

**A MESSAGE FROM THE MANAGEMENT
PHILIPPINE-EMIRATES PRIVATE SCHOOL
Abu Dhabi, United Arab Emirates**

Dear Parents and Learners,

Welcome to Philippine-Emirates Private School, an institution of real learning.

PEPS has endeavored to provide quality education encompassing with talented, committed, dedicated, competent teachers whose mission is to enable the Filipino children exercise the right to acquire quality education through Philippine curriculum which is at par with the global education of today.

In this Parent-Learner Manual, you will find rules and regulations that we considered beneficial for your stay in our school. However, while you are a bona fide learner of this school, you are duty bound to follow school policies, rules and regulations.

This is designed to promote good conduct and discipline among PEPS learners as well as to promote nationalism through preservation of our cultural heritage and national identity so that they may become good citizens of our beloved country in general and globally competitive individual. Thus, this Parent-Learner Manual has been formulated.

FOREWORD

This Parent-Learner Manual has been promulgated to prescribe standards for sound learners disciplinary measures and to address matters such as academic program, calendar of activities, learners' assessment, grading system and requirement in promotion, selection of honors, schedule of examinations, relevant functions of school officials and school bodies, parents' support and participation, and other related matters concerning learners' behavioral development, all of which are particularly important in ensuring behavioral and learning development of every pupil and learners of Philippine-Emirates Private School.

In developing this Manual, PEPS adopted the specific provisions on learners behavior under the Policy Guidance on Private Schools promulgated by Abu Dhabi Educational Council (ADEC) in consonance with the Manual of Policies and Regulations for Philippine Schools Overseas, the Revised Manual of Regulations for Private Schools in Basic Education of the Department of Education, and the experience gained by school administration, faculty and staff over the years in providing support and guidance toward developing more viable community-based institutions capable of meeting certain educational objectives.

SCHOOL PROFILE

The Philippine-Emirates Private School (PEPS) is a Philippine Private School Overseas in the Emirate of Abu Dhabi duly licensed by Abu Dhabi Education Council (ADEC) and permitted by the DepEd Philippines to adopt the Philippine Curriculum under the K-12 Basic Education Program.

PEPS is located in Baniyas East, Abu Dhabi, United Arab Emirates with P.O. Box Nos. 29317.

The school has learners' body of 99% Filipino immigrants and 1% other nationalities.

PEPS provides the opportunity for its learners to graduate with Philippine Education Program and prepares them for post secondary program in the Philippines.

The school consists of the following divisions:

1. Kindergarten School: KG 1-2
2. Primary: Grades 1-3
3. Intermediate: Grades 4–6
4. Junior High School: Grades 7–10
4. Senior High School: Grades 11–12

However, PEPS is adopting the ADEC school calendar whereas the academic year usually starts in the month of August and ends in the month of June whilst the school days shall be from Sunday thru Thursday.

SCHOOL'S VISION, MISSION, CORE VALUES, OBJECTIVES AND PHILOSOPHIES

VISION

The vision of the Philippine-Emirates Private School is to prepare learners to become successful learners who are able to develop the skills and qualities necessary for learning, life, and work in the 21st Century

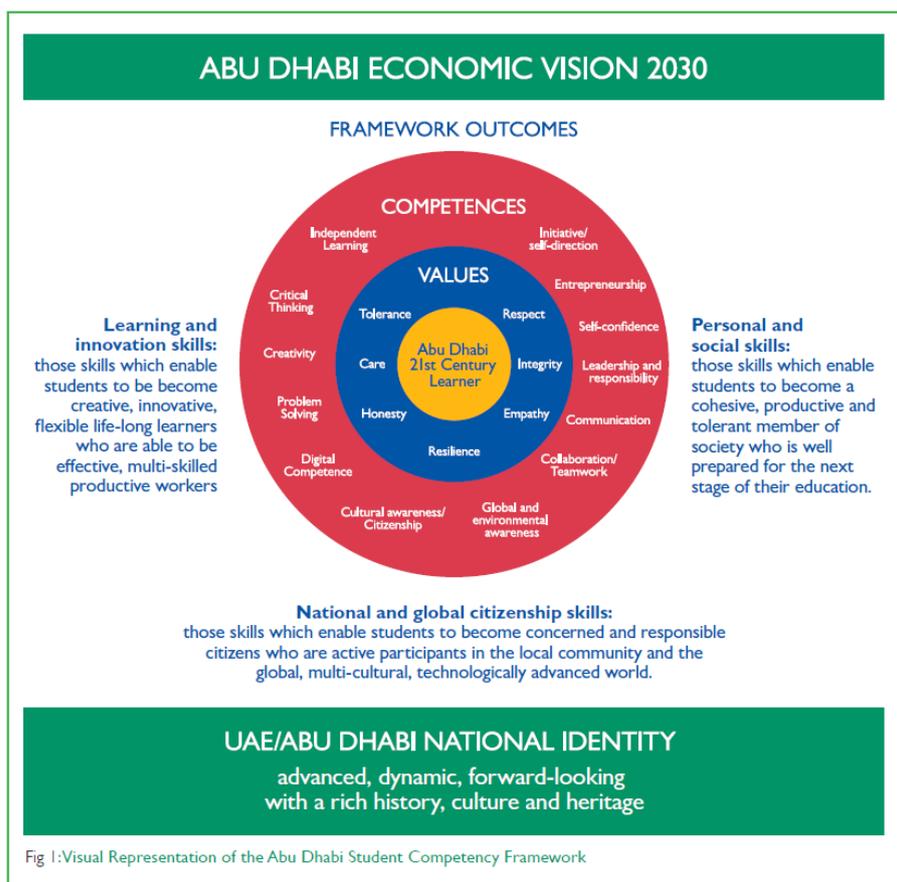
MISSION STATEMENT

1. To provide a safe, supporting and motivational environment that encourages learners to fulfill their potential across the school curriculum;
2. To provide the highest possible quality education using a motivating curriculum whereby learners are encouraged to fulfill their academic, creative, social, and physical potential;
3. To nurture responsible, resilient and resourceful learners who can confidently contribute to the school community in a variety of ways;
4. To embody a culture of cooperation, collaboration and respect which are fostered among all members of the school community;
5. Promote the cultural heritage and national identity;
6. To uphold the vision, mission, and values of the Abu Dhabi 2030 vision;
7. To equip the learners of the Philippine-Emirates Private School with the skills, attitudes and knowledge needed to become dynamic learners of the 21st century;
8. To provide contextualized learning that brings topics/learning domains to life so that learners are motivated to learn and able to understand the need for developing identified essential skills;
9. Develop an enlightened commitment to national ideals by discerning, preserving, and developing desirable traditions and values of the Filipino heritage;
10. To ensure the local community is represented and participates in the development of the school and its place within the Abu Dhabi landscape;
11. To prepare learners to be creative, effective; communicators, problem-solvers and critical thinkers;
12. To provide a clear focus on core and employability skills, and the ability to transfer them to different contexts, in particular the world of work;
13. To provide opportunities for work-related experiences, both inside and beyond the classroom;

14. To educate learners so they understand, respect and promote the local culture, religion And heritage of the United Arab Emirates;
To instill the confidence and knowledge needed for learners to become independent, life long learners.

VALUES AND MORAL OBLIGATION

Pursuant to ADEC policy, the school hereby adopts the core values of education and moral obligation which are embodied in the Student Competency Framework for Private Schools as shown in the Framework Outcomes which is part of the Abu Dhabi Economic Vision for 2030. (See Appendix A – Student Competence Framework “Core Values”)



OBJECTIVES

Pursuant to ADEC policy, the following objectives are hereby adopted by the Philippine Emirates Private School:

A.

O

OBJECTIVES OF KINDERGARTEN EDUCATION

1. To promote the child's total development according to individual needs and social-cultural background; and,
2. To promote the child's physical, social, emotional and cognitive functioning appropriate to his/her age, developmental stage and the culture and values of his/her environment: family, school and community.

B. OBJECTIVES OF ELEMENTARY EDUCATION

1. To provide basic knowledge and to develop foundations skills, attitudes, and values, including moral and spiritual dimensions essential to the child's personal development and necessary for living in a changing social milieu;
2. To provide learning experiences that will increase the child's awareness of responsiveness to the changes in society, and prepare him/her for constructive and effective involvement therein;
3. To promote and intensify the child's knowledge of, identification with, and love for the nation and the people to which he/she belongs; and,
4. To promote work experiences that will develop and enhance the child's orientation to the world of work and creativity in order to prepare him/ her engage in honest and gainful work.

C. OBJECTIVES OF SECONDARY EDUCATION

1. To continue the general education started in the elementary education;
2. To prepare learners for college;
3. To prepare graduating learners for the world of work; and,
4. To hone skills of the learners to be locally and globally competitive.

PHILOSOPHIES

A. PRE-SCHOOL PHILOSOPHY

F – Form and develop the learners’ basic skills

U – Understand the child’s behavior

N – Nurture the learners’ intellectual abilities

B. PHILOSOPHY OF THE PRIMARY LEVEL

H – Harness the learners’ talents and skills

O – Optimize the learners’ full potential

P – Provide a dynamic, wholesome, and caring environment

E – Enrich the learners’ creative abilities

C. PHILOSOPHY OF THE INTERMEDIATE LEVEL

L – Learn the necessary life skills

I – Integrate Filipino values

G – Grow as responsible individuals

H – Heighten environmental awareness

T – Transcend learning into life

D. PHILOSOPHY OF THE HIGH SCHOOL DEPARTMENT

S – Self—actualize to

O – Overcome fears and

U – Understand the values of faith, integrity, nationalism, excellence, and service in order to

L – Live the life of a transformed individual

GENERAL PROVISION

Section 1. *Title.* - This Manual shall be known as Parent-Learner Manual.

Section 2. *Declaration of General Policy.* - The Philippine-Emirates Private School has been established and accredited to provide a Philippine Basic Education to learners living in United Arab Emirates. Thus, the Philippine-Emirates Private School shall:

- (1) Provide quality education in accordance with the Philippine Basic Education Curricula as sanctioned by the ADEC;
- (2) Contribute to shaping the national identity and good character of the learners so that they will become responsible citizens or leaders.
- (3) Maintain standards to ensure that those enrolled at PEPS can readily integrate themselves into the Philippine Educational System or other curricula.

The Philippine-Emirates Private School shall comply with pertinent laws, statutes, rules and regulations of the Philippine Government as well as those of the Abu Dhabi Government as herein referred as its host country. This school shall therefore operate in accordance with the legal requirements of both the Philippines and the Abu Dhabi, United Arab Emirates, except as may otherwise be provided.

Further, Philippine-Emirates Private School shall serve as avenues for showcasing Filipino educational system of excellence abroad, and shall not be involved in any partisan or political activity that could affect the

host country or the Republic of the Philippines or its instrumentalities, either through teaching, or through other activities of their proprietors, officials or employees.

Section 3. *Application.* - This Parent-Learner Manual shall apply to all learners of Philippine-Emirates Private School. However, some provisions of this Manual are deemed applicable to parents/guardians.

Section 4. *Adoption of Existing Pertinent Laws, Policies, and Regulations.* – All existing and pertinent provisions of ADEC policies, DepEd regulations and other pertinent laws, rules, and orders are hereby adopted in this Manual.

Section 5. Authority to Promulgate Parent-Learner Manual. - Pursuant to DepEd and ADEC Policy Guidelines, the Philippine-Emirates Private School shall have the right to promulgate reasonable norms, rules and regulations as may be deemed necessary for the maintenance of order, school discipline and behavioral development among the learners. Such rules and regulations shall be effective on the date of promulgation and notification of parents and learners in an appropriate school issuance or publication.

Any amendment or modifications of the norms, rules and regulations prescribed herein should be communicated in writing to the parents and learners.

Section 6. Educational Standards. - The standards or criteria provided for in this Manual are the minimum required for government recognition, as well as for sound educational administration, and shall not inhibit itself from adopting higher standards or criteria consistent with laws, and relevant rules and regulations of the Philippines and the host country.

Section 7. Definition of Terms. - Except when otherwise provided, the terms as used in this Manual shall be defined as follows:

ADEC – Abu Dhabi Education Council

DepEd – Department of Education of the Philippines

HAAD – Health Authority of Abu Dhabi

Basic Education. - Basic education is intended to meet the basic learning needs of learners that lay the foundation on which subsequent learning can be based. It encompasses kindergarten, elementary, and secondary education, for school-aged children, as well as alternative learning systems for out-of-school youth, adult learners and those with special needs.

Establishment. - Establishment refers to the creation, founding or organization of a school resulting in its legal existence as an educational institution.

Members of the School Community. - The members of the school community include either singly or collectively, the following:

- (a) **Pupil.** - A pupil learner is a child who is enrolled and who regularly attends classes in any grade of the elementary education level, including pre-school, and who is under the supervision and tutelage of a teacher.
- (b) **Student-** A student is any person who is enrolled and who regularly attends formal education classes at the secondary level, and who is under the supervision and tutelage of a teacher.
- (c) **Special Education Needs (SEN) Learner-** A pupil/student who is enrolled and eligible for particular program. This individual usually differs from the average child in mental characteristics, social values, sensory abilities, physical characteristics and/or who has a developmental lag to such extent that he/she requires modified school practices or special education services to develop him/her maximum capability.

School Personnel. - School personnel refer to any person or persons working in Philippine-Emirates Private School as may be referred to by any of the following titles:

- (a) **School Principal or School Director** is the educational manager of Philippine-Emirates Private School and may be referred to by any other title.
- (b) **Academic Personnel** refers to all school officials and personnel formally engaged in actual teaching service, or in research assignments either on full-time or part-time basis. Such personnel also include those performing certain prescribed academic functions directly supportive of teaching, or those responsible for academic matters such as librarians, guidance counselors, and other personnel performing similarly relevant functions.
- (c) **Non-Academic Personnel** refers to school officials and personnel usually engaged in administrative functions and are not covered under the definition of academic personnel.

Parent - A parent is a person who has at least one child or has an adopted child enrolled as a pupil or a student at Philippine-Emirates Private School. A recognized guardian or a legal representative of a learner shall be included in this definition.

School Visitors- School visitors are defined as adults (including parents/guardians) who temporarily enter a school for purposes including but not limited to school events and meetings, observation, early pick up of learners, provision of services, maintenance, etc.

Classroom Volunteers- Classroom Volunteers are defined as parents/guardians (or relatives) of learners who assist, over a period of time, teachers, administrators, or other school-based staff in classroom activities, school events or other school-based programs and who do not receive compensation for their work.

Alumni – Alumni refer to graduates of Philippine-Emirates Private School or former pupils/students who attended at least three years of schooling in Philippine-Emirates Private School.

Excused Absence - A student's absence from school will only be considered excused for the following reasons:

- Personal illness.
- Scheduled doctor appointment.
- Death of a first or second degree family member (up to 3 days).
- Official school or community duty as assigned by a government agency.
- Official summons to a government agency.
- Family travel in order to accompany a first degree family member for medical treatment abroad for up to 30 days (the period may be extended by application to HAAD).

Unexcused Absence - A student's absence from school for more than half of the school day without the provision of a valid excuse is considered an unexcused absence.

Instances of unexcused absences include, but are not limited to:

- Shopping trips
- Appointments without prior approval
- Social events
- Non-medical family travel
- Annual vacation during school days

Truancy - Learners are considered truant if they are absent from school without their parent/guardians' knowledge or consent. Truancy is considered an unexcused absence. Schools will give written notice to parents/guardians when their child has been truant. Issues of repeated truancy will require the parents/guardians to meet with school officials in accordance with the school's Behavior Management Plan.

Learners' Protection – Learners' Protection is defined as all those measures, steps and actions that must be taken to avoid subjecting learners while at School or outside it, during any School activities and during their transportation to any danger or harm, be it exploitation, violence, physical harm,

sexual abuse, any verbal insult, moral threat or harm of any kind. It is every student's right to be in a safe school environment that is free of any form of abuse and that continuously offers care, support and protection to all learners without discrimination.

School Report – School Report contains clear information about the student's progress in their attainment levels and personal and behavioral aspects and efforts. In evaluating progress and attainment, the report should refer to how well the student is doing in relation to his or her individual potential and in relation to the progress and achievement of his or her peers.

School fees – School fees refer to both tuition fees as well as other fees which school charges to Parents/Guardians.

Tuition fees – Tuition fees are those sums that are directly associated with educating learners.

Other fees – Other fees include but not limited to textbooks, school supplies, identification card, class picture, swimming lesson, educational field trips, PEPS color, uniforms and transportation fees.

Promotion of learners to the next grade – Promotion of learners to the next grade is understood as moving individual learners sequentially from the current grade to the next grade, after fulfilling promotion requirements.

Retention - Retention is where learners are held back in their current grade or year, rather than moving up with the rest of their peers due to their failure in meeting requirements of promotion to the following grade, and after following the guidelines included in this policy.

Academic Review Committee (educational) – Academic Review Committee is a School sub-committee responsible for determining whether or not a student should be retained, and is convened by invitation of the School Principal.

Learner's Behavior – Learner's behavior refers to learner's responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

THE EDUCATIONAL SYSTEM

Section 8. *Basic Education.* - The Philippine-Emirates Private School is committed to provide a complete, adequate and integrated system of education relevant and responsive to the needs of the people and society. It also adheres to the mandates of R.A. No. 10533 otherwise known as the Enhanced Basic Education Act of 2013 which states that basic education is intended to meet basic learning needs which provide the foundation on which subsequent learning can be based.

Section 9. *Educational Levels.* - In accordance with ADEC Policy Guidelines on Private School, Batas Pambansa Blg. 232, otherwise known as “Education Act of 1982” and the R.A. 10533, otherwise known as the Enhanced Basic Education Act of 2013, the basic education of Philippine-Emirates Private School shall have three levels, namely:

- a. **Kindergarten Education.** The two (2) school years of preparatory education for children as a prerequisite for Grade 1.
- b. **Elementary Education.** The second stage of basic education which is composed of six (6) years. The entrant age to this level is typically six (6) years old.
- c. **Secondary Education.** The third stage of basic education. It consists of four (4) years of junior high school education and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically twelve (12) and sixteen (16) years old, respectively.

Section 10. *School Curriculum.* - Philippine-Emirates Private School shall implement the standard minimum kindergarten, elementary and secondary curricula required by DepEd for all schools in the Philippines including Philippine Schools overseas but it shall include the teaching of Arabic language, history of the United Arab Emirates, and Islamic education for Muslim learners as prescribed by Abu Dhabi Education Council. However, Filipino language shall be compulsory for Filipino learner but optional for other nationalities.

Section 11. *Inclusion of Islamic Education, Arabic Language, and UAE Social Studies.* - The School shall include in its curriculum the three compulsory subjects consistent with the Ministry of Education, or as determined by the Abu Dhabi Education Council, as follows:

- (a) **Islamic Education** is a compulsory subject from grade one to the end of the secondary stage for all Muslim learners and is an optional subject for non- Muslim learners.
- (b) **Arabic Language** is a compulsory subject from Kindergarten 2 to Grade 12 for all native and non-native-speakers of the Arabic language.
- (c) **Social Studies (UAE History)** is a compulsory subject from grade four to grade nine for all learners whether Arab or non-Arab.

Section 12. Revitalized Homeroom Guidance Program (RHGP). -Pursuant to DepED-Philippines, RHGP is a curriculum that addresses or guides the learner’s need in making sound decisions that match his/her aptitude and interests.

The following are the components for rating the RHGP:

a.	Attendance	-	20%
a.	Involvement	-	20%
b.	Submission of Written Outputs	-	20%
c.	Behavior/Interpersonal Relationship		20%
d.	Parent’s Involvement	-	20%
	Total Percentage	-	100%

Section 13. Co-Curricular Program. - The Co-Curricular Program constitutes an integral component of the educational program and aims to develop and encourage student talents and interests, provide learners the opportunity to extend their learning beyond the classroom, and foster active and global citizenship. The Co-curricular Program includes clubs, field trips, community service, and events. All co-curricular activities must be incorporated in the school calendar. It shall also be conducted in an organized, supervised and safe manner free from discrimination and in accordance with the school’s mission and code of conduct.

The School shall offer a range of extra-curricular activities that complement and enrich the formal curriculum. These activities shall comply with the ADEC’s requirements.

The co-curricular activities that the learner can actively participate are the following:

- a. **School Clubs** - Various after-school co-curricular clubs will be offered for learners with diverse interests and talents. Such clubs include but not limited to the following: Debate Club, Theater Club, Choir, Photography Club, Arabic Club, Math & Science club, English Club, Arts Club, TLE Club, Filipino Club, Social Studies Club, and the various Sports Club.

- b. **Off-Campus Activities** – Educational Field Trips, Community Service, Conferences and Competitions: Learners will be provided the opportunity to participate in field trips, community service, and local and international conferences.
- c. **School Events:** The school organizes events that are planned to provide learners the opportunity to participate in, celebrate and support community, global and humanitarian causes.

Learners who actively participated in any co-curricular activity and those who are appointed members of the COMELEC, elected officers of Student Council and Homeroom Class shall be given corresponding points in CCA or Co-Curricular Activities in accordance with DepEd Order.

Learners are encouraged to participate and take part in co-curricular activities in order to develop their personality and to be equipped with real life skills such as teamwork, leadership, discipline, responsibility and accountability.

The list of co-curricular activities, guidelines, and schedule of these activities will be assigned by the school administration and will be given to learners at the beginning of the academic year in order for learners to enroll in these activities.

The school principal through the student activity coordinator shall fix the date time and place of different co-curricular activities.

Learners must abide by the school rules and regulations during their participation in co-curricular activities. They must also follow all the instructions and fulfill all the requirements of the co-curricular activities in which they are involved. Learners must arrive at the activity venue on time and must be collected promptly at the time the activity is assigned to end. Learners who are recurrently late in leaving the school premises at the assigned time will not be admitted to the activity or program in the future.

Section 14. Student Support Program. - The school offers various programs that are designed to support learners with specific needs develop to their full potential. Learners who struggle may require additional assistance beyond that received during formal classroom instruction. A student who is identified as struggling may be recommended to one or more of the programs listed below. Please note that special fees may be charged for enrollment in any of the following programs.

- a. **Peer Assistance.** - Learners who struggle with subject material may be grouped with peers who will provide support in learning the material.
- b. **Remedial Sessions.** - The school organizes remedial classes to promote academic achievement by assisting learners in mastering pre-requisite knowledge. Learners who are identified as struggling are encouraged and recommended by the teacher to attend these sessions. Remedial sessions consist of small study groups directed by a subject teacher during after-school hours; these sessions are normally for specialized subject instruction.
- c. **Student Study Support.** - This program supports learners to become independent learners with the adequate study skills. Any student may choose to sign up for this program. Also, the teachers or the administration may request that a student enrolls in the student study support if it is identified that the student needs academic assistance.
- d. **Student Support Services.** - This program aims to promote the welfare of every student with special education needs by supporting the student to attain his/her full potential academically, socially and psychologically within the mainstream school. The Student Support Department assists learners from KG to Grade 10 through specialized education and therapy in collaboration with parents, teachers, specialists and other members of the community. When learners are identified as requiring special needs, the situation is discussed with the parents and their permission is obtained before conducting the necessary intervention.

The School's curriculum shall be designed to meet the needs of learners with a wide range of abilities, including those with special education needs and those who are gifted or talented. Schools shall accommodate and cater for the educational needs of these learners as per the ADEC's requirements.

The School must provide a range of support and guidance services as appropriate for each student's stage and age group. It must follow the guidelines that help them to develop their practice of guidance and support services whether academic, vocational or personal as set out in ADEC Policy.

STUDENT ENROLLMENT AND REGISTRATION

Section 15. *School Age.* - Children of school age (5 years old) may enroll for two years of kindergarten prior to enrolling in Grade 1. For a child to enter Grade 1, he or she must have turned six (6) years old on or before December 31st of that year.

Section 16. *Enrollment Documents.* - Upon enrollment, parents/guardians must provide the following required documents:

- a. All enrollment information as required by eSIS.
- b. All signed parental consent forms, including: immunization consent, school health general consent, and school health prescribed medication consent.
- c. A copy of the student's vaccination card ("Childhood Preschool Vaccination Card" for Kindergarten applicants).
- d. Photocopy of student's passport with stamped valid residence visa
- e. Photocopy of parents' passport with stamped valid residence visa
- f. Six (6) recent passport size photos of the student
- g. If born in U.A.E , Photocopy of Birth Certificate
- h. If born outside U.A.E. , Original Birth Certificate duly authenticated by National Statistic Office (N.S.O.), Department of Foreign Affairs (DFA), UAE Embassy in the Philippines
- i. If coming from the schools within UAE, The eSIS shall be electronically transferred by the former school to PEPS through ADEC database system.
- j. If coming from the other countries, Form 137 duly authenticated by the Ministry of Education and department of Foreign Affairs.
- k. If coming from any school in the Philippines, Form 137 duly authenticated by DepEd, Department of Foreign Affairs (DFA), and UAE Embassy in the Philippines

Section 17. *Admission Requirements.* - Admission to Philippine-Emirates Private School is open to Filipino children residing in United Arab Emirates and children of Filipino citizens who are married to foreign nationals, who meet the school's admission requirements. Children whose parents are both foreign nationals may also be admitted, provided they do not exceed 25% of the total number of learners enrolled in the Philippine program each school year.

The School shall adopt an open approach to accepting learners from different races and ethnicities to achieve fairness, equality and transparency.

The School shall allow prospective Parents/Guardians and their children to visit the School prior to registration so that they may familiarize themselves with it.

Section 18. Interviews and Placement Tests. - PEPS conducts an interview and assessment with a student during the mandatory education stage and may require the student to take certain placement tests to give an indication of their performance level(s) to be able to provide proper learning support and not for the purpose of accepting or rejecting a student.

In case of student with mild to moderate special needs, and may require the student to take certain placement tests to give an indication of their performance level(s) to be able to provide proper learning and psychological support and not for the purpose of accepting or rejecting a student.

Section 19. Admission Information, Documents, and Records. - The School shall require Parents/Guardians to complete a registration form giving full contact details for the student's Parents / Guardians, and details of the student's:

- a. Basic details (full name in both Arabic and English, date and place of birth, nationality, address, information about Parents/Guardians, etc.).
- b. Official documents (identity card issued by the UAE, vaccination card, etc.).
- c. School records for the previous year, if the student has previously attended a school in another Emirate or outside of the UAE.
- d. Documents pertaining to learners with special educational needs such as previous individual education plans and relevant assessments, as well as evidence pertaining to gifted and talented learners such as advanced learning plans and provisions (if needed).
- e. Any other relevant information deemed necessary by the School.

If a student is transferring from one School to another in a different Emirate, a transfer certificate to the other Emirate is needed. If no transfer certificate exists, a report card or equivalent document from the previous School shall be sufficient for the purposes of the new school.

The School must ensure that all newly admitted learners (including the learners transferred from other schools in the Emirate, from other Emirates, or from schools aboard) submit their vaccination cards and medical records as an integral part of the admission and registration procedure for such learners:

- a. Learners that have been admitted to kindergarten (KG1 or KG2) or Grade one must submit a vaccination card that fulfills the "Childhood Immunization Schedule" of the current HAAD Immunization Schedule.

- b. Learners that have been admitted to Grades 2 to 12 (Year 13) must submit a vaccination card that fulfills the “Childhood Immunization Schedule” and the “School Immunization Schedule According to Grade” of the current HAAD Immunization Schedule.
- c. The School shall not refuse or withhold admission of learners who do not have vaccination cards or do not meet all the requirements on their vaccination cards but should accept them on the condition they complete the necessary vaccinations and provide a vaccination card that meets all requirements within the school year. This shall be considered a condition for re-registration for the next school year.
- d. The School nurse must create new medical records for learners registered in kindergarten or Grade 1.
- e. The School nurse must obtain the medical records of transferred learners from other schools within the UAE.
- f. The School nurse must create new medical records of transferred learners from schools outside the UAE.

The School must keep records of all student admission files including required information and documents.

Except in cases of academic delinquency, violation of school rules and regulations, the closure of a program or course of study by the school, or the closure of the school itself, learners or learners who qualify for enrollment are qualified to stay for the entire period in which they are expected to complete their course in a school, without prejudice to their rights under existing regulations to transfer to other schools

Section 20. Policy on Enrolment. - The School has adopted the following rules on enrollment:

- a. When a learner registers in a school, it is understood that he/she is enrolling for the entire school year of the kindergarten, elementary or secondary course. Late enrollment may be allowed but in no case shall it exceed two weeks after the opening of classes, and provided that it does not violate other admission regulations of the school. A learner shall be officially enrolled after he/she has submitted appropriate admission credentials as prescribed by the school registrar, has made an initial or full payment for school fees which was accepted by the school, and has been authorized to attend classes. Enrollees with incomplete records may be temporarily enrolled but will be given ninety (90) days to submit required documents. Failure to submit said required documents within 90 days shall mean withdrawal of enrollment from the current school year unless the host country allows the student to complete the school year.

- b. For purpose of enrollment, the name and other personal data or circumstances of each learner, as indicated on his/her passport, or birth certificate or alien certificate of registration, where applicable, shall prevail.
- c. No student or pupil enrolled in this school shall cross- enroll at a school in the Philippines under any circumstances.
- d. A special pupil/student may be admitted at any time during a school term for audit purposes without earning credits, subject to such requirements and conditions as the school may prescribe. At the discretion of the school, a special pupil/student may be exempted from class assignments and examinations provided that appropriate learning interventions and curriculum modifications shall be addressed for his/her specific needs.

SCHOOL FEES

Section 21. *Registration or Re-registration Fees.* – The School may collect registration or re-registration fees up to four months ahead of the commencement of the school year, provided that such an amount is deducted from approved school fees and does not exceed 5% of ADEC-approved tuition fees. A down payment of **40% of the total tuition fees** shall be charged on the enrollee and the remaining amount of school fees shall be paid through the issuance of **maximum of eight (8) post dated cheques** upon enrollment.

The School may retain the registration or re-registration fees collected for each student, should the student attend any part, or days, of week 1 of the semester or fail to show up at all without the Parent/Guardian notifying the School in writing sufficiently in advance before the commencement of teaching. If the School fails to enroll the student as a result of not having sufficient capacity, the School must reimburse to the Parent/Guardian the full registration or re-registration fees. The Schools shall not obtain any financial guarantees or deposits or application fees or first-time enrolment fees from Parents/Guardians as a means to register learners or as payment of any of the remaining fee balance, even if such were refundable.

Section 22. *Tuition Fees and Other Fees.* - **There must be at least three equal installments for tuition fees in each academic year in order to enable Parents/Guardians to pay tuition fees.**

The School may collect the first installment within one month preceding the beginning of the school year. The School may retain a certain amount of the tuition fees in any of the following cases:

- (a) If a student attends any part of week one of the term or fails to show up at all without the Parent/Guardian notifying the School in writing sufficiently in advance before the

beginning of a term. In such a case, the School may retain the value of the registration or re-registration fees.

- (b) If a student attends from one week and up to three weeks in a term, the School may retain the value of one full month of tuition fees.
- (c) If a student attends over three weeks and up to six weeks in a term, the School may retain the value of two full months of tuition fees.
- (d) If a student attends over six weeks in a term, the School may retain the full-term fee.

These cases apply to newly enrolled learners as well as learners that register after a term has already commenced. Official holidays and absences from class are considered part of the week. The value of one month of tuition fees is calculated by dividing the total tuition fees for the school year by ten months. Any textbook and uniform fees paid to the School are to be refunded to Parents/Guardians if such have not yet been used. Transportation fees should be refunded in the same manner as tuition fees. School administration shall notify the Parents/Guardians in writing of these conditions upon registration or re-registration, ideally through a written agreement between the Parent/Guardian and the School.

Section 23. *Non-Payment of School Fees.* – The School shall not dismiss learners due to a delay in the payment of School fees. However, school will implement the “ **NO PERMIT, NO EXAM**” **Policy for those who didn’t pay the monthly due/dues despite of the given three(3) consecutive written warnings** before the examination dates and withhold examinations and release of pertinent records such as report cards, transfer certificates or block a transfer on eSIS. No student shall be admitted and enrolled for the incoming academic year unless all outstanding dues are settled. The School may prevent learners from sitting for any end-of-term or end-of-year examinations or any examinations assigned during the term as a consequence of non-payment of School fees. The School must act in a discrete manner when dealing with non-payment issues in order to protect the student from unnecessary attention and embarrassment.

ELECTRONIC –STUDENT INFORMATION SYSTEM (*e-SIS*) STUDENT RECORDS

Section 24. *Purpose of eSIS.* - The eSIS is designed to ensure the protection of confidential information of all learner in all schools of United Arab Emirates as well as the transfer of electronic copies of student records for national archiving purposes in compliance with Federal Law No. (7) of 2008.

Section 25. *Creation and Maintenance of eSIS.* - The eSIS Student Record is an electronic file that must be created on the eSIS system for each student at the time of registration. eSIS student records shall be in use for the duration of the student's enrollment at the school, during which time they shall be actively updated with the following information:

- (1) Student demographic data.
- (2) Date of registration.
- (3) Date of withdrawal, transfer or graduation.
- (4) Attendance record.
- (5) Report cards.
- (6) Awards earned.
- (7) Behavior module and related documentation.
- (8) Individual Education Plan and relate documentation.
- (9) Transportation information.
- (10) Correspondence with learners' parents.
- (11) Other pertinent information as applicable.

Any paper-based documentation related to the above information must be scanned and appended to the eSIS student record.

Designated school-based staff responsible for student registration shall be responsible for creating and maintaining student records.

Student medical records are not part of the eSIS Student Record.

Examination papers are not part of the eSIS Student Record. Examination papers must be stored as original hard copies at the school site for the period of one academic year following the examination date, and shall be disposed of thereafter.

The school principal shall maintain records on all learners' attendance, academic progress and academic achievement in eSIS, in addition to any other achievement-related information required by the ADEC. Historical information before the introduction of eSiS should be stored appropriately.

STUDENT PROTECTION

Section 26. *Student Protection.* – The School is fully responsible for the care and protection of learners while they are in the School’s care, or travelling to and from the School using School-provided transportation means, and while moving between all activities organized by the School. A parent waiver shall be secured for every school activity which will be held inside /outside school premises or beyond regular school hours. The School must take all possible measures to protect learners from any form of exploitation, abuse, oppression and insult and/or any other physical, sexual or emotional threat, danger or harm. The School must exercise the utmost care over the security of learners in their care. Non-bus riders must be picked up by parents/guardian by not more than fifteen (15) minutes after dismissal time. No student shall be allowed to stay in the school beyond the regular school hours.

SCHOOL SCHEDULE AND CLASS LIST

Section 31. *School Schedule.* – Learner must follow the school schedule and which shall be prepared and provided by the Department Head and furnished to respective class advisers during the orientation day or first day of classes.

Section 32. *Class List.* – Learner shall follow the class list provided by department heads and furnished to respective class advisers.

Any changes in the class list shall be brought to the attention of respective department heads. (Define heads)

SCHOOL UNIFORM

Section 33. *Prescribed School Uniform* - The school uniform has been prescribed to promote an atmosphere that emphasizes neatness in grooming, uniformity in our school’s image, and pride in the school. All learners are expected to be in full uniform each day with the exception of scheduled non-uniform days otherwise, corresponding penalty will be imposed.

(a) Learner must wear the prescribed uniform as described below.

Kindergarten

BOYS

- White short-sleeved polo shirt with PEPS logo

- Black short pants
- Black leather shoes w/ white long socks
- Only white sando/t-shirt shall be worn underneath the polo shirt.

GIRLS

- White short-sleeved blouse with bowtie
- Checkered Romper
- Black leather shoes w/ white long socks (below the knee)

Elementary

BOYS

- White short-sleeved polo shirt with PEPS logo
- Black long pants
- Black leather shoes w/ white socks
- Only white sando/t-shirt shall be worn underneath the polo shirt.

GIRLS

- White short-sleeve blouse with ribbon
- Checkered skirt
- Black leather shoes w/ white long socks (below the knee)
- Hair should be well groomed. Long hair should be tied back and short hair should not cover the face.

Junior High School

BOYS

- White short-sleeved polo shirt with PEPS logo
- Black long pants
- Black leather shoes with white socks
- Only white sando/t-shirt shall be worn underneath the polo shirt.
- Clean cut for boys. Hair should not touch the collar of the uniform nor exceeds the eyebrows. Accepted hairstyle shall be posted strategic areas.

GIRLS

- White long-sleeve blouse with ribbon
- Checkered skirt
- Black leather shoes w/ white long socks (below the knee)
- Hair should be well groomed. Long hair should be tied back and short hair should not cover the face.

Senior High School

BOYS

- White long-sleeved polo shirt with PEPS logo

- Red Suit with PEPS Logo
- Checkered necktie
- Black long pants
- Black leather shoes with blacksocks
- Only white sando/t-shirt shall be worn underneath the polo shirt.
- Clean cut for boys. Hair should not touch the collar of the uniform nor exceeds the eyebrows. Accepted hairstyle shall be posted strategic areas.

GIRLS

- White shirt-sleeved blouse with PEPS Logo
- Red Blazer with PEPS Logo
- Checkered necktie
- Checkered skirt
- Black leather shoes w/ black long socks (below the knee)
- Hair should be well groomed. Long hair should be tied back and short hair should not cover the face.

(b) The prescribed P.E. Uniform is described below.

- White T-shirt with PEPS logo
- Prescribed jogging pants
- White tennis shoes (Kindergarten, Elementary, Junior High School)
- Rubber shoes (Senior High School)
- White socks

(c) The prescribed scouting uniform shall be worn only by those learners who voluntarily joined the scouting movement.

Any special size of school uniform that cannot be provided by the school must be brought to the attention of the compliance officer. The official tailoring shop will be contacted to take measurements and the uniform will be tailored and delivered within a short period of time. Any alterations made to the uniform must conform with the basic design.

All uniforms must be clean and neatly worn. Worn out uniforms must be replaced immediately.

IDENTIFICATION CARD

Section 34. *School Identification Card.* – The School issues School ID card to all new and returning learner. The following rules on ID card must be strictly observed:

- a. Learners are required to wear their ID cards at all times while on school campus starting the first day of school.
- b. Learners who do not have their ID cards will not be allowed to enter class and exam halls or use the school bus services.
- c. ID card is non-transferrable otherwise it shall be confiscated outright by any authorized school personnel.
- d. Lost ID cards must be reported immediately to the school administration so that a new one will be issued.
- e. The fee for replacing a lost /damaged ID card is 35 AED; a damaged ID card is one that is no longer functional due to scratches, cracks or any other physical damage.

ASSESSMENT AND GRADING SYSTEM

Section 35. *Classroom Assessment.* – Pursuant to DepEd Order No. 8, series of 2015, PEPS shall adopt existing Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. Such DepEd Order Enclosure is downloadable through DepEd website (www.deped.gov.ph.)

Regular assessments of student performance shall be used to inform and improve student learning. External examinations shall be used to gain nationally and internationally recognized qualifications and to provide a benchmark for student achievement. The School shall implement assessment and examination practices as an integral part of their curriculum in line with the ADEC’s requirements.

(See Appendix C1 – DepEd Order No. 8 series 2015 “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, pp. 1-8)

STUDENT’S PROMOTION AND RETENTION

Section 36. *Promotion and Retention.* - Learners shall be promoted with others of the same age sequentially from year to year. It is the School’s responsibility to ensure that learners remain on track. In this policy, the School shall include a clear statement of the age requirements for each year-group or grade level according to the ADEC requirements, and an explanation of the processes and criteria that the School will use in determining the need to retain a student in the same year group.

(a) Kindergarten and Cycle 1 (Grades 1 to 5)

All learners in KG and Cycle 1 will be promoted to the next grade, except in rare circumstances. The decision to retain a student in the same grade will be taken after considering the guidelines included in this policy.

(b) Cycles 2 (Grades 6 to 9) and Cycle 3 (Grades 10 to 12)

All learners in grades 6 to 10 will be promoted to the next grade except when they do not meet the promotion requirements as per the ADEC-approved curriculum. A student cannot be retained in a certain grade more than two consecutive times as a maximum, and no more than two different grades during the entirety of his School education. The School shall provide such student with the necessary learning support.

(c) Learners with Special Education Needs

All learners on an Individual Education Plan who meet their objectives progress to the next age-appropriate placement and grade-level sequence. Learners with special needs in a grade/year level shall not be retained or failed. If a student with special needs is not making the expected progress, the goals and objectives set forth in their personal Individual Education Plan must be adjusted.

Section 37. Guidelines and Considerations in Retaining a Student. - If a student is failing to make the expected progress, the concerned class adviser shall immediately notify the student's Parents / Guardians and hold a meeting to discuss measures to be taken to provide the student with additional learning support. The School must propose particular ways of helping the student through its interventions, which may include modifications/improvements to the teaching program, to support the student in making the desired progress. The School must report back to the Parents/Guardians concerning the impact of such interventions on a regular basis.

In retaining a student, the decision shall be made by a School sub-committee (Academic Review Committee) which is headed by the Principal. The Principal should consult with the members of the Academic Review Committee concerning the retention of the student or their promotion to the next grade, and the final decision shall be based on the collective decision of the following:

- (1) All teachers who have taught or worked with the student during the current academic year.
- (2) The Guidance Counselor and heads of the Teaching Faculties.
- (3) The School's Special Educational Needs Coordinator, or someone with a similar position.
- (4) The Parents/Guardians.

The Academic Review Committee (educational) shall consider a number of factors which may improve the student's education levels, paying particular attention to the following considerations especially when a final decision is being taken:

- (1) The social and developmental impact on the student that would result if he or she were separated from their peers.
- (2) School reports showing progress or lack of progress over two or more years.
- (3) The School's curriculum as approved by the ADEC.
- (4) The capacity of the School to provide an improved, differentiated learning experience and support for learners who have in the past been retained.
- (5) Whether or not the student has already been previously retained.
- (6) Whether a student has been assessed for special education needs, and whether the student is in need of an Individual Education Plan which can better serve his/her individual learning needs.

REQUIREMENTS FOR GRADUATION

Section 39. *Academic Requirements for Graduation.* - Except as may otherwise be provided for in this Manual or other pertinent rules and regulations, only learners or learners who have officially enrolled and satisfactorily fulfilled the admission requirements, regularly attended classes and passed the basic and pre-requisite subjects of the education program, shall be allowed to graduate. (*See Appendix C- Grading System*)

OUTSTANDING AND HONOR LEARNERS AND SPECIAL AWARDEES

Section 40. *Determination of Honor graduates and Non-Graduating Honor Learners/Learners.* - At the end of each academic year, the School shall determine the honor graduates and non-graduating honors. To qualify for honors, a pupil/student must be able to meet the criteria prescribed under the school's existing policies and guidelines pertaining to honor learners. Provided, that a selection committee shall be created by the school principal to determine the graduating and non-graduating honor learners/learners provided that the candidates have no records of violation.

PEPS Guidelines in the Selection of Honors

To give due recognition to Learners who have shown exemplary performance in their school work, the school shall implement the following guidelines in the selection of honor pupils/students:

1. Candidates for honors at any grade or year level shall be drawn from the Top Ten (10) pupils/students of each Grade level. They must not have a final grade lower than 85 in any subject.
2. To qualify for the overall Top Fifteen (15) for each level:
 - a. Pupils/students must be in the Top Ten of their class based only from their Academic performance.
 - b. All qualifiers from each class will be re-ranked to determine the overall Top Fifteen based from their Academic standing only.
 - c. The Top Fifteen (15) from each level will be ranked using the 7-3 point scheme (seven for the academic performance and 3 for the co-curricular activities).
 - d. The average grade of the academic performance and co-curricular activities shall be used in ranking the overall Top Ten positions in every grade level.
3. The pupils'/students' grades in the previous curriculum level shall not be considered in the ranking of honors for graduating and non-graduating pupils/students.
4. Only the grades in the current curriculum year shall be considered in the ranking of honor pupils/students. Transferees shall be considered in the ranking provided they are enrolled not later than the second week of classes of the current Academic Year.
5. The final rating shall be computed to the three decimal places. In case of tie, candidates shall both be declared in the same honor ranking (both as valedictorians, salutatorians and so on).
6. All candidates for honors must be of good moral character and have not been subjected to any disciplinary actions within the current Academic Year.

Section 41. *Special Awards and its Criteria.* – To give due recognition to deserving graduating learners/learners who have shown exemplary performance in their academic or non-academic works, the School shall give special award of recognition based on such guidelines and criteria as prescribed in this Manual.

(See Appendix D – Policy Guidelines on Awards and Recognition for the K-12 Basic Education Program)

Section 42. *Selection Committee.* - There shall be created a selection committee in each grade level which shall be composed of the School Principal as Chairman and respective Class Advisers as members to evaluate and determine the graduating and non-graduating honor learners/learners in accordance with existing PEPS policy guidelines.

No member of the faculty of instructions be designated as member of the selection committee if he she is related within the fourth civil degree of consanguinity or affinity to any nominee/candidate for special awards.

The selection committee shall announce after thorough evaluation who among the graduating learners/learners will receive academic and special awards based on the following criteria:

ATTENDANCE

Section 43. Attendance. - All learners shall observe regularity of attendance in all classes. They are expected to attend school on every instructional day in the ADEC school calendar. Good attendance at school is essential for student learning. It is the duty of parents/ guardians, teachers and all other school staff to ensure that learners attend school every day.

A learner who has been absent or has cut classes is required to present a letter of explanation from his/her parents or guardian or to bring them to school for a short conference with the section adviser or guidance counselor as the case may be. (Refer to Section 7 Definition of Excused / Unexcused Absences)

The daily attendance of every pupil/student must be recorded in their respective eSIS. Excused absences must be confirmed by parent / guardian in a signed note accompanied by appropriate documents.

Section 44. Tardiness. – All learners must arrive to school not later than 7:40 a.m. The learner shall fill up a Tardy Slip and submit to the teacher. All tardy slip must be forwarded to the class adviser not later than 12:00 noon. Those who incurred four (4) consecutive tardiness shall not be admitted unless reconsidered by the guidance counselor after having a conference with the concerned parent or guardian. The guidance counselor shall decide whether the tardiness is excused or unexcused. If the tardiness is unexcused, disciplinary measures will be taken based on the student's disciplinary record. A formal letter will be sent to parents and the student's tardiness will be documented in the student's record. Excused tardiness only involves car accidents and traffic-related incidents that are documented.

Section 45. Absenteeism. - All learners shall attend the required number of school days. When a student incur absences of more than twenty (20) days of the required number of school days, the

school shall give make up lessons/activities to allow learners to comply with the academic requirements.

When a learner cannot come to school, the parent or guardian must inform the school before 8:00 in the morning or the assigned school bus attendant when a pupil is availing the same but they shall inform bus attendant a night before or before 5:30 in the morning. In case of emergency, when the parent or guardian cannot call the school, the absence shall be recorded as unexcused for the meantime until the phone call or SMS is received.

A learner returning to school after incurring less than ten (10) days of absence must present an excuse letter to his/her class adviser. Provided, That the excuse letter is duly signed by his/her parent or guardian stating the dates and reason(s) for his/her absence and supporting documents must be attached thereto. Otherwise, his/her absence shall be treated as unexcused.

Parents/guardians may collect the assignments or homework from the class adviser. If the absence is due to an illness or other unforeseen event, missed work shall be done as soon as possible.

Section 46. *Types of Absences.* – The following are the types of absences:

(a) Authorized Absences

The following circumstances may be regarded as authorized absences when confirmed by a signed letter from Parents/Guardians or by way of official documents:

- (1) Illness.
- (2) Death of first or second degree relative.
- (3) Scheduled doctor appointments.
- (4) Official community task.
- (5) Mandatory appearance before an official body.
- (6) Essential urgent family travel for matters such as medical treatment or the death of a family member.

(b) Unauthorized Absences

The following circumstances are to be regarded as unauthorized absences:

- (1) Shopping trips.
- (2) Unnecessary travel.
- (3) Other types of absences not included in the authorized absences list.

Section 47. *Consequences of Absences.* - A learner who incurred absences shall suffer the following consequences:

- (a) **Missing Assessments**: If a learner misses an external test or examination due to an unexcused absence, credit will not be awarded for the missed test or examination and this will impact the final mark/letter accordingly.
- (b) **Missing Assignments**: Learners are responsible for completing all assignments missed during absences. Unexcused absences will incur corresponding deductions in the final score
- (c) **Referral to Guidance Counselor**: If a learner accumulates 10 unexcused absences during one school year, in addition to normal required procedures to address poor attendance, they shall be referred to the school Guidance Counselor. An intervention program to improve attendance, developed in consultation with the parents and which includes regular ongoing communication with parents, will be put in place.
- (d) **Formal interview with Principal and Parents**: If a learner accumulates 20 unexcused absences during one school year, the student and their parents/guardians must attend an interview with the Guidance Counselor and Principal. At this time, the consequences of further poor attendance must be made clear to the parents and student. The intervention program must be revised and an agreement regarding attendance for the remainder of the school year must be negotiated and signed.
- (e) **Referral to Academic Review Committee**: If a learner accumulates 30 or more unexcused absences during one school year, they shall be referred to the school's Academic Review Committee with a recommendation that they be retained in the same grade the following year. If the student is 16 or younger and has already been retained twice previously, then they must be promoted to the next grade, with support from an ongoing intervention plan. If the student is older than 16 and has already been retained twice previously then they shall not be registered for the following year and shall be recommended for homeschooling.

Section 48. Responsibilities of the School and Parents/Guardians. – In case a learner incurred absences, the school principal and other school personnel shall perform their responsibilities.

(a) The Class Adviser shall:

1. Notify parents of school attendance policies and procedures.
2. Ensure accurate records are kept of daily attendance data for each student, and entered into eSIS on a daily basis.
3. Ensure parents are notified if their child has been truant.
4. Communicate with parents/guardians to resolve issues of learners with repeated unexcused absences.
5. Refer learners who accumulate 10 unexcused absences during the school year to the school's Learning Support Team for an intervention plan to be developed.

6. Refer learners who accumulate 30 or more unexcused absences during the school year to the school's Academic Review Committee for determining the student's promotion status.

(b) The Academic Review Committee shall:

1. Convene at the end of the academic year to determine the promotion status of learners who have accumulated 30 or more unexcused absences.

(c) School-Based Staff, including Social Workers or Guidance Counselor shall:

1. Record such absences of any pupil/student.
2. Communicate with parents/guardians to resolve issues of learners with repeated unexcused absences, as directed by the Principal.

(d) Parents/Guardians shall:

1. Ensure their child attends school according to the ADEC school calendar and times of the school day.
2. Inform the school of their child's inability to attend school on days of absence.
3. Provide a signed note and appropriate documentation for their child's excused absences
4. Schedule family vacations to coincide for scheduled school breaks.

DISMISSAL

Section 49. Dismissal. - At the end of each school day, the learner must abide by the following rules on dismissal:

- (a) They can only be collected by their respective parent or guardian at the end of the school day except for valid reason(s).
- (b) Those who are availing the services of school bus must fall in line in proceeding to the lobby and walk quietly. They must directly proceed in front of their respective bus attendant.
- (c) They must be collected promptly at dismissal time and they are not permitted to stay on school premises during after-school hours unless they are involved in co-curricular activities, student support programs, or school-sponsored events.
- (d) Learners who are involved in after-school programs or activities must be collected promptly at the time the activity or program is assigned to end. Learners who are recurrently late in leaving the school premises at the assigned time will not be admitted to the activity or program in the future. The school shall not be held liable for the safety of the students who are not picked up 15 minutes beyond the dismissal time of the last period.

Parents/guardians who are recurrently late in collecting their child/ren shall be called for a meeting with the Principal.

In case the parents/guardians cannot pick up their child/ren from school, they shall inform the security guard or designated class adviser or assistant teacher of the identity of their authorized person to pick-up their child/ren. Otherwise, the designated class adviser or school personnel in-charged shall not allow the pupil to leave the school.

If a learner has to leave the school before dismissal time, the following procedures must be observed:

- (a) The parent/guardian must request written permission from the EHS Officer in the morning before 8:00 a.m. If approved, the EHS Officer shall prepare a gate pass or a permission slip for the pupil requesting for leave.
- (b) The parent/guardian must collect his/her child/ren personally from the authorized personnel from the reception. In case the parents/guardian cannot collect his/her child/ren, they shall authorize an adult to collect their child/ren. Provided, that a written authorization must be presented to the school principal or his authorized personnel to receive and record the same.
- (c) In case of illness or injury and if the school nurse certifies that it is necessary for the patient-learner to leave the school for intensive medical attention, the school nurse shall immediately notify the respective parents or guardian and the principal's office. Parents or guardian may collect their child/ren upon securing gate pass from the principal's office. In no case that the patient-learner be allowed to leave the school without his/her parent or guardian and shall be accompanied by the school nurse when necessary.

DRESS AND APPEARANCE

Section 50. *Dress and Appearance*. - Learner shall:

- a. A. Maintain a tidy and proper appearance throughout the school day.
- b. Wear the prescribed school uniform, otherwise they shall be indorsed to the principal's office to contact their parents or guardian, and shall wait until their parents or guardian bring their school uniform before they are sent back to class.
- c. Not wear or use expensive jewelries, trinkets and similar accessories, otherwise they shall be indorsed to the principal's office to take corrective measures (i.e., remove make-up and dangling earrings). If additional measures need to be taken (i.e., a haircut), parents or guardians shall be contacted.
- d. Hair should always be well groomed and cut short.
- e. Boys must be clean-shaven; beards and goatees are not allowed.
- f. Girls should be well groomed. Long hair should be tied back and short hair should not cover the face.
- g. Girls can wear white or black veils only.

h. Girls can wear only one stud (non-dangling) earring per ear. Nose, eyebrow and lip piercings are not allowed. High School learners can wear a simple necklace as long as no religious signs are worn

i. Girls in Kindergarten and Elementary School are not allowed to wear necklaces or rings for safety reasons.

j. Make-up and nail polish are not allowed. Nails have to be kept short and clean

CLASS PREPARATION

Section 51. *Class Preparation.* - Learner shall come to class with all completed homework and required books and learning materials.

Homework is an integral part of the School academic program. It helps learners to reinforce what they learn in class and develop independent learning skills. Schools shall include homework as part of their curriculum and take into account the following requirements:

- (a) Homework should be aligned to the chosen curriculum and assigned reasonably as learners have many other learning activities such as School activities, family commitments, personal interests, etc. which can be equally educational.
- (b) Homework should increase progressively as the student moves through the grade levels.
- (c) Homework shall not be used as a form of punishment or disciplinary action.
- (d) Homework and assignments shall be coordinated to ensure learners have an overall fair and balanced afterschool workload.
- (e) No Homework and assignments shall be given for weekends / holidays.
- (f) Homework shall be done by the learners/learners. However, the parents/guardians may assist or guide them in accomplishing the same.

EXAMINATION

Section 52. *Schedule of Examination.* -The examination for all levels shall be given monthly. The duration of examination shall be three (3) days and the coverage of examinations are distributed in each examination day as stated below.

First day of Examination:

- Mathematics
- EsP/Values Education/Homeroom/Islamic
- MAPEH
- Arabic

Second Day of Examination:

- Filipino
- English
- HELE/TLE

Third Day of Examination:

- Science
- Social Studies
- Computer

Learners shall present their permit to take the examination to their respective class adviser otherwise, they shall not be allowed to take the examination. Special examination shall not be given unless permit is secured from the school principal. Class advisers and/or Subject teachers must give pointers to review to their respective learners/learners three (3) days before the scheduled examination.

In no case, that the subject teacher/s will hand over test papers for any reasons or purposes to other teachers. Special exams shall be administered to learners who have incurred excused absence on the days of exams. A different set of test question shall be given by the teacher.

Learner must wear their prescribed school uniform during examination.

LIBRARY

Section 53. Use of School library. – Learners/teachers or staff shall abide by the library rules:

- (a) The school rules and disciplinary code apply in the library at all times.
- (b) Eating and drinking are strictly prohibited inside the library.
- (c) Noise, disturbances and other inappropriate behavior are not permitted in the library.
- (d) Group discussions are allowed as long as the discussion is academic and the noise level is kept to a minimum so as not to disrupt others in the library.
- (e) Learners and teachers must bring their library card
- (f) Learners and teachers must ensure that they leave their working area clean and tidy and return books properly into a shelf.
- (g) Learners and teachers shall not leave their personal belongings in the library.
- (h) Learners who are sent to the library by a teacher during instruction time should present a library pass to a librarian.
- (i) All learners must make use of the shelf marker when removing books from the shelf.
- (j) Learners and teachers should sign up with a Librarian before using the photocopying services for reference materials only.

- (k) Library computers and student laptops must be used for school related work only.
- (l) Learners and teachers must abide by the school's Technology Use Policy. (See Appendix E – IT Policy)

Section 54. *Borrowing of Books.* The School Librarian shall implement the following procedures in lending books to learner.

- (a) Learners/Learners are allowed to borrow one book for one week
- (b) Learners/Learners should return borrowed books within one (1) week after signing out the books.
- (c) Learners will be charged a fine of 1 AED per item for each day the book is overdue.
- (d) In case a book is lost/damaged, the student will be charged the price of the book with an additional 10% of the book price in compensation for shipping and cataloguing.
- (e) Books shall not be marked in any way, not even in pencil this is considered damage.
- (f) Learner/s who have outstanding payments on their record are not permitted to borrow any books until the payments are made.

Parents/Guardian of learners in kindergarten and primary must check their children's library folders for reminders of overdue books and other issues regarding items borrowed from the library.

MEDICAL

Section 55. *Medical Rules.* - The school nurse shall be called upon in case of any injury or accident that occurs on school premises. If the school nurse feels that a student requires further medical care, the student's parents/guardians shall be notified immediately. In extreme emergencies, learner/s shall be rushed to the nearest Medical Center and parents/guardians must be contacted as soon as possible. Hospital expenses shall be shouldered by the parents.

A student who is feeling ill should visit the school nurse with the clinic badge. Each adviser shall prepare at most two (2) clinic badges for his/her class. The nurse will examine the student and will notify the principal in case the student needs to go home. Parents/guardians are required to secure a gate pass and pick up their child from the school clinic. The nurse shall also issue a signed clinic slip to the student to be submitted to the teacher. Signed clinic slips must be forwarded to the class adviser for record keeping.

Learner/s may visit the school clinic only in case of an injury or illness. The use of the school clinic as an excuse to leave class or school is prohibited. Learner/s who frequently visits the school clinic that are deemed unjustifiable by the school nurse may result in a disciplinary action.

Learner/s who frequently visits the school clinic due to an illness or chronic situation are required to see a licensed physician and a medical report from the physician should be provided to the school clinic.

Learner/s diagnosed with contagious illnesses or communicable diseases shall not return to school without the written consent of a licensed physician and the school nurse.

Upon registration, the parent/guardian shall inform the school if their child/ren is/are suffering from chronic illnesses, such as asthma, epilepsy, and migraine. In case a child has to take doses of medication during school hours, the parents/guardian must provide the school nurse with a doctor's prescription describing the dosage of those medications. In no case, that medication shall be kept in classrooms or offices but shall be kept in the clinic and the administration of such medications shall be done only by the school nurse.

The School shall create and maintain individual student medical records for all of its learners and keep the records in a secure place that ensures the confidentiality of health information.

School nurse(s) shall create a new medical record for new learners enrolled in kindergarten or Grade 1, and for learners transferred from other Schools that do not provide School health services (e.g. student transferred from a School outside the UAE).

When a student is being transferred to another School, the School nurse or the School administration shall transfer the student medical record to the new School. School nurses shall obtain the medical records of learners transferred from other Schools in the UAE.

Upon request, Parents/Guardians are to be provided with a medical report of their child's medical condition. However, the student medical record itself cannot be photocopied or removed from the School clinic.

School nurses are not permitted to share student medical records with any of the School staff. Only under the following specific circumstances may certain health information in the student medical records be released by the School nurse or the School health services administration to other parties:

1. Referral or a temporary transfer for specific treatment or diagnostic procedures or in an emergency situation.
2. Where there is a threat to public health and where a failure to disclose information may expose the student or others to risks of death or serious harm.
3. In case of formal investigations, by court order.

All requests to release health information from learners' medical records must to be approved by HAAD, and the ADEC must be notified.

In addition, the School shall adhere to all policies related to the management of student medical records issued by specialized entities in the UAE, such as HAAD.

VISITORS AND VOLUNTEERS

Section 56. *Entry and Exit Procedures.* – As a general rule, parents/guardians are not allowed to stay inside the school premises unless permitted for a valid reason or purpose. However, the following procedures must be observed by the parents, visitors, volunteers, and contractors upon entering the school premises:

- (a) Register his/her name and the date, time, and purpose of entry to the school premises with the security guard on duty.
- (b) Hand in an identity card (i.e., Valid ID card or driving license) to the security guard on duty so that a visitor's badge will be given.
- (c) Wear the visitor's badge at all times while inside the school premises.
- (d) Before leaving the school, the visitor's badge must be returned to the security guard in order to claim the deposited ID card.
- (e) Sign out in the logbook.

Section 57. *Restrictions.* The parent, visitors, volunteers, and contractors shall observe the following restrictions:

- (a) Observe proper dress code. No wearing of slippers, sleeveless tops, shorts, ripped jeans or clothing, very low necklines and other revealing clothes.
- (b) Must not enter classrooms unless invited by the teacher or accompanied by a school staff member.
- (c) The content of presentations or discussions by visitors and volunteers to learners must be agreed to by the Principal prior to the visit and must not encroach on controversial or inappropriate topics.

- (d) The School must inform parents of the participation of volunteers in classroom activities, school events and field trips through appropriate communication channels, such as circulars, parent meetings or school website.
- (e) Visitors and volunteers who are not relatives of learners in the school or who have not been invited by the school are not allowed to enter the school premises. The School has the discretion to deny or allow visitors or volunteers in their school with good cause.
- (f) Visitors, volunteers, or contractors must not be left alone with learners.
- (g) School staff should ensure that any communication between visitors and learners is appropriate and does not breach prior agreed content.
- (h) Classroom volunteers, visitors, and contractors are subject to security check to ensure the safety and well-being of learners and staff.
- (i) If a visitor or volunteer is accused of misconduct or abusive behavior towards learners or school-based staff, the issue should be referred to the Principal or Vice Principal.

SCHOOL BUS RULES

Section 58. School Bus Rules. – The use of school bus by learners/student is only a matter of privilege not a right. Thus, the school has the right to cancel such privilege for not following the school bus rules.

Pertinent school rules shall be applicable to school bus. Any student who violates the school bus rules shall be reported to the school administration and shall receive a disciplinary warning. However, if after the warning, the pupil/student still commits three offenses, his/her privilege to use the school bus services shall be automatically denied.

Parents/Guardians shall inform the school if they wish their children to use school bus in commuting between the home and school.

If the parents/guardians choose to have their children commute between home and school by taxi or any private vehicle, they should understand that the safety of their child/ren is fully their responsibility and the school does not hold any liability.

4) Responsibilities of Parents and Guardians:

- (a) Parent/Guardian of pupil of 11 years of age and below must be at the designated time and place of pick up before the arrival of the school bus, otherwise the school bus will continue its trip. However, during drop off, parent/guardian or his/her authorized adult shall receive a pupil of 11 years of age and below from the bus at the scheduled time and place, otherwise their child/ren shall remain in the bus and be returned to school. Provided, that the concerned

parent/guardian shall be informed and advised by the bus attendant to collect their child/ren at the school;

- (b) To provide the school with necessary information and update the same as necessary;
- (c) To pick up learner/s from school if they are returned there due to unavailability of person to receive them at the designated bus stop;
- (d) To pay the cost of any damage to buses caused by their children;
- (e) To report to the school any violation related to school bus cleanliness or any misbehavior of drivers, escorts and learners;
- (f) To inform the school thru the bus attendant upon pick up if they wish to fetch their child/ren from school instead of sending them home by bus.
- (g) To educate their children regarding safety during the school bus journey, especially while waiting for the bus, boarding and disembarking, and instruct them to do the following:
 - Reach the assigned bus stop before the specified time;
 - Behave in a way that avoids endangering themselves or others during the journey;
 - Remain on the bus until reaching the school or other designated destination;
 - Remain seated during the journey and use seat belt when provided;
 - Refrain from misbehavior, causing noise or trouble, playing with gadgets or toys; and
 - Report to the school administration any violation related to school bus cleanliness or any misbehavior of drivers, escorts or learners.
 - Show respect in dealing with all bus personnel and school staff.
 - Maintain cleanliness inside the bus at all times.
 - Strictly observe all bus rules.
- (h) Parents who withdraw their children from using the school bus services shall be charged with an additional three months (as cancellation fees) from the date of cancellation. The cancellation request shall be done in writing and handed over to the bus attendant or supervisor.
- (i) In case of a change in a student's residence after the commencement of the school year, the school shall be informed in writing of the new address at least one week before moving to the new location attaching the location map.

(5) Responsibilities of the learner/s:

- (a) Must sit in their assigned seat and wear their seatbelt.
- (b) Learners in KG - G3 must wear name and bus number tag.

- (c) Learners must wait at the bus stop at least five (5) minutes before the scheduled time of pick-up. If the bus arrives at the stop at the scheduled time and the student is not there, the bus will not wait and will continue its trip.
- (d) Learners must directly go to their buses immediately after the school day ends and must be on the bus at the scheduled times. Buses will leave at the scheduled times and will not wait for late learners.
- (e) Learner/s is not allowed to leave the bus or leave unattended items on the bus once they board the bus.
- (f) To ensure the safety of all learner/s on the bus, learners shall abide by the following rules:
 - Board and depart the bus cautiously.
 - Remain seated at assigned seat at all times until dismissed.
 - Fasten the seatbelt at all times.
 - Trolley bag is not allowed.
 - Obey the instructions of the bus driver and the bus attendant.
 - Sit properly and quietly in the assigned seat and avoid moving about and disturbing others.
 - Refrain from fighting, pushing, and bullying.
 - Refrain from littering and throwing objects in and out of the bus.
 - Refrain from eating and drinking inside the bus.
 - Be courteous.
 - Refrain from destroying bus equipment or accessories.

PARENT INVOLVEMENT

Section 59. Parent Involvement. -This policy establishes an emphasis on parent/guardian involvement in children's education and establishes guidelines for the school and parent/guardian relationship in the school.

Parents/guardians play an essential role in their children's education. School staff and parents/guardians share responsibility for ensuring that parents/guardians are actively involved in their children's education.

Role of Parents/Guardians:

- (a) Parents/guardians are encouraged to participate in their children's education in accordance with school policies; keep informed of their children's progress through regular meetings

with Principals, Heads of Faculty, and teachers; participate in other school activities including school visiting days, volunteering for school events, and participating in some school activities.

- (b) Parents/guardians are encouraged to support teachers in helping children learn, in accordance with school policy. Active involvement in their children's education may include, but is not limited to:
- Making every effort to ensure that children attend school every day and arrive on time.
 - Ensuring that children complete their homework assignments.
 - Frequently asking children about their school day.
 - Keeping updated with changes at the school.

Section 60. Parent-School Communication. - In order to have an efficient and effective parent-school communication, parents/guardians shall comply with the following rules and procedures:

1. Communication Notebook

- (a) Parents/guardians must check their children's communication notebook daily in order to be informed of any messages the school would like to communicate to the parents.
- (b) If parents/guardians have any concerns or queries for a teacher regarding their child, they should communicate their concerns through their child's communication notebook.
- (c) A learner in Grades 5–10 whose parents/guardians have noted a message on the communication notebook is expected to personally bring forward the note to the teacher.

2. Meetings

Parents shall abide by the following rules and regulations regarding school visits:

- (a) Parents/guardians must have an appointment with the concerned school personnel.
- (b) Meetings with school personnel must be scheduled through phone or electronic communication with the school receptionist.
- (c) Parents/guardians can schedule to meet with teachers only during the teachers' free time.
- (d) If a parent/guardian arrives in the school between 8:00 a.m. to 2:30 p.m. without having a scheduled appointment, the parent shall wait in the designated area until permission is obtained from the school principal.
- (e) Parents are not permitted to walk-in to see a school principal or teacher or any staff without an appointment and the school security has the right to refuse entry to the campus.
- (f) Parents/guardians shall not interrupt a teacher or school principal from their daily tasks in order to discuss a matter.

- (g) Parents/guardians are strictly prohibited from roaming the school premises, hallways, looking through classroom and office windows, entering classes, and using student washroom. Such actions are considered a violation of the school's Child Protection Policy.

3. Parent-Teacher Conferences

- (a) Parents/guardians shall participate in any school scheduled parent-teacher conferences.
- (b) If an urgent matter concerning a student should arise, parents and teachers should arrange for an immediate conference.
- (c) Parents/guardians are encouraged to visit the school by appointment. Parents should contact the school to request a meeting. Provided, That parents or non- parent visitors shall not enter classroom areas without written authorization from the school principal.

4. Communication by Phone

- (a) Serious issues shall not be discussed via telephone. Conference with all concerned authorities following proper protocol is imperative in such cases.
- (b) If parents/guardians have any urgent concern regarding their child, a school receptionist shall note the parent name and reason for the call. The message shall be reported to the school principal, and a meeting will be scheduled and the parents/guardian concerned will be notified regarding the scheduled meeting.
- (c) If the issue is regarding student behavior, the receptionist will note this to the principal.
- (d) If the issue is related to the school bus service, it must be referred to the bus attendant or the bus supervisor.
- (e) Other issues shall be referred to concerned offices or personnel.
- (f) Parents/guardians are not allowed to call the teachers during school day. They may however send an SMS and will receive a response during the teacher's free time.
- (g) Parents can use the school website and e-mail as a means to communicate with the teachers regarding their children's work, check student homework or assignments, and clarify matters regarding reminders, notices, and other information.

5. Open House

Parents/guardians are invited at the beginning of the academic year to an Open House during which they are introduced to the school administrative staff, faculty, and other school personnel, school rules and procedures including school activities.

LOST AND FOUND

Section 61. *Lost and Found Policy.* -The school is not responsible for lost items. Found items are kept inside a locked Lost and Found cabinet near the school principal or any authorized school

personnel to keep the same. Learners may retrieve items from the Lost and Found by referring to the office staff. Unclaimed items will be donated to any charitable organization at the end of the school year.

To prevent unnecessary loss, please comply with the following procedures:

- (a) Learners' personal items including clothing, sportswear, and books should be labeled with the student's name and class. Parents are encouraged to stitch names of learners from the inside of the school jackets.
- (b) Learner/s should keep their books, school supplies, and other materials stored inside under their desk/locker when left unattended.
- (c) Learner/s is discouraged from bringing personal items, such as toys, valuable items or huge amount of money to school.

CODE OF CONDUCT

Section 62. *Main Code of Conduct.* - All learners must respect the following main code of conduct:

- (a) Obey all School rules and instructions.
- (b) Behave responsibly and not endanger the safety and welfare of others or self.
- (c) Care for the facilities and property of the School and of others.
- (d) Arrive at School and lessons on time and justify any tardiness and absences.
- (e) Participate in promoting a positive School community image.
- (f) Demonstrate a positive attitude and apply the very best effort toward learning.
- (g) Behave responsibly so as not to disrupt the classroom or the learning of others.
- (h) Commit to the heritage and culture of the UAE.
- (i) Show respect to all members of the School community, and Parents/Guardians and other members of the local community.

Section 63. *Prohibited Acts, Articles, Devices, and Substances* - To ensure good behavior and good relationship among the learner/s and to have a safe and healthy environment inside the school, learner shall observe the following:

(a) Prohibited Acts

1. Not doing or having incomplete assignment.
2. Failure to get required books & learning materials.
3. Unprepared for class; does not have books, assignment & learning materials prepared.
4. Disorganized assignment.
5. Disorganized work text/notebook.

6. Disorganized portfolio/folder.
7. Does not engage in classroom activities when required.
8. Sleeping in class.
9. Does not cooperate engage in teamwork w/ peers in school work or activities.
10. Unexcused tardiness to class.
11. Loitering in hallways.
12. Leaving the classroom or school campus without permission.
13. Not wearing proper uniform/untidy appearance.
14. Chewing gum.
15. Eating/drinking in undesignated areas.
16. Littering on floor & school grounds.
17. Not tidying or cleaning areas around desk.
18. Disrupting class activity.
19. Throwing objects in class.
20. Possession of prohibited articles & electronic devices.
21. Running & shouting in hallways.
22. Play fighting.
23. Disobeying the teacher.
24. Disrespecting peers.
25. Exercising dishonesty w/ staff or peers.
26. Pranking.
27. Inappropriate use of technology.
28. Use of prohibited articles & electronic devices.
29. Using of cellphones, laptop, and other electronic devices during school day unless permitted for educational purposes or any other valid reasons.
30. Use of profanity & rude language.
31. Disrespecting a staff or teacher.
32. Writing/drawing on desks, walls or other surface (vandalism).
33. Stealing or damaging others' property.
34. Possessing prohibited substances.
35. Inappropriate display of affection.
36. Verbally assaulting teacher or staff and student.
37. Physically assaulting other pupil/student.
38. Assaulting others using weapons or dangerous items.
39. Consuming or selling prohibited substances.
40. Presence in the school under the effects of prohibited substances.
41. Committing acts of indecency.

42. Defaming political, religious or social symbols.
43. Bringing ready-made or home-made food and beverages except packed lunch for personal consumption.
44. Not placing their chairs on the desks at the end of the school day and ensure that the areas around their desks are clean.
45. Playing in undesignated areas.
46. Not observing safety rules and procedures on using play units.
47. Not keeping on the right side when walking up and walking down any stairway.
48. Staying or roaming in the hallways between classes except to move between classrooms.
49. Staying inside the TLE room, laboratory room, covered court, lobby or reception hall, swimming pool, library, and school canteen beyond their schedules.
50. Staying in the auditorium and faculty rooms unless permitted.
51. Using comfort rooms designated for faculty and staff.
52. Staying longer in the comfort rooms or using the same as stand-by area.
53. Entering and staying in any restricted areas of the school building.
54. Using elevators unless permitted by the school.
55. Performing acts of bullying and fighting of any kind.
56. Damaging school property (i.e., comfort rooms, desks, chairs, bulletin boards, and white boards) or other property including school bus.
57. Not obeying the rules and regulations as stated in the Technology Use Policy or as may be prescribed by the teacher-in-charged.
58. Not following school safety rules as prescribed by ADEC.
59. Engaging in academic dishonesty and any act of cheating, including:
 - copying someone else's homework or exam responses.
 - allowing someone else to copy homework or examination responses.
 - plagiarizing or copying someone else's ideas and claiming them as one's own.
 - improperly obtaining exam questions and answer keys.
 - falsifying notes, passes, records or other official documents.
 - gambling.

(b) Prohibited Articles, Devices, and Substances

1. Cellphone
2. Camera
3. Toys
4. Playing cards
5. Tablet(s) or iPads or other Personal Electronic Devices (PED) not intended for instructional purpose.

6. Tobacco or cigarettes
7. Prohibited drugs
8. Carbonated and Energy Beverages, Wine or Liquor
9. Other substances (which are harmful to their health and environment) on school campus, at school-sponsored events, and outside the school when wearing the school uniform
10. Food and beverages except packed lunch for personal consumption
11. Junk food (i.e., chips, candies, lollipops, and soft drinks)
12. Firearms
13. Explosives
14. Knife
15. Other deadly weapons

Pursuant to ADEC policy, cellphone and other Personal Electronic Devices (PED) are strictly prohibited inside the school unless permitted for educational purposes.

SECTION 64. *Character and Behavior Evaluation.* - It is expected that the common goal of every member of the school community is to promote academic competence while fostering good habits of character among the learner. Thus, in assessing academic achievement, learners shall also be evaluated on their character and behavior inside the school and during off-campus activities. Such evaluation shall serve as part of the components in rating RHGP or Revitalized Homeroom Guidance Program for every learner. Learners in Grades 1–10 are evaluated based on the following qualities:

1. RESPONSIBILITY - Student comes prepared for class and completes duties/assignments in a timely manner.
2. ORGANIZATION - Student arranges material and completes assignments in an organized fashion.
3. PARTICIPATION - Student contributes to and participates voluntarily in learning activities.
4. COOPERATION - Student works cooperatively and well in groups.
5. PROMPTNESS - Student is on time for class
6. DISCIPLINE - Student follows classroom routines and school rules and regulations
7. RESPECT - Student respects peers, authority, and school property
8. HONESTY - Student is honest and forthright

Section 65. *Behavioral Modification.* - The school mandates its faculty and staff to approach learners in a positive and constructive manner, emphasizing learners' potential and positive attributes in an

effort to change their behavior. Such an approach shall be implemented through a positive reinforcement program which shall be designed by faculty members and staff.

Section 66. *Authority to Maintain School Discipline.* - The school shall maintain discipline inside the campus as well as outside the school premises where and when learners or learners are engaged in activities authorized by the school.

Section 67. *School Disciplinary Committee.* - There shall be created a School Disciplinary Committee which shall be composed by the School Principal as Chairman, Vice Principal as Co-Chairman and four (4) faculty members to be designated by the school principal as members.

The School Disciplinary Committee shall perform the following duties and functions:

- (a) To review and discuss student behavioral issues. Provided, that disciplinary actions by the committee must be fair and equitable to all learners without exception. All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to learners and parents/guardians;
- (b) To keep a record of the disciplinary offenses of each student and the actions taken in response. Provided, that all information about learners' behavior shall be treated as strictly confidential;
- (c) To convene immediately after receiving the case which shall be formally referred to them;
- (d) To conduct thorough investigation regarding any case or incident involving learner/s; and
- (e) To come up with written findings and recommendations regarding the case or incident for final disposition of the latter.
- (f) All records/incident reports of all cases shall be forwarded to the Guidance Office for record-keeping.

Section 68. *Imposition of Disciplinary Action.* When the offense committed is serious and circumstances so warrant, the school principal shall impose the corresponding disciplinary action against the erring learner after he/she had personally determined that there is strong evidence of guilt on the part of the erring pupil/student taking into consideration the findings of the school investigating committee. No disciplinary action shall be applied upon any learner except for cause as defined in the existing DepEd guidelines in conformity with ADEC policies or in the rules and regulation of the school, and after due process shall have been followed. The disciplinary action shall be commensurate to the nature and gravity of the offense.

Section 69. *Disciplinary Actions.* - To provide guidance to Schools in determining the appropriate progression of discipline, the learners' misconduct are categorized into three levels, as follows:

Level One - Any behavior that results in disruption of the teaching and learning environment, which may include, for example:

- (a) Tardiness (lateness/unpunctuality).
- (b) Unexplained absences especially during school events and activities.
- (c) Not bringing the necessary books and equipment to class.
- (d) Wearing of improper School uniform (including sports uniforms) including wearing of earrings for boys, hair color/dye and improper haircut.
- (e) Disruptive behavior in classrooms and in School like whistling, boisterous laughing, playing, tantrums, etc.
- (f) Breaking School rules including in classrooms, hallways, playgrounds, laboratories and buses.
- (g) Defying orders from School management and staff.
- (h) Mocking others.
- (i) Disruptive behavior on School buses (e.g. vandalizing bus seats).
- (j) Littering inside/outside the classroom and other school held events and activities, spitting on the floor, walls, windows and to classmates and others.

Level Two - Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- (a) Skipping classes or School.
- (b) Engaging in rough games, brawls, quarrels and the like.
- (c) Sneaking into School after school hours without the presence of supervisors.
- (d) Using abusive or inappropriate language toward peers and/or teachers.
- (e) Fighting with other learners and/or bullying in any form like name-calling or giving embarrassing names to classmates or school mates, gossiping etc.
- (f) Petty theft/stealing.
- (g) Vandalizing school property or the property of others.
- (h) Bringing or using cell phone, laptop, and other personal electronic devices inside the school and school bus without prior permission.
- (i) Possessing or viewing pornographic or other inappropriate material.
- (j) Using obscene and vulgar language and gestures.
- (k) Cheating in exams or assignments.
- (l) Misuse or abuse of the School's IT systems.
- (m) Petty gambling/betting inside the school.
- (n) Public display of affection.
- (o) Doing unlawful acts (including but not limited to gambling, smoking, PDA) outside school premises while wearing the school uniform or any school insignias.

Level Three - Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- (a) Assaulting Faculty members, staff or members of the local community including name-calling.
- (b) Distributing and/or engaging (or participating in the distribution of) pornographic material.
- (c) Willful damage to, or destruction of, School and personal property.
- (d) Possessing, selling or planting deadly weapons or explosives, setting fires to any facility or school structure.
- (e) Using or promoting/selling illegal drugs or substances, beverages in violation of public order and morals.
- (f) Exchanging any inappropriate materials, such as letters or photos.
- (g) Committing major actions contradictory to public morals such as sexual assault.
- (h) Leaving the school premises without permission from school authorities.
- (i) Smoking inside the campus.
- (j) Stealing.
- (k) Gambling/betting involving large sums of money or property.
- (l) Bullying which result to severe mental, physical and emotional damage or danger to the victim, especially life-threatening acts.
- (m) Any physical injury on classmates or any member of the school community which result to serious bodily harm.
- (n) Providing false documents (e.g. forging Parents'/Guardians'/teachers' or any authority's signatures).

Section 70. Category of Disciplinary Action. – Pursuant to ADEC policy, the imposable penalties for student's misconduct are categorized as follows:

- (a) **Expulsion** - refers in particular to permanent exclusion from the School in accordance with the ADEC's official procedures.
- (b) **Suspension** - refers to temporary exclusion of learners for a short period of time as determined by the School Disciplinary Committee.
- (c) **Unofficial suspension** - refers to student suspension without complying with the formal School procedures, for example, sending a student home for the rest of the day or removing the student from the classroom.

Section 71. Procedures for Unofficial Suspension, Temporary Suspension and Expulsion. – Suspension and expulsion shall only be imposed by the school after exhausting all the available

remedies to correct disruptive behavior of the student(s). The following are the procedures that shall be observed in implementing the penalty of suspension and expulsion.

1. Unofficial Suspension

- (a) Any learner acting in a disruptive behavior shall be suspended immediately without complying with the formal discipline procedures. In such case, the student shall be removed by the class adviser from the classroom.
- (b) In the event that the disruptive behavior of the student remains uncontrolled, the school principal may send the concerned student home for the rest of the day, provided that the concerned parent/guardian shall be notified.

2. Temporary Suspension

- (a) Temporary suspension shall only be imposed in case of the following circumstances:
 - Where it is necessary to provide respite from behavior that is seriously disruptive to the normal life of the School.
 - Where the behavior poses a threat to the safety and welfare of other members of the School.
 - Student's misconduct that falls under the category of level 1 and 2
 - Where all other attempts to correct the disruptive behavior have been unsuccessful.
- (b) The Principal, through the School Disciplinary Committee which she chairs, may only suspend the concerned student after following formal discipline measures.
- (c) The Principal shall ensure that a staged approach is followed to correct the student's misconduct,
- (d) Shall review the documented history of misconduct incidents
- (e) Shall notify Parents/Guardians and the ADEC of such.
- (f) The period of suspension must not exceed five (5) school days and may be spent in school to render community service.

3. Expulsion

- (a) Expulsion must apply only to learners who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory school age.
- (b) The School Disciplinary Committee must seek the ADEC's approval in order to expel a student from the School.
- (c) Learners have the right to seek out alternate education institutions.

Section 72. *Staged Approach for Dealing with Willful or Persistent Misconduct.* -Learners shall be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors before any disciplinary action (e.g. warnings, written notices) is taken. Student misconduct shall be dealt with as follows:

- (a) The Guidance Counselor shall provide counseling for the erring pupil/student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the School.
- (b) The Guidance counselor shall conduct an appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- (c) If there is a need for further escalation of response, upon approval of the school principal, the Guidance Counselor shall inform the concerned parents/guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-School strategy. The Parents/Guardians, in this stage shall be required to sign an undertaking to support the agreed strategy.
- (d) In case the student continues to behave unacceptably, the guidance counselor shall refer the student to School Disciplinary Committee. The School Principal through the recommendation of the School Disciplinary Committee may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- (e) In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to ADEC to transfer the student to another School or to permanently exclude the student concerned. In making an application to ADEC, the School shall include evidence that all the stages of approach in dealing with willful and persistent misconduct of the student have been followed.

Section 73. *Policy on Disciplining Learners With Special Educational Needs.* - Learners with special education needs are required to follow the same rules and conduct as other learners. However, any disciplinary action for a student with special education needs must take into account the following:

- (1) The nature of the student's special education need.
- (2) The Individual Education Plan for that student.

Learners with special education needs must not be subject to more severe consequences than those imposed on the rest of the learners, for comparable violations.

The implementation of a School Code of Conduct must not generally differentiate between learners with special education needs and other learners.

Section 74. *Procedures for Disciplinary Consequences* . – In the implementation of disciplinary consequences upon any erring learner, the following procedures shall be observed.

- (a) All offenses punishable by warnings, suspensions and expulsions must be documented by the concerned class adviser(s) on an incident report and submitted to school principal, school disciplinary committee, prefect of discipline and guidance counselor.
- (b) Verbal warning may be given by the school principal, vice principal, subject teacher, class adviser, or other school personnel who has personal knowledge of the offense committed by any pupil/student and such verbal warning shall be reported to concerned class adviser for record and reference purposes.
- (c) Written warning shall be imposed upon any erring learner who has committed the same offense repeatedly and such written warning shall be issued by the school principal.
- (d) Loss of privilege like participation in any co-curricular activity may be imposed upon any erring learner as a consequence for the offense committed.
- (e) If deemed necessary, the guidance counselor shall arrange a formal conference between the parents, class advisers, department heads, and principal to discuss the learner's behavior and steps for behavior modification. A record of such meetings are officially documented and signed by all attendees.
- (f) Suspension and expulsion shall be imposed upon any erring learner in accordance with existing policy guidelines as prescribed by ADEC.
- (g) Disciplinary actions shall be imposed in accordance with the school discipline code and graduated scale of penalties as prescribed in this Manual. The school discipline code is described below.

For Kindergarten to Grade 4

In Kindergarten to Grade 4, preventative guidance is the approach used for behavioral modification. However, a five-step discipline system shall also be used when necessary. The number of offenses committed by a pupil is associated with a disciplinary consequence as stated in the table below.

OFFENSE	CONSEQUENCES
First Offense	Learners are warned and guided.
Second Offense	Learners write an apology letter.
Third Offense	Teacher reports to parents in writing (i.e., email or communication notebook) to engage them in helping the student modify their choice of behavior.
Fourth Offense	Learners are suspended for 5 minutes during recess time.
Fifth Offense	Student receives an incident report.

A student's behavioral record is refreshed daily. After the student receives three incident reports, the teacher and principal meet with the parents to discuss the student's behavior.

For Grades 5–12

A disciplinary consequence depends on the level of the offense and the student's disciplinary record. Offenses are tiered into three levels: Level-1, 2, and 3. The level system allows the school to broadly categorize offenses of school rules and regulations, and the level of offense determines the initial intervention taken by the school. The levels are described below.

The offenses and penalties that fall under each level are listed in the table below.

GRADUATED SCALE OF PENALTIES				
OFFENSES	1st Offense	2nd Offense	3rd Offense	4th Offense
LEVEL 1				
a) Tardiness (lateness/unpunctuality) b) Unexplained absences especially during school events and activities. c) Not bringing the necessary books and	Verbal Warning	Verbal Warning Letter of Apology	Written Warning Preventive Guidance	Referral to Department Head Parents or Guardian Conference w/ Department

<p>equipment to class.</p> <p>d) Wearing of improper School uniform (including sports uniforms) including wearing of earrings for boys, hair color/dye and improper haircut.</p> <p>e) Disruptive behavior in classrooms and in School like whistling, boisterous laughing, playing, tantrums, etc.</p> <p>f) Breaking School rules including in classrooms, hallways, Playgrounds, laboratories and buses.</p> <p>g) Defying orders from School management and staff.</p> <p>h) Mocking others.</p> <p>i) Disruptive behavior on School buses (e.g. vandalizing bus seats).</p> <p>j) Littering inside/outside the classroom and other school held events and activities, spitting on the floor, walls, on windows and to classmates and others.</p>				Head and Guidance Counselor
LEVEL 2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>a) Skipping classes or School.</p> <p>b) Engaging in rough games, brawls, quarrels and the</p>	<p>Written Warning</p> <p>Unofficial</p>	<p>Written Warning</p> <p>Unofficial</p>	<p>Final Written Warning to student and concerned</p>	<p>Preventive Guidance</p> <p>Parent or</p>

like.	Suspension	Suspension	parents or guardian	Guardian Conference w/ the School Principal
c) Sneaking into School after school hours without the presence of supervisors.	Preventive Guidance	Preventive Guidance	Unofficial Suspension	2 Days Suspension
d) Using abusive or inappropriate language toward peers and/or teachers.	Loss of privilege to participate in any extra or co-curricular activity	Loss of privilege to participate in any extra or co-curricular activity within one (1) grading period	Preventive Guidance	Loss of privilege to participate in any extra or co-curricular activity within one (1) grading period
e) Fighting with other learners and/or bullying in any form like name-calling or giving embarrassing names to classmates or school mates, gossiping etc.	within one (1) grading period	one (1) grading period	Parent or Guardian Conference w/ the Vice Principal	
f) Petty theft/stealing.		Parent or Guardian Conference w/ Department Head	Loss of privilege to participate in any extra or co-curricular activity within one (1) grading period	
g) Vandalizing school property or the property of others.			activity within one (1) grading period	
h) Bringing or using cell phone, laptop, and other personal electronic devices inside the school and school bus without prior permission.				
i) Possessing or viewing pornographic or other inappropriate material.				
j) Using obscene and vulgar language and gestures.				
k) Cheating in exams or assignments.				
l) Misuse or abuse of the School's IT systems.				
m) Petty gambling/betting				

<p>inside the school.</p> <p>n) Public display of affection.</p> <p>o) Doing unlawful acts (including but not limited to gambling, smoking, PDA) outside school premises while wearing the school uniform or any school insignias.</p> <p>p) Fifth offense of Level One.</p>				
LEVEL 3	1st Offense	2nd Offense	3rd Offense	4th offense
<p>a) Assaulting Teaching Faculty members, staff or members</p> <p>b) of the local community including name-calling.</p> <p>c) Distributing and/or engaging (or participating in the distribution of) pornographic material.</p> <p>d) Willful damage to, or destruction of, School and personal property.</p> <p>e) Possessing, selling or planting deadly weapons or explosives, setting fires to any facility or school structure.</p> <p>f) Using or promoting/selling illegal drugs or substances, beverages in violation of public order and morals.</p> <p>g) Exchanging any</p>	<p>Written Warning</p> <p>Unofficial Suspension</p> <p>Preventive Guidance</p> <p>Parents or Guardian Conference with the Department Head & Vice Principal</p> <p>loss of privilege to participate in any extra or co-curricular activity for</p>	<p>Written Warning</p> <p>Unofficial Suspension</p> <p>Preventive Guidance</p> <p>Parents or Guardian Conference with the School Principal</p> <p>loss of privilege to participate in any extra or co-curricular activity for the within one (1) grading period</p>	<p>5 Days Suspension</p> <p>Parents or Guardian Conference with the School Principal</p> <p>loss of privilege to participate in any extra or co-curricular activity for the within one (1) grading period</p> <p>Final Written Warning to student and concerned parents or guardian</p>	<p>Referral to School Disciplinary Committee</p> <p>Referral to ADEC</p> <p>Disciplinary Transfer to Other School or Expulsion</p>

<p>inappropriate materials, such as letters or photos.</p> <p>h) Committing major actions contradictory to public morals such as sexual assault.</p> <p>i) Leaving the school premises without permission from school authorities.</p> <p>j) Smoking inside the campus.</p> <p>k) Stealing.</p> <p>l) Gambling/betting involving large sums of money or property.</p> <p>m) Bullying which result to severe mental, physical and emotional damage or danger to the victim, especially life-threatening acts.</p> <p>n) Any physical injury on classmates or any member of the school community which result to serious bodily harm.</p> <p>o) Providing false documents (e.g. forging Parents'/Guardians'/teachers' or any authority's signatures).</p> <p>p) Fifth offense of Level Two.</p>	<p>the within one (1) grading period</p>			
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Section 75. *Banned Disciplinary Actions* - It is forbidden to use any of the following methods as disciplinary actions:

- (a) All forms of physical punishment
- (b) Lowering or threatening to lower grades.
- (c) Group punishment for an individual's misconduct
- (d) Imposing more School work.
- (e) Mocking or insulting the student in private or in public.
- (f) Preventing the student of using washroom facilities or consuming food.

MISCELLANEOUS PROVISIONS

Section 76. *School Complaints Committee.* - Schools must establish a permanent School Complaints Committee that shall consider all written complaints made against the School and its operations, and attempt to resolve these, in line with the School's policies and the ADEC regulations, policies and requirements. The Principal shall chair the School Complaints Committee, and may delegate this authority to others as he deems appropriate.

Complaints should be resolved at the School level, and if necessary with the help of the Principal (e.g. in respect of complaints from Parents/Guardians, teachers or other School staff). In case the parties are dissatisfied with the Principal-proposed solution, the complainant should refer the complaint, in writing, to the School Complaints Committee. If a complaint has been made against the Principal, then the Principal shall be excluded from the committee and replaced with a member of the Board of Trustees. All written complaints shall be acknowledged within 24 hours of receipt. The School Complaints Committee shall review and respond to all complaints in writing within ten working days. If the complaint has not been properly handled, the complainant has the right of appeal to ADEC against the decisions of the School's Complaints Committee.

The School must keep a record of all meetings held between the members of the committee and the complainant (being a Parent/Guardian, or teachers or stakeholders) and to present the same to the Board of Trustees, and the Council, if requested.

(See Appendix E – Systematic Flow of Communications “Behavior Management Concerns – Levels 1 to 3”)

Section 77. *The National Anthems.* - The School must organize a morning assembly each school day. The School's Principal shall be responsible for ensuring the proper conduct of the morning assembly.

Learners are required to sing the national anthem at the beginning of the assembly. All School leaders, teachers, staff, learner/s and visitors must show proper respect for the national anthem while it is being sung.

All learners from kindergarten to Grade 12 shall attend the morning assembly. It is therefore preferable that the School hold the morning assembly in an adequate area at the School where all learners can fit comfortably. The School area(s) selected for conducting the morning assembly should be shaded or covered to protect learners from direct sunlight or other weather conditions. The School leaders, teachers and staff should pay particular attention to learners with special needs and medical conditions that prevent them from attending the assembly. Those learners can be excused from participating in the morning assembly subject to a medical report or a written request from their Parents/Guardians.

Section 78. School Calendar. – The school shall come up with school calendar for each academic year which shall be followed accordingly. The copy of the school calendar shall furnish the parents/guardians and learners.

Section 79. Student Council. – There shall be created a student Council which shall continue to exist in each academic year.

The purpose, functions, and manner of elections of officers of the student council shall be defined and prescribed in its constitution and by laws.

Section 80. Prohibited Transactions or Activities. – In addition to school rules, learner must abide by the following rules:

- (a) **Sales on Campus.** - Learners are not permitted to sell items to others on campus except if it is approved as fund raising drive of student council or any school club or organization. Provided that all proceeds of the sales must be deposited at the business office Student Council account or club on the same day they are collected.
- (b) **Announcements.** - Notices, posters, advertisements and other announcements should not be posted or circulated before attaining the approval of the principal and superintendent.
- (c) **Celebrations.** - Celebration of birthdays for learners, teachers, and staff is prohibited in classrooms and on school campus.
- (d) **Gifts.** - Learners and parents are not allowed to give a gift to faculty/staff members and the latter shall not ask nor accept a personal gift from a student or a parent. Only tokens of appreciation are allowed, such as flowers or chocolates.

Section 81. *Due Process.* Administrative due process shall be observed in all matters at all times which may result in the enforcement of sanctions against pupil(s) or student(s).

Section 82. *Confiscated Items.* - All confiscated items shall be returned at the end of the academic year.

Section 83. *Application of Sanctions.* The application of sanctions and penalties against any learner for violations of PEP S regulations shall be commensurate to the gravity of offenses committed.

Section 84. *Separability Clause.* Any part or provision of this Manual which may be declared inconsistent with the provisions of DepEd and ADEC policies shall not affect the effectiveness and implementation of its remaining parts or provisions.

Section 85. *Repealing Clause.* Provisions of previous learner's handbook/manual are hereby superseded by the provisions of this New Parent-Learner Manual.

Section 86. *Effectivity Clause.* – The provisions of this Parent-Learner Manual shall take effect immediately upon adoption by the school administration and shall continue to effect within the academic year of 2016-2017 until amended or revised.

This Parent-Learner Manual is hereby adopted by the undersigned school officials of the Philippine-Emirates Private School, United Arab Emirates pursuant to DepEd Manual for Philippine School Overseas and ADEC Policy Guidelines for Private School.

Date of Adoption: August 11, 2016

FLORABEL F. MACABUHAY

Member, Board of Trustees

ZENDY B. CORDERO

Member, Board of Trustees

DR. ROLLY DELA CRUZ

Member, Board of Trustees

ALBERTO G. FLORES

Member, Board of Trustees

NELIA D. NAPAL

Co-Owner & Vice Chairman, Board of Trustees

ALI AHMED ALI AL HAMELI

Co-Owner & Chairman, Board of Trustees

APPENDICES

Appendix A – STUDENT COMPETENCE FRAMEWORK “CORE VALUES”

I. Core Values – Definitions and Exemplification

Value	General Definition	Exemplification
Care	<i>Care, in this context, means feeling concern or compassion for or having an interest in someone or something; to attach importance or interest to someone or something; to be mindful of the needs of others.</i>	<p>For students, care means many things. Students care for the feelings of others and as a consequence act in a kind and friendly way. This promotes a positive learning environment in class. It also means caring for themselves and the quality of their work.</p> <p>For students in their early years of schooling, when given group or individual activities, they appreciate the feelings of others and show delight in others’ achievements. They speak and act in a friendly manner, particularly if others are unhappy.</p> <p>As students progress through their schooling, they show ever more interest in, and concern for, the feelings of others, and respond positively to their contributions to school and the learning environment. Students will demonstrate a practical commitment to the care of others in school and the local community.</p>
Empathy	<i>Empathy is the ability to see things from another’s perspective, to use one’s imagination to enter into someone else’s subjective state. Essentially it is the ability to ‘walk in someone else’s shoes’.</i>	<p>Understanding and respecting relevant social, cultural and religious backgrounds is a part of empathy. It is the ability to understand another’s perspective because as a result of appreciating the social, cultural and religious backgrounds of others. It understands that the way a person appears or what they believe is based on their cultural, social and religious perspective.</p> <p>For students in their early years of schooling, this means understanding that others come from different backgrounds and why people may dress, speak and act differently.</p> <p>As students progress through their schooling, they demonstrate a more in-depth understanding and appreciation of the backgrounds and beliefs of others, and are able to engage in positive and informed discussion about it.</p>
Honesty	<i>Honesty is the quality of knowing and distinguishing between right and wrong, and acting fairly; being truthful.</i>	<p>For students (and all citizens), this means acting in a truthful manner, particularly with regard to school work and how they conduct themselves around school, and when interacting with their teachers and peers.</p> <p>Students in their early years of schooling are learning what honesty means and how they can practice this in their everyday life. For example, they learn that borrowing without returning things is not right and telling lies has adverse consequences for themselves and others.</p> <p>As students progress through their schooling, acting in an honest way involves not only being truthful but also being honest to themselves in terms of giving of their best in all they do. A specific example of being honest may be declaring that any work produced is truly their own, or duly acknowledging the contributions of others when work is part of a collaborative effort.</p>
Integrity	<i>Integrity is the quality of being honest and having strong moral principles in all that is done, whether within the family, education or career. Integrity is related to honesty - Integrity is how we make honesty actionable – it is the character and courage to do what is right.</i>	<p>For students, integrity means acting in a manner which is ethical, fair and adheres to a strict moral code which defines what is right and wrong.</p> <p>In their early years of schooling, students begin to have high regard for school and their personal achievements, which they show as delight when completing work. They learn the difference between right and wrong and what it means to act in an ethical way</p> <p>As students progress through their schooling, they act in a positive and increasingly ‘professional’ way when tackling their school work and working with teachers and peers. This latter is an important attribute highly valued among employers, who see this as an important adjunct to technical and subject-specific expertise. They also have a keen and well developed sense of what is right and ‘fair’ and what is not.</p>

Value	General Definition	Exemplification
Resilience	<i>Resilience is the capacity to recover quickly from difficulties. It implies self-confidence and mental toughness in individuals.</i>	<p>For students, this means not being afraid to make mistakes in their work, but instead learning from them, particularly to improve their performance.</p> <p>In the early years of schooling, all positive contributions by students to their work and to the learning environment should be praised and developed. They should be guided rather than directed in how to improve or rectify mistakes, without criticism. As a consequence, they will gain confidence as young learners who are prepared to tackle unfamiliar tasks and activities without being worried about the outcome.</p> <p>As students progress through their schooling they gain in independence and the confidence to explore ideas and tackle problems. Resilient students overcome difficulties and challenges and are determined to complete projects and activities; to become 'completers'. This resilience is built upon self-confidence and growing self-esteem where challenges are tackled with enthusiasm and without fear of failure.</p>
Respect	<i>Respect is a feeling or understanding that someone or something is important, serious or worthy and should be treated in an appropriate way.</i>	<p>For students, this means having respect for themselves, their peers, their teachers, their learning environment and the local community.</p> <p>The most important relationship in the school, that between teachers and students, must be built on mutual respect. In the early years of schooling for example, children learn how to listen to others, both their teacher and peers, without interruption. They are also respectful of the learning environment, for example by tidying materials away when finished.</p> <p>As students progress through their schooling they learn to challenge opinions and ideas but in a respectful and positive way. They interact positively with their teachers and peers developing productive and harmonious relationships that promote a positive leaning environment. As teachers themselves act as role models, so do students, particularly those in the senior years of their schooling.</p>
Tolerance	<i>Tolerance is the willingness to accept feelings, habits, or beliefs that are different from your own.</i>	<p>For students in Abu Dhabi, this means being accepting in a kind, caring and sympathetic way to the feelings, work and interactions of others, regardless of their background, abilities and beliefs.</p> <p>For students in their early years of schooling, this means being kind to their peers when working collaboratively or when others are doing things differently or without the same level of success.</p> <p>As students progress through their schooling, this tolerance becomes more pronounced and practical. Not only are they mindful of the differences in others but show active consideration and concern for them and are willing to assist those whose abilities and work do not match their own.</p>

Appendix B – SCHOOL’S INCIDENT REPORT FORM



Philippine Emirates Private School
 East Baniyas, Abu Dhabi, United Arab Emirates
 Academic Year 20__ – 20__

INCIDENT REPORT

Please be note that an incident report should be accurate, specific, factual, objective, clear, complete, concise and well-organized. Please attach Narrative report done by student/s or person/s involved if needed.

Student/s Involved:	Grade & Section:
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Date & Time of Incident		Location	
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Action Taken	
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Description of Incident

<p>Who was notified of the incident?</p> <p><input type="radio"/> Non-teaching Staff</p> <p><input type="radio"/> Class Adviser</p> <p><input type="radio"/> Subject Teacher</p> <p><input type="radio"/> Subject Coordinator</p> <p><input type="radio"/> Guidance Counselor</p> <p><input type="radio"/> Department Coordinator</p> <p><input type="radio"/> Assistant Principal</p> <p><input type="radio"/> School Principal</p> <p><input type="radio"/> Parent/s</p> <p><input type="radio"/> Others</p>	<p>Name & Signature of Person/s Notified</p>
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Action Taken by:	
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Incident Report Authored :	
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Date this Incident Report was done and submitted	
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Appendix C – Enclosure to DepEd Order No. 8 series 2015 “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (see next page)

(Enclosure to DepEd Order No. 8, s. 2015)

POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE K TO 12 BASIC EDUCATION PROGRAM (BEP)

I. Theoretical Basis

Classroom Assessment is a joint process that involves both teachers and learners. It is an integral part of teaching and learning. Teachers provide appropriate assessment when they aim to holistically measure learners' current and developing abilities while enabling them to take responsibility in the process. This view recognizes the diversity of learners inside the classroom, the need for multiple ways of measuring their varying abilities and learning potentials, and the role of learners as co-participants in the assessment process.

At the heart of this assessment framework is the recognition and deliberate consideration of the learners' zone of proximal development (Vygotsky 1978). Appropriate assessment is committed to ensure learners' success in moving from guided to independent display of knowledge, understanding, and skills, and to enable them to transfer this successfully in future situations. From this point of view, assessment facilitates the development of learners' higher-order thinking and 21 st-century skills.

This view of assessment, therefore, acknowledges the unity of instruction and assessment. Assessment is part of day-to-day lessons and extends the day-to-day classroom activities that are already in place in the K to 12 curriculum.

II. What is Classroom Assessment?

Assessment is a process that is used to keep track of learners' progress in relation to learning standards and in the development of 21st-century skills; to promote self-reflection and personal accountability among students about their own learning; and to provide bases for the profiling of student performance on the learning competencies and standards of the curriculum. Various kinds of assessments shall be used appropriately for different learners who Come from diverse contexts, such as cultural background and life experiences.

Classroom Assessment is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do.

Teachers should employ classroom assessment methods that are consistent with curriculum standards. It is important for teachers to always inform learners about the objectives of the lesson so that the latter will aim to meet or even exceed the standards. The teacher provides immediate feedback to students about their learning progress. Classroom assessment also measures the achievement of competencies by the learners.

There are two types of classroom assessment, namely, formative and summative.

- A. **Formative assessment** may be seen as assessment for learning so teachers can make adjustments in their instruction. It is also assessment as learning wherein students reflect on their own progress. According to the UNESCO Program on Teaching and Learning for a Sustainable Future (UNESCO-TLSF), formative assessment refers to the ongoing forms of assessment that are closely linked to the learning process. It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience.

Formative assessment may be given at any time during the teaching and learning process. It is also a way to check the effectiveness of instruction.

Formative assessment involves teachers using evidence about what learners know and can do to inform and improve their teaching. Teachers observe and guide learners in their tasks through interaction and dialogue, thus gaining deeper insights into the learners' progress, strengths, weaknesses, and needs. The results of formative assessments will help teachers make good instructional decisions so that their lessons are better suited to the learners' abilities. It is important for teachers to record formative assessment by documenting and tracking learners' progress using systematic ways that can easily provide insight into a student's learning. Such monitoring will allow teachers to understand their students and thus teach them better. Formative assessment results, however, are not included in the computation of summative assessment.

Formative assessment must also provide students with immediate feedback on how well they are learning throughout the teaching-learning process. Recommendations on how they can improve themselves should also be given by the teachers. Formative assessment enables students to take responsibility for their own learning, and identify areas where they do well and where they need help. As a result, students will appreciate and make their own decisions about their progress.

- B. **Summative assessment**, on the other hand, may be seen as assessment of learning, which occurs at the end of a particular unit. This form of assessment usually occurs toward the end of a period of learning in order to describe the standard reached by the learner. Often, this takes place in order for appropriate decisions about future learning or job suitability to be made. Judgments derived from summative assessment are usually for the benefit of people other than the learner (UNESCO-TLSF).

Summative assessment measures whether learners have met the content and performance standards. Teachers must use methods to measure student learning that have been deliberately designed to assess how well students have learned and are able to apply their learning in different contexts. The results of summative assessments are recorded and used to report on the learners' achievement. Primarily, the results of summative assessment are reported to the learners and their parents/ guardians. In addition, these are reported to principals/ school heads, teachers who will receive the child in the next grade level, and guidance teachers who should help students cope with challenges they experience in school.

III. What is assessed in the classroom?

Assessment in the classroom is aimed at helping students perform well in relation to the learning standards. Learning standards comprise content standards, performance standards, and learning competencies that are outlined in the curriculum.

- A. **Content Standards** identify and set the essential knowledge and understanding that should be learned. They cover a specified scope of sequential topics within each learning strand, domain, theme, or component. Content standards answer the question, "What should the learners know?".
- B. **Performance Standards** describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of 21 st-century skills. The integration of knowledge, understanding, and skills is expressed through creation, innovation, and adding value to products/ performance during independent work or in collaboration with others.

Performance standards answer the following questions:

1. "What can learners do with what they know?"
2. "How well must learners do their work?"
3. "How well do learners use their learning or understanding in different situations?"
4. "How do learners apply their learning or understanding in real-life contexts?"
5. "What tools and measures should learners use to demonstrate what they know?"

C. **Learning Competencies** refer to the knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity.

D. **Concept Development**

The learning standards in the curriculum reflect progressions of concept development. The Cognitive Process Dimensions adapted from Anderson & Krathwohl (2001) may be a good way to operationalize these progressions. It provides a scheme for classifying educational goals, objectives, and standards. It also defines a broad range of cognitive processes from basic to complex, as follows: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each dimension is described in Table 1.

Table 1. Adapted Cognitive Process Dimensions*

Cognitive Process Dimensions	Descriptors
Remembering	The learner can recall information and retrieve relevant knowledge from long-term memory: identify, retrieve, recognize, replicate, list, memorize, repeat, reproduce
Understanding	The learner can construct meaning from oral, written, and graphic messages: interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss
Applying	The learner can use information to undertake a procedure in situations or in a new way: execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover
Analyzing	The learner can distinguish between parts and determine how they relate to one another, and to the overall structure and set: differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruct
Evaluating	The learner can make judgments and justify decisions: coordinate, measure, detect, defend, judge, argue, debate, critique, appraise, evaluate
Creating	The learner can put elements together to form a functional whole, create a new product or point of view: generate, hypothesize, plan, design, develop, produce, construct, formulate, assemble, design, devise

*Adapted from Table 5.1 "Cognitive Dimensions" (Anderson and Krathwohl 2001, pp. 67—68)

To align the assessment process with the K to 12 curriculum, the adapted Cognitive Process Dimensions may be used as guide not only in lesson development but also in the formulation of assessment tasks and activities.

IV. How are learners assessed in the classroom?

Learners are assessed in the classroom through various processes and measures appropriate to and congruent with learning competencies defined in the K to 12 curriculum. Some of these processes and measures may be used for both formative and summative assessment, which have different goals. Learners may be assessed individually or collaboratively.

Individual and Collaborative Formative Assessment

Individual formative assessment enables the learner to demonstrate independently what has been learned or mastered through a range of activities such as check-up quizzes, written exercises, performances, models, and even electronic presentations.

Collaborative formative assessment (peer assessment) allows students to support each other's learning. Discussions, role playing, games, and other group activities may also be used as performance-based formative assessment wherein learners support and extend each other's learning.

Formative Assessment in Different Parts of the Lesson

Formative assessment may be integrated in all parts of the lesson. Basically, every lesson has three parts: before the lesson, the lesson proper, and after the lesson. Formative assessment conducted in each part serves a different purpose.

A. Before the Lesson

Formative assessment conducted before the lesson informs the teacher about the students' understanding of a lesson/ topic before direct instruction. It helps teachers understand where the students stand in terms of conceptual understanding and application. Formative assessment provides bases for making instructional decisions, such as moving on to a new lesson or clarifying prerequisite understanding.

B. During the Lesson Proper

Formative assessment conducted during the lesson proper informs teachers of the progress of the students in relation to the development of the learning competencies. It also helps the teacher determine whether instructional strategies are effective. The results of formative assessment given at this time may be compared with the results of formative assessment given before the lesson to establish if conceptual understanding and application have improved. On this basis, the teacher can make decisions on whether to review, re-teach, remediate, or enrich lessons and, subsequently, when to move on to the next lesson.

c. After the Lesson

Formative assessment conducted after the lesson assesses whether learning objectives were achieved. It also allows the teacher to evaluate the effectiveness of instruction. Students who require remediation and/or enrichment should be helped by the teacher using appropriate teaching strategies.

Table 2 enumerates the purposes of formative assessments conducted before, during, and after the lesson. It also shows examples of assessment methods. Teachers should not limit the assessment methods they use to the examples provided in the table.

Table 2. Purposes of Formative Assessment

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
Before	<ol style="list-style-type: none"> 1. Know what s/he knows about the topic / lesson 2. Understand the purpose of the lesson and how to do well in the lesson 3. Identify ideas or concepts s/he misunderstands 4. Identify barriers to learning 	<ol style="list-style-type: none"> 1. Get information about what the learner already knows and can do about the new lesson. 2. Share learning intentions and success criteria to the learners. 3. Determine misconceptions 4. Identify what hinders learning 	<ol style="list-style-type: none"> 1. Agree/ disagree activities 2. Games 3. Interviews 4. Inventories/ checklists of skills (relevant to the topic in a learning area) 5. KWL activities (what I know, what want to know, what I learned) 6. Open-ended questions 7. Practice exercises
Lesson Proper	<ol style="list-style-type: none"> 1. Identify one's strengths and weaknesses 2. Identify barriers to learning 3. Identify factors that help him/her learn 4. Know what s/he knows and does not 5. Monitor his /her own progress 	<ol style="list-style-type: none"> 1. Provide immediate feedback to learners Identify what hinders learning Identify what facilitates learning Identify learning gaps 2. Track learner progress In comparison to formative assessment results prior to the lesson proper 3. To make decisions on whether to proceed with the next lesson, reteach, or provide for corrective measures or reinforcements 	<ol style="list-style-type: none"> 1. Multimedia presentations 2. Observations 3. Other formative performance tasks (simple activities that can be drawn from a specific topic or lesson) 4. Quizzes (recorded but not graded) 5. Recitations 6. Simulation activities

After Lesson	<ol style="list-style-type: none"> 1. Tell and recognize whether s/he met learning objectives and success criteria 2. Seek support through remediation , enrichment, or other strategies 	<ol style="list-style-type: none"> 1. Assess whether learning objectives have been met for a specified duration 2. Remediate and/ or enrich with appropriate strategies as needed 3. Evaluate whether learning intentions and success criteria have been met. 	<ol style="list-style-type: none"> 1. Checklists 2. Discussion 3. Games 4. Performance tasks that emanate from the lesson objectives 5. Practice exercises 6. Short quizzes 7. Written work
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The information or feedback gathered from formative assessment will help teachers ensure that all learners are supported while they are developing understanding and competencies related to curriculum standards. These also prepare them for summative assessments. Teachers should keep a record of formative assessment results to study the patterns of learning demonstrated by students. However, this should not be used as bases for grading.

Summative Assessment

This form of assessment measures the different ways learners use and apply all relevant knowledge, understanding, and skills. It must be spaced properly over the quarter. It is usually conducted after a unit of work and/or at the end of an entire quarter to determine how well learners can demonstrate content knowledge and competencies articulated in the learning standards. Learners synthesize their knowledge, understanding, and skills during summative assessments. The results of these assessments are used as bases for computing grades.

Individual and Collaborative Summative Assessment

Learners may be assessed individually through unit tests and quarterly assessment. Collaboratively, learners may participate in group activities in which they cooperate to produce evidence of their learning. The process of creating a learning project is given more weight or importance than the product itself.

Components of Summative Assessment

Summative assessments are classified into three components, namely, Written Work (WW), Performance Tasks (Hr), and Quarterly Assessment (QA). These three will be the bases for grading. The nature of the learning area defines the way these three components are assessed.

- A. The **Written Work** component ensures that students are able to express skills and concepts in written form. Written Work, which may include long quizzes, and unit or long tests, help strengthen test-taking skills among the learners. It is strongly recommended that items in long quizzes/ tests be distributed across the Cognitive Process Dimensions so that all are adequately

covered. Through these, learners are able to practice and prepare for quarterly assessment and other standardized assessments. Other written work may include essays, written reports, and other written output.

- B. The **Performance Task** component allows learners to show what they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks. Performance-based tasks may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written output may also be considered as performance tasks.
- C. **Quarterly Assessment** measures student learning at the end of the quarter. These may be in the form of objective tests, performance-based assessment, or a combination thereof.

Table 3 shows the components of summative assessment, their purposes, and when they are given. The lists of sample summative assessment tools per learning area are found in Appendix A.

Table 3. Components of Summative Assessment

Components	Purpose	When Given
Written Work	<ol style="list-style-type: none"> 1. Assess learners' understanding of concepts and application of skills in written form 2. Prepare learners for quarterly assessments 	At end of the topic or unit
Performance Tasks (PT)	<ol style="list-style-type: none"> 1. Involve students in the learning process individually or in collaboration with teammates over a period of time 2. Give students opportunities to demonstrate and integrate their knowledge, understanding, and skills about topics or lessons learned in a specific real-life situation by performing and/or producing evidence of their learning 3. Give students the freedom to express their learning in appropriate and diverse ways Encourage student inquiry, integration of knowledge, understanding, and skills in various contexts beyond the assessment period 	<p>At end of a lesson focusing on a topic/ skill lesson</p> <p>Several times during the quarter</p>
Quarterly Assessment (QA)	Synthesize all the learning skills, concepts, and values learned in an entire quarter	Once, at end of the quarter

There must be sufficient and appropriate instructional interventions to ensure that learners are ready before summative assessments are given. The evidence produced through summative assessment enables teachers to describe how well the students have learned the standards/competencies for a

given quarter. These are then reflected in the class record. The grades of learners are presented in a report card to show the progress of learners to parents and other stakeholders.

V. What is the grading system?

The K to 12 Basic Education Program uses a standards- and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of the learners' summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for Quarterly Grades and Final Grades.

For these guidelines, the Department will use a floor grade considered as the lowest possible grade that will appear in a learner's report card.

Learners from Grades 1 to 12 are graded on Written Work, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

A. How is learner progress recorded and computed?

For Kindergarten

Guidelines specific to the assessment of Kindergarten learners will be issued in a different memorandum or order. However, for Kindergarten, checklists and anecdotal records are used instead of numerical grades. These are based on learning standards found in the Kindergarten curriculum guide. It is important for teachers to keep a portfolio, which is a record or compilation of the learner's output, such as writing samples, accomplished activity sheets, and artwork. The portfolio can provide concrete evidence of how much or how well the learner is able to accomplish the skills and competencies. Through checklists, the teacher will be able to indicate whether or not the child is able to demonstrate knowledge and/or perform the tasks expected of Kindergarten learners. Through anecdotal records or narrative reports, teachers will be able to describe learners' behavior, attitude, and effort in school work.

For Grades to 12

In a grading period, there is one Quarterly Assessment but there should be instances for students to produce Written Work and to demonstrate what they know and can do through Performance Tasks. There is no required number of Written Work and Performance Tasks, but these must be spread out over the quarter and used to assess learners' skills after each unit has been taught.

The following are the steps in computing for the Final Grades.

Step 1: Grades from all student work are added up. This results in the total score for each component, namely Written Work, Performance Tasks, and Quarterly Assessment.

Raw scores from each component have to be converted to a Percentage Score. This is to ensure that values are parallel to each other.

Step 2: The sum for each component is converted to the Percentage Score. To compute the Percentage Score (PS), divide the raw score by the highest possible score then multiply the quotient by 1000/0. This is shown below:

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

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

To do this, the Percentage Score is multiplied by the weight of the component found in Table 4 for Grades I to 10 and Table 5 for Senior High School. The product is known as the Weighted Score (WES).

$$\text{Weighted Score [WS]} = \text{Percentage Score} \times \text{Weight of Component}$$

Table 4. Weight of the Components for Grades 1—10

	Components	Languages	AP	EsP	Science	Math	MAPEH	EPP/ TLE
1 to 10	Written Work	30%			40%		20%	
	Performance Tasks	50%			40%		60%	
	Quarterly Assessment	20%			20%		20%	

The grading system for Senior High School (SHS) follows a different set of weights for each component. Table 5 presents the weights for the core and track subjects.

Table 5. Weight of the Components for SHS

		Core Subjects	Academic Track		Technical-Vocational and Livelihood (TVL)/ Sports/ Arts and Design Track	
			All Other Subjects	Work Immersion/ Business Enterprise Simulation / Exhibit/ Performance	All other subjects	Work Immersion/ Research Exhibit Performance
11 to 12	Written Work	25%	25%	35%	20%	
	Performance Tasks	50%	45%	40%	60%	
	Quarterly Assessment	25%	30%	25%	20%	

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

Step 5: The Quarterly Grade for each learning area is written in the report card of the student.

For a better understanding of how to record the summative assessments, Table 6 presents a sample class record showing three learners for the first quarter of Grade 4 English. On the basis of this class record, Table 7 presents a step-by-step process on how to compute for the Quarterly Grade.

Table 7. Steps for Computing Grades

STEPS	EXAMPLE			
1. Get the total score for each component.		Learner's Raw Score	Highest possible Score	
		Written Work 1	18	20
		Written Work 2	22	25
		Written Work 3	20	20
		Written Work 4	17	20
		Written Work 5	23	25
		Written Work 6	26	30
		Written Work 7	19	20
		TOTAL	145	
			160	
		Learner's Raw Score	Highest Possible Score	
	Performance Task 1	12	15	
	Performance Task2	13	15	
	Performance Task3	19	25	
	Performance Task4	15	20	
	Performance Task5	16	20	
	Performance Task6	25	25	
		TOTAL	100	
			120	
		Learner's Raw Score	Highest Possible Score	
	Quarterly Assessment	40	50	

2. Divide the total raw score by the highest possible score then multiply the quotient by 100%.

$$\text{Percentage Score (PS)} = \left(\frac{145}{160} \right) \times 100\%$$

PS of Written Work is 90.63.

$$\text{Percentage Score (PS)} = \left(\frac{100}{120} \right) \times 100\%$$

PS of Performance Task is 83.33.

$$\text{Percentage Score (PS)} = \left(\frac{40}{50} \right) \times 100\%$$

PS of Quarterly Assessment is 80.00.

STEPS	EXAMPLE
<p>3. Convert Percentage Scores to Weighted Scores. Multiply the Percentage Score by the weight of the component indicated in Table 4 and Table 5.</p>	<p>Written Work for English Grade 4 is 30% Weighted Score (WS) = 90.63×0.30 The weighted Score of Written Work in 27.19.</p> <p>Performance Tasks for English Grade 4 is 50% . Weighted Score (WS) = 83.33×0.50 The Weighted Score of Performance Task is 41.67.</p> <p>Quarterly Assessment for English Grade 4 is 20% . Weighted Score (WS) = 80.00×0.20 The Weighted Score Of Quarterly Assessment is 16.</p> <p>(The scores can be found in the sample class record on Table 6.)</p>
<p>4. Add the Weighted Scores of each component. The result will be the Initial Grade.</p>	<p>Component Weighted Score Written Work = 27.19 Performance Tasks = 41.67 Quarterly Assessment = 16.00 TOTAL 84.86 The Initial Grade is 84.86.</p>
<p>5. Transmute the Initial Grade using the Transmutation Table in Appendix B.</p>	<p>The Initial Grade is 84.86 The Transmuted Grade is 90. The Quarterly Grade in English for the 1st Quarter is 90. This is reflected in the Report Card.</p>

For MAPEH, individual grades are given to each area, namely, Music, Arts, Physical Education, and Health. The quarterly grade for MAPEH is the average of the quarterly grades in the four areas.

$\begin{array}{l} \text{Quarterly Grade} \\ \text{(QG) for MAPEH} \end{array} = \frac{\text{QG for Music} + \text{QG for Arts} + \text{QG for PE} + \text{QG for Health}}{4}$

B. How are grades computed at the end Of the school year?

For Kindergarten

There are no numerical grades in Kindergarten. Descriptions of the learners' progress in the various learning areas are represented using checklists and student portfolios. These are presented to the parents at the end of each quarter for discussion. Additional guidelines on the Kindergarten program will be issued.

For Grades 1-10

The average of the Quarterly Grades (QG) produces the Final Grade.

33

$\begin{array}{l} \text{Final} \\ \text{Grade by} \\ \text{Learning} \\ \text{Area} \end{array} = \frac{\text{1st-quarter grade} + \text{2nd-quarter grade} + \text{3rd-quarter grade} + \text{4th-quarter grade}}{4}$
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The General Average is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.

$\begin{array}{l} \text{General} \\ \text{Average} \end{array} = \frac{\text{Sum of Final Grades of All Learning Areas}}{\text{Total number of Learning Areas in a grade level}}$

The Final Grade in each learning area and the General Average are reported as whole numbers. Table 8 shows an example of the Final Grades of the different learning areas and General Average of a Grade 4 student.

Table 8. Final Grades and General Average

Learning Area	Quarter				Final Grade
	1	2	3	4	
Filipino	80	89	86	84	85
English	89	90	92	87	90
Mathematics	82	85	83	83	83
Science	86	87	85	84	86
Araling Panlipunan	90	92	91	89	91
Edukasyon sa Pagpapakatao	89	93	90	88	90
Edukasyong Pantahanan at Pangkabuhayan	80	81	84	79	81
MAPEH	85	86	85	84	85
General Ave					86

For Grades 11 and 12

The two quarters determine the Final Grade in a semester. Table 9 shows an example in Grade 11, second semester for the Accounting, Business, and Management (ABM) strand.

Table 9. Grade 11, 2nd Semester of ABM strand

Subjects	Quarter		Semester Final Grade
	3	4	
Core Subjects			
Reading and Writing Skills	80	83	82
Pagbasa at Pagsusuri ng Iba't	86	85	86

Ibang Teksto tungo sa Pananaliksik			
Statistics and Probability	82	87	85
Physical Science	88	87	88
Physical Education and Health	90	88	89
Applied and Specialized Subjects			
Empowerment Technologies: ICT for Professional Tracks	80	83	82
Business Math	87	86	87
Organization and Management	85	81	83
Fundamentals of Accounting, Business and Management I	84	81	83
General Average for the Semester			85

C. How is the learner's progress reported?

The summary of learner progress is shown quarterly to parents and guardians through a parent-teacher conference, in which the report card is discussed. The grading scale, with its corresponding descriptors, are in Table 10. Remarks are given at the end of the grade level.

Table 10. Descriptors, Grading Scale, and Remarks

DESCRIPTOR	GRADING SCALE	
Outstanding	90 - 100	Passed
Very Satisfactory	85 - 89	Passed
Satisfactory	80 - 84	Passed
Fairly Satisfactory	75 - 79	Passed
Did Not Meet Expectations	Below 75	Failed

Using the sample class record in Table 6, **LEARNER A** received an Initial Grade of 84.86 in English for the First Quarter, which, when transmuted to a grade of 90, is equivalent to Outstanding. **LEARNER B** received a transmuted grade of 88, which is equivalent to Very Satisfactory. **LEARNER C** received a grade of 71, which means that the learner Did Not Meet Expectations in the First Quarter of Grade 4 English.

When a learner's raw scores are consistently below expectations in Written Work and performance Tasks, the learner's parents or guardians must be informed not later than the fifth week of that quarter. This will enable them to help and guide their child to improve and prepare for the Quarterly Assessment. A learner who receives a grade below 75 in any subject in a quarter must be given intervention through remediation and extra lessons from the teacher/ s of that subject.

D. How are learners promoted or retained at the end of the school year?

This section provides the bases for promoting a learner to the next grade level or for retaining a learner in the same grade level. These decisions must be applied based on evidence and judiciously.

A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. Table 11 specifies the guidelines to be followed for learner promotion and retention.

Table 11. Learner 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 failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
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 mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level

	4. Must pass all learning areas in the Elementary	<ol style="list-style-type: none"> Earn the Elementary Certificate Promoted to Junior High School
	Requirements	Decision
	5. Must pass all learning areas in the Junior High School	<ol style="list-style-type: none"> Earn the Junior High School Certificate Promoted to Senior High Sch001
For Grades 11 to 12 Learners	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
	2. Did not Meet Expectations in a prerequisite subject in a learning	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 subjects 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 at most 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 Work and Performance Tasks by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year.

For Grade 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 students from having back subjects in Senior High School (SHS). However, if the learner still fails remedial classes, s/he must retake the subject/ s failed during

the summer or as a back subject. Guidance teachers/career advocates must provide support to the SHS student 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 student is promoted to the next grade level. However, students 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. Figure 1 below shows a sample certificate.

Figure 1. Sample Certificate of Recomputed Final Grade

Certificate of Recomputed Final Grade			
Name of student: _____			
Grade level: _____			
School Year: _____			
Learning Area	Final Grade	Remedial Class Mark	Recomputed Final Grade
Prepared by: _____		Date: _____	
Remedial Class Teacher			
Noted by: _____		Date: _____	
School Principal			
Received by: _____		Date: _____	
Division Office			

The learner can enroll in the next grade level for Grades 1—10 and in the next semester for Grades 11—12 upon presentation Of the Certificate of Recomputed Final Grade. This certificate can be verified In the division offices as needed.

VI. How are the Core Values of the Filipino child reflected in the Report card?

The goal of the K to 12 curriculum is to holistically develop Filipinos with 21stcentury skills. The development of learners' cognitive competencies and skills must be complemented by the formation of their values and attitudes anchored on the Vision, Mission, and Core Values of the Department of Education (DepEd Order No. 36, s.2013) as shown on the next page. Non-DepEd schools may modify or adapt these guidelines as appropriate to the philosophy, vision, mission, and core values of their schools.

VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

MISSION

- To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:
- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment
- Teachers facilitate learning and constantly nurture every learner
- Administrators and staff, as stewards Of the institution, ensure an enabling and supportive environment for effective learning to happen
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners

CORE VALUES

M aka- Diyos

Makatao

M akakalikasan

Makabansa

The Core Values have been translated into behavior statements. In addition, indicators have been formulated for each behavior statement. These are presented in Table 12 on page 20.

Table 12. Descriptors and Indicators of Observed Values

Core Values	Behavior Statements	Indicators
Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others	<ol style="list-style-type: none"> 1. Engages oneself in worthwhile spiritual activities 2. Respects sacred places 3. Respects religious beliefs of others 4. Demonstrates curiosity and willingness to learn about other ways to express spiritual life
	Shows adherence to ethical principles by upholding truth	<ol style="list-style-type: none"> 1. Tells the truth 2. Returns borrowed things in good condition 3. Demonstrates Intellectual honesty 4. Expects honesty from others 5. Aspires to be fair and kind to all 6. Identifies personal biases 7. Recognizes and respects one's feelings and those of others

Makatao	Is sensitive to individual, social, and cultural differences	<ol style="list-style-type: none"> 1. Shows respect for all 2. Waits for one's turn 3. Takes good care of borrowed things 4. Views mistakes as learning opportunities 5. Upholds and respects the dignity and equality of all including those with special needs 6. Volunteers to assist others in times of need 7. Recognizes and respects people from different economic, social, and cultural backgrounds
Makatao	Demonstrates contributions toward solidarity	<ol style="list-style-type: none"> 1. Cooperates during activities 2. Recognizes and accepts the contribution of others toward a goal 3. Considers diverse views 4. Communicates respectfully 5. Accepts defeat and celebrates others' success 6. Enables others to succeed 7. Speaks out against and prevents bullying

Makakalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically	<ol style="list-style-type: none"> 1. Shows a caring attitude toward the environment 2. Practices waste management 3. Conserves energy and resources 4. Takes care of school materials, facilities, and equipment 5. Keeps work area in order during and after work 6. Keeps one's work neat and orderly
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Makabansa	Demonstrates pride in being a Filipino; the rights and responsibilities of a Filipino citizen	<ol style="list-style-type: none"> 1. Identifies oneself as a Filipino 2. Respects the flag and national anthem 3. Takes pride in diverse Filipino cultural expressions, practices, and traditions 4. Promotes the appreciation and enhancement of Filipino languages 5. Abides by the rules of the school, community, and country 6. Enables others to develop interest and pride in being a Filipino
	Demonstrates appropriate behavior in carrying out activities the school, community, and country	<ol style="list-style-type: none"> 1. Manages time and personal resources efficiently and effectively 2. Perseveres to achieve goals despite difficult circumstances 3. Conducts oneself appropriately in various situations

Schools may craft additional indicators for the behavior statements. Schools must ensure that these are child-centered, gender-fair, and age- and culture-appropriate. To support the development of these Core Values, schools must make sure that their homeroom guidance program promotes them. Additional opportunities may be Integrated into class discussions in all learning areas.

A non-numerical rating scale will be used to report on learners' behavior demonstrating the Core Values. The Class Adviser and other teachers shall agree on how to conduct these observations. They will also discuss how each child will be rated. Table 13 presents the marks that must be used.

Table 13. Marking for the Observed Values

Marking	Non-Numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

Learners who demonstrate behaviors that are not consistent with or do not reflect the core values may need additional psychosocial support from the school. The class adviser should discuss these

observations with the parents/guardians to promote the child's affective development. Further probing may be needed to better understand the learner's situation and context.

VII. How is attendance reported?

It is important for learners to be in school every day. Learners' class attendance shall be recorded by teachers daily. At the end of each quarter, the attendance is reflected in the report card.

The number of school days in each month is presented, which is based on the school calendar for a given school year. The number of days that each learner is present and absent is indicated. Recording of attendance is done from Kindergarten to Grade 12. Table 14 shows how attendance is recorded at the end of the school year.

Table 14. Sample of Attendance Record at the End of the School Year

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
No. of school days	21	21	22	21	21	20	14	21	21	18	200
No. of school days present	21	21	22	21	21	20	11	21	21	18	197
No. of school days Absent	0	0	0	0	0	0	3	0	0	0	3

A learner who incurs absences Of more than 20% of the prescribed number of class or laboratory periods during the school year Or semester should be given a failing grade and not earn credits for the learning area or subject. Furthermore, the school head may, at his/her discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the

school. The discretionary authority is vested in the school head, and may not be availed of by a student or granted by a faculty member without the consent of the school head.

Such discretion shall not excuse the learner from the responsibility of keeping up with lessons and taking assessments. When absences cannot be avoided, the school must give the learner alternative methods and materials that correspond to the topics/ competencies that were Or will be missed. These include modules and materials for the Alternative Delivery Mode, and/or Alternative Learning System as well as those that are found on the Learning Resources Management and Development System (LRMDS). When students successfully accomplish the learning activities through these materials, they shall be exempted. However, the report card should still reflect the number of absences. Parents Of learners who are accumulating many absences must be immediately informed through a meeting to discuss how to prevent further absences.

Habitual tardiness, especially during the first period in the morning and in the afternoon, is discouraged. Teachers shall inform the parents/ guardians through a meeting if a learner has incurred 5 consecutive days of tardiness.

Appendices C and D show the report cards for Grades 1—10 and Grades 11—12 respectively.

VIII. To whom is classroom assessment reported?

Classroom assessment serves to help teachers and parents understand the learners' progress on curriculum standards. The results of assessment are reported to the child, the child's remedial class teacher, if any, and the teacher of the next grade level, as well as the child's parents /guardians.

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List of Summative Assessment Tools

Below is the list of sample summative assessment tools per learning area.

Teachers may use other appropriate tools specific to the assessment task.

Components		
Learning Areas	Written Work	Performance Tasks
Languages	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Book/ article reviews 2. Essays 3. Journals 4. Letter writing 5. Reaction / reflection papers 6. Reports 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Campaigns 2. Case studies 3. Collages 4. Compositions 5. Literary analyses 6. Multimedia productions 7. Portfolios 8. Research projects 9. Story/ poem writing <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Debates 2. Interviews 3. Multimedia presentations 4. Panel discussions 5. Presentations 6. Project making 7. Role plays 8. Speech delivery 9. Storytelling/reading

Math	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Data recording and analyses 2. Geometric and statistical analyses 3. Graphs, charts, or maps 4. Problem sets 5. Surveys 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Diagrams 2. Mathematical Investigatory projects 3. Models/making models of geometric figures 4. Number representations <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Constructing graphs from survey conducted 2. Multimedia presentation 3. Outdoor math 4. Probability experiments 5. Problem-posing 6. Reasoning and proof through recitation 7. Using manipulatives to show math concepts/ solve problem 8. Using measuring tools/devices
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Science	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Concept maps 2. Data recording and analysis 3. Laboratory reports and documentations 4. Reaction/ reflection papers 5. Surveys 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Investigatory projects 2. Models and diagrams construction 3. Prototype building 4. Research papers <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Debates 2. Designing and implementation of action plans 3. Designing various models 4. Doing scientific investigations 5. Issue-awareness campaigns 6. Laboratory activity 7. Multimedia presentations 8. Simulation 9. Skills demonstration 10. Verification experiments
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Araling Panlipunan (AP)	A. Unit/Chapter Tests B. Written output 1. Concept maps and organizers 2. Essays 3. Journals 4. News writing 5. News/ article reviews 6. Reaction/ reflection papers	A. Products 1. Collages and diorama making 2. Leaflet, poster, and slogan making 3. Map construction 4. Research work 5. Time lines B. Performance-based tasks 1. Community involvement 2. Debate 3. Interviews 4. Issue-awareness campaigns 5. News reporting 6. Presentations and multimedia presentations 7. Role plays 8. Simulations
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Learning areas	Written Work (WW)	Performance Task (PT)
Edukasyon sa Pagpapakatao (ESP)	A. Unit/ Chapter Tests B. Written output 1. Essays 2. Journal writing 3. Journal/' article reviews 4. Reaction/ reflection papers	A. Products 1. Argument analyses 2. Expressing their feelings and ideas through art activities 3. Journal responses 4. Letter writing 5. Song and poem writing B. Performance-based tasks 1. Issue awareness campaigns 2. Presentations and multimedia presentations 3. Role plays 4. Preparation of action plans (Plano ng pagsasabuhay) 5. Implementation of action plans (Pagsasagawa ng plano) 7. Situation analysis (Pagsusuri ng sitwasyon)

Arts	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Reaction/ reflection papers 3. Research paper 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Art criticism and appreciation compilations 2. Art exhibit 3. Art projects 4. Portfolio <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Art production 2. Multimedia presentations 3. Portfolio 4. Skills demonstration (drawing, coloring, painting) 5. Stage/ bulletin board production
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Physical Education (PE)	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Reaction/ reflection papers 3. Research paper 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Article/journal review 2. Personal fitness and health logs 3. Portfolio <p>B. Performance- based tasks</p> <ol style="list-style-type: none"> 1. Creating personalized exercise program 2. Physical activity participation 3. Physical activity/ fitness assessment 4. Role plays 5. Skills demonstration
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Music	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Reaction / reflection papers 3. Research paper 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Creating simple musical arrangement 2. Musical analysis/ song analysis 3. Musical research 4. Writing program notes <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Multimedia presentations 2. Musical presentation 3. Skills demonstration (singing, playing musical instruments)
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Health	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Journal/article 3. review 4. Reaction / reflection papers 5. Research paper 6. Journal writing 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Journal responses 2. Personal fitness and health logs 3. Portfolio <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Debates 2. Design and implementation of fitness and health program 3. Issue-awareness campaigns 4. Role playing
Edukasyong Pantahanan at Pangkabuhayan/ Technology and Livelihood Education	<p>A. Unit/ Chapter Tests</p> <p>B. Written output</p> <ol style="list-style-type: none"> 1. Essays 2. Diagrams, charts, and models 3. Work designs and plans 	<p>A. Products</p> <ol style="list-style-type: none"> 1. Technical drawing output 2. Prototype building 3. Products/projects using locally available materials <p>B. Performance-based tasks</p> <ol style="list-style-type: none"> 1. Skills demonstration 2. Skills application 3. Laboratory exercises 4. Oral tests 5. Design, creation, and layout of outputs/ diagnose and repair equipment

Transmutation Table

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

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40 - 99.99	99	66.40 — 67.99	79
96.80 - 98.39	98	64.80 — 66.39	78
95.20 - 96.79	97	63.20 - 64.79	77
93.60- 95.19	96	61.60 - 63.19	76
92.00 - 93.59	95	60.00 - 61.59	75
90.40 _ 91.99	94	56.00 - 59.99	74
88.80 - 90.39	93	52.00 - 55.99	73
87.20- 88.79	92	48.00 - 51.99	72
85.60 - 87.19	91	44.00 - 47.99	71
84.00 - 85.59	90	40.00 - 43.99	70
82.40 - 83.99	89	36.00 - 39.99	69
80.80 - 82.39	88	32.00 - 35.99	69
79.20 - 80.79	87	28.00 - 31.99	67
77.60 - 79.19	86	24.00 - 27.99	66
76.00 - 77.59	85	20.00 - 23.99	65
74.40 — 75.99	84	16.00 - 19.99	64
72.80 - 74.39	83	12.00 - 15.99	63
71.20- 72.79	82	8.00 - 11.99	62
69.60 - 71.19	81	4.00 — 7.99	61
68.00 - 69.59	80	3.99	60

REPORT ON ATTENDANCE

DepEd FORM 138

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days											
No. of days present											
No. of days absent											

Republic of the Philippines
 Department of Education

 Region

 Division

 District

 School

Name: _____
 Age: _____ Sex: _____
 Grade: _____ Section: _____
 School Year: _____

Dear Parent:

This report card shows the ability and progress your child has made in the different learning areas as well as his/her core values. The school welcomes you should you desire to know more about your child's progress.

PARENT/GUARDIAN'S SIGNATURE

1st Quarter _____
 2nd Quarter _____
 3rd Quarter _____
 4th Quarter _____

_____ Teacher

Principal _____

Certificate of Transfer

Admitted to Grade: _____ Section: _____
 Eligibility for Admission to Grade: _____
 Approved: _____

Principal _____ Teacher _____

Cancellation of Eligibility to Transfer

Admitted in: _____
 Date: _____ Principal _____

Appendix C

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	Quarter				Final Grade	Remarks
	1	2	3	4		
Filipino						
English						
Mathematics						
Science						
Araling Panlipunan (AP)						
Edukasyon sa Pagpapakatao (Esp)						
Edukasyong Pantahanan at Pangkabuhayan (EPP)						
MAPEH						
Music						
Arts						
PE						
Health						
General Average						

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

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
1. Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others Shows adherence to ethical principles by upholding truth				
2. Makatao	Is sensitive to individual, social, and cultural differences Demonstrates contributions toward solidarity				
3. Maka kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically				
4. Maka bansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen Demonstrates appropriate behavior in carrying out activities in the school, community, and country				

Marking	Non-numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

REPORT ON ATTENDANCE

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days											
No. of days present											
No. of days absent											

Republic of the Philippines
Department of Education

Region _____
Division _____
District _____
School _____

Name: _____
Age: _____ Sex: _____
Grade: _____ Section: _____
School Year: _____
Track/ Strand: _____

PARENT / GUARDIAN'S SIGNATURE

1st Quarter _____
2nd Quarter _____
3rd Quarter _____
4th Quarter _____

Dear Parent:
This report card shows the ability and progress your child has made in the different learning areas as well as his/her core values. The school welcomes you should you desire to know more about your child's progress.

Principal _____ Teacher _____

Certificate of Transfer

Admitted to Grade: _____ Section: _____
Eligibility for Admission to Grade: _____
Approved: _____

Principal _____ Teacher _____

Cancellation of Eligibility to Transfer

Admitted in: _____
Date: _____ Principal _____

Appendix D – DepEd Order No. 036 series 2016 “Policy Guidelines on Awards and Recognition

for the K to 12 Basic Education Program

(Enclosure to DepEd Order No. 36, s. 2016)

**POLICY GUIDELINES ON AWARDS AND RECOGNITION FOR
THE K TO 12 BASIC EDUCATION PROGRAM**

I. Rationale

The Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program articulates the recognition given to learners who have shown exemplary performance in specific areas of their school life. These guidelines are anchored in the Classroom Assessment for the K to 12 Basic Education Program (*DepEd Order No. 8 s. 2015*), which supports learners' holistic development in order for them to become effective lifelong learners with 21st-century skills. This policy aims to give all learners equal opportunity to excel in relation to the standard set by the curriculum and focus on their own performance rather than to compete with one another. It recognizes that all students have their unique strengths that need to be identified, strengthened, and publicly acknowledged.

In support of the holistic development of Filipino learners, it is important to veer away from valuing only academic achievement based on high grades and move toward valuing and celebrating a wide range of student achievements. The awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility. In effect, the policy encourages all learners to remarkably and skillfully perform specific kinds of tasks critical to their success in school and at work. Consequently, the policy will include all learners and encourage them to be proactive members of their school and community.

In addition to acknowledging and promoting the development of the learners' unique cognitive and other skills that underpin success in school and at work, the awards also aim to nurture the formation of the learners' values and attitudes anchored on the core values of the Department of Education.

Awards and recognition bestowed on learners who have successfully attained standards set by the school support the efforts and accomplishments of these learners and affirm their latent potential, abilities, and dispositions. Learners who feel good about their abilities and contributions to the school and society are more likely to be happy, content, and motivated. When these learners are recognized for their efforts, they will also persist in their desire to excel.

The giving of awards and recognition is but one of the many ways by which teachers and schools provide students with positive feedback and affirmation, which can improve the learner's confidence, self-awareness, and enthusiasm for learning. Other ways by which teachers can provide learners with information about their competence or the value of their accomplishments can be explored. A motivating environment that promotes respect for student diversity and dedication to learning contributes to the creation of a positive school climate that supports the well-being and achievement of all students.

II. What awards do we give?

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

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 (AC) if they have met the given criteria.

Special Recognition is given by the school to the learners who have represented and/ or won in competitions at the district, division, regional, national, or international levels. This is to publicly affirm learners who have brought honor to the school.

A. Classroom Awards

1. Performance Awards for Kindergarten

Learners in Kindergarten should be recognized for their most evident and most prominent abilities. They can also be 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). Since kindergarten learners have no numerical grades, teachers are advised to recognize outstanding achievement of learners based on the different domains and/ or learning competencies of the kindergarten curriculum at the end of every quarter.

Since all learners must be given equal opportunity to excel and demonstrate their strengths, an award may be given to more than one learner. Teachers can choose from the domains and skills listed in Appendix 1. They have the option to provide creative or unique titles for each award appropriate to their context and community (e.g., in mother tongue).

2. Conduct Awards

These awards are given to learners who have been observed to consistently demonstrate the DepEd core values (*Maka-Diyos, Makatao, Makakalikasan, Makabansa*).

2.1. Character Traits for Kindergarten to Grade 3

These awards are given to younger learners to affirm their positive traits and attitudes or to recognize significant improvement in their behavior. Teachers can choose from, but are not limited to, the character traits listed in Appendix 2. They also have the option to provide creative or unique titles for each award appropriate to their context and community.

2.2. Conduct Awards for Grades 4 to 12

Conduct Awards for grades 4 to 12 in each class will be given at the end of the school year. This will be based on the evaluation of the adviser and subject teachers, using the guidelines stipulated in Section VI of DepEd Order No. 8, s.

2015. Awardees must have consistently and dutifully carried out the core values of the Department as indicated in the report card. They must have obtained a rating of at least 75% "Always Observed" (AO) at the end of the school year (with at least 21 out of 28 AO rating in the report card). They also must have not been sanctioned with offenses punishable by suspension or higher sanction within the school year according to the Department's service manual and child protection policies.

3. Academic Excellence Award

The Award for Academic Excellence within the quarter is given to learners from grades 1 to 12 who have attained an average of at least 90 and passed all learning areas.

The Average Grade per Quarter is reported as a whole number following DepEd Order No. 8, s. 2015.

Table 1 shows the specific Academic Excellence Award given to learners who meet the following cut-off grades.

Table 1. Academic Excellence Award

Academic Excellence Award	Average Grade per Quarter
1. With Highest Honors/ <i>May Pinakamataas na Karangalan</i>	98-100
2. With High Honors/ <i>May Mataas na Karangalan</i>	95-97
3. With Honors/ <i>May Karangalan</i>	90-94

4. Recognition for Perfect Attendance

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

B. Grade-level Awards

1. Academic Excellence Award

At the end of the school year, the Academic Excellence Award is given to learners from grades 1 to 12 who have attained a General Average of at least 90 and a passing Final Grade in all learning areas.

The General Average is reported as a whole number following DepEd Order No.8, s. 2015.

The class advisers will give to the AC the list of qualified learners to be awarded during a school ceremony. Refer to Table 2 for the Academic Excellence Award at the end of the school year.

Table 2. Academic Excellence Award

Academic Excellence Award	Average Grade per Quarter
1. With Highest Honors/ <i>May Pinakamataas na Karangalan</i>	98-100
2. With High Honors/ <i>May Mataas na Karangalan</i>	95-97
3. With Honors/ <i>May Karangalan</i>	90-94

2. Leadership Award

The leadership award is given to learners in grades 6, 10, and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during the completion or graduation ceremony.

To qualify for this award, a learner must:

1. Have no failing grades in any of the learning areas.
2. Have not committed any offense punishable by suspension or higher sanction according to the Department's service manual and child protection policies in the current school year.
3. Be a class officer or an active member/officer of any recognized school club, team, or organization.

Table 3 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Schools may opt to add more indicators based on the decision of the AC. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their class or club advisers. Only those learners who have met at least 90% of the criteria on the next page shall be awarded.

Table 3. 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. Award for Outstanding Performance in Specific Disciplines

These awards are given to recognize learners in grades 6, 10, and 12 who have exhibited exemplary skills and achievement in specific disciplines. These disciplines are Athletics, Arts, Communication Arts, Mathematics and Science, Social Sciences, and Technical-Vocational Education (Tech-Voc). These awards also value the learner's achievement in a specific discipline that has contributed to the school and/or community. Table 4 specifies the criteria and weights for these awards.

There may be more than one category of awards under the following disciplines: Athletics, Arts, Communication Arts, and Tech-Voc. There will be no separate awards for special programs.

3.1 Athletics

This award is given to learners who have shown outstanding skills in athletics (particularly in games and sports) through participation and victories in competitions, as well as discipline in training and sportsman-like conduct and character.

The academic rating that will be considered for this award would be the student's final grade in Physical Education.

3.2 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.

The academic rating that will be considered for this award is the final grade in Music, Arts, or Contemporary Philippine Arts from the Regions for Senior High School (SHS).

3.3 Communication Arts

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.

The academic rating that will be considered for this award is the student's final grade in Filipino, English, or other foreign-language subjects and related learning areas in Senior High School specific to the award.

3.4 Science

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

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

3.5 Mathematics

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.

The academic rating that will be considered for this award is the student's final grade in Mathematics for grades 6 and 10, or the average rating for the core Mathematics subjects in SHS.

3.6 Social Sciences

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.

The academic rating that will be considered for this award is the student's final grade in *Araling Panlipunan* for grades 6 and 10, or the average rating for the core Social Science subjects Personal Development/ *Pansariling Kaunlaran* and Understanding Culture, Society, and Politics) in SHS.

3.7 Technical-Vocational Education

This award is given to learners who have consistently exhibited exemplary skills and achievement in their area of specialization in technical-vocational (Tech-Voc) education. They have applied their knowledge and skills in Tech-Voc to projects and activities that have contributed to the school and/or community.

The academic rating that will be considered for this award is the student's final grade in Technology and Livelihood Education (TLE) for grades 6 and 10, or the average rating for the specialized Tech-Voc subjects in SHS specific to the award.

Table 4 specifies the criteria and weights that will be used in the evaluation and deliberation process for the award for outstanding performance in specific disciplines. This award shall be given to learners who have met at least 90% (outstanding rating) of the criteria.

Table 4. Criteria for awards for outstanding performance in specific disciplines

Criteria	Weight
<p>1. Academic Rating</p> <p>Final grade in the learning area or average of the final grades in subjects specifically related to the award</p>	20%
<p>2. Skill in the Discipline</p> <p>As shown through:</p> <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%
<p>3. Attitude toward the Discipline</p> <ul style="list-style-type: none"> a. Peer evaluation (if applicable) b. Commendation from coach/ adviser 	20%
<p>4. Contribution to the School related to the Discipline</p> <p>In any of the following:</p> <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 advisers.

4. Award for Work Immersion

Award for Work Immersion is specific to Senior High School (SHS) tracks. This award may be given to grade 12 graduating students who have exemplified outstanding performance based on the terms of reference or engagement set by the school and evaluation of the direct supervisor and subject teacher. The awardee(s) must have received high efficiency rating for their diligence and consistency in performing their duties and responsibilities throughout the immersion program.

Only those learners who have received an outstanding academic rating in the Work Immersion subject (at least 90%) shall be awarded. This rating in the report card consists of the learner's performance and/or output during the Work Immersion.

5. Award for Research or Innovation

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

Tables 5 and 6 show the set of criteria and weights that will be used in the evaluation and deliberation process for Award for Research or Innovation, respectively. Only those learners who have received at least 90% of the criteria below shall be awarded.

Table 5. Research criteria and weights

Criteria	Weight
1. Research Grade	20%
2. Output a. Usefulness/Significance of Research Usefulness to the school and/or community or contribution of the research to the existing body of information related to the study b. Rigor Soundness of methodology (research design, data collection, and data analysis)	35%
3. Research Presentation Presentation and defense of research output	5%

Table 6. Innovation criteria and weights

Criteria	Weight
1. Output a. Originality or novelty of the product or service b. Relevance, applicability, replicability, sustainability and/or usefulness to the school and/or larger community c. Cost effectiveness, efficiency, and/or practicality d. Environmentally safe	15%
2. Delivery or Presentation a. Clarity of the product development process and the innovative features shown during presentation b. Acceptability of the innovation to the target beneficiaries	25%
3. Study or Research Research basis of the service or product	20%
	10%
	5%
	15%

6. 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.

Table 7 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 7. Criteria and weights for awards for Club or Organization Achievement

Criteria	Weight
1. Club/Organization Performance a. Plans and develops club/organization's objectives, projects, and activities b. Implements projects and activities, and delivers services based on the club/ organization's objectives and plans c. Manages and/ or uses resources wisely d. Shows teamwork and collaboration among its members	50%
2. Exemplary Output Delivers a concrete output related to the objectives and purpose of the organization and the school	30%
3. 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

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

In addition to the above awards, the schools may give due recognition to learners who have brought honor to the school.

The actual certificates, medals, trophies and/or plaques received by the learners from the various activities or competitions shall be used to publicly affirm and acknowledge the contribution of the awardees in giving honor to the school. This will be done during a flag ceremony or in a school-awarding ceremony.

In case external sponsors, partners, and donors opt to give awards, they shall be regulated by the school, subject to compliance with the policy guidelines. These awards should be consistent with the DepEd's Vision, Mission, and Core Values, and must be named after the trait, value, or achievement recognized, or an esteemed person who is deceased.

III. What do awardees receive?

The grade-level awardees shall receive certificates, medals, and/or plaques from the school, bearing the official seal of the Department (DepEd Order No. 63, s.2011). Schools are required to follow the specifications to ensure the quality of awards, certificates, and medals and uphold the prestige of the awards.

Certificates indicating the specific awards shall be given to all awardees. It is important to note that in the preparation of certificates, attention to proportion and detail is important. The date and venue of the school ceremony should also be complete and accurate. Table 8 shows the medal specifications for each of the awards.

Table 8. Medal and Plaque Specifications

Award	Technical Specifications	
1. Academic Excellence Award a. With highest honors	Gold	Medal with DepEd seal Diameter Size: 6 cm Weight: 30 g
b. With high honors	Silver	Ribbon width: 1 inch Ribbon color: depending on region
c. With honors	Bronze	
2. Award for Leadership	Gold	Medal with DepEd seal Diameter Size: 6 cm Weight: 30 g Ribbon width: 1 inch Ribbon color: gold
3. Award for Work Immersion	Gold	Medal with DepEd seal Diameter Size: 5 cm Weight: 25 g
4. Award for Research/Innovation	Gold	
5. Award for Outstanding Performance in the specific learning areas	Gold	Ribbon width: 1 inch Ribbon color: depending on region
6. Award for Club or Organization Achievement (members from different grade levels)	Plaque for the club/organization Certificate for each member with school logo	

To facilitate compliance with these guidelines, schools must coordinate with external sponsors, donors, and partners regarding the awards they wish to give the school.

Awards must have specific rubrics prepared or adapted by the AC at the school level based on the given qualifications and indicators.

IV. How do schools determine awardees?

An Awards Committee (AC) shall be organized by the school head or principal in every school for each grade level at the beginning of the school year. For small schools, only one (1) AC shall be organized. The committee must be composed of at least three (3) members from the teaching staff, guidance counselor or designated teacher. The total count of committee members should be an odd number. The chairperson of the AC could be any of the teachers, department head, grade-level chairperson, or curriculum head. No member of the AC must be related within the second degree of consanguinity or affinity to any of the candidates for awards.

The AC shall:

1. Establish the processes of and timelines in accepting nominations and determining qualifiers for grade level awards.
2. Formulate rubrics specific to the grade level awards.
3. Communicate to the school community, parents, and other stakeholders the processes involved in giving awards.
4. Verify the authenticity of documents submitted.
5. Deliberate on the qualifications of the candidates for the awards based on the rubrics and the documents submitted.
6. Recommend to the school head or principal the result of evaluation for approval.
7. Communicate to the school community, parents, and other stakeholders involved in the results of the evaluation.
8. Recommend to the school head or principal the resolution on any related issue that may arise from the results of the awards.
9. Ensure that guidelines stipulated in this policy are followed.

Table 9 shows the activities for determining the awardees with indicative timelines that need to be conducted by the AC.

Table 9. Steps for determining the awardees

STEP	PROCESS	MONTH
Step 1	Establish the processes of and timelines in accepting nominations and in determining qualifiers for specific awards consistent with the policy guidelines	May to June
Step 2	Formulate rubrics specific to the grade-level awards	July to August
Step 3	Seek approval from the school head or principal on processes, timelines, and rubrics	August
Step 4	Communicate the approved processes, timelines, and rubrics to the school community	August
Step 5	Accept nominees for each award from the class/club advisers based on the minimum requirements set by these guidelines. Those that meet the requirements are endorsed to the AC by the class/club adviser.	February
Step 6	Evaluate and deliberate candidates for each award based on the portfolio (report card, certificates, documentation) submitted by the learner against the rubrics set by the AC	March
Step 7	Submit results of the evaluation and deliberation to the school head or principal for approval	
Step 8	Ensure that the results of the evaluation and deliberation are communicated to the class advisers, parents, nominees, and school community; (in case of protest/ s, the AC will facilitate its timely resolution)	
Step 9	Announce or post the final list of awardees	

The AC shall use the report cards and permanent records as the main reference for Academic Excellence Awards. For other awards, a portfolio of copies of all documents such as DepEd Advisories, written authorization from the school head or principal, certificates, medals, trophies, plaques, accomplishment reports (verified through certifications by proper authorities), and others shall be presented.

The report on the results of the AC shall be signed by all members of the committee and certified by the principal. The school head or principal shall approve the final list of awardees upon the recommendation of the committee. If the school head or principal is related within the second degree of consanguinity or affinity to any of the candidates for awards, the school head or principal must inhibit him/herself from participating in the process. The approval shall come from the person next in rank.

The documents shall be kept in the office of the principal for ready reference. Copies of the results shall be submitted to the Schools District and Division Offices. The AC, through the Office of the School Head/Principal, shall release the final list of awardees upon the request of stakeholders for scholarship purposes.

The AC, together with the school head, shall determine roles and assign tasks to the awardees (e.g., delivery of graduation speech, batch history) for the graduation or school-awarding ceremony.

V. When to file and settle protests?

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

VI. References

Policy Guidelines on Classroom Assessment of the K to 12 Basic Education Program, DepEd Order No.8,s.2015

Department of Education, Culture and Sports (DECS)Service Manual 2000

DepEd Child Protection Policy, DepEd Order No.40, s.2012

Guidelines on the Selection of Honor Pupils and Students of Grades 1 to 10 of the K to 12 Basic Education Curriculum, DepEd Order 74,s.2012

Lehr, Camilla A. "Positive School Climate: Information for Educators."In Helping Children at Home and School II: Handout for Families and Educators,S4-75-4-78. 2nd ed. National Association of School Psychologists, 2004.

"Promoting a Positive School Climate: A Resource for Schools."Ontario Ministry of Education. 2013. Accessed 28 September 28, 2015. <http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

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Appendix 1

PERFORMANCE AWARD FOR KINDERGARTEN	SAMPLE TITLES
1. Award in Communication/ Self-expression	Public Speaker Award, Good Communicator Award, Word Weaver Award
2. Award in Literacy (Reading, Composing, Writing)	Batang Manunulat, Star Reader Award, Aspiring Author, Bookworm Award, Book Lover Award, Potential Composer Award
3. Award in Numeracy	Quantum Leap, Budding Mathematician
4. Award in Performing Arts (Singing, Dancing)	Tinig ng Kabataan Award, Young Dancer Award, Young Singer Award, The Voice, Graceful Dancer Award
5. Award in Physical Agility	Athletics Award, Sporty Kid Award
6. Award in Science	Quantum Leap Award, Naturalist Award, Budding Scientist Award, Kinder Curious Award
7. Award in Self-care	Self-care Star Award, Neat Kid Award, Tiny Tidy Award
8. Award in Visual Arts (Coloring/ Drawing)	Awesome Artist Award, Artistic Hands Award

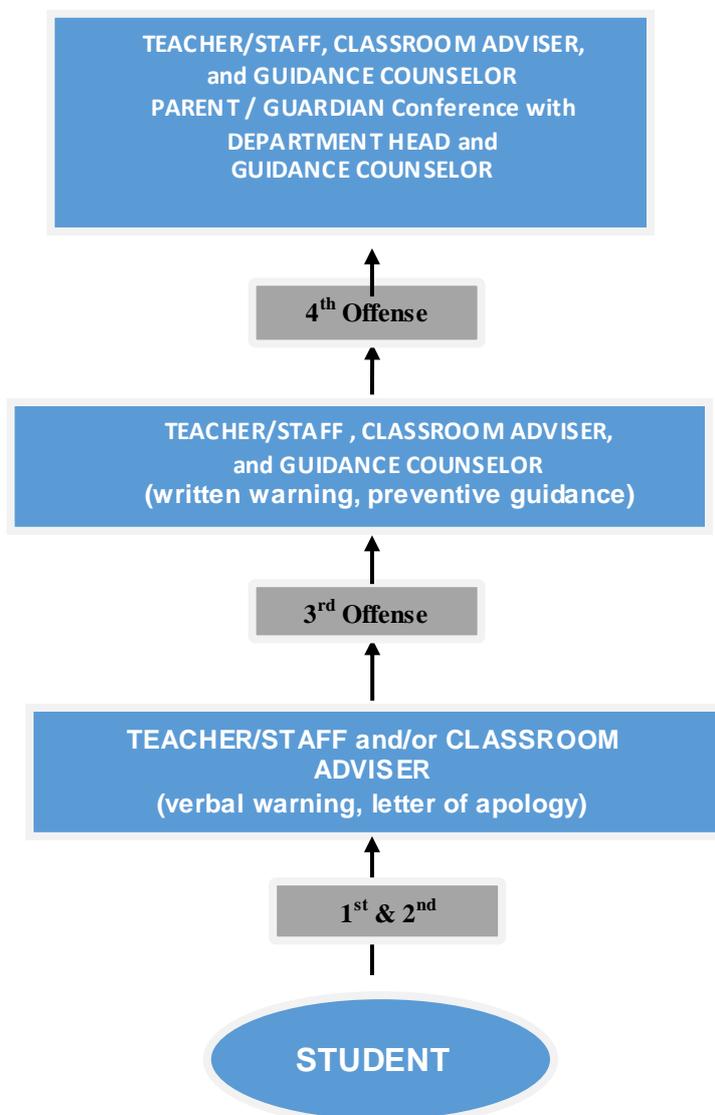
Appendix 2

CHARACTER TRAITS FOR KINDERGARTEN TO GRADE 3	SAMPLE TITLES
1. Active (participation)	Eager Beaver Award
2. Cheerfulness	Sunshine Award, Cheerful Soul Award, Exuberant Heart Award
3. Cooperation /Team player	Collaborative Kid Award, Contributor Award, Team Player Award
4. Friendliness	Friendly Neighbor Award, Miss/Mister Congeniality, Kinder Buddy Award
5. Gentleness	Peace Maker Award, Ambassador Award, Peace Keeper Award
6. Hardworking	Extra Miler Award, Task Champ Award, Busy Bee Award
7. Helpfulness	Happy Helper Award
8. Honesty	Honest Kid Award, Matapat Award
9. Initiative	Enthusiastic Learner Award, Sparkler Award
10. Kindness	Golden Heart Award
11. Leadership	Mr/Ms Motivator, Kinder Leader Award, Little Teacher Award
12. Motivation / Enthusiasm	Eager Beaver Award
13. Patience	Ms/Mr Patience, Patience Advocate Award
14. Perseverance	Out-of-Your-Shell Award, Extra Miler Award, Determined Kid Award
15. Persistence	Tenacious Striver Award, Batang Masigasig Award
16. Politeness /Courtesy	Batang Magalang Award, Courteous Kid Award
17. Responsibility	Batang Maasahan Award
18. Risk taking	Brave Soul Award, Kaya Kot Award
19. Self-discipline	Prudent Worker Award, Disiplinado Ako Award
20. Sharing	Great Giver Award, Mapagbigay Award
21. Sportsmanship	Good Sport Award

Appendix E – Systematic Flow of Communications (Behavior Management Concerns – Levels 1 to 3)

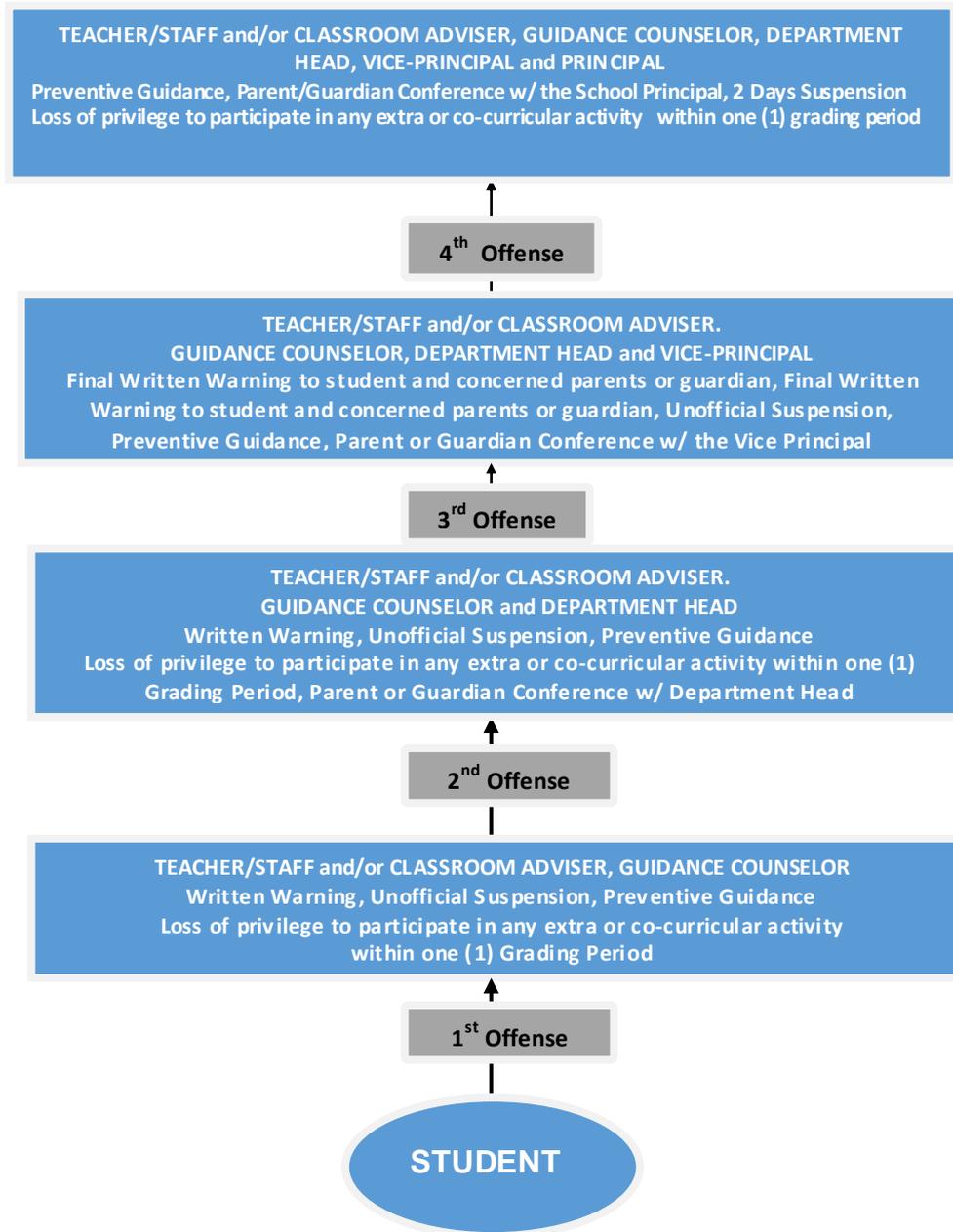
SYSTEMATIC FLOW OF COMMUNICATIONS

(Behavior Management Concerns - Level 1)



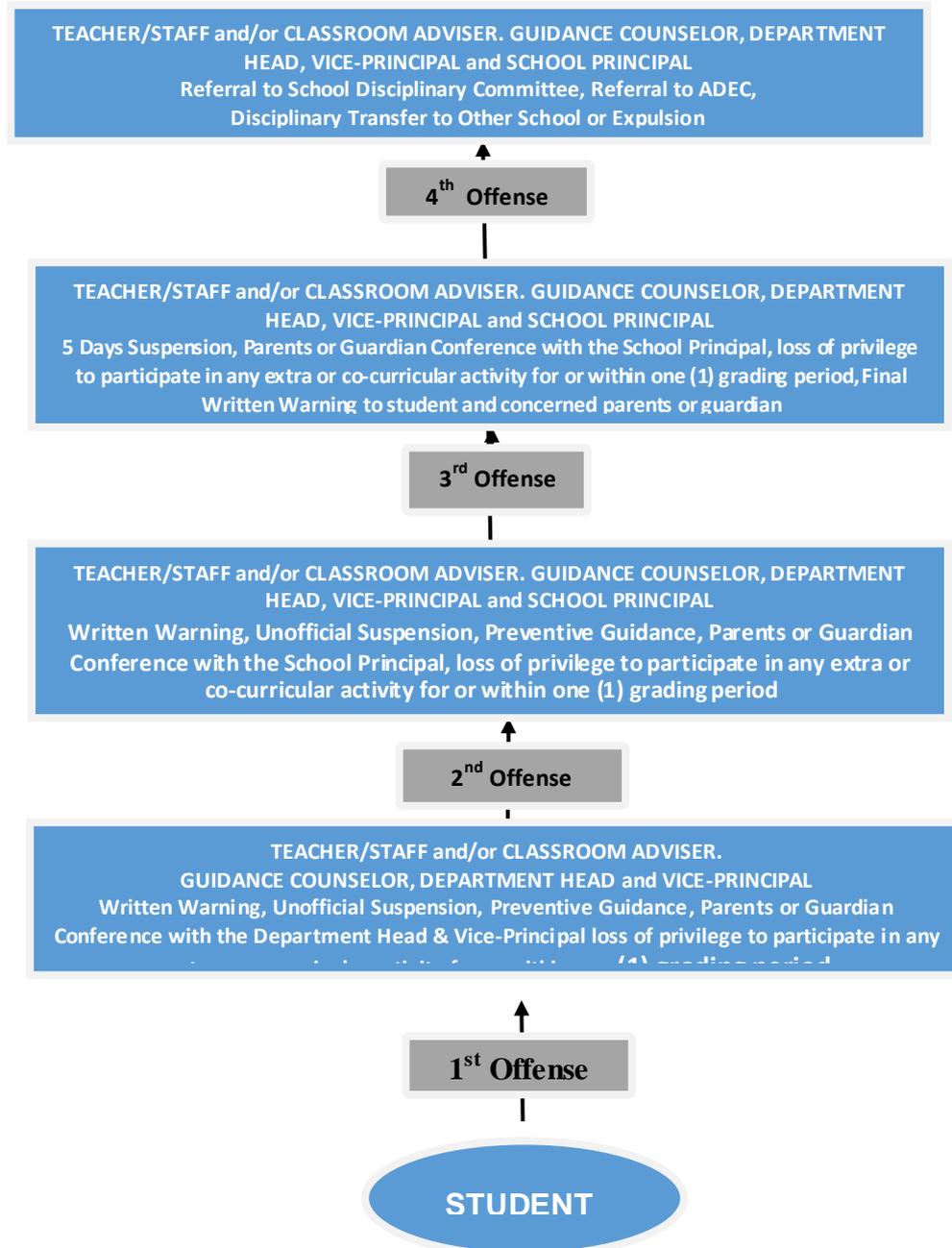
SYSTEMATIC FLOW OF COMMUNICATIONS

(Behavior Management Concerns - Level 2)



SYSTEMATIC FLOW OF COMMUNICATIONS

(Behavior Management Concerns - Level 3)



Appendices

Appendix A – Student Competence Framework “Core Values”

Appendix B – PEPS Incident Report Form

Appendix C1 – DepEd Order No. 8 series 2015 “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, pp. 1-8

Appendix C2 – DepEd Order No. 8 series 2015 “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, pp. 9-17 (Grading System)

Appendix C3 – DepEd Order No. 8 series 2015 “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, pp. 17-33 (Promotion and Retention)

Appendix D – DepEd Order No. 036 series 2016 “Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program

Appendix E – Systematic Flow of Communications (Behavior Management Concerns – Levels 1 to 3)