relief of involvement debtors; or
- 10.1.8 Has been convicted of any offense prescribed by administrative instruction; or
- 10.1.9 Is absent from five consecutive Council meetings without leave of absence approved by the Council. Acceptance of an apology at a Council meeting will be deemed a grant of such leave.

#### 10.2 The Council may appoint a person to temporarily fill a casual vacancy in its membership until a councilor can be elected, nominated or appointed in accordance with this Constitution.

## **11.0 Meetings**

### **11.1 General Meetings of the School Community**

- 11.1.1 All persons within the School Community are eligible to attend general meetings of the school community and note on any matters proposed for resolution.
- 11.1.2 The Chairperson of the Council must call and preside at general meetings of the school community, the timing to be agreed between the Council chairperson and the Principal of the school.
- 11.1.3 At least 14 days written notice of the meeting must be given to the school community by the means generally used to communicate with school community. The notice must specify the date, time and place of the meeting.
- 11.1.4 A general meeting must be held:
  - (i) at least once annually (the Annual General Meeting) to present reports, to elect parents to the Council and / or declare election results;
  - (ii) for any other reason relating to the affairs, functions or membership of the Council, determined by agreement between the Council Chairperson and the Principal.

### **11.2 Council Meeting**

- 11.2.1 The Council must meet at least twice in each school term or every year.
- 11.2.2 Notice of the meeting must be given at the previous council meeting or by at least 7 days written notice distributed to all councilors or in an emergency by such other notice as the Council may determine.

### **11.3 Special or Emergency Meetings**

- 11.3.1 The chairperson of the Council may call a special or an emergency meeting of the council by written request from at least 3 councilors;
- 11.3.2 Notice of meeting must be given by written notice to all councilors within reasonable time, setting out the time, date, place and object of the meeting.

## 11.4 Voting

- 11.4.1 Voting must be by show of hands;
- 11.4.2 For purposes of voting on a special resolution, each councilor is entitled to appoint another councilor as his/her proxy by notice in the form issued as an administrative instruction.

## 12.0 Proceedings of the Council

### 12.1 Meetings

- 12.1.1 The quorum for the Council meeting is a majority of the filled positions of the Council.
- 12.1.2 If at the expiration of 30 minutes after the appointed time for the meeting there is no quorum arrived at, the meeting must stand adjourned to such time and places as those councilors present determine.
- 12.1.3 Except in the case of a special resolution, a decision of the majority of those councilors present and eligible to vote is the decision of the Council.
- 12.1.4 The chairperson must have a deliberate vote only. In the event of an equality of votes, the chairperson does not have a second casting vote and the motion must be taken to be defeated.

## 13.0 Election of Councilors

- 13.1 As provided in 7.2 and 7.3, all persons who are parents of the school are eligible for nomination for election as a councilor.
- 13.2 Eligibility to vote  
Only parents of the school may vote to elect parent representatives to the Council.
- 13.3 Conduct of elections for parent representatives to the Council  
The Principal must facilitate election of parent councilors by one of the following methods, as determined by the council:
  - (i) An election at a General Meeting of the school community; or
  - (ii) A postal ballot of the parents of the school.

### 13.4 Notice of Election

- 13.4.1 The timetable for an election must be determined by the Council in consultation with the Principal.
- 13.4.2 Notice for the date and time of an election must be specified by the Principal by the means generally used to communicate with the school community.
- 13.4.3 The notice must fix the period during which nominations for election as councilors must be accepted and outline the process to be followed.
- 13.4.4 In consultation with the Council, the Principal must determine the form for nominations and the period during which nominations will be accepted.
- 13.4.5 A nomination for election as a councilor must be;
  - (i) In a form approved by the Principal; and
  - (ii) Received by the Principal at or before the time the nomination is due.

### 13.5 Election without ballot

If the number of persons nominated is the same or less than the number of vacancies to be filled by election, the principal may declare that the Vacancy or Vacancies has or have been filled by the person or persons nominated.

### 13.6 Declaration of Election

- 13.6.1 The Principal must declare the candidate or candidates elected to fill the vacancy or vacancies:
  - (i) at a general meeting of the school community; or
  - (ii) in the form generally used to communicate with school community.
- 13.6.2 The new Council comes into operation at the declaration of the filled up vacancies.

### 13.7 Nomination and Appointment of Councilors

- 13.7.1 As soon as is practicable after the declaration of the results of an election, the Principal calls and presides at the first Council meeting.

- 13.7.2 The first meeting of the Council must be adjourned to a date decided by the meeting if the purpose of the meeting is not achieved.

## **14.0 Minutes**

- 14.1 Proper minutes of any Council meeting, the Annual General Meeting and general meetings of the school community must be entered into books kept for that purpose.
- 14.2 The minutes must be read at the next respective annual, general or Council meeting and signed by the Chairperson of the meeting at which the proceedings took place or by the chairperson of the subsequent meeting.
- 14.3 Upon reasonable notice, the books containing the minutes of any meetings must be made available for inspection by any councilor.

## **15.0 Committees**

### **15.1 Committees**

The Council may appoint committees, composed of councilors or both councilors and non-councilors, which will meet as directed by the Council.

### **15.2 Terms of reference**

The Council must specify terms of reference for its committees.

#### **15.2.1 Curriculum Committee**

Curriculum committee must be created to ensure strict implementation of the curriculum and consider views and recommendation of students and parents.

#### **15.2.2 Beautification Committee**

This committee is in-charge of the maintenance and beautification of the school.

#### **15.2.3 Ways and Means Committee**

Ways and Means Committee will take charge of the minor problems that may possibly arise in school particularly on management.

#### **15.2.4 Project Implementation Committee**

This committee will implement, monitor and assess projects.

#### 15.2.5 Student Discipline Committee

Students discipline committee is organized to support the existing school committee on discipline.

### **Membership of Committees**

Curriculum Committee (3 members)

Beautification Committee (3 members)

Ways and Means Committee (3 members)

Project Implementation Committee (3 members)

Students' Discipline Committee (4 members)

Community Linkages Committee (4 members)

## 1.8 Samples of Decision-Making Processes

Types of Decision - making	Advantages	Disadvantages
<b>Majority Vote Model</b>  <p>The issue is discussed and a vote is taken. The majority vote decides the issue.</p>	<ul style="list-style-type: none"> <li>• Some opportunity for modification during discussion</li> <li>• Clear decision is made.</li> <li>• Can be quick and efficient way to decide a clear-cut issue</li> </ul>	<ul style="list-style-type: none"> <li>• Can create a win-lose situation and some participants might be dissatisfied</li> <li>• Requires council members specially the chairperson to understand the “rules of Order” for voting</li> <li>• Can negatively affect teambuilding</li> </ul>
<b>Consensus Building Model</b>  <p>Consensus does not necessarily mean that all parties agree but that all can live with a decision for the sake of the group’s ability to move forward. It requires that all members listen to each other’s opinions and try to find solutions to problems and differences. Consensus will almost always involve a compromise and can release a group to move beyond individual wants to determining and pursuing shared needs.</p>	<ul style="list-style-type: none"> <li>• Ensures all Council Members have an effective voice</li> <li>• Builds on differing perspectives and values</li> <li>• Allows for flexibility in arriving at solutions</li> <li>• Can build respect for differing values and viewpoints</li> <li>• Can lead to better informed, more creative, balanced and enduring decisions</li> <li>• Ensures that the final decision has the support of the entire council</li> <li>• If unsuccessful, it allows decision-making by vote</li> </ul>	<ul style="list-style-type: none"> <li>• Requires time, a clear process, skill and the full participation of all members</li> <li>• If council is operating by pure consensus, the status quo will continue whenever there is a stalemate</li> </ul>

*adapted from Saskatchewan Education. 1997. Building Communities of Hope: Best practices for meeting the learning needs of at risk and Indian and Metis students: Implementation Handbook.*



## 2. Assessment Process and Tools

### 2.1 School Governing Council Self – Assessment

<b>School:</b> _____
<b>Address of School:</b> _____
<b>Population:</b> _____ <b>SY:</b> _____

#### SCHOOL GOVERNING COUNCIL SELF-ASSESSMENT TOOL

This tool provides a framework within which the School Governing Council can analyze its practices. It can also be used by the SGC and the school itself in seeking to establish a School-Based Management System. This can also be used for reporting to the school community and the different levels of the education department.

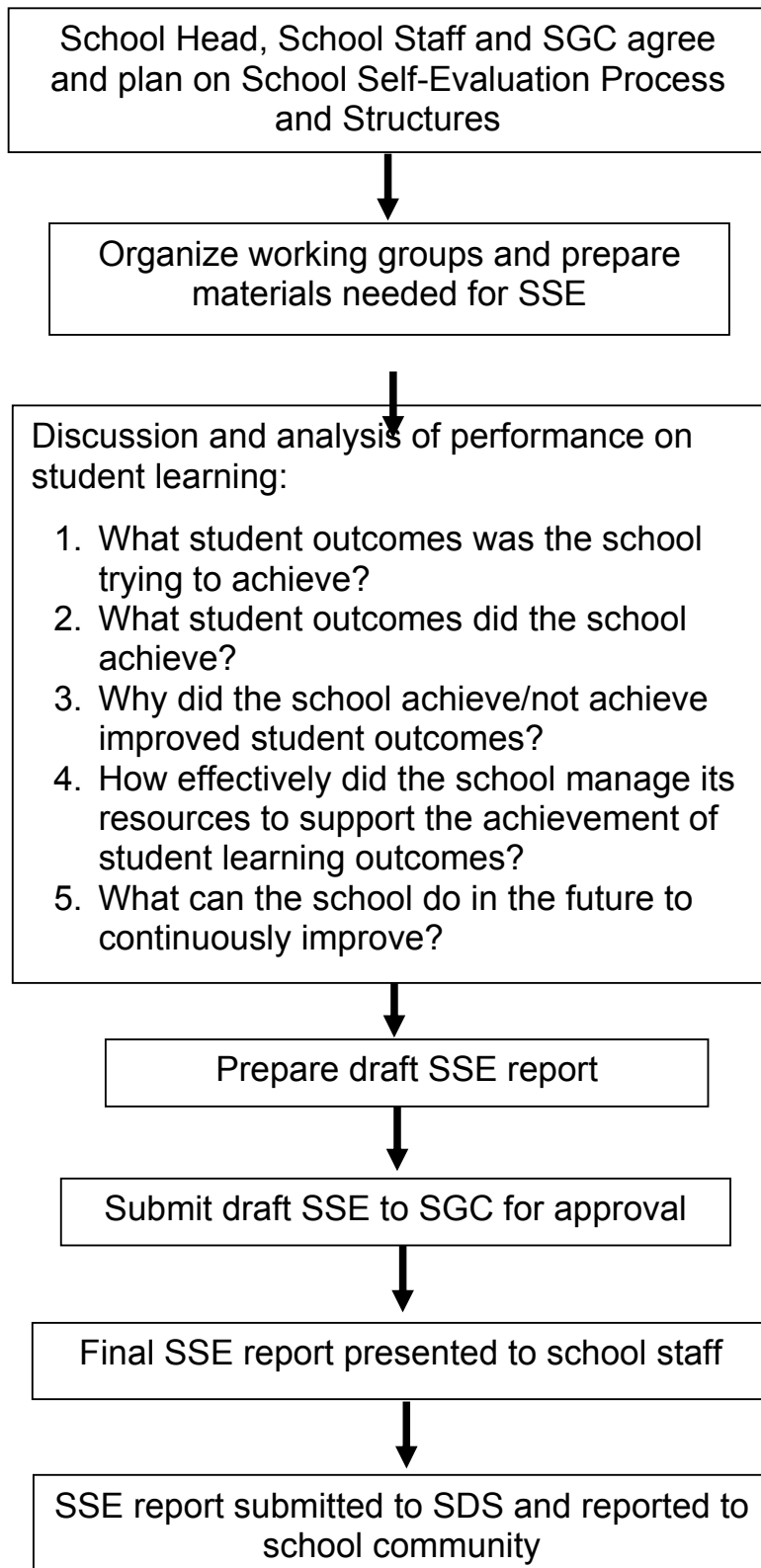
	Current Practices	Desired Future
<b>School Council's responsibilities and decisions</b>		
1. SC involvement in school improvement process		
2. Involvement of LGU in school improvement processes		
3. Involvement of other groups of stakeholders in school improvement processes		
4. Allocating school resources for school improvement		
5. Involvement of the SC in the monitoring and evaluation of SIP implementation		
6. Reporting system used by SC in reporting progress to		

school community and the Division Office		
7. Decision-making Process of the SC		
<b>Training and support for Council members</b>		
Training/s for Council members		
Scope/content of training/s		
Who participated in the training/s?		
Who conducted the training/s?		
Support to School Governing Council		
Dep Ed Central Office		
Dep Ed Region		
Dep Ed Division		
Dep Ed District		
Cluster of Schools		
LGU		
Others		

The members of the Council participating in the self-assessment process. Should print their names and affix their signature above their printed names.

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## 2.2. Graphical Representation of School Self-Evaluation (SSE) Scheme



## 2.3 School Self-Evaluation (SSE) Report Format

### I. Cover Page

### II. Table of Contents

### III. Executive Summary (recommended length- 1 page)

- A brief overview of the school self-evaluation process and structure
- Outlines the school's strengths and areas for improvement
- Indicates how the school effectively met its goals based on SIP
- Highlights recommendations for the future

### IV. Methodology (recommended length – 1-3 short paragraphs)

- Briefly describes SSE process
- Describes the membership and operations of the working groups
- Summary of the consultations and inputs to the SSE from the stakeholders

### V. School Context (1 page)

- Summarizes the physical and environmental context of the school

### VI. Evaluation of Performance

1. What student outcomes was the school trying to achieve?
2. What student outcomes did the school achieve?
3. Why did the school achieve/not achieve improved student outcomes?
4. How effectively did the school manage its resources to support the achievement of student learning outcomes?
5. What can the school do in the future to continuously improve?

# ACRONYMS

BESRA	- Basic Education Sector Reform Agenda
CBL	- Constitution and By-laws
DepEd	- Department of Education
EFA	- Education for All
GOP	- Government of the Philippines
KRT	- Key Reform Thrust
LGU	- Local Government Unit
LSB	- Local School Board
MOOE	- Maintenance and Other Operating Expenses
NGO	- Non-Government Organization
PTA	- Parents Teachers Association
PTCA	- Parents Teachers and Community Association
SBM	- School-Based Management
SDS	- Schools Division Superintendent
SFI	- Schools First Initiative
SG-AC	- School Governance Advisory Council
SGC	- School Governing Council
SIP	- School Improvement Plan
SPT	- School Planning Team
SSE	- School Self-Evaluation

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