



ERNESTO RONDON HIGH SCHOOL

STUDENT HANDBOOK





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FOREWORD

This *Student Handbook* is more than a set of rules—it is a reflection of our shared commitment to fostering a community where learning is purposeful, values are upheld, and every student is empowered to grow in wisdom and integrity.

At **Ernesto Rondon High School**, we firmly believe that true education goes beyond the mastery of facts. It must cultivate **literacy, numeracy**, and a deep sense of **holistic stewardship**—the ability to responsibly manage one's self, relationships, environment, and future. These pillars serve as the foundation of our academic and character formation programs, shaping students into not only capable learners but also compassionate leaders.

This handbook serves as a guide to help you understand the policies, expectations, and opportunities available to you. It is designed to encourage discipline, inspire responsibility, and nurture a culture of excellence rooted in **faith, service, and purpose**.

As a Rondonian, you are called to live out the ideals we uphold—**to read with understanding, think with clarity, act with compassion, and lead with integrity**. May this handbook be a constant reminder of your potential and a practical tool as you walk the path of becoming not just academically competent, but socially aware and morally grounded.

Together, let us build a school community where learning is deep, values are lived, and every learner becomes a steward of hope and change.

Article I : School's Vision, Mission, Core Values, DepEd Vision, Mission, Core Values, and Mandate

Section I: School's Vision

ERHS envisions itself to be a caring institution of learning committed to a culture of excellence in public service.

Section 2: School's Mission:

ERHS is committed to continuously improve the quality of instruction in order to develop in every student the passion to learn, the will to succeed, the confidence to lead and the humility to serve.

Section 3: School's Core Values

J-Joyfully seek for God
O-Optimize learning
S-Service above self
E-Exemplify honesty
R-Readiness to reform
I-Ignite cooperation
Z-Zeal to succeed
A-Aim for excellence
L-Love of country

Section 4. The DepEd Vision

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

Section 5. The DepEd Mission

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

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

Section 6. Our Core Values

Maka-Diyos
Maka-tao
Makakalikasan
Makabansa

Section 7. Our Mandate

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

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

Article II

ALL ABOUT SCHOOL

Section 1. General Information

Ernesto Rondon High School is strategically located along Road 3 in Barangay Project 6, Quezon City, a prominent district in the former capital of the Republic of the Philippines. The school traces its roots to 1966, when it was established as an annex of San Francisco High School in Barangay Pag-asa, initially operating in a rented house. It became independent in 1968 as Pag-asa High School and was later renamed Project 6 High School after the Quezon City Government donated a site originally intended for a market. On September 4, 1986, the school was officially renamed Ernesto Rondon High School in honor of the late journalist and Project 6 resident, Ernesto Rondon. Over the years, it has grown into a reputable institution recognized for academic excellence and community service.

Section 2. School History: Then and Now

Pag-asa High School was established in 1966 when San Francisco High School (formerly Don Mariano Marcos High School) extended an annex in Pag-asa to serve the people in the area. A two year level was established, the First year and the Second year levels with five sections each.

In August 1968, the city government converted the Pag-asa Annex into an independent school to become the Pag-asa High School. With the increased enrolment, the school saw the need to move to a bigger place, thus, they transferred to the campus of Pag-asa Elementary School where they occupied three classrooms to house the students.

It was in 1977 when a lot which was donated by the Quezon City government as a market site in Project 6, was converted into a school site through the initiative of the Barangay Chairman Carlos G. Rances. Upon the completion of the school building, the Pag-asa High School was transferred to its new home. And since the school is within the Project 6 district, the name was changed to Project 6 High School.

Tragedy struck on March 5, 1985, when three-fourths of the school building was razed by fire, thus destroying the library and the records section (destroying the records of Batches 1980 and 1981)

On Sept. 4, 1986, Metro Manila acting Governor Jose Lina approved the recommendation of the then OIC Mayor Brigido Simon Jr. to rename the school to Ernesto Rondon High School in memory of the late illustrious journalist and outstanding public servant, who in his lifetime, resided in Project 6 Quezon City

At present, Ernesto Rondon High School is a prime integrated public secondary school in the Philippines consisting of junior high school and senior high school and currently headed by Dr. Modesto G. Villarin, Principal IV.

Article III

ADMISSION AND TRANSFER POLICY

Section 1. No Collection Policy: Legal Bases and Implementation

1.1 This policy is in line with the constitutional mandate to make education accessible to all (**Article 14, Section 1 of the 1987 Phil.**

Constitution) and with the corollary provision of Sec. 3, Par. 2, Chapter 1 of **Batasang Pambansa Blg.232**, otherwise known as **Education Act of 1982** which maintains equality of access to education as well as the enjoyment of the benefits of education by all citizens.

1.2 The school adheres to the DepEd No Collection Policy which means no money shall be collected during enrollment period.

1.3 But, there will be a voluntary and authorized collection on:

1.3.1 Journalism

1.3.2 BSP/GSP

1.3.3 Red Cross

1.3.4 Athletics

1.3.5 PTA Membership

1.3.6 GPTA Project

1.3.7 SSG Fund

1.3.8 Subject Supports

Section 2. Admission Process for Junior High School (DepEd Order no. 3 s 2018)

2.1 Grade 7 registrants are encouraged to register as early as the second week of May up to the second week of June of each year. Incoming Grade 8 to Grade 10 are considered pre-registered.

2.2 The following are required documents for claiming admission slip upon enrollment:

- SF 9 (Report Card)
- PSA Birth Certificate
- Certificate of Good Moral Character or Anecdotal Record (for new students only)
- PEPT or A & E Test (if applicable)
- Shall take Reading Assessment for English and Filipino

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

2.3. Incoming Grade 7 shall follow the following processes:

2.3.1. Secure and fill out a Brigada Eskwela Certificate and accomplish the Brigada Eskwela requirements voluntarily;

2.3.2. Fill out Student Profile Form and undergo routine interview together with the parent/guardian.

2.3.3. Suggested haircut for the boys is **at least 1 inch above the ear and 3 inches above the collar line.** (DepEd Order 32, s. 2017) (DECS Manual 2000 on haircut of male students) (DepEd Guidelines in the Development of Learners' Discipline Manual)

A learner who is not in proper haircut is required to present a letter of explanation from his/her parents or guardians or to bring them to school for a short conference with the section adviser or guidance counselor as the case may be.

2.3.4. Submit the required documents to the enrollment In-charge

2.4. Old students shall follow the following process:

2.4.1. Secure the Voluntary Brigada Slip

2.4.2 Submit the required documents to the enrollment In-charge

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

Section 3. Admission Process for the Science, Technology, and Engineering (STE) Program

(Based on DepEd guidelines and internal school criteria)

3.1. The STE Program is a specialized curriculum for students who demonstrate strong academic performance and aptitude in Science, Mathematics, and English. Admission is selective and requires the following eligibility criteria:

- Must be a graduating Grade 6 pupil.
- Must have a quarterly grade of 85% or higher in Science, English, and Mathematics, and 83% or higher in all other subjects in the Grade 6 report card.
- Must possess good moral character.
- Must be in good health and fit to undertake a rigorous academic program.
- Must be a resident of Quezon City or nearby municipalities.
- Must be currently studying in a public or private school located in Quezon City or nearby municipalities.
- Must **pass the required interview** conducted by the STE Admission Committee.

3.2. The following documents must be submitted as part of the application process:

- Duly accomplished STE Application Form
- Photocopy of PSA Birth Certificate
Certificate of Good Moral Character (current S.Y. 2024–2025)
- Scanned or PDF copy of SF9/Form 138
(Grade 6 2nd Quarter and entire Grade 5)
- Recent 1x1 ID picture with white background and the applicant's full name

3.3. Qualified applicants will be notified for an interview schedule, which is a mandatory step in the selection process.

3.4. Final acceptance into the STE Program is based on the evaluation of submitted documents, academic records, and interview results. Only those who pass all criteria will be officially enrolled under the STE curriculum.

Section 4. Admission Process for Senior High School (DepEd Order no. 3 s 2018)

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

4.2 The following are required documents for claiming admission slip:

- SF 9 (Report Card)
- PSA Birth Certificate (for new students only)
- Certificate of Good Moral Character or Anecdotal Record (for new students only)
- Photocopy of Completion Certificate (Grade 10)
- PEPT or A & E Test (if applicable)

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

4.3. Incoming Grade 11 shall follow the following process:

4.3.1. Secure and fill up a Brigada Eskwela Certificate and accomplish the Brigada Eskwela requirements voluntarily;

4.3.2. Fill-up Student Profile Form and undergo routine interview together with the parent/guardian.

4.3.3. Suggested haircut for the boys is at least 1 inch above the ear and 3 inches above the collar line. (DepEd Order 32, s. 2017) (DECS Manual 2000 on haircut of male students) (DepEd Guidelines in the Development of Learners' Discipline Manual)

A learner who is not in proper haircut is required to present a letter of explanation from his/her parents or guardians or to bring them to school for a short conference with the section adviser or guidance counselor as the case may be.

4.3.4. Submit the required documents to the enrollment In-charge

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

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

- Accreditation and Equivalency (A & E) exam result
- PSA Birth Certificate
- Certificate of Good Moral Character

Section 5. Admission Process for Alternative Learning System (ALS) and Alternative Delivery Mode (ADM)

5.1 Admission Process for Alternative Learning System

4.1.1 The Alternative Learning System provides opportunities for out-of-school youth and adult (OSYA) learners to develop basic and functional literacy skills and to access equivalent pathways to complete basic education.

4.1.2 The ALS Community Implementer with the assistance of the class adviser/subject teachers assesses the capability of the student based on the results of the tests.

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

4.1.4 The ALS Community Implementer gives the modules to the student. The student makes self - study of the modules while on leave from school.

4.1.5 The student returns the modules to the ALS Community Implementer on the designated schedule.

4.1.6 The ALS Community Implementer evaluate the performance of the student and give corresponding grade.

5.2 Admission Process for Alternative Delivery Mode.

5.2.1 Alternative Delivery Mode as defined in Republic Act No. 10618 refers to the tried and tested alternative modalities of education within the confines of the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out in order to help them overcome personal, social, and economic constraints in their schooling.

5.3.2 The following procedure shall be followed for ALS beneficiaries:

- The adviser will recommend the student to be under the ADM program due to recorded violations or valid reasons.
- The student signs a study contract detailing his responsibilities in his self-directed learning of the modules.
- The ADM coordinator gives the modules to the student. The student makes self - study of the modules while on leave from school.
- The student returns the modules to the ADM coordinator.
- The ADM coordinator will evaluate the performance of the student and give corresponding grade.

Section 6. Process of Transfer to Other Schools

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

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

6.1 A student who wishes to transfer-in must present SF 9 (Report Card) bearing the grades of the last quarter(s) attended or a letter certifying the last grade level the learner completed signed by the School Registrar. Good Moral Certificate and PSA Birth Certificate are also required.

6.2 A and E Secondary Level Test Passer qualified for Grade 7 must submit the A&E Elementary Level Certificate of Rating and PSA Birth Certificate or the local civil registrar, or barangay certification.

6.3 A and E Secondary Level Test Passer qualified for Grade 11 must submit the A&E Secondary Level Certificate of Rating and PSA Birth Certificate or the local civil registrar, or barangay certification.

6.4 Displaced learners due to on-going war/armed conflict and very recent disasters/ calamities must present any proof of identity or any means as directed by the Central Office.

6.5 Fill-up Student Profile Form and undergo routine interview together with the parent/guardian.

6.6 Transfer of SF10 shall be secured thirty (30) days from the first day of school attendance (D.O.

No. 54, series of 2016) by the adviser.

Article IV

ACADEMIC POLICY AND GRADING SYSTEM

(DepEd order No. 8, s.2015)

The school is implementing one curriculum: K to 12 Basic Education Curriculum.

Section 1: Curriculum Offerings

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

1.2 The school is implementing one curriculum: K to 12 Basic Education Curriculum.

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

TECHNICAL-VOCATIONAL LIVELIHOOD TRACK

1.3.4 Information and Communications Technology (ICT)

1.3.4.1 Programming

1.3.5 Home Economics (HE)

1.3.5.1 Cookery NC II

1.3.5.2 Food and Beverages Services NC II

1.3.5.3 Bread and Pastry Production NC II

1.3.7 Shielded Metal Arc Welding (SMAW)

Section 2: Grading System*(DepEd Order #8, s.2015)*

2.1 There shall be four grading periods in a school year, namely; 1st, 2nd, 3rd, and 4th Quarters. At the end of each grading period the student receives the report card reflecting his grades for the quarter. After the 4th quarter the final rating is computed using the averaging method, that is, grades of the four quarters are summed up then divided by four.

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

2.3 The basis of the computation for K to 12 is distributed as follows:

Table 1. Area Component for Grades 7-10 and its corresponding weight

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

Table 2. Area Component for Senior High School and its corresponding weight

Area Component	Core Subjects	Academic Track	Technical-Vocational Livelihood		
		All other subjects	Work Immersion/ Research/ Business Enterprise/Simul	All other subjects	Work Immersion/ Research/ Exhibit/ Performance

			ation/Exhibit/Performance	
Written Work	25%	25%	35%	20%
Performance Tasks	50%	45%	40%	60%
Quarterly Assessments	25%	30%	25%	20%

Source: DepEd Order. #8. S.2015

2.4 The component of each computation is explained in the following manner:

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

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

2.4.3 *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.

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

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

Table 3. The Level of Proficiency and its Numerical Value

Descriptor	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed

Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectations	Below 75	Failed

Section 3: Awards and Recognition

DepEd Order #36. S.2016

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

3.2 *The School Head will create a committee for Awards consisting of faculty member-representative from each department and the guidance counselor whose mandate is to receive and evaluate applications for special awards and recognitions.*

3.3 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.

3.3.1 Conduct Awards for grades 7 to 12 in each class will be given at the end of the school year.

3.3.2 **The Academic Excellence Award** within the quarter is given to learners from grades 7 to 12 who have attained an average of at least 90 and passed all learning areas. Table 4 shows the specific Academic Excellence Award given to learners who meet the following cut-off grades.

Table 4. Academic Excellence Award

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

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

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

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

3.4.2 **The Leadership Award** is given to learners in grades 10 and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. To qualify for this award, a learner must have no failing grades in any of the learning areas, have not committed any offense punishable by suspension or higher sanction according to the Department's service manual and child protection policies in the current school year, and a class officer or an active member/officer of any recognized school club, team, or organization. The table below shows the set criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Only those learners who have met at least 90% of the criteria shall be awarded.

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%)	24%	16%

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/uses resources wisely		
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%

3.4.3 Awards for Outstanding Performance in Specific Disciplines are given to recognize learners in grades 10 and 12 who have exhibited exemplary skills and achievement in specific disciplines. There may be more than one category of awards under the following disciplines: Athletics, Arts, Communication Arts, Mathematics and Science, Social Sciences, and Tech-Voc. There will be no separate awards for special programs. Refer to the DepEd Order #36, s. 2016 (Policy Guidelines on Awards and Recognition for The K to 12 Basic Education Program) for the criteria, qualifications, and other details.

3.4.5 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. This rating in the report card consists of the learner's performance and/or output during the Work Immersion.

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

3.4.7 Award for Club or Organization Achievement is given to a duly recognized club or organization that has created positive impact on the school and/or community it serves through the implementation of all its planned projects and activities, provided

strong support to the implementation of the school activities and attainment of the school's objectives, and taken great strides to help its members develop their potentials.

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

3.4.9. **Principal's Choice Award**

- The Principal will choose the recipients of Principal's Choice Award
- There are no guidelines, matrix and rating process for the selection
- The Principal's Choice Award is a prestigious recognition bestowed upon students who exemplify the highest standards of academic achievement, character, and contributions to the Ernesto Rondon High School community. This honor reflects the values of Excellence, Faith, and Character Building that are at the core of our institution's mission.
- Recipients of the Principal's Choice Award have consistently demonstrated an unwavering commitment to excellence in their studies, exhibiting a thirst for knowledge that extends beyond the classroom. Their academic accomplishments serve as a testament to their diligence, dedication, and intellectual curiosity.
- These students embody the essence of faith, not only in the context of religious beliefs but also in their trust in themselves, their peers, and the greater community. Their actions and interactions reflect a deep understanding of the importance of compassion, empathy, and unity.
- Character Building, another cornerstone of our school's philosophy, is evident in the recipients' behavior and choices. They exhibit integrity in their actions, honesty in their dealings, and a willingness to take on leadership roles that inspire and uplift those around them.
- The Principal's Choice Award is a celebration of well-rounded individuals who strive for personal growth while uplifting their fellow students. It acknowledges those who consistently contribute positively to the school environment, fostering a culture of inclusivity, respect, and support.

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

principal, considering the recommendations of the Awards Committee within three (3) working days from filing.

3.6 Students who will be given parts or roles during the Graduation Rites and Moving Up Ceremony.

3.6.1 The selection of students who will be given parts during the graduation rites and moving-up ceremony shall be based on the General Average ranking.

3.7 Students who will be disqualified on Awards and Recognition

3.7.1 Students who are proven to have committed major offenses or offenses deemed severe and intolerable by the Prefect of Discipline will not be eligible to receive awards and may also be prevented from participating in recognition, completion, and/or graduation ceremonies.

Section 4: Failures and Remedial

4.1 Final Grade of 75 or higher in all learning areas allows a student to be promoted to the next grade level.

4.2 A student who Did Not Meet Expectations in at most two learning areas must take remedial classes.

4.3 A student who failed on three or more subjects will be retained.

4.4 Learners who earn raw scores in Written Work and Performance Task below expectations are given remediation by the fifth week of any quarter.

4.5 The Final Grade at the end of the school year and the Remedial Class Mark are averaged and the result is called the Recomputed Final Grade. If the Recomputed Final grade is 75 or higher, the learner is promoted to the next grade level, however if it is below 75, the learner is retained in the grade level.

4.7. Students are only allowed to repeat a specific grade level twice. Upon reaching the third instance, the students will be required to engage in alternative modes of education, which are determined by their age. For students aged 16 and above, students have to enroll in the Alternative Learning System (ALS). However, students aged 15 and below will be directed towards the Alternative Delivery Mode (ADM) to continue their education.

Section 5: Moving Up, Completion, and Graduation Ceremonies

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

5.1.1 Students will be considered “conditionally promoted” if they have at least two back subjects in a specific school year.

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

5.3 Graduation. A Grade 12 student is considered candidate for graduation if he/she completes the required subjects for Grade 11 and Grade 12 levels in the senior high school program.

5.4 Recognition of Top Academic Performers. As part of the school's Recognition Ceremony, the Top 3 students based on the General Average Ranking from Grade 10 and Grade 12 shall be honored separately on the main stage. These awardees will be presented alongside their parents in recognition of their academic excellence and the support of their families.

Section 6: Official Graduation Regalia – Sablay

6.1 To honor Filipino culture and promote a sense of identity and inclusivity, **Ernesto Rondon High School recognizes the Sablay as the official attire** for end-of-school-year ceremonies, specifically for Grade 10 Completion and Grade 12 Graduation.

6.1.1 The Sablay reflects the values of academic perseverance, cultural heritage, and national pride. Its use replaces the traditional toga and supports sustainable practices in school ceremonies.

6.1.2 The following guidelines shall be observed:

- **Design and Exclusivity:** The Sablay shall carry a distinct design representing Filipino heritage and the identity of Ernesto Rondon High School. Replication or alteration of the official design is strictly prohibited.
- **Appropriate Attire:** Students are expected to wear traditional or semi-formal attire aligned with the Sablay—such as a barong or white long sleeves for males, and Filipiniana or cream-colored dresses for females. Culturally diverse traditional clothing is also welcome.
- **Ceremonial Use and Symbolism:** The shifting of the Sablay from the right to the left shoulder during the ceremony symbolizes the student's official transition to a graduate. It is to be worn only during official graduation events.

- **Procurement and Ownership:** The Teachers' Cooperative shall facilitate the selling and distribution of the Sablay. Students must sign a Commitment Form upon purchase.
- **Proper Care and Return:** Any damaged or worn Sablay must be returned to the school for proper handling. Unauthorized use, resale, or disposal is not permitted.

Note: The full resolution titled "*A Resolution Adopting the Use of Sablay as the Official Graduation Regalia for End-of-School-Year Rites in Ernesto Rondon High School*" is attached as **Annex B** of this handbook.

Article V

SCHOOL ACTIVITIES

The school should not conduct any co-curricular or any extra-curricular activities one week before the quarterly exam.

Section 1. Co – Curricular Activities

Source: DepEd Order 34, s. 2022

1.1 Co-curricular activities is defined as any authorized and non-graded engagements, whether on or off-campus, that reinforce the development of 21st-century skills beyond the scheduled contact time between teachers and learners.

1.2 The activities must be anchored on the curriculum's content and performance standards. They are considered extensions of formal learning experiences and are provided to tap into and enrich the varied intelligences and skills of the learners.

1.3 Each learning area coordinator/adviser is encouraged to initiate activities involving students to support academic instruction.

1.4 The area coordinator/adviser who initiates the activity shall present the plan of activities to the principal and Supreme Secondary Learners Government (SSLG) for approval.

1.5 The following are considered co-curricular activities based on DepEd Order no. 34 s. 2022 but not limited to:

- Nutrition Month Celebration
- Career Guidance Week
- Buwan ng Wika
- Science Month Celebration
- Math Festival
- English Month Celebration
- Journalism

- Araling Panlipunan
- Athletic/Intramurals
- ESP/Gender and Development
- Seminars, symposia and other subject based activities anchored on the curriculum's content and performance standards.

Section 2. Extra – Curricular Activities

2.1 Extra-Curricular Activities is defined as any voluntary, non-graded learner engagements that are not anchored on the content and performance standards in the curriculum and are offered/coordinated by the school to promote the learner's holistic development.

2.2 The school supports the desire of students to hone their talents and skills in any field of interest through various activities they wish to conduct for as long as they are in consonance with existing school policies. Any community activities where students are involved must have approval from the School Head.

2.3 Each club adviser/co-adviser is encouraged to initiate activities involving students to promote the learner's holistic development.

2.4 The club adviser/co-adviser who initiates the activity shall present the plan of activities to the principal and Supreme Secondary Learners Government (SSLG) for approval.

2.5 The club adviser/co-adviser has the right to limit and/or suspend students' participation duly endorsed by the class adviser and the organizational body due to the following reasons but not limited to:

2.5.1 **Unsatisfactory academic performance:** Students must prioritize their studies, and if their club participation negatively affects their academic performance, the club adviser/co-adviser may intervene to ensure they focus on their studies.

2.5.2 **Violation of club rules and guidelines:** Students are expected to adhere to the rules and guidelines set forth by the club. Any persistent violations may result in limited or suspended participation.

2.5.3 **Disruptive behavior:** Students must conduct themselves in a respectful and appropriate manner during club activities. Any disruptive behavior that hinders the overall functioning of the club may lead to participation limitations.

2.5.4 **Attendance and punctuality issues:** Regular attendance and punctuality are essential for the successful functioning of the

club. Persistent absenteeism or tardiness without valid reasons may lead to limited participation.

2.5.5 Conflict of interest: If a student holds positions in multiple clubs or organizations that may cause conflicts of interest or negatively impact their commitment to the club, the adviser/co-adviser may intervene.

2.5.6 Insubordination and lack of cooperation: Students are expected to follow instructions and cooperate with club leaders and members. Instances of insubordination or refusal to cooperate may lead to participation limitations.

2.5.7 Engaging in illegal or unethical activities: Students found participating in illegal activities or engaging in unethical behavior within or outside the club may face limited or suspended participation.

2.5.8 Failure to meet membership requirements: Some clubs may have specific criteria for membership, such as skill level, audition, or prerequisites. Students failing to meet these requirements may have their participation limited.

2.5.9 Health and safety concerns: If a student's participation poses risks to their health or safety or the well-being of others, the club adviser/co-adviser may temporarily suspend their involvement.

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

2.7 The following are considered extra-curricular activities:

2.6.1 School affairs/Founding Anniversary Celebration

2.6.1.2 Pride Month (Extra-Curricular Activity)

2.6.2 Students Night (Soiree)

2.6.3 School based Talent/Beauty/Popularity Search

2.6.4 Recollection of Grade 10 and Grade 12 Students

2.6.5 National Teachers Month and World Teachers Day

2.6.6 Other activities not anchored on the contents and performance standards in the curriculum and are offered and coordinated by the school to promote the learner's holistic development.

Section 3. The Supreme Secondary Learner Government (SSLG)

Source: Interim Guidelines of the Learner Government Program (LGP) for School Year 2023 - 2024 in accordance with DepEd Order #47 s, 2014 titled "Constitution and By-laws of the Supreme Pupil Government and Supreme Student Government in Elementary and Secondary Schools"

3.1 The Supreme Secondary Learners Government (SSLG) shall be the highest governing body of the students. All bonafide students of the school are members of the student body.

3.2 The SSLG shall be the forefront of the learners' rights and welfare; model of the learners' excellence; and representation of good character and deep sense of moral values.

3.3 The SSLG shall have the power that emanates from the student body. It shall be autonomous, diplomatic, unified, and the highest democratic representative of the student body.

Section 4. Recognized Clubs and Organizations

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

4.2 Each student shall join a club/organization not exceeding two (2) memberships but shall hold only one (1) highest position.

4.3 The recognized clubs and organizations must have a clear annual action plan, constitution and by-laws, list of officers and adviser/co-adviser together with their annual accomplishment report submitted to the Supreme Secondary Learners Government and school principal.

4.4 Screening committee shall consist of the SSG President, SSG Vice President, SSG Executive Committee, and SSLG Adviser/Co-Adviser. Shortlisted organizations/clubs shall be endorsed and approved by the office of the Principal.

4.5 Submission and screening of the requirements shall be on the 1st week of June. Failure to comply and submit all requirements shall not be recognized and authorized to conduct any activity.

4.6 The announcement of approved and recognized organizations shall be on the 3rd week of June.

4.7 Students shall choose their interest clubs on the scheduled orientation/simulation week.

4.8 Official list of club members shall be posted a week after the simulation week.

Article VI

STUDENT SERVICES

Section 1. Health and Nutrition

1.1 In order to completely implement the school's health programs, the Clinic Teachers maintain the clinic's functionality as the hub of the health services. The following services are provided by the school clinic, which is open daily.

- Measuring the pupils' height and weight is part of their health assessment.
- Cases including health counseling, follow-up, and referral
- Preventing and reducing the spread of infectious diseases
- Safety, emergency care, and first aid
- Promotion of health and Wellness
- School based Immunization and dental check-ups
- Deworming
- Health and nutritional counseling
- Access on health kits, Medical supply and blood pressure taking

1.2 As part of the implementation of the health initiatives, all pupils must go through a health assessment.

1.3 Students who are uneasy or have minor illnesses should go to the clinic for appropriate first aid treatments. When student-patients show the security guard with the Health Pass Slip issued by the school clinic teachers, they will be permitted to leave the clinic and rest at home due to their discomfort.

1.4 Clinic provides Sanitary napkins just in case the female students unexpectedly visit their monthly period.

1.5 Clinic provides posters/ information to guide the students on proper hygiene like Proper disposal of napkins for girls, proper handwashing, proper tooth brushing, importance of deworming and proper waste disposal.

Section 2. Guidance and Student Welfare

2. 1 The Department of Education, with its strong commitment to address the mental health concerns of learners, issues the following specific procedures of Counseling and Referral.

2.1.1 Counseling and Referral Services and it shall be made available for all

2.1.2 Registered Guidance Counselor (RGC) A Registered Guidance Counselor (RGC) shall conduct counseling to any learner following the existing ethical and legal (Republic Act 9258) provision for its practice, and the health and safety standards set by the Inter-Agency Task Force (IATF).

2.1.3 Counseling must be voluntary. Learners shall not be forced to undergo counseling against their will.

2.1.3 must be provided after a referral was made by a teacher, student, any school personnel, a parent or other significant person who may be related to the child being referred to who shows:

- behavioral or conduct problem/s;
- self-harming behavior or suicide ideation;
- poor social skills;
- poor academic performance;
- difficulty in adapting to current situation; and
- signs of distress characterized by physical deterioration, lack of focus, and motivation.

2.2 Counseling can be performed in different modalities

a. **Online Counseling** – through the identified platforms that are safe for counseling and can ensure the confidentiality of the session

b. **Tele-Counseling** -the use of telephone or mobile phone by both Guidance Counselor and learner

2.3 Counseling Confidentiality

Counseling should always observe confidentiality which includes:

- a. counselee seeing a counselor;
- b. all contact information, including his/her counseling schedules;
- c. counseling information does not appear in the counselee's education file;
- d. the counselor being the only person that can access the information discussed, unless counselee gives written permission for specific information to be shared.

2.4 Exemption to confidentiality:

- a. If the counselee is becoming an imminent danger to him/herself and/or to others through thoughts of suicide or threats to harm other people.
- b. If there is a reasonable suspicion of emotional and/or physical neglect and/or abuse including sexual abuse of a minor.
- c. In rare cases, courts will be asking counselors to testify about them.

2.5 Counseling Procedure

The Statement of Confidentiality (Annex A) will be sent to the parents/legal guardians to get their permission for their child to undergo counseling.

- b. The Guidance Counselor conducts the intake interview (Annex B) to get necessary data essential for understanding the concerns of the counselee.
- c. The counselor may either close the session after the intake interview or proceed with the session for further counseling.
- d. If the session merits counseling after the intake interview, the Guidance Counselor conducts counseling and terminates the case as deemed necessary.
- e. The Guidance Counselor creates a counseling plan (Annex C).
- f. The Guidance Counselor sets the schedule of the sessions with the counselee. Each counseling session is usually 40 minutes to an hour long depending on the nature and seriousness of the case.
- g. Each counseling session runs from 40 minutes to an hour, depending on the nature and seriousness of the case.
- h. The case must be terminated once the counseling goals have been attained.
- i. If the counselee withdraws from the session, the Guidance Counselor shall document at least two attempts to make a follow-up.
- j. In the event that the counselee does not respond, the Guidance Counselor shall indicate in the counseling record that the learner did not pursue the session anymore.
- k. Guidance Counselor shall refer the counselee to an outside specialist if the case requires clinical intervention or diagnosis.
- l. All sessions must be documented through case notes

2.6 Counseling Records

Counseling records should be kept confidential and can only be accessed by the Guidance Counselor. Any information about a particular learner may only be released to parents or guardians with the approval of the Guidance Counselor/Advocate and the learner's consent

2.7 Referral is one of the guidance services where learners are provided with assistance in obtaining specialized services. This requires a wide-range of internal partners (i.e. counselors, teachers, nurses and school administrators), external partners (i.e. government, non-government agencies, organizations), and individuals in different professions, fields and interests that could address the learner's present issues, concerns or problems

2.7.1 On the referral of learners, the teacher/adviser may refer the learner to the Guidance Counselor through the following procedure:

- a. The teacher/adviser shall accomplish the attached referral form (Annex E).
- b. The referral form shall be submitted to the Guidance Counselor via electronic mail or physical submission while observing confidentiality.
- c. Upon receipt of the referral form, the Guidance Counselor shall assess, evaluate, and provide the schedule for intake interview or other services that may be deemed necessary to address the needs of the learners.
- d. The Guidance Counselor shall inform the teacher/adviser that the learner has been given attention.

2.7.2 In case a learner is referred for intervention because of an issue or concern that is beyond the capability, competency, or expertise of the Guidance Counselor, the following procedure shall be observed:

- a. The Guidance Counselor shall inform the parent, learner, teacher/adviser (only if necessary), and the school head about the referral. Consent shall be obtained from the parent/guardian.
- b. Schools or the Schools Division Office shall refer the learner to the nearest and most accessible institution that provides mental health services.
- c. The Guidance Counselor shall prepare the letter of referral to the specific professional and agency/institution. The letter shall include:
 - basic information about the learner;
 - reason for referral; and
 - type of intervention needed.
- d. The Guidance Counselor shall monitor the learner's progress/ status by securing the contact information of the professional and agency or organization where the learner is referred.

Section 3. Office of the Prefect of Discipline

3.1 The Office of the Prefect of Discipline is responsible for maintaining a conducive and disciplined learning environment within the school premises.

3.2 The designation of a Prefect of Discipline in every grade level shall be appointed by the School Head duly endorsed by the Grade Level Chairman to carry out specific roles and responsibilities for each grade level to discipline students in cases of student violation of school rules and regulations.

3.3 The Prefect of Discipline shall act as a role model and uphold the highest standards of ethical conduct and professionalism.

3.4 The Prefect of Discipline shall possess excellent communication and interpersonal skills to effectively address disciplinary matters with students, teachers, and parents.

3.5 The Prefect of Discipline shall keep detailed records of disciplinary cases and interventions for documentation and future reference.

3.6 The school administration shall provide necessary training and support to the Prefects of Discipline to enhance their skills and knowledge in managing student behavior effectively.

3.7 The Prefect of Discipline shall adhere to the established guidelines and policies of the school in carrying out disciplinary actions. Any deviations should be reported to the appropriate authorities.

3.8 The responsibilities of the Prefect of Discipline:

3.8.1 Handle referrals from Class Advisers in cases of repetitive minor offenses and major offenses or grave misconduct committed by students provided that classroom-based intervention has already been exhausted as evident in the anecdotal record of the referring Class Adviser.

3.8.2 Conduct hearing on arbitration on disciplinary cases, makes the investigation, admonish, reprimand and decides on implementing the appropriate sanction or disciplinary measures based on the Students' Handbook except on serious disciplinary cases that require expulsion from school which has been heard and decided upon by the School Head.

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

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

3.8.5 Records and reports to the Principal the disciplinary problems.

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

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

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

Section 4. Library

4.1 The Library is open during class days from 8:00 a.m. to 5:00 p.m. It is a place for studying and other intellectual activities that require concentration thus, silence must prevail. Students must sign in the Library logbook upon entry.

4.2 Student library card must be presented to the librarian for students to be able to borrow books and other learning materials in the library. Borrowed books and learning materials shall be returned not exceeding 72 hours upon borrowing.

4.3 Behavioral Expectations from Students in entering the library

4.3.1 The student enters the library quietly .

4.3.2 The student knows and obeys library rules and regulations.

4.3.3 The student pays respect to the library personnel.

4.3.4 The student borrows books and gets materials in the library property

4.3.5 The student goes to the library for studying and research purposes, so s/he does not eat, chat, sleep nor play.

4.3.6 The student maintains the cleanliness and silence in the library.

4.3.7 The student returns books and other learning or reading materials in their proper places after using.

4.3.8 The student takes care of the library property, so s/he sees to it that s/he leaves the library without doing any act of vandalism.

4.3.9 The student should not commit such acts as hiding or stealing books or other library property, tearing out pages of the books or periodicals and forging signatures. Appropriate actions will be meted for those who violate this rule.

4.3.10 Cellphones must be placed to silent mode while inside the library.

Section 5. School Canteen

(Source: DEPED Order No.8, s.2007)

5.1 The school canteen shall serve as a venue for the development of desirable eating habits of pupils/students.

5.1.1 Only nutrient-rich foods such as root crops, noodles, rice and corn products in native preparation, fruits and vegetables in season, and fortified food products labeled rich in protein, energy, vitamins and minerals shall be sold in the school canteen. Beverages shall include milk, shakes and juices prepared from fruits and vegetables in season.

5.1.2 The sale of carbonated drinks, sugar-based synthetic or artificially flavored juices, junk foods and any food product that may be detrimental to the child's health and that do not bear the Sangkap Pinoy seal and/or did not pass BFAD approval is prohibited.

5.1.3 Iodized salt shall be used, in controlled quantity, in the preparation of cooked foods to ensure that the iodine requirement of the clientele shall be met and to eliminate iodine deficiency disorders. The use of monosodium glutamate (*vetsin*) shall be regulated.

5.1.4 A reasonable mark-up price for all merchandise in the canteen shall be allowed, provided that the selling retail price does not exceed the prevailing prices in the locality.

5.1.5 Vendors shall not be allowed to bring in food items inside the school canteen/premises.

5.2 Procedural Guidelines

5.2.1 All school canteens are required to secure the following permits/clearances:

A. Sanitation Clearance/Permit from the local Health Department

B. Health Permit of canteen personnel/staff from the city/municipal health office

C. Authority from the school head/principal to Operate and Manage the School Canteen (for teachers & cooperatives only)

5.2.2 Clearances/Permit shall be permanently displayed in a conspicuous place in the school canteen. They shall remain valid for the duration of the school year.

5.2.3 All canteen personnel/staff are required to wear clean and proper attire (white shirt/polo/blouse, colored pants/skirt, hairnet, apron, appropriate footwear) at all times. They shall also wear their identification cards with photo when inside the premises of the canteen.

5.3 Food safety standards shall be strictly enforced and adhered to at all times in the schools. There should thus always be:

5.7.1 Availability of potable drinking water and hand washing facilities.

5.7.2 Well-maintained, clean, well-ventilated and pest-free environment.

5.7.3 Availability of food covers and containers for safekeeping.

5.7.4 Hygienic practices on food preparation, cooking display, serving and storage.

Section 6. Records

SERVICES	REQUIREMENTS	SCHOOL FORM/S	TIME/DURATION	RESPONSIBLE PERSON
1. ENROLLMENT/TRANSFER IN	a.) Birth Certificate b.) Report Card c.) Good Moral Character d.) Vaccination Card (if applicable/available) e.) SF10/ Form 137 (for enrolled)	a.) Enrolment Form	Within the day	Grade Level Chairman
2. TRANSFER OUT	WITHIN THE SCHOOL YEAR a.) Letter of parent indicating the purpose of transferring out b.) Valid ID of the student/ parent c.) Tablet Retrieval (if applicable)		Within the day	Registrar Team

3. SF10 REQUEST	IF FOR REQUESTING SCHOOL a.) Request Form from current school b.) Authorization Letter from requesting party c.) Valid student ID	IF FOR REQUESTING SCHOOL Application Form	3-5 working days	a.) Junior High School b.) Senior High School
4. CERTIFICATE OF ENROLMENT (Bank Account, Scholarship etc.)	a.) Valid student ID	Application Form	Within the day	Registrar Team
5. CORRECTION OF NAME, SURNAME, MIDDLE NAME, PLACE AND DATE OF BIRTH AND OTHER REMARKS. ANNOTATION	a.) Request Letter from parent indicating the purpose b.) Original PSA Certificate of Live Birth (Original) c.) Proof of identity of requesting party (Valid ID: with photo and signature) If representative: proof of identity with authorization letter from requesting party d.) Notarized Affidavit of Discrepancy (Original Copy) e.) Notarized Affidavit of Two Disinterested Persons (Original Copy)	Application Form	3-5 working days	Registrar Team
6. LOST SF9 OR REPORT CARD	a.) Request Letter from the parent indicating the purpose and reason of lost card b.) Affidavit of Loss c.) Valid ID of the student	Application Form	3-5 working days	Registrar Team
7. DUPLICATE DIPLOMA (nawala, nasunugan, nabaha, etc.)	a.) Request Letter from parent indicating the purpose of and reason for lost card d.) Affidavit of Loss e.) Valid student ID Additional Requirement/s: <i>(if by Representative)</i> f.) Special Power of Attorney/ Authorization Letter with Valid IDs	Application Form	3-5 working days	Registrar Team

8. CORRECTED DIPLOMA (mga naitama na mali sa pangalan)	a.) Request Letter from parent indicating the purpose and reason of lost card b.) Petition for Change of Name (from DepEd NCR) c.) Affidavit of Discrepancy d.) Joint Affidavit of Two Disinterested Persons (with Valid ID's of signatories) e.) Certificate of Live Birth f.) Valid student ID	Application Form	3-5 working days	Registrar Team
9. CAV (Abroad Application)	a.) Diploma b.) Valid student ID	Application Form	3-5 working days	Registrar Team

Section 7. Student Safety

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

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

7.3 Nobody shall be allowed to stay inside the school campus after 8:00 p.m. for any sessions unless approved by the School Head.

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

7.5 In order to enhance student security measures, the school will carry out routine, unannounced Saturation Drives following consultation with various stakeholders. The specifics of these drives were endorsed and signed by representatives, as evidenced in the attached Enclosure A, titled "Resolution on Student Safety,"

7.6 A driver's license shall be presented to the school guard upon entry. Students using bicycles are required to wear helmets at all times. The

school guards reserve the right to deny entry to those who fail to comply with these requirements.

Article VII

Child Protection and Anti-Bullying Policy

Section 1. Rationale and Objectives

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

1.2 This policy targets the following objectives:

1.2.1 To ensure that students, school personnel, and parents know the school policy on child protection and anti-bullying and what they should do if abuse arises.

1.2.2 To give direction and guidance to school authorities and personnel in preventing and tackling all forms of abuse amongst the school community.

1.2.3 To provide systematic means of monitoring, recording and reporting of concerns and cases.

Section 2. Roles and Responsibilities of School Administrators, Faculty and Non-Teaching Personnel

2.1. School administrators, Faculty, Non-teaching personnel and others to Students

2.1.1 Establish and maintain an open and child-friendly communication with the students in a manner in which they would be comfortable talking about their complaints, personal problems and concerns, but should set appropriate limitations.

- 2.1.2 Exercise one's duty to care by extending one's self control and exercising patience especially in handling challenging students.
- 2.1.3 If an activity, event or ceremony will be held outside the school premises (such as field trips, camping, sports activities, etc.), it is important that the school administration take into consideration the necessity of the activity, accessibility of the venue and the safety of students. It is also expected that parents/guardians be informed of the nature of the activity, where it will be held, who would be the teachers and/or school staff present, and how will the students be transported to the venue, and be asked for their consent;
- 2.1.4 Be ready to accept constructive criticisms and reprimands from higher authority if he/she has inappropriately behaved towards any student;
- 2.1.5 Give equal opportunity to students to make statements, presentations and voice their opinions in classrooms, meetings and other venues of discussions;
- 2.1.6 Seek representation from students (e.g. Supreme Student Government) in discussions that can affect directly or indirectly their development in school.
- 2.1.7 Recognize students for their personal value or merit, commitment to school tasks or duties and adequately praise them for their effort;
- 2.1.8 Treat student's individual personal information with confidentiality if requested by them; otherwise, if the matter would best be informed to the parents/guardians, the faculty or staff may do so after proper deliberation of what would be appropriate for their best interest.

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

- 2.2.1 Using corporal punishment as a means of discipline, as indicated in Section 3, Letter O of the DepEd Order No. 40, Series of 2012
- 2.2.2 Engaging in inappropriate remarks or gestures which could be misunderstood. Examples of inappropriate behavior include "bear hugs", tickling and piggyback rides, making compliments that relate to physique and telling "green jokes".
- 2.2.3 Being alone with a student in a room or being in an uncompromising situation such as meeting them in an isolated area or non-school related activities or taking them home. Spending excessive time alone with the student away from others is inappropriate.
- 2.2.4 Too much familiarity with a student, including exchanging SMS messages/emails which would create malice.

- 2.2.5 Having an intimate, romantic and sexual relationship with students, even if he/she is legally an adult.
 - 2.2.6 Permitting or participating in behavior of students that is illegal, unsafe and/or abusive;
 - 2.2.7 Losing one's self-control and personal civility by shouting, cursing, displaying loss of temper such as throwing objects at students which would humiliate them.
 - 2.2.8 Discriminating against, showing differential treatment to or favor particular students to the exclusion of others;
 - 2.2.9 Calling, labeling or nicknaming a student with reference to his/her physical appearance, weakness/es, and status of any sort;
 - 2.2.10 Letting their personal disagreements with parents, guardians, teachers and staff, in existence of any, to prejudice or bias one's evaluation of the student's school performance;
- 2.3 School administrators, Faculty, Non-teaching personnel and others to fellow School administrators, Faculty, Non-teaching Personnel and others.
- 2.3.1 School administrators, Faculty, Non-teaching Personnel and others must maintain professional relations toward one another and be open-minded and accept constructive criticisms from colleagues without ill feelings;
 - 2.3.2 School administrators, Faculty, Non-teaching Personnel and others shall refrain from involving students in personal arguments, or use them to induce the other by saying off-hand comments or anything against another school administrator, faculty, non-teaching personnel and others in the presence of the students to prevent disputes.
- 2.4 School administrators, Faculty, Non-teaching personnel and others to Parents/Guardians
- 2.4.1 School administrators, Faculty, Non-teaching personnel and others must be open-minded, calm and ethical in dealing with aggrieved parents/guardians;
 - 2.4.2 Have an agreement settled with parents/guardians on issues in the classroom or school procedures that concerns the welfare of the students;
 - 2.4.3 School administrators, Faculty, Non-teaching personnel and others shall refrain from involving students in their personal disagreements with parents/guardians.
- 2.5 Parents/Guardians to School Administrators Faculty, Non-Teaching Personnel and Others
- 2.5.1 Parents/Guardians must be open-minded, calm and ethical in dealing with their issues towards a school administrator, faculty member, non-teaching personnel and/or others;

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

2.6 Parents/Guardians/Visitors/External Stakeholders

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

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

Section 3. Prohibition of Corporal Punishment

3.1 The Ernesto Rondon High School community prohibits and does not condone the practice of corporal punishment as a form of student discipline.

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

3.2.1 Blows such as, but not limited to, beating, kicking, hitting, slapping, or lashing, of any part of a child's body, with or without the use of an instrument such as, but not limited to a cane, broom, stick, whip or belt;

3.2.2 Striking of a child's face or head, such being declared as a "no contact zone";

3.2.3 Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;

3.2.4 Forcing a child to perform physically painful or damaging acts such as, but not limited to, holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects;

3.2.5 Deprivation of a child's physical needs as a form of punishment;

3.2.6 Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances,

dangerous chemicals, and other materials that can cause discomfort or threaten the child's health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;

3.2.7 Tying up a child;

3.2.8 Confinement, imprisonment or depriving the liberty of a child;

3.2.9 Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;

3.2.10 Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;

3.2.11 Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others

Section 4. Practice of Positive Discipline

4.1 Positive Discipline is an approach to teaching that helps learners succeed, gives them the information they need to learn, and supports their development. It respects children's rights to healthy development, protection from violence, and active participation in their learning.

4.2 The employment of positive discipline is a utilization of conflict (among learners and teachers) as an opportunity to teach students how to manage their emotions and resolve conflicts without hurting others physically and emotionally.

4.3 There are no bad children, just good and bad behaviors. (DepEd Order No. 40 s. 2012)

4.4 As part of a teacher's classroom management techniques, the school adopts the use of an anecdotal logbook as a classroom-based intervention to record all student misbehaviors.

4.5 The teachers are also trained in child protection policy and mediation/conflict management techniques for them to be equipped in handling challenging behaviors in the classroom.

Section 5. Child Rights

5.1 Child refers to any persons below eighteen (18) years of age or those over but are unable to fully take care or protect themselves from abuse, neglect, exploitation or discrimination because of a physical or mental disability or condition; (RA 7610). The term also includes pupils or students

who may be 18 years (18) of age or older but are in school (DO no. 40 s. 2012)

5.2 The Right to Life

5.3 Right to have a name/identity

5.4 Right to live with a family

5.5 Right to health care, safe water to drink, nutritious food, shelter, and a safe environment.

5.6 Right of Protection from abduction

5.7 Right to education (even with disability)

5.8 Right to develop his/her talents and abilities to the fullest

5.9 Right to be free from harmful and cruel punishment

5.10 Right for protection from being hurt, mistreated both body and mind by anybody

5.11 Right to express an opinion by talking, writing, drawing, or in any other means as long as it is not offensive to other people.

5.12 Right to play and rest

5.13 Right to choose own religion or beliefs as long as they are not harmful

5.14 Right to choose friends and groups as long as they are not harmful

5.15 Right to information as long as they are not harmful

5.16 Right to privacy as long as they are not harmful

5.17 Right to be free from sexual abuse or any kind of exploitation

5.18 Right to refuse in going to a war or joining an army (under 15 years old)

5.19 Right of protection from harmful drugs and drug trade

5.20 Right to be paid fairly if working

5.21 Right to legal hold and fair treatment.

Section 6. Rights of the Person with Disability

6.1 Disabled Persons are those suffering from restriction of different abilities, as a result of a mental, physical or sensory impairment, to perform an activity in the manner or within the range considered normal for a human being.

6.2 Right to access the sufficient standards protection for the civil, cultural, economic, political, and social rights.

6.3 Right to equality and non-discrimination environment

6.4 Right to access quality education

Section 7. Privileges

7.1 Privilege- special favor, treat or opportunity granted to a person.

7.2 Specific example of child privileges

7.2.1 Unregulated time hanging out with the barkadas or group of friends after class hours

7.2.2 Going out with the family during weekends.

7.2.3 Bonus points or grade for behaved, punctual, most favorite classmate/ student, etc.

7.2.4 Belonging to special section

7.2.5 Being a trusted student or class officer

7.2.6 Being selected as a contestant during school competition.

7.2.7 Being a member of a recognizes

7.3. The first copy of Identification Cards shall be provided to students at no cost to them.

7.3.1: In the event of an Identification Card loss, the school may issue a replacement copy of the ID for a fee of only 50 Pesos.

Section 8. Rights of the Students

8.1 Every student has the right to receive, primarily through competent instruction, relevant quality education in line with national goals and conducive to their full development as persons with human dignity.

8.2 The right to have access to their own school records, which shall be maintained and preserved in a confidential manner by the school;

8.3 The right to publish a student newspaper and similar publications and to invite resource persons during assemblies, symposia, and other activities of similar nature;

8.4 The right to free expression of opinions and suggestions, and to avail of effective channels of communication with the appropriate academic and administrative bodies of the school;

8.5 The right to be free from involuntary contributions, except those approved by their own organizations or societies through resolutions;

8.6 The right to understand the purpose, the directions and the means of evaluation of a given assignment;

8.7 To understand the content, structure and appearance of all written homework/assignments as important elements in the grading process;

8.8 The right to healthy food.

Section 9. Bullying defined

9.1 The Ernesto Rondon High School community prohibits and does not condone the acts of bullying on the school campus.

9.2 Bullying is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:

9.2.1 **Physical** - pushing, kicking, hitting, slapping, shoving or any use of violence

9.2.2 **Verbal** - name-calling, teasing, giving insults, saying offensive words pertaining to one's appearance, disability, mental ability, sexuality or religious beliefs and economic status

9.2.3 **Psychological** - doing pranks as form of torment, graffiti, hiding or destroying one's possessions, threat and offensive gestures, stalking, humiliation, behavior leading to social isolation including spreading gossip to damage one's reputation and encouraging others to ignore another.

9.2.4 **Sexual** – malicious physical contacts, sexually-suggestive jokes and cat-calling

9.2.5 **Cyberbullying**- using digital technology such as social media, instant messaging, texts, blogs and others to deliberately upset and humiliate someone.

Section 10. The School's Bullying Prevention Strategies

10.1 The school shall build the capacities of school personnel, students, parents and guardians to understand and deal with child abuse and other forms of violence by including bullying and positive discipline in the INSET topics.

10.2 The School Head shall consistently remind the school community and emphasize the importance of the Child Protection and Anti-bullying policy.

10.3 During the Student Orientation every start of the school year, students will be informed that bullying will not be tolerated, both in and out of school. They will be taught how to report if they are bullied or if they have first-hand knowledge of a bullying incident.

- 10.4 Teachers shall include bullying lessons in homeroom discussions particularly in Araling Panlipunan and Values Education subjects. The ICT Coordinator shall include internet safety lessons and responsible use of social media in Computer subjects. Teachers shall include personal safety activities in MAPEH subjects.
- 10.5 Most bullying happens when school personnel are not present. The school shall ensure that there is teacher supervision in all activities in the school.
- 10.6 Develop student-led initiatives against bullying to raise awareness on children's right, bullying, and positive discipline. Conduct Bullying Prevention Activities such as recitation of anti-bullying oath, school assemblies, advocacy campaigns or creative arts contests highlighting desirable values to bring the community together and reinforce the message that bullying is wrong.
- 10.7 This policy shall be made available to all school personnel, published on the school webpage and provided to the Parents' and Teachers Association.
- 10.8 Actual Recitation of Anti-bullying oath at least once a week every Monday during the flag ceremony.
- 10.9 Implementation of Operation DALI (Dislike Attitude Love Individual) Search for Most Favorite Classmate (Division Memo No. 073, s. 2018)

Section 11. Intervention Procedures in Handling Bullying Incidents

- 11.1 If bullying is suspected or reported, the incident will be dealt with immediately by the school personnel who has been informed. If the personnel is a subject teacher or non-teaching staff, he/she must immediately report the incident to the Class Adviser of the concerned student.
- 11.2 The Class Adviser shall deal with the incident privately and interview students concerned on separate occasions ensuring that each side is heard and respected. It must be emphasized that this kind of behavior will not be tolerated. A clear account of the incident will be recorded in the Anecdotal Record of the Class Advisers of the student/s involved indicating the date and time and the detailed description of the incident. The Class Adviser shall communicate with the parents or guardians about the case during the quarterly Recognition Program or

parents meetings. This accounts for the classroom-based intervention for simple cases of bullying.

11.3 If the bullying incident or retaliation of the situation required immediate action shall be taken by the school within twenty- four hours from the time of the incident.

11.4 In cases of repeated and severe cases of bullying and if it occurs even after the initial classroom intervention, the case must be referred to the Prefect of Discipline who shall arrange for an investigation through a face-to-face conference with the parents of the victim and the offending child. The case shall then be endorsed to the Child Protection Committee (CPC) for intervention. The treatment of sanctions may be imposed in the presence of the parents or guardians. The penalty of in-school suspension for one day to not more than one week may be imposed by the School Head through the Prefect of Discipline, depending on the gravity of the offense as determined by the CPC. After the period of suspension, the Guidance Counselor shall conduct a separate and group counseling/coaching sessions with the offending student, the victim and the bystanders. Parents or guardians may be required to attend further counseling by the Guidance Counselor. The Guidance Counselor shall then prepare a counseling note for future reference.

11.5 In cases of bullying that results in serious physical injuries or death, the case shall be referred to the PNP Women and Children Protection Desk and Local Social Welfare Department.

11.6 In all cases, there shall be consistent recording, investigation and follow up of bullying incidents.

Section 12. Procedures in Handling Disclosure, Referral and Assessment of Child Abuse

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

12.2 All school personnel shall undergo training in handling disclosures.

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

12.4 The school personnel shall coordinate with the Guidance Counselor for immediate response on the matter and accomplish Intake Sheet

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

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

Article VIII

SCHOOL POLICY AND CODE OF DISCIPLINE

Section 1. Duties & Responsibilities of Students

The school recognizes that students have their own duties to perform to contribute to the betterment of their education. The following norms of conduct are expected from students:

1. Students must be respectful of another's opinions, status of any sort, ethnicity, and religion;
2. Must comply with the school's regulations, as long as they are congruent to their best
3. Exert efforts to maintain harmonious relationships with fellow students, the teaching staff, and other school personnel.
4. Participate actively in class and school activities and in the
5. Uphold the academic integrity of the school and strive to achieve academic excellence.
6. Uphold the morality and physical integrity of everyone.
7. Exert their utmost effort to build their potential by undergoing an education suited to their abilities, so that they may become assets to their families and society.
8. Exercise their rights, duties, and responsibilities based on their knowledge that they are answerable for any violation or infringement of the public welfare and of the rights of others.

9. Ensure school facilities are clean and preserved, as well as any school articles, other devices, furniture, or landscape, and use them properly.

Section 2. Norms of Conduct of Students Before Class Hours

1. Students have to attend the regular flag raising ceremonies every Monday at the school quadrangle. In case that a suspension, for whatever reason, falls on a Monday, the conduct of flag raising ceremonies depend on the announcement of the school administration.
2. Students are not allowed to go directly to their classrooms to attend their first subject. They have to wait for their first subject teachers or class advisers to pick them up after the flag raising ceremonies or assembly.

Section 3. Norms of Conduct of Students During Class Hours

The class shall rise when the teacher enters the classroom to begin the session and when the teacher prepares to leave the classroom, as a gesture of respect for authority. Also, students shall rise when called upon to recite and when asking the teacher questions.

1. Students shall always be attentive to the teacher and actively participate in recitation, group work, board work, seat work, and other activities.
2. He or she stands properly when being called to recite, talks clearly, and speaks loud enough for everybody to hear his or her responses.
3. Show respect to his or her classmates by listening to their answers while reciting.
4. He or she must wait for the speaker to finish what he or she is saying before taking part in the recitation.
5. He or she raises his or her hand properly when he or she knows the answer and wants to recite it, and he or she puts down his or her hand when somebody has already been called. He or she makes an apology when he or she does not know the answer to the question being asked by the teacher.
6. While the class is in session, students shall not:

- a. leave the classroom without prior permission from the teacher and asks for the right pass or card to go to the comfort room, clinic, or offices.
- b. refrain from borrowing books, a ballpoint pen, and paper from his or her classmates.
- c. engage in conversation with a classmate or any outsiders, or otherwise disturb the ongoing class session.
- d. eat, nap, or otherwise render untidy or dirty any classroom.
- e. raise, and place a foot or feet on desks, seats, or walls.
- f. Utter or write indecent or vulgar words or remarks, or inscribe any letter, figure, or word on any desk, table, chair, blackboard, whiteboard, or wall of the classroom.
- g. boisterously, laugh, giggle, hoot, or shout, give side comments, whisper to his or her seatmates, or laugh at other mistakes.
- h. Insult anyone, or in any way act or show a lack of respect for authority or others.
- i. wear headsets or earphones or play loud music inside the classroom unless allowed by the teacher for academic purposes.
- j. use cell phones, except when they are needed for classroom activities. Students must turn off their cell phones during class hours and switch them back on after class. (DO #83, . 2003; #26, s. 2000; and #70, s. 1999)

Section 4.. Norms of Conduct of Students After Class Hours

After class hours, the student shall:

- 1. shall rise and bid the teacher goodbye.
- 2. arranges the chairs properly and picks up the litter around them.
- 3. clean the board and the chalk ledge.
- 4. turn off the lights and the fans when not in use.
- 5. assists the teacher in closing and locking the doors before leaving the room.
- 6. not charge his or her gadgets on the outlet in their classroom or anywhere within the school campus unless permitted by their teachers due to some requirements that they need to accomplish, like projects, term papers, research projects, and the

Section 5. Behavior of Students in School Activities

Students attending or participating in these activities, whether held on or outside the school premises, shall observe proper decorum, due respect shall be given to the speaker (s) of performers.

Section 6. Behavior of Students in Outside the School Premises

Students shall always avoid acts that may cause dishonor, discredit and embarrassment to Ernesto Rondon High School.

Section 7. Policy on Absences, Tardiness, & Cutting Classes

Source: Pursuant to DepEd Order No. 88 s. 2018, the following are the guidelines:

7.1 Attendance and Punctuality. Regularity of attendance and punctuality are required in all classes. A pupil/student 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.

7.2. Attendance of pupils/students in special holidays, activities relative to their religious, e.g. Ramadan, shall be allowed provided permission of the school head is sought.

7.3 Absences. A pupil/student who incurs absences of more than twenty percent of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credit for the course or subject Furthermore, the school head may at his/her discretion and in the individual case exempt a student who exceeds the twenty percent limit for reasons considered valid and acceptable to the school. Such discretion shall not excuse the student concerned from responsibility in keeping up with lesson assignments and taking examinations where indicated. The discretionary authority is vested in the school head, and may not be availed of by a student nor granted by a faculty member without the consent of the school head.

7.4 Habitual tardiness especially during the first period in the morning and in the afternoon shall not be allowed.

Section 8. Dress Code & Grooming

Source: DepEd Order No. 46, S. 2008- Proper School Attire

While the general policy is that the wearing of a school uniform shall not be required in public schools (as embodied in DepEd Order No. 45 s. 2008), it is necessary to provide guidance on what constitutes proper school attire. The following principles should serve as a guide:

8.1 A student's basic right to go to school, study and learn is of paramount importance and should be respected and promoted at all times.

8.2 A student's attire should reflect respect for the school as an institution for learning.

8.3 A student's attire should not become a cause for discrimination particularly for students belonging to a lower socio-economic status. Promoting physical hygiene and proper school decorum is part of the teaching- learning process in schools, thus a student's attire and physical appearance should manifest learnings from this process.

8.4 Given the above principles, the suggested attire for elementary and secondary students may be:

For Boys | Polo shirt/T-shirt with sleeves, white color, pants, footwear.

For Girls | Dress, skirt and blouse, blouse and pants-any color, any print, Footwear-any For students with existing uniforms, they can still continue wearing them, if they so desire.

8.5 Students who wish to dress in accordance with their gender identity or expression may do so while observing proper decorum and adherence to the dress code. For students below 18 years old, a **parental consent form for gender-affirming attire** must be accomplished and submitted to the Guidance Office. Meanwhile, Students aged 18 and above may independently choose their attire, provided it remains respectful, appropriate, and does not expose them to potential discomfort or bullying. The school promotes inclusivity and safety for all, and reserves the right to guide attire choices to ensure a respectful and secure environment.

8.6 Students are discouraged from wearing expensive (signature or designer brands) or flashy clothes, tight-fitting pants/blouses/dresses, mini-skirts, short shorts, blouses with plunging necklines, hip-hop pants for boys, and sleepwear.

Section 10. Disciplinary Procedures on Minor, Less Grave, and Grave Offences

Punishable as minor offenses are the following acts and their corresponding sanctions:

Minor Offense	Disciplinary Action
1. Borrowing, lending, or using ID belonging to another Note: Grounds for non-admission at the gate or class	1st Offense – Warning 2nd Offense – Reprimand and counseling with parents 3rd Offense or more – Corrective measure or suspension Corrective measure *1 day community service *1 day counseling Suspension *3 days
2. Littering or unsanitary acts in any areas inside the school campus.	
3. Not wearing the prescribed uniform and school ID.	
4. Loitering during class hours	
5. Using and/or failing to turn off cellphones and other similar electronic devices inside the classrooms	
6. Public display of affection or intimate gestures anywhere inside the school campus.	
7. Any other behavior unbecoming of a student or deviation from required behavior	
8. Tardiness or Cutting Classes	
9. Using and/or failing to turn off cell phones and other similar electronic devices inside the classrooms, library, and other similar school venues	
10. Wearing earrings (for male students); sporting colored hair	
11. Whistling, conversing in a boisterous manner, or making offensive noises that disturb the peace within the school premises, like the unauthorized use of a whistle, lata-lata, and other forms of noise that cause distraction in classes	

Section 11. Major Offenses and their Corresponding Sanctions

The following acts are considered major offenses under this student handbook, violations of which shall be dealt with by the following corresponding sanctions:

Major Offense	Disciplinary Sanction
1. Participating in any disorderly confrontation or "rumble" between or among student groups or organizations, or in any activity taking place or about to take place within the school campus.	1st Offense: Suspension for 1 week with counseling with parents 2nd Offense: Suspension for 2 weeks with counseling with parents 3rd Offense: Expulsion
2. Smoking inside the school premises, including e-cigarettes and the like.	
3. Engaging in all forms of gambling that involve betting money, such as mobile games, basketball games, playing cards, and the like, inside the school campus.	
4. Unauthorized or forced entry on the school campus	
5. Coercing or harassing another student to join any group or organization.	
6. Access through the internet to pornographic websites, videos, pictures, and the like while inside the school premises.	
7. Gross acts of disrespect, in words or in deeds, that tend to put any school personnel, including security guards and janitors, in ridicule or contempt	
8. Public display of affections, sexual misconduct, or other forms of gross misbehavior or immorality.	
9. Cheating in examinations, plagiarism, and other gross acts of dishonesty	
10. All forms of vandalism, such as writing on blackboards, chairs, desks, walls, and other areas of the school without permission from the school officials.	
11. Instigating students to leave or boycott their classes and/or intimidating students from attending their classes.	

12. Bullying in any form, such as cyberbullying and the like.	Please refer to Section 9 of Article 7 of this manual.
13. Entering the school premises possessing and/or under the influence of prohibited drugs.	Referral to the barangay and City Police
14. Entering the school premises or carrying deadly weapons such as knives, icepicks, other sharp-bladed instruments, guns, matches or lighters, firecrackers, and other explosives.	
15. Threats and assaults on school teachers, non-teaching staff, and school officials	
16. Extortion or asking for money from others by means of threat	
17. Conducting, participating, or engaging in any hazing or other form of initiation rites in fraternities, sororities, or groups, inside or outside school premises	
18. Conviction of a crime or violation of any penal law of the country.	
19. Entering the school premises under the influence of liquor or an alcoholic drink or bringing or imbibing intoxicating drinks while inside the school premises	1st Offense – Suspension for 1 week with counseling 2nd Offense – Referral to the barangay for corrective measure 3rd Offense – Expulsion
20. Unauthorized collection of money, contributions, solicitation, and others	
21. Embezzlement of student funds or organization	
22. Theft of school property or personal property of students and other personnel of the school	
23. Violation of the Republic Act. 8491 s.1998 (The Code of the National Flag, Anthem, Motto, Coat-of-Arms, and other Heraldic Items and Devices of the Philippines)	1st Offense – Suspension for 1 week with counseling 2nd Offense – Referral to appropriate agency

