



(NAME OF THE SCHOOL, SCHOOL ID NO. NAME OF DISTRICT)
(ADDRESS, CONTACT NO.)

UNIFIED STUDENT SCHOOL HANDBOOK

For the Secondary Schools in DepEd Caraga Region

(A Draft intended for Revalidation with the Regional/ Division Legal
Officers, Child Protection Program Focal Person and Guidance School
Guidance Counselors)

This Student Handbook belongs to:

Name: _____

Gender: _____ Age: _____ LRN _____

Contact #: _____

Home Address: _____

Father's Name: _____

Mother's Name: _____

Guardian's Name: _____

Boarding House Address (If Boarding)

In case of emergency please notify:

Name: _____

Address: _____

Relationship: _____

Contact Number: _____

Date of first entry in school:

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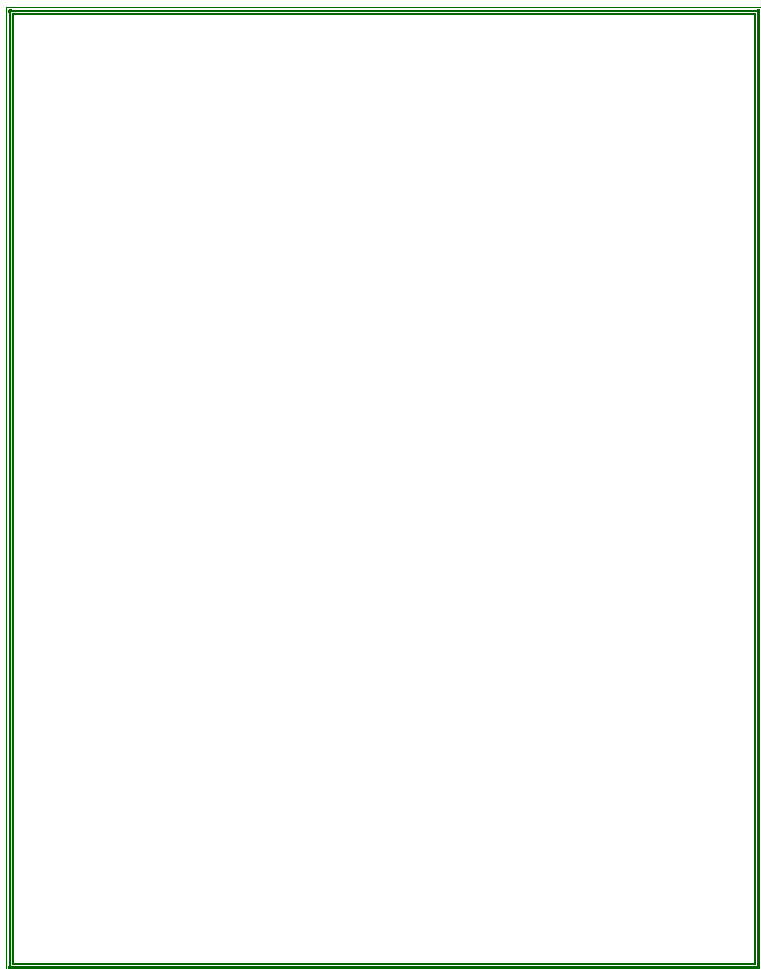
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FOREWORD

The Learner Handbook provides information regarding student's involvement in the curricular, co-curricular and extra-curricular activities of the school. It serves as a resource document of the policies, rules and guidelines of the school for any courses of action and decisions. This will judiciously define and clarify the relationship among students as well as the administration, faculty and staff. This handbook also includes information about the school, its services and facilities that the students can avail. Through this, the students will be properly guided and made aware of their responsibilities, accountabilities and obligations, as well as understand their commitment to the administration for their well-being.

To you dear student, welcome to _____ (Name of School)! You are all encouraged to study hard and enjoy the opportunities offered to you by this institution.

ACKNOWLEDGEMENT

Time and again, Guidance Counselors/advocates/teacher designates are requesting for proper guidance and instruction from the Regional/ Division Legal Officer and Division Guidance Coordinator of Caraga Region XIII as regards the appropriate implementation of interventions during cases of bullying, child abuse, school rules infractions, pity conflict resolution involving students/learners and teachers, etc. perennially arising in their own station.

Subsequently, the Legal Regional Legal Officer Atty. Jose B. Guibone-Attorney IV and Atty. Joseph Lumactod of Surigao del Sur, Division Guidance Coordinator Marieto Lozada are in unison of eventually coming up with a unified and true to all manuals as a guide in employing remedies for frequently encountered school problems.

A Unified Student School Handbook has been in existence though in several schools such as the Lingig National High School, Hinatuan National Comprehensive High School, Unidad National High School, etc., but each are presenting a variety of best practices for a particular scenario so much so that there is a need to consolidate them into one.

We are grateful to Ms. Emigilda D. Abraham (former full time Guidance Counselor of Lingig NHS) who was tasked to consolidate these handbooks and facilitated the first level of validation during the gathering of all Guidance Counselors/Advocates and Teacher-Guidance Designates in the Division Office on July 12 -13, 2018. During the said validation, a number of provisions have been modified and added to suit the needs of our learners. Nonetheless the Guidance Counselors feel the inadequacy of their own validation and considered an elevated collaborative substantiation of the said manual at the level of the school heads and district supervisors who are also very familiar with the learners' daily needs and problems.

On October 23-24, 2018 (first batch-Balibadon Cortes Venue) and October 25-26, 2018 (Second Batch - Kansilad, Lianga venue), the second Student Handbook Validation was attended by all District Supervisors, central elementary and secondary school heads from the districts of Carrascal to Lingig making a huge impact during the collaborative discussion, suggesting

a good number of modifications, additional provisions and the attachment of related DepEd orders and constitutional provisions for a more legal rendition.

Eventually, we are thankful for the indispensable dedicated efforts of the following persons during the second Student Handbook Validation: Support staff for accommodation and registration – Ms. Jehann Lasque, Leonard Deligencia; Secretary, facilitator and resource persons - Sir Mark Rolyn Piedad (Guidance Counselor of Gamut NHS – Tago II), Mam Haycelle Bangoy-Noguerra (former Guidance Counselor of San Miguel NHS),; Facilitator and Resource Persons – Marieto Cleben V. Lozada and Atty. Joseph Eric Lumactod; Adviser/Consultants – All District Supervisors, including the CID Chief Celsa A. Casa, PhD and SDS Marilou B. Dedumo, PhD, CESO V.

MESSAGE FROM THE REGIONAL DIRECTOR

MESSAGE FROM THE SUPERINTENDENT

MESSAGE FROM THE DISTRICT SUPERVISOR

MESSAGE FROM THE SCHOOL HEAD

Article 1

DepEd Vision, Mission, Core Values, and Mandate

Section 1. The DepEd Vision

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner - centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Section 2. The DepEd Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- **Students** learn in a child-friendly, gender-sensitive, safe and motivating environment.
- **Teachers** facilitate learning and constantly nurture every learner.
- **Administrators and staff**, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.
- **Family, community and other stakeholders** are actively engaged and share responsibility for developing life-long learners.

Section 3. Our Core Values

*Maka-Diyos
Maka-tao
Makakalikasan
Makabansa*

Section 4. Our Mandate

The Department of Education was established through the Education Decree of 1863 as the Superior Commission of Primary Instruction under a Chairman. The Education agency underwent many reorganization efforts in the 20th century in order to better define its purpose vis a vis the changing administrations and charters. The present day Department of Education was eventually mandated through Republic Act 9155, otherwise known as the Governance of Basic Education act of 2001 which establishes the mandate of this agency.

The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

Article II

All About (**name of School**)

Section 1. General Information

Name of School:

Address:

Contact Number:

Email Address:

Social Media:

Daily Schedule of Classes: 7:30 a.m.–11:45 a.m. & 1:30 p.m.–5:00 p.m. (*depends on school*)

Office Hours: 8:00 a.m. – 12:00 nn & 1:00p.m. – 5:00 p.m.

(ADD HOTLINE OF SCHOOL IF THERE'S ANY)

Section 2. **School** History: Then and Now

Section 3. **School Logo** (*below/next page is a sample of logo from Lingig NHS*)



The logo represents the vision-mission of the school as a dynamic institution of learning.

- The design is a replica of the Philippine five centavo coin with its curvature edges. It signifies wealth hence signifies achievement of the school vision that every graduate will become productive citizens bringing a lofty economy to the community.
- The books which are the centerpiece of the seal symbolize the school's mission of providing mental enhancement program to the youth. The knowledge they will gain will serve as their guiding light to be morally responsible and lead the community towards progress in the future.
- The laurels signify triumph embracing towards acquiring of knowledge, truth, leadership skills, workmanship and good values.

- d. The green color dominating the seal represents the wide open field surrounded by trees and mountains where the school is situated.

Article III

Admission and Transfer Policy

Section 1. NO COLLECTION POLICY: Legal Basis and Implementation

- 1.1 This policy is in line with the constitutional mandate to make education accessible to all (Article 14, Section 1 of the 1987 Phil. Constitution) and with the corollary provision of Sec. 3, Par. 2, Chapter 1 of Batasang Pambansa BLG.232, otherwise known as Education Act of 1982 which maintains equality of access to education as well as the enjoyment of the benefits of education by all citizens.
- 1.2 The school adheres to the DepEd No Collection Policy which means no money shall be collected from June to July. However, starting August until the end of the school year, the following may be collected on a voluntary basis (DO 42, s. 2012).
- 1.2.1 Boy Scouts of the Philippines Php 50.00 per learner (DM No. 513, s. 2009)
 - 1.2.2 Girl Scouts of the Philippines Php 50.00 per learner (DM No. 235, s. 2009)
 - 1.2.3 Philippine Red Cross Php 50.00 per learner (DM No. 105, s. 2012)
 - 1.2.4 Anti – TB Fund Drive Php 5.00 (DO 31, 2001)
 - 1.2.5 Parents-Teachers Association (reasonable amount to be determined by the PTAs General Assembly (DO 54, s. 2009)
 - 1.2.6 School Publication Php 90.00 (DO 19, s. 2008)
 - 1.2.7 Membership in student organization (based on existing school policies, DO 48, s. 2009)

Section 2. Admission Process for Junior High School

(DepEd Order no. 3 s 2018)

- 2.1 Grade 7 registrants are encouraged to register as early as last Saturday of January to the last Friday of February of each year. Incoming Grade 8 to Grade 10 are considered pre-registered.
- 2.2 The following are required documents for claiming admission slip upon enrollment:
- SF 9 (Report Card)
 - PSA Birth Certificate
 - Certificate of Good Moral Character or Anecdotal Record (for a new learner only)
 - Result of PEPT or A & E Test for PEPT Passer or A & E Test Passer.

Note: In the absence of PSA Birth Certificate, the parent or guardian must submit a Birth Certificate (late registration) from the Local Civil Registrar or a barangay certification containing the basic information of the child such as Name of the child, Name of Parents, Date of Birth, and Sex. If the documents mentioned above are not submitted by the end of Early Registration, learners will be

given **until August 31st of the school year they will enroll in** to produce and submit the required documents.

2.3 Incoming Grade 7 shall follow the following process:

- 1.4.1 Secure and fill up a Brigada Eskwela Certificate and accomplish the Brigada Eskwela requirements voluntarily
- 1.4.2 Fill-up Student Profile Form and undergo routine interview together with the parent/guardian.
- 1.4.4 Submit the required documents to the Enrollment In-charge

2.4 Old students shall follow the following process:

- 1.5.1 Secure the Voluntary Brigada Slip
- 1.5.2 Submit the required documents to the Enrollment In-charge

2.5 The Permanent Records (SF 10) of all incoming learners shall be secured before the end of first grading period (D.O. 54, s, 2016) by the class adviser.

Section 3. Admission Process for Engineering and Science Education (STE) Program

3.1 The DepEd Regional Office shall administer the Entrance Examination to Grade Seven (7) entrants in Science and Technology Oriented High School. The test aims to find out student's capability in the three basic subjects namely; English, Science and Mathematics. The entrance examination falls every 3rd week of January.

3.2 Students shall be a candidate to the program based on following criteria:

- Grade 6 pupils who belong to the graduating classes with an average of 85% up to the 3rd grading period for the Math and Science subject and with no grade below eighty (80%) in any grading period and in all subjects. These pupils should present SF 9 or SF 10 and a Certification from the principal that they belong to this group.

3.3 Selection shall be done in two (2) stages to be conducted by the school as follows:

- Stage 1 Preliminary elimination by the school including the assessment of cards and interview process
- Stage 2 Written examinations prepared by BSE to be administered by the Regional Program Supervisors; while the Division Science Supervisor or the school principal shall administer the admission examination to other newly added Science Oriented High Schools.

3.4 The top 40 applicants chosen based on the above-mentioned criteria shall be admitted to the program. The list of successful applicants will be posted during enrollment period.

3.5 Enrollment procedure and requirements is the same as the rest of the Grade 7 enrollees.

Section 4. Admission Process for Senior High School

(Deped Order no. 3 s 2018)

4.1 Grade 11 registrants are encouraged to register as early as January of the present school year with certification from the school principal as presently enrolled in Grade 10.

4.2 The following are required documents for claiming admission slip:

- o SF 9 (Report Card)
- o PSA Birth Certificate (for new students only)
- o Certificate of Good Moral Character or Anecdotal Record (for new students only)
- o Photocopy of Completion Certificate (Grade 10)
 - Result of NCAE or any equivalent test
 - PEPT or A & E Test

*In the absence of PSA Birth Certificate, the parent or guardian must submit a Birth Certificate (late registration) from the Local Civil Registrar or a barangay certification containing the basic information of the child such as Name of the child, Name of Parents, Date of Birth, and Sex. If the documents mentioned above are not submitted by the end of Early Registration, learners will be given **until August 31st of the school year they will enroll in** to produce and submit the required documents.*

4.3 Grade 11 enrollees are required to present their National Career Assessment Examination (NCAE) Result or any equivalent tests for career coaching with the Guidance Counselor before choosing the SHS track and strand to take.

4.4 Alternative Learning System (ALS) passers who are qualified to enroll in Grade 11 are required to submit the following:

- o Accreditation and Equivalency (A & E) examination result
- o PSA Birth Certificate
- o Certificate of Good Moral Character
- o Result of NCAE or any equivalent test (if available)

Section 5. Admission Process for Effective Alternative Secondary Education (EASE)

5.1 EASE is another alternative learning system for secondary school students who cannot report to their classes regularly, for justifiable reasons: part-time job, illness in the family, seasonal work, calamitous events, peace and order problem, absence of regular public transportation, and the like. EASE is semi-contractual. The student enters into an agreement with the teacher and assumes the responsibility to study on his own a module or a set of modules that corresponds to the lessons the regular class shall have while he is on school leave, and shall be allowed to enter his regular class, only after passing the re-entry assessment. Unlike the OHSP, students entered in the EASE Program shall be re-entered into regular class after a maximum of 3 months of absence. The student's parent or guardian shall be a witness and shall also consent to provide the necessary resources that the

student would need. The student under EASE program is considered as a student at-risk of dropping out (SARDO).

5.2 The following procedure shall be followed for EASE beneficiaries:

5.2.1 The SARDO fills in an application form and submits it to the EASE Coordinator. The EASE Coordinator assesses the application and endorses it to the Guidance Counselor/advocate for the administration of the tests.

5.2.2 The PHIL-IRI o reading coordinator administers the following tests:

- Reading ability tests in English and Filipino
- Writing ability tests in English and Filipino
- Mathematical ability tests
- Coping scale (c/o Guidance Counselor/advocate)

5.2.3 The Guidance Counselor/Advocate with the assistance of the class adviser/subject teachers assesses the capability of the SARDO based on the results of the tests.

5.2.4 The SARDO signs a study contract detailing his responsibilities in his self-directed learning of the modules.

5.2.5 The subject teacher gives the modules to the SARDO. The SARDO makes self - study of the modules while on leave from school.

5.2.6 The SARDO returns the modules to the subject teacher.

5.2.7 The subject teachers evaluate the performance of the SARDO and give corresponding grade.

5.2.8 The EASE Coordinator endorses SARDO re-entry to the regular class.

5.2.9 The SARDO returns to the regular class.

NOTE: depends on school who implemented EASE

Section 6. Process of Transfer to Other Schools

6.1 Students who wish to transfer to other schools must file the Request for Transfer Form/Clearance from the Registrar. The transferring student and/or parent or guardian shall accomplish the Student Exit Form from the Office of the Guidance Counselor before the issuance of SF 9 (Report Card) and Certificate of Good Moral Character.

Section 7. Process of Transferring-in within the School Year

- 7.1 A student who wishes to transfer-in must present SF9 (Report Card) bearing the grades of the last quarter attended or a letter certifying the last grade level the learner completed signed by the School Registrar. Good Moral Certificate and PSA Birth Certificate are also required.
- 7.2 A and E Secondary Level Test Passer qualified for Grade 7 must submit the A&E Elementary Level Certificate of Rating and PSA Birth Certificate or the local civil registrar, or barangay certification.
- 7.3 A and E Secondary Level Test Passer qualified for Grade 11 must submit the A&E Secondary Level Certificate of Rating and PSA Birth Certificate or the local civil registrar, or barangay certification.
- 7.4 Displaced learners due to on-going war/armed conflict and very recent disasters/ calamities must present any proof of identity or any means as directed by the Central office. The learner is also required to submit the SF9 and/or results of PEPT or A&E Test, if applicable.
- 7.5 Fill-up Student Profile Form and undergo routine interview together with the parent/guardian.
- 7.6 Transfer of permanent record (SF10) shall be secured thirty (30) days from the first day of school attendance (D.O. No. 54, series of 2016) by the adviser

Article IV

Academic Policy & Grading System

(DepEd Order No. 8 s 2015, DepEd Order 36, s. 2016, DepEd Order No. 13, s. 2018)

The school is implementing these curricula: 1) K to 12 Basic Education Curriculum, 2) Science, Technology & Engineering Curriculum (STE formerly ESEP). Some schools offer the following programs: Special Program in Arts (SPA), Special Program in Journalism (SPJ), Special Program in Sports (SPS), Special Program in Technical Vocational (TechVoc). In Senior High School the following programs are offered:

A. Academic: Humanities and Social Sciences (HUMSS), Accountancy, Business, and Management (ABM), Science, Technology, Engineering, and Mathematics (STEM), General Academic Strand (GAS)

B. Technical-Vocational Livelihood (TVL): Agri-fishery Arts, Home Economics, Industrial Arts, and Information and Communications Strand

C. Arts

D. Sports

Section 1. Curriculum Offerings

- 1.1 The new curriculum was implemented starting school year 2012-2013 thus, increasing the number of years in the secondary education to six (6) years with the first four (4) years known as junior high school and the last two (2) years as senior high school. Its overall curriculum design follows the spiral approach wherein learning is a process of building upon previously learned knowledge.

1.2 The school is implementing the following curricula:

1.2.1 K to 12 Basic Education Curriculum

In the Senior High School Program, the school offers the following tracks and strands:

1.2.1.a Academic Track: Humanities and Social Sciences (HUMSS), Accountancy, Business, and Management (ABM), Science, Technology, Engineering, and Mathematics (STEM), General Academic Strand (GAS)

1.2.1.b Technical-Vocational Track (TVL): Agri-fishery Arts, Home Economics, Industrial Arts, and Information and Communications (ICT) Strand

1.2.1.c Sports Track

1.2.1.d Arts Track

1.2.1.e Foreign Language Track

1.2.1.f Journalism Track

1.2.2 Science, Technology & Engineering Curriculum.

1.2.3 Special Program in Arts (SPA), Special Program in Journalism (SPJ), Special Program in Sports (SPS), Special Program in Technical Vocational (TechVoc)

Note: program offerings depend on school

Section 2. Grading System

(DepEd Order No. 8, s 2015)

2.1 There shall be four grading periods in a school year for Junior High School namely: 1st, 2nd, 3rd, and 4th quarters. At the end of each grading period the learner receives the report card reflecting his/her grades for the quarter. After the 4th quarter the final rating is computed using the averaging method, that is, grades of the four quarters are summed up then divided by four. However, the Senior High School grading period is composed of 1st and 2nd quarter for 1st semester and 3rd and 4th quarter for 2nd semester. After each quarter, the learner receives the report card reflecting his/her grade. The final grade is computed using the averaging method.

2.2 The K to 12 Basic Education Program uses a standards and competency-based grading system. All grades will be based on the weighted raw score of the learners' summative assessments. The minimum grade needed to pass a specific learning area is 60 which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for quarterly grades and final grades. In the case of those who are under the ESEP curriculum, grading system for K to 12 is still followed, however, to continually qualify, a student must maintain a final rating of not below 85% in Science, Mathematics & English and 83% in the rest of the subjects without grade lower than 80% in any grading period. Learners are graded on Written Work, Performance Tasks and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

2.3. Steps in Computing for the Final Grades

Step 1. Grades from all learner work are added. This results in the total score for each component, namely Written Work, Performance Tasks, and Quarterly Assessment. Raw scores from each component have to be converted to a Percentage Score. This is to ensure that values are parallel to each other.

Step 2. The sum for each component is converted to the Percentage Score. To compute the Percentage Score (PS), divide the raw score by the highest possible score then multiply the quotient by 100%. This shown below:

$$\text{PERCENTAGE SCORE (PS)} = \left[\frac{\text{Learner's total raw score}}{\text{Highest possible score}} \right] \times 100\%$$

Step 3. Percentage Scores are converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects.

To do this, the Percentage Score is multiplied by the weight of the component found in Table 1 for Junior High and Table 2 for Senior High School. The product is known as the Weighted Score (WS).

$$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of Component}$$

Table 1. Weight of the Components for Junior High

Area Component	Languages	AP	EsP	Science	Math	MAPEH	TLE
Written Work	30%			40%		20%	
Performance Tasks	50%			40%		60%	
Quarterly Assessment	20%			20%		20%	

Table 2. Weight of the Components for Senior High

Area Component	Core Subjects	Academic Track	Technical-Vocational Livelihood		
		All other subjects	Work Immersion/ Research/Business Enterprise/ Simulation/ Exhibit/ Performance	All other subjects	Work Immersion/ Research /Exhibit/ Performance
Written Work	25%	25%	35%	20%	
Performance Tasks	50%	45%	40%	60%	
Quarterly Assessment	25%	30%	25%	20%	

The components of each computation is explained in the following manner:

A. The *Written Work* component ensures that students are able to express skills and concepts in written form. Written Work, which may include long quizzes, and unit or long tests, help strengthen test – taking skills among the learners. Other written work may include essays, written reports, and other written output.

B. The *Performance Task* component allows learners to show what they know and are able to do in diverse ways. They may create or innovate products or do performance –based tasks. Performance-based tasks may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects. Written output may also be considered as performance task.

C. *Quarterly Assessment* measures student learning at the end of the quarter. These may be in the form of objective tests, performance-based assessment, or a combination thereof.

Step 4. The sum of the Weighted Scores in each component is the Initial Grade. This Initial Grade will be transmuted using the given transmutation table (See Appendix B) to get the Quarterly Grade (QG).

Step 5. The Quarterly Grade for each learning area is written in the report card of the students and is expressed in whole numbers.

2.4. The summary of learner progress is shown quarterly to parents and guardians through a parent-teacher conference one week before the recognition program for those students with academic deficiencies, in which the report card is discussed. Below is the grading scale with corresponding descriptors:

Table 3. The Level of Proficiency and its Numerical Value

Descriptor	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectations	Below 75	Failed

Section 3. Learner's Promotion or Retention

A Final Grade of 75 or higher in all learning areas allows the learner to be promoted to the next grade level. Table 4 specified the guidelines to be followed for learner promotion and retention (DO 8, s. 2015).

Table 4. Learner promotion and retention

	Requirements	Decision
For Grades 7 to 10 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
	4. Must pass all learning areas in the Junior High school	1. Earn the Junior High School Certificate 2. Promoted to Senior High School
	1. Final Grade of at least 75 in all learning areas	Can proceed to the next chapter
	2. Did Not Meet Expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject

For Grades 11 to 12 Learners	3. Did Not Meet Expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learning must retake the subjects failed.
	4. Must pass all learning areas in the Senior High school	Earn the Senior High School Certificate

Section 4. Failures and Remedial

- 4.1 A Final Grade of 75 or higher in all learning areas allows a student to be promoted to the next grade level.
- 4.2 A student who Did Not Meet Expectations in at most two learning areas must take remedial classes.
- 4.3 The conduct of remedial classes during summer shall start every 2nd Monday of April and shall end after the completion of the six-week period that may include Saturdays. (DepEd Order No. 13, s 2018)
- 4.4 A student who failed on 3 or more subject will be retained.
- 4.5 Learners who earn raw scores in Written Work and Performance Task below expectations are given remediation by the fifth week of any quarter.
- 4.6 Remedial classes are conducted after the Final Grades have been computed. Summative Assessments given during remedial classes are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The Final Grade for remedial classes is the Remedial Class Mark (RCM).
- 4.7 The Final Grade at the end of the school year and the Remedial Class Mark are averaged and the result is called the Recomputed Final Grade. If the Recomputed Final grade is 75 or higher, the learner is promoted to the next grade level, however if it is below 75, the learner is retained in the grade level.

Section 5. Awards and Recognition

Source: D.O. No. 36, s. 2016

5.1 Awards and recognition bestowed on learners who have successfully attained standards set by the school support the efforts and accomplishments of these learners and affirm their latent potential, abilities, and dispositions. As per D.O. No. 36, s. 2016, there is no more ranking of students in the honor roll. The awards to be given are categorized into classroom awards, grade-level awards and special recognition.

5.2 Classroom Awards are recognition given to learners in each class or section. A simple recognition may be given per quarter, semester, or at the end of the school year. Awardees are given merit by the adviser and/or other subject teachers in recognition of the learners' outstanding performance in class.

5.2.1 *Conduct Awards* for grades 7 to 12 in each class will be given at the end of the school year. These awards are given to learners who have been observed to consistently demonstrate the DepEd core values (*Maka-Diyos, Makatao, Makakalikasan, and Makabansa*).

5.2.2 The *Academic Excellence Award* within the quarter is given to learners from grades 7 to 12 who have attained an average of at least 90 and passed all learning areas. Table 1 shows the specific Academic Excellence Award given to learners who meet the following cut-off grades.

Table 3. *Academic Excellence Award*

Award	Average Grade per Quarter
With Highest Honors/May Pinakamataas na Karangalan	98-100
With High Honors/May Mataas na Karangalan	95-97
With Honors/May Karangalan	90-94

5.2.3 *Recognition for Perfect Attendance* is given at the end of every quarter to encourage learners to attend and actively participate in class. Perfect attendance means that a learner must be present in all of his/her classes, and must have no absences for the entire quarter. Learners who are representing the school for various purposes (e.g., in-school or off campus activities) may also qualify for this award.

5.3. Grade-level Awards are recognition given to learners in each grade-level.

5.3.1 The Academic Excellence Award is given to learners from grades 7 to 12 who have attained an average of at least 90 and passed all learning areas at the end of the school year. The class advisers will give to the Awards Committee the list of qualified learners to be awarded during a school ceremony.

5.3.2 The Leadership Award is given to learners in grades 10 and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to

the betterment of the school and/or community. To qualify for this award, a learner must have no failing grades in any of the learning areas, have not committed any offense punishable by suspension or higher sanction according to the Department's service manual and child protection policies in the current school year, and a class officer or an active member/officer of any recognized school club, team, or organization.

5.3.3 Awards for Outstanding Performance in Specific Disciplines are given to recognize learners in grades 10 and 12 who have exhibited exemplary skills and achievement in specific disciplines. There may be more than one category of awards under the following disciplines: Athletics, Arts, Communication Arts, and Tech-Voc. There will be no separate awards for special programs.

5.3.3.a The *Athletics* award is given to learners who have shown outstanding skills in athletics particularly in games and sports through participation and victories in competitions, as well as discipline in training and sportsmanlike conduct and character. The academic rating that will be considered for this award would be the student's final grade in Physical Education.

All learner athletes who will participate shall be excused from their classes effective from the date of their practice/ training in preparation of the said athletic competition. Furthermore, the concerned athletes shall be given due consideration by their subject teachers in all the quizzes, activities, performance task on dates that they are out on training/ competition; the grades of the athlete must be retained/increased. Coaches are likewise advised to look into the status of the athletes, matters pertaining to their academic performances and standings.

5.3.3.b The *Arts Award* such as visual, media, music or performing arts is given to learners who have consistently demonstrated outstanding skills in the arts and above average creativity and craftsmanship exemplified through contribution to school's various functions and events. The academic rating that will be considered for this award is the final grade in Music, Arts, or Contemporary Philippine Arts from the Regions for Senior High.

5.3.3.c The *Communication Arts* award is given to learners who have demonstrated proficiency in any language (Filipino, English, or other foreign languages), in written or in oral communication, shown creativity in expressing ideas in written or oral activities in various subjects, and contributed to the school community.

5.3.3.d The *Science Award* is given to learners who have high academic standing in Science, demonstrated passion for science expressed through an excellent attitude toward science work, shown enthusiasm for science which positively influences other students in class and the wider school community, and displayed inquisitiveness about the environment, how things

work, and how natural processes occur. The academic rating that will be considered for this award is the student's final grade in Science for grades 6 and 10, or the average rating for the two core Science subjects in SHS.

5.3.3.e The *Mathematics* award is given to learners who have high academic standing in Mathematics, demonstrated passion for math expressed through an excellent attitude toward math work, and shown enthusiasm for math, which positively impacts other students in class. The academic rating that will be considered for this award is the student's final grade in Mathematics for grades 6 and 10, or the average rating for the core Mathematics subjects in SHS.

5.3.3.f The *Social Sciences* award is given to learners who have high academic standing in social sciences. They have consistently demonstrated the willingness and ability to contribute to and participate in activities that serve the common good. They have used their knowledge, skills, and disposition in history, geography, economics, and other areas of the social sciences to promote the common good and to achieve shared ends for others in the school and/or community above and beyond their personal good. The academic rating that will be considered for this award is the student's final grade in *Araling Panlipunan* for grades 6 and 10, or the average rating for the core Social Science subjects Personal Development/*Pansariling Kaunlaran* and Understanding Culture, Society, and Politics) in SHS.

5.3.3.e The *Technical-Vocational Education Award* is given to learners who have consistently exhibited exemplary skills and achievement in their area of specialization in technical-vocational (Tech-Voc) education. They have applied their knowledge and skills in Tech-Voc to projects and activities that have contributed to the school and/or community. The academic rating that will be considered for this award is the student's final grade in Technology and Livelihood Education (TLE) for grades 6 and 10, or the average rating for the specialized Tech-Voc subjects in SHS specific to the award.

5.3.4 Award for Work Immersion is specific to Senior High School (SHS) tracks. This award may be given to grade 12 graduating students who have exemplified outstanding performance based on the terms of reference or engagement set by the school and evaluation of the direct supervisor and subject teacher. The awardee(s) must have received high efficiency rating for their diligence and consistency in performing their duties and responsibilities throughout the immersion program. Only those learners who have received an outstanding academic rating in the Work Immersion subject (at least 90%) shall be awarded. This rating in the report card consists of the learner's performance and/or output during the Work Immersion.

5.3.5 Award for Research or Innovation is specific to the SHS tracks. Grade 12 graduating students—individuals, pairs, or groups of not more than four members—must have led the planning and execution of a research or innovation to advance the potential applications of technology, or research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.

5.3.6 *Award for Research or Innovation* is specific to the SHS tracks. Grade 12 graduating students—individuals, pairs, or groups of not more than four members—must have led the planning and execution of a research or innovation to advance the potential applications of technology, or research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.

5.3.7 *Award for Club or Organization Achievement* is given to a duly recognized club or organization that has created positive impact on the school and/or community it serves through the implementation of all its planned projects and activities, provided strong support to the implementation of the school activities and attainment of the school's objectives, and taken great strides to help its members develop their potentials.

5.4 Special Recognition is given to learners who have represented and/or won in competitions at the district, division, regional, national, or international levels will be recognized. These awardees have demonstrated their exemplary performance in academics, athletics, and the arts, and/or represented the school in DepEd-recognized activities.

5.5 Cases of protest shall be filed by the candidate with his/her parent or guardian to the School Head within three (3) working days from the announcement and shall be decided on by the school head or principal, considering the recommendations of the Awards Committee within three (3) working days from filing.

Section 6. Moving Up, Completion and Graduation Ceremonies

6.1 *Moving Up.* Grades 7, 8, 9 and 11 students who are promoted to the next year level shall have complied the academic requirements and shall have passed all subjects with grades not less than 75%. These students shall be announced at the end of the school year during the Moving Up Ceremony.

6.2 *Completion.* Grade 10 completers shall attend the Junior High School Completion Ceremonies at the end of the school year.

6.3 *Graduation.* A Grade 12 student is considered candidate for graduation if he/she completes the total number of units required for Grade 11 and Grade 12 levels in the senior high school program.

Article V

School Activities

Section 1. Implementing Guidelines on the Conduct of off-campus activities

(DepEd Order 66, 2017).

- 1.1. All co- curricular and extra-curricular activities shall ensure relevance and alignment with the educational competencies of the K to 12 Curriculum and leadership development of learners;
- 1.2. Uphold child protection principles and that no learner shall be disadvantaged in any form;
- 1.3. Observe the safety and security protocols for all participants before, during, and after the activity.
- 1.4. Participation in all off-campus activities is voluntary. Under no circumstances shall off-campus activities place under financial burden on learners and their families, teacher shall not charge their expenses to learners.
- 1.5. For off-campus activities, the following requirements must be complied:
 - a. Accomplish and submit Parents'/Guardian's Consent Form (Annex ____) to concerned teachers to indicate that they are allowing their children to join the off-campus activity.
 - b. Ensure that necessary arrangements for travel insurance are secured. Securing travel insurance is mandatory and sole responsibility by the parents/guardian. No one shall be allowed to join without travel insurance.
- 1.6. Safety and Security Measures
 - a. Buddy System – all learners participating in an off-campus activity should be assigned a buddy to ensure that someone is looking after one another. Paired learners may be assigned to a teacher or any participating adult.
 - b. Medical Kit – there is accessible medical kit throughout the duration of the off-campus activity.
 - c. Emergency and Evacuation Procedures – pre-departure briefing on emergency and evacuation protocols as per School Disaster risk Reduction and Management Manual.
 - d. Food – promote consumption of healthy food and beverages during the entire trip
 - e. Learner Medical Condition - medical clearance shall be required especially if strenuous physical activities are part of the off-campus activity program.

1.7. No Grade Equivalent. All co-curricular and extra curricular activities shall have no grade equivalent. In the same way, all non – participating learners shall not be required with any special projects and/or examination or any form of school requirements.

1.8. Class Disruption. The school head shall ensure that off-campus activities will in no way disrupt classes. Make-up classes shall be conducted to cover competencies discussed during the conduct of the off-campus activities.

Section 2. Co – Curricular Activities

2.1 Each learning area coordinator is encouraged to initiate activities involving learners to support academic instruction provided no fee shall be collected from the learners.

2.2 The area coordinator who initiates the activity shall present the plan of activities to the principal for approval.

2.3 The following are considered co-curricular activities:

- Nutrition Month Celebration
- Pride Month – LGBT
- Career Guidance Week
- Buwan ng Wika
- Science Month Celebration
- Math Festival
- English Month Celebration
- Science Month
- Journalism
- Araling Panlipunan
- Athletic
- All subject base on activity
- Children’s Month
- Linggo ng Kabataan
- National Arts Month
- History Month
- Filipino Values Month
- Scouting Month
- Seminars and symposia in support to academic programs

Section 3. Extra – Curricular Activities

3.1 The school supports the desire of students to hone their talents and skills in any field of interest through various activities they wish to conduct for as long they are in consonance with existing school policies. Any community activities where students are involved must have approval from the School Head. The conduct of off campus activity will be a prerogative of the school heads and subject to the approval of the Schools Division Superintendent (DO 66, s. 2017).

3.2 Participation of students in extra-curricular activities although not related to academic programs is given due recognition by the school.

3.3 The following are considered extra-curricular activities:

- 2.3.1 Town Fiesta Activities
- 2.3.2 JS Prom
- 2.3.3 School or Community-based Beauty/Talent/Popularity Search
- 2.3.4 Recollection of Grade 10 and Grade 12 Students
- 2.3.5 National Teachers Month and World Teachers Day
- 2.3.6 Family Day
- 2.3.7 High School Day
- 2.3.8 Intramurals
- 2.3.9 School Fair
- 2.3.10 Other seminars and symposia related to DepEd

Section 4. The Supreme Student Government

Source: Standard Constitution and by-laws of SSG; DepEd Order No. 47, s. 2014)

4.1 The Supreme Student Government (SSG) shall be the highest governing body of the students. All bona fide learners of the school are members of the student body.

Section 5. Recognized Clubs and Organizations

5.1 The school recognizes the right of the students to organize into clubs or groups that are in conformity with academic interest and aspirations.

5.2 Each student is encouraged to join organizations and clubs not exceeding three memberships.

5.3 The following organizations are recognized by the school as legitimate:

- 4.3.1 Earth Savers Club
- 4.3.2 Youth for Environment in School Organization (YES-O)
- 4.3.3 Communication Arts

- 4.3.4 Math Wizards Society
- 4.3.5 Kabayani Club
- 4.3.6 Kapisanan ng mga Mag-aaral sa Filipino (KAMFIL)
- 4.3.7 Values Education Club
- 4.3.8 Youth Entrepreneurship & Cooperativism in School (YECS)
- 4.3.9 Student Technologists and Entrepreneurs of the Philippines (STEP)
- 4.3.10 Junior Health Guardians Club
- 4.3.11 Arts Guild
- 4.3.12 ICTech
- 4.3.13 Performing Arts Club
- 4.3.14 Sports Club
- 4.3.15 Barkada Kontra Droga
- 4.3.16 Other legitimate organizations recognized by the school

(depends on school for the name of recognized clubs)

5.4 The recognized clubs and organizations must have clear plan of activities, constitution and by-laws, list of officers and members and annual achievement report submitted to the school principal.

Article VI

Student Services

Section 1. Health and Nutrition Services (HNS)

- 1.1 In order to fully implement the health & nutrition programs of the school, the School Nurse keeps the clinic functional to serve as the center of the health & nutrition services. It is open from 8:00 am – 5:00 pm offering the following services:
 - 1.1.2 Health assessment of students that includes vision & hearing tests, weight & height taking
 - 1.1.3 Health & nutrition counseling, follow-through and referral of cases
 - 1.1.4 Prevention & control of communicable diseases
 - 1.1.5 Safety, first aid emergency care and correction of remedial defects
 - 1.1.6 Care of exceptional children
 - 1.1.7 Promotion of health & nutrition among school population
 - 1.1.8 School Based Immunization
 - 1.1.9 Deworming
 - 1.1.10 Feeding
 - 1.1.11 Medical/dental/nursing services
- 1.2. Medical officers/ Dentists conduct health examination/ treatment / referral of learners.

- 1.3 All students shall undergo health assessment as part of the health and nutrition program's implementation.
- 1.4 A student who experiences discomforts and minor ailments shall be sent to the school clinic for proper first aid treatment and care. Student-patients who wish to rest at home in view of their discomforts shall be allowed to go home upon presentation to the Security Guard of the Health and Nutrition pass slip issued by the School Nurse.
- 1.5 Students are expected to wear their footwear inside the classroom at all times for hygienic purposes regardless of the location of the school.
- 1.6. Nutritional assessment is implemented for appraisal at existing nutritional assessment situation /status of children e.g. height, weight.
- 1.7. Conduct good hygiene practices in schools thru:
- a. Proper hand washing, wearing of slippers/shoes, and drinking of portable water, and clipping of fingernails
 - b. Discussion of proper hygiene and sanitation in schools
- 1.8. Oral Health Care Program – 7'oclock tooth brushing activity habit activity and inculcate daily tooth brushing habit
- 1.9 Oplan sa Kalusugan sa DepEd (OK sa DepEd) 6 flagship programs: School-Based Feeding Program (SBFP), National Drug Education Program (NDEP), Adolescent Reproductive Health Education (ARH), Water, Sanitation, and Hygiene (WASH) in Schools (WinS), and Medical, Dental, and Nursing Services.
- 1.10 Advocacy campaigns on School- based HIV and AIDS Education Prevention Program and Tuberculosis Prevention and Control Program
- 1.10 Management of overweight and obesity cases in schools through health talks to be conducted by school nurses such as the Guidelines on Healthy and Food Beverages (DO 13, s 2017.

(This section can be amended by the school nurse based on their own programs)

Section 2. Library

- 2.1 Each secondary school must have a functional library. It serves as an information center of the school and the parents.
- 2.2 The Library is open during class days from 8:00 a.m. to 5:00 p.m. It is a place for studying and other intellectual activities that require concentration thus, silence must prevail. Students must sign in the Library logbook upon entry.
- 2.3 Student I.D must be presented to the librarian for students to be able to borrow books in the library. Maximum of three (3) textbooks are allowed to be taken out within 24 hours.
- 2.4 A student is responsible for the reading materials he/she uses in the Library. In case of losses and damages, the student will be liable for replacing them with the current cost if there is negligence on the part of the learner. The exemption of fees only applied if the book is damaged due to calamities and other force majeure related incidence.
- 2.5. School librarian offers the following services:
 - a. Library orientation during opening of classes
 - b. National Book Week Celebration
 - d. Photocopying services

Section 3. Guidance Office

- 3.1 The objectives of the Guidance program are oriented towards student self-realization and total personality development. Its services are designed to equip the students with the necessary tools for self-actualization in the context of personal, familial and societal realities. The Guidance Counselor is available in the Guidance office during office hours from 8:00 am to 5:00 pm to take charge of the following services:
 - 3.1.1 Counseling and/or Coaching – This is the heart of Guidance. It aims to assist students in processing their issues and concerns towards an acceptable resolution in an atmosphere conducive to trust and confidentiality.
 - 3.1.2 Individual Inventory – It refers to the process of gathering relevant data of the students useful for teaching and counseling such as Student Information Record.
 - 3.1.3 Information – This service pertains to the dissemination of information regarding personal and social concerns to develop students' adjustment and academic life through seminars, talks and bulletin postings.
 - 3.1.4 Follow-up and Referral – This area focuses among students who are referred by teachers and administrators regarding varied concerns such as misconduct and failures to ensure that they

have learned appropriate behaviors. Likewise, referral to community agencies will be facilitated for cases needing special attention.

3.1.5 Career Guidance Program– This service takes care of assisting students in their career decision-making from knowing their potential and providing them information regarding college course offerings and requirements.

3.1.6 Testing – It refers to the administration and interpretation of school-based and standardized test for purposes of self-awareness and career planning (NCAE, NAT, psychological test, etc)

3.1.7. Consultation Service - is voluntarily provided by the counselor/advocate to assist the learner and parent/guardian in need.

3.1.8. Other Services – The Guidance Counselor/advocate supports parent-student conference, home and community involvement. The office is also maintaining scholarship program, conduct research and evaluation, addressing the issue on mental health, and manage the Peer Facilitators Club program.

3.2 R.A. 9258, otherwise known as the Guidance Counseling Act of 2004, sec. 3 defines Guidance and Counseling as involving “...the use of an integrated approach for the development of a well-functioning individual primary by helping him/her potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests, and needs,” and “the very term, ‘counseling’ is synonymous to a face-to-face helping relationship. It is a mission of service.” In this sense, the task of a Guidance Counselor entails a friendly aura where students/clients could be at ease and comfortable enough in confiding their innermost private thoughts which might be bothering them intrinsically.

3.3 The task of implementing disciplinary measures, primarily to the Prefect of discipline, evokes an intimidating aura which is an impediment for one to be considered an approachable authority for student-clients. Therefore in this sense, the act of investigation, mediation, adjudication and imposition of penalties to offender student/s are not among the responsibilities of a Guidance Counselor/Advocate for him/her efficient in his/her job.

3.4 Technically, Guidance counselor/advocate deal with the emotional and psychological equilibrium of the student-clients. That is, helping them regain or enhance their motivation to become productive learners in school through the application of intervention processing we call counseling/coaching.

3.5 Guidance Counselor/Advocate will serve as the source of comfort for scared, humiliated and confused students. Student-client will be encouraged to open up. The main job during Counseling/coaching is to dig down deeper the reason behind misbehavior of a student offender because the misconduct displayed might merely be a symptom from a bigger problem. For

example, the irritability and erratic temperature of one individual might be just a symptom of his/her family problems.

- 3.6 For these reason, students who undergo disciplinary actions will likewise undergo the counseling process upon the referral of the Prefect of Discipline. For record purposes, the Prefect of Discipline must bring the promissory/agreement form filled up and signed by the referred learner/s to the Guidance Counselor/Advocate. The Anecdotal Record Form (ARF) filled up the class Adviser or Subject Teacher or any faculty member who witness the incident indicative of the misconduct of the offender-student.
- 3.7 Students who are not committing misconduct or undergoing disciplinary actions but are displaying symptoms of stress, loneliness, trauma and other personal problems affecting his/her academic performance in school shall be referred by the Class Adviser or Subject Teacher for counseling/coaching. The class adviser or subject teacher referred student must bring the referral form filled up by the observer, i.e. Class Adviser, subject Teacher or any faculty member who personally observe the unpleasant intrinsic or psychological indications displayed by the referred learner.
- 3.8 In other cases, the Guidance Counselor/advocate may call directly the attention of a student to the Guidance Office for a brief counseling/coaching session by serving the Call Slip, intended for said student, to the Class Adviser or subject teacher.
- 3.9 For walk- in counseling/coaching, student/s may voluntarily see the Guidance Counselor/Advocate without referral or call slip. The Guidance Counselor/Advocate may accommodate the walk-in student/s at once or set an appointment for counseling/coaching.

Section 4. Office of the Prefect of Discipline

(Source: Surigao del Sur Division Memo No. 177, series of 2016)

- 4.1 The designation of a Prefect of Discipline in every school is directed by virtue of the delegated power of the School Head to discipline students in cases of student violation of school rules and regulations.
- 4.2 The responsibilities of the Prefect of Discipline:
- 4.2.1 handle referrals from Class Advisers in cases of repetitive minor offenses and major offenses or grave misconduct committed by students provided that classroom-based intervention has already been exhausted as evident in the anecdotal record of the referring Class Adviser.
- 4.2.2 Conduct hearing on arbitration on disciplinary cases, makes the investigation, admonish, reprimand and decides on implement the appropriate sanction or disciplinary measures based on the Students' Handbook except on serious disciplinary cases that require expulsion from school which has be heard and decided upon by the School Head.

4.2.3 Keeps record of cases through the Promissory note relative to attendance, tardiness and disciplinary cases of students.

4.2.4 Makes referral to the Guidance Office for counseling and follow-up of students under disciplinary cases of students.

4.2.5 Records and reports to the Principal the disciplinary problems.

4.2.6 Confers with parents of students under suspension or with disciplinary problems.

4.2.7 Participates in the formulation of school policies regarding disciplinary measures.

4.2.8 Monitor the students' tardiness and observance of the school's uniform, wearing or earrings among boys and make monthly report on the same to the respective Class Advisers for follow-up.

(Depends on school. The office of prefect discipline can be modified. The prefect can only be applied to school with full-time guidance counselor. For small schools, class adviser can be a prefect of discipline while in big schools the grade level chair can serve as prefect of discipline.)

Section 5. School Canteen

Revised implementing guidelines on the operation of the management of school canteen in public elementary and secondary schools (DO 6, s. 2007).

The school canteen shall serve as the laboratory for Home Economics, retail trade, and in the incidental teaching of health and nutrition. It provides hands-on training for students on planning, purchasing, handling and storage, preparation, serving and sale of safe and nutritious meals.

Service should be the main consideration for operating a school canteen. Profit shall only be secondary since the clientele are learners who are dependent only on their meager allowance from their parents.

Specify foods to be displayed in school canteen in relation to "Policy Guidelines on Healthy Food and Beverage Choices in Schools and DepEd Offices." (DO 13, S. 2017)

Include in the provision that the Office of School nurse must regularly monitor compliance of food displayed in the canteen, at least on monthly basis.

5.1 The school canteen sells food items to the students and serves as a venue for the development of their desirable eating habits. It is categorized as a school-managed canteen, teacher's cooperative, and laboratory canteens depending on learner's population which is operated and managed by the school under the general supervision of the school head through consignment basis. (D07)

5.2 Foods prepared in the canteen are nutritious, sanitary and affordable such as native delicacies, fruit juices, and the like.

5.3 Selling of junk food and carbonated drinks is prohibited.

Section 6. Records

6.1 The Records Office is responsible for keeping the student forms such as SF 10, SF 9, diploma and other documents. The students, alumni and their parents may avail of the preparation and issuance of the above-mentioned forms on a per request basis for free. -

6.1.1 SF 10 (Permanent Record). Generally this is a school-to-school transaction between receiving and originating school. Learner and/or parents or guardians are not allowed to hand-carry the Form SF10 to the receiving school except in far-flung area where courier services are not available.

6.1.2 Diploma and SF 9 (Report Card). In case of loss second issuance shall be provided after presenting an affidavit of loss except in far-flung areas where notarial services are unavailable.

Section 7. Security

7.1 Security Guards are part of the school staff. As such, they are directed to perform specific jobs in order to ensure a positive and peaceful learning environment. They report any violations of school rules or civil law to the proper agencies for appropriate action.

7.2 In order to avoid any untoward incidents, no visitors shall be allowed to enter the campus during school hours except for valid reasons, provided that he/she shall be required to sign the logbook for security purposes and wear the visitor's ID.

7.3 For school visitors, they must have to observe proper dress code upon entering the school premises.

7.3 Nobody shall be allowed to stay inside the campus after 5:00 p.m. for any sessions unless approved by the School Head.

7.4. In order to avoid accident, guards have the right and obligation to disallow students from embarking on a motorcycle, tricycle or any public utility vehicle in manner that is excessive to the normal capacity of the vehicle.

Article VII

Child Protection and Anti-Bullying Policy

Section 1. Rationale and Objectives

1.1 The development of a school-based Child Protection and Anti-Bullying Policy is a product of a collaborative work involving a participatory process with the school administrators, selected teachers, parents, guidance counselor and Barangay Officials. The school strongly supports the DepEd's zero tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. This policy is created as a statement of intent that demonstrates schools' commitment to safeguard children from all forms of violence. In accordance with the provisions of Article XV, Section 3 of the 1987 Constitution, R.A. 10627 or the Anti-Bullying Act of 2013 and the guidelines in DepEd Order No. 40 series of 2012, the school has adopted this school-based child protection and anti-bullying policy within the framework of the school's overall code of behavior.

1.2 This policy targets the following objectives:

- 1.2.1 To ensure that students, school personnel, and parents know the school policy on child protection and anti-bullying and what they should do if abuse arises.
- 1.2.2 To give direction and guidance to school authorities and personnel in preventing and tackling all forms of abuse amongst the school community.
- 1.2.3 To provide systematic means of monitoring, recording and reporting of concerns and cases.

Section 2. Child Rights

(Source: UN Convention on Right of the Child)

2.1. Child refers to any persons below eighteen (18) years of age or those over but are unable to fully take care or protect themselves from abuse, neglect exploitation or discrimination because of a physical or mental disability or condition; (RA 7610). The term also includes pupils or students who maybe 18 years (18) of age or older but are in school (DO no. 40 s. 2012)

- 2.2. The Right to Life
- 2.3. Right to have a name/identity
- 2.4. Right to live with a family
- 2.5. Right to health care, safe water to drink, nutritious food, shelter, and safe environment.
- 2.6. Right of Protection from abduction
- 2.7. Right to education (even with disability)
- 2.8. Right to develop his/her talents and abilities to the fullest
- 2.9. Right to be free from harmful and cruel punishment

- 2.10. Right for protection from being hurt, mistreated both body and mind by anybody
- 2.11. Right to express an opinion by talking, writing, drawing, or in any other means as long as it is not offensive to other people.
- 2.12. Right to play and rest
- 2.13. Right to choose own religion or beliefs as long as they are not harmful
- 2.14. Right to choose friends and groups as long as they are not harmful
- 2.15. Right to information as long as they are not harmful
- 2.16. Right to privacy as long as they are not harmful
- 2.17. Right to be free from sexual abuse or any kind of exploitation
- 2.18. Right to refuse in going to a war or joining an army (under 15 years old)
- 2.19. Right of protection from harmful drugs and drug trade
- 2.20. Right to be paid fairly if working
- 2.21. Right to legal help and fair treatment.

Section 3. Rights of the Person with Disability

(Source: RA 7277 Providing Rehabilitation, Self Development and Self Reliance and their Integration)

- 3.1 Disabled Persons are those suffering from restriction of different abilities, as a result of a mental, physical or sensory impairment, to perform an activity in the manner or within the range considered normal for a human being.
- 3.2 Right to access the sufficient standards protection for the civil, cultural, economic, political, and social rights.
- 3.3 Right to equality and non-discrimination environment
- 3.4 Right to access quality education

Section 4. Roles and Responsibilities of School Administrators, Faculty and Non-Teaching Personnel

- 4.1. School administrators, Faculty, Non-teaching personnel and others to Students
 - 4.1.1 Establish and maintain an open and child-friendly communication with the students in a manner in which they would be comfortable talking about their complaints, personal problems and concerns, but should set appropriate limitations.
 - 4.1.2 Exercise one's duty to care by extending one's self control and exercising patience especially in handling challenging students.

4.1.3 If an activity, event or ceremony will be held outside the school premises (such as fieldtrips, camping, sports activities, etc.), it is important that the school administration take into consideration the necessity of the activity, accessibility of the venue and the safety of students. It is also expected that parents/guardians be informed of the nature of the activity, where it will be held, who would be the teachers and/or school staff present, and how will the students be transported to the venue, and be asked for their consent;

4.1.4 Be ready to accept constructive criticisms and reprimands from higher authority if he/she has inappropriately behaved towards any student;

4.1.5 Give equal opportunity to students to make statements, presentations and voice their opinions in classrooms, meetings and other venues of discussions;

4.1.6 Seek representation from students (e.g. Supreme Student Government) in discussions that can affect directly or indirectly their development in school.

4.1.7 Recognize students for their personal value or merit, commitment to school tasks or duties and adequately praise them for their effort;

4.1.8 Treat student's individual personal information with confidentiality if requested by them; otherwise, if the matter would best be informed to the parents/guardians, the faculty or staff may do so after proper deliberation of what would be appropriate for their best interest.

4.2 School administrators, faculty, non-teaching personnel and others shall refrain from:

4.2.1 Using corporal punishment as a means of discipline, as indicated in Section 3, Letter O of the DepEd Order No. 40, Series of 2012

4.2.2 Engaging in inappropriate remarks or gestures which could be misunderstood. Examples of inappropriate behavior include "bear hugs", tickling and piggyback rides, making compliments that relate to physique and telling "green jokes".

4.2.3 Being alone with a student in a room or being in an uncompromising situation such as meeting them in an isolated area or non-school related activities or taking them home.

Spending excessive time alone with the student away from others is inappropriate.

4.2.4 Too much familiarity with a student, including exchanging SMS messages/emails which would create malice.

4.2.5 Having an intimate, romantic and sexual relationship with students, even if he/she is legally an adult.

4.2.6 Permitting or participating in behavior of students that is illegal, unsafe and/or abusive;

4.2.7 Losing one's self-control and personal civility by shouting, cursing, displaying loss of temper such as throwing objects at students which would humiliate them.

4.2.8 Discriminating against, showing differential treatment to or favor particular students to the exclusion of others;

4.2.9 Calling, labeling or nicknaming a student with reference to his/her physical appearance, weakness/es, and status of any sort;

4.3.0 Letting their personal disagreements with parents, guardians, teachers and staff, in existence of any, to prejudice or bias one's evaluation of the student's school performance;

4.3 School administrators, Faculty, Non-teaching personnel and others to follow School administrators, Faculty, Non-teaching Personnel and others.

4.3.1 School administrators, Faculty, Non-teaching Personnel and others must maintain professional relations toward one another and be open-minded and accept constructive criticisms from colleagues without ill feelings;

4.3.2 School administrators, Faculty, Non-teaching Personnel and others shall refrain from involving students in personal arguments, or use them to induce the other by saying off-hand comments or anything against another school administrator, faculty, non-teaching personnel and others in the presence of the students to prevent disputes.

4.4 School administrators, Faculty, Non-teaching personnel and others to Parents/Guardians

4.4.1 School administrators, Faculty, Non-teaching personnel and others must be open-minded, calm and ethical in dealing with aggrieved parents/guardians;

4.4.2 Have an agreement settled with parents/guardians on issues in the classroom or school procedures that concerns the welfare of the students;

4.4.3 School administrators, Faculty, Non-teaching personnel and others shall refrain from involving students in their personal disagreements with parents/guardians.

4.5 Parents/Guardians to School Administrators Faculty, Non-Teaching Personnel and Others

4.5.1 Parents/Guardians must be open-minded, calm and ethical in dealing with their issues towards a school administrator, faculty member, non-teaching personnel and/or others;

4.5.2 Have an agreement settled with school administrator, faculty, non-teaching personnel and/or others that concerns the welfare of their children and avoid creating unnecessary stories without confronting the person himself/herself.

4.6 Parents/Guardians/Visitors/External Stakeholders

4.6.1 Any person who visits the school and has any official business with the school, and any person who does not have any official business but is found within the premises of the school must also adhere to this policy. Basic safeguarding procedure includes signing in the Guard's logbook before entering the school. Visitors should not be left alone with students.

4.6.2 The parent/guardian has to personally seek permission from the teacher for his/her child to leave the school during class hours to attend to important appointments.

Section 5. Child Protection

(Source: DepEd Order No. 40, s. 2012)

The school adheres to the zero tolerance policy for any act of abuse, exploitation, violence, discrimination, bullying, and other forms of abuse.

5.1 Child refers to any person below eighteen (18) year old or those over but are unable to fully take care of themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition; (RA 7610). For purposes of DO 40, s. 2012, the term also includes students who may be eighteen (18) years of age or older but are in school.

5.2 Child protection refers to programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence.

5.3 Child abuse refers to the maltreatment of a child, whether habitual or not, which includes any of the following:

- 5.2.1 Psychological or physical abuse, cruelty, sexual, abuse and emotional maltreatment
- 5.2.2 any act by deeds or words which debases, degrades, demeans the intrinsic worth and dignity of a child as a human being;
- 5.2.3 unreasonable deprivation of the child's basic needs for survival such as food and shelter; or
- 5.2.4 failure to immediately give medical treatment to an injured child in serious impairment of his or her growth and development or in the child's incapacity or death (Sec. 3 (b), RA 7610).

5.4 Discrimination against children- refers to an act of exclusion, distinction, restriction or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language religion, political or other opinion, national or social origin, religion, property, birth, being infected or affected by Human Immunodeficiency Virus and Acquired Immune Deficiency syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

5.5 Child exploitation – refers to the use of children for someone else's advantage, gratification or profit often resulting in an unjust, cruel, and harmful treatment of the child. These activities disrupt the child's normal physical or mental health, education, moral or social emotional development. It covers situations of manipulations, misuses, abuse, victimization, oppression or ill treatment.

These are two main forms of child exploitation that are recognized:

1. Sexual exploitation – refers to the abuse of position of vulnerability, differential power, or trust, for sexual purposes. It includes, but it is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability.

2. Economic exploitation – refers to the use of the child in work or other activities for the benefit of others.

5.6 Violence against children committed in school – refers to an act exclusion, distinction, restriction or preference which impairs the recognition, enjoyment or exercise by all learners on an equal footing, of all rights and freedom. Child exploitation refers to the use of children for someone else's advantage, gratification or profit resulting in unjust, cruel, and harmful treatment of the child.

5.6.1 Physical Violence refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.

5.6.2 Sexual Violence refers to acts that are sexual in nature. It includes, but is not limited to:

- a. rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body;
- b. forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and
- c. acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts, or favors.

5.6.3 Psychological violence refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.

5.6.4 Other acts of violence of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.

5.7 The Department of Education community prohibits and does not condone the practice of corporal punishment as a form of student discipline.

5.8 Corporal punishment refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline. It includes physical, humiliating or degrading punishment, including, but not limited to the following (DO 40, s. 2012, Sec 3)

- 5.8.1 Blows such as, but not limited to, beating, kicking, hitting, slapping, or lashing, of any part of a child's body, with or without the use of an instrument such as, but not limited to a cane, broom, stick, whip or belt;
- 5.8.2 Striking of a child's face or head, such being declared as a "no contact zone";
- 5.8.3 Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;
- 5.8.4 Forcing a child to perform physically painful or damaging acts such as, but not limited to, holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects;
- 5.8.5 Deprivation of a child's physical needs as a form of punishment;
- 5.8.6 Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials that can cause discomfort or threaten the child's health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;
- 5.8.7 Tying up a child;
- 5.8.8 Confinement, imprisonment or depriving the liberty of a child;
- 5.8.9 Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
- 5.8.10 Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;
- 5.8.11 Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others.

Section 6. Practice of Positive Discipline

(Source: Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers)

- 6.1. Positive Discipline is an approach to teaching that helps learners succeed, gives them the information they need to learn, and supports their development. It respects children's rights to healthy development, protection from violence, and active participation in their learning.
- 6.2. The employment of positive discipline is a utilization of conflict (among learners and teachers) as an opportunity to teach students how to manage their emotions and resolve conflicts without hurting others physically and emotionally.
- 6.3. There are no bad children, just good and bad behaviors. (Deped Order No. 40 s. 2012)
- 6.4. As part of a teacher's classroom management techniques, the school adopts the use of anecdotal logbook as a classroom-based intervention to record all student misbehaviors.
- 6.5. The teachers are also trained in child protection policy and mediation/conflict management techniques for them to be equipped in handling challenging behaviors in the classroom.

Section 7. Rights of the Learners

- 7.1 Every student has the right to receive, primarily through competent instruction, relevant quality education in line with national goals and conducive to their full development as persons with human dignity.
- 7.2 The right to have access to their own school records, which shall be maintained and preserved in a confidential manner by the school;
- 7.3 The right to publish a student newspaper and similar publications and to invite resource persons during assemblies, symposia, and other activities of similar nature;
- 7.4 The right to free expression of opinions and suggestions, and to avail of effective channels of communication with the appropriate academic and administrative bodies of the school;
- 7.5 The right to be free from involuntary contributions, except those approved by their own organizations or societies through resolutions;
- 7.6 The right to understand the purpose, the directions and the means of evaluation of a given assignment;
- 7.7 To understand the content, structure and appearance of all written homework/assignments as important elements in the grading process;
- 7.8 The right to healthy food.

Section 8. Bullying defined

- 8.1 The Department of Education prohibits and does not condone the acts of bullying in the school campus.
- 8.2 Bullying is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:
 - 8.2.1 Physical - pushing, kicking, hitting, slapping, shoving or any use of violence
 - 8.2.2 Verbal - name-calling, teasing, giving insults, saying offensive words pertaining to one's appearance, disability, mental ability, sexuality or religious beliefs and economic status
 - 8.2.3 Psychological - doing pranks as form of torment, graffiti, hiding or destroying one's possessions, threat and offensive gestures, stalking, humiliation, behavior leading to social isolation including spreading gossip to damage one's reputation and encouraging others to ignore another

- 8.2.4 Sexual – malicious physical contacts, sexually suggestive jokes and cat-calling
- 8.2.5 Cyberbullying- using digital technology such as social media, instant messaging, texts, blogs and other to deliberately upset and humiliates someone.

Section 9. The School's Bullying Prevention Strategies

- 9.1 All schools in the Caraga Region are encouraged to incorporate CHILD PROTECTION issues and advocacies during the celebration of the CHILDREN'S MONTH and the 18 Days Campaign to End VAWC, wherein the schools shall conduct INSET, competitions, student fora and symposia relevant to child protection, anti-bullying issues and positive discipline, which involve not only school personnel and learners, but also parents, guardians, barangay officials, and all concerned stakeholders and government agencies. This will be spearheaded by the coordinators for Child-Friendly Schools System Coordinator.
- 9.2 The School Head shall consistently remind the school community and emphasize the importance of the Child Protection and Anti-bullying policy during the entire academic year.
- 9.3 During the Student Orientation every start of the school year, students will be informed that bullying will not be tolerated, both in and out of school. They will be taught how to report if they are bullied or if they have a first-hand knowledge of a bullying incident.
- 9.4 Teachers shall include bullying lessons in homeroom discussions particularly in Araling Panlipunan and Values Education subjects. The ICT Coordinator shall include Internet safety lessons and responsible use of social media in Computer subjects. Teachers shall include personal safety activities in MAPEH subjects.
- 9.5 Most bullying happens when school personnel are not present. The school shall ensure that there is teacher supervision in all activities in the school.
- 9.6 Develop student-led initiatives against bullying to raise awareness on children's right, bullying, and positive discipline. Conduct Bullying Prevention Activities such as recitation of anti-bullying oath (in mother tongue, with statement against CYBER BULLYING to be attached as APPENDIX in the handbook), school assemblies, advocacy campaigns or creative arts contests highlighting desirable values to bring the community together and reinforce the message that bullying is wrong.
- 9.7. This policy shall be made available to all school personnel, published on the school webpage and provided to the Parents' and Teachers Association.
- 9.8. Actual Recitation of Anti-bullying oath every day during the flag ceremony.

Section 10. Intervention Procedures in Handling Bullying Incidents

- 10.1 If bullying is suspected or reported, the incident will be dealt with immediately by the school personnel who has been informed. If the personnel is a subject teacher or non-teaching staff, he/she must immediately report the incident to the Class Adviser of the concerned student.
- 10.2 The Class Adviser shall deal with the incident privately and interview students concerned on separate occasions ensuring that each side is heard and respected. It must be emphasized that this kind of behavior will not be tolerated. A clear account of the incident will be recorded in the Anecdotal Record of the Class Advisers of the student/s involved indicating the date and time and the detailed description of the incident. The Class Adviser shall communicate with the parents or guardians about the case during the quarterly Recognition Program or parents meetings. This accounts for the classroom-based intervention for simple cases of bullying.
- 10.3 If the bullying incident or retaliation of the situation required immediate action shall be taken by the school within twenty- four hour from the time of the incident.
- 10.4 In cases of repeated and severe cases of bullying and if it occurs even after the initial classroom intervention, the case must be referred to the Prefect of Discipline who shall arrange for an investigation through a face-to-face conference with the parents of the victim and the offending child. The case shall then be endorsed to the Child Protection Committee (CPC) for intervention. The treatment of sanctions may be imposed in the presence of the parents or guardians. The penalty of in-school suspension for one day to not more than one week may be imposed by the School Head through the Prefect of Discipline, depending on the gravity of the offense as determined by the CPC. After the period of suspension, the Guidance Counselor shall conduct a separate and group counseling/coaching sessions with the offending student, the victim and the bystanders. Parents or guardians may be required to attend further counseling by the Guidance Counselor. The Guidance Counselor shall
- then prepare a counseling note for future reference.
- 10.5 In cases of bullying that results in serious physical injuries or death, the case shall be referred to the PNP Women and Children Protection Desk and Local Social Welfare Departments.
- 10.6 In all cases, there shall be consistent recording, investigation and follow up of bullying incidents.

11 Section 11. Procedures in Handling Disclosure, Referral and Assessment of Child Abuse

11.1 If a student has disclosed any forms of child abuse to school personnel, realize that this is a rare moment and the student is among the courageous. As the important adult the child has chosen to tell, the school personnel's response is therefore extremely important.

11.2 All school personnel shall undergo training in handling disclosures.

11.3 The school personnel shall listen closely but not ask specific questions. It is NOT the personnel's duty to determine if the student is telling the truth or not. Personnel's duty is to report not to investigate.

11.4 The school personnel shall coordinate with the Guidance Counselor for immediate response on the matter and accomplish Intake Sheet (Annex B).

11.5 The vow of confidentiality shall be observed unless there is a perceived clear and imminent danger. The Guidance Counselor shall inform the parents/guardians or the non-offending parent or closest relative (if the offender is a family member). If the victim has an immediate medical need, the Guidance Counselor shall facilitate in providing the victim medical attention. At all times, the vow of confidentiality shall be observed unless there is a perceived clear and imminent danger.

11.6 The case shall be referred to the Local Social Welfare Development Office or to the Women and Children Protection Desk (WCPD) of the local police station for assessment and appropriate intervention. If in case of no action taken by MSWD, elevate the matter to provincial SWD.

12. Jurisdiction

12.1 Complaints of child abuse, violence, discrimination, exploitation, bullying and other acts of abused under DO 40, s. 2012 shall be within the **exclusive jurisdiction** of DepEd, and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts committed by persons not under the jurisdiction of the Disciplinary Authority of DepEd shall be referred to the appropriate authorities.

Section 13. Confidentiality

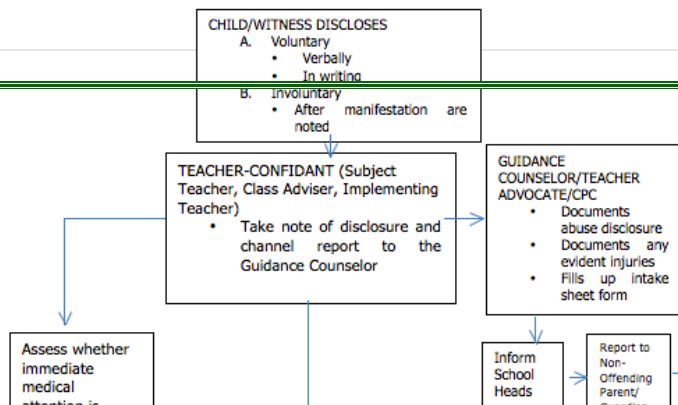
13.1 In child abuse, violence, discrimination, exploitation, bullying, or peer abuse and other acts of abuse by learners, the identity or other information that may be reasonably identify the learner, whether victim or offender, shall be withheld from the public or protect his or her privacy.

On the other hand, the Magna Carta for Public School Teachers protects the rights of teachers and no publicity shall be given to any disciplinary action against a teacher during the pendency of his or her case.

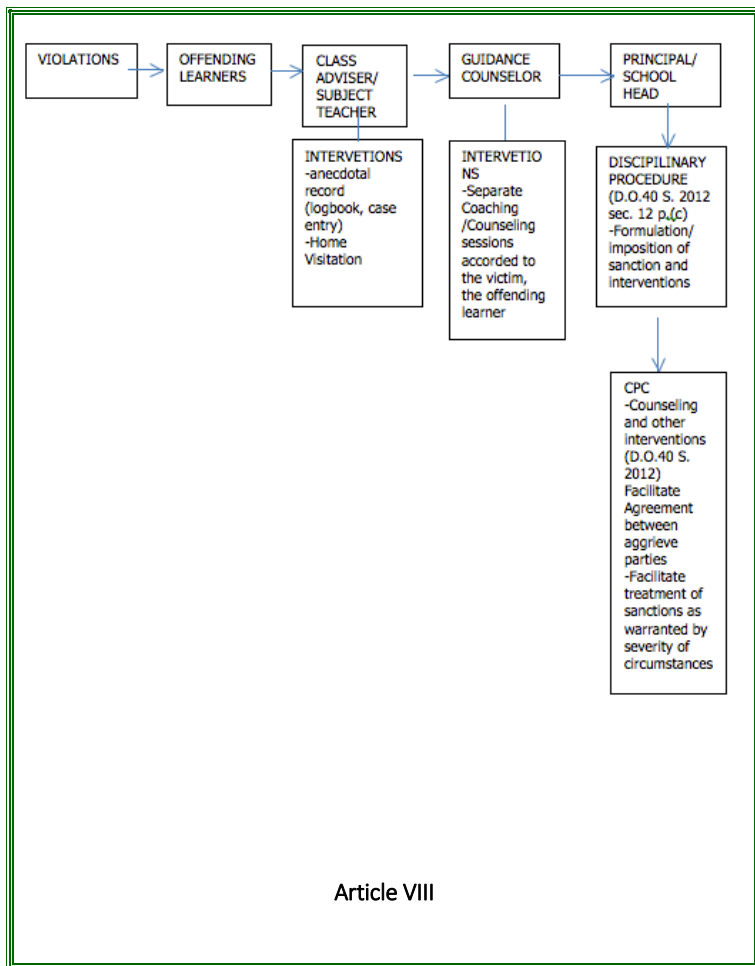
SECTION 14. All gathered incidents of child abuse and bullying shall be gathered by the School Principal and reported to their respective Division Office, a week after the beginning of each academic year, in accordance with DepEd Memorandum No. 59, Series of 2015. Subsequently, the Division Office focal person on Child Protection and Anti-Bullying shall collate the date submitted and submit the same to the Regional Office within the reglementary period provided for under the same DepEd Memorandum, as may be amended.

SECTION 15. The provisions of this Handbook shall have suppletory application for those schools under the Region which have their own handbook, policies and guidelines, subject to existing DepEd Orders, laws, ordinances, rules and regulations.

FLOW CHART ON REPORTING AND REFERRING CHILD ABUSE CASES



**FLOW CHART ON ACTIONS TAKEN ON BULLYING
LEARNERS RELATED COMPLAINT**



School Policy and Code of Discipline

Section 1. Basis and Authority of the School to Maintain Discipline

- 1.1 Every school shall maintain discipline inside the school campus as well as outside the school premises when pupils or students are engaged in activities authorized by the school (DECS Manual 2000).
- 1.2 School officials and teachers shall have the right to impose appropriate and reasonable disciplinary measures in case of offenses or infractions of good discipline. However, no cruel or physically harmful punishment shall be imposed or applied against any student (DECS Manual 2000).
- 1.3 Disciplinary measures are employed to correct erring learners for them not to repeat their mistakes, to safeguard the name of the school, and to help in the progressive development of the whole studentry.

Section 2. Duties and Responsibilities of Students

- 2.1. Every student shall follow the basic rule, which is: Love your school and be a responsible student your parents can be proud of.
- 2.2 The school recognizes that students have their own duties to perform to contribute to the betterment of their education. The following norms of conduct are expected from students:
 - 2.2.1 Students must be respectful of another's opinions, status of any sort, ethnicity, and religion;
 - 2.2.2 Must comply with the school's regulations, as long as they are congruent to their best interests;
 - 2.2.3 Must participate in and contribute to an adequate school environment;

2.2.4 Must express themselves appropriately at all times;

2.2.5 Must participate in school activities;

2.2.6 Must respect moral and physical integrity of everyone at all times;

2.2.7 Must ensure school facilities are clean and preserved, as well as any school articles, other devices, furniture or landscape, and use them properly;

2.2.8 Must respect property rights of any goods or objects belonging to anyone;

2.2.9 Must know and follow the rules and procedures of school services;

2.3 Students must refrain from:

2.3.1. Bullying;

2.3.2 Discriminating, or leading a group of students to discriminate another, with regard to one's physical appearance, gender or sexual orientation, disability, economic status, religious beliefs or affiliation and status of any sort;

2.3.3. Behaving physically in a manner that is inappropriate or sexually provocative;

2.3.4. Participating in behavior of other students that is illegal, unsafe and/or abusive;

2.3.5. Abusing and over-asserting their rights on a manner that would evade the school administration from protecting them;

2.3.6. Marking or damaging school property and equipment, including books, in any way

2.3.7. Being aggressive or engaging in a fight.

2.3.8. Inviting visitors or guests inside the school without passing through the Security Guard on duty.

Section 3. Policy on Absences, Tardiness and Cutting Classes

3.1 Regularity of attendance and punctuality are required in all classes.

3.2 The school gate is temporarily closed from _____ am and _____ pm to ensure student's safety inside the campus. (time schedule depends on school)

3.3 Every class shall establish a beadle system. Class advisers shall identify a student who will act as class beadle. Attendance shall be checked by the class beadle and the sheet shall be submitted to the respective subject teachers after every class.

3.4 A student who incurs absences of more than twenty percent (20%) of the prescribed number of class or laboratory periods during the school year should be given a failing grade and given no credit for the course or subject. The school head may, at his or her discretion, and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the school (DepEd Order No. 11, s. 2011).

3.4.1 4Ps provision on maximum allowable absences require the beneficiary to maintain an attendance of at least 85% of class every month (Pantawid Pamilyang Pilipino Program)

3.5 A student who has been absent is required to present to the Class Adviser a written explanation signed by the parents, stating the valid reason of absence immediately after the day the student was absent. Failure to do so will result to truancy. Truancy is an unexcused absence from school without the knowledge and permission both of the student's parents/guardian and of the teacher.

3.5 Extended absence of at least five days caused by illness must be certified with a written statement from a doctor (Medical Certificate).

3.6 Students who are absent for any reason will be required to make up work missed in each class. However, only students who are absent for valid reasons may be allowed to take missed quizzes and/or exams. It is the student's responsibility to make all necessary arrangement for missed assignments, lessons and projects with the teacher upon return to school.

3.7 Students are expected to report to class on time. A learner is considered tardy if he/she comes to class 10 minutes after the bell has rung.

3.8 The individual teacher will handle class tardiness. An accumulation of five tardiness in a month will result to the sending of a letter for conference with the parents by the class adviser. The same shall be done three times. Should the parents fail to attend such conference, the class adviser should coordinate with the guidance counselor for home visitation.

3.9 A student is considered cutting classes if he/she willfully does not attend in one or more subjects but present in some subjects.

3.10 Habitual unexcused absence, tardiness and cutting classes shall be recorded in the Anecdotal Logbook and shall warrant immediate classroom intervention of the Class Adviser. Subject Teachers must likewise report to the Class Adviser any cases of tardiness and cutting classes incurred in their subject.

Section 4. Norm of Conduct during Class Hours

4.1 Regular and punctual attendance is absolutely necessary. Students are expected to be in school before or at exactly ____ a.m. for the flag ceremony and ____ pm. The school gate is closed from ____ am and ____ pm to ensure student's safety inside the campus.

Commented [u1]: Schools may adopt different time for flag raising and flag lowering, for as long as the eight-hour requirement for classes shall be observed.

4.2 Students should stand at attention during flag ceremony and announcement (Deped Order no. 50 s. 2015)

4.3 Loitering in corridors and lingering inside the comfort rooms and canteens should be avoided at all times.

4.4 Students should wait quietly for their teachers. If a teacher is late for 15 minutes, the class president or its proxy, in case of the latter's absence, should notify the concerned teacher or the principal.

4.5 Students should be careful not to leave their things like books, bags, etc. They should refrain from bringing expensive gadgets and school supplies to prevent losses and accidents. Students are responsible for their personal belongings. The school assumes no responsibility for any lost articles.

4.6 Inside the campus, students should respect signage (e.g. off limits, danger, warning, silence, no entry, no loitering, this way, no littering, etc.) They are for safety and consideration for others. Students should keep their classrooms clean, green and orderly

to make it conducive for learning. They should abide by the set of rules and follow their leaders in the spirit of teamwork and team building.

4.7 Students are required to take good care of the school properties like chairs and tables. They should report damages done on a school property to school authorities as a sign of concern.

4.8 School Curfew: Students should not stay within the school campus after class hours on class days, except during officially sanctioned school activities with sanctions from parents or guardian. On weekends (Saturdays & Sundays), office permit and waivers of parents/guardians are required for school related activities. The school gate is always expected to be closed during weekends and only authorized personnel and students are allowed to get in.

Commented [u2]: This is better since schools shall be given freedom to decide on their class hours.

4.9 School activities sponsored by any student organization requiring collection of money or raising of funds from the students, like sale of tickets, solicitation, etc. affecting the school directly or indirectly

should be duly approved by the School Governing Council. Collection of money for such activities shall be voluntary and subject to the limitations imposed in DepEd Order No. 19, s. 2008.

- 4.10 Parent/guardian's informed consent/waiver is required for official seminars or activities requiring the participation of the students. Students who are allowed by their parents or guardians to join these activities are required to be in the prescribed vicinity, as stated by school authorities.
- 4.11 Announcements/posters/letters circularized which are to be posted on the bulletin boards must be approved by the principal or any of his/her authorized representatives for posting.
- 4.12 Students should deliver immediately circulars or letter to parents as soon as they arrive home. Return slips, if any, should be brought back to school the following day.
- 4.13 Students are prohibited from going to computer cafes and other recreational facilities and the likes during class hours. (DepEd Order No. 86, s. 2010)
- 4.14 Learners may only leave the campus during school hours when there are valid reasons, such as family or medical emergencies, etc. In this case, the learner must secure a gate pass from the adviser/subject teacher. The learner must also sign in and out of the guard's logbook. Failure to follow this procedure may result in disciplinary actions.
- 4.15 No group actions like boycotting of classes or demonstrations against any issue which leads to stoppage of classes shall be allowed. Student grievances shall be in a written form and will be entertained in a proper avenue and in a diplomatic process.

Section 5. Prescribed School Uniform & School ID

- 5.1 Wearing of complete and prescribed uniform, although voluntary as stated in DepEd Order No. 46, s. 2008, is strongly encouraged for the purpose of identification and safety of the students. The wearing of uniform shall be on Mondays, Tuesdays, Thursdays and Fridays except during special occasions, such as sports events. (depends on school)
- 5.2 The prescribed uniform for Junior High School is white blouse and navy blue pleated skirt, black closed shoes and white socks (girls) and white polo and black or blue pants, black shoes and white socks (boys) (depends on school)
- 5.3 The prescribed uniform for Senior High Students is illustrated below.

5.4 The school ID card is provided by the school to the new students (Grade 7 and 11) at no cost to them. The students then are expected to wear their I.D. before entering and while inside the campus, at all times.

5.5 The school ID should be presented to the Registrar and validated every year upon enrolment.

However, in case of lost ID card the student will shoulder the cost of the replacement.

5.6 For transfer to another school or graduating students, the school ID must be surrendered to the guidance counselor. The adviser then shall surrender the same to the principal.

Section 6. Dress Code and Grooming

6.1 Learners are encouraged to observe proper and decent grooming.

6.2 The acceptable haircut for boys shall be at least one (1) inch above the ear and three (3) inches above the collar line (DECS Manual 2000). Fancy haircuts, highlighted or dyed hair, tattoos, long/colored nails are discouraged for both male and female students.

Section 7. Regulation on the Use of Electronic Gadgets in School

(DO 83 s. 2003, 26 s. 2000 and 70, s. 1999)

7.1 DepEd strictly imposes a ban on the use of cell phones by students during class hours. Students are directed to turn off their cell phones during class hours and switch them back on after class. Wearing headset/earphones or playing loud music inside the classroom is also prohibited unless allowed by the teacher for academic purposes. This cell phone ban is ordered so students will remain focused in their lessons and learning distractions are minimized. Students repeatedly caught three times violating this provision shall be subjected to disciplinary actions.

7.2 No student may charge his/her gadgets on the outlet on their classroom or anywhere within campus unless permitted by their class advisers due to some requirement that they need to accomplish like project, term papers, research projects etc.

7.3. On cases where a class may be distracted because of the persistent use (three times) of gadgets by the certain student in spite or having been warned by the teacher, the said gadget must be turned

over to the concerned teachers who would eventually return the said gadget to the learner/owner at the end of the same class or period.

Section 8. Guidelines on Bringing of Vehicle/Motorcycle to School

8.1 For safety purposes, no student shall be allowed to bring any vehicle inside the school premises, unless authorized/allowed by the school head.

Section 9. Cheating, Stealing, Plagiarism, Forging of Signature, Falsification of School Documents and other Forms of Grave Dishonesty

9.1 The school adheres to "Honesty is the Best Policy". Therefore, cheating in examinations and quizzes is not tolerated. This includes copying of answers or allowing others to copy one's answer/opening of notes/unauthorized use of codes and signals during tests, possession of "kodigo" and changing answers and scores while checking.

9.2 A student who has been suspended for serious disciplinary infractions, including cheating and stealing, shall be disqualified for honors for the curriculum grade during which the suspension is imposed (DO 6, s. 2005).

9.3 Plagiarism, forging of signature of the school personnel and other documents are not allowed and subject for serious disciplinary action.

Section 10. Gambling in School Premises

10.1 All forms of gambling, such as in spider fights, basketball games, "taksi" inside the school campus are not allowed. Any personnel who personally witnessed the incident shall confiscate the money and report to the Class Advisers. The confiscated must money must be forwarded to Supreme Student Government (SSG) as fund.

Section 11. Vandalism and Deliberate Destruction of School Property

11.1 At all times, students should not write anything on the board without the permission of the teacher. Writing on the walls, tables, chairs, perimeter fence, and other school properties is prohibited.

11.2 Any deliberate damage or loss of school properties such as the chairs, walls, jalousies, electric bulb, doors, athletic equipment, etc. is the responsibility of the students and shall be fixed and replaced by them.

Section 12. Immoral Conduct and Indecency

12.1 Public display of affections inside the campus is not tolerated. Students caught involved in sexual misconduct and immoral behavior will be dealt with immediately.

Section 13. Risky Social Media Behavior

13.1 Learners must be responsible in the use of social media and the Internet. Online risky behaviors such as disrespecting fellow students and/or school personnel using media/ ICT tools (internet, cellphones, etc.) to injure one's character or reputation (e.g. publicly posting slanderous comments or images/pictures with lewd or obscene graphics or funny illustrations will be dealt with accordingly.

Section 14. Fist Fights, Riots and Other Destructive Behavior

14.1 Students who engage in fistfight or injure another student shall be brought to the prefect of discipline for mediation to patch up misunderstanding. School personnel who personally witnessed the squabble should immediately pacify the situation or call the Security Guard. The class adviser will send invitation letter to the Parent/s or guardian/s of conflicting students. The parents should be informed to the sensitivity of the case.

14.2 In case of injury, the parties may agree on who shall be liable for the medical expenses.

14.3 In the event that there is no settlement between or among the parties involved, the parties may seek legal action in another forum.

Section 15. Fraternities, Sororities and Gangs

(D.O. 6, s. 1954; D.O. 20, s. 1991; RA 8049-Anti Hazing Act)

15. DepEd prohibits the operation of fraternities and sororities in public secondary schools. Conduct of hazing and other initiation rites may result to expulsion.

Section 16. Smoking, Alcohol and Drug Use

16.1 The use of tobacco substances is not permitted to students, teachers, staff, parents and visitors within vicinity of the school campus.

16.2 Students who are intoxicated are not allowed to enter the school campus to prevent aggressions due to drunkenness. Any student who is caught intoxicated will be dealt with accordingly.

16.3 Once the student is already in class intoxicated, student is required to report to the guidance office to rest and parents will be called to fetch the student.

16.4 Possession and use of prohibited drugs is a criminal offense. Any student caught in possession of illegal drugs will be referred to the Municipal Police Station.

Section 17. Possession of Deadly Weapons

17.1 Students are not allowed to bring deadly weapons, such as knives, icepicks, other sharp bladed instruments, guns, matches/lighters, firecrackers and other explosives. Any incident of this nature must be reported to the police and other authorities.

17.2 A student who is reported (verified) to be in possession of deadly weapons shall be brought to the principal's office and shall be subject for inspection/ frisking in the presence of two witnesses.

Section 18. Threats and Assault on School Personnel

18.1 Students who, without sufficient provocation, would physically or verbally disrespect or assault a teacher or any of the school authorities or those who bring "barkadas"/gangs/outsidere for the purpose of retaliating against school personnel is an offense subject to disciplinary action.

Section 19. Norm of Conduct after Class Hours

19.1 The student is bringing the name of the school even after class hours. It is therefore right that the student should behave consistently in a manner which upholds the moral integrity of the school.

19.2 Students should bear in mind that in all places, they are responsible for their conduct, especially when in school uniform; thus their conduct should be dignified and proper. Students who are in their uniform should not go to disco pubs, beer houses, videoke establishment, billiard halls, internet café, and the like. The name of the school should not be used for an activity or function unless approved by the principal.

19.3 Students who are requested to stay beyond class hours and during weekends and holidays for academic and valid reasons should ask a written permission from their parents or guardians and the approval of the school head. They should likewise be supervised by the concerned teacher to avoid any untoward incidents.

Section 20. Disciplinary Procedure for Minor Offenses

20.1 The following are considered minor offenses:

- Deliberate disturbance and/or improper behavior within school premises;
- Littering and loitering;
- Disregard of signs and markers;
- Use of vulgar languages/unacceptable words (written or oral);
- Improper use of classroom/school facility & supplies;
- Unnecessary absences and/or cutting classes;
- Habitual tardiness (5x and above);
- Possession/reading or passing of pornographic materials;
- Possession of gambling paraphernalia in any form within the school premises or its immediate vicinity;
- Using cell phones, Ipad, mp3, game cards, video games, computer games during class hours or charging of cell phones inside the classroom/ within the campus;
- Cheating (copying of answers or allowing others to copy one's answer/opening of notes/unauthorized use of codes and signals during tests, possession of "kodigo" during quizzes and other examinations) and dishonesty (changing answers and scores while checking);
- Writing and/or drawing obscenities;
- Other similar offenses

20.2 The disciplinary procedure for committing minor offenses is explained below:

20.2.1 **First Offense:** After hearing the side of the student, the Class Adviser shall give an oral reprimand or warning to the offending student. He/she will document the misconduct in his/her Anecdotal Record logbook, indicating the date, time and the detailed description of the incident, the agreement to stop the misbehavior. If the witnessing personnel is subject teacher or a non-teaching staff, the incident shall be

made known to the Class Adviser/s of the offending student/s. This accounts for the classroom-based intervention.

20.2.2 **Second Offense:** If succeeding misbehavior occurs even after the reprimand, the Class Adviser shall communicate with the parents or guardians about the case during the quarterly Recognition Program or parents meetings and come up with a solution to the student's misbehavior. If parents or guardians don't respond to the invitation, the Class Adviser shall conduct Home Visitation as another form of intervention in strengthening school-family connection. The student shall then write a written apology in the presence of the parent or guardian and address to the school head.

20.2.3 Third Offense: If all initial interventions are already exhausted and the student commits the same misconduct, the teacher shall refer the case to the Prefect of Discipline by filling up the Referral for Discipline Intervention Form. The parent/guardian shall be summoned by the Prefect of Discipline through the Class Adviser for the treatment of sanction. The students and parents/guardian shall come up with a mutual contract or written apology duly stated in the Student-School Agreement which the offending student shall accomplish and will render special tasks as agreed upon by the student, parents and Prefect of Discipline commensurate to the committed offense. The Class Adviser will bring the student to the Guidance Office for counseling intervention.

Commented [u3]: Is there a form already available?

Commented [u4]: Community service?

20.2.4. Fourth offense will be elevated to major offense.

Section 21. Disciplinary Procedure for Major Offenses

21.1 Committing a major offense shall not be used to curtail the student's basic rights and due process shall be followed. The following cases are considered as major offenses:

- Bullying acts;
- Possession/use of deadly weapon or harmful objects (bladed objects of any kind, guns and/or ammunitions of any kind, explosives of any kind, biological or chemical weapons of any kind, etc.);
- Instigating, leading or participating in concerted activities leading to stoppage of classes;
- Truancy (Staying away/not entering the campus or classes for the purpose of gallivanting, playing, etc.);
- Fighting/inciting fights or acts of violence resulting to injury on oneself or other students;

- Assaulting teacher or any other school authority or his agents or students;
- Possession/use of alcoholic beverages/drunkenness/disorderly behavior caused by liquor or drugs;
- Possession of cigarette (smoking inside school premises);
- Bringing of "barkadas"/gangs/outside for the purpose of harassing any student or school personnel;
- Organizing/recruiting/hazing of any form of unauthorized groups whether in or out of school premises;
- Trespassing in off-limits/restricted areas/other classrooms;
- Forging/defacing/tampering school records and documents (ID cards, report card, letters, quizzes, etc.);
- Unauthorized use of school name and seal for public function;
- Sexual harassment/acts of lasciviousness;
- Vandalism (destroying or writing on school property like chairs, table, windows, books, laboratory equipment and others/deliberate destruction of other people's property);
- Extortion or asking money from others under threat;
- Embezzlement of student funds;
- Theft/stealing
- Collection/soliciting money for any activity or outside project not duly sanctioned by school authorities;
- Possession/use/pushing of prohibited drugs;
- Discrediting/ disrespecting fellow students/school personnel using media/ ICT tools (internet, cellphones, etc.) to injure one's character or reputation (e.g. publicly posting slanderous comments or images/pictures with lewd or obscene graphics or funny illustrations, cyber bullying, etc.);
- Other similar offenses

21.2 The disciplinary procedure for committing major offenses is explained below:

21.2.1 The school personnel present during the incident shall immediately intervene with the situation and conduct an on-the-spot intervention. In cases of violence or there is imminent and present danger, the witnessing school personnel shall call the Security Guard or the Police Personnel depending on the gravity of the situation. If the witnessing personnel is a subject teacher or a non-teaching staff, the incident shall be made known to the Class Adviser of the offending student/s. Class Advisers must coordinate with each other if the incident involves students from different sections or

year levels. The Class Adviser/s shall document this misconduct in the Anecdotal Record logbook, indicating the date and time and the detailed description of the incident and the agreement to stop the misbehavior as a result of the interview. This accounts for the classroom based intervention.

- 21.2.2 Consequently, the Class Adviser shall communicate with the student/s' parents or guardians about the incident and shall arrange a case conference through writing regarding their child's misconduct together with the Prefect of Discipline and the Child Protection Committee. If parents or guardians do

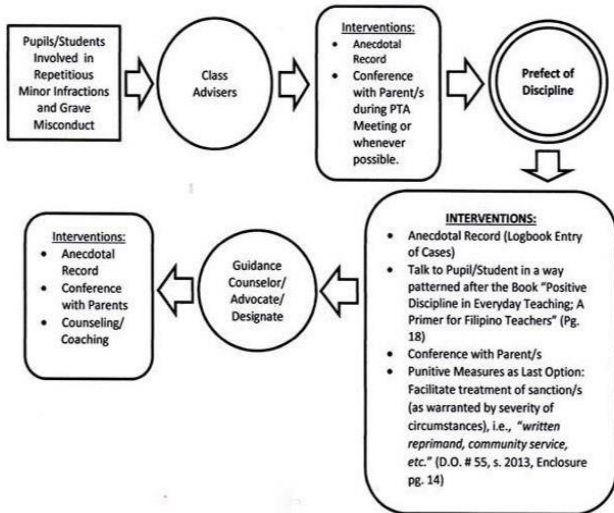
not respond to the invitation, the Class Adviser shall conduct Home Visitation to ensure that they are present during the conference.

- 21.2.3 The Class Adviser shall accomplish the Referral Form for Discipline Intervention together with the incident report reflected in the Anecdotal Record. The Prefect of Discipline with the Child Protection Committee shall assess the situation and determine, sometimes with input from the offending student, what will help fix the problem for the purpose of amending the misconduct. Non-punitive form of discipline is encouraged to help the offending student correct his/her mistakes. Likewise, logical consequences of his/her action shall also serve as a form of discipline (e.g. a student who destroys a school property shall be directed to replace or repair the damage, a student who is caught smoking or intoxicated will be referred to the School Nurse to undergo a lecture on the ill effects of smoking and alcohol). The disciplinary sanctions shall be determined by the Child Protection Committee through the Prefect of Discipline. The penalty of in-school suspension for not more than one (1) week maybe imposed by the School Head through the Prefect of Discipline, depending on the gravity of the offense as determined by the CPC. The offending student shall visit the Guidance Counselor to assess the outcome of the intervention. The Guidance Counselor shall then prepare a counseling note for future reference.

- 21.2.4 In case of repeated offender, the school has the prerogative to not issue a Good Moral Certification to the student.

- 21.2.5 Other acts of violence or abuse committed by a student to another student in school which is not remedied using mediation and non-punitive intervention shall be dealt with in accordance with the provisions of Republic Act 9344 and DepEd Order No. 18, series of 2015 or the Guidelines and Procedures on the Management of Children at-risk (CAR) and Children in Conflict with the Law (CICL).

B. MEDIATION ON REPETITIOUS MINOR INFRACTION CASES AND GRAVE MISCONDUCT (The *Prefect of Discipline* will be involved)



APPENDIX I
Certification of the Student Handbook Committee

Republic of the Philippines
Department of Education
Caraga Administrative Region
Division of Surigao del Sur

(name of school)
address

CERTIFICATION

To Whom It May Concern:

THIS IS TO CERTIFY THAT we, the undersigned, commissioned as the **Student Handbook Committee**, have thoroughly discussed and finalized the provisions, making it sure, these are all in line with the DepEd policies and at the same time effectively guide our students, their parents and our teaching and non-teaching staff about the required Code of Conduct within our school, and other school procedures and services in the different departments/offices.

SIGNED this ____ day of _____ at _____, Surigao del Sur.

PRESCRIBED SCHOOL UNIFORM (JUNIOR HIGH SCHOOL)
(sample from Lingig NHS)



BOYS

- White polo and white plain undershirt
- Black slacks/pants
- Black school shoes & white socks



GIRLS

- White blouse
- Dark blue pleated skirt
- Black school shoes & white socks

SCHOOL ADMINISTRATION AND STAFF

S.Y. 2019-2020

CARAGA HYMN

Welcome to our beloved Caraga
historic name of Region 13.
God's endless love and blessings
are all bestowed without restraints

Verdant valleys and towering tree
Deepest ocean and shining seas,
Gentle, loving and caring people
Abound in this God's eastern paradise

Caraga beacons us all
Visit her ancient treasures and pure souls
Lets all march with vigor

SURIGAO DEL SUR HYMN

CARAGA!

Surigao del Sur, our land and our home
Constant source of light and or love
In the warmth of your bosom
Our dreams to you we share
Golden land of the strong and the free.

Surigao del Sur, sweet name we adore
One voice we sing thy hymn
In the deeds of thy children
Thy glory ever proclaimed
Hail to thee sun-kissed land by the sea

Rolling hills and dales and mountains
So high reaching out to the sky
In the warmth of your bosom
Our faith to you we pledge
Hail to the blessed land from above

ANTI BULLYING OATH



ANG AKONG MGA KATUNGOD KATUNGOD USAB SA UBAN

(Pagsaad nga Dili Manakit sa Uban/Anti-Bullying Oath – Div. Memo. # 257, s. 2016)



Ako adunay katungod nga moeskweila dinhe niini nga tulunggaan aron makakat-on ug makabaton ug masayang kaugmaon.

Ako adunay katungod nga moanhi dinhe niini nga tulunggaan nga malnawon, watay angay ikasuko ug watay angay kahadlok ug kagul-an.

Walay bisan kinsa nga angayan mohimo kanako niining mga mosunodi:

- Manlibak,
- Manggagay,
- Manginsulto,
- Manghadlok,
- Manghayag ug away,
- Motago o moguba sa akong senina,
- Mokuha o mohuam sa akong gamit nga dili nako itugot,
- Mosakit o mokuha sa bisag unsang ngalan nga dili nako gugot,
- Motawag kanako sa bisag unsang ngalan nga dili nako gugot,
- Mohampak, mesumbag, mokusi, mohual o monakit kanako sa bisag unsang paagi,
- Mopasangli nga mihimo ako ug mga butang nga makadaut sa akong dungog o reputasyon ug,
- Uban pa nga klase nga pagdagnal nga makabalda sa akong malnawon ug produktibo nga pag-eswela dinhe niini nga tulunggaan.

KINING TANAN DILI ANGAYAN HIMUON KANAKO UG AKO NAGASAAD NGA DILI USAB KINI NAKO HIMUON SA UBAN, KAY ANG AKONG MGA KATUNGOD - KATUNGOD USAB SA UBAN NGA MGA ESTUDYANTE NIINI NGA TULUNGGAAN.

Kung ako makalapas niini nga pansad o makadagnal ako sa katungod sa uban, uyon ug andam ako nga molarog ug modawat sa disiplina nga akong atubangan isip obligasyon o resulta sa akong gihimo. Tungod niini, tabangi ako Ginoo.



Compiled for the learners in the Division of Sur by Marielo Cleben Y. Lazada (Div. Guidance Prog. Coord.)

SCHOOL HYMN

MORNING PRAYER

Almighty loving Father God, thank You for giving us another day in our lives. You made us wake up this morning and come to school today for more learning.

Bless Oh Lord our teachers and school administrators that they may religiously fulfill their duties for the efficient delivery of the learning process.

Make us realize Lord that the intelligence, talent and skills You have given us are not only meant for our own advantage. Instead, make us understand that You bless us so that we may love this country passionately and be of service to our fellowmen.

And also help us realize Lord that every difficulty that may come our way are mere challenges. Make us Lord comprehend that hardships are but meant to prepare ourselves become resilient enough someday to solve far significant perennial challenges in life.

Lord God, in You we entrust ourselves. May this day end-up peacefully and productively with Your abundant presence to help us grow in knowledge and wisdom. Amen.

SAYINGS ON EDUCATION

EDUCATION IS OUR PASSPORT
TO THE FUTURE, FOR **TOMORROW**
BELONGS TO THE PEOPLE WHO PREPARE
FOR IT TODAY.

— Malcolm X —

Reading is to the mind
What

Exercise is to the body.

— Joseph Addison —

Please embrace **LEARNING**
for it will **EMBRACE YOU BACK.**

— Efen Peñaflorida —

Teachers open the door, but you
must enter by yourself.

— Chinese Proverb —

LUPANG HINIRANG

SCHOOL-STUDENT-PARENT COVENANT

I have read and understood the information contained within the Student Handbook.
I agree with the Mission Vision Statement, Philosophy and Core Values of the school and I am
willing to have my child(ren) educated in accordance with them.

I understand and I agree that I have a responsibility to actively support the authority,
regulations and discipline policies of the school.

Signature over printed name of Student
signed: _____

Date

Signature over printed name of Parent/Guardian
signed: _____

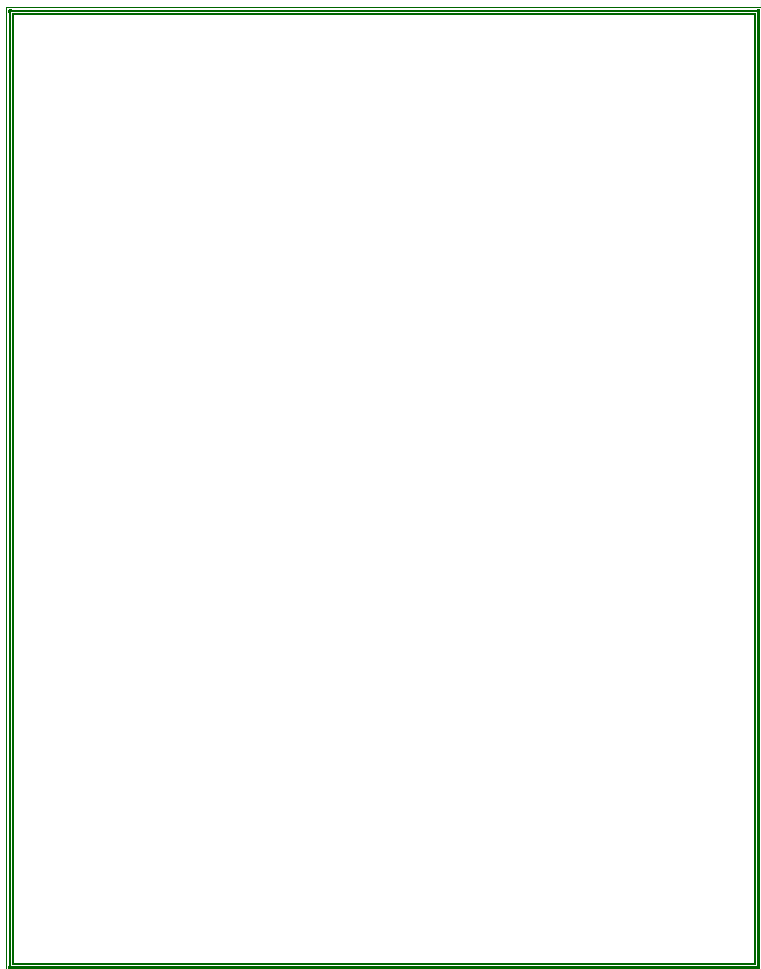
Date

Appendix B

Transmutation Table

Following is the range of Initial Grades and their equivalent Transmuted Grades that
will be reflected in the report card.

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40 – 99.99	99	66.40 – 67.99	79
96.80 – 98.39	98	64.80 – 66.39	78
95.20 – 96.79	97	63.20 – 64.79	77
93.60 – 95.19	96	61.60 – 63.19	76



ANNEX C: PARENT'S/GUARDIAN'S CONSENT FORM

Name of Learner: _____
Date of Birth: _____ **Sex:** _____
Parent's/Guardian's Name: _____
Relationship to Learner: _____
Home Address: _____
Contact Number/s: _____
Title of the Activity: _____
Venue: _____ **Date of Activity:** _____

As the parent/guardian of the abovementioned learner, I hereby acknowledge that I have been informed of the details of the off-campus activity and voluntarily and freely elect to participate in this off-campus activity. Furthermore, I understand the risks associated with an off-campus activity and agree that the rules and regulations established for the said activity are for the safety and security of the participants, and thus agree to instruct my child or children to obey them.

Having understood all the aforementioned, I hereby consent to allow my child or children to participate, acknowledging all of the foregoing. I am also solely responsible for providing travel insurance and any expenses for my child or children's participation in the activity.

Parent/Guardian's Name and
Signature

Date

Notes (other information you may wish to inform the teacher, such as child's medical condition, etc.):

