



Blessed Sacrament Catholic School

J.P. Ramoy St. Brgy. Talipapa, Novaliches, Quezon City

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Student Handbook

S.Y. 2023-2024



BLESSED SACRAMENT CATHOLIC SCHOOL LEARNER HANDBOOK

A. HISTORY OF THE SCHOOL

Our Humble Beginnings BLESSED SACRAMENT CATHOLIC SCHOOL

It is now thirty six years ago when Blessed Sacrament Learning Center began to respond to the education ministry of the Parokya ng Banal na Sakramento. Just like the natural growth of a human being, this institution of learning slowly grew with the little steps it had to take to reach its maturity. Now, Blessed Sacrament Catholic School(BSCS) operates as a full-blown school of Basic Education in Talipapa, Novaliches, Quezon City, with the full recognition from the Department of Education for its Early Childhood Education(ECE), Grade School(GS), Junior High School(JHS) and a permit to operate in Senior High School(SHS) Academic Programs. BSCS began with 80 pupils and now it has more than 600 students enrolled in all the three departments.

In 1985 the parish started an all women organization under the leadership of then Parish Priest Rev. Fr. Manuel Sebastian. They belong to the Catholic Women's League (CWL) with its first President, Sister Lolita C. Amores. Among the many laudable projects of the CWL was the founding of the Blessed Sacrament Learning Center in June 1987. The School was directly operated and managed by Blessed Sacrament Parish during the term of office of Rev. Fr. Tom Flores who served as the First Director and Sis. Lolita Amores became the Assistant School Director.

In 1989 during the incumbency of Rev. Fr. Reynaldo Bungay this learning center was elevated to be a Parochial School and it officially became a member of MAPSA (Manila Archdiocesan and Parochial School Association). This development strengthened the school's thrust for Catholic Education wherein Religion is the core of its value-based curriculum. This made the school more and more stable as it continually sustains its growth by way of a steady increase in enrollment.

The mission for Catholic education continued with the term of Rev. Fr. Arsenio Cirera. "Fr. Senic" (as he's fondly known) worked hard to further shape the institution by constructing a new school building. This housed the elementary department. This responded well to the dream of the children and the community.

Building on the many significant gains achieved by the first movers, the school is now an integral part of the community by being an instrument of giving quality education. Soon enough, parents clamored for the School to offer secondary education. Through the determined and focused efforts of Rev. Fr. Albert N. Delvo, the School Director and at the same time Superintendent of the Roman Catholic Bishop of Novaliches Educational System (RCBN-ES), the vision became a reality. Through the inspiration of Most Rev. Antonio R. Tobias, D.D., Bishop of Novaliches, and the moral support of the Board of Trustees, an expansion building amounting to Php 15 Million was constructed to create comfortable classrooms, adequate laboratories, and offices equipped with valuable facilities.

Now known as Blessed Sacrament Catholic School (BSCS), it now offers a complete Basic Education Curriculum: ECE, Grade School, Junior, and Senior High School. It can be joyfully affirmed that the BSCS has definitely grown by leaps and bounds from the Learning Center that it was many years ago and now a big school en route in its fruitful journey towards academic excellence and holistic formation of the young.

The infant has reached adulthood, establishing a name for herself, but still, with a lot of hopes and dreams it looks forward to attain. BSCS will continue to grow and live on in order to fulfill its mission of molding the youth into exuberant and faithful members of the Church, with great Love for the Blessed Mother and zeal for the Glory of God!

B. VISION AND MISSION

Vision

We envision BSCS as an innovative Christ-centered educational institution committed to accompanying and forming stakeholders into becoming good citizens and disciples.

Mission

Impelled by the zeal to make Jesus Christ the center of our educational institution, we thus commit ourselves to:

1. Proclaim Jesus Christ to all;
2. Sustain value-innovative and trailblazing programs and projects in the field of instruction, research and community extension services;
3. Inculcate Gospel values for the integral development of the stakeholders;
4. Collaborate with strategic partners in the aspects of K to 12 curriculum, other social services, and emergency preparedness; and
5. Exercise genuine stewardship in good governance for the sustainability, growth and development of the school.

School Motto

That Jesus may be formed and seen in us.

C. GOALS

We are engaged to do the following:

1. Equip all learners with desirable values to enable them to live harmoniously and peacefully in a fast-changing society with a genuine love for God, country, and neighbor;
2. Give all learners access to Basic Education Curriculum for them to develop their full potentials; and
3. Continue adopting innovative technologies and strategies to upgrade the quality of instruction and discipline.

D. CORE VALUES

1. FIDELITY

This core value demands strict observance of promises, duties and expectations. As children of God, one must start to practice fidelity in little ways like making assignments, doing project and submitting them according to set deadlines. The adults in the campus are expected to set the good examples for the young to be faithful in their duties/ responsibilities

2. CREATIVITY & RESOURCEFULNESS

This value enables one to fully utilize available resources to good use, maximizing its benefits in the most unique and artistic way. A creative learner is reflective of the resources around him and puts everything into full use with order and harmony. In so doing, he/she explores all possibilities to make things happen in a manner that may be uncommon and unusual. This forms part of a challenge one gives himself/herself. In the process thus making himself/herself more flexible, tolerant and unpredictable, making things more exciting for others. This includes being able to achieve what is necessary in spite of difficulties.

3. SIMPLICITY

This valued directly connotes plainness in manner or way of life. A true Sacramentian is expected to live life simply and with freedom from complications and sophistications. This implies being wholesome, uncluttered and free to seek God's desire in all things. Being simple makes it easy for one to remain God-centered: "Blessed are the pure in heart for they shall see God".

4. SOLIDARITY

This value articulates friendship and “social charity” which is a direct mandate of true Christian fellowship. This was first manifested by the distribution of goods and remuneration for work. It implies social order. For this school that devoutly reveres the presence of Christ in the Blessed Sacrament it is right and proper that we always unite and stay in communion with and responsive to the mission of the Holy Mother Church.

E. SCHOOL HYMN

Chorus:

*BSCS our beloved school, we owe to you our success
your kind heart inspires us to serve our community.*

Like a kite that glides across the bright blue sky
Your name inspires us to seek our future
That you’ve opened for us
In the midst of difficulties
You have taught us hope and courage
Humility and love for others have shown
Through our pursuit of knowledge

Chorus

God is our inspiration, the core of our education
We impart not only knowledge
But Catholic values for our nation
The family we nurture
Has inspired us for our mission
To serve and to educate children
To become better persons

Chorus

Wherever we go, whatever we do
The values we learned, will guide us through
In the journey of life, God has carried us
Through our Alma Mater that has set
Our hearts a flame of God’s love

Repeat Chorus 2x

F. BOARD OF TRUSTEES

Chairman	-	Most Rev. Roberto Gaa
Vice Chairman	-	Rev. Fr. Albert N. Delvo, PhD
Members	-	Rev. Fr. Victor Clemen
		Atty. Faustino R. Madriaga, Jr.
		Dr. Judith Aldaba

G. CURRICULAR OFFERINGS

Early Childhood Education	-	Nursery/ Kinder
Elementary Education	-	Grade I to VI
High School Education	-	Junior High School (Grade 7 – 10)
	-	Senior High School (Grade 11 – 12)

H. SCHOOL LOGO



Our circular logo has the following components:

the Eucharistic host, the Chalice, the Bible, JHS Christogram on the host and the inscription of the name of the school.

BSCS DAILY PRAISES

Sacramentian Prayer

O Eternal God, true source of light and wisdom, thank you for this beautiful day. Thank you for the many blessings, specially the gift of life that you have given us. We beg you to help us discover your presence in each person that we meet and in every event that we encounter. Send us your Spirit of Knowledge to guide and help us become the better student we can be. Be with us as we pray, play, study and work together as one family. Help us to love, respect and listen to our parents and teachers who are working hard and loving us unconditionally. May we be living witnesses of Jesus by living the commandments of love and by becoming truly Sacramentians. We ask this through our Lord Jesus Christ your Son, who lives and reigns with you and the Holy Spirit, One God forever and ever. Amen. V. Pray for us, Our Lady of the Most Blessed Sacrament. R. That the Eucharistic Kingdom of Jesus Christ may come among us! Amen.

Morning Offering

O Jesus, through the Immaculate Heart of Mary, I offer you my prayers, works, joys, and sufferings of this day, for all the intentions of your Sacred Heart in union with the Holy Sacrifice of the Mass throughout the world in reparation for our sins, for the conversion of sinners and the salvation of poor souls, for the intention of the Holy Father, for our bishops and priests and for the evangelization of our people, our family and our youth.

Come, Holy Spirit

Come, O Holy Spirit, fill the hearts of your faithful and enkindle in them the fire of your love. Send forth your Spirit, and they shall be created. And you shall renew the face of the earth.

Let us pray

O God, who has taught the hearts of the faithful in the same Holy Spirit, help us relish what is right and always rejoice in your consolation through Christ our Lord. Amen.

MEMORARE

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to your protection, implored your help, or sought your intercession was left unaided. Inspired with this confidence, we fly unto, O Virgin of virgins, our Mother. To you we come, before we stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not our petitions, but in your mercy hear and answer us. Amen.

ACT OF FAITH

O my God!

I firmly believe all the sacred truths which Thy Holy Catholic Church believes and teaches, because Thou, the infallible Truth, has revealed them. O Jesus increase my faith.

ACT OF HOPE

O God,

I hope with complete trust that you will give me, through the merits of Jesus Christ, all necessary graces in this world and everlasting life in the world to come, for this is what you have promised, and you always keep your promises.

ACT OF LOVE

O God,

I love you with my whole heart above all things, because you are infinitely good; and for your sake I love my neighbor as I love myself.

ACT OF CONTRITION

O my God I am heartily sorry for having offended Thee, and I detest all my sins, because I dread the loss of Heaven and the pains of hell, but most of all, I offended you my God, who are all –good and deserving of all my love. I firmly resolve with the help of Thy grace, to confess my sins, to do penance and to amend my life. Amen

LORD'S PRAYER

Our Father in heaven, Holy be your name. Your Kingdom come, your will be done, on earth as in heaven. Give us today our daily bread. Forgive us our sins, as we forgive those who sin against us. Lead us not into temptation but deliver us from evil. Amen

HAIL MARY

Hail Mary, full of grace. The Lord is with you. Blessed are you among women, and blessed is the fruit of your womb, Jesus.

Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

GLORY BE

Glory be to the Father and to the Son and to the Holy Spirit, as it was in the beginning, is now and ever shall be, world without end. Amen.

GRACE BEFORE MEALS

Bless us O Lord and these thy gifts which we are about to receive from thy bounty through Christ our Lord. Amen.

GRACE AFTER MEALS

We give you thanks Almighty Father for all the foods that we ate today from your goodness through Christ our Lord. Amen.

Roman Catholic Bishop of Novaliches Educational System

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>HOST AND CHALICE: This image symbolizes the Holy Eucharist. The Holy Mass nourishes all the members of the school communities in communion & mission.</p>		<p>FLAMING TORCH: 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>OPEN BOOK: 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>TRUSTWORTHY & CARING ADULT WITH KIDS: 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:

GOOD (Magaling / Mahusay, Mabait, Mabuti)	<ol style="list-style-type: none"> 1. Prayerful 2. Family-oriented 3. Patriotic (Makabayan) 4. ICT Competent 5. Globally competitive 6. Academically excellent 7. God-loving/God-fearing 8. Proficient and Confident in Public Speaking 9. Compassionate especially to the less fortunate
Humility	<ol style="list-style-type: none"> 1. Obedient

	<ol style="list-style-type: none"> 2. Humane (Makatao)
Exuberance	<ol style="list-style-type: none"> 1. Healthy and vibrant 2. Entrepreneurially-minded 3. Highly adaptable to life-situations and calmly creative even in adversity
Amiability	<ol style="list-style-type: none"> 1. Fine-mannered and disciplined 2. Psycho-Emotionally stable / Mature 3. Likeable / Lovable
Respectfulness	<ol style="list-style-type: none"> 1. Respect for the person and / or institution 2. Respect for properties and rights belonging to them 3. Respect for the space proper to them 4. Respect for the time due to them
Trustworthiness	<ol style="list-style-type: none"> 1. Honest 2. Truthful 3. Dependable 4. Credible

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.

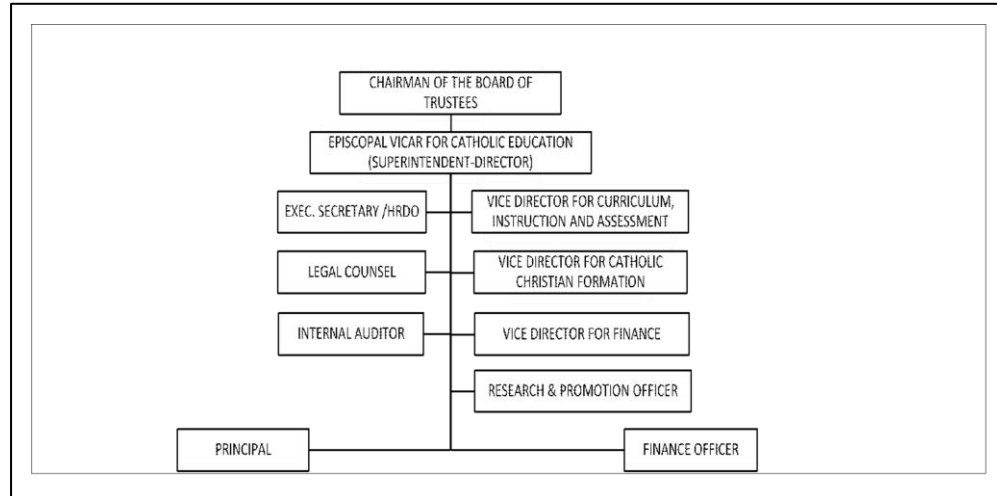
Rev. Fr. Albert N. Delvo, PhD

Sr. Felicitas Bernardo, SPC, PhD

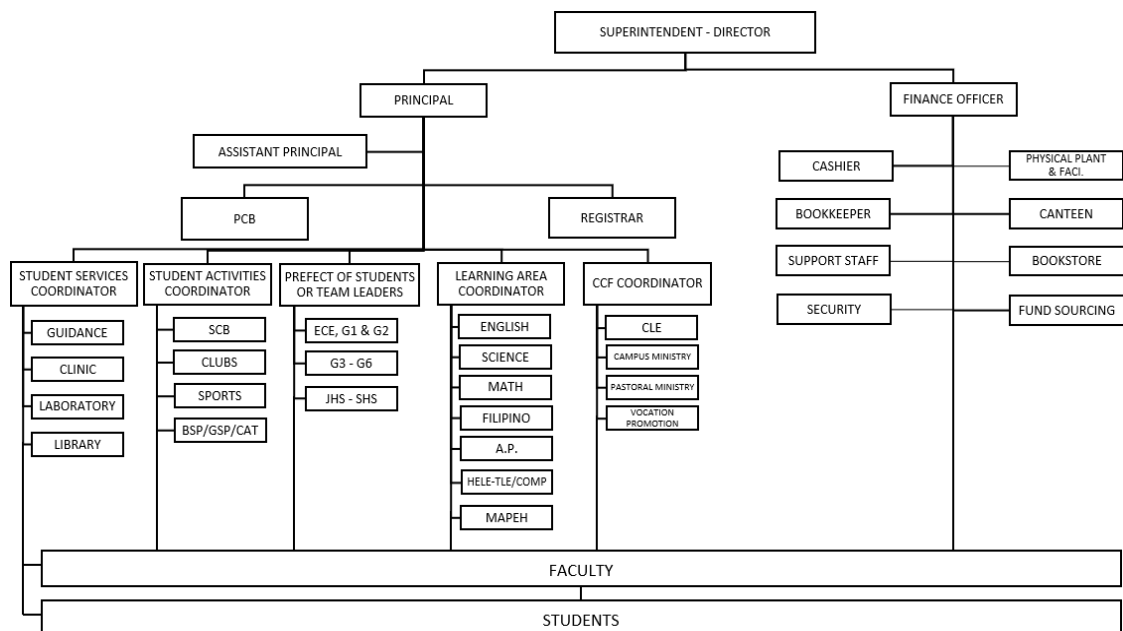
Atty. Faustino R. Madriaga, Jr.

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.

SCHOOL 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

	THE SCHOOLS
	<p>Blessed Sacrament Catholic School J.P. Ramoy St., Talipapa, Novaliches, Quezon City 3453-6223 / 8984-6099 / 75084322 www.bsccs.edu.ph</p>
	<p>Colegio de San Bartolome de Novaliches Quirino Hi-way cor. dela Cruz St., Novaliches, Quezon City 3419-8209 / 8930-7839 www.csbn.edu.ph</p>
	<p>Good Shepherd Cathedral School Omega Ave., cor. Rado St., Fairview, Quezon City 3430-7822 / 7621-9062 www.goodshepherdcathedralschool.edu.ph</p>
	<p>Ina ng Buhay Catholic School Jordan Heights Subd., Damong Maliit, Novaliches, Quezon City 8938-7069 / 8938-2059 www.inbcs.edu.ph</p>
	<p>Our Lady of Lourdes Catholic School Pre-school & Primary Campus 1117 Petunia cor. Chrysanthemum Sts., Area B, Camarin, Caloocan City 8994-6265 / 8962-6442 Intermediate & High School Campus St. Paul St., La Forteza Subd., Camarin, Caloocan City 8962-8584 www.ollcs.edu.ph</p>

	<p>Resurrection Catholic School Parokya Road, Bagbag, Novaliches, Quezon City 3418-3154 www.rcs.edu.ph</p>
	<p>San Isidro Labrador Catholic School Philand Drive, Pasong Tamo, Quezon City 8939-0182 www.silcs.edu.ph</p>
	<p>St. Francis Xavier Catholic School Champaca St., Maligaya Subd., Novaliches, Quezon City 8962-9907 / 3417-7212 www.sfxcs.edu.ph</p>
	<p>St. Francis de Sales Academy. Inc. Bagong Silang, Caloocan City 09230835370 www.sfsa.edu.ph</p>

I. ACADEMIC AND NON-ACADEMIC 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. Private schools have 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 82%.
2. He / She must have a grade in Conduct of at least 82% 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 82 % 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 at BSCS and RCBNES Schools

Every child must undergo 13 years of Basic Education (K to 12). This comprises the required 7 years of primary education (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. ECE Curriculum

Levels	Age Requirements	Subjects	Curriculum Type
Nursery	4 years old by October of the current school year	<ul style="list-style-type: none">● GMRC - CLE● Language, Literacy and Communication (English and Filipino)● Mathematics● MAPEH	Developmentally Appropriate Practices (DAP)
Kinder	5 years old by October of the current school year	<ul style="list-style-type: none">● GMRC - CLE● Language, Literacy and Communication (English and Filipino)● Mathematics● MAPEH	DAP & DepEd K to 12 Curriculum

Table 2. Elementary Curriculum

Levels	Age Requirements	Subjects	Curriculum Type
Grade 1	6 years old by October of the current school year	<ul style="list-style-type: none">● GMRC - CLE● English● Filipino and Mother Tongue● Mathematics● Science (for G3 Curriculum only)● Araling Panlipunan● Music, Arts, Physical Education & Health (MAPEH)● Computer	DepEd K to 12 Curriculum
Grade 2	7 years old by October of the current school year		
Grade 3	8 years old by October of the current school year		
Grade 4	9 years old by October of the current school year	<ul style="list-style-type: none">● GMRC - CLE● English● Filipino	

	year	<ul style="list-style-type: none"> • Mathematics • Science • Araling Panlipunan • HELE • Music, Arts, Physical Education & Health (MAPEH) • Computer 	DepEd K to 12 Curriculum
Grade 5	10 years old by October of the current school year		
Grade 6	11 years old by October of the current school year		

Table 3. Junior High School Curriculum

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

Table 4. Senior High School Curriculum

Levels	Age Requirements	Subjects	Curriculum Type
Grade 11	16 years old by October of the current school year	SHS Core Subjects <ul style="list-style-type: none"> • Values Education - CLE • Oral Communication • Reading and Writing • Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino • Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik • 21st Century Literature from the Philippines and the World • Contemporary Philippine Arts from the Regions 	DepEd K12 Curriculum
Grade 12	17 years old by October of the current school year	<ul style="list-style-type: none"> • Media & Information Literacy • General Mathematics • Statistics and Probability • Earth & Life Science • Physical Science • Introduction to Philosophy of the Human Person (Pambungad sa Pilosopiya ng Tao) • Physical Education and Health • Personal Development (Pansariling Kaunlaran) • Understanding Culture, Society & Politics <p><u>Earth Science</u> (taken instead of Earth and Life Science for those in the STEM Strand)</p> <p><u>Disaster Readiness and Risk Reduction</u> (taken instead of Physical Science for those in the STEM Strand)</p>	

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

Rating			ECE RATING SCALE
			Indicators
Highly Proficient	A+	96-100	<i>The learner</i> <ul style="list-style-type: none"> consistently demonstrates <u>advanced levels of competencies</u> consistently participates in all class activities, <u>works independently</u> consistently performs <u>beyond</u> the expected tasks, advanced in some aspects
	A	90-95.99	<i>The learner</i> <ul style="list-style-type: none"> demonstrates the <u>expected competencies</u> participates in class activities, <u>works independently</u> performs <u>within</u> the expected tasks
Proficient	B+	85-89.99	<i>The learner</i> <ul style="list-style-type: none"> steadily demonstrates the <u>expected competencies</u> steadily participates in class activities, <u>works with minimal supervision</u> <u>steadily</u> performs in doing assigned tasks
	B	80-84.99	<i>The learner</i> <ul style="list-style-type: none"> sometimes demonstrates the <u>expected competencies</u> sometimes participates in class activities, <u>works with minimal supervision</u> <u>sometimes</u> performs in doing assigned tasks
Progressing Towards Standards	C	75-79.99	<i>The learner</i> <ul style="list-style-type: none"> needs close supervision to demonstrate 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. has difficulty to participate in class activities, <u>works under close supervision</u>, and <u>needs close supervision</u> to perform tasks.

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

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

Components	<ul style="list-style-type: none"> • GMRC/Values Education/CLE • English • Filipino • AP 	<ul style="list-style-type: none"> • Science • Math 	<ul style="list-style-type: none"> • MAPEH • HELE / TLE • Computer
Written Works	30%	40%	20%
Performance Tasks	50%	40%	60%
Quarterly Assessments	20%	20%	20%
TOTAL	100%	100%	100%

Figure 1. Sample Report Card for Grades 1 and 2

Periodic Rating for Academics						Rating for Character Formation					
Learning Areas	1	2	3	4	Final Rating	Traits	1	2	3	4	Final Rating
GMRC-CLE	88	89	90	91	89.50	1. Goodness	B	B+	B+	A-	B+
English	87	88	90	91	89.00	2. Humility	B+	B+	A-	A-	A-
Filipino/Mother Tongue	86	85	87	88	86.50	3. Exuberance	B	B+	B+	A-	B+
Mathematics	89	88	89	90	89.00	4. Amiability	B	B+	B+	B+	B+
Araling Panlipunan	90	89	90	92	90.25	5. Respect	B+	B	B	A-	B+
MAPEH	85	87	88	89	87.25	6. Trustworthiness	B	B	B+	A-	B+
Computer	88	89	91	92	90.00	Average	B	B+	B+	A-	B+
General Average	87.57	87.86	89.29	90.43	88.7857						
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
No. of School Days	20	22	22	19	15	21	18	24	19	22	202
No. of School Days Present	20	22	22	19	15	21	18	24	19	22	202
No. of Times Tardy	0	0	0	0	0	0	0	0	0	0	0

Figure 2. Sample Report Card for Grade 3

Periodic Rating for Academics						Rating for Character Formation					
Learning Areas	1	2	3	4	Final Rating	Traits	1	2	3	4	Final Rating
GMRC-CLE	88	89	90	91	89.50	1. Goodness	B	B+	B+	A-	B+
English	87	88	90	91	89.00	2. Humility	B+	B+	A-	A-	A-
Filipino/Mother Tongue	86	85	87	88	86.50	3. Exuberance	B	B+	B+	A-	B+
Mathematics	89	88	89	90	89.00	4. Amiability	B	B+	B+	B+	B+
Science	88	87	89	90	88.50	5. Respect	B+	B	B	A-	B+
Araling Panlipunan	90	89	90	92	90.25	6. Trustworthiness	B	B	B+	A-	B+
MAPEH	85	87	88	89	87.25	Average	B	B+	B+	A-	B+
Computer	88	89	91	92	90.00						
General Average	87.63	87.75	89.25	90.38	88.7500						
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
No. of School Days	20	22	22	19	15	21	18	24	19	22	202
No. of School Days Present	20	22	22	19	15	21	18	24	19	22	202
No. of Times Tardy	0	0	0	0	0	0	0	0	0	0	0

Figure 3. Sample Report Card for Grades 4-6

Periodic Rating for Academics						Rating for Character Formation					
Learning Areas	1	2	3	4	Final Rating	Traits	1	2	3	4	Final Rating
GMRC-CLE	88	89	90	91	89.50	1. Goodness	B	B+	B+	A-	B+
English	87	88	90	91	89.00	2. Humility	B+	B+	A-	A-	A-
Filipino	86	85	87	88	86.50	3. Exuberance	B	B+	B+	A-	B+
Mathematics	89	88	89	90	89.00	4. Amiability	B	B+	B+	B+	B+
Science	88	87	89	90	88.50	5. Respect	B+	B	B	A-	B+
Araling Panlipunan	90	89	90	92	90.25	6. Trustworthiness	B	B	B+	A-	B+
MAPEH	85	87	88	89	87.25	Average	B	B+	B+	A-	B+
HELE	87	88	89	90	88.50						
Computer	88	89	91	92	90.00						
General Average	87.56	87.78	89.22	90.33	88.7222						
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
No. of School Days	20	22	22	19	15	21	18	24	19	22	202
No. of School Days Present	20	22	22	19	15	21	18	24	19	22	202
No. of Times Tardy	0	0	0	0	0	0	0	0	0	0	0

Figure 4. Sample Report Card for Grades 7-10

Periodic Rating for Academics						Rating for Character Formation					
Learning Areas	1	2	3	4	Final Rating	Traits	1	2	3	4	Final Rating
Values Ed-CLE	88	89	90	91	89.50	1. Goodness	B	B+	B+	A-	B+
English	87	88	90	91	89.00	2. Humility	B+	B+	A-	A-	A-
Filipino	86	85	87	88	86.50	3. Exuberance	B	B+	B+	A-	B+
Mathematics	89	88	89	90	89.00	4. Amiability	B	B+	B+	B+	B+
Science	88	87	89	90	88.50	5. Respect	B+	B	B	A-	B+
Araling Panlipunan	90	89	90	92	90.25	6. Trustworthiness	B	B	B+	A-	B+
MAPEH	85	87	88	89	87.25	Average	B	B+	B+	A-	B+
TLE	87	88	89	90	88.50						
Computer	88	89	91	92	90.00						
General Average	87.56	87.78	89.22	90.33	88.7222						
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
No. of School Days	20	22	22	19	15	21	18	24	19	22	202
No. of School Days Present	20	22	22	19	15	21	18	24	19	22	202
No. of Times Tardy	0	0	0	0	0	0	0	0	0	0	0

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

	Core Subjects	Academic Track		Technical – Vocational and Livelihood (TVL) / Sports / Arts and Design Track	
		All Other Subjects	Work Immersion / Research / Business Enterprise Simulation / Exhibit / Performance	All Other Subjects	Work Immersion / Research / Performance
Written Work	25%	25%	35%	20%	
Performance Tasks	50%	45%	40%	60%	
Quarterly Assessment	25%	30%	25%	20%	
TOTAL	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 5. Sample Report Card for Senior High School

Subjects	Quarter		First Semester Final Grade
	1st	2nd	
Core Subjects			
Oral Communication in Context	88	89	88.50
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	87	88	87.50
General Mathematics	86	85	85.50
Earth and Life Sciences	89	88	88.50
Understanding Culture, Society, and Politics	88	87	87.50
Physical Education and Health	90	89	89.50
Applied Subjects			
English for Academic and Professional Purposes	85	87	86.00
Specialized Subjects			
Organization and Management	87	88	87.50
Fundamentals of Accountancy, Business, and Management 1	88	89	88.50
General Average	87.56	87.78	87.6667

Subjects	Quarter		Second Semester
	3rd	4th	Final Grade
Core Subjects			
Reading and Writing Skills	88	89	88.50
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik	87	88	87.50
Statistics and Probability	86	85	85.50
Physical Sciences	89	88	88.50
21st Century Literature in the Philippines and the World	88	87	87.50
Physical Education and Health	90	89	89.50
Applied Subjects			
Practical Research 1	85	87	86.00
Specialized Subjects			
Business Mathematics	87	88	87.50
Fundamentals of Accountancy, Business, and Management 2	88	89	88.50
General Average	87.56	87.78	87.6667

b. Conduct Grade

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

VALUES:

- Goodness
- Humility
- Exuberance
- Amiability
- Respect
- Trustworthiness

SCALE:

A +	96 – 100	B-	81 – 83
A	93 – 95	C +	78 – 80
A -	90 – 92	C	75 – 77
B +	87 – 89	C -	72 – 74
B	84 – 86	D	71 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. 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. The length of time is usually 30 to 40 hours.

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 Nursery 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

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.	Values Awards for ECE 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. H.E.A.R.T. Awards to be given are the following, namely: <table><tr><td>• Most Humble</td><td>• Most Amiable</td></tr><tr><td>• Most Exuberant</td><td>• Most Respectful</td></tr><tr><td colspan="2">• Most Trustworthy</td></tr></table>	• Most Humble	• Most Amiable	• Most Exuberant	• Most Respectful	• Most Trustworthy	
• Most Humble	• Most Amiable						
• Most Exuberant	• Most Respectful						
• Most Trustworthy							
3.2.	Values Awards for Grades 1 to 12 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.						

H.E.A.R.T. Awards to be given are the following, namely:

• Most Humble	• Most Amiable
• Most Exuberant	• Most Respectful
• Most Trustworthy	

4. Recognition for Perfect Attendance

This award is given at the end of every quarter to encourage learners to attend class. Perfect attendance means that a learner must be present in all of his / her classes and must have no absences and tardiness for the entire quarter. Learners who are representing the school for various purposes may also be for this award.

- 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 in Grade 6, 10, and 12 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.

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
1. Motivational Skills (40%) 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%
2. Planning and Organizational Skills (40%) 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%
3. Contribution to the School and / or Community (20%) Renders service and / or implements activities relevant to the school population and / or community	12%	8%
TOTAL	60%	40%

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	CLE 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	Athletics (PE and Health) 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	Arts (e.g. visual, media, music, or performing arts) 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>Communication Arts</p> <p>This award is given to learners who have demonstrated proficiency in any language (Filipino, English or other foreign languages), in written or in oral communication, shown creativity in expressing ideas in written or oral activities in various subjects, and contributed to the school community.</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>Science</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>Mathematics</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>Social Sciences</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 Araling Panlipunan for Grades 1 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>HELE / TLE</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 HELE for Grades 4 to 6 or TLE for JHS.</p>
3.9	<p>Computer</p> <p>This award is given to 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
1. Academic Rating The final grade in the learning area or average of the final grades in subjects specifically related to the award	20%
2. Skill in the discipline As shown through: <ul style="list-style-type: none"> a. Output (oral or written work, projects, etc., if applicable) b. Membership in a club / team (if applicable) c. Class or school representation d. Winnings and awards 	40%
3. Attitude toward the Discipline <ul style="list-style-type: none"> a. Peer evaluation (if applicable) b. Commendation from coach / adviser 	20%
4. Contributions to the School related to the Discipline In any of the following: <ul style="list-style-type: none"> a. Tutorials / Coaching b. Performance in school's various functions and events c. Products d. Projects e. Volunteer work 	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
a. Club / Organization Performance 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. Exemplary Output Delivers a concrete output related to the objectives and purpose of the organization and the school	30%
c. Contribution to the School or Community 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%
TOTAL	100%

GOOD HEART (70%)

Scale in Rating the Candidate:

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

Behavioral Skill	Rating
HUMILITY (BEING MEEK AND HUMBLE)	
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.	
EXUBERANT (BEING EXCELLENT)	
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.	
AMIALE (BEING COMPASSIONATE TO OTHERS)	
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.)	
RESPECT FOR LIFE (RESPECTFUL)	
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.	
TRUSTWORTHY	
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:	
% = total Score/125x50+50x.70	

LENGTH OF SERVICE (15%)

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

LEADERSHIP (15%)

5	Completely true of the student
4	Generally true of the student
3	Moderately true of the student
2	Partly true of the student

1	Not at all true of the student
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BEHAVIORAL SKILLS	Rating
EMPOWERMENT	
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.	
SERVICE	
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:	
% = total Score/50x50+50x.15	

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 not have received a failing mark in any subjects and should not have been involved in any offense that is punishable by suspension. The selection will be guided by the following criteria:

Table 15. Criteria for Bishop's Award

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

* 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 attotion 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

For Grades 11 to 12 Learners	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
	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 6 . 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
<div style="display: flex; justify-content: space-between;"> <div> Prepared by: _____ <div style="text-align: center;">Remedial Class Teacher</div> </div> <div> Date : _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Noted by : _____ <div style="text-align: center;">School Principal</div> </div> <div> Date : _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Received by: _____ <div style="text-align: center;">Division Office</div> </div> <div> Date : _____ </div> </div>			

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)

12. Learner Records and Documents

c. DISCIPLINE POLICIES

1. Policy Statement on Discipline

The true foundation of harmony, peace, and order in any Catholic educational institution is the mandate of Jesus that we love one another as He has loved us (John 13:34). The Lord Jesus has instructed His disciples to treat others as they would like others to treat them (Matthew 7:12). The Christian law of love is the fundamental guiding norm that should govern the entire Catholic school community. All policies and disciplinary measures must be respectful of the dignity of every human person who is unconditionally loved by God and is called to be in union with Him for all eternity. It is in this context of the greater scheme of things that the Catholic school exercises its right to ensure that all policies and procedures are fair and that the community is governed by a discipline system that is based not only on reasonable policies and rules but is actually reflective of Christ's law of love. As a Catholic institution, all the stakeholders of the school have the duty to uphold the teachings of Christ and abide by the basic principles and ideals of the institution by following the rules and regulations which are consistently and fairly implemented in order to be faithful to the fundamental nature and purpose by which these have been established.

2. Rationale

- a. The Catholic Philosophy of Education has a strong belief in DISCIPLINE, especially self-discipline, not only amongst learners but all those who form part of the educational

institution. Catholic philosophy sees discipline as a means to have the right order. This is ultimately based on the belief in God who is a God of order and not of chaos and confusion. Catholics believe that God has placed order in the universe and in the whole arena of the natural world.

- b. The Catholic Philosophy of Education, assumes the role of educating the learners to realize that they have duties, (a) to themselves, (b) to others, and ultimately (c) to God who is the source and origin of life. The Catholic Church establishes schools on all levels to...

“Lead Christians to a closer union with Christ our Lord, a union that is more possible when man understands the reality around him, and understands it in its entirety. For all reality is related to God, and the Catholic school tries to keep this universal relationship ever in view.”

McGucken, S.J. William J. and Michael P. Sheridan, S.J., *A Catholic Philosophy of Education*. The American Press, 1966, p. 18.

- c. The Catholic Philosophy of Education instills in the learners and in all the members of the academic community respect for authority, and the values of patriotism, loyalty and freedom.
- d. The Catholic Philosophy of Education is centered on Jesus Christ and grounded in the way of Discipleship. All learners are ultimately led to live as disciples of Jesus who is the obedient Son of God, the loving Father.
- e. A Catholic educational institution is committed to the pursuit of truth & excellence to give glory to God. This is made possible through the proper formation of Christian values and attitudes in an organized environment that is safe, secure, and conducive for quality learning, that promotes personal development and professional growth.

3. School Officials Authorized to Handle Disciplinary Matters

- a. All School Employees

All Administrative Officials, Middle Managers (Program Coordinators and Team Leaders), Frontline Managers (Registrar, Cashier), Teachers, (Subject or Learning Area Teachers, Advisers, Mentors), Academic Non-Teaching (Guidance Associate, Nurse), Non-Teaching Office Personnel, Maintenance Staff, and all other school employees like the security guard are duty bound to help in the enforcement of the policies and rules on discipline. Each and every employee of the school forms part of the work force of the educational institution, which collectively assumes responsibility as regards making the campus (physically and virtually) a secured and safe environment for all the stakeholders. All employees are expected to immediately report to the appropriate school official(s) all incidents and

irregularities that may constitute improper behavior or conduct, or may violate the disciplinary policies and principles of the school.

b. The Prefect of Discipline (PoD) / Team Leader (TL)

When the resources of the school allow it, all disciplinary matters that involve the stakeholders of the school are handled under the Office of the school's PoD. S/he ensures that the school is a safe place and space where quality teaching and learning happens and where every stakeholder's dignity and rights are respected and upheld. The PoD is tasked to maintain peace, order, and discipline in the school campus (both physically and virtually) and that conflicts, inappropriate behaviors, and improper human acts are properly dealt with. The PoD coordinates the efficient and effective enforcement or implementation of the rules and regulations of the school. S/he makes the necessary reports, tracks, monitors, and keeps the documents that contain cases or records of student offenses and other individuals who may be involved in matters of discipline. For RCBNES supervised schools that do not have a PoD, the role and function of this office is delegated to or assumed by the Team Leader (TL) in the level assigned to her/him.

The PoD or TL is the authorized official of the school who is tasked to handle administrative cases under the category of minor offenses. S/he may form a fact finding committee composed of either three or five members wherein s/he serves as the head. S/he may conduct inquiries, interviews, investigations, meetings or conferences with those involved with the case, issue, or problem being tackled. The PoD after providing due process to all concerned or involved with the case is granted the authority to place erring students in disciplinary or special probation. All children below 18 are considered minors and therefore should always be accompanied by a parent, guardian, or a legal counsel during the conduct of an investigation. In handling major offenses, the PoD is duty bound to regularly report or elevate the case to the Office of the School Principal. The PoD may be authorized or delegated to handle the case as per discretion of the latter considering the nature and gravity of the case, provided that the case does not merit the sanction of exclusion. Cases which are classified as very grave offenses and may be sanctioned with expulsion are to be elevated to the office of the School Director / RCBNES Superintendent.

c. The Class Adviser/Mentor

The school delegates to the class advisor/mentor the management and supervision of a class which is composed of a number of pupils or students within a specific school year. In effect the class advisor/mentor is the immediate "face" of the school for the class. S/he therefore acts as the primary parent of

the class is tasked not only to monitor the academic performance and progress of each and every member of the class, but also the holistic development of each and every learner that the school has entrusted to his/her care. The class adviser/mentor is professionally expected to act with due diligence like a real parent in matters that deal with the specific or overall behavior of each learner entrusted to his/her supervisory care especially in reference to how aligned the attitudes, values, emotions, actions and expressions of the learners are with the core values that the school stand for and adhere to. Technically speaking, it is actually the class adviser/mentor who has the authority to immediately attend to and appropriately deal with matters related to the disciplinary aspects of the learners who are entrusted to his/her care for a specified school year regardless of the modality of the teaching/learning scheme (in-person or online/virtual). The overall behavior and development of each learner under his/her care is to be looked into by the class adviser/mentor. It is to be noted that for as long as a learner is enrolled in a given school, the supervisory role of the class adviser/mentor goes beyond the actual physical space of the school campus and extends to all the "spaces" where the child interacts with the world which includes the home, church, malls, resort areas, and other public spaces which include the virtual spaces in the internet.

d. The Learning Area Teacher (LAT)

The subject or learning area teacher is expected to immediately and appropriately attend to disciplinary matters during his/her class be it in-person or online/virtual. As part of his/her professional duty and obligation, the subject or learning area teacher shall notify as soon as possible the class adviser or mentor any incident or occurrence that is disciplinary in nature. The following information shall be provided to the class adviser or mentor by the subject or learning area teacher: nature of the offense or misbehavior, name of the erring learner or offender; the victim(s); the overall circumstances which must include time, place, and context of the incident. It shall be noted that for the sake of proper documentation, the subject/learning area teacher is expected to put this report in written form after a verbal or oral report has been provided. This means that the case is now under the office and authority of the class adviser/mentor who is professionally expected to appropriately and promptly attend to the matter in his/her own capacity or endorse it to either the PoD or TL.

e. The Guidance Counselor / Associate

The guidance associate / counselor helps the entire school community to resolve conflicts and improve relationships in the intrapersonal, interpersonal, and meta personal levels. S/he is not authorized by the school to admonish sanctions or penalties to erring individuals or culprits but s/he is there to help both the aggressor and the victim understand the causes and effects of issues and conflicts so that a much acceptable behavior may happen in the lives of both the victim and the erring individual or abuser, and conscientiously involve all the individuals concerned with the process of healing and growth to achieve general well-being and restore functionality and purpose in the day-to-day realities of life. S/he helps in the entire process of restoring normalcy and positivity in all levels of relationships so that understanding, change, and growth may happen to all the stakeholders who may be involved in conflicts or administrative cases which are disciplinary in nature.

The guidance associate / counselor is to be provided with anecdotal and incident reports, and the written recording of the proceedings involving inquiry, interrogations, investigations and summary of cases in order to accurately manifest or officially express the profile of learners when certificates of good moral character or behavioral records may be asked by other institutions where the learners shall be transferring or hired. The school reserves the right to include in the certificate whatever misbehavior or inappropriate actions a learner may have done in order to provide sufficient data for institutions who may legally require such information.

f. The School Principal

Administrative cases that belong under the category of both major and grave offenses must be referred by the PoD or TL to the office of the School Principal who has the authority and power to admonish or sanction an erring learner with the penalty of exclusion. It is to be understood however that the principal exercises this right only after due process has been observed and upon serious and thorough investigation of the merits and proceedings of a case.

g. The School Director & RCBNES Superintendent

In administrative cases that are classified under very grave offense and may merit the sanctioning of expulsion, only the School Director is authorized to admonish this on an erring individual provided that due process has been observed and a thorough analysis of the merits of the case have been performed.

The School Director has the obligation to provide the appropriate office under the Department of Education as regards the administering and proceedings of such types of cases. Appeal may be entertained to the higher office of the RCBNES Superintendent.

4. General Approach to the Discipline of Children

Following the Policies and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse (Department of Education Order no. 40 s. 2012), the general approach with regard to the discipline of children is PROACTIVE, POSITIVE and NON-VIOLENT. All RCBNES school officials, academic and non-academic personnel are enjoined to have a holistic, constructive, formative (not PUNITIVE in nature) and proactive approach as regards teaching and developing the proper attitudes and appropriate behavior of the learners as regards discipline. If the learners commit mistakes, life-long learning from the mistake or offense committed should be emphasized so that the acquisition of the desired values are the goals of the intervention(s) provided (cf. Section 3, Article P of I – General Provisions of DepEd Order No. 40) .

The following are the acts that are prohibited and shall be subjected to administrative proceedings of the schools under the RCBNES (cf. Section 15, Part V of DepEd Order No. 40 s. 2012) and shall be forwarded if and when necessary by the school's Child Protection Committee to proper authorities of government for possible legal processes:

- a. Child abuse (this includes close and distant bullying, cyber-bullying, threats in whatever form, and unreasonable disregard for the rights of children)
- b. Discrimination against children
- c. Child Exploitation
- d. Violence Against Children in School and at home
- e. Corporal Punishment

This refers to a kind of penalty imposed for an alleged or actual offense carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline. It includes physical, humiliating or degrading punishment (cf. Article O, Section 3, Part I of DepEd Order No. 40).

The child's face and head have been declared as a "no contact zone."

- f. Any analogous or similar acts

These are offenses that may be committed by the learners against their classmates, parents/guardians against their own children, and adults against minors.

- g. Sexting – electronic sending or sharing of pictures of sexual nature using cellphone or other digital media. Sexting refers to pictures depicting nudity or semi-nudity. It also includes sending messages or SMS that are sexually explicit.

5. 'CHANGING' NORMAL DISCIPLINE POLICIES

During the 'changing' normal" period when distance learning, online or offline, is the primary mode of the teaching-learning process, schools zealously enhance their commitment to educate their learners holistically after the image of Jesus Christ in the integral aspects of academics, character formation, and spirituality under the care, guidance and supervision of their teachers and parents/guardians. Character formation and academic success entail personal discipline.

In this respect, the schools shall exercise their authority over their learners even outside the school premises in order to promote good order and the general welfare of the school. The learners, on their part, are expected to observe good behavior at home or anywhere outside the school campus. The parents/guardians, on their end, have the inherent responsibility of ensuring that their child/children conduct themselves according to the standards set by the schools and the laws of the state. Proper decorum, responsible use of electronic social media, and good moral conduct are, therefore, required of all learners during homeschooling. To this end, the schools shall enforce the following discipline policies:

A. *Decorum refers to propriety and good taste in appearance and behavior.* Learners should look neatly groomed and in modest/decent attire when attending both in-person (face to face) and online (synchronous) classes.

1. All learners are expected to be well-groomed and modestly-attired. Preferred to be worn are the official school uniform and other school-issued shirts. It is inappropriate to wear sleeveless shirts, or revealing, see-through, tube, spaghetti-strapped dresses, and the like.
2. The boys must maintain short hair (barber's cut). The girls must set their hair properly. Both must avoid punky and heavily-colored or multicolored hair styles. Senior High School female learners are encouraged to wear light make-up as part of their preparation for work or tertiary education. Nevertheless, all female learners of RCBNES from Kindergarten to Grade 10 are strictly prohibited to wear

make-up unless this is sanctioned and authorized by the school during programs and special occasions.

3. The boys must not wear any earring while the girls are allowed only one earring on each ear.
4. Wearing a cap, hat, or headdress, head band (for boys) and elaborate head band (for girls) is not allowed.
5. The learners must not bear body tattoos, permanent or not, including face paint.
6. The boys must shave their mustaches and beards.

During online classes, learners must avoid disruptive behavior such as, but not limited to, unnecessary talking, shouting, and playing. They must be attentive in class, actively engaged and focused, not half-hearted and sleepy. Any assigned schoolwork shall be promptly done and performed/submitted on time or within a reasonable period of time.

Punctuality and attendance in synchronous classes are important for productive learning and, therefore, they shall be monitored. Tardiness in and absence/s from classes will affect the performance grade of the learner in every subject.

Proper etiquette during online classes must be observed. Learners must log in or join any school online activity using their full name. Everyone will join or enter online classes with device microphone muted; s/he can only unmute when s/he is about to speak upon being acknowledged and permitted by the teacher. They must, however, always keep their camera on to manifest their attendance and participation.

In a nutshell, during online distance teaching-learning sessions, all teachers and learners are required to turn on the camera of the device/gadget they are using for purposes of more active engagement and better interaction.

B. *Online Deportment.* Learners must exude pleasant behavior when they appear online and maintain utmost honesty in the task assigned to or expected of them. They must refrain from:

1. Saying / posting bad words;
2. Making bad sign;
3. Teasing or giving embarrassing name to a schoolmate or school personnel;
4. Other forms of disrespect and cyber-bullying;
5. Being disrespectful, disobedient, and showing malicious actuation to any member of the administration, faculty, parents / guardians;
6. Cheating in summative tests, like copying others' answer or allowing another to copy his/her answer, browsing the internet or asking other people for answers;
7. Committing plagiarism in projects, reports, term / reflection paper, and thesis, or submitting something that is authored or created by others.

- C. *Responsible Use of Social Media.* Online Distance Learning requires the use of different social media platforms, as well as surfing various social networking sites. The learners are, therefore, expected to use social media prudently and responsibly. They must avoid the following as these constitute grave or very grave offenses:
1. Viewing, uploading, downloading, sharing or distributing malicious, indecent and scandalous sexual materials;
 2. Malicious, unauthorized and improper accessing, gathering, processing and disclosure / disposal of personal sensitive information about a schoolmate or school personnel;
 3. Malicious, improper, or unlawful use of recorded online classes and activities, or any unauthorized capturing, recording, disseminating, and sharing of any messages, photos, videos and the like;
 4. Involvement in posting, communicating, and sharing of derogatory, offensive, observe, imprudent, malicious messages/remarks, and obscene images on social media such as, but not limited, to Facebook, Messenger (private or group chat), Instagram, Twitter, Discord, Roblox, MS Teams etc.;
 5. Hacking or using a personal / group account without the consent of the owner or the home page account manager like Facebook, Instagram, Twitter, email etc.;
 6. Any form of gambling thru online or any social media accounts.
- D. *Offline Behavior.* For as long as the learners are considered officially enrolled in the school, they are expected to behave decently and in accordance with law and good morals. They should not be involved in any of the following acts:
1. Possession and/or selling pornographic materials and making pornographic sketches or writings;
 2. Possession and/or smoking of cigarette, electronic cigarette or vape at home and inside or outside the campus;
 3. Serious forms of bullying;
 4. Immoral acts such as exhibitionism, perversion, and indecent sexual behavior or action;
 5. Drunkenness;
 6. Instigating activities resulting in the disruption, suspension, boycott or stoppage of classes;
 7. Involvement in the production, possession, selling, distribution, or use of illegal drugs within or outside the walls of the school and in their own homes;

8. Falsifying, forging or tampering with school records, forms, and documents such as report cards, communications to parents, transfer credentials, etc.;
 9. Any major crime punishable by law; and
 10. Any act which will tarnish and/or damage the good name and reputation of the school or any of its personnel.
- E. The reproduction, transmission and sharing of RCBNES/school module/s or any part thereof by the learner or his/her parent/ guardian to any individual, institution, or organization without proper acknowledgement and explicit permission from RCBNES or school is strictly prohibited in keeping with the laws on data privacy and intellectual property rights.

6. Due process and disciplinary action

- a. When a learner deviates from or violates any of the provisions under Discipline Policies (A), the school officials or teachers concerned shall take the appropriate actions.

For the first infraction, the subject teacher shall make a written report to the class adviser who, in turn, shall inform the parent / guardian, through email or any form of electronic or digital communication about the misconduct of the learner.

For the second and succeeding infractions, not necessarily the same as the first misconduct, the learning area teacher shall report the same to the class adviser who, together with the Team Leader/Prefect of Discipline, shall have an on-site or online conference to inform the parent / guardian that the infraction will affect the overall conduct grade of the learner; and in the case of tardiness and absence, it will have an effect on the performance grade of the learner in the concerned subject.

For the third infraction, the learner will be given an overall conduct grade of 80% for the quarter when the infraction is committed; for the 4th infraction, 75% conduct grade; and for the fifth infraction, 70% conduct grade. Any further infraction shall then be a ground for strict conduct probation or non-admission in the next school year.

On the fourth and succeeding infractions, the learner shall be recommended for counseling with the Guidance Counselor or CCF Coordinator.

- b. In the case of violation of Discipline Policies (B) and (C), the following actions shall be done:

For the first infraction, the teacher/school employee assigned shall make a written report to the class adviser who, together with the Level Team Leader and the Prefect of Discipline, shall comprise, upon being duly constituted by the principal or the Superintendent-Director, the Discipline Committee. They shall have an online conference with the parents /guardians to inform them of the incident and the formal inquiry to be conducted thereon. For such infraction, the learner will be given a conduct grade of 75% for the quarter when the infraction was committed, and it may be a ground for a strict conduct probation or non-admission in the next school year. In the case of learners already under conduct probation in the current school year, it may eventually be a ground for exclusion from the roll of learners.

On the first infraction, the learner shall be recommended for counseling with the guidance counselor and CCF Coordinator.

For the second infraction, not necessarily of the same nature as the first, the teacher / school employee concerned shall make a written report to the class adviser who, together with the Level Team Leader and the Prefect of Discipline, shall have an online conference with the parents / guardians to inform them about the incident, and a formal inquiry shall be conducted thereon. Such infraction may be a ground for non- admission in the next school year and the learner will be given a conduct grade of 70% for the quarter when the infraction was committed.

The commission of the prohibited acts under discipline policies (B) and (C) may, after establishing just cause and observing due process, lead to a certain grade that will consequently disqualify a learner from being an awardee or honor student.

- c. In the case of violation of Discipline Policies (D) and (E), the following actions shall be done:

The teacher / school employee concerned shall make a written report to the class adviser who, together with the Level Team Leader and the Prefect of Discipline, shall have an online conference with the parents / guardians to inform them about the incident, and a formal inquiry shall be conducted thereon. Such infraction shall be a ground for immediate exclusion from the roll of learners, and the learner will be given a conduct grade of 70%.

Discipline Committee

Upon being commissioned by the Superintendent-Director or Principal, the Prefect of Discipline, the Level Team Leader, and the Class Adviser shall comprise the Discipline Committee that will inquire into any infraction under Discipline Policies (B), (C), (D) and (E). Its findings and recommendations shall be submitted to and approved by the School Principal. However, if the recommendation involves non-admission or exclusion from the roll, the same shall be submitted to the School Director for his review and approval.

After Quarantine: (ECQ, MECQ, GCQ, MGCQ)

When face-to-face or onsite learning is allowed by the government and the schools resume physical classes in the campus, the discipline policies in the regular Student Handbook and the pertinent essential items in this document shall apply.

1. Classification of Offenses & the Procedures in the Giving of Sanctions

a. MINOR OFFENSES

a.1.	Disruptive of class, assembly and other similar activities <ul style="list-style-type: none"> i. Unnecessary talking/noise inside and outside the classroom/library/computer or science laboratory ii. Playing inside the classroom during class hours iii. Creating disturbance such as dragging of feet, howling, shouting and boisterous laughter iv. Changing of seats during class hours v. Running inside the classroom, in the corridor, and in other areas of the school campus
a.2.	Inattentive <ul style="list-style-type: none"> i. Not listening/paying attention to teachers ii. Sleeping during classes
a.3.	Littering <ul style="list-style-type: none"> i. Leaving trash on the floor or in any place in your school ii. Throwing trash in any place in school iii. Leaving leftover foods on the floor, table or chair after eating iv. Spilling water or drinks and leaving it on the floor, table or chairs
a.4.	Loitering <ul style="list-style-type: none"> i. Faking sickness, illness, or physical discomfort just to while time away in the clinic
a.5.	Untidy <ul style="list-style-type: none"> i. Unauthorized hair setting 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, sporting hairstyles like spike hair with gel, heavily and multi-colored hair dye, skinhead, undercut, long sideburns, hair covering the eyes ii. Wearing of nail colors, nail arts, make-up, lip tint, lipstick iii. Unshaven beards and mustaches iv. Tattooing (temporary or permanent)
a.6.	Improper Uniform <ul style="list-style-type: none"> i. Not wearing the prescribed uniform (regular school uniform, P.E Uniform, Official School Jacket) and school I.D. for the day or event. ii. Learners are required to wear their uniform and I.D. at all times. The office will issue a temporary I.D. worth P20.00 to learners who left their I.D. at home and for those who are waiting for the

	<p>I.D. replacement. The said temporary I.D. will be surrendered to the office of the Registrar in the afternoon before they go home.</p> <ul style="list-style-type: none"> iii. I.D. is compulsory in view of face-to-face classes and recommendatory for Online Distance Learning. It can be secured from school upon payment of a certain amount. A learner who then loses his/her I.D. shall file for a replacement and pay Php 500. iv. Alteration of the proper design and style v. Inappropriate wearing of and/or tampering with school I.D. (inserting or sticking of unauthorized items in the school I.D. such as stickers, photos, money, tickets) vi. Wearing school uniform without name patch and school logo vii. Entering the school campus on P.E. day in casual wear or other attire that is not prescribed (After the P.E. class, learners can wear plain white shirts or extra P.E. uniform). viii. Not wearing white undershirt ix. Wearing of colored and printed underwear x. Not wearing the prescribed or mandatory face mask or face shield as determined by official pronouncement of proper government agencies such as but not limited to the Department of Health or the Interagency Task Force (IATF).
a.7.	<p>Tardiness</p> <ul style="list-style-type: none"> i. Tardiness at flag ceremonies, programs, classes, Holy Masses, and all activities in school (3 consecutive instances of tardiness are equivalent to one day absence) <p>*If and when the learner is not at the proper forum at the designated time, he or she is considered late.</p>
a.8.	<p>Other Offenses</p> <ul style="list-style-type: none"> i. Not doing assigned works ii. No excuse letter after being absent iii. Not bringing the previously assigned material(s) for class iv. Bringing unauthorized playing items and gadgets v. Non-dissemination/non-delivery of important communication to parents (circular letters, disciplinary slips, reply slips, pertinent document related to parents-teachers conference and fact-finding session conducted by Child Protection Committee)

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

- **First Offense**

The learner's attention is called by way of verbal correction and/or anecdotal recording by the subject teacher or adviser.

- **Second Offense**

The erring learner is called by the adviser for a conference with an anecdotal recording.

- **Third Offense**

The learner and his/her parent(s) are invited by the Prefect of Discipline/Team Leader for a conference. This dialogue is meant to update the parent(s) of the repeated offenses, propose to them a suitable mechanism to reform the child, and inform them of possible consequences should they be repeated.

- **Fourth Offense**

The appropriate corrective-formative intervention is explained to the learner for execution and the parent(s)/guardian(s) is promptly notified. After complying with corrective-formative intervention (CFI), the child undergoes guidance and counseling sessions.

- **Fifth Offense and Beyond**

Sanctions covering grave offense shall apply.

b. GRAVE OFFENSES

The following are Grave or Major Offenses:

- i. Chewing of gum inside the school and sticking it inappropriately to school facilities;
- ii. Throwing of any object like handkerchief, plastics and non-dissoluble materials in the toilet closet;
- iii. Unauthorized handling and usage of school properties;
- iv. Writing on armchairs, wall, comfort rooms;
- v. Soliciting money from classmates or schoolmates;
- vi. Saying bad words and making bad signs;
- vii. Pushing schoolmates or classmates;
- viii. Tearing the books, notebooks, papers of classmates/schoolmates etc.;
- ix. Cutting classes or unauthorized absence during official school time and/or leaving the school campus during official school periods or classes. Truancy is considered grave because unforeseen mishap, accident, disastrous events may occur with the parents/guardians and school uninformed about the whereabouts of the erring learner. The Department of Education has already directed all concerned under DepEd Order No. 86, s. 2010 dated June 18, 2010

‘Prohibiting Learners in Public and Private Elementary and Secondary Schools from going to Computer Shops, Malls, Theaters, and the likes during their Class Hours’;

- x. When the learner attends a class or official events and disappears at any time prior to the proper conclusion of the said event he / she is considered liable for cutting classes.
- xi. Absenteeism – alarming repetitive instances of being absent despite helpful initiatives coming from school authorities.
- xii. Stealing money or other valuable items like mobile phones, electronic gadgets, wrist watches, jewelries, wallets etc. from classmates, schoolmates, school employees, or from the school regardless of the value runs counter to the Gospel values of honesty and respect. This includes stealing examination papers, malversation of funds intended for school use, keeping or not returning lost and found items;
- xiii. Disrespectful, disobedient, malicious actuations (verbal, written or through the social networking sites e.g. facebook, twitter, and the like) to any member of the administration, faculty, and workforce of the school, parents/guardians or guests of the school;
- xiv. Maliciously damaging school properties like computers, projectors, headsets, lockers, cctv cameras, faucets, door knobs, jalousies and other school equipment, committing vandalism, throwing stones, pebbles, paper, wrappers, chalk, and obstructing or destroying water system, etc.;
- xv. Tampering or tinkering with school properties, including unlocking of doors with the use of coins and devices other than the official keys
- xvi. Indecent/immodest sexual behavior and conduct which includes but is not limited to:

xvi.1	Viewing, uploading, downloading, sharing or distributing inside and outside the school campus malicious and scandalous <u>pornographic</u> materials in magazines, books, tabloids, tablets, mobile phones, laptops, computers, and other electronic gadgets.
xvi.2	Voyeurism or willfully peeping at the private parts of the members of the school community either in the comfort rooms, classrooms, or other areas within the school campus.
xvi.3	Exhibitionism or the indiscreet display of intimate body parts for purposes of making fun or flaunting private parts.
xvi.4	Morally inappropriate and scandalous demonstration of affection e.g. necking and petting, etc.

xvi.5	Unsolicited and unwarranted touching of private parts of any member of the school community.
xvi.6	Wearing provocative clothes/dresses.
xvi.7	Possession of items that are associated with or suggestive of sexual permissiveness.

- xvii. Possession and / or smoking of cigarettes (either actual or electronic or vape) inside and outside the campus;
- xviii. Committing any action which destroys the good name of the school or the school personnel whether it is done inside or outside the school campus;
- xix. Gambling inside the school campus like betting in jueteng or other number games, including e-gambling inside the school campus, betting on the outcome of games during school-organized intramurals or games under the annual RCBNES Sports Festival;
- xx. Cheating shall constitute, but not limited to, the following acts:

xx.1.	Cheating in examinations, competitions and activities;
xx.2.	Changing test questionnaires and answers;
xx.3.	Communicating answers during a test through signs and notes, electronically or otherwise;
xx.4.	Exchanging answer sheets while taking a test;
xx.5.	Copying the answers from another learner's test papers;
xx.6.	Allowing another learner to copy from one's test papers;
xx.7.	Possession of notes ("codigo") or crib books or materials expressly prohibited during examination or test;
xx.8.	Talking, standing or transferring seats while inside the testing room without the consent of the examination proctor; and
xx.9.	Plagiarism in projects, reports or term/reflection paper

- xxi. Improper / inappropriate behavior during masses, angelus, rosary, spiritual activities, and other learners' assemblies / activities;
- xxii. Acting as an accomplice in an offense;
- xxiii. Shaving of eyebrows, ear/nose piercing;
- xxiv. Lending or borrowing ID/school uniform;
- xxv. Name calling/teasing or giving embarrassing names to schoolmates and school personnel;
- xxvi. Possession and/or selling pornographic materials and making pornographic sketches or writings;
- xxvii. Possession and/or use of firecrackers and pyrotechnics;
- xxviii. Lying during fact-finding investigation or interrogation forum;
- xxix. Entering and staying in the comfort room of the opposite sex;
- xxx. Improper public display of affection (PDA) (intimate gestures and other verified reports of having existing private relationship: holding hands,

hugging, kissing, and dating/not attending the class despite presence in the school, inseparable company in any place in the school); and
xxxi. Inflicting aggressive or violent action against any individual.

Note:

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).

- **First Offense**

Three (3) days suspension with a grade in Conduct of 70% or its equivalent. The School Officials may exercise their enlightened discernment and prudent prerogative to substitute the suspension of three (3) days into appropriate corrective-formative intervention. Counseling sessions will be conducted.

- **Second Offense**

Five (5) to ten (10) days of suspension with a grade in Conduct of 70% or its equivalent.

- **Third Offense**

The erring learner shall be imposed with sanctions attached to very grave offense.

c. VERY GRAVE OFFENSES

These 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 all concerned individuals, both the erring learner(s) and the aggrieved(s), the complainant(s) and the respondent(s).

- i. Gross misconduct
- ii. Very serious dishonesty
- iii. Hazing
- iv. Carrying deadly weapons
- v. Immorality
- vi. Drug pushing and drug dependency
- vii. Drunkenness
- viii. Hooliganism

- ix. Assaulting a learner or school personnel
- x. Preventing or threatening any learner or school personnel from entering the school premises, attending classes, or discharging their duties.
- xi. Instigating illegal strikes or activities resulting in the suspension or stoppage of classes
- xii. Bringing of bladed items, sharp and pointed articles and injurious instruments related to violence;
- xiii. Involvement in the production, possession, selling, distribution, or use of illegal drugs whether within or outside the walls of the school for as long as the learner is considered officially enrolled;
- xiv. Drinking of alcoholic beverages during school related activities both inside the campus and outside school premises e.g. during recollections, retreats, field trips, and promenade;
- xv. Positive involvement in a major heinous crime that is contrary to upright behavior and violative of moral decency like rape (gang rape, statutory rape), sexual molestation/assault, incest, torture, hazing, robbery, extortion, arson, and other organized crime(s);
- xvi. Involvement in posting derogatory, imprudent and malicious remarks, messages or images on social media such as but not limited to Facebook, Instagram, Twitter etc.;
- xvii. Hacking or using a personal / group account without the consent of the owner or the home page account manager like Facebook, Instagram, Twitter, email etc.;
- xviii. Involvement in fraternity or sorority in any aspects of its recruitment, hazing, membership and leadership;
- xix. Being notoriously undesirable by involving in fights, rumbles, physical assaults, and other violent abuses;
- xx. Forming “gangs” in school campus;
- xxi. Assault or serious threat against school personnel or fellow learner;
- xxii. Using forged school records, forms and documents;
- xxiii. Forging or tampering with school records or school forms;
- xxiv. Falsification of school documents such as report cards and transfer credentials; and
- xxv. Forgery of the signature of a person in authority or of parents in official communications

*Students who have committed grave or 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 a certificate especially worded so as not to cause unnecessary inconvenience or undue bias to the erring student if in case the latter shall transfer to another school.

2. Corresponding Disciplinary Interventions, observance, and levels of processing/handling)

The following are the categories of disciplinary administrative sanctions both for Grave and Very Serious offenses or violations made by erring learner(s) (CF. Categories of Administrative Penalties Section 136 of RMRPSBE).

a. SUSPENSION

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

b. PREVENTIVE SUSPENSION

The proper school authority may preventively suspend a learner under investigation of a case involving the penalty of 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 life of persons or properties/facilities in the school.

c. 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 shall have 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 for a period of one year all the pertinent papers, reports, 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.

d. EXPULSION

This is an extreme penalty that may be given to a learner. The penalty consists of exclusion 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 from the termination of the investigation of the case.

3. The Discipline Committee: Composition & Tasks

For minor offenses, all teaching personnel and other school officials have the authority to impose appropriate and reasonable disciplinary measures in the interest of good order and discipline for offenses committed in his/her presence (RMRPS, Sec. 134). This authority springs from faculty members' right as substitute parents (in loco parentis) in relation to enrolled learners. The right to exercise authority as substitute parent within the school premises and during school organized programs and activities should be used only to protect and promote the physical, mental, and moral well-being of the learners.

For grave/serious offenses, the school employee who witnessed the offense or violation shall submit a report to the proper school official who may cause the school to render appropriate disciplinary administrative action against the erring learner. (cf. Section 143 of RMRPSBE)

For offenses that are very grave/very serious, the School Director may form a Discipline Committee composed of three (3) school officials to properly investigate and deliberate the corresponding disciplinary issue/case against erring learner(s). The appropriate disciplinary action shall be given only for JUST CAUSES and after DUE PROCESS. The erring learner has the right to be heard. The punishment/sanction shall be commensurate with the nature and gravity of the offense (cf. Section 135 of RMRPSBE).

Upon the discretion of the School Director and if the circumstances so warrant, the formation and members of the Discipline & Investigation Committee may be delegated to the School Principal which the latter may or may not head. As recommended by DepEd Order No. 40 Part V, Section 16, the conduct of investigation and reporting of cases of child abuse, exploitation, violence or discrimination, shall be done expeditiously as possible. All private schools are expected to submit the Report of cases of abuse, violence, exploitation, discrimination, bullying or peer abuse, and other related offenses to the Division Office after each school year.

4. The Child Protection Committee (CPC).

As prescribed by law (DepEd Order No. 40 Part II, Section 10), all member schools under the umbrella of the RCBNES shall establish a Child Protection Committee. The CPC shall be composed of the following:

- a. School Head/Administrator as Chairperson;
- b. Prefect of Students/Team Leader as Vice Chairperson;
- c. Teacher Representative Designated by the Faculty Club;
- d. Parent Representative Designated by the Parent Coordinating Board;
- e. Learner Representative Designated by the Learner Coordinating Board; and
- f. Community Representative Designated by the Punong Barangay and he/she is preferably a member of the Barangay Council for the Protection of Children (BCPC).

The functions of the CPC are stipulated in Article B, Section 10, Part II of the aforementioned Order.

RCBNES Guidelines in Handling Grave and Very Grave Disciplinary Cases Involving Learner:

1. A precise written report by a teacher or an employee should be presented to the Principal or Director.
2. Three (3) individuals of competence shall be appointed to constitute a Fact-Finding Committee.
3. The appointed individuals will convene, compose and issue an invitation letter to the concerned child and his / her parent and will formulate the questions to be asked during the fact-finding forum.
4. The formed committee will conduct a fact-finding session with the concerned learner accompanied by his / her parents and witnesses who can shed light on the case.
5. The minutes covering the questions asked by the committee members pertaining to the case and the responses thereto shall be signed by the concerned learner or witnesses and their respective parent.
6. The committee members will deliberate on the collated facts and come up with the definitive finding and recommend an appropriate disciplinary action.
7. The finding and recommendation are presented to the Principal for his/her review and comment, then to the S-D for approval.
8. The finding and corrective disciplinary action are expeditiously communicated in writing to the parent(s) through Personal hand-on or delivery by a school employee, Registered Mail or Courier like LBC, 2Go, Air 21, and the disciplinary mechanism will be promptly served on the part of erring learners.

On filing a complaint or appeal

A parent or learner may file a complaint or appeal immediately after the decision has been made on the case within the current school year only. Issues that happened 2 or more years ago cannot be invoked as a reinforcing factor.



A BULLY LEADS A SAD LIFE.

BULLIES WANT TO DOMINATE AND HURT OTHER PEOPLE BECAUSE DEEP INSIDE, THEY ARE INSECURE, ANGRY, OR SAD OVER THINGS BEYOND THEIR CONTROL.

THEY EASILY GET ANGRY AND LOSE FRIENDS IN THE LONG RUN. SOME BULLIES ARE ALSO BULLIED AT HOME OR IN THEIR NEIGHBOURHOOD. BULLIES ARE VERY HURT PEOPLE, SO THEY END UP HURTING OTHER PEOPLE TOO.

TAKE A STAND AGAINST BULLYING!

IT IS WRONG AND UNACCEPTABLE:

- ✗ To be frequently pranked, punched, kicked, slapped, shoved around
- ✗ To be threatened, made to feel fearful or emotionally down
- ✗ To be teased, name-called, made fun of in mean, hurtful ways
- ✗ To be embarrassed and left out by spreading rumours and lies
- ✗ To be outcast, left out of the group on purpose
- ✗ To have someone steal your personal belongings
- ✗ To be harassed via texts, emails, chats, posts online
- ✗ To have something so bad and hurtful happen again and again and you cannot defend or stop it right away—

IT'S **BULLYING.**

CHOOSE TO BECOME A

**PEACE
ADVOCATE**



YOU DESERVE TO BE TREATED WELL.

IF **YOU** ARE BULLIED:

- ✓ Record in detail the times you were bullied.
- ✓ Tell a friend, an adult or report to your school's Child Protection Committee. Use the HELP CARD attached to this brochure.
- ✓ Keep a safe distance. Avoid places where bullies hang out.
- ✓ Walk or run away from bullying. Act and look confident too.
- ✓ Say "No.", "Stop!", "Leave me alone.", or "I do not like to be treated this way."
- ✓ Keep good company. Walk with your trusted friends or group.
- ✓ Be an active Peace Advocate. Help others who are bullied too.

IF YOU SEE SOMEONE BEING BULLIED

BE THE **FIRST** TO **ACT!**



- ✓ Do not laugh nor just stand there when someone is being bullied. Ask the bully to stop or call an adult to do so.
- ✓ Record the incident. Jot down the names of the persons involved and witnesses.
- ✓ Bring the bullied kid to safety and give medical attention when needed. If you can, bring the bully to the School/Child Protection Office.

PEACE ADVOCATES, MEET YOUR SCHOOL'S

**CHILD PROTECTION
COMMITTEE!**



THIS IS YOUR NUMBER ONE ALLY--- THE SCHOOL'S **PRO-PEACE, ANTI-BULLYING COMMITTEE**. YOUR SCHOOL'S CPC IMPLEMENTS POLICIES, PROMOTES AWARENESS, HANDLES AND MONITORS CASES, INFORMS PARENTS OF THE BULLIED AND THE BULLY, EXECUTES DUE PROCESSES OR DISCIPLINARY MEASURES, AND MAKES REFERRALS. SO **KNOW WHO THEY ARE AND WHERE YOU CAN FIND THEM.**

TALK TO US. WE ARE HERE TO LISTEN.



**RCBN-ES CHILD
PROTECTION HOTLINE**

(02) 8281-5250

DIOCESE OF NOVALICHES

Talitha Koum Center
Pastoral Care for Women and Children

(02) 7255-4235



REPUBLIC ACT NO. 10627

ANTI-BULLYING ACT OF 2013

The **ANTI-BULLYING ACT OF 2013** or Republic Act No. 10627 mandates all schools to adopt, enhance, and implement child-protecting policies and procedures to address bullying in respective institutions. In accordance with this, the Roman Catholic Bishop of Novaliches Educational System promotes this resource towards welcoming, peaceful, and fun-loving schools.



BEAT THE BULLY BLUES!



BE A PEACE ADVOCATE!

**OUR SCHOOL IS OUR
SECOND HOME.**



**TOGETHER, LET US ALL BE STRONG IN
FRIENDSHIP, JUSTICE, AND HARMONY!**

ARE YOU BEING BULLIED?

USE THIS HELP CARD.

**SIMPLY APPROACH A MEMBER OF YOUR
SCHOOL'S CHILD PROTECTION COMMITTEE OR
ANY TRUSTED ADULT AND GIVE THIS HELP CARD.**

EVERYBODY CAN USE SOME HELP.

Simply give this Help Card to your teacher if you want to have a private talk about what's bothering you.

NAME: _____

CONTACT NUMBER: _____

PREFERRED TIME AND PLACE OF CONVERSATION: _____

YOU CAN ALSO CALL: (02) 7255-4235

What to do if you are verbally, physically, emotionally, psychologically, or sexually abused:

1. Immediately inform your Adviser, Prefect of Discipline, or Principal if the offender / aggressor is a fellow learner or any adult.
2. a. Immediately inform the Principal If the offender / aggressor is a teacher or a member of the Academic Non-teaching personnel.
b. Immediately inform the Finance Officer If the offender / aggressor is a member of the non-teaching personnel.

5. Republic Act No. 9995 or the Anti-Photo and Video Voyeurism Act of 2009

Important Things to remember:

1. Photo or Video Voyeurism means:
 - a. the act of taking a photo or video of a person/s performing a sexual act or any similar activity without the latter's consent, under circumstances where such person/s has/have a reasonable expectation of privacy;
 - b. capturing an image of the private area of a person/s without the latter's consent, under circumstances where such person/s has/have a reasonable expectation of privacy; or
 - c. the act of selling, copying, reproducing, broadcasting, sharing, showing or exhibiting the photo or video of such sexual act or similar activity through the internet, cellphones and similar means or devices without the written consent of the person/s involved, even though consent to record or take the photo or video of the same was initially given.
2. A person is guilty of Photo or Video Voyeurism when there is:
 - a. taking a photo or video of a person/s performing a sexual act or any similar activity or capturing an image of the private area of a person/s such as the naked or undergarment clad genitals, pubic area, buttocks or female breast without the consent of the person/s involved and under circumstances in which the person/s has/have a reasonable expectation of privacy.
 - b. copying or reproducing such a photo or video of a sexual act or any similar activity for a fee or for free, even though consent to record was given initially.
 - c. selling or distributing such a photo or video of a sexual act, whether it be the original or a copy, even though consent to record was given initially.
 - d. publishing or broadcasting, whether in print or broadcast media of such sexual acts, even though consent to record was given initially.
 - e. showing or exhibiting the photo or video of such sexual acts through DVD, internet, cellphones and other similar means or device, even though consent to record was given initially.
3. If a person is found guilty of Photo or Video Voyeurism, he may be subjected to a jail term of one year to seven years or a fine of Php 500,000.

6. Anti-Cyber-Bullying Act of 2015

7. Dangerous Drug Act of 1972

8. Duties & Responsibilities of Learners:

The Enclosure to DepEd Order No. 40 s. 2012 has provided a list of duties and responsibilities of all learners enrolled in the Basic Education levels (cf. Part II Section 9). They are provided herein for the information and guidance of the entire school community.

- a. Learners should comply with the school's regulation, as long as they are in harmony with their best interests, and they shall refrain from:
 - i. Engaging in discrimination, or leading a group of learners to discriminate another, with reference to one's physical appearance, weaknesses and status of any sort, doing any act that is inappropriate or sexually provocative;
 - ii. Participating in behavior of other learners that is illegal, unsafe or abusive;
 - iii. Marking or damaging school property, including books, in any way;
 - iv. Engaging in fights or any aggressive behavior;
 - v. Introducing into the school premises or otherwise possessing prohibited articles, such as deadly weapons, drugs, alcohol, toxic and noxious substances, cigarettes and pornographic material; and
 - vi. Performing other similar acts that cause damage or injury to another.
- b. All the enrolled learners must conduct themselves in accordance with their levels of development, maturity, and demonstrated capabilities, with a proper regard for the rights and welfare of other persons;
- c. The learners must respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity;
- d. Learners must observe the Code of Conduct for all enrolled learners.

9. The Rights of Children

The RCBNES Learner Handbook or Manual is not only intended to be a reference for the proper handling of cases involving discipline and other school related concerns, it is also meant to constructively educate the members of the entire school community with regard to the many facets of school life-realities, activities, programs, systems, policies and procedures, etc. The following information has been taken from the United Nations Convention on the Rights of the Child and is meant as a guide that may be used for learning, discussion, or the settling of disputes during homeroom periods, faculty meetings and in-service training, forum for parents and guardians, etc.

a. Definition of the Child

Any person who is below the age of eighteen (18) is defined by the Convention as a child.

b. Best Interests of the Child as the Norm

The best interests of the child should be the primary concern in making any decision that may affect a child. All adults including those in the school community should think how their policies, budgets, decisions, and procedures will affect children.

c. Respect, Protection, and Fulfillment of the Rights of Children

As an academic community the school has a moral obligation to inform all the enrolled children not only as regards their rights but their duties as well towards God, society, and themselves. The school is tasked to facilitate and ensure that all available measures are in-place so that the rights of children are respected, protected, and fulfilled. The school administrative officials reserve the right to involve and seek the aid/assistance of proper government agencies (e.g. Department of Social Welfare and Development) towards the fulfillment of this end.

d. Parental Guidance

The family (or in some instance, the legal guardian of the enrolled child) have all the rights and responsibilities to direct and guide their children. Some of these rights and responsibilities have to be learned or informed to the members of the family for the best interest of the enrolled child. The school officials, in their capacity as substitute parents within the premises of the educational institution, or even outside the school compound during organized school-related programs and activities, reserves the right to assume this parental authority for the best interest of the enrolled child. In some instances, as the case or circumstance may warrant, the proper school official(s) reserves the right to inform, instruct, remind, admonish, reprimand, correct/rectify not only an erring or misguided child but also the members of the family who may have contributed to the misbehavior, bad attitude, or wrong set of values. The best interest of the enrolled child should be the guiding norm during these instances, taking of course in consideration the age and the evolving/growing capacity of the concerned child who may or may not really fully understand yet the consequences of some of their childish actions.

e. The Right to be Treated Fairly

All children have the right to be treated fairly and are not to be subjected to any form of discrimination and abuse on the basis of race, religion, gender, ability and capability, family or socio-economic background, culture, location of residence, etc.

f. The Right to Live and to Survive

All the schools under the RCBNES support the children's right to live and have a healthy life. The school officials have the right to act appropriately and in accordance with reason and the dictates of the common good in cases or circumstances when there is a threat to the life or health of enrolled children.

In cases when the parents and the other members of the family are negligent or are collectively manifesting indifference or not giving the needed care and attention, the school officials acting on the best interest of the enrolled children, reserves the right to inform or seek the assistance of the proper government agencies or other experts who are more knowledgeable in handling the case in point.

g. The Right to Live with their Parent(s)

In special understandable cases, the school may grant permission for enrolled children who wish to visit or spend time with parent(s) who is either working or residing in a province outside NCR or in another country provided the total number of absences of in a year does not exceed the twenty percent (20 %) prescribed school days in an academic year. Nevertheless, the learner must be aided by the parents so that s/he may be able to fulfill all the academic requirements and workload that is required in order to proceed to the next quarter period or the next school level. The school recognizes the child's right to live with his/her parents, unless of course staying with both or either of them may prove harmful to the child as in cases of parents who do not live together. The school does not wish to be entangled with legal issues involving proper custody of children, hence the school officials reserve the right to demand a legal document during the period of registration or within the school year, clearly stating the parent who has with legal custody over the child in cases of separation or annulment proceedings.

h. The Right to be Heard

All the adults in the entire school community who have been authorized to make decisions that affect children, should be mindful of the right of children to say what they think should happen, and have their opinions taken into account. This right however should not be understood as giving children authority over adults, but rather to educate that the adults have the obligation to listen and take into consideration the views of children in matters directly or indirectly affecting them. The school officials of course should be cognizant of the age and grade level of the children affected by the issue or matter at hand.

It would be in the best interest of the entire school community that the Learner Coordinating Board with its officers and members truly is a representation of the different ages, levels, sections, and groups in the entire school setting. School Officials should see to it that learner elections should not be done half-heartedly or worse clumsily that may result in mockery or laughing stock based on popularity or ability of the learner candidates to entertain and answer the superficial needs of the learners.

i. **The Right to Information**

Article 13 (Freedom of Expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 17 (Access to Information; Mass Media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and not to promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children’s books.

10. Various Guidelines, Policies and Regulations to Ensure Safety, Discipline & Order:

a. **Posting school related activities in Social Media**

The school reserves the right to officially post or share pictures and information of school-related programs, schedules, activities and announcements in the official homepage or facebook account of the school. It is understood that this right should not be considered as a violation of the right to privacy act of the learners and other school stakeholders.

b. **Policies and Guidelines during COVID Times and Beyond**

GENERAL POLICY

1. The class will begin and end with a prayer.
2. All transactions should be done during official time only.
3. Sending personal messages to teachers or to students (vice-versa) is prohibited.
4. The use of the discussion board is highly encouraged for concerns and clarifications.
5. Data privacy act strictly applies on any unauthorized capturing, recording, sending and sharing of any messages, photos, videos and the like.
(Refer to Republic Act 10173 – Data Privacy Act of 2012 and school manual)
6. Disciplinary measures still apply in reference to the school’s handbook.
7. Official announcement will be posted on the RCBNES E-learning platforms or the official FB Page.
8. Sharing of the modules, either in entirety or in part is prohibited in view of the laws on data privacy and intellectual property rights.

II. REQUIREMENTS FOR ONLINE DISTANCE LEARNING

1. Stable internet connection
2. Desktop, Laptop or Smart phones, headsets/earphones/microphone/speaker, camera, etc.
3. E-Learning Platform
4. Installation of Conference Applications (e.g. Zoom, Google Meet, Messenger Room, etc.)
5. Conducive learning space (online / offline) that is free from noise and with good ventilation, a quiet and well-lighted area where one can concentrate and be easily visible and recognizable.
6. Learning materials must be available in the learning space:
 - Altar/ Spiritual Symbols
 - Notebooks
 - Pen
 - Prescribed Textbooks
 - Modules

III. VIRTUAL SYNCHRONOUS LEARNING

A. BEFORE

1. Wear a complete school uniform.
2. Exude proper grooming.
3. Mute your computer / device audio upon entering the online class and unmute it if you will be talking.
4. Set your full name during online class.
5. Use the official e-mail address provided by the school.
6. In case of absence notify the adviser.
7. Virtual presence is required during online class as a concrete proof of attendance.
8. Follow class schedules religiously.
9. Enter the online class by schedule.
10. A Learning Partner's assistance is needed in the preschool and primary level, but is optional in higher grade levels.

B. DURING

1. Start with a prayer.
2. Observe proper learning etiquettes.
3. Stay focused.
4. Wear headset / earphones to minimize background noise.
5. Have the paper, pen, notebooks beside you to write important notes and textbooks for your reference.
6. Stay muted throughout the duration of the online class.
7. Maintain a formal classroom atmosphere at all times. Any form of distractions such as eating, playing, and the like should be avoided. Stay seated while the online class is ongoing.

8. Pay attention to whoever is speaking. Look into the camera.
9. Ask questions live by raising the hand and wait for the teacher's acknowledgment before answering.
10. Turn on the microphone only when responding to or asking questions.
11. Use the chat box for other queries. Stay on the topic when chatting
12. Always be respectful. Use appropriate language during class interaction.
13. Use a calm and normal voice to speak.
14. Video recording, screen recording or capturing photos during online class is strictly prohibited.
15. Respect the virtual classroom guidelines.

C. AFTER

1. Finish all tasks according to schedule and submit pertinent requirements on time.
2. Review notes for learning activities.
3. Check communications platform regularly (email, Messenger Chat, Facebook and RCBNES LMS)
4. End the class with a prayer.

IV. ONLINE EXAMINATION POLICY

A. BEFORE

1. Follow the scheduled examination dates and time.
2. Secure examination permit before taking the periodical examinations.
3. Clear the online learning space from any unnecessary materials.
4. Log-in for attendance five minutes before the scheduled examination.
5. Open the camera before taking the test.

B. DURING

1. Take the examination according to the time limit.
2. Keep the camera open while taking the test.
3. Stay focused on the examination, maintain proper eye level and refrain from looking around.
4. Honesty and truthfulness is expected at all times.
5. Browsing of answers in any form is strictly prohibited.
6. Backtracking of exams is not allowed.
7. For clarifications regarding the test, use the chat box.

C. AFTER

1. Log-out after taking the test.
2. Any information shared or leaked about the examination is a serious offense.
3. School policy applies for special examinations.

V. ONLINE ETIQUETTE FOR LEARNERS

1. Show up with presentable grooming, attire & background.
2. Do your own technical check before you start.
3. Stay focused on the screen.
4. Avoid unnecessary movements.
5. Keep immediate surroundings quiet.
6. Join early at 5 -7 minutes before the meeting start time.
7. Mute your microphone to shut off any background noise. Make sure you mute your microphone when you are not speaking.
8. Be mindful of background noise, when your microphone is not muted. Avoid activities that could create additional noise, such as shuffling papers.
9. Position your camera properly. If you choose to use a web camera, be sure it is in a stable position and focused at eye level, if possible. Doing so helps create a more direct sense of engagement with other participants.
10. Limit distractions. You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and muting your smartphone.
11. Avoid multitasking, you'll be able to follow and retain the discussion better if you refrain from replying to emails or text messages during the online class and wait to work on PowerPoint presentation until after the meeting ends.
12. Put your hand up if you want to speak.
13. Prepare learning materials in advance.
14. Don't talk over each other. Use the chat function to ask questions
15. Don't look sloppy: dress for your audience.
16. Not all video conference calls are created equal and your outfits should match the expectations of your teacher and all others in attendance.
17. Share your screen – if you're talking about a document or a design, share your screen and you can really collaborate closely and talk through what you're reading or looking at.
18. Do not eat during the virtual class.
19. Do not do other private things while in an online class.
20. The host should be the last one to leave

c. **What Must We Do Before, During and After an Earthquake BEFORE**

- i. Identify the safe spots in the classroom (tables, desks, doors, etc.)
- ii. Identify danger zones (e.g. windows and glass, book shelves, machinery, cabinets and furniture that may topple or slide inside the classroom as well as all hanging and heavy objects)
- iii. Introduce to the learners the assigned open area where they will evacuate after an earthquake
- iv. Assign somebody who will be in charge of making sure the door is open during the shaking

DURING

- i. Stay calm! If you're indoors, stay inside. If you're outside, stay outside.
- ii. If you're indoors, stand against a wall near the center of the building, stand in a doorway, or crawl under heavy furniture (a desk or table). Stay away from windows and outside doors.
- iii. If you're outdoors, stay in the open away from power lines or anything that might fall. Stay away from buildings (stuff might fall off the building or the building could fall on you).
- iv. Don't use matches, candles, or any flame. Broken gas lines and fire don't mix.
- v. If you're in a car, stop the car and stay inside the car until the earthquake stops.
- vi. Don't use elevators (they'll probably get stuck anyway).



AFTER

- i. Calmly check yourself and others for injuries. Provide first aid for anyone who needs it.
- ii. Be alert and attentively listen to the teacher's instruction.
- iii. Go out of the classroom in an orderly manner.
- iv. While walking along the corridors to the nearest exit of the building, be alert and look out for falling debris
- v. Quietly but quickly proceed to the designated evacuation area for the class and wait for further instruction from the teacher
- vi. NEVER go back to the building once you are outside. Buildings should be inspected by engineers for possible damage after an earthquake. Learners should stay in the open area and wait for their parents/guardians.

- www.phivolcs.dost.gov.ph

d. What to Do in Case of Fire

IF YOU HEAR A FIRE ALARM

- Immediately evacuate the building via the shortest and safest route.
- If you notice smoke, use the alternative escape route.
- As you leave the building – knock on doors and yell "fire."
- Do not hesitate or stray from your path as you leave.
- Do not stop or go back for belongings.
- Test doors with the back of your hand before opening them. If the door is warm or if you notice smoke, use an alternative escape route. Check paths for safety before proceeding and close doors behind you.
- Crawl low if you have to go through smoke.

- Go to a safe area or to a pre-assigned exterior area of your building if you suspect that someone is missing or trapped, contact the emergency personnel outside the building.
- If you are trapped during a fire emergency, close all doors between you and the fire. Stuff cracks around the doors to keep out smoke. Wait at a safe window and signal/call for help.
- Stop, drop and roll if your clothing catches fire.

IF YOU DISCOVER A FIRE

- Leave the fire area and close the door to the area.
- Sound the fire alarm.
- Immediately evacuate the building via the shortest and safest route.
- Proper use of fire extinguishers within extinguisher limits and by trained individuals is optional but should not be attempted until building alarm is actuated and people are evacuated.
- If you notice smoke, use the alternate escape route.
- Test doors with the back of your hand before opening them. If the door is warm or if you notice smoke, use an alternative escape route. Check paths for safety before proceeding and close doors behind you.
- Crawl low if you have to go through smoke.
- Go to a safe area or to a pre-assigned exterior area for your building.
- Await emergency response personnel at a safe location and direct them to the scene.
- If you suspect that someone is missing or trapped, contact the emergency personnel outside the building.
- If you are trapped during a fire emergency, close all doors between you and the fire and stuff cracks around the doors to keep out smoke. Wait at a safe window and signal/call for help.
- Stop, drop and roll if your clothing catches fire.

ONCE YOU HAVE EVACUATED

- If you suspect that someone is missing or trapped, contact firefighters on scene or at the fire engine, police officers or ambulance personnel.
- Await emergency response personnel at a safe location and direct them to the scene. Report the fire to the hall office or the nearest available resident adviser. Do not re-enter the building until instructed to do so by the fire department.
- Follow directions of fire and police personnel.
- Report to the person who is taking the role.
- Never re-enter the building to save your personal belongings.
- Stay calm.

- www.bfp.gov.ph

e. Birthday Celebrations and the like

To educate the whole academic community with regard to the proper management of financial resources which includes but is not limited to avoiding unnecessary and avoidable expenses, “blow-outs”, class parties, treats and “pakain” are not allowed in the classrooms during birthday celebrations, significant anniversaries, or during occasions when awards or trophies are received. This policy will also safeguard each and all members of the school community from possible instances of food poisoning that may happen when the food is subjected to prolonged exposure to the sun and other elements and mishandling while it is in transit to the school. CIRCULAR 2012-13-05

f. Bringing of valuable items, big amount of money, expensive jewelries, and other personal properties and belongings

Appeal is made to all parents and guardians to dissuade their son, daughter, sibling, niece, nephew, grandson, granddaughter, legally adopted dependent, and etc. from bringing valuable items and personal properties in the school. The school shall try its best to protect the property and accessory of learners but will not be liable for losses due to the carelessness of learners. The bringing of valuable personal belongings and items may become an occasion or possible temptation for stealing/theft and can cause distractions to learners’ focus and concentration in studies.

Imbued by the Christian Catholic call for simplicity and austerity, every member of the school community is encouraged to live a modest lifestyle as exemplified by our Lord and Savior Jesus Christ. The school is not the appropriate exhibition place for expensive jewelry or other costly gadgets especially when these things are brought to school with no direct or indirect educational purpose(s).

g. Delivery of Food/Baon during School hours

The school does not accept deliveries of food during school hours, whether they come from the home, a supplier/restaurant, or a fast food establishment. Parents, legal guardians, and other persons who take care of the snacks and meals of the learners are highly encouraged to make use of the school canteen or prepare these food items in advance so that the learners bring these food items with them and are not deprived of the proper nourishment needed by the body during school hours.

h. Forgotten Things

The school is an institution not only for learning but also for training and preparing learners to meet the challenges and demands of life not only for the present but also for the future. Things like educational materials and other tools that are needed for school should have been prepared in advance at home so that everything that is needed for the learning sessions have been made ready and available for school purposes. Parents, grandparents, other family members, legal

guardians, yayas are not advised to bring to school anything left by the learner at home.

The school will not authorize phone calls made by learners requesting their parents and other persons to bring to school forgotten things like educational materials left at home. Only medicine(s) and other items necessary for the immediate recovery of physical health and well-being of the learners will be tolerated.

The security personnel of the school are not authorized to receive, distribute, or facilitate the delivery of forgotten things brought to school. They are not allowed to leave their security posts just to deliver these forgotten things to the concerned learner.

i. Prescribed appearance and uniform

To promote and sustain the values of propriety, modesty, and simplicity, the learners are to wear the official school uniform consisting of the following:

- **Daily School Uniform**
- **Prescribed P.E Uniform**

Learners are required to have two (2) P.E shirts. In the case of a soiled or wet P.E shirt, the learner is required to change it with another P.E shirt.

Learners are prohibited from having or wearing the following, namely:

- i. Colored or tinted hair
- ii. Fancy hair accessories
- iii. Inappropriate hairstyle like the rooster's crown for boys
- iv. Colored contact lens
- v. Unauthorized use of make-up or concealers
- vi. Long nails
- vii. Tattoos both permanent and stick-ons
- viii. Body piercing (except for the common pair of ear piercing for girls)
- ix. Fancy plastic fashion earrings
- x. Brightly colored underwears that can be seen in white blouse / shirt

j. School Organized Activities / Rehearsals during Holidays and Weekends

Only learners who are requested by the teacher-in-charge or by any school administrative official are allowed to enter the school campus during weekends and days without regular classes. Learners and parents who have no official transaction with the school on a weekend are discouraged from staying within the school premises. The following procedures are to be followed:

- i. The school official or teacher submits in advance (ideally one week prior to the activity) a written request to the Prefect of Students who then submits it to the office of the School Principal for approval. The written request should indicate the reason, the names of the learners involved, the designated area

- they will be using, and from what time and until what time they would have to be in school, the date and day, the name of the requesting school official or teacher.
- ii. The requesting School Official or teacher is responsible for monitoring/supervising the said activity and for looking over the general welfare of the learners while they are in the school campus.
 - iii. It is the duty of the requesting school official or teacher to properly notify the parents/guardians of the learners who are being requested for the activity. The consent of the parents/guardians must be clearly written and duly signed by the parent/guardian over his/her printed name in a Reply Slip.
 - iv. The learners are allowed only within the specified area inside the school campus at the allotted time indicated in the Request Letter and they are to be held responsible in the care of the facilities and equipment of the school that they will use for that particular activity.

k. Out-of-Campus Meeting of Learners

All school officials, faculty, and academic and non-academic staff reiterate that no activity such as but not limited to making of assignments, group projects, practices and rehearsals, reviews, research works, etc. is authorized by the school. Formal communication and official approval by both school and parental authorities are first required if and when such a meeting is deemed necessary. Parents and guardians are, therefore, requested to verify with the proper school authorities with regard to the permissions being requested by your son, daughter, grandson, granddaughter, sibling, niece, nephew, or legally adopted dependent. The school will not be held responsible for any untoward incident that may occur as a result of the personal initiative of the learners who may invoke school-related activities during weekends and outside the regular normal class schedules either outside (such as classmates' homes, malls, restaurants, convenient stores, parks, supermarkets, churches, and other public places) or inside the school campus just to get his/her parents' permission to be able to go out and while time away with friends

11. Definition of Terms of some disruptive cases & violations:

a. BULLYING

DepEd Order No. 40 s. 2012 defines it as an act or a series of acts directed towards another learner, or a series of single acts directed towards several learners in a school setting which results in physical and mental abuse, harassment, intimidation, or humiliation. Part I, Section 3, Article M. of the aforementioned Order lists down several acts under bullying which includes threats, stalking, public humiliation, violence, demanding favors, restraining freedom etc.

b. CYBER-BULLYING

The DepEd defines this as bullying through degrading and obscene electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, and through social networking websites or other platforms or formats. (cf. DepEd Order No. 40, Part I, Section 3, Article M.2.)

c. CHEATING

All forms of cheating are contrary to the Gospel values of truthfulness and honesty. Each case of cheating must be dealt expeditiously, appropriately, and separately following the general principle of just cause and due process. A learner caught cheating at an exam or other summative assessment automatically gets a failing mark in that component. Cheating disqualifies a learner from the honor list for the rest of the school year. A graduating learner caught cheating is disqualified from graduating with honors. Persistent or habitual cheating despite the proper disciplinary warnings and interventions from the proper school officials will subject a learner as a candidate for exclusion. The following forms of cheating are listed for the information and guidance of all concerned:

- i. Looking at somebody's else's test paper or answer sheet during a quiz, test, or examination.
- ii. Whispering or talking to a classmate during a quiz, test, or examination especially if the teacher has requested or instructed total silence during the testing period.
- iii. Unauthorized opening of books, notebooks and notes during a quiz, test or examination.
- iv. Referring to codes or sign languages or other forms of communication from a classmate or schoolmate during a quiz, test, or examination.
- v. Possession of 'codigos' i.e. written reviewers or notes in his/her person while the quiz, test, or examination is on-going.
- vi. Making his/her test paper(s) accessible for the classmates to see and copy during a quiz, test, or examination. Lending written "codigos" to classmates during a quiz, test, or examination.
- vii. Comparing answers during a quiz, test, or examination.
- viii. Taking unauthorized and illicit possession of copy or copies of the quiz, test, or examination which may or may not be reproduced to fellow learners.
- ix. Plagiarism in written reports, term papers, project paper and homework.

d. ABSENCES

A failing grade shall be given to a learner who incurs absences of more than twenty (20%) percent of the prescribed number of class/laboratory periods during one school year. No credit for the course or subject is to be given (cf. Section 133 of RMRPSBE).

e. HABITUAL TARDINESS

This is the case that arises when a learner is repeatedly late in coming to school or attending his/her classes.

f. IMPROPER HAIRCUT

The acceptable haircut for boys shall be at least one (1) inch above the ear and three (3) inches above the collar line (cf. Section 157.2 Title VII Rights & Duties of Learners RMRPSBE 2010). Hair should not touch the ears and the collar of the uniform. In this regard, the school may engage the services of a barber to come to school and do the hair cutting for non-compliant learners for a minimal fee of Php 150.00. Wearing of overt colored, multicolored tinted hairs are strictly not allowed. Haircut notices are distributed towards the end of the month. On the other hand, checking of haircut and implementation of haircut policy is done every 1st Monday of the month.

g. IMPROPER WEARING OF SCHOOL PRESCRIBED UNIFORM(S)

- i. Unbuttoned polo shirts for boys
- ii. Underwear that are brightly colored and are visible in light colored blouses prescribed uniform for girls.

h. MALINGERING OR FAKING SICKNESS

Malingering is the act of intentionally feigning or exaggerating physical or psychological symptoms for personal gain.

i. INVOLVEMENT IN FRATERNITY/SORORITY

Belonging to a fraternity / sorority, creating a new one, increasing its membership by way of recruitment, hazing (being present at it, taking part in it, or submitting self to it), and the like are strictly prohibited. These will merit exclusion or expulsion.

j. UNCARING/IMPROPER USE OF FACILITIES

Facilities and equipment like classrooms, library, laboratory holdings, computers, aircons, chairs, tables / desks, canteen, comfort rooms, and the like are to be used always with care and a sense of responsibility.

k. INTERNET VIEWING, DOWN/UPLOADING, POSTING

Any and all social media are to be properly used to advance positive values, decency, dignity, and honorably uplift persons, and not destroy their name or reputation and not exhibit inappropriate scenes.

l. ILLICIT or UNAUTHORIZED POSSESSION or IMMORAL USE of ELECTRONIC GADGETS

Private or group viewing of indecent videos or pictures on TV, mobile phones, laptops, tablets, etc is strictly forbidden.

m. DISRESPECT/IRREVERENCE TO PERSONS OF AUTHORITY AND SACRED PLACES AND SYMBOLS

Everyone should sincerely show respect to other persons regardless of status in society and ranks in the organization / campus and reverence to God and Holy places and religious images.

n. UTTERANCE OF OBSCENE WORDS & OFFENSIVE LANGUAGE

All should refrain from saying “dirty” words, humiliating phrases and symbols, and derogatory statements.

o. INTIMATE EXPRESSION OF AFFECTION

This constitutes personal activities reserved for duly married couples in the privacy of their room. Kissing, necking and petting, inappropriate touch of the reproductive organs; prolonged and provocative holding of hands or body and other obscene sexual behavioral practices are forbidden in a Catholic academic milieu.

p. ISSUING THREAT(S) THROUGH BODY LANGUAGE, WORDS, WRITTEN NOTES, AND THE INTERNET

Threatening anyone by way of any aggressive means and ways disruptive of a person's safety, peace and harmony is strictly prohibited.

**THE ZERO-TOLERANCE Policy of RCBNES
against Gender-Based Sexual Harassment (GBSH)**

In compliance with the policies and provisions of **Republic Act No. 11313** also known as the “Safe Spaces Act” of the Bawal Bastos Law, all the schools under the supervision of the RCBNES declare the following preliminary statements:

- Each human person is valuable, unique, irreplaceable, and intrinsically imbued with dignity as a child of God.
- The rights of each human person is to be respected at all times.
- Catholic schools recognize the indispensable role of women.
- All men and women are created in the image and likeness of God and are equally loved by God. No gender is above or greater than the other.
- As educational institutions, Catholic schools and all those who are employed therein are duty bound to adequately and appropriately instruct and form all stakeholders so that human acts / actions that violate the policies and provisions of the Safe Spaces Act shall be prevented, deterred and / or properly sanctioned.

Under the policies and provisions of the Republic Act. No. 11313, the following acts shall not be tolerated in both public spaces as well as online:

- Catcalling or doing unwanted sexist slurs toward another person (s)
- Intrusively gazing on another person or in any part of his/her body
- Persistent telling of sexual jokes
- Doing unwanted, uninvited, and unwelcome sexual comments or remarks that cause mental, emotional or psychological distress on another and thus threaten or causes undue fear of the personal safety and security of others

- Uninvited sexual actions against any person regardless of the motive e.g. to reason out that the action was just intended to be a joke is an unacceptable excuse and the offender may be held liable or administratively sanctioned
- Uninvited comments on a person's appearance
- Relentless requests for personal details such as name, contact information, and social media details
- Public masturbation or flashing of private parts a.k.a Exhibitionism
- Any advances done to another whether verbal or physical
- Any remark or human actuation that threatens the sense of personal space and physical safety of another
- Uttering of **homophobic remarks** - these are indicative of fear, hatred, or aversion towards persons who are perceived to be or actually are identified as lesbian, gay, bisexual, queer, pansexual, including individuals with diverse sexual orientation or same-sex attraction
- Uttering of **misogynistic remarks** - these are indicative of feeling of hate against women, or an attitude that considers men as better than women
- Uttering of **transphobic remarks** - these are indicative of fear, hatred, aversion towards individuals who do not conform with their sex identity assigned at birth.

1. Schools under the RCBNES shall educate the stakeholders as regards gender sensitivity and the values that are to be nourished so that everyone is properly informed to respect the personal space and safety of each individual. Schools should also provide a safe gender sensitive environment that not only is respectful of the personal space and safety of each and every person regardless of age, gender, status, or sexual orientation, but also encourages victims to report GBSH at the first instance.
2. Each school under the supervision of RCBNES shall provide clearly-visible warning signs against GBSH in strategic places within the campus. Such sign shall include the Anti-Sexual Harassment hotline or the contact details of the appointed Officer-In-Charge to receive complaints regarding the violations of the Bawal Bastos Law.
3. RCBNES schools and all its employees are under obligation to immediately provide the necessary and appropriate assistance to victims by coordinating with the proper local police authorities, such as but not limited to, the PNP Women's and Children's Desk, and make available whatever data or CCTV footages that are needed for the proper handling and resolution of actions that violate the Safe Spaces Act.
4. Each school, under the supervision of RCBNES, shall create a Committee on Decorum and Investigation (CODI) as mandated by Section 17.c.2 of Republic Act 11313. This must be headed by a woman and not less than half of the members of the CODI should be women. The CODI of each school is tasked to formulate the school's grievance procedures and make these known to the stakeholders. The Child Protection Committee (CPC) may be tasked to perform the function and role of the CODI provided it complies with the conditions mentioned herein.

5. Each RCBNES school must be properly guided by Section 24 of the Safe Spaces Act which states that *“minor students who are found to have committed acts of GBSH shall only be held liable for administrative sanctions by the school as stated in their school handbook”*

All infractions and/or violations of the Bawal Bastos Law and the Safe Space Act shall be treated as either grave or very grave offenses and therefore shall be handled by the school officials in accordance with the RCBNES Student Handbook.

RCBNES Schools adhere to the Rights-Based Education (RBE) framework and approach of the Department of Education as stipulated in the Basic Education Development Plan 2030 (BEDP 3.1.3.). The following are the 3 indispensable, interdependent, and interrelated rights that need to be promoted and protected:

1. Right to Access to Education
2. Right to Quality Education
3. Right to Respect in the Learning Environment

The following rights are inclusion of the child’s right to respect in the learning environment:

- a. Right to Respect for Identity and Non-Discrimination
- b. Right to Bodily and Mental Integrity and Protection Against Physical and Psychological Violence
- c. Right to Participation of Children in Matters Affecting them

In summary, all schools under the RCBNES support the Department of Education in its mission to protect and promote the

“right of every Filipino to quality, equitable, culture-based, and complete basic education. DepEd ensures that learning takes place in a child-friendly, gender-sensitive, safe, and motivating environment.”

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.

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. Parents shall pay a certain amount to cover for the 24/7 accident insurance of their child.
- e. Statement of account shall be issued to parents / guardians. However, with or without this, parents / guardians should promptly pay accounts on due dates.
- f. In view of the issuance of test permits, regardless of learning modality, outstanding balance should be fully paid three (3) days prior to the periodic / quarterly exams.
- g. 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.

4. 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.

c. 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%
Individual winners of iii and iv shall be accorded double percentage of the aforementioned discounts
- 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.

d. 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.

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

5. 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.

6. **No permit, no exam policy** - In view of the service, educational or otherwise, already rendered, the parents of learners are duty bound to pay the amount related thereto. Failing to pay on designated date despite of reminders, the school shall exercise its right in not administering exams. If and when the learner is unable to take the exams on the regular schedule due to non - payment of a tuition fee, the concerned exams shall be administered to the learner 5 – 7 days thereafter at Php 50.00 per subject. This amount shall be charged to the account of the learner.

7. Back Accounts

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

E. 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.

Note: Any faculty member related by affinity or consanguinity to any contestants shall not sit as judge.

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

Attendance Policy on Other Important Activities

The purpose of this attendance policy is to ensure that students have the opportunity to learn and succeed in the attainment of the prescribed competencies and the curriculum of the level by attending all scheduled curricular and co-curricular activities. Regular attendance is essential for learners to stay up to date with the material, participate in class discussions and activities, and receive feedback from their teachers.

To be counted present for the school day, a learner must be in attendance for entire activity. This shall include attendance at official school activities at a place other than school, with the approval of the principal and the school director.

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher within three days of returning after an absence. An absence may be excused for the following reasons:

A. EXCUSED ABSENCES

1. A personal medical condition or accident that prevents the learner from physically attending class or school related activities;
2. Extended illnesses will require a statement from a physician that verifies the need for non-attendance;
3. Death in the immediate family;(mother, father or sibling)
4. Emergency medical or dental appointment or such an appointment which has been approved by the principal;
5. Participation in a court proceeding;
6. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
7. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension
8. Participation in a valid educational opportunity, such as educational exchange student travel, with prior approval by the principal;

The school administration has the authority to determine if an absence meets the above criteria for an excused absence. In some cases, this may result in further investigation regarding excessive excused absences.

B. UNEXCUSED ABSENCES

Any absence from school or school activity for the majority of hours or periods in an average school day

is unexcused unless it meets one of the criteria above for an excused absence.

C. SPECIAL ASSIGNMENTS FOR EXCUSED LEARNERS

To ensure that excused learners can stay on par with their classmates despite their absence, they will be provided with special assignments tailored to their specific needs and abilities. These assignments can be completed at home or in the hospital. These special assignments are exclusively for excused learners to make up for the missed lessons or activities.

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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F. 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.

G. 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.

Blessed|Sacrament Catholic School**Haircut Slip**

Name: _____ Date: _____

Grade/Level: _____

Parent's Name: _____

Note: After conducting an inspection, your child was advised to have the prescribed haircut. He will be subjected for another inspection on _____.

In case he fails to have his haircut, the school is obliged to take the responsibility of having his hair cut by a barber for a fee of **150 pesos** to be paid at the cashier's office.

Conforme: _____

Parent_____
Adviser

Mr. Wilson E. Padillon Jr.
Prefect of Discipline

Mrs. Meddy Sanchez-Umpar, MAEd
School Principal

Blessed Sacrament Catholic School**Haircut Slip**

Name: _____ Date: _____

Grade/Level: _____

Parent's Name: _____

Note: After conducting an inspection, your child was advised to have the prescribed haircut. He will be subjected for another inspection on _____.

In case he fails to have his haircut, the school is obliged to take the responsibility of having his hair cut by a barber for a fee of **150 pesos** to be paid at the cashier's office.

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Conforme: _____

Parent_____
Adviser

Mr. Wilson E. Padillon Jr.
Prefect of Discipline

Mrs. Meddy Sanchez-Umpar, MAEd
School Principal

Blessed Sacrament Catholic School**OPPORTUNITY CLASS SLIP**

Name: _____ Date: _____

Grade/Level: _____

Contact Number: _____

Parent's Name: _____

Dear Parent/Guardian:

Greetings of Peace and Love!

We would like to inform you that your child is requested to stay for ____ hrs. after his/her dismissal time in order to attend an opportunity class that will help him/her catch-up with his/her lessons in _____.

This will start on _____.

Thank you for your understanding and cooperation!

Conforme: _____

Parent_____
Adviser

Mr. Wilson E. Padillon Jr MAEd
Prefect of Discipline

Mrs. Meddy Sanchez-Umpar, MAEd
School Principal

Blessed Sacrament Catholic School**OPPORTUNITY CLASS SLIP**

Name: _____ Date: _____

Grade/Level: _____

Contact Number: _____

Parent's Name: _____

Dear Parent/Guardian:

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We would like to inform you that your child is requested to stay for ____ hrs. after his/her dismissal time in order to attend an opportunity class that will help him/her catch-up with his/her lessons in _____.

This will start on _____.

Thank you for your understanding and cooperation!

Conforme: _____

Parent_____
Adviser

Mr. Wilson E. Padillon Jr MAEd
Prefect of Discipline

Mrs. Meddy Sanchez-Umpar, MAEd
School Principal

Blessed Sacrament Catholic School**OPPORTUNITY CLASS SLIP**

Name: _____ Date: _____

Grade/Level: _____

Contact Number: _____

Parent's Name: _____

Dear Parent/Guardian:

Greetings of Peace and Love!

We would like to inform you that your child is requested to stay for ____ hrs. after his/her dismissal time in order to attend an opportunity class that will help him/her catch-up with his/her lessons in _____.

This will start on _____.

Thank you for your understanding and cooperation!

Conforme: _____

Parent_____
Adviser

Mr. Wilson E. Padillon Jr, MAEd
Prefect of Discipline

Mrs. Meddy Sanchez-Umpar, MAEd
School Principal

Blessed Sacrament Catholic School

J.P. Ramoy Street, Talipapa Novaliches, Quezon City Tel. Fax No. 4536223 Tel. No. 984-609

PARENT NOTIFICATION SLIP

Dear Parents/Guardians,

We wish to inform you that your son/daughter, _____
of _____

A. is being COMMENDED for...

B. has low class academic marks in the following subject(s):

___ CLE	___ Math	___ EPP/TLE
___ English	___ Science	___ PE/MAPE/MAPEH
___ Filipino	___ AP/HEKASI	___ Computer

C. has failing class academic marks in the following subject(s):

___ CLE	___ Math	___ EPP/TLE
___ English	___ Science	___ PE/MAPE/MAPEH
___ Filipino	___ AP/HEKASI	___ Computer

D. needs improvement in the following areas:

___ Attendance	___ Behavior in class	___ Written homework
___ Punctuality	___ Behavior out of class	___ Study Assignment
___ School Attire	___ Care of school property	___ School Materials
___ Care of personal things	___ Others:	

Remarks:

Please return this slip on or before _____.

From: _____
Class Adviser

Acknowledged by: _____
Parent's Signature

Teacher's Copy

Blessed Sacrament Catholic School

J.P. Ramoy Street, Talipapa Novaliches, Quezon City Tel. Fax No. 4536223 Tel. No. 984-609

PARENT NOTIFICATION SLIP

Dear Parents/Guardians,

We wish to inform you that your son/daughter, _____
of _____

A. is being COMMENDED for...

B. has low class academic marks in the following subject(s):

___ CLE	___ Math	___ EPP/TLE
___ English	___ Science	___ PE/MAPE/MAPEH
___ Filipino	___ AP/HEKASI	___ Computer

C. has failing class academic marks in the following subject(s):

___ CLE	___ Math	___ EPP/TLE
___ English	___ Science	___ PE/MAPE/MAPEH
___ Filipino	___ AP/HEKASI	___ Computer

D. needs improvement in the following areas:

___ Attendance	___ Behavior in class	___ Written homework
___ Punctuality	___ Behavior out of class	___ Study Assignment
___ School Attire	___ Care of school property	___ School Materials
___ Care of personal things	___ Others:	

Q - Quizzes
SW - Seatwork
A - Assignment
Part. - Participation
GT - Group Task
PBA - Performance Task
P - Portfolio

Remarks:

From: _____
Class Adviser

Acknowledged by: _____
Parent's Signature

Parent's Copy

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: _____