

## **RCBNES LEARNER HANDBOOK**

### **I. RCBNES**

#### **A. HISTORY OF RCBNES**

On the 7th of December 2002, the Diocese of Novaliches was established by Pope John Paul II. This new diocese then was a big part of the Archdiocese of Manila, located at its north-west jurisdiction. Its ecclesiastical territory covers District 2 of Quezon City and Caloocan City – North, with a combined land area of 137.74 square kilometers (53.18 sq. miles) and with a total population of 2,600,000 as of the year 2015.

The following compose the present leadership of the diocese, namely: Most Rev. Roberto Gaa, D.D., who succeeded Most Rev. Antonio R. Tobias, D.D. in August 2019, Rev. Msgr. Romulo Jesus C. Rañada (Vicar General for Administration), Rev. Fr. Antonio E. Labiao Jr. (Vicar General for Pastoral Affairs), Rev. Fr. Reynaldo Percival S. Flores (Chancellor), Rev. Fr. Marlou V. Lemaire (Econome), Rev. Fr. Albert N. Delvo (Consultor), Rev. Fr. Jerome U. Rosalinda (Judicial Vicar), Rev. Fr. Noel B. Azupardo (Consultor), and Rev. Fr. Aristeo de Leon (Consultor),

Most Rev. Antonio R. Tobias, D.D., the bishop emeritus, promptly introduced in the diocese his innovative-transformative leadership and significant experiences in the key aspects of administration and ministry. One of his outstanding managerial and ministerial innovations was the placing of all the schools of the diocese under one Superintendent – Director in the person of Rev. Fr. Albert N. Delvo whom he appointed to the twin – positions on April 5, 2007. This specific innovation has proven to be effective especially in cost – management, optimizing and expediting sharing of financial resources and personnel’s expertise, strengthening communion, and enhancing human and professional relationships. As inspiring and convincing outcomes, each of the eight (8) schools now has new big buildings and vastly improved facilities and equipment, better services, higher salaries, and more benefits for all teachers and employees of the eight institutions. On January 3, 2015, St. Francis de Sales Academy was turned – over and became its ninth member – school.

These nine (9) diocesan schools make up the Roman Catholic Bishop of Novaliches Educational System (RCBNES). All are members of the Manila Ecclesiastical Province Schools Systems Association (MaPSA); six (6) of which are members of the Catholic Education Association of the Philippines (CEAP) and the other three (3) will soon join its rank as new member-schools.

#### **B. PHILOSOPHY OF EDUCATION**

We believe that our learners should receive a holistically developmental type of education that develops their minds and nurtures their hearts to be academically excellent, spiritually exuberant, morally upright, and socially productive through curricular program

that emphasize the Catholic faith as the core of its curriculum, in order to give them opportunities to develop sound critical thinking and decision-making skills to be able to make enlightened life-choices.

Likewise, we believe that our learners are the center of our educational process, with the teachers as caring companions in the journey of faith and competent facilitators of knowledge, wisdom, skills, and values, in a safe and secure educational environment that actively promotes learning and provides adequate support services that ennoble and enable them to make creative responses to life-realities.

#### **C. VISION**

The Roman Catholic Bishop of Novaliches Educational System (RCBNES) is an innovative Christ-centered educational ministry committed to accompanying and forming stakeholders into becoming good citizens and disciples.

#### **D. MISSION**

In our humble desire to make Jesus Christ the center of our educational ministry, we thus commit ourselves to:

1. Act as the evangelizing arm of the local Church;
2. Sustain value-innovative and trailblazing models and initiatives;
3. Bestow upon key stakeholders proper training and formation in school management, academic instruction, and other complementary services;
4. Forge strategic partnership for collaborative undertakings in the K to12 curriculum, other social services, and emergency preparedness; and
5. Exercise genuine stewardship in leadership and good governance.

#### **E. OPERATIONAL METAPHOR: DOLPHINS**

**"Somersaulting (going deep, leaping high) in the 3rd Millennium."**



Doing and achieving more  
with less

"I can win,  
if I choose to."

**F. MOTTOES AND SLOGANS:**

1. *Let Christ be Formed and Be Seen*
2. *At Par with the Top, Better Than the Rest*
3. *Winsome and Involved*

**G. CORE VALUES: GOOD HEART**

**GOOD H.E.A.R.T.**

**GOOD**

Means

**Magaling / Mahusay**

**Mabait**

**Mabuti**

The three values defining the term **GOOD** are qualities that our teachers, employees, learners, and graduates possess and exude.

**H – Humble**

**E – Exuberant**

**A – Amiable**

**R – Respectful**

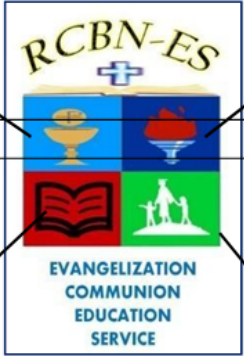
**T – Trustworthy**

**H.E.A.R.T.** characterizes the kind of education, formation and discipline we give to our learners and graduates.

## H. INTEGRAL ASPECTS OF THE MISSION OF RCBNES

1. Education
2. Service
3. Communion
4. Evangelization

## I. LOGO

<p><b>HOST AND CHALICE:</b> This image symbolizes the Holy Eucharist. The Holy Mass nourishes all the members of the school communities in communion &amp; mission.</p>		<p><b>FLAMING TORCH:</b> This represents God's love for all who compose the RCBNES family, and, in turn, our love for God, His Church, the children, youth and parents.</p>
<p><b>OPEN BOOK:</b> This refers to the Holy Bible containing the saving words and life-giving love of Jesus which we believe and translate into actions and imitate in real life. It also signifies learners' ardent search <u>for knowledge</u>, wisdom and skills in the different disciplines of intellectual journey.</p>		<p><b>TRUSTWORTHY &amp; CARING ADULT WITH KIDS:</b> This image points to the administration, <u>faculty</u> and staff; and what we are giving to each and every enrollee: loving accompaniment, leading, enabling, and enlightening them with the light of faith, truth and values.</p>

**K. NOBLE QUALITIES DESIRED FOR OR EXPECTED OF RCBNES LEARNERS AND GRADUATES TO ASSIMILATE OR EXUDE:**

<b>GOOD</b> (Magaling / Mahusay, Mabait, Mabuti)	<ol style="list-style-type: none"> <li>1. Prayerful</li> <li>2. Family-oriented</li> <li>3. Patriotic (Makabayan)</li> <li>4. ICT Competent</li> <li>5. Globally competitive</li> <li>6. Academically excellent</li> <li>7. God-loving/God-fearing</li> <li>8. Proficient and Confident in Public Speaking</li> <li>9. Compassionate especially to the less fortunate</li> </ol>
<b>Humility</b>	<ol style="list-style-type: none"> <li>1. Obedient</li> <li>2. Humane (Makatao)</li> </ol>
<b>Exuberance</b>	<ol style="list-style-type: none"> <li>1. Healthy and vibrant</li> <li>2. Entrepreneurially-minded</li> <li>3. Highly adaptable to life-situations and calmly creative even in adversity</li> </ol>
<b>Amiability</b>	<ol style="list-style-type: none"> <li>1. Fine-mannered and disciplined</li> <li>2. Psycho-Emotionally stable / Mature</li> <li>3. Likeable / Lovable</li> </ol>
<b>Respectfulness</b>	<ol style="list-style-type: none"> <li>1. Respect for the person and / or institution</li> <li>2. Respect for properties and rights belonging to them</li> <li>3. Respect for the space proper to them</li> <li>4. Respect for the time due to them</li> </ol>
<b>Trustworthiness</b>	<ol style="list-style-type: none"> <li>1. Honest</li> <li>2. Truthful</li> <li>3. Dependable</li> <li>4. Credible</li> </ol>

**EMERGING SKILLS CLOSELY RELATED TO THE ABOVE CORE VALUES**

HUMILITY

EMPATHY

AGILITY

RESILIENCE

TENACITY

**L. BOARD OF TRUSTEES**

Most Rev. Roberto O. Gaa, D.D.

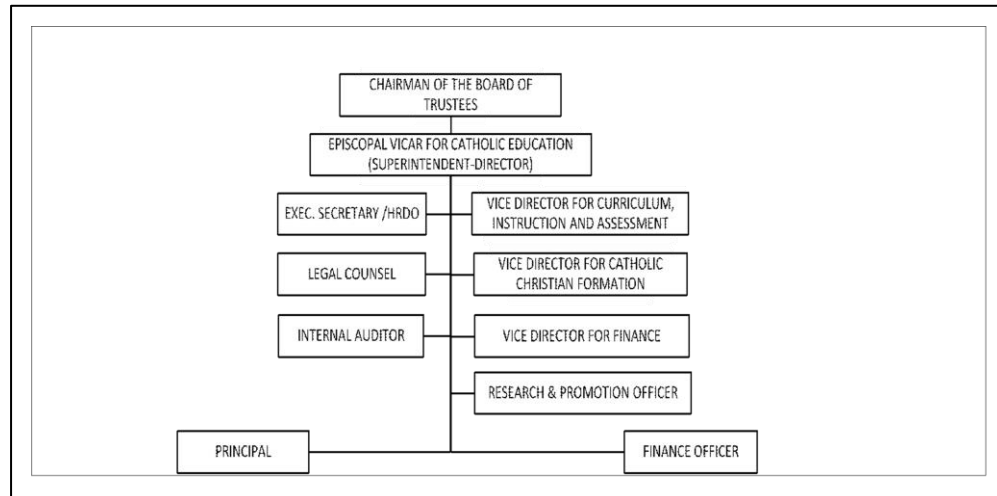
Rev. Fr. Albert N. Delvo, PhD

Sr. Felicitas Bernardo, SPC, PhD

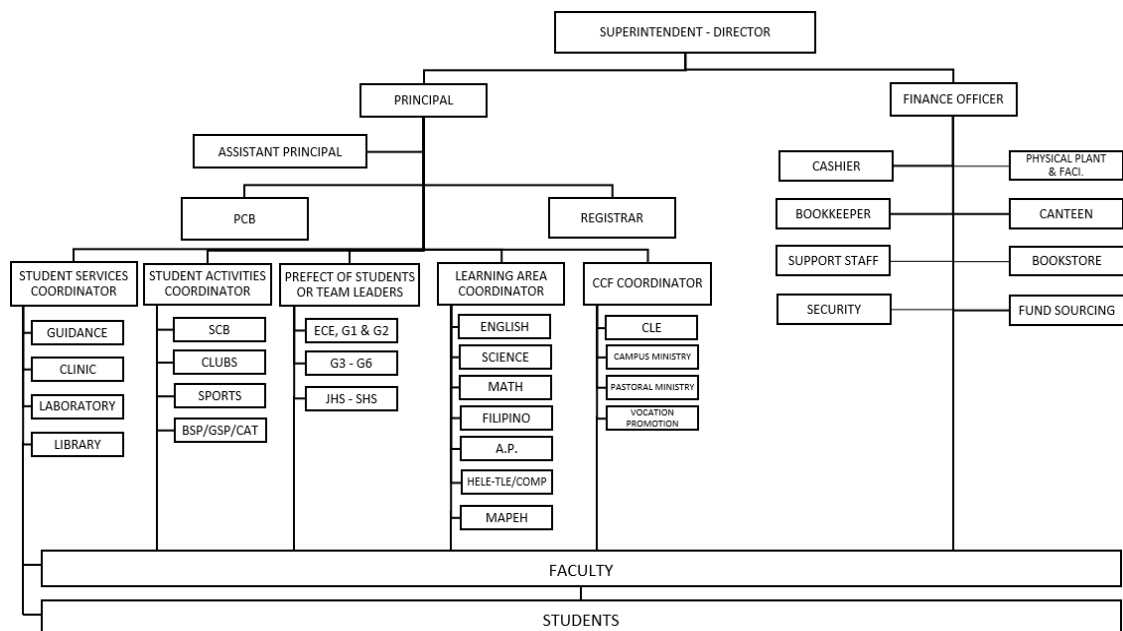
Atty. Faustino R. Madriaga, Jr.

**M. ORGANOGRAM**

- RCBNES



- RCBNES Member-schools



#### N. BRIEF DESCRIPTION OF KEY POSITIONS

**SUPERINTENDENT** - Superintendency is the extension of the office of the Bishop in matters of Catholic Education in his diocese. The superintendent provides the venue whereby the Bishop's directives cascade to the team in charge of the nitty-gritty in the operations of the school. Governance in a Catholic School in the Diocese is the concern of the Superintendent. This covers diocese-wide planning for schools, initiating the formulation of policies and procedures, seeing that these merit the expressed approval of the Bishop. He ensures the proper formulation, adoption, implementation, and revision of the organizational structure which best fits and serves each school in particular and the organization as a whole. He also recommends to the Bishop the suitable individuals to fill up the leadership positions in the school.

**DIRECTOR** - He is the Chief Executive of the entire educational institution and is delegated by the bishop with the final authority, mission, and the attainment of the specific objectives of the school.

**BOARD OF TRUSTEES** – The Board of Trustees is the highest policy-making body of the institution, incorporated and operating under the law of the Republic of the Philippines and the Catholic Church. Though responsibility and authority are delegated to the school officials, the Board of Trustees is ultimately responsible and accountable for RCBNES. The administration of the educational corporation as a whole, as well as of its assets and liabilities is vested on the Board of Trustees chaired by the Bishop.

**LEGAL COUNSEL** – Primary function is to provide legal services to guide the operations of RCBNES schools which includes but not limited to, providing legal advice in interpreting laws and rules affecting the operations, preparing necessary legal documents, assisting the Superintendent – Director or acting as primary counsel in suits or litigations involving the school and its employees in their official capacity.

**VICE DIRECTOR FOR CCF** – Provides opportunities for RCBNES and its member schools to grow in faith and to deepen the vocation of stakeholders as good citizens and disciples of Jesus. Implements holistic personal development and spiritual growth for RCBNES and its member schools. Nourishes and strengthens the active living out of the faith by each learner through profound, integrated and innovated Religious Education. Provides activities where the learned and assimilated values are practiced, applied and experienced not only within the school but also shared with the larger community.

**VICE DIRECTOR FOR CURRICULUM AND INSTRUCTION** - The Vice Director for Curriculum and Instruction leads actively in the life of the school to forward best practices and innovations to enhance teaching and learning. The VDCI provides initiatives, inspiration, and guidance for an effective implementation of the intended curriculum to ensure cohesion and alignment of support for teachers and students and to develop cultural competencies. He / She also leads in the assessment of the education standards & curriculum's overall effectiveness in education and forming the students, recommending to the Superintendent – Director & principals effective curricular programs and instructional techniques, arranging professional development workshops, keeps current with educational trends, and participates in the affairs devoted to the advancement of the curriculum and instruction.

**VICE DIRECTOR FOR FINANCE** – The Vice Director for Finance assists the Superintendent – Director in ensuring financial integrity & accountability by way of overseeing & monitoring financial status and maintains internal controls including development & implementation of sound fiscal management. He monitors monthly accounting processes, including bookkeeping, payroll management, invoicing, annual budgeting, collection schedule, financial tracking, financial reports, organizational cash flow, and forecasting to support operational requirements. He ensures maintenance of appropriate internal controls, financial systems, financial procedures, and reports to the Superintendent – Director to ensure compliance with applicable government rules and regulations.

**PRINCIPAL** – He / She assists the school director in the attainment of the vision, mission, goals and objectives. Organizes and supervises the activities of the school; plans and carries out educational/development programs and policies as prescribed by the



Department of Education and RCBNES and the school's philosophy of education, vision, and mission. Supervises the curricular programs and coordinates all efforts of the academic department in conducting an effective teaching-learning process towards the achievement of academic excellence. Promotes the program of continuing studies and research in pursuit of Academic Excellence. Models to academic teaching and non-teaching personnel the values of punctuality, hard work, commitment, and service to the school and the church.

**FINANCE OFFICER** - The Finance Officer exercises general supervision over the financial activities of the school. He/She is responsible for the preparation & implementation of the financial business policies of the school system. He/She is in-charge of the effective and efficient administration of the school's physical assets, revenues and expenditures according to the ideals of accountability & trustworthiness in the task of stewardship. He/She supervises the accounting personnel and maintenance-security staff in ensuring their fine grooming-decorum, punctuality, and productivity. He/She, too, ensures that the school (inside and outside) is beautiful, presentable, orderly, and clean.

**EXECUTIVE SECRETARY** – Effectively and diligently works for the Office of the Superintendent with exemplary commitment and serves as “chief of staff” in the RCBNES office. At times, she is tasked to receive and disseminate official communications from / to and facilitate coordination with the principals, finance officers, rest of the school personnel and properly link with external organizations and institutions.

**HUMAN RESOURCE OFFICER** – Takes charge of recruitment, selection, placement, development, and discipline of teachers and employees.

**RESEARCH AND PROMOTION OFFICER** - The Research and Promotion Officer promotes sound organizational formulation, implementation and evaluation, and decision making using data & trends analysis by way of conducting surveys, interviews, processing data, examining research papers, and reviewing documents. He/She also identifies, cultivates, and secures subsidy & promotion for initiatives and other areas that create positive impact on the organization by carrying out public relations actions to raise the profile of the organization's services and campaigns. He/She ensures the maintenance of the research database and company's social media platforms.

**INTERNAL AUDITOR** – The job of Internal Auditor was established for the purpose(s) of providing support to the Accounting Department with specific responsibility of ensuring the implementation policies, practices and / or regulations, ensure full compliance of all RCBNES school in regard to government requirements; assist the Finance Officers in terms of budget and finance; complete audits and reviews of

processes, procedures and methodologies; develop and monitor internal controls; conduct audits of internal funds; evaluate the degree of internal control and provide updated procedures.

**O. MEMBER-SCHOOLS**

	<b>THE SCHOOLS</b>
	<p><b>Blessed Sacrament Catholic School</b>  J.P. Ramoy St., Talipapa, Novaliches, Quezon City  8814-3497  <a href="http://www.bsccs.edu.ph">www.bsccs.edu.ph</a></p>
	<p><b>Colegio de San Bartolome de Novaliches</b>  Quirino Hi-way cor. dela Cruz St.,  Novaliches, Quezon City  8876-9351  <a href="http://www.csbn.edu.ph">www.csbn.edu.ph</a></p>
	<p><b>Good Shepherd Cathedral School</b>  Omega Ave., cor. Rado St., Fairview, Quezon City  7757-4163 / 7621-9062  <a href="http://www.goodshepherdcathedralschool.edu.ph">www.goodshepherdcathedralschool.edu.ph</a></p>
	<p><b>Ina ng Buhay Catholic School</b>  Jordan Heights Subd., Damong Maliit,  Novaliches, Quezon City  8938-7069 / 8938-2059 / 09171691164  <a href="http://www.inbcs.edu.ph">www.inbcs.edu.ph</a></p>
	<p><b>Our Lady of Lourdes Catholic School</b>  <b>Pre-school &amp; Primary Campus</b>  1117 Petunia cor. Chrysanthemum Sts., Area B,  Camarin, Caloocan City  09171642875  <b>Intermediate &amp; High School Campus</b>  St. Paul St., La Forteza Subd., Camarin, Caloocan City  028-962-8584 / 09171255467  <a href="http://www.ollcs.edu.ph">www.ollcs.edu.ph</a></p>

	<p><b>Resurrection Catholic School</b>  Parokya Road, Bagbag, Novaliches, Quezon City  8441-6782  <a href="http://www.rcs.edu.ph">www.rcs.edu.ph</a></p>
	<p><b>San Isidro Labrador Catholic School</b>  Philand Drive, Pasong Tamo, Quezon City  8939-0182 / 7918-0439  <a href="http://www.silcs.edu.ph">www.silcs.edu.ph</a></p>
	<p><b>St. Francis Xavier Catholic School</b>  Champaca St., Maligaya Subd., Novaliches, Quezon City  7373-9363 / 09777778696  <a href="http://www.sfxcs.edu.ph">www.sfxcs.edu.ph</a></p>
	<p><b>St. Francis de Sales Academy. Inc.</b>  Bagong Silang, Caloocan City  8281-5476 / 09230835370  <a href="http://www.sfsa.edu.ph">www.sfsa.edu.ph</a></p>

## **I. RCBNES STANDARD POLICIES & GUIDELINES**

### **A. ADMISSION POLICIES**

1. Admission is a privilege and not a right, and is discretionary upon the school, which is not charged with the legal responsibility of providing education to those who do not satisfy its admission requirements (Revised Manual of Regulations for Private Schools, Sec.117).
2. The school has the right to impose other rules and regulations for the admission of learners aside from the entrance examination.
3. Every school has a right to determine applicants to accept for enrollment. It has a right to judge the fitness of learners seeking admission and readmission. A learner's failure to satisfy the academic standard the school sets shall be a legal ground for its refusal to re-admit him/her.

#### **NEW LEARNERS**

1. He / She must have appropriately passed the previous School Year preferably with an average of 80%.
2. He / She must have a grade in Conduct of at least 81% or its equivalent.
3. Must present the proper document of eligibility (Report Card) and Good Moral Character from the Principal of the previous school.
4. Must present original and photocopy of Birth Certificate, and if and when available, also Baptismal Certificate of the child.
5. Must pass the entrance examinations.

#### **NEW LEARNERS FROM ABROAD**

International learners seeking admission in the school shall meet all prescribed entrance requirements for the program and shall comply with the following:

1. Those who have completed the sixth grade abroad are eligible for admission to Grade 7; however, graduates of a five-year elementary curriculum are eligible only for admission to Grade 6.
2. Those who have completed the seventh grade abroad are eligible for admission to Grade 8, but shall be required to take Filipino 7 and Araling Panlipunan 7 (Philippine History and Government).
3. Those who have completed the eighth grade abroad are eligible for Grade 9, but shall take Filipino 7 and Araling Panlipunan 7 and then take Filipino 8 in Grade 10.
4. Those who have completed the ninth grade abroad are eligible for Grade 10, but shall take Filipino 7 and Araling Panlipunan 7, and they don't need to take Filipino 8, 9 or 10 in order to graduate.
5. Those who have completed the tenth grade abroad may be eligible for admission to Senior High.
6. Applicants from foreign countries shall submit the following:
  - a. An original copy of the Official transcript of records duly authenticated by the Philippine Embassy/Consulate in the learner's country of origin or legal residence
  - b. Photocopy of passport information and current visa page
  - c. Certified true copy of the English Translation of the diploma with the seal of the

- school and the signature of the registrar in ink, duly authenticated by the Philippine Embassy/Consulate in the learner's country of origin or legal residence
- d. Photocopy of original birth certificate be presented for verification
7. He / she must pass the entrance examination of the school.

*\*Source: DECS Order No. 26, s 1994*

### **TRANSFEREES**

After the two-week period from the opening of classes, no further enrollment will be allowed, without prejudice to subsequent transfer by an enrolled learner from one school to another during the school year, provided the consent of both schools is obtained. As a general rule, interschool transfer after the enrollment period is discouraged, especially in the case of learners who are expected to graduate from a course of study during the school year at the secondary or tertiary levels of formal education (RMRPS, Sec. 119).

Transferees must:

1. fulfill the requirements stated in nos. 1-4 on NEW LEARNERS.
2. be a regular learner, i.e., no back subjects.

### **STAYING-ON LEARNERS**

1. He / She must have a Conduct Grade of at least B- or its equivalent.
2. He / She must have passed all learning areas.
3. He / She must have been cleared of any financial obligation relative to the School Year that just ended and other previous School Years.

### **PROBATION**

Probation is the observation status given to a learner in a certain period of time for improvement. This may be ACADEMIC or CONDUCT in nature.

Academic probation is normally given to a learner who did not perform well in his / her entrance examination, or to a learner who had taken summer class/es with a grade below 80%; year-long strict academic probation is given to newly-admitted learners with failure(s) from their previous school of attendance in any grading period except for the final grade.

Conduct probation is primarily behavioral in nature. This may be STRICT PROBATION (normally lasting for the entire school year, with the understanding that if the learner receives any suspension, the school will make a recommendation for transfer) or simple PROBATION (given in a certain number of quarters).

A learner may be readmitted on PROBATIONARY STATUS on the conditions that said learner:

1. shows an average rating of 80 % in academics, as well as in Conduct
2. must be favorably recommended by the Committee on Academic Performance (composed of the Principal, Guidance, Learning Area Coordinator, and Adviser).

A quarterly evaluation will be conducted by the Committee on Academic Performance to assess if the learner had successfully met the condition/s imposed, which will mean that the learner will be taken out of such status; if on the last quarter the learner still did not pass, he/she shall be given and he/she shall be recommended for transfer to another school.

3. must be favorably recommended by the Committee on Discipline (composed of the Principal, Prefect of Students(,) / Team Leader, and Adviser).

A quarterly evaluation will be conducted by the Committee on Discipline to assess if the learner had successfully met the condition/s imposed, which will mean that the learner will be taken out of such status; if on the last quarter the learner still had not met the conduct requirement(s), a grade of "C-" will be given and he/she shall be recommended for transfer and will be issued a Certificate of Enrollment and not a Certificate of Good Moral.

#### **GROUND S FOR NON-ADMISSION**

1. A final grade in Conduct that is C- or 74% and below drawn from the following references:
  - a. (Philippine Constitution, Art. XIV, sec. 3)  
 "All educational institutions shall teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline"
  - b. Behavior and Measures of Discipline
  - c. Disciplinary Measures
2. Recommendation by the Committee on Academic Performance / Discipline due to poor academic performance and/or behavioral;
3. Membership and /or involvement in any organization, fraternity/sorority, gangs and other similar dubious organization;
4. Habitual and / or deliberate non-attendance in school-calendared activities accumulating to 20% of the required school days in a School Year without the school's approval;
5. Those who have taken summer classes in a school that is not duly authorized by the Department of Education without the knowledge or approval of the School Principal;
6. Learners who have incurred three (3) suspensions or even just 1 – 2 suspension(s) in view of grave offense; and
7. Habitual delay and / or failure in paying school financial obligations.

## B. ACADEMIC PROGRAMS & POLICIES

### 1. Curricula in RCBNES

Every child must undergo 13 years of Basic Education (K to 12). This comprises the required 7 years of primary education (Pre-Kinder to Grade 6), 4 years of Junior High School (Grade 7 to Grade 10) and 2 years of Senior High School (Grade 11 and Grade 12) education.

Table 1. Kindergarten Curriculum

Levels	Age Requirements	Subjects	Curriculum Type
Pre-Kinder	4 years old by September of the current school year	<ul style="list-style-type: none"><li>• Language, Literacy, and Communication</li><li>• Mathematics</li><li>• Music, Movement, Arts, and Crafts</li><li>• CLE</li></ul>	Developmentally Appropriate Practices (DAP)
Kinder	5 years old by September of the current school year	<ul style="list-style-type: none"><li>• Language, Literacy, and Communication, Physical and Natural Science</li><li>• Mathematics</li><li>• Music, Movement, Arts, and Crafts</li><li>• CLE</li></ul>	DAP & DepEd K to 10 Curriculum

Table 2. Elementary Curriculum

Levels	Age Requirements	Subjects	Curriculum Type
Grade 1	6 years old by September of the current school year	<ul style="list-style-type: none"><li>• Language</li><li>• Reading and Literacy</li><li>• Mathematics</li><li>• Makabansa</li><li>• GMRC - CLE</li></ul>	MATATAG K to 10 Curriculum
Grade 2	7 years old by September of the current school year	<ul style="list-style-type: none"><li>• GMRC – CLE</li><li>• English</li><li>• Filipino and Mother Tongue</li><li>• Mathematics</li><li>• Science (for Grade 3 Curriculum only)</li><li>• Araling Panlipunan</li><li>• Music, Arts, Physical Education &amp; Health (MAPEH)</li><li>• Computer (Robotics)</li></ul>	DepEd K to 12 Curriculum
Grade 3	8 years old by September of the current school year		

Grade 4	9 years old by September of the current school year	<ul style="list-style-type: none"> <li>● GMRC – CLE</li> <li>● English</li> <li>● Filipino</li> <li>● Mathematics</li> <li>● Science</li> <li>● Araling Panlipunan</li> <li>● EPP and Computer (Robotics)</li> <li>● Music and Arts</li> <li>● Physical Education and Health</li> </ul>	MATATAG K to 10 Curriculum
Grade 5	10 years old by September of the current school year	<ul style="list-style-type: none"> <li>● GMRC – CLE</li> <li>● English</li> <li>● Filipino</li> <li>● Mathematics</li> <li>● Science</li> <li>● Araling Panlipunan</li> <li>● HELE</li> <li>● Music, Arts, Physical Education &amp; Health (MAPEH)</li> <li>● Computer (Robotics)</li> </ul>	K to 12 Curriculum
Grade 6	11 years old by September of the current school year		

Table 3. Junior High School Curriculum

Levels	Age Requirements	Subjects	Curriculum Type
Grade 7	12 years old by September of the current school year	<ul style="list-style-type: none"> <li>● Values Education – CLE</li> <li>● English</li> <li>● Filipino</li> <li>● Mathematics</li> <li>● Science</li> <li>● Araling Panlipunan</li> <li>● TLE and Computer (Robotics)</li> <li>● Music and Arts</li> <li>● Physical Education and Health</li> </ul>	MATATAG K to 10 Curriculum
Grade 8	13 years old by September of the current school year	<ul style="list-style-type: none"> <li>● Values Education – CLE</li> <li>● English</li> <li>● Filipino</li> <li>● Mathematics</li> <li>● Science</li> <li>● Araling Panlipunan</li> <li>● TLE and Computer (Robotics)</li> <li>● Music, Arts, Physical Education &amp; Health (MAPEH)</li> </ul>	DepEd K to 12 Curriculum
Grade 9	14 years old by September of the current school year		
Grade 10	15 years old by September of the current school year		



Table 4. Senior High School Curriculum

Levels	Age Requirements	Subjects	Curriculum Type
Grade 11	16 years old by September of the current school year	SHS Core Subjects <ul style="list-style-type: none"> <li>• Values Education - CLE</li> <li>• Oral Communication</li> <li>• Reading and Writing</li> <li>• Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino</li> <li>• Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik</li> <li>• 21<sup>st</sup> Century Literature from the Philippines and the World</li> <li>• Contemporary Philippine Arts from the Regions</li> </ul>	DepEd K to 12 Curriculum
Grade 12	17 years old by September of the current school year	<ul style="list-style-type: none"> <li>• Media &amp; Information Literacy</li> <li>• General Mathematics</li> <li>• Statistics and Probability</li> <li>• Earth &amp; Life Science</li> <li>• Physical Science</li> <li>• Introduction to Philosophy of the Human Person (Pambungad sa Pilosopiya ng Tao)</li> <li>• Physical Education and Health</li> <li>• Personal Development (Pansariling Kaunlaran)</li> <li>• Understanding Culture, Society &amp; Politics</li> </ul> <p><b><u>Earth Science</u></b> (taken instead of Earth and Life Science for those in the STEM Strand)</p> <p><b><u>Disaster Readiness and Risk Reduction</u></b> (taken instead of Physical Science for those in the STEM Strand)</p>	

		<p><b>Applied Subjects</b></p> <ul style="list-style-type: none"> <li>• English for Academic &amp; Professional Purposes</li> <li>• Practical Research 1</li> <li>• Practical Research 2</li> <li>• Filipino sa Piling Larangan (Academic Track)</li> <li>• Empowerment Technologies (for the Strand)</li> <li>• Entrepreneurship</li> <li>• Inquiries, Investigations &amp; Immersion</li> </ul> <p><b>Specialized Subjects</b></p> <p><b><i>Accountancy, Business &amp; Management (ABM)</i></b></p> <ul style="list-style-type: none"> <li>• Applied Economics</li> <li>• Business Ethics &amp; Social Responsibility</li> <li>• Fundamentals of Accountancy, Business &amp; Management 1</li> <li>• Fundamentals of Accountancy, Business &amp; Management 2</li> <li>• Business Math</li> <li>• Business Finance</li> <li>• Organization &amp; Management</li> <li>• Principles of Marketing</li> <li>• Work Immersion/Research/Career Advocacy/Culminating Activity (ex. Business Enterprise Simulation)</li> </ul> <p><b>Science, Technology, Engineering &amp; Mathematics (STEM)</b></p> <ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Basic Calculus</li> <li>• General Biology 1</li> <li>• General Biology 2</li> <li>• General Physics 1</li> <li>• General Physics 2</li> <li>• General Chemistry 1</li> </ul>	
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		<ul style="list-style-type: none"> <li>● General Chemistry 2</li> <li>● Work Immersion/Research/Career Advocacy/Culminating Activity (ex. Business Enterprise Simulation)</li> </ul> <p><b>Humanities &amp; Social Sciences (HUMSS)</b></p> <ul style="list-style-type: none"> <li>● Creative Writing/Malikhaing Pagsulat</li> <li>● Introduction to World Religions and Belief Systems</li> <li>● Creative Nonfiction</li> <li>● Trends, Networks, and Critical Thinking in the 21<sup>st</sup> Century Culture</li> <li>● Philippine Politics &amp; Governance</li> <li>● Community Engagement, Solidarity, and Citizenship</li> <li>● Disciplines &amp; Ideas in the Social Sciences</li> <li>● Disciplines &amp; Ideas in the Applied Social Sciences</li> <li>● Work Immersion/Research/Career Advocacy/Culminating Activity (ex. Business Enterprise Simulation)</li> </ul>	
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## 2. School Term

The RCBNES member schools comply with the mandated requirement of DepEd as regards the number of school days.

### **3. Academic Load**

RCBNES schools accept regular learners only. All learners shall take all the requirements that are especially apportioned in accordance with the DepEd specification over the seven (7) curriculum years in elementary, four (4) curriculum years in the Junior High School and two (2) curriculum years in Senior High School.

### **4. Grading System**

Grading system is designed to assess the performance and progress of learners as regards the curriculum standards and assist in identifying possible scholastic problems. The grade that a learner receives is taken approximately as an index of his/her scholastic achievement during a certain period and solely based on learner's academic or scholastic performance. For Pre-Kinder up to Grade 10 there are four grading periods across levels while for Senior High School there are two grading periods in each semester.

#### **a. Averaging System**

The school adopts the K to 12 Basic Education Program standards and competency-based grading system. The Averaging System in reference to the DepEd order No. 8 s. 2015 of rating and reporting learner's performance in the Elementary, Junior High School, and Senior High School levels is used. The passing grade is 75% and the highest grade is 100%. A learner who receives a final rating of less than 75% will be considered failed.

#### **i. Early Childhood Education**

For pre-kinder and kindergarten, checklists, anecdotal records, portfolios, and narrative reports, serve as the bases for computing the numeric grades. These are then reflected as letter grades (see Table 5) in the report card to indicate the level of proficiency of each learner. Teachers will keep a portfolio, which is a record or compilation of learner's output, such as writing samples, accomplished activity sheets, and artworks. The portfolio can provide concrete evidence of how much or how well the learner is able to accomplish the skills and competencies. Through a checklist, the teacher will be able to indicate whether or not the child is able to demonstrate knowledge and/or perform the tasks expected of Nursery and Kindergarten learners. Through anecdotal records or narrative reports, teachers will be able to describe learners' behavior, attitude, and effort in schoolwork.

Table 5. Kindergarten Rating Scale

Rating			ECE RATING SCALE
			Indicators
Highly Proficient	A+	96-100	<i>The learner</i> <ul style="list-style-type: none"> <li>consistently <b>demonstrates</b> <u>advanced levels of competencies</u></li> <li>consistently <b>participates</b> in all class activities, <u>works independently</u></li> <li>consistently <b>performs</b> <u>beyond</u> the expected tasks, advanced in some aspects</li> </ul>
	A	90-95.99	<i>The learner</i> <ul style="list-style-type: none"> <li><b>demonstrates</b> the <u>expected competencies</u></li> <li><b>participates</b> in class activities, <u>works independently</u></li> <li><b>performs</b> <u>within</u> the expected tasks</li> </ul>
Proficient	B+	85-89.99	<i>The learner</i> <ul style="list-style-type: none"> <li>steadily <b>demonstrates</b> the <u>expected competencies</u></li> <li>steadily <b>participates</b> in class activities, <u>works with minimal supervision</u></li> <li><u>steadily</u> <b>performs</b> in doing assigned tasks</li> </ul>
	B	80-84.99	<i>The learner</i> <ul style="list-style-type: none"> <li>sometimes <b>demonstrates</b> the <u>expected competencies</u></li> <li>sometimes <b>participates</b> in class activities, <u>works with minimal supervision</u></li> <li><u>sometimes</u> <b>performs</b> in doing assigned tasks</li> </ul>
Progressing Towards Standards	C	75-79.99	<i>The learner</i> <ul style="list-style-type: none"> <li>needs close supervision <b>to demonstrate</b> the <u>expected competencies</u>. Interventions and other opportunities to learn, as well as constant and consistent guidance and support from parents, teachers, and other significant people, can help improve a child's attainment of the required competencies.</li> <li>has difficulty <b>to participate</b> in class activities, <u>works under close supervision</u>, and</li> <li><u>needs close supervision</u> <b>to perform</b> tasks.</li> </ul>

ii. **Grades One to Ten Grading System (DepEd Order # 8, s. 2015)**

Table 6. Weight of the Components for Grades 1 – 10

<b>Components</b>	<ul style="list-style-type: none"> <li>• GMRC/Values Education/CLE</li> <li>• English (G1 Reading and Literacy) (G1 Language)</li> <li>• Filipino</li> <li>• AP (G1 Makabansa)</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• MAPEH (G4 &amp; G7 Music and Arts, PE and Health)</li> <li>• EPP / HELE / TLE</li> <li>• Computer (Robotics)</li> </ul>
<b>Written Works</b>	30%	40%	20%
<b>Performance Tasks</b>	50%	40%	60%
<b>Quarterly Assessments</b>	20%	20%	20%
<b>TOTAL</b>	100%	100%	100%

Figure 1. Sample Report Card for Grade 1

SUBJECT	QUARTER				FINAL AVERAGE
	Q1	Q2	Q3	Q4	
GMRC-CLE	89	87	90	90	89.00
Language	91	90	89	89	89.75
Reading and Literacy	86	86	89	88	87.25
Mathematics	85	82	85	86	84.50
Makabansa	85	86	87	88	86.50
Conduct	B+	B	B+	B+	B+
<b>AVERAGE</b>	87.2000	86.2000	88.0000	88.2000	<b>87.4000</b>

Figure 2. Sample Report Card for Grade 2

SUBJECT	QUARTER				FINAL AVERAGE
	Q1	Q2	Q3	Q4	
GMRC-CLE	89	87	90	90	89.00
Filipino	91	90	89	89	89.75
English	86	86	89	88	87.25
Mathematics	85	82	85	86	84.50
Araling Panlipunan	85	86	87	88	86.50
MAPEH	88	89	88	90	88.75
Computer (Robotics)	89	90	87	91	89.25
Conduct	B+	B	B+	B+	B+
<b>AVERAGE</b>	87.5714	87.1429	87.8571	88.8571	<b>87.8571</b>

Figure 3. Sample Report Card for Grade 3

SUBJECT	QUARTER				FINAL AVERAGE
	Q1	Q2	Q3	Q4	
GMRC-CLE	89	87	90	90	89.00
Filipino	91	90	89	89	89.75
English	86	86	89	88	87.25
Mathematics	85	82	85	86	84.50
Science	88	89	90	91	89.50
Araling Panlipunan	85	86	87	88	86.50
MAPEH	88	89	88	90	88.75
Computer (Robotics)	89	90	87	91	89.25
Conduct	B+	B	B+	B+	B+
<b>AVERAGE</b>	87.6250	87.3750	88.1250	89.1250	<b>88.0625</b>

Figure 4. Sample Report Card for Grade 4

SUBJECT	QUARTER				FINAL AVERAGE
	Q1	Q2	Q3	Q4	
GMRC-CLE	89	87	90	90	89.00
Filipino	91	90	89	89	89.75
English	86	86	89	88	87.25
Mathematics	85	82	85	86	84.50
Science	88	89	90	91	89.50
Araling Panlipunan	85	86	87	88	86.50
MAPEH	88	89	88	90	88.75
EPP/Computer (Robotics)	89	90	87	91	89.25
Conduct	B+	B	B+	B+	B+
<b>AVERAGE</b>	87.6250	87.3750	88.1250	89.1250	<b>88.0625</b>

Figure 5. Sample Report Card for Grades 5 and 6

SUBJECT	QUARTER				FINAL AVERAGE
	Q1	Q2	Q3	Q4	
GMRC-CLE	89	87	90	90	89.00
Filipino	91	90	89	89	89.75
English	86	86	89	88	87.25
Mathematics	85	82	85	86	84.50
Science	88	89	90	91	89.50
Araling Panlipunan	85	86	87	88	86.50
MAPEH	88	89	88	90	88.75
HELE/Computer (Robotics)	89	90	87	91	89.25
Conduct	B+	B	B+	B+	B+
<b>AVERAGE</b>	87.6250	87.3750	88.1250	89.1250	<b>88.0625</b>

Figure 6. Sample Report Card for Grades 7-10

SUBJECT	QUARTER				FINAL AVERAGE
	Q1	Q2	Q3	Q4	
Values Education-CLE	89	87	90	90	89.00
Filipino	91	90	89	89	89.75
English	86	86	89	88	87.25
Mathematics	85	82	85	86	84.50
Science	88	89	90	91	89.50
Araling Panlipunan	85	86	87	88	86.50
MAPEH	88	89	88	90	88.75
TLE/Computer (Robotics)	89	90	87	91	89.25
Conduct	B+	B	B+	B+	B+
<b>AVERAGE</b>	87.6250	87.3750	88.1250	89.1250	<b>88.0625</b>

At the end of four quarters, the Final Rating for each learning area shall be reported as the average of the four quarterly ratings, expressed in numeric. The general average shall be the average of the final rating grades in the different learning areas (DepEd Order no. 8 s. 2015).

The school shall comply with the guidelines set by the DepEd regarding awarding of honors, promotion, and retention of learners in both Elementary and Junior High School levels.



iii. **Senior High School (Grades 11 and 12)**

The grading system for Senior High School (SHS) follows a different set of weights for each component.

Table 7. Distribution of Weights for Senior High School Subjects

	<b>Core Subjects</b>	<b>Academic Track</b>		<b>Technical – Vocational and Livelihood (TVL) / Sports / Arts and Design Track</b>	
		<b>All Other Subjects</b>	<b>Work Immersion / Research / Business Enterprise Simulation / Exhibit / Performance</b>	<b>All Other Subjects</b>	<b>Work Immersion / Research / Performance</b>
<b>Written Work</b>	25%	25%	35%	20%	
<b>Performance Tasks</b>	50%	45%	40%	60%	
<b>Quarterly Assessment</b>	25%	30%	25%	20%	
<b>TOTAL</b>	100%	100%	100%	100%	

The two (2) quarters determine the Final Grade in a semester. The table below shows an example in Grade 11 for Accounting, Business and Management (ABM) strand.

Figure 7. Sample Report Card for Senior High School

SUBJECT	QUARTER		First Semester AVERAGE
	Q1	Q2	
Understanding Culture, Society, and Politics	93	95	94.0000 P
Oral Communication	92	92	92.0000 P
Disciplines and Ideas in the Social Sciences	89	90	89.5000 P
Earth and Life Science	89	93	91.0000 P
Physical Education and Health 1	94	96	95.0000 P
General Mathematics	86	88	87.0000 P
Introduction to World Religions and Belief Systems	90	90	90.0000 P
English for Academic and Professional Purposes	91	93	92.0000 P
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	93	94	93.5000 P
Conduct	A-	A-	A-
<b>AVERAGE</b>	90.7777	92.3333	91.5555

SUBJECT	QUARTER		Second Semester AVERAGE
	Q3	Q4	
Physical Education and Health 1	96	97	96.5000 P
Discipline and Ideas in the Applied Social Sciences	97	95	96.0000 P
Pagbasa at Pagsusuri sa Iba't-ibang Teksto Tungo sa Pananaliksik	92	91	91.5000 P
Christian Life Education 1	94	96	95.0000 P
21st Century Literature from the Philippines and the World	88	90	89.0000 P
Practical Research 1	88	92	90.0000 P
Philippine Politics and Governance	90	92	91.0000 P
Reading and Writing Skills	90	94	92.0000 P
Statistics and Probability	89	91	90.0000 P
Conduct	A-	B+	A-
<b>AVERAGE</b>	91.5555	93.1111	92.3333

<b>GENERAL AVERAGE</b>	91.9444
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**b. Conduct Grade**

The grades in Conduct / Deportment are graded by each subject teacher and adviser using the following character and scale.

**PRIMARY VALUES:**

- Humility
- Exuberance
- Amiability
- Respect
- Trustworthiness

**COMPLEMENTARY VALUES:**

Happiness  
Empathy  
Agility  
Resilience  
Tenacity

**SCALE:**

A +	96 – 100	B-	81 – 83.99
A	93 – 95.99	C +	78 – 80.99
A -	90 – 92.99	C	75 – 77.99
B +	87 – 89.99	C -	70.01 – 74.99
B	84 – 86.99	D	70 below

**5. Issuance of Report Cards**

- The school observes four (4) grading periods. Report Cards are issued at the end of each quarter to all students without an outstanding account.
- For learners with outstanding accounts, the report card shall be withheld in every quarter. This document shall be released only to them upon full payment of their outstanding accounts at the Accounting Office.

## **6. Catch – up and Bridge Program**

These are programs that the school conducts in order to help the learners creatively address and successfully overcome any weakness which is identified by the teacher. The length of time varies according to the kind of intervention needed by a particular learner. Enlistment in these programs is coursed through the subject teacher and the Subject Area Coordinator.

There are four (4) kinds of intervention programs the school can make available depending on the needs of the child wherein a minimal amount shall be charged. To wit:

### **i. Tutorial Program**

Tutorial Program is conducted for learners who have demonstrated specific weaknesses in their academic performance. This is usually done one- on-one to assist the learner in coping with the specific weakness identified by the recommending teacher. The appointment of a tutor is done by the Principal in order to select the best teacher who will be able to address the individual concern of the tutee. It is normally programmed for a period of 3 to 6 months after which the learner should be able to do things on his/her own.

### **ii. Opportunity Program**

This is usually conducted by the school to address the specific needs of a group of learners. The needs are normally identified according to the skills in a particular subject area. Learners are grouped together and a teacher is assigned to handle the specific areas for improvement. This is normally done to enable the learners to catch up with the rest of the learners on a specific level. The normal period for this program is 2 to 3 months. If and when any particular learner is unable to catch up, he/she may be recommended for a tutorial program.

### **iii. Summer Enrichment Program**

Summer Enrichment Program is conducted for learners who were not able to meet a final rating of at least 80% in English, Math, and Science. This is conducted after the school year is over. The length of time is usually 20 to 24 hours.

### **iv. Summer Remedial Classes**

Learners who received a final rating of below 75% in one to two subjects are required to attend summer remedial classes in schools which offer the program.

## 7. Honors and Awards

Awards to be given:

- A. **Classroom Awards** are recognitions given to learners in each level. A simple recognition given **per quarter**. Awardees are given merit in recognition to the learners' outstanding performance in class.

### 1. Performance Awards for Early Childhood Education (ECE)

Learners in ECE are recognized for their most evident and most prominent abilities. They are recognized for showing significant improvement in a specific area (e.g. from having poor fine-motor skills to being able to draw or write well). Teachers will recognize outstanding achievement of learners based on the different domains and / or learning competencies of the Pre-Kinder and Kindergarten curriculum. To be given quarterly and at the end of the school year are the following:

- Best in Christian Living Education (Kagandahang-Asal/Good Manners)
  - Best in Music (Performing Arts)
  - Best in Arts (Visual Arts)
  - Best in PE (Physical Agility)
  - Best in Health (Self Care)
  - Best in Communication and Self-Expression (English)
  - Best in Communication and Self-Expression (Filipino)
  - Best in Reading (English)
  - Best in Reading (Filipino)
  - Best in Writing (English)
  - Best in Writing (Filipino)
  - Best in Mathematics
- 
- Best in Language
  - Best in Literacy
  - Best in Communication
  - Best in Mathematics
  - Best in Performing Arts (Music and Movement)
  - Best in Visual Arts (Arts and Crafts)
  - Best in CLE

### 2. Academic Excellence Award

The Award for Academic Excellence is given to learners from Grades 1 to 12 who have attained an average of at least 90% and have not gotten a grade lower than 85% in any subject area or in conduct in any grading period.

The table shows the specific Academic Excellence Awards given to learners who meet the following cut-off grades:

Table 8. Academic Excellence Award

Academic Excellence Award	Average Grade per Quarter
With Highest Honors	98 – 100
With High Honors	95 – 97.99
With Honors	90 – 94.99

The average in each subject area and the general average in each grading period or quarter is not rounded off. The two (2) decimal places is being observed in determining the average grade in each quarter.

### 3. Values Awards

These awards are given to learners who have been observed to consistently demonstrate the RCBNES Core Values **GOOD H.E.A.R.T.**

Table 9. Values Awards

3.1.	<p><b>Values Awards for ECE</b></p> <p>These awards are given to young learners to affirm their positive traits and attitudes or to recognize significant improvement in their behavior quarterly and at the end of the school year.</p> <p>H.E.A.R.T. Awards to be given are the following, namely:</p> <table> <tr> <td> <ul style="list-style-type: none"> <li>• Most Humble</li> <li>• Most Exuberant</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Most Amiable</li> <li>• Most Respectful</li> </ul> </td></tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> <li>• Most Trustworthy</li> </ul> </td></tr> </table>	<ul style="list-style-type: none"> <li>• Most Humble</li> <li>• Most Exuberant</li> </ul>	<ul style="list-style-type: none"> <li>• Most Amiable</li> <li>• Most Respectful</li> </ul>	<ul style="list-style-type: none"> <li>• Most Trustworthy</li> </ul>	
<ul style="list-style-type: none"> <li>• Most Humble</li> <li>• Most Exuberant</li> </ul>	<ul style="list-style-type: none"> <li>• Most Amiable</li> <li>• Most Respectful</li> </ul>				
<ul style="list-style-type: none"> <li>• Most Trustworthy</li> </ul>					
3.2.	<p><b>Values Awards for Grades 1 to 12</b></p> <p>Values Awards are given in every section per level from Grades 1 to 12. This will be based on the evaluation of the adviser and subject area teachers using the guidelines stipulated in the RCBNES character scale. Awardees must have consistently and dutifully carried out the core values of RCBNES. They must have obtained a rating of at least 85%. This will be given quarterly and at the end of the school year.</p>				

- B. Grade – level Awards** are given to qualified learners for every grade level **at the end of the school year**. Candidates for the awards are deliberated by the Awards Committee if they have met the given criteria.

#### 1. Academic Excellence Award

At the end of the school year, Academic Excellence is given to learners from Grades 1 to 12 who have attained a general average of at least 90% and have not gotten a grade lower than 85% in any subject area or in conduct in any grading period (refer to Table 8).

## 2. Leadership Award

The Leadership Award is given to qualified learners who have demonstrated exemplary skills in monitoring others and organizing projects that have significantly contributed to the betterment of the school and / or community.

This award is given during the completion or graduation ceremony.

- Leadership Award for Grade 6 in schools offering up to Grade 6 only;
- Leadership Award for Grade 10 in schools offering up to Grade 10 only; and
- Leadership Award for Grade 12 in schools with complete basic education (K to 12)

To qualify for this award, a learner must:

- i. Have no failing grades in any of the learning areas.
- ii. Have not committed any offense punishable by suspension or higher sanction.
- iii. Be a class officer or an active member / officer of any recognized school club, team or organization.

Table below shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their club or class advisers. Only those learners who have met at least 90% of the criteria will be awarded.

Table 10. Criteria for Leadership Award

Criteria	Weight	
	Advisers	Peers
<b>1. Motivational Skills (40%)</b> a. Communicates effectively b. Shows initiative and responsibility c. Engages group and / or club mates to participate actively d. Establishes collaborative relationships e. Resolves conflicts	24%	16%
<b>2. Planning and Organizational Skills (40%)</b> a. Plans and designs relevant activities for the class, club and / or school		

b. Implements planned activities effectively and efficiently c. Monitors implementation of plans and tasks d. Manages and / or uses resources wisely	24%	16%
<b>3. Contribution to the School and / or Community (20%)</b> Renders service and / or implements activities relevant to the school population and / or community	12%	8%
<b>TOTAL</b>	<b>60%</b>	<b>40%</b>

### 3. Awards for Outstanding Performance in Specific Discipline

These awards are given to recognize learners in all grade levels who have exhibited exemplary skills and achievement in specific disciplines and who have not gotten a grade lower than 85% in the subject area or specific discipline in any grading period. These awards also value the learner's achievement in specific discipline that has contributed to the school and / or community.

Table 11. Awards for Outstanding Performance in Specific Discipline

3.1	<b>CLE</b> This award is given to learners who have high academic standing in CLE. The academic rating that will be considered for this award is the combined final grade in GMRC / Values Education and CLE.
3.2	<b>Athletics (PE and Health)</b> This award is given to learners who have shown outstanding performance in the Health subject and 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 learners' final grade in Physical Education and Health.
3.3	<b>Arts (e.g. visual, media, music, or performing arts)</b> This award 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.

	<p>The academic rating that will be considered for this award is the learners' final grade in Music, Arts and Contemporary Philippine Arts from the Regions for Senior High School (SHS).</p>
3.4	<p><b>Communication Arts</b></p> <p>This award is given to learners who have demonstrated proficiency in any language (Reading and Literacy and Language for Grade 1, 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.</p> <p>The academic rating that will be considered for this award is the learners' final grade in Filipino and English (or other foreign language) subjects and related learning areas in Senior High School specific to the award.</p>
3.5	<p><b>Science</b></p> <p>This award is given to learners who have high academic standing in Science, demonstrated passion for science expressed through an excellent attitude toward science works, shown enthusiasm for science which positively influences other learners in class and the wider school community, and displayed inquisitiveness about the environment, how things work, and how natural processes occur.</p> <p>The academic rating that will be considered for this award is the learners' final grade in Science for Grades 3 to 10, or the average rating for the two core Science subjects in SHS.</p>
3.6	<p><b>Mathematics</b></p> <p>This 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.</p> <p>The academic rating that will be considered for this award is the student's final grade in Mathematics for Grades 1 to 10, or the average rating for the core Mathematics subjects in SHS.</p>



3.7	<p><b>Social Sciences</b></p> <p>This 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.</p> <p>The academic rating that will be considered for this award is the learners' final grade in Makabansa for Grade 1 and Araling Panlipunan for Grades 2 to 10, or the average rating for the core Social Science subjects (Personal Development / Pansariling Kaunlaran and Understanding Culture, Society, and Politics) in SHS.</p>
3.8	<p><b>EPP / HELE / TLE</b></p> <p>This award is given to learners who have consistently demonstrated outstanding skills in technological proficiency exemplified through the mastery of knowledge and information, entrepreneurial concepts, process and delivery, work values and life skills.</p> <p>The academic rating that will be considered for this award is the final grade in EPP for Grade 4, HELE for Grades 5 and 6 or TLE for JHS.</p>
3.9	<p><b>Computer (Robotics)</b></p> <p>This award is given to Grades 2 to 10 learners who have high academic standing in Computer who have consistently demonstrated digital competence; developed the ability to search, collect, and process information through critical and systematic way; assessed relevance and distinguished the real from virtual by recognizing its source. Manifests a balance of required knowledge, skills and attitudes needed for personal fulfillment and development.</p> <p>The academic rating that will be considered for this award is the final grade in Computer.</p>

Table 12. Criteria for Awards for Outstanding Performance in Specific Disciplines

Criteria for Awards for Outstanding Performance in Specific Disciplines	
CRITERIA	WEIGHT
<b>1. Academic Rating</b> The final grade in the learning area or average of the final grades in subjects specifically related to the award	20%
<b>2. Skill in the discipline</b> As shown through: <ul style="list-style-type: none"> <li>a. Output (oral or written work, projects, etc., if applicable)</li> <li>b. Membership in a club / team (if applicable)</li> <li>c. Class or school representation</li> <li>d. Winnings and awards</li> </ul>	40%
<b>3. Attitude toward the Discipline</b> <ul style="list-style-type: none"> <li>a. Peer evaluation (if applicable)</li> <li>b. Commendation from coach / adviser</li> </ul>	20%
<b>4. Contributions to the School related to the Discipline</b> In any of the following: <ul style="list-style-type: none"> <li>a. Tutorials / Coaching</li> <li>b. Performance in school's various functions and events</li> <li>c. Products</li> <li>d. Projects</li> <li>e. Volunteer work</li> </ul>	20%

*Note:* Peer evaluation is only applicable to disciplines that involve collaborative work. Candidates will be evaluated by at least 30% of their peers (group, team class, or club-mates) as well as their class or club adviser.

#### 4. Award for Club or Organization Achievement

This award 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. Each of the members of the club receiving the award shall be given an appropriate certificate during the culminating event for all clubs and organizations that will be organized sometime in the last quarter of the school year.

The table below shows the set of criteria and weights that will be used in the evaluation and deliberation process for this award. Only those clubs or organizations that have received at least 90% of the criteria below shall be awarded.

Table 13. Criteria and Weights for Awards for Club or Organization Achievement

CRITERIA	WEIGHT
<b>a. Club / Organization Performance</b> i. Plans and develops club / organization's objectives, projects, and activities ii. Implements projects and activities and delivers services based on the club / organization's objectives and plans iii. Manages and / or uses resources wisely iv. Shows teamwork and collaboration among its members	50%
<b>b. Exemplary Output</b> Delivers a concrete output related to the objectives and purpose of the organization and the school	30%
<b>c. Contribution to the School or Community</b> Benefits the members of the club / organization and the greater majority of the school population and / or community	20%

#### c. Special Recognition

- **Loyalty Award** - this award is given to learners who have completed the
  - Thirteen years of Basic Education (K to 12) in RCBNES schools.
- **Parish HEART Award** - this award is given to a graduating learner who has exemplary service and involvement to the parish ministries or organizations like:
  - Ministry of Altar Servers
  - Lector/Commentator Ministry
  - Social Communication Ministry
  - Parish Youth Ministry

- Music Ministry
- Faith & Formation Ministry (Catechism), and the like.

The main objective of this award is to allow the RCBN-ES learners to understand and appreciate their role in the life of the community especially in living the faith through service-enriched by the core values of RCBN-ES possessing a GOOD HEART.

Table 14. Criteria for Parish Heart's Award

CRITERIA	WEIGHT
GOOD Heart Values	70%
Length of Service	15%
Leadership	15%
<b>TOTAL</b>	<b>100%</b>

### **GOOD HEART (70%)**

Scale in Rating the Candidate:

<b>5</b>	Completely true of the student
<b>4</b>	Generally true of the student
<b>3</b>	Moderately true of the student
<b>2</b>	Partly true of the student
<b>1</b>	Not at all true of the student

Behavioral Skill	Rating
<b>HUMILITY (BEING MEEK AND HUMBLE)</b>	
1. S/He acknowledges the presence of his superiors (leader, priest, elders) in the parish by greeting him/her with respect.	
2. S/He recognizes own strengths and the strengths of others	
3. S/He admits and willingly accepts the correction of others in an objective manner for growth and development.	
4. S/He participates and shows reverence in prayers (opening, closing prayers and other religious celebrations) or when inside the community.	

5. S/He obeys and follows the rules and proper decorum while in the ministry.	
<b>EXUBERANT (BEING EXCELLENT)</b>	
1. S/He maintains an excellent attendance record by consistently	
2. S/He participates in community/parish activities.	
3. S/He resists complacency and is determined to persevere in accomplishing his ministry with quality.	
4. S/He listens attentively to the homily or every time his ministry has a meeting or gathering.	
5. S/He is honest in his actions on what he is saying.	
<b>AMIALE (BEING COMPASSIONATE TO OTHERS)</b>	
1. S/He is sensitive to the feelings and needs of others as well as his members/organization.	
2. S/He is prudent and careful in making judgments /offers constructive feedback on others	
3. S/He speaks to others with words that promote his or her dignity as a person	
4. S/He shows respect, courtesy and politeness to his leader and members.	
5. S/He shows the simplicity of lifestyle (through the kind of material he brings and uses in school.)	
<b>RESPECT FOR LIFE (RESPECTFUL)</b>	
1. S/He shows neatness and good personal hygiene/grooming.	
2. S/He shows proper decorum in the ministry or in the church.	
3. S/He participates in taking care of the environment.	
4. S/He respects the rights and property of others.	
5. S/He shows respect for the beliefs and culture of others.	
<b>TRUSTWORTHY</b>	
1. S/He fulfills one's obligations, promises, and commitments promptly and faithfully.	

2. S/He accepts and performs tasks with consistency, accountability, and transparency.	
3. S/He expresses oneself truthfully and unpretentiously.	
4. S/He takes decisive action against all forms of dishonesty and unethical conduct.	
5. S/He admits mistakes and accepts corrections for self-improvement.	
Total Score:	
<b>% = total Score/125x50+50x.70</b>	

#### **LENGTH OF SERVICE (15%)**

<b>Year of Service</b>	<b>Rating (%)</b>
10 years above	<b>15</b>
9 years	<b>14</b>
8 years	<b>13</b>
7 years	<b>12</b>
6 years	<b>11</b>
5 years	<b>10</b>
4 years	<b>9</b>
3 years	<b>8</b>
2 years	<b>7</b>
1 year	<b>6</b>
Less than 1 year	<b>5</b>

#### **LEADERSHIP (15%)**

<b>5</b>	Completely true of the student
<b>4</b>	Generally true of the student
<b>3</b>	Moderately true of the student
<b>2</b>	Partly true of the student

1	Not at all true of the student
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BEHAVIORAL SKILLS	Rating
<b>EMPOWERMENT</b>	
1. S/He exercises leadership in the group/ministry.	
2. S/He works collaboratively and interdependently for the success of the groups' task.	
3. S/He shows support or encouragement to others to get involved in the ministry.	
4. S/He welcomes the contribution of every group member.	
5. S/He examines all points of view before making a decision or judgment.	
<b>SERVICE</b>	
1. S/He takes the initiative and volunteers whenever somebody needs help.	
2. S/He shares his talents and ideas willingly to others.	
3. S/He is willing to let go of his comforts for the sake of the ministry.	
4. S/He shows willingness to do work in his ministry.	
5. S/HE shows understanding of and support for the social teachings and position of the Catholic Church on current issues on morality and social justice.	
Total Score:	
<b>% = total Score/50x50+50x.15</b>	

#### GUIDELINES:

1. Identify the graduating learners who are involved in the Parish.
2. The CCF coordinator communicates with the Parish Priest to evaluate the candidates using the above criteria.
3. The parish priest, if deemed necessary gives recommendation of a learner who deserves the award.
4. Then, the results and recommendations (if any) will be included in the deliberation of graduating learners.

**Note:** All graduating learners actively involved in the Parish ministries and/or organizations will be given certificates during the classroom-based awarding ceremony.

- **Bishop's Award** – is given to a deserving Grade 12 learner who has unselfishly shared his/her time, talents and efforts in school activities through enduring service or exemplary involvement during the school year. He / She should have received a failing average grade of 90 and a conduct grade of 85 or higher in all quarters. The selection will be guided by the following criteria:

Table 15. Criteria for Bishop's Award

<b>CRITERIA</b>	<b>WEIGHT</b>
Academic Performance	30%
Church and School Involvement/Engagement	30%
Conduct	20%
Residency	20%
<b>TOTAL</b>	<b>100%</b>

\* Each of the percentages shall be computed based on the learner's performance during the last two (2) School Years.

\* The recipient should be a Catholic.

\* Residency shall be at least 4 years.

- DepEd Order 36 s. 2016
- With some adaptations



## 8. Promotion and Retention

Promotion as a general rule states that no learner shall be promoted / graduated unless he/she has residence of at least one curriculum year and has adequately complied with all academic requirements.

A Final Grade of 75 or higher in all learning areas makes the learner eligible for promotion to the next grade level. The table below specifies the guidelines to be followed for the promotion and retention of learners.

Table 15. Guidelines for Promotion and Retention

	Requirements	Decision
For Grades 1 to 3 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 where he or she had failed in order 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

For Grades 4 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 marks 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 elementary curriculum	1. Earn the Elementary Certificate 2. Promoted to Junior High School
	5. Must pass all learning areas in the Junior High School curriculum	1. Earn the Junior High School Certificate 2. Promoted to Senior High School
	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to or pursue his or her studies in the next semester

For Grades 11 to 12 Learners	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
	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 learner must retake the subject failed.
	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

For Grades 1 – 10, a learner who *Did Not Meet Expectations* in two learning areas must take remedial classes. Remedial classes are conducted after the Final Grades have been computed. The learner must pass the remedial classes to be promoted to the next grade level. However, teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Works and Performance Tasks by the fifth week of any quarter.

For Grades 11 – 12, learners who fail a unit / set of competencies must be immediately given remedial classes. They should pass the summative assessments during remediation to avoid a failing grade in a learning area / subject. This will prevent learners from having back subjects in Senior High School (SHS). However, if the learner still fails the remedial classes, he / she must retake the subject(s) failed during summer or as a back subject. Guidance teachers/career advocates must provide support to the SHS learners for his/ her choices in SHS tracks.

Summative Assessments are also given during remedial classes. These are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The equivalent of the Final Grade for remedial classes is the Remedial Class Mark (RCM). The Final Grade at the end of the school year and the Remedial Class Mark are averaged. This results in the Recomputed Final Grade. If the Recomputed Final Grade is 75 or higher, the learner is promoted to the next grade level. However, learner will be retained in the grade level if their Recomputed Final Grade is below 75.

The teacher of the remedial class issues the Certificate of Recomputed Final Grade, which is noted by the School Principal. This is submitted to the Division Office and must be attached to both Form 137 and School Form Number 5. The figure below shows a sample certificate.

Figure 8. Sample Certificate of Recomputed Final Grade

Certificate of Recomputed Final Grade	
Name of Learner :	_____
Grade Level :	_____
School Year :	_____

Learning Area	Final Grade	Remedial Class Mark	Recomputed Final Grade
Prepared by: _____ Date : _____ Remedial Class Teacher			
Noted by : _____ Date : _____ School Principal			
Received by: _____ Date : _____ Division Office			

The learner can enroll in the next level for Grades 1 – 10 and in the next semester for Grades 11 – 12 upon presentation of Recomputed Final Grade. This certificate can be verified in the Division Office as needed.

- DepEd Order # 8 s. 2015

## 9. Probation

Academic Probation is the formal academic status of a learner with a condition that satisfactory improvement in academic performance be made in all subjects prior to readmission in the next school year.

### a. Grade School

A grade school learner is placed on Academic Probation when he/she:

- i. Failed in one (1) subject
- ii. Received final grades of 75% in three or more subjects
- iii. Failed to attend the required intervention classes.

Academic Probation is lifted for the following school year if the learner obtains a minimum final grade of 80% in the subject(s) he/she has difficulty with.

If however, he/she fails to make a minimum final grade of 80% in the subject(s) he/she has difficulty with, then he/she may not be readmitted for the next school year.

### b. Junior and Senior High Schools:

- i. An incoming Grade 7 & 11 learner who has not fully satisfied the requirements for admission or who has not fully complied with the required Intervention program is placed on Academic Probation.
- ii. Academic Probation status may be lifted if the learner has obtained a minimum grade of 80% in all subjects for two (2) consecutive grading periods.

- iii. If, however, at the end of the school year, he/she fails to make a minimum final grade of 80% in these subjects he/she may not be readmitted for the next school year.

## **10. Recognition, Promotion and Graduation**

**Graduation.** The graduation ceremony is the formal and official recognition by the school that the learner has properly fulfilled the requirements of the institution and the Department of Education.

It is also a special occasion for the school to recognize the academic and non- academic achievements of the graduating learners during the period of their studies in the school. Thus, parents are required to attend and wear decent and dignified attire befitting the special event.

Every learner for promotion and graduation is required to complete his / her attendance until the day of the official culminating ceremony, attends all activities and rehearsals (including the thanksgiving mass and commencement exercises) scheduled by the school as an integral part of the academic prerequisites required by the Department of Education) unless excused by the Principal for valid reasons.

In relation to graduation, the learners may be categorized as follows:

- a. **Graduating Learners**

This refers to the learners of Grade 12 who at the end of the regular school year have satisfactorily fulfilled and completed the K to 12 curricular program required of the institution and the Department of Education.

- b. **Learner for Promotion**

This refers to the learners in Kindergarten, Grade 6 and Grade 10 who at the end of the regular school year have satisfactorily fulfilled and completed the essential requirements prescribed by the institution and the Department of Education.

- c. **Passers of Summer Classes**

This refers to learners who have completed all the requirements in summer.

- d. **Failed Learners**

This refers to learners with failing grades in three subjects or more.

## **11. Learner Records and Documents**

The school record of any transferring learner shall undergo a school – to – school processing upon submission and acceptance of the transfer credential. The school to which the learner has transferred shall request in writing for the complete school records (form 137 with Learner's Reference Number (LRN) or transcript of records of the learner from the school last attended.

The latter school shall forward such records directly to the school within 30 days from

receipt of the request. Once the Form 137 or transcript of records has been released to the school, no other copy should be given to another school for transfer purposes.

Form 137 should not be given to the learner unless authorized in writing by the school requesting the said records.

**Release of school records of a learner.** The school records of a learner shall not be released if he/she is under terms of suspension or expulsion. A learner may not be issued his/her certificate of eligibility to transfer at the end of the school year when he/she is undergoing a penalty of suspension, or expulsion, or for failure to satisfactorily settle his/her financial or property obligations to the school. The certificate of eligibility to transfer, however, shall be released to the learner as soon as he/she will finish serving the suspension or his/her expulsion shall have been lifted. (Revised MRPS, Title IV, Section 140)

### **C. DISCIPLINE POLICIES**

#### **Preamble**

The word discipline is derived from the Latin root word “*discere*” which means ‘*to learn*.’ It is the same root word for the Latin words “*discipulus*” and “*disciplina*.” The former is translated in English as disciple, follower, learner, or student. The latter refers to instruction and training. In general, the English word discipline refers to the quality of being able to act, behave, and relate with others in an orderly way that conforms to particular policies, principles, rules, statutes, and standards of behavior and conduct. A disciplined person is one who acts in a reasonable and socially acceptable manner that entails personal control or restraint over excessive emotional outbursts and erratic behavior, and obedience to generally acceptable norms and ethical standards.

Under the 2010 Revised Manual of Regulations for Private Schools in Basic Education, School Administrators have rights, while subject to the limitation, prescribed by the law and the policies and regulations of the Board of Trustees. The following are some of the rights of private schools administrators in the Philippines that are related to discipline:

- to exercise administrative jurisdiction over the school and its operations in order to maintain peace and harmony in the realization of its approved objectives;  
(Section 52.c.)
- to adopt and enforce such measures, rules, and standards as may be necessary to maintain discipline among students, teachers, and other personnel of the school subject to reasonable regulations and supervision of the Secretary or his duly authorized representative;  
(Section 52.e.)
- to provide a healthy and wholesome school environment conducive to effective learning;

and

- to exercise the due diligence expected of a good father of a family in the management of the school so as to prevent any damage or injury to life or property inside or outside the school campus.

(Section 53. d. and e.)

### **RCBNES Tenets & Values**

As an educational system consisting of nine (9) diocesan or parochial schools, the Roman Catholic Bishop of Novaliches Educational System (RCBNES) views its service of providing quality education and Christian formation to its stakeholders as a ministry. The *raison d'être* of every Catholic school is to act as an evangelizing arm of the Church. The Lord Jesus Christ, his person and salvific teachings, is the core of the curriculum and of the entire teaching-learning process. Like all the other systems under the Manila Ecclesiastical Province School Systems Association (MaPSA), the service of providing quality Catholic education is intended ***“that Christ be formed”*** (Galatians 4:19). As a conglomerate of Catholic schools within the Diocese of Novaliches, the RCBNES considers the following as integral aspects or tenets of its identity and mission:

- **EVANGELIZATION**

The preaching of the Gospel is an essential component of the service that the schools of RCBNES render to the church and society. This entails the renewal and the transformation of humanity and of culture according to the values of Christ. Evangelization aims to transform the stakeholders from within and to live lives according to the Gospel: a message of love, brotherhood, justice, solidarity, and liberation from sin and from every inhumane and oppressive situation. Through the grace of God and human participation, the stakeholders of RCBNES schools are to be formed in the light of the Christian faith. They are to be transformed to be led away from selfishness, self-centeredness, all forms of abusive behavior, trampling over the dignity and rights of others, and disrespect towards others, their space, and their properties. For this to be realized, a positive and open attitude towards growth and Christian maturity is necessary, coupled with an appropriate atmosphere where Christ-centered values are prioritized and nourished.

- **COMMUNION**

As evangelizing arms of the Church, the schools under RCBNES foster a spirit of communion that is rooted in the love and unity of the Holy Trinity. Jesus Christ is the one who reconciles us to the Father and unites us with one another through the power of the Holy Spirit. As disciples, all the stakeholders are called to be united through the Spirit of Jesus, in Jesus, and with Jesus for all to be united in one faith. Each stakeholder is expected to foster communion and not division, harmony and not discord, peace and not violence and conflict.

- **EDUCATION**

Each of the schools under RCBNES is a teaching institution that is directed not only to the cognitive or intellectual growth but to the development of the whole human person which is attentive to the physical, psycho-emotional, socio-cultural, and spiritual dimensions. Both the climate and the culture of the school should be conducive to promoting and sustaining the general well-being of the stakeholders. As Catholic educational institutions, the schools under RCBNES are mindful of not only imparting knowledge, but also of drawing out the basic goodness in each person in the community, so that s/he may be able to pursue the path that has been set before him/her by a loving and merciful God. The school therefore should not be just a place of learning, but a healthy and safe locus of encounter with God and others.

- **SERVICE**

As a Catholic educational system, RCBNES directs its ministry towards inculcating the spirit of loving and humble service to the Church and the country among its stakeholders. The RCBNES schools are committed to facilitate the acquisition of knowledge, skills, competencies, and the proper Christian attitudes and virtues that are necessary for present and future servant leaders. The knowledge that is acquired in the teaching-learning process is intended not to inflate the ego of the individual, but to lead him/her towards positively contributing to the noble task of socio-cultural transformation according to the standards of the Gospel of Christ.

The purpose of providing, maintaining, and sustaining order and discipline in the schools under the RCBNES is to build a climate and a culture that allows the stakeholders to optimize their God-given gifts and potentials and become fully developed in a safe, secure, and conducive school environment. The kind of education, formation, and discipline is guided by the RCBNES core values.

**Good H.E.A.R.T.**

All human beings are basically good as seen in the light of the Christian faith. Nevertheless, because of the reality of sin, there is an inclination towards evil in each person. Relying on the grace of God, the schools under RCBNES hope to elicit the basic goodness in each child of God that has been entrusted to their care and supervision by providing a Christ-centered curriculum, school climate, and culture so that the following noble qualities may be assimilated, integrated, and exuded in the lives of the stakeholders especially the learners and the employees:

- Prayerful
- Family-oriented
- ICT competent
- Globally competitive
- Confident in public speaking
- God-loving/God-fearing (MakaDiyos)
- Caring steward of creation (MakaKalikasan)
- Patriotic (MakaBayan - sound sense of nationalism); and
- Compassionate, humane, and kind to others especially the less fortunate (MakaTao)

By creating and sustaining discipline and order amongst all the stakeholders of the school, the desired outcome is to form present and future Christ-centered servant leaders who are:

- **HUMBLE**

Forming and transforming stakeholders into disciples of Christ, who are obedient to God and His will, necessitate the practice of humility. The schools under RCBNES value the example of Christ Jesus who took the humble path for humankind to be saved. Stakeholders are desired to be formable, teachable, and open for growth and Christian maturity. Attitudes of arrogance, disrespectful feeling of superiority, and inordinate pride due to inflated egos have no place in a Catholic school where everyone is viewed as a child of God and a temple of the Holy Spirit.

- **EXUBERANT**

All stakeholders, regardless of personality types, are expected to radiate a healthy, vibrant, pro-life and pro-peace attitude and behavior that springs from Christ's message of love, mercy, and hope. Every member of the community is expected to cooperate so that the created and sustained climate and culture in the school promote general well-being, inner joy, harmony, and peace. Acts of violence that disturb the general equilibrium of the school community are never tolerated. Anything that runs counter to life and growth shall be addressed correctively.



- **AMIAABLE**

In obedience to Christ's command "*to love one another*" as He has loved us, the school is duty-bound to promote Christian love to all stakeholders. As learned disciples of Jesus, stakeholders are expected to be fine-mannered, disciplined, pleasant, and lovable. All expressions or manifestations that are contrary to Christian charity shall be avoided or corrected such as but not limited to: extreme individualism, selfishness, narcissism, and toxic feeling of self-entitlement.

- **RESPECTFUL**

In adherence to the Christian teachings of the gift of life and the fundamental dignity of every individual, the Catholic school is mindful of its commitment to integral human formation of the whole person, who is called to positively contribute to the task of socio-cultural transformation, so that the right attitude is formed e.g., respect towards person in authority, respect for the dignity of all forms of life, respect for the property and rights of others including their personal space, personal information (data privacy), and personal integrity and honor. The school is tasked to educate the stakeholders about justice and peace, integrity and care for creation, gender sensitivity, responsible use of social media, interreligious dialogue, and ecumenism.

- **TRUSTWORTHY**

The stakeholders of RCBNES schools are formed according to the teachings of Christ who is the way, the truth, and the life. The educational service is geared towards the holistic formation of individuals who are honest, truthful, dependable, credible, reliable, and responsible. The following run counter to the values being adhered by the schools under RCBNES: bearing false witness against another, cheating, deception, defaming, dishonesty, fabrication of facts, gaslighting, indolence, libel, lying, manipulative behavior, sharing fake news, slandering, stealing, truth-twisting, and other practices that are consciously done that are contrary to what is true, just, and honorable.

## **Classification of Offenses & Discipline Policies**

### **I. MINOR OFFENSES**

- A. Disruptive behavior during class hours, assembly, programs, and other school gatherings
  - 1. Talking or chatting inside the classroom, library, chapel/church that causes discomfort, disturbance, or irritation to others
  - 2. Unauthorized changing of seats or changes in the assigned seating arrangement
  - 3. Disruptive playing inside and outside the classroom while the class and other activities are ongoing
  - 4. Reckless running inside the school campus or in the classroom, along the corridor, and in other areas of the school that disturbs the teaching-learning process, may unnecessarily cause harm or injury to oneself and others, or may damage school facilities and properties of others
  - 5. Dragging of feet, howling, shouting, boisterous or unrestrained laughter, and expression of emotions that disturb the atmosphere conducive to quality learning
- B. Inattentiveness
  - 1. Intentionally sleeping during class hours
  - 2. Passing secret messages in the form of notes or hand signals
  - 3. Refraining from listening or paying attention to teachers while class is ongoing
- C. Littering
  - 1. Leaving leftover food on the floor, table, or chair after eating (RCBNES schools practice the Clean As You Go [CLAYGO] policy)
  - 2. Playing with water in the washing area and in the comfort rooms
  - 3. Spilling water or drinks and leaving them on the floor, table, or chairs
  - 4. Leaving or throwing trash on the floor or in any undesignated place in the school
- D. Loitering
  - 1. Malingering just to while away time in the clinic
  - 2. Unauthorized waiting at the gate for items left at home
  - 3. Staying inside the comfort room for an unreasonable amount of time

E. Untidy

1. Unshaven beards and mustaches
2. Unauthorized use of nail colors, nail art, makeup, lip tint, or lipstick
3. Wearing earrings for male learners, and more than two earrings for female learners
4. Unauthorized wearing of body stickers, fake colored hair, wigs, tattoos, or body piercings (temporary or permanent)
5. Unauthorized hair styles not in line with the prescribed grooming of a RCBNES male learner, such as hair longer than 1" above the ear and 3" above the collar, spike hair with gel, heavy or multi-colored hair dye, skinheads, undercuts, long sideburns, or hair covering the eyes

F. Improper Uniform

1. Alteration of the proper design and style of the prescribed school uniform
2. Wearing a school uniform without the prescribed name patch or school logo
3. Refusing to wear a face mask when it is obviously required for health reasons
4. Entering the school campus on P.E. day in casual wear or other attire not prescribed (After the PE class, learners can wear the daily uniform, plain white shirts, or an extra PE uniform)
5. Wearing colored or printed undershirts and undergarments that are ostentatiously visible
6. Inappropriate wearing of and/or tampering with the school ID (inserting or sticking unauthorized items in the school ID, such as stickers, photos, money, or tickets)
7. Not wearing the prescribed uniform (regular school uniform or PE uniform) and school ID for the day or event: all learners must wear their uniform and ID inside the school campus at all times. The school will issue a temporary ID for PHP
8. 50.00 to learners who left their ID at home or are waiting for a replacement. This temporary ID must be surrendered to the Registrar's office upon class dismissal.

Wearing an ID is:

- Compulsory for face-to-face classes
- Recommended during Online Distance Learning (ODL) classes ID replacement:
- Cost: PHP 500.00
- Process: File for replacement and pay the fee

G. Tardiness

All learners are to be educated and formed to be punctual in all school activities and programs, such as flag ceremonies, morning assemblies, recognition programs, classes, and school-organized sacramental celebrations like the Holy Eucharist. Three consecutive instances of tardiness are equivalent to one day of absence. A learner who is not at the proper forum at the designated time is considered late.

H. Other Offenses

1. Bringing unauthorized playing items and gadgets
2. Failure to bring an excuse letter after being absent
3. Failure to bring previously assigned materials for class
4. Non-participation in academic and non-academic school events
5. Not doing assigned work or not submitting requirements on time
6. Going to restricted places, e.g., unofficial visits to the faculty room
7. Using an avatar or cartoon picture as a profile picture in MS Teams
8. Sending unnecessary messages and comments in the official class group chat and in MS Teams
9. Posting or sharing images, messages, memes, photos, and pictures that are derogatory, disrespectful, insensitive, offensive, or vulgar to others
10. Non-dissemination or non-delivery of important communication to parents (circular letters, disciplinary slips, reply slips, pertinent documents related to parent-teacher conferences, and fact-finding sessions conducted by the Child Protection Committee)

**SANCTIONS for MINOR OFFENSES**

After **due process**, the following penalties shall be imposed upon erring learners by the proper school authorities for repeated violations of the same offense:

- **First Offense:** The learner's attention is called through verbal correction and/or anecdotal recording by the subject teacher or adviser.
- **Second Offense:** The erring learner is called by the class adviser for a conference with an anecdotal recording. The Grade Level Team Leader shall be notified.
- **Third Offense:** The learner and his or her parent(s) are invited by the class adviser for a conference. This dialogue is meant to inform the parent(s) of the repeated offenses and propose a suitable approach to reform the child. They will also be informed of possible consequences if the offenses continue.

- **Fourth Offense:** The learner and his or her parent(s) are invited by the Team Leader for a conference. An appropriate corrective-formative intervention (CFI) is explained to the learner for implementation, and the parent(s) or guardian(s) are promptly notified. After complying with the CFI, the child undergoes guidance and counseling sessions.
- **Fifth Offense and Beyond:** Sanctions covering grave offenses shall apply. All recordings of the offenses must be reported to the School Principal.

## II. MAJOR OFFENSES

- A. Soliciting money from classmates or schoolmates
- B. Disposing of non-flushable items in restroom facilities
- C. Chewing gum on school premises or sticking it to school facilities
- D. Damaging others' belongings, such as books, notebooks, or papers
- E. Damaging school property, including equipment, fixtures, and utilities
- F. Using school equipment without authorization (e.g., computers, keyboards)
- G. Stealing or misusing items belonging to others or the school, regardless of value
- H. Tampering with school property, including unauthorized attempts to unlock doors
- I. Vandalizing school property, including unauthorized writing on furniture, walls, or other areas
- J. Physically harming or acting aggressively towards others, including pushing, hair-pulling, or tripping
- K. Using offensive language, gestures, or actions towards others, including body shaming and name-calling
- L. Disrespecting or disobeying school staff, parents, guardians, or guests through any means, including social media
- M. Engaging in absenteeism, truancy, cutting classes, or habitual tardiness  
 Note on attendance: The Department of Education has directed (DepEd Order No. 86, s. 2010, June 18, 2010) that students in public and private schools are prohibited from visiting computer shops, malls, theaters, and similar locations during class hours. A student is considered to be cutting class if they leave a class or official event before its proper conclusion.
- N. Indecent or immodest sexual behavior and conduct, including but not limited to:
  - 1. Wearing attire deemed provocative or inappropriate for an educational setting
  - 2. Engaging in public displays of affection inappropriate for a school environment, such as intimate physical contact, excessive or sensual embracing, kissing, and other actions typically associated with exclusive intimate relationships
  - 3. Inappropriate touching of oneself or others in a manner that violates personal boundaries

4. Engaging in voyeuristic behavior in any area of the school premises
5. Accessing, sharing, or distributing pornographic content through any medium, including but not limited to:
  - Print materials (magazines, books, tabloids)
  - Electronic devices (tablets, mobile phones, laptops, computers)
  - This prohibition applies both on and off school premises
6. Exhibitionism or any deliberate exposure of intimate body parts
7. Possession, distribution, or sharing of items that suggest sexual permissiveness or are deemed inappropriate for minors, including pornographic materials and images
- O. Gambling of any sort, including online gambling, like betting in number games, or betting on the outcome of school or inter-school organized games
- P. Cheating in any form such as but not limited to:
  1. Plagiarism in academic submissions
  2. Alteration of test questions or answers
  3. Copying answers from another learner's test papers
  4. Facilitating cheating by allowing others to copy one's work
  5. Unauthorized exchange of answer sheets during examinations
  6. Possession of prohibited materials, such as codigo, during examinations
  7. Unauthorized movement or communication within the examination venue
  8. Engaging in dishonest practices during quizzes, examinations, or competitions
  9. Communicating, forwarding, or sharing answers during a test through signs and notes, electronically or otherwise
- Q. Acting as an accomplice in a grave or major offense
- R. Unauthorized lending or borrowing of school identification or uniform
- S. Unauthorized entry into restroom facilities designated for the opposite sex
- T. Possession, distribution, or use of tobacco products or electronic smoking devices
- U. Misuse of school computer resources for accessing inappropriate content, cyberbullying, or violating privacy policies
- V. Inappropriate alterations to personal appearance, including shaving of eyebrows, unauthorized piercings, or wearing of non-compliant jewelry
- W. Unauthorized possession of electronic devices or potentially hazardous items on school premises (R.M. No. 207 s. 2018)
- X. Disruptive or disrespectful conduct during religious observances or student assemblies
- Y. Providing false information during formal fact-finding proceedings, and other malicious or recklessly imprudent actions and actuations that destroys the good name of RCBNES or any school under it, or any official and employee of the school, whether it is done inside or outside the school campus

## **SANCTIONS for MAJOR OFFENSES**

After **due process**, the following penalties shall be imposed upon learners who violate school policies, as determined by the appropriate school officials

- **First Offense:** Three (3) days of community service with a grade in conduct of 70% or its equivalent. The school officials may exercise other appropriate corrective-formative interventions. Counseling sessions will be conducted.
- **Second Offense:** Five (5) to ten (10) days of community service with a grade in conduct of 70% or its equivalent. The school officials may exercise other appropriate corrective-formative interventions. Counseling sessions will be conducted.
- **Third Offense** The erring learner shall be imposed with sanctions that are appropriate for grave offenses.

### **III. GRAVE OFFENSES**

Grave offenses merit the penalties of either EXCLUSION/DISMISSAL or EXPULSION. The RCBNES Superintendent-Director appoints competent individuals to compose a committee that will conduct the formal inquiry or investigation. He would then be informed of the progress, outcome, and recommended decision to ensure that JUST CAUSE and DUE PROCESS have been accorded to all concerned individuals, both the erring learner(s) and the aggrieved(s), also referred to as the complainant(s) and the respondent(s).

Students who have committed very grave offenses may not be provided by the school with a Certificate of Good Moral Character within the school year during which the offense has been committed. Nevertheless, the school may still provide the erring student with a certificate, especially worded so as not to cause unnecessary inconvenience or undue bias to the erring student, if the latter demonstrates sincere remorse and openness to be transferred to another school.

- A. Gross misconduct or offenses that are violative of existing laws as promulgated by Republic Acts of the Philippines such as but not limited to:
  1. Republic Act No. 7610 of 1992  
**'Special Protection of Children Against Abuse, Exploitation, and Discrimination Act'**
  2. Republic Act No. 8049  
**'Anti-Hazing Act'**
  3. Republic Act No. 9165 of 2002  
**'Comprehensive Dangerous Drugs Act'**
  4. Republic Act No. 9211 of 2003  
**'Tobacco Regulation Act'**
  5. Republic Act No. 9262 of 2004  
**'Anti-Violence Against Women and Their Children Act'**
  6. Republic Act No. 9995 of 2009  
**'Anti-Photo and Video Voyeurism Act'**
  7. Republic Act No. 10173 of 2012  
**'Data Privacy Act'**
  8. Republic Act No. 10175 of 2012  
**'Cybercrime Prevention Act'**
  9. Republic Act No. 10372 of 2012  
**'An Act Amending Certain Provisions of Republic Act No. 8293 (IPC)'**
  10. Republic Act No. 10627 of 2013  
**'The Anti-Bullying Act'**
  11. Republic Act No. 11313 of 2019  
**'Safe Spaces Act'**
- B. Very serious dishonesty
- C. Assaulting learner or school personnel
- D. Setting fire to school property or attempting to do so
- E. Forging or tampering with school records or school forms
- F. Involvement in fights, rumbles, physical assaults, and other violent abuses
- G. Involvement in gangs in any aspect of their recruitment, hazing, membership, and leadership
- H. Forgery of the signature of a person in authority or of parents in official communications
- I. Carrying deadly weapons such as but not limited to bladed items, sharp and pointed articles, and injurious instruments related to violence
- J. Preventing or threatening any learner or school personnel from entering the school premises, attending classes, or discharging their duties



### **SANCTIONS for GRAVE OFFENSES**

Depending on the nature of the offense, and after due process has been provided, the following are the categories of disciplinary administrative sanctions for grave offenses or violations made by the erring learner(s).

(CF. Categories of Administrative Penalties Section 136 of RMRPSBE)

- **SUSPENSION**

The school can deny or deprive an enrolled learner of attendance in classes for just causes such as repeated offenses. The penalty of suspension shall not exceed twenty (20%) percent of the prescribed class days in a particular school year.

- **PREVENTIVE SUSPENSION**

The proper school authority may preventively suspend a learner under investigation in a case involving the penalty of exclusion or expulsion. The school may disallow the erring learner to enter the school premises if the evidence of guilt is strong and the proper school official is morally convinced that the presence of the learner constitutes a disruption to the normal operations of the school or poses a real risk or danger to either the lives of persons or properties/facilities in the school.

- **EXCLUSION**

The school has the right to exercise its power to exclude or drop an undesirable learner from the school's official list of enrollees. This may be given as a sanction after a proper investigation has been conducted. The school is not required to seek the approval of the Department of Education to impose the penalty; nevertheless, DepEd encourages the school to file within a period of one year all the pertinent papers, reports, and summary proceedings involving the penalty of exclusion in the event an appeal is taken to the department by the party concerned and the DepEd needs to review the case.

- **EXPULSION**

This is an extreme penalty that may be given to a learner. The penalty entails prohibition from admission to any public or private school in the Philippines. The penalty may be given only upon approval of the Secretary of the Department of Education. All the supporting papers, including investigation reports and written interviews, shall be forwarded to the Regional Office concerned within ten (10) days of the termination of the investigation of the case.

### **NOTA BENE (NB):**

The ESC grant is deemed terminated if an ESC grantee is suspended for more than two (2) weeks or dismissed or expelled by the school for disciplinary violations (cf. Section IV.A.3.d. DepEd Order No. 8, s. 2011 Policies and Guidelines on the

Government Assistance to Learners and Teachers in Private Education (GASTPE) of the Basic Education Level. Due process requires that the interview or investigation is conducted with the child accompanied by his/her parent(s) or legal guardian(s).

### **Important Department of Education Orders**

#### **I. The DEPED CHILD PROTECTION POLICY - DepEd Order No. 40, s. 2012**

This policy aims to ensure the safety, security, and protection of children in schools from various forms of abuse, violence, exploitation, discrimination, bullying, and others. It aims to create a safe and supportive environment for children to learn and grow, free from harm and fear.

Private schools are responsible for promulgating their own school child protection policy, including a policy on bullying, and a protocol for reporting and procedures for handling and managing cases, consistent with the DepEd's policies and guidelines. All public and private elementary and secondary schools are required to establish a Child Protection Committee (CPC).

The CPC shall be composed of the following members:

- A. School Head/Administrator as Chairperson
- B. Guidance Counselor/Teacher as Vice Chairperson
- C. Representative of the Teachers as designated by the Faculty Club
- D. Representative of the Parents as designated by the Parents-Teachers Association
- E. Representative of pupils, students and learners as designated by the Supreme Student Council
- F. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children

The CPC shall perform the following key functions:

- A. Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety, to be reviewed every 3 years
- B. Develop and implement a child-based referral and monitoring system
- C. Coordinate with relevant government agencies and NGOs
- D. Aid parents/guardians in securing expert guidance and counseling
- E. Monitor implementation of child protection measures and procedures
- F. Ensure children's right to be heard in all matters and procedures affecting them
- G. Initiate information dissemination programs and organize activities for child protection

- H. Identify, refer and report cases involving child abuse, exploitation, violence, discrimination and bullying

## II. IMPLEMENTING RULES and REGULATIONS of RA No. 10627 - DepEd Order No. 55, s. 2013

The Anti-Bullying Act of 2013 defines BULLYING as:

*"Any severe or repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture, or any combination, thereof directed at another student that has the effect of actually causing or placing the latter in a reasonable fear of physical or emotional harm or damage to his property."*

These are the various forms of bullying:

- A. Physical Bullying: Any unwanted physical contact between the bully and the victim, like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting, and the use of available objects such as weapons.
- B. Verbal Bullying: Any slanderous statement or accusation that causes the victim undue emotional distress, like directing foul language or profanity at the target, name-calling, tormenting, and commenting negatively on the victim's looks, clothes, and body.
- C. Cyberbullying: Any bullying done using technology or any electronic means, such as harassment, intimidation, or humiliation through texting, email, instant messaging, chatting, internet, social media, online games, and other platforms or formats.
- D. Social Bullying: Any deliberate, repetitive, and aggressive social behavior intended to hurt others or to belittle another individual or group.
- E. Gender-Based Bullying: An act that humiliates or excludes a person based on perceived or actual sexual orientation and gender identity (SOGI).
- F. Bullying in General: Cases where the complainant merely mentions that they have been bullied without specifying the acts that constitute bullying

The following are the procedures and disciplinary measures for handling bullying cases:

### A. Immediate Response

- 1. Notification: The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel.

2. Intervention: The school personnel who was notified of a bullying incident or retaliation shall intervene by:
  - 2.1. Separating the students involved
  - 2.2. Stopping the bullying or retaliation immediately
  - 2.3. Removing the victim or, in appropriate cases, the bully or offending student from the site
  - 2.4. Ensuring the victim's safety by determining and addressing immediate safety needs and ensuring medical attention if needed
  - 2.5 Bringing the bully to the Guidance Office or the designated school personnel

B. Procedures

1. Reporting: The school personnel shall report the incident to the Guidance Office or the designated school personnel. The designated school personnel shall inform the parents or guardian of the victim and the bully about the incident.
2. Fact-Finding and Documentation: The school shall conduct a thorough investigation to gather facts and document the incident including the names of the parties involved, the nature of the bullying, and any evidence collected.
  - 2.1. Separately interview in private the bully and the victim, accompanied by his/her parent or guardian.
  - 2.2. If the level of threat is high, Immediate attention or intervention shall be taken by the school within 24 hours from the time of the incident.
  - 2.3. Inform all parties involved about the steps to be taken to prevent further acts of bullying or retaliation.
  - 2.4. Activate the CPC to investigate and to recommend appropriate interventions, referrals, and monitoring.

C. Intervention Programs

The school shall develop and implement intervention programs to address the bullying incident, focusing on the following:

1. Addressing the effects of bullying
2. Addressing factors that make a student a target of bullying
3. Addressing issues that influence the students to commit bullying
4. Providing counseling, life skills training, education, and other activities to enhance the psychological, emotional, and psycho-social well-being of both the victim and the bully.

**III. DEPED GUIDELINES and PROCEDURES on the MANAGEMENT of CHILDREN-at-RISK (CAR) and CHILDREN in CONFLICT with the LAW (CICL) - DepEd Order No. 18, s. 2015**

Key procedures for managing children in conflict with the law (CICL) are:

- A. When a pupil/student commits a serious offense punishable under special laws such as Section 20-A of RA No. 9344, the school head/principal with the assistance of the guidance counselor or guidance teacher shall report the case immediately to the Local Social Welfare and Development Office (LSWDO).
- B. Before the referral, the school must:
  - 1. Properly identify themselves and present proper identification to the child.
  - 2. Immediately notify the child's parents or guardians, and the LSWDO about the incident.
  - 3. Explain to the child, in simple language, the reason for the report and the referral to the proper authorities.
  - 4. Accomplish the CICL Intake Form (Appendix B) in triplicate copies
  - 5. The notification and transfer of the physical custody of the child to the parents and LSWDO shall be made immediately.
- C. Children above 12 years up to 15 years who commit serious crimes under Section 20-A shall be deemed a "neglected child" and shall be mandatorily placed in a special facility within the youth care facility or Bahay Pag-asa.
- D. For offenses not covered under Section 20-A, the Restorative Justice Procedure outlined in Section 16 can be applied, with the consent of the victim and parents/guardians.
- E. If a CICL has been placed under a diversion program, and the diversion plan includes an education component, the school shall provide the opportunity to continue their learning under an Alternative Learning System (ALS).

**IV. POLICY on the PROTECTION of CHILDREN in ARMED CONFLICT - DepEd Order No. 57, s. 2017**

Guidelines and procedures for reporting incidents related to child protection in armed conflict:

- A. Reporting: The policy emphasizes the importance of reporting incidents involving children in armed conflict. This includes reporting any suspected cases of child abuse, exploitation, or violence, as well as any other incidents that may be related to child protection.

- B. Reporting Mechanisms: The policy outlines various reporting mechanisms, including:
  - 1. Reporting to the local authorities
  - 2. Reporting to the school administration
  - 3. Reporting to the Department of Education (DepEd) through the Division Office
- C. Reporting Procedures: The policy outlines specific procedures for reporting incidents, including:
  - 1. Ensuring that all reports are made in writing
  - 2. Providing detailed information about the incident, including the date, time, location, and details of the incident.
  - 3. Ensuring that all reports are submitted to the appropriate authorities in a timely manner.
- D. Investigation and Action: The policy outlines the procedures for investigating and addressing reported incidents, including:
  - 1. Conducting a thorough investigation into the incident.
  - 2. Taking appropriate action to address the incident, which may include providing support to the child and their family and ensuring that the perpetrator is held accountable.
- E. Confidentiality:

The policy emphasizes the importance of maintaining confidentiality in reporting and investigating incidents. This includes ensuring that the identity of the child and any other individuals involved in the incident are protected.
- F. Capacity Building:

The policy encourages capacity building activities to promote awareness and understanding of child protection issues, including training for teachers and other school personnel on reporting and investigating incidents.

**V. NATIONAL POLICY FRAMEWORK on LEARNERS and SCHOOLS as ZONE of PEACE DepEd Order No. 32, Series of 2019**

The school can employ the following strategies:

- A. Incorporating peace education into the curriculum, focusing on values such as empathy, respect, and cooperation.
- B. Encouraging critical thinking and problem-solving skills to address conflicts and promote peaceful resolutions.
- C. Ensuring that schools are safe and secure, free from violence and conflict.
- D. Promoting positive relationships among students, teachers, and the community through dialogue, communication, and mutual respect.

- E. Providing training and support for school heads, teachers, and education practitioners to manage crisis situations effectively.
- F. Integrating disaster risk reduction and management practices into school operations to ensure continuity of learning and safety.
- G. Conducting regular assessments of the peace education program to ensure its alignment with the national policy framework.
- H. Providing feedback and support to schools and teachers to enhance their peaceful education practices.

### **Additional Guidelines & Policies**

#### **I. GUIDELINES FOR BRINGING BICYCLES IN THE SCHOOL**

Learners will only be allowed to bring bicycles to school if ALL the requirements mentioned below are followed. Students who do not follow these guidelines may lose the privilege of bringing their bicycles to school.

- A. It is advisable to mark bicycles with an identification label.
- B. Arrive and depart at designated times to prevent congestion
- C. Observe all traffic rules and signals en route to and from school.
- D. Follow all directives issued by school staff and security personnel
- E. The use of safety gear, particularly helmets, is strongly encouraged.
- F. Utilize only authorized bicycle racks or designated areas for parking.
- G. Refrain from leaving personal items unattended or affixed to bicycles.
- H. Promptly report any incidents or damages to the school administration.
- I. Maintain a safe speed, especially in proximity to school entrances and exits.
- J. Walk bicycles in areas where riding is prohibited, such as within the school campus.
- K. Employ a secure locking mechanism. The school bears no liability for lost or stolen bicycles.
- L. Exercise consideration for others' bicycles. Tampering with or damaging another student's bicycle is strictly prohibited.
- M. Ensure bicycles are in proper working condition. Regular maintenance is the responsibility of the student.
- N. Students must acknowledge their accountability for their bicycles and any associated belongings.

**II. POLICY on BIRTHDAY BLOW-OUTS and other CELEBRATIONS**

To safeguard the school community from potential food poisoning, RCBNES schools prohibit bringing food into classrooms or other school areas for birthdays, celebrations (such as "blow-outs" or "pakain"), except during the annual Christmas party. This policy aims to reduce unnecessary expenses for parents and families. Birthdays and special occasions can be celebrated at home or other suitable venues. Such celebrations, however, are not sanctioned by the school and the latter shall not be held liable for any mishap or unfortunate incident that may happen to enrolled learners or school employees.

**III. POLICY on FORGOTTEN THINGS**

The school is a place for learning, training, and developing good habits. Students are expected to be disciplined, responsible, and trustworthy. Necessary school materials should be prepared at home in advance. Parents and guardians should not bring forgotten items to school. Except for medicines and health-related items, student phone calls requesting forgotten items are not permitted. Security personnel cannot leave their posts to deliver forgotten items.

**IV. POLICY on the BRINGING, CHARGING, and the USE of DIGITAL and ELECTRONIC DEVICES or GADGETS in SCHOOL**

The use and bringing of digital devices, including but not limited to cameras, iPads, iPods, laptops, mobile phones, MP3 players, and tablets, is prohibited on school grounds. These devices can disrupt the learning environment and are at risk of damage, loss, or theft. The school assumes no responsibility for the loss or damage of unauthorized devices.

The rules, as stated in the RCBNES Circular 2012 - 13 - 02, shall be complied with:

- A. Parents or registered guardians who deem it important or necessary for their child/children to bring to school a mobile phone or any other electronic device, must submit a Letter of Permission addressed to the School Principal (for schools with a less than 300 population of learners), or to the Team Leader who supervises the level where the learner(s) belong (for schools with more than 300 population of learners).
- B. Learners who have acquired an approved permit from the proper school authority, are allowed to use their device or gadget in school before and after classes, during recess and lunch breaks, and during dismissal while waiting for their fetcher(s).
- C. In case of damage or loss of any of the devices or gadgets in school, the officials and employees of the school will not initiate or conduct any investigation about it.



Advisers, mentors, learning area teachers, or coordinators, may require the bringing and use of these devices and gadgets for special circumstances like, but not limited to, performance tasks for learners, and other teaching-learning activities that requires the use of electronic devices or gadgets. Nevertheless, the requesting school employee must formally seek permission from the proper school authority, prior to the day or time when the gadgets are required.

**V. POLICY on the ADMINISTRATION of SANCTIONS**

All the officials and employees of the school are responsible in the maintenance of discipline and order that is necessary to create an atmosphere that is conducive to quality learning and formation of Christ-centered values among all the stakeholders. The school, through the power and authority of the proper officials, reserves the right to reasonably supervise both inside and outside the school campus, the actuations, attitudes, behaviors, expressions, manifestations of all enrolled learners in a given school year. The general approach as regards instilling the value of discipline among all the stakeholders of the school, especially the learners, should be formative and not punitive, non-violent, positive, and proactive. The application of corporal punishment is not allowed, and no disciplinary action shall be imposed upon any stakeholder of the school in the absence of a reasonable and valid cause. The principles of due diligence, due process, and consideration of the totality of the circumstances shall guide all investigation and other proceedings involving administrative cases.

**VI. POLICY on CAMPUS SECURITY**

To ensure the safety, security, and general well-being of all the stakeholders of the school, especially the children who are enrolled, and all the employees of the school, compliance with Sections 158 and 159 of the 2010 Revised Manual of Regulations for Private Schools in Basic Education (Enclosure to DepEd Order No. 88, s. 2010) shall be enforced:

- A. Classrooms are to be used for academic purposes only.
- B. Only bonafide students of the school shall be allowed inside the school campus.
- C. No visitors shall be allowed inside the campus during school hours except for valid reasons. They shall be required to sign the logbook of the security service.
- D. Teachers shall confer with parents/guardians or entertain visitors during their off period.
- E. No students or visitors shall be allowed inside the school building and the premises after the last class period has ended (except for schools with night classes).

The school reserves the right to refuse entry to anyone who may disrupt or disturb the regular classes and operations of the school, especially if such individuals may pose a threat to the safety and security of the stakeholders. Additionally, the school may require an official identification card for fetchers, and official school sticker for vehicles of duly recognized fetchers and other authorized service providers. The official campus sticker does not automatically entitle the vehicle to a parking space within the campus. The vehicle sticker is only intended for proper identification of authorized fetchers to ease the flow of traffic.

The school is not a depository or storage area for items, materials, objects and properties that are owned by learners, employees, and other stakeholders. The school and its administrative officials shall be held accountable and liable to the damage or loss of any item that is not officially requested or not formally endorsed or sanctioned by the proper school authorities.

#### **References:**

- Catholic Bishops' Conference of the Philippines (CBCP). 1997. Catechism for Filipino Catholics. New Edition. Makati: Word & Life Publications and ECCCE.
- Department of Education (DepEd). 2010. Revised Manual of Regulations for Private Schools in Basic Education. Enclosure to DepEd Order No. 88, s. 2010.
- Roman Catholic Bishop of Novaliches Educational System (RCBNES). School Year 2018 - 2019. Student Handbook.

#### **D. ACCOUNTING GUIDELINES & PROCEDURES**

*When a student registers in a school, it is understood that he/she is enrolling for the entire school year for elementary and secondary courses (Manual of Registration for Private School, 1992, 8 ed. Sec. 19). Therefore, tuition fee, miscellaneous, and other fees of each learner are to be charged in full.*

##### **1. Schedules & Modes of Payment**

- a. Tuition, Miscellaneous & Other Fees may be paid according to the following schedules and modes:
  - i. **Annual** – upon enrollment and/or before classes begin.
  - ii. **Semi-annual** – downpayment upon enrollment and balance in December.
  - iii. **Quarterly** – downpayment upon enrollment and balances in October, December and March.
  - iv. **Monthly** - downpayment upon enrollment and balances in the first week of September and succeeding months until April of the following year.

For reference, schedule and modes of payment can be viewed from the Management and Learning System (School Aide).

- b. For nursery learners: only cash, semi-annual and quarterly modes of payment are deemed applicable.
- c. Books, uniforms and other school supplies required of learners should be paid in cash upon enrollment or before the opening of classes at the latest.
- d. Other activities like Educational Field Trip, Retreat, JS Prom, and the like shall be charged with a fee and should be settled one (1) week before the scheduled activities. A surcharge of 1% per month shall be charged for every unsettled fee.
- e. Parents shall pay a certain amount to cover for the 24/7 accident insurance of their child.
- f. Statement of account shall be issued to parents / guardians. However, with or without this, parents / guardians should promptly pay accounts on due dates. Schedule and modes of payment may be viewed also on the Learning and Management System (School Aide).
- g. Regardless of learning modality, outstanding balance should be fully paid three (3) days prior to the periodic / quarterly exams.
- h. Cash, dated checks, and bank payments are acceptable forms of payment.

## 2. Withholding of Vital Documents

The school records of a learner shall not be accessed or released if his / her financial or property obligation has not been paid (Revised MRPS, Title IV, Section 140).

- a. Form 138 (Including quarterly Report Card)
- b. Form 137 / School Form 10 (Transcript of Records)
- c. Diploma / Certificate
- d. Good Moral Certificate
- e. Certificate of Enrollment

The parent / guardian of a learner whose financial obligation has not been settled may request for a formal appointment with concerned Subject Area Teachers for an update about his / her child's academic performance.

## 3. Withdrawals & Refunds

In accordance with the Rules and Regulations of the Department of Education (Manual of Regulation for Private School, 1992, 8 ed.), withdrawals and refunds are subject to the following conditions:

- i. Miscellaneous and other fees (including reservation deposit) other than tuition are non-refundable.
- ii. Tuition refund will be granted according to the following conditions:
  - **100%** - if withdrawal is done earlier than 15 days prior to the opening of formal classes.
  - **90%** - if withdrawal is done earlier than 7 days prior to the opening of formal classes.

- **80%** - if withdrawal is done 1-3 days prior to the opening of formal classes.
  - **70%** - if withdrawal is done on the first week of formal classes.
  - **60%** - if withdrawal is done on the second week of formal classes.
- iii. No refund shall be done after the second week of formal classes and at any time during the school year whether or not the child has actually attended classes.
- iv. In case of withdrawal in the middle of school year by learners whose parent have chosen any of the non – annual mode of payment, the parents / guardians shall be required to pay all the fees for the entire duration of the school year.
- v. Processing period for any refund will be two weeks.

For the purpose of determining the effectivity of withdrawal, the reckoning point will be the day when the written notice of withdrawal is submitted. Verbal notice is not sufficient.

## 1. Availment of Discounts & Scholarships are Applicable to Tuition only.

### a. Sibling Discounts

Applicable to the Youngest of			
2 Children	3 Children	4 Children	5 Children
10%	20%	30%	50%

### b. Academic Discounts

For in-house learners: in determining the recipients of 50%, 35% and 20% scholarship discounts, the school will select the top three (3) learners with the highest average among the enrolled learners in the level.

Academic Excellence Award	Discount
Rank 1	50%
Rank 2	35%
Rank 3	20%

On new or transfer learners, the scheme below shall be applied:

Rank 1	Rank 2	Rank 3
50%	35%	15%

The school reserves its right to limit the number of recipients of the aforementioned discounts in any level as it deems wise and necessary.

Notes for new learners who would like to avail of the Academic Discounts:

1. Grant is applicable for grade school and high school;
2. Class size of school of origin must be at least 30 learners; and
3. Photocopy of Government Permit or Recognition of school of origin must be submitted.

**a. Athletic Discounts for Most Valuable Players, Mythical Team Members of RCBNES Tournament and Champions of Competitions (Academic and Sports) will be given upon presentation of proper credentials, in this light:**

- |   |   |      |
|---|---|------|
| i. MVP (of the season)  | - | 50%  |
| ii. Mythical Team   | - | 30%  |
| iii. Champions intra Diocesan competitions  | - | 15%  |
| iv. Champions of District Competitions  | - | 40%  |
| <i>Individual winners of iii and iv shall be accorded double percentage of the aforementioned discounts</i> |   |      |
| v. Champions Regional Competitions  | - | 60%  |
| vi. Champions National Competitions   | - | 80%  |
| vii. Champions International Competitions   | - | 100% |

Participation in any contest or competitions at any level shall be with the knowledge or approval of the Principal and / or Superintendent-Director.

**b. Charity Discounts/Scholarships for less fortunate but deserving learners**

Criteria of Selection of the Beneficiaries:

- i. The learner must come from a financially - challenged family;
- ii. S/he must pass the entrance test & interview;
- iii. S/he should be able to maintain good grades in all subjects;
- iv. S/he must exude desirable values; and
- v. S/he must be willing to reasonably share time, talent, & treasure while progressively engaged in studies

Double or multiple availments of discounts or scholarships are not allowed. A recipient can only avail of one that is most favorable to him / her. The school reserves its right to limit the number of recipients of the aforementioned discounts in any level as it deems wise and necessary.

- c. Government Subsidy may be given to students who have successfully submitted requirements subject to the approval of PEAC – FAPE.

## **2. Surcharges & Penalties**

- a. Every non-payment of an outstanding balance shall be charged 1% each month.
  - b. Bouncing checks shall be charged P500.00 for insufficient funds and P1000.00 for closed account. Parent/guardian who has incurred any or both of these cases will no longer be allowed to pay in check.
3. The “No Permit, No Exam Prohibition Act” allows learners to take scheduled periodic examinations despite unpaid school fees, provided that the reason for the unsettled financial obligations is from major emergency, force majeure, and good cause or other justifiable reasons. The disadvantaged learner shall be required to present certification issued by the government agency like DSWD (Municipal, City and National) to be submitted three (3) days prior to the scheduled exams. The school reserves its right to ascertain the authenticity and validity of the certificate presented.
4. If and when the learner is unable to take the exams on the regular schedule, special exams shall be administered to the learners 5 – 7 days thereafter at Php 50.00 per subject. This amount shall be charged to the account of the learner.

## **5. Back Accounts**

The school shall exercise its right to refuse admission or enrollment of a learner with back accounts.

## **B. LEARNERS’ ACTIVITIES**

These include any and all activities that facilitate, complement, and support the academic improvement of the learners and enhance and hone their leadership abilities, skills and talents.

### **1. Curricular Activities**

These are activities that are related to the prescribed courses and conducted inside and outside the classroom, laboratory, or other appropriate venues. These are organized to enable the learners to transfer the knowledge and skills they have learned from the classrooms into concrete situations.

### **2. Co-Curricular Activities**

These are activities that may not be academic in nature but complement the learners’ academic growth by promoting the development of their character, leadership abilities, skills, talents, and other endowments.

**Policies and Regulations:**

- a. If learner's academic performance is rather poor, he/she shall be required to attend intervention/opportunity programs.
- b. If Conduct grade is "C" or its equivalent, the school may temporarily suspend the learner's participation in activities inside and/or outside the campus.
- c. All organizations and activities routinely conducted in the school campus shall be approved by the Principal and/or Director.
- d. Other major activities (e.g. Field trips, camping, retreats, recollections, and the like) shall be endorsed by the principal and approved by the Director.
- e. Activities that may be initiated and organized by the learners without the approval of the Principal and/or Director are considered privately theirs. The school will not be held liable for any untoward incidents that may happen to them during their private activities.

**Co- Curricular Groups:****a. Learners' Coordinating Board**

This is an organized body or group of elected learner representatives that aims to:

- i. promote unity and cooperation among learners by providing them a venue for improving their leadership skills and abilities
- ii. train learners to become better members of the society anchored on the ideals and principles of participative democracy and good citizenship; and
- iii. harness the learner governments as partners in achieving quality education and academic excellence (DepEd Order No. 84, s. 2010)

**b. Clubs**

These are organizations that provide opportunities / activities to nurture the interests and develop the talents of the learners. To achieve this, the school offers a variety of clubs and organizations in Religious & Civic, Academic, Technical- Vocational, and Sports & Performing Arts Tracks.

The RCBNES member schools shall maintain their own clubs that suit the learners' interests and responds to their needs.

**i. Club Components**

- |                            |   |     |
|----------------------------|---|-----|
| ● Attendance & Punctuality | - | 30% |
| ● Attitude & Behavior      | - | 30% |
| ● Performance              | - | 40% |

**ii. Classifications / Kinds of Clubs****● Religious/Civic****❖ Spiritual**

These clubs provide trainings to learners who are willing to serve in the Eucharistic celebrations and other spiritual activities, and nurture their sense of worship and service.

❖ **Civic**

These clubs enable the learners to own and fulfill their responsibilities to serve others, the community, and country. These aim to make them well-rounded individuals and law-abiding citizens.

● **Academics**

These clubs provide opportunities and learning experiences that deepen the learners' understanding and analytical thinking. These further develop their academic competence and enhance their skills to promote excellence for the good of their own families, community and country.

● **Technical-Vocational**  
❖ **Entrepreneurial**

These clubs provide practical information and applications for future gainful employment and income – generating engagement like simple business.

● **Sports & Performing Arts**

These clubs enhance, boost and maximize their full potentials in sports and performing arts such as dancing, singing, playing instruments, dramatics, and the like.

**3. Other Important Activities**

**a. CCF (Catholic Christian Formation)**

This office takes care of the formation of the learners in values and training in the Catholic Faith.

**i. Retreats and Recollections**

These are spiritual exercises or religious activities designed to nurture the faith of the learners.

● **Retreat**

? Learners of **Grades 6, 10 and 12** will undergo a retreat in the Diocese of Novaliches House of Spirituality for two to three days depending on the availability of finances.

? The retreat facilitator/s will be coming from the RCBNES, CCF Team Ministry headed by the Vice CCF Director.

? Parents are invited to join their child at the last segment of the retreat.

● **Recollection**

The recollection is given to the following:

- a. Grade 3 learners and all those who will receive the first communion. A parallel recollection for the parents of the First Communicants before or nearest to the possible date of the first communion will also be conducted.
- b. Candidates for Confirmation
- c. Grades 4 – 5, 7 – 9 and 11 will have their one day recollection in a retreat house or any place suitable for the spiritual exercises.



- Attendance is a must in all of these spiritual exercises. Hence, learners who could not attend during their scheduled recollection shall be required to attend the next recollection of the other level.

**ii. Spiritual Direction**

This service is given to learners, teachers, employees or parents on a voluntary basis. The Director, Principals, CCF Director, Parish Priest, and CCF Coordinators will be available to conduct spiritual direction with anyone upon request.

**iii. Celebration of Appropriate Sacraments, Pious Practices, and Devotions**

RCBNES schools are Catholic institutions that build and sustain a Community of disciples that live the faith and nourished by prayers and the sacraments. The following will help in realizing this end:

Eucharist	Angelus
Confession	Morning Prayer
Processions	Three o'clock Prayer
Confirmation	Retreats
Recollections	Religious Clubs and Organizations
First Communion	Bible Service and Prayer Sessions
Basic Ecclesial Community	<i>"Simbang Gabi Sponsorship"</i>
Praying of the Holy Rosary	Novena Prayers

**iv. Religious/Spiritual Activities**

These activities that include the celebrations of the Holy Eucharistic Celebrations, Confirmation, Reconciliation, Retreats and Recollections, Votive Masses, Vocation Promotions, and Spiritual Directions nourish the faith-life of the learners and actualize the objective of RCBNES that Religion is the Core of Curriculum.

**b. Academic Contests**

These contests may be conducted/participated inside or outside the campus to promote academic excellence and fraternal-friendly interactions. Contestants should be superior in intelligence and exemplary in conduct & attitudes.

<p><b>Note:</b> Any faculty member related by affinity or consanguinity to any contestants shall not sit as judge.</p>
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**c. RCBNES Fraternal & Friendly Sports Tournaments**

These annual activities are organized by RCBNES to promote camaraderie, team work, and harmonious relationships among the teachers/employees of member- schools and make them healthy through sports. It is the thrust of the institution to foster fraternity and a sense of family among the school officials, teachers and learners. Part of its ideals is to foster bonding, sharing of personnel, resources, skills and support among RCBNES member-schools.

These sports events are done annually with all the nine (9) member-schools participating.

**Sports Events:**

- Basketball
  - Midgets Division
  - Aspirants Division
  - Juniors Division
- Volleyball
  - Juniors Division (Boys & Girls)
- Volleyball
  - Midgets Division (Girls)

**Indoor Games:**

- Chess
- Table Tennis
- Badminton

**d. Educational Field Trip**

This activity enhances the cognitive and social skills of the learners and complements the classroom instructions through actual viewing and experiences. One (1) educational field trip is organized by the school annually. The Subject Area Coordinators and Learners' Activity Coordinator with the guidance of the Principal will organize this activity and submit the plan for the approval of the Director.

- i. **Stage Plays/Concerts & Other Gatherings (Diocesan or Inter-Diocesan)** These are extensions of classroom instructions and school activities. Attendance in any of these should be carefully planned by the concerned faculty members & the principal and approved by the Director. Final itineraries, schedules and fees shall be approved by the School Director.

ii. **High School Promenade**

This High School (G10 and 12) Promenade is designed to create a forum of transferring and promoting responsibility of leadership and provide trainings in social graces and proper interaction in a formal setting. One prom is organized every two (2) school years; or, one every school year if judged wise and upon consultation with parents / guardians of concerned parents.

iii. **RCBNES Spearheaded Activities**

RCBNES spearheads different activities annually for the stakeholders of the member-schools to come together. These include:

- Fraternal- Friendly Sports Tournaments
- Family Bible Quiz Bee
- Academic Competitions
- Institutional Celebrations
- Leadership Seminar
- PCB Organized Seminar

## **Learners' Services and Facilities**

These are programs and services that promote the total well-being of the school's stakeholders.

### **1. Guidance Program**

- a. **For Learners** - This office provides inputs and plans to the institution to best assist/accompany the learners in processing their personal, psycho-emotional, educational, and spiritual concerns for them to become healthy, happy and productive members of the school community & society.
- b. **Individual Inventory Service** – keeps an organized, complete, updated and comprehensive profile of learners which contain information about their personal and family records, scholastic progress, test results and other pertinent data that may be helpful in understanding the status and prospects of the learners.
- c. **Information Service** – facilitates accumulation and dissemination of relevant information that would apprise the learners; provides information for effective decision – making, problem-solving and the like.
- d. **Orientation Program** – provides new learners and transferees with the information that they need to properly adjust to the school and its community.
- e. **Career-Pathing Program** – provides high school learners with the pertinent information, and recommends appropriate exposures to higher educational institutions and workplaces to help them make the right decision in choosing a career of their own.
- f. **Homeroom Guidance Program** – helps/provides the class adviser with Homeroom Guidance activities that they can implement in order to make the learners perform better academically, and grow/develop more as individuals.
- g. **Counseling Service** - This is the core of the entire guidance program. Counseling, either individual or peer, enables the learners to discover their strengths and limitations.
- h. **Testing Service** – conducts assessment of personality, ability, and aptitude of learners to get a better view of their context and dynamics which are essentials in understanding their difficulties and potentials.
- i. **For Parents**  
Parents/ guardians shall be invited to come to school for a conference with the guidance counselor / associate, teacher, or any school official concerning their child, and for parenting seminars.

**j. For Personnel**

The Guidance Counselor conceptualizes a program that will help teaching and non-teaching personnel in assisting, processing and monitoring the dynamics and progress of the learners.

**2. Media Learning Resource Center (Library)**

It is a learning resource center that provides information, resources and services for the learners, and faculty through acquisition of library holdings and organization of quality information.

It provides the learners with reading, learning, reference and audio-visual materials. It is open from Monday to Friday. The faculty members and the learners are welcome to make full use of its facilities.

Every RCBNES member school has an ECE, Grade School and High School libraries.

**3. Health Services**

The clinic provides medical and dental services to the school community. The school provides the professional services of a resident licensed nurse to attend to the needs of the learners, teachers, employees, and even to parents and disseminate medical information for the benefit of all the stakeholders.

The school clinic staff is composed of a physician and a dentist on a retainer status and a resident licensed nurse.

Medical and Dental services are conducted according to certain schedule.

**4. Food Services**

The school canteen offers nutritious value meals and snacks for the personnel and learners at affordable costs. It is open from Monday to Friday.

**5. Insurance**

All learners are covered with a MaPSA Accident Insurance Plan. In case of an accident, the parents/guardians of the learners may request for an insurance application form properly accomplished and submit it together with the incident report and all official receipts covering the expenses they have incurred to the Accounting Office.

In emergency cases, the school advances the payment for medical intervention, and the parents and MaPSA insurance will reimburse the full amount.

**6. School – Home Communication Line (SHCL)**

This service connects the school to home by way of informing or updating the parents through text messaging.

**7. School Bus Services**

Each RCBNES member school has its own rules and regulations governing the School Bus

Services. The school may either have accredited school bus providers or operate its own school bus services.

Parents are free to exercise their prerogative in prudently choosing the service provider that could best serve and protect their child / children. The school shall not be held liable relative to any case that may arise if and when they choose an external bus service provider

#### **8. Security**

The school provides security service to learners during official school hours and other official functions. It is meant to ensure safety, protection, and order.

#### **9. Facilities**

##### **a. Laboratories**

These are facilities where learners conduct research and experiments and conduct practices under the guidance and supervision of competent faculty members.

##### **i. Science**

These facilities are intended for research, observation, exploration, experimentation, and demonstration in Science, Biology, Chemistry, and Physics.

##### **ii. Computer**

This is an air – conditioned room where I.C.T. hardwares and softwares are available for responsible use by learners and teachers.

##### **iii. Speech**

This is an air – conditioned room where listening and speaking equipment are available for responsible use by learners and teachers. This laboratory functions as an avenue for speaking, listening and communicating skills training of the learners.

##### **iv. HELE/TLE/EPP**

a. ECE Playroom and Interest Areas b. Sports Amenities c. Gymnasium d. Covered Court	Open Court Conference Room Music Room Multi-Purpose Hall (MPH)
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#### **C. PROPER DECORUM EXPECTED OF PARENTS AND GUARDIANS**

1. Decent grooming and proper attire are required of parents.
2. When requesting for dialogue or meeting, presenting a complaint and making suggestions, it would be best to course it through the Office of the Principal.
3. Parents are encouraged to practice calmness, cordiality, politeness, and professionalism in requesting for a conference, participating in one, expressing a grievance, giving opinion, and offering a recommendation.
4. Utterance of foul language is strictly not allowed within the school campus or in dealing

with the school personnel, fellow parents and any learners.

5. Parents are expected to respect off-limit areas during class hours for reasons of security, order and focus.
6. Our school is a non-smoking area; hence, smoking is strictly prohibited.
7. Parents under the influence of liquor are not allowed to enter the school campus.
8. Attendance or participation in school-organized assembly, meeting relative to learners' performance & activities and school's improvement, and the like is highly encouraged and expected.
9. Membership and involvement in the Parents' Coordinating Board (PCB) are fine expressions of solidarity and support; cooperation is, therefore, expected at all times.
10. Firearms are not allowed inside the school campus. Parents with firearms on the account of their employment in the military, police and NBI or on the strength of a government – issued license to carry are required to deposit their firearms with the guard – on – duty before entering the school premises.
11. All parents are expected to conduct themselves professionally and prudently. Derogatory, unkind, and offensive remarks they may shout out or post in social media shall be ground for the school to file a case in a court of law.

#### **DUTIES OF PARENTS**

1. Parents, individually and collectively, through the school system, shall help carry out the educational objectives of the school;
2. Parents shall be obliged to enable their children to obtain a fairly decent education
3. Parents shall cooperate with the school in the implementation of the school curricular and co – curricular programs.

*(Child Youth Welfare Code, PD 603)*

**General Duties** - Parents shall have the following duties toward their children:

1. To give him/her affection, companionship, and understanding;
2. To extend to him/her the benefits of moral guidance, self-discipline and religious instruction;
3. To supervise his/her activities, including his/her recreation;
4. To inculcate in him/her the value of industry, thrift and self-reliance;
5. To stimulate his/her interest in civic affairs, teach him/her the duties of citizenship, and develop his commitment to his country;
6. To advise him/her properly on any manner affecting his/her development and well-being;
7. To always set a good example;
8. To provide him/her with adequate support, as defined in Art. 290 of the Civil Code; (Food, clothing, shelter, medicines & education)
9. To administer his/her property, if any, according to his/her best interests, subject to the provisions of Art. 320 of the Civil Code.

**TORTS** - Parents and guardians are responsible for the damage caused by the child under their parental authority in accordance with the Civil Code

**CRIMES** - Criminal liability shall attach to any parent who:

1. Abandons the child under such circumstances as to deprive him of the love, care and protection he needs;
2. Neglects the child by not giving him the education which the family's station in life and financial conditions permit;
3. Fails or refuses, without justifiable reason, to enrol the child as required by Art.72;
4. Causes, abates or permits the truancy of the child from the school where he/she is enrolled;
5. Causes or encourages the child to possess, handle or carry a deadly weapon, regardless of its ownership;
6. Allows or requires the child to drive without a license or with license which the parent knows to have been illegally procured. If the motor vehicle driven by the child belongs to the parent, it shall be presumed that he permitted or ordered the child to drive.

#### **ONLINE ETIQUETTE FOR PARENTS**

##### **A. Online Meetings:**

1. Treat others online as you would like to be treated. If you or your kids are ever in doubt about how to handle an online situation – always revert back to this rule. The right course of action will become crystal clear.
2. Double check before you hit 'post'. Pay attention to typos, grammar and most importantly tone – these all help to create an impression of your digital reputation.
3. Do not say something online that you would not say to someone's face. If you have an issue with someone, do not raise it online. In person is always best.
4. There is a polite way of sharing your opinion online without attacking or abusing others. Harassing or attacking others online aka 'flaming' is not acceptable at all.
5. Be aware of strong language, all caps, and exclamation points. Typing in caps means you are shouting. It is OK to use a word here or there but do not do it all the time. It is aggressive and hard on the eyes.
6. Be careful with humor and sarcasm. Certainly, you should not avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. Make sure that it is clear you are being funny and not being rude.
7. Don't post or share (even privately) inappropriate material.
8. Cite your sources. Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source.
9. Keep Messages and Posts Positive and Truthful.

##### **B. Digital Tips for Productive Screen Time**

1. Using the computer together to research homework topics is a good way to demonstrate to your child that some sites are interesting and useful, while others are not at all appropriate.

2. You should limit their use of their devices other than what is needed to complete their work, until their schoolwork is done. If you choose, you can allow your child to play on a device during a designated break but make them aware that they only have a limited amount of time until they need to get back to work.
3. Many adults have a specific area of the home in which they do work, and it's important that you create a similar space for your child. Your children will achieve their best work in a quiet, comfortable, and dedicated space that is strictly devoted to learning.
4. Routines and schedules are extremely important for children at school, and this is no different in their at-home school. Children will function best if they maintain their routine as close to normal as possible. Setting alarms similar to those they would encounter at school can be helpful for keeping them on a schedule.
5. Social distancing is important during this time but staying in touch with others via virtual communication is very important. Each parent that has a child home is going to be going through a new experience. Let your child interact with their classmates or friends using chat or video calls once in a while.
6. This time at home might feel like a vacation for your child, but it is important to remind them that their education still comes first. Obligations like class assignments, grades and tests are not going away just because classes have moved online.
7. While this is most certainly not a vacation, it is important to have some fun with your children while they are at home. It is rare that you have this much time with your children, so use it as an opportunity to bond.

#### **EDUCATION ACT OF 1982 B.P. Blg. 232**

**Sec 8. Rights of Parents-** In addition to other rights under existing laws, all parents who have children enrolled in a school shall have the following rights:

The right to organize by themselves or with teachers:

1.	To provide a courteous and cordial forum for the discussion of matters relating to the total school program;
2.	To ensure the full cooperation and cooperation of parents and teachers in the formulation and efficient implementation of such programs

The right of access to any official record relating to the children who are under their parental responsibility.

#### **D. Alumni's / Alumnae's Involvement**

Graduates are encouraged to organize and name their alumni association. This association is established to link up the graduates of the school. For (name of the school), an alumnus/alumna is one who has finished Grade 12 regardless of the number of years of residence. Official membership commences after swearing in during the pledge of loyalty which happens during graduation day. For schools that offer curriculum only up to Grade 6 or Grade 10, the learner becomes an alumnus/alumna only after graduation from Grade 6 or Grade 10 respectively.



**OBJECTIVES:**

The association will operate and function with the following objectives:

1. To support the school in its academic mission, Catholic Christian formation and social responsibility;
2. To establish linkages with the commercial, industrial and financial institutions so that they can assist their alma mater in any way possible;
3. To make the association an extension arm for marketing and manpower development by way of recognizing achievers and performers;
4. To tap members for professional and social networking in providing opportunities for all graduates of the school;
5. To provide guidance and mentoring for future graduates of the school; and
6. To create and post active database for all members

**MEMBERSHIP**

1. All graduating learners are to pay Php 100 to become a member of the association. This amount shall be collected by the Accounting office within a given SY.
2. To maintain an active data file a fee of \_\_\_\_\_ can be charged every four (4) years.
3. Membership can be regular, honorary and with distinction.
  - Regular - for all those who have graduated and finished their basic education in our school.
  - Honorary - a membership given as a reward even to a non-graduate but has given an outstanding support for the school.
  - With distinction - given to a regular member who has an outstanding achievement in his/her field of endeavor (with documentary evidence).

**BOARD OF OFFICERS**

1. The association will elect the following Board of Officers: President, Vice President, Secretary, Treasurer, Auditor and PRO.
2. An Adviser will be assigned by the School Head based on the following qualification:
  - a. Length of service
  - b. Rank
  - c. Affinity with the learners
3. The term of office of the officers and adviser will be 2 years subject to re-election for another 2 years.
4. The functions of the association can also be run through the formation of committees by the Board of Officers.

**DUTIES AND RESPONSIBILITIES OF THE BOARD OF OFFICERS**

1. **President.** The president shall be the principal officer of the association and shall preside over all meetings of the members and Board of Officers. The President shall see to it that all projects, plans, and resolutions are carried into effect and are reported to the administrators of the school. He/She is also responsible for seeking the approval of school authorities on any or all projects.

2. **Vice President.** In the absence of the President, or in the event of the President's inability to perform his/her duty, the Vice President shall perform the said function and responsibilities of the President.
3. **Secretary.** The Secretary shall keep all records and minutes of the proceedings of the membership and Board of Officers. He/She shall issue notices and updates to all members and officers regarding the operation and activities of the association.
4. **Treasurer.** The Treasurer shall keep (an) accurate and complete records of the funds of the association, including all documents pertaining to all transactions of the association.
5. **Auditor.** The Auditor keeps track of all financial records of the association and certifies to its accuracy and authenticity.
6. **PRO.** The Public Relation Officer monitors publicity and conduits with members and other parties to strengthen the visibility of the association. If necessary he/she must conduct researches in order to improve the image and connectivity of the members of the association.

#### **MEETINGS**

1. For regular members, meetings are regularly held every first Saturday of May and will be announced through social networking by the Board Secretary.
2. Special meetings may be called for the purposes of planning, decision-making and other issues affecting the members or the Board of Officers.

### **INFORMED CONSENT**

Pursuant to the provisions of the DATA PRIVACY ACT OF 2012, R.A. No. 10173, and its implementing rules and regulations, I/WE hereby allow and give our consent to (NAME OF SCHOOL), its officials, faculty members and other responsible employees to gather, collect, store, organize, and process, the personal information, as well as sensitive personal information, about my/our child who is currently enrolled or about to enroll in this school and to retrieve or use the same for legitimate educational purposes.

I/WE likewise authorize the school to gather, collect and process our personal information, as well as our sensitive personal information, for legitimate educational purposes.

Name of son/daughter: \_\_\_\_\_

Grade Level & Section: \_\_\_\_\_

Name and Signature of Father/Mother/Guardian:

\_\_\_\_\_

Date: \_\_\_\_\_