

## PART 1 INTRODUCTION

Every student of SPIS should abide by the policies, rules and regulations as provided in this handbook. It is the goal of the school to attain its mission and vision through the cooperation and full support of the teachers and parents. This will pave the way in the pursuit of knowledge to produce world-class individuals.

### 1.1. MISSION-VISION STATEMENT

The Second Philippine International School in Riyadh is an institution established and operated to provide quality education to the children of Filipino expatriates working in Riyadh, Kingdom of Saudi Arabia. The Second Philippine International School in Riyadh aims to produce a Filipino who:

- takes pride in being responsible and productive citizen of his/her country;
- preserves the culture of the Philippines;
- is respectful and appreciative of the cultural heritage of the host country; and
- develops his/her potentials as individual in order to become worthy citizen.

The Second Philippine International School shall follow the pertinent regulations of the Ministry of Education in Riyadh, K.S.A. In addition, it shall comply with the requirements set forth by the Department of Education in the Philippines. Thus, the school shall operate in accordance with the two bodies of regulations, and shall at all times seek to comply with both, except as may otherwise be provided.

More specifically, the school seeks the following objectives for the Preschool, Elementary and High School Departments:

#### 1.1.1. Preschool Department:

The school program for preschool education provides foundation for basic learning capabilities for each individual.

Children are motivated to be able to develop their psychomotor abilities such as gross and fine motor skills. These are attained through hands-on learning combined with interactive activities.

#### 1.1.2. Elementary Department:

The elementary program shall aim to develop a holistic curriculum that will develop spiritual, moral, mental, and physical capabilities of the child and shall provide more experiences in the democratic way of life by inculcating the ideas and attitude necessary for enlightened, patriotic, upright, and useful citizenship.

#### 1.1.3. High School Department:

SPIS learners should attain necessary knowledge and skills for the development of the self and the nation. It should provide a firm foundation for further education and training; thus, develop ability for enquiry, critical thinking and rational judgment to be able to evolve into a responsible and well-adjusted person.

The Secondary Curriculum aims at empowering the students to be capable of self-development throughout one's life and to be patriotic though living abroad, benevolent, ecologically aware, and Godly. This overall aim entails the acquisition of life skills, a reflective understanding and internalization of principles and values, and the development of a person's multiple intelligences.

### 1.2. STATEMENT OF CURRICULUM

The Second Philippine International School implements the K to 12 Program which covers Kindergarten and 12 years of basic education with

six years in elementary education, four years of Junior High School, and two years in Senior High School to provide sufficient time for mastery of concepts and skills, to develop as life-long learners, and to prepare graduates for tertiary education, middle-level skill development, employment and entrepreneurship. However, it serves the right to implement modifications which may be suited to its particular location, such as the teaching of additional foreign language subjects, provided that such deviation from the standard minimum curriculum has prior approval from the Department of Education (DepEd).

### 1.3. THE SCHOOL LOGO



The SPIS official logo symbolizes the school and the entire SPIS community. It is used as the official school emblem and embossed in school patch and pin as part of the school uniform.

It is also used in official documents (letterhead, school seal, etc.), school uniform, and for other purposes which may require the school's representation. The use of the school logo is a manifestation of one's loyalty, pride and dedication.

The school logo features two circles (inner and outer) that signify unity, camaraderie and understanding among its members. The insignia inside the circle bearing the three stars (Luzon, Visayas and Mindanao) stands for patriotism as proud Filipino citizens outside the Philippines.

The number '1999' inscribed on the lower portion inside the circle implies the year SPIS was established. The lighted torch and the book symbolize wisdom and knowledge. The two national flags of the Philippines and Saudi Arabia that overlapped symbolically promote peace and friendship between the two countries.

The closed curve, which enveloped the whole logo, indicates the compatibility and competitiveness of its members in the global society.

The moss green and gold colors signify interminable academic superiority as a Filipino learning institution outside the Philippines. These are also the two official colors of SPIS.

### 1.4. SCHOOL HYMN

The SPIS Hymn expresses one's loyalty, love and pride to his/her Alma Mater. It describes SPIS as a learning center for excellence and a cradle of the future catalysts of change. When sung, the significantly fast and vibrant rhythm of the song gives an exuberant atmosphere.

#### The SPIS Hymn

We are the world-class Filipinos that hail from SPIS  
Second Philippine International School provides quality education  
For a world-class generation  
God-loving, nationalistic, enlightened, self-reliant and productive  
Our goal for a world-class to be

#### Chorus

Hail, oh hail to you SPIS  
Who gave us brilliant promise  
Alma Mater dear beloved  
Will always reign in our hearts

In our hearts shine the light of stars that guide us  
Wherever we go  
Second Philippine International School provides quality education  
For a world-class generation  
God-loving, nationalistic, enlightened, self-reliant and productive  
Our goal for a world-class to be

(REPEAT CHORUS)

We owe a lot of thanks to you  
Fame and glory we offer you  
We shall praise, remember you, SPIS  
We shall praise, remember you, SPIS

#### 1.5. COAT OF ARMS of a SPISian

Every member of the SPIS community is a SPISian. In a true sense, a SPISian is not only intellectually and physically attuned to his/her environment but is also morally upright.

In view of this, the Coat of Arms of a SPISian is a set of core values based on the school's mission-vision. The application of these core values in thoughts, in words, and in deeds will distinguish a true SPISian.

Therefore, a true SPISian is:

- a. **God-loving** - is the character trait to achieve self-respect which emanates from respect for God in every aspect. A true SPISian not only seeks to understand and appreciate the moral and salvific truths embedded in one's own religion but also manifests authentic and sincere respect to that of others who profess different religious persuasion. In so doing, a true SPISian cultivates a loving and personal relationship with God in prayers and in deeds.

- b. **Disciplined** – is the character trait manifested through high regard for principles and standards of good behavior inside and outside the classroom by following and applying the rules and regulations mandated by proper authorities. In so doing, a true SPISian learns the importance of respect for authority, accountability for their own actions, and the appreciation of peaceful, orderly, and honest lives.
- c. **Nationalistic** – is the character trait manifested through patriotic gesture of utmost respect for one's native country by seeking to understand its history, laws, culture, customs, tradition, ceremonies and practices. In so doing, a true SPISian appreciates the uniqueness of one's own native country and understands the importance of showing the same respect to the unique and specific culture of others especially of one's host country.
- d. **Enlightened** – is the character trait manifested through the habit of engaging in reflective thinking and intellectual conversation. As such, a true SPISian weighs the consequences of one's own possible action, reflects thoroughly on the practical lessons learned from experience, and is prudent enough to distinguish between what is right and wrong. In so doing, a true SPISian achieves self-awareness and self-knowledge and is a living witness of empathy towards other people, compassionate to the marginalized members of the society most especially to the misfortune of others.
- e. **Self-reliant** – is the character trait manifested through honest and truthful confidence in one's own abilities and the efficiency to complete the tasks independently and creatively. As such, a true SPISian seeks to understand the importance of developing one's talents, skills, and initiative

in order to achieve a unique self-expression. In so doing, a true SPISian is able to arrive at a concrete decision according to a set of priorities.

- f. **Productive** – is the character trait manifested by having the capacity and the ability to utilize resources in completing various tasks at a given period of time without compromising quality and excellence. As such, a true SPISian seeks to understand the importance of time-management skills, planning, teamwork, and delegation of tasks. In so doing, a true SPISian has a passion for work and group effort in the spirit of service and of learning.
- g. **World-Class** – is the character trait manifested by being equipped with the knowledge and skills necessary to face the challenges and opportunities of today's world. As such, a true SPISian seeks to understand the importance of cultivating and harnessing creativity, imagination, critical thinking, problem-solving, and collaboration in order to stand out in a competitive world. In so doing, a true SPISian is resilient amidst difficulties, grateful and challenged by the status quo, and stays positive of a bright future.

## 1.6. SPIS HONOR CODE

One of the paramount aims of SPIS is to establish for its students the highest possible standard of education. The HONOR CODE was written in order to meet this goal.

Honor and responsibility are not inborn; they are learned and acquired. The Honor Code views honor and responsibility as collective duty among students, faculty and staff, in short, all who are part of the Second Philippine International School community. It is, thus, our collective responsibility to create an environment where honor and responsibility may be acquired.

The application of the Honor Code focuses on the practice of ethical principles such as Honesty, Modesty, Respect, Integrity, and Morality. As these eradicate the acts of stealing, lying, cheating, drug addiction and prostitution.

1.6.1 **Honesty** - it is the refusal to lie, steal or deceive in any way.

1.6.2 **Modesty** - the quality of not being confident about yourself and your abilities. It also entails behaving and especially dressing in a manner that do not attract sexual attention.

1.6.3 **Respect** - is the ability to show courtesy in words and deeds.

1.6.4 **Integrity** - the ability to be worthy of trust and confidence to a degree that one is incapable of being falls to a trust, responsibility or pledge.

1.6.5 **Morality** - the ability to discern between what is right and what is wrong behavior and the habitual disposition to do good and avoid evil.

## 1.7 STUDENT CONDUCT

The Second Philippine International School has dual and essential responsibilities to students: to provide conducive venues and opportunities to maximize learning and to help them develop as individuals who practice the ideals and values of integrity, sharing, austerity, humility, simplicity and commitment to become good citizens of the country and be instrumental to its progress in the future.

Discipline is integral and vital to the formation of the students. All educational entities or institutions work together for its achievement, hence, guidance assumes an active and preventive nature rather than reactive.

Therefore, the Second Philippine International School has the vested and inherent authority to promulgate policies and procedures for

discipline and governance of its constituents. This power is coupled with the authority to evaluate and judge the norms of conduct of students on the bases of its prescribed policies and procedures, hence, decree sanctions as it may deem proper.

**When students enroll at the Second Philippine International School, they are bound to commit themselves to abide by its rules and regulations.**

## **1.8 THE RIGHTS AND DUTIES OF STUDENTS**

### **A. Rights of a Student**

- 1.8.1 To receive proper and satisfactory instruction in the course s/he is enrolled, in accordance with the approved educational objectives and standards of the school;
- 1.8.2 To be respected in his/her rights, and to be reasonably and fairly treated as a student and as a person consistent with human dignity;
- 1.8.3 To form, join or lead in such student organizations or associations as may be recognized or authorized to operate by the school;
- 1.8.4 To avail of the use of school facilities for his/her curricular as well as co-curricular activities as may be authorized by the school;
- 1.8.5 To be formally apprised of any complaint against him/her, to be heard by himself/herself or counsel, to present evidence for his/her defense, to confront and cross-examine witnesses, to be informed of the decision on his case, and to appeal the decision to proper authorities when appropriate; and
- 1.8.6 To address concerns that would follow proper protocol in order to attain/provide just measure/s.

### **B. Duties of a Student**

- 1.8.7 To obey and observe all laws and prescribed school rules and regulations;
- 1.8.8 To respect proper authorities, whether governmental or institutional;

- 1.8.9 To uphold the aims, ideals and integrity of his school;
- 1.8.10 To abide by, comply with, and maintain the prescribed academic standards of his/her school
- 1.8.11 To conduct himself/herself in a proper and irreproachable manner in his/her relations and dealings with all members of the academic community;
- 1.8.12 To observe at all times, inside or outside the classroom or school campus, the accepted principles of proper decorum and good behavior; and
- 1.8.13 To meet promptly his/her financial and property obligations to the school.

## **PART 2 RULES AND REGULATIONS**

Scholastic discipline is the inherent power of the school to define rules, procedures and policies, and impose the same which pertains to the standards every student is bound to achieve, and detach anyone who is unable to meet them.

**The teacher, being the backbone of the school, serves as the most important person in maintaining scholastic discipline.** The standards of achievement being imposed by the school to the students are congealed in the classroom through activities being set by the teacher. As the representative of the Administration, students are obliged to satisfy the entire academic requirement imposed by the faculty on the bases of the latter's trainings, skills, experience and knowledge in the field of academics.

**2.1. ATTENDANCE AND ABSENCES** – *refers basically to the uninterrupted presence of the student in the class or any activity initiated by the school. In ordinary circumstances, attendance is expected from the student from the first day of academic year until the last day.*

2.1.1. As a general rule, any student who incurs absences of more than 20 percent of the prescribed number of class or laboratory periods during the academic year or term shall be automatically dropped from the Second Philippine International School (*Section 73, Manual of Regulations for Private Schools, 8<sup>th</sup> edition, 1992*).

2.1.2 An absentee shall present to the class adviser and/or subject teacher his/her excuse letter from his/her parent/guardian as a requirement for admission in class. Otherwise, the student shall be denied admission until a temporary admission slip is secured from the guidance office provided however that the official slip as described above shall be presented the nearest day following the absence.

2.1.3 In case of prolonged absence due to physical infirmity, a medical certificate shall accompany the official slip; otherwise, the provisions described in 1.2 shall apply. Foreseen prolonged absence, however, shall require the parent/guardian to inform through letter the class adviser within 2 days citing the reason/s therein.

2.1.4 In case of vacation leave of the family, the parent must fill out the Request for Leave Form from the class adviser to be signed by the subject teachers, Academic Coordinator, School Principal/Officer-in-Charge and Finance Officer. The parent shall inform the adviser at least 2 weeks prior to the scheduled leave so as to make arrangements of the tests or lessons to be taken. In this case, every 3 academic days missed shall be recorded as 1 day of absence. In case of emergency where the possibility of making arrangements is highly improbable, the concerned parent may opt to proceed with the leave without seeking arrangement and approval provided that a proof or evidence substantiating the extraordinary circumstance is provided after fact, such as copy of flight details and/or exit-re-entry visa. The emergency procedure, however, does not supersede policies on remediation, missed exams, projects and the like.

**2.2. PUNCTUALITY AND TARDINESS**— *Punctuality is the quality or habit of adhering to an appointed time. Every student therefore should exercise promptness in reporting to classes and other school activities. Tardiness disrupts classes and causes undue disturbance and when habitual is a flagrant show of disrespect for the time of others. It is the requirement of punctuality that students are physically present before or during the start of any school function and/or activity.*

2.2.1 Every student, with the exception of Senior High School, shall attend the flag raising ceremony every Sunday at 6:45 AM and the flag retreat every Thursday at 1:30 PM. In the event that a student/pupil fails to attend the flag raising ceremony for whatever reasons, a separate assembly or ceremony shall be carried out on their own execution to be supervised by the Guidance Counselor. The latter signs each respective handbook recording the lateness of the student/pupil to be presented to the class adviser. Three counts of unexplained tardiness is considered a minor offense.

2.2.2 Except Sundays, a student shall be considered late if he/she comes to class after 7:00 AM in which case the latecomer proceeds directly to the Guidance Office to obtain the admission slip to be presented to the subject teacher. In the case of Preschoolers, an admission slip must be obtained from the Guidance Office after which the latecomer shall proceed to the Day Care Center and shall wait to be fetched by the teacher/assistant teacher.

2.2.3 A student shall not leave the classroom during class hours unless specifically requested by an administrator, teacher, staff, and the like. **No student is allowed to call out any student unless otherwise authorized by the abovementioned and for an official reason.**

2.2.4 If permitted to go out of the classroom to attend to personal necessities, students are required to wear the appropriate room pass.

2.2.5. In case a student is sent to the clinic, a medical slip noted by the school nurse shall be presented to the subject teacher prior to rejoining the class. If the necessity to send the student home arises, the school nurse shall inform his/her parent/guardian and class adviser who in turn informs the respective Academic Coordinator. The student for fetch has to wait in the clinic until his/her parent/guardian arrives.

2.2.6. A student is considered cutting class if he/she is not yet in the classroom five minutes after the scheduled break; after permission was granted by the subject teacher to attend to personal necessities; and after dismissal from laboratory going back to the classroom and vice-versa. A student who goes out of the classroom without the explicit permission coming from the subject teacher shall also be considered cutting class.

**2.3. SCHOOL UNIFORM**– the school uniform is intended for use in school or for any duly authorized representation or school function. It shall be worn at all times within the school premises except otherwise when there is an explicit announcement or consent from the school principal. The school uniform consists of the following:

2.3.1 **Daily School Uniform**– is worn during summer months of July until mid-November and in April or as prescribed during special activities held during winter season.

**Boys** : White polo with school patch, black slacks and school ID; Black leather shoes worn with pure black socks. However, Preschoolers shall wear pure white socks.

**Girls from Preschool to Grade 3** : short-sleeved white blouse with green ribbon and green jumper with strap arranged in V-shape in front and X-shape at the back, and school ID; Black leather shoes worn with pure white socks.

**Girls from Grade 4 to Grade 10** <sup>13</sup> long-sleeved blouse with green necktie and school ID; Green skirt at least 2 inches below the knee; Black leather shoes worn with pure white socks.

2.3.2 **Winter Uniform**– is worn during the cold months of mid-November until the end of February. The winter uniform is a green SPIS jacket with school logo, green jogging pants and rubber shoes.

2.3.3 **P.E. Uniform**– is worn only during P.E. days as scheduled. The P.E. Uniform is pure white t-shirt with school logo, green jogging pants and appropriate rubber shoes.

2.3.4 **Identification Card**– is worn at all times prior to entering the school and upon leaving the school premises. No student shall tamper it with any forms of writing and stick-on.

**2.4. HAIRCUT**– The school is maintaining that haircut should be neat, clean and well-groomed. For boys, acceptable haircut shall be at least one inch above the ear and three inches above the collar line (DepEd Memo). Girl's hair must be properly combed. If possible, it should be tied up, ponytailed or braided. Bangs must not reach the eyebrow.

**2.5. DRESS AND GROOMING**– The Second Philippine International School adheres to the philosophy that a student's manner of dressing and grooming affect his/her behavior, actions, and performance. Appropriate student dress and grooming are important factors in the orderly operation of the school. They should reflect the standards of good taste, modesty, decency, and dignity.

2.5.1 Students are not allowed to wear clothing that is too tight, loose, revealing, saggy, baggy or short. Biker shorts, mini-skirts, tank tops,

backless apparel, midriffs, see-through clothing, and/or deliberately cut/torn clothing are not allowed.

2.5.2 Clothing with visual, written or implied messages that are likely to disrupt the school environment is prohibited. Examples of such would include but not limited to drugs, alcohol, tobacco, weapons, violence, vulgar or obscene language and/or insult to religion, race, gender, and the like.

2.5.3 Extreme hairstyle such as skinhead, undercut, dyed/colored, glittered, punk/hip-hop is not allowed.

2.5.4 Girls should not use excessive hair accessories like clips/pins/bands of different colors. The school's official colors such as green and golden yellow must be followed. Black or white hair accessories are not allowed. Putting on heavy make-up and eyeliner, heavy blush-on or pressed powder on cheeks, and heavy lipstick are not allowed. A long nail with fancy manicure is not allowed too. However, using lip gloss is not prohibited.

**2.6. EXAMINATION RULES**– to protect the authenticity and validity of test results, all students are bound to observe and comply with the strict demands of honesty, discipline, and order during examinations. These rules are specifically cited for summative and/or quarterly tests but the underlying principles pertaining to honesty, fairness and order shall apply to all types of evaluation including short and long quizzes.

2.6.1 Students shall report to the testing room on time and shall occupy only the seats assigned to them. The proctor may allow latecomers to take the test provided however, that their lateness is recorded accordingly and that no extension shall especially be allotted for them.

2.6.2 In case a student arrived late due to considerable concerns like obtaining test permit and failed to take a test in a particular subject, he/she shall be allowed to take such examination upon instruction of the

Department Coordinator right after the last scheduled examination on that day.

2.6.3 Students shall bring all the academic requirements that are specifically allowed by the subject teacher. Once test papers are distributed, no student shall be allowed to leave the testing room for any reason. Formulas and the likes written on index cards shall not be allowed; such formulas shall be printed on test papers or shall be asked by the teacher to be memorized. Only the calculators bearing the signature of the subject teacher shall be allowed.

2.6.4 Borrowing of any material during the test shall not be allowed as this creates disturbance and may provide venue for any form of behavior that will cast doubt to the authenticity of the test.

2.6.5 Students shall stop all forms of communications and gestures once the test papers are distributed by the proctor. In case the necessity arises for the student to clarify and/or ask question pertinent to the test, he/she shall raise his/her hand and wait for the teacher to approach him/her. In no occasion shall students ask their classmates for the aforesaid.

2.6.6 Students shall stop all motions and forms of sounds which will tend to distract others.

2.6.6 Students shall start answering the tests only after the proctor indicated the signal to begin.

2.6.7 Students shall under no circumstances deliberately and/or negligently drop on the floor their scratch papers, solution papers, extra papers, and the like.

2.6.8 Students shall keep their eyes away from the test papers of their classmates, even mere looking and without the actual act of copying casts the same doubt as to the credibility of the test results.



2.6.9 A student who finishes the test ahead of time shall review his/her answers and raise his/her hands when ready to submit the test. Only then shall the student stand and approach the subject teacher/proctor to give the test paper and immediately leave the testing room. No student shall stay in the testing room for any reason once he/she is finished taking the test.

2.6.10 Classroom corridors and immediate vicinities are off-limits during examinations, hence, all students shall stay only in the library, quadrangle and canteen until such time that all students are finished taking the tests.

2.6.11 Any student behavior clearly and undoubtedly established within the category of cheating shall merit an automatic grade of 50 in the examination and a disciplinary action coming from the school.

**2.7. SCHOOL PROPERTIES, CLEANLINESS, AND ORDERLINESS-** Wrongfully taking and destroying the property of others and that of the school are both a personal and criminal offense, hence, a punishable act. The Second Philippine International School mandates every student to observe at all times respect for the property of others, maintain cleanliness, orderliness and discipline both inside and outside its premises if possible.

In view of the foregoing, every student of SPIS is bound to observe and comply with the following:

2.7.1 All refuse such as papers, candy wrappers, peelings and other matters for disposal should be placed in the receptacles and trash bins provided. This should be done in all buildings, classrooms, corridors and around the campus. Students are likewise encouraged to pick up the refuse left by litterbugs and dispose them accordingly.

2.7.2 Playing with crumpled papers, and the like usually triggers a

counter reaction from others who may have been hit. Besides, the thrill of the game easily infects others. The resulting mess needs no description. Definitely, this should be avoided. Desks, tables and other classroom facilities should be kept clean and free from written words and signs.

2.7.3 All daily academic requirements must be brought by the student to avoid borrowing of things from one another. Any form of disturbance, disruption and interruption of the class for the purpose of borrowing things or giving something is strictly not allowed. Students are not allowed to disrupt classes in any manner.

2.7.4 Order and reasonable degree of silence shall be observed around the school premises especially along the hallways, corridors and library during class hours, break time, school programs, and other special activities. While waiting for the teacher, students shall stay only in the classroom and should only sit down, review the lessons or read books silently. Any behavior that causes disturbance shall not be tolerated.

2.7.5 In observance of the traditions of Saudi Arabia customs and traditions and as per instruction by the Ministry of Education, mixed grouping among boys and girls is not allowed except during school programs, special class activities or when explicitly allowed for purposes of academic instruction. The use of designated places such as classrooms, laboratories, bathrooms, canteen and other facilities for boys and girls shall be strictly observed.

2.7.6 Possession of any materials with pornographic content; bringing gadgets such as laptops, net books, tablets and musical paraphernalia without the consent of proper authority; using earphones or headset whether inside or outside the classroom; bringing playing cards, stuffed toys and other things that are not related and/or are not necessary/related to the lesson and/or are not specifically asked by the teacher is strictly prohibited. Mobile phones are tolerated but not encouraged in the school provided that these shall not be visible during class hours and never disrupt the class by any chance, otherwise, these,

like all the other enumerated above, shall be confiscated. In view of which all mobile phones are to be surrendered to the class adviser. Confiscated items shall be turned over to the Office of the Guidance Counselor and shall be claimed only by the parent/guardian of the offender.

2.7.7 The Faculty Room is at all times off-limits to the students. No student shall stay in the faculty room unless otherwise for an official concern with the teacher and for which a prolonged presence shall not be required.

2.7.8 The School Campus is off-limits to parents/guardians especially during academic hours. In case there is a pressing need to enter the campus during such time, an Appointment Slip shall be secured from the Guidance Office. Parents/Guardians are expected to stay at places designated for them; the canteen is definitely **NOT** one of them.

2.7.9 Visitors of the school with official business to transact must see the guard on duty to register. A valid ID card such as IQAMA, Company ID, Passport, ATM/Credit Card, and the like shall be surrendered to the guard on duty who in turn shall issue a Visitor's ID which shall be worn by the visitor while inside the campus and shall be returned to the guard upon leaving.

2.7.10 In case of social functions and occasions where classrooms and other school facilities shall be utilized, the requesting party shall seek first the approval of the school principal.

2.7.11 Requests for holding birthday celebrations for pre-school and elementary pupils shall be made one week prior to the aforesaid. Request Form to be filled out by the parent/guardian can be obtained from and filed to the Office of the Registrar. Holding such parties shall be allowed only during **Thursdays**.

2.7.12 Destroying school properties or any form of vandalism to such is a punishable act. Students shall be required to replace damaged

properties or be asked to pay the amount of such, and/or shall face the necessary action and consequence depending on the nature and gravity of the offense. Damaged or vandalized school property shall be reported to the Administrative Officer by the class adviser or by any concerned teacher.

2.7.13. Saving water and electricity must be strictly observed. Switch off any electrical equipment/unit when not in use. Water faucets should be properly secured to avoid waste.

2.7.14. Parents/Guardians are requested to fetch their children on time.

Pupils from Kindergarten 1 and 2 and Preparatory Levels are requested to be fetched by 10:00 am for Session A and 1:45 pm for Session B. Beyond such time, pupils shall be sent to the Day Care.

Pupils from Kinder and Nursery Levels are requested to be fetched by 11:30 am. Beyond such time, pupils shall be sent to the Day Care.

### **PART 3 CORRECTIVE AND DISCIPLINARY MEASURES**

Corrective and disciplinary measures are necessary for erring students since the maintenance of order and discipline among students of the Second Philippine International School is paramount to their formation. Their primordial purpose is the training of the character of students and dominion over their impulses.

Corrective and disciplinary measures also inculcate in the minds of the students that freedom is never absolute, hence, making them cautious in its exercise. They also teach the values of justice and respect for the law and authority bearing in mind the importance of policies and regulations.

The administrators, teachers, or personnel in the exercise of their right and special responsibility as educators performing in *loco parentis*, shall have the power and the authority to impose appropriate and reasonable corrective and disciplinary measures in case of disobedience or violation committed.

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Despite limitations, school authorities shall exercise the due process of law to all erring students.

### 3.1 OFFENSES AND CORRESPONDING DISCIPLINARY MEASURES

**3.1.1 MINOR OFFENSE-** is a simple misdemeanor or misbehavior of a student or an actual minor infraction of school rules and regulations especially in terms of good order and discipline which requires counseling either verbal or written so as to point out why such behavior is unacceptable. Acts of commissions or omissions considered as minor offenses are:

1. Incomplete uniform and improper haircut;
2. Use of profane, foul and offensive language and gestures;
3. Bringing unnecessary and unauthorized materials to school;
4. Malicious name-calling which embarrasses and humiliates the person;
5. After the third count of tardiness;
6. Improper use of school facilities such as leaving faucets open, electrical equipment left working, improper use of bathroom etc.;
7. Any form of littering making the school grounds, classrooms and buildings dirty and disorderly;
8. An instance of unjustified absence and/or cutting class;
9. Violation of any examination rule, unless proven beyond reasonable doubt as cheating;
10. Unauthorized entry into faculty rooms, classrooms, offices and buildings;
11. Irresponsibility regarding the school's correspondence and letters addressed to parents through habitual failure in returning required

- reply slips duly signed by the parent/guardian;
- 12. Unauthorized use of any school property; and
- 13. Any other offense which nature and gravity are analogous to those enumerated.

1 <sup>st</sup> Instance	Verbal or written warning
2 <sup>nd</sup> Instance	Parental appointment and counseling at the Guidance Office
3 <sup>rd</sup> Instance	Community Service (duration to be determined by the Guidance Counselor)
4 <sup>th</sup> Instance	1-2 days of suspension. Erring student shall not be allowed to join in any school activity and shall not be entitled to any make-up lesson and examination missed during the period of suspension. <b>Further, the student shall get a mark of 70 in conduct for that quarter, leading to disqualification from the honor roll.</b>

**3.1.2 MAJOR OFFENSE-** is a serious infraction by the student of the school rules and regulations in terms of good order, honesty, modesty, morality, integrity, discipline and respect. Acts of commissions or omissions considered as major offenses are:

1. Any form or act of vandalism;
2. Acts of cheating and dishonesty in any form such as during exams and quizzes, leakages, and failure to turn over mobile phones ;
3. Truancy;
4. Tampering of documents, forging other's signatures and committing any act resulting to misrepresentation and misdeclaration;
5. Infliction of physical harm (depending on the nature of the harm inflicted);
6. Organizing, joining and participating in activities of groups,

organizations and associations not recognized and authorized by the school such as fraternities, sororities, hazing etc;

7. Instigating activities leading to disruption and stoppage of classes or school operation;
8. Unauthorized entry of boys to girls' building and vice-versa;
9. Unauthorized entry to the buildings designated as off limits;
10. Violation of the restriction mandated by Ministry of Education on boy-girl relationship such as showing affection in public i.e. holding hands, cuddling etc.; and
11. Any other offense which nature and gravity are analogous to those enumerated.

<b>1<sup>st</sup> Instance</b>	Parental appointment, final written warning, counseling at the Guidance Office, and 1 day community service
<b>2<sup>nd</sup> Instance</b>	2-3 days of suspension to be determined by the Guidance Counselor. Erring students shall not be allowed to join in any school activity and shall not be entitled to any make-up lessons or examinations missed during the period of suspension. Further, the student shall get a mark of 70 in conduct for that quarter, leading to disqualification from the honor roll

**3.1.3. CRITICAL OFFENSE-** is a grievous infraction by the student of the school rules and regulations in terms of good order, integrity, discipline and respect. Acts of commissions or omissions considered critical offenses are:

1. Immediate and serious threat to fellow students and school personnel;
2. Extortion in any form;
3. Unauthorized use of the name of the school to solicit funds, donations and other personal favors;
4. Bullying, instigating and/or engaging in a fight resulting to

serious injury;

5. Engaging in acts of immorality such as fornication, necking, petting, kissing, lasciviousness and other illicit and intimate public display of affection of the same nature;
6. Bringing of any material or gadget with pornographic content;
7. Possession of prohibited drugs, intoxicating beverages, cigarettes, deadly weapons and explosives;
8. Willful insubordination, disobedience, discourtesy, and disrespect to any member of the school administration, faculty, staff and personnel; and
9. Any other offense which nature and gravity are analogous to those enumerated.

<b>1<sup>st</sup> Instance</b>	Parental conference, 3-5 days of suspension without any make-up on missed academic and non-academic tasks, and final written warning for expulsion
<b>2<sup>nd</sup> Instance</b>	Expulsion

Sanctions being meted out may vary according to mitigating and aggravating circumstances of the offense. The extent of damage or effect to the school and academic community of the Second Philippine International School as caused by the act of commission or omission by the student shall call forth the prudence and propriety of the school to exercise its full authority over the erring student and lay down sanctions to satisfy the strictures of justice and discipline.

### **3.2 THE DISCIPLINE COMMITTEE:**

The Discipline Committee though does not function like a court of law, investigates and hears the case of any student recommended by the Guidance Counsellor for offense that merits suspension or dismissal arising from a serious and grave infraction of the policy of the Second Philippine International School. The Guidance Counsellor recommends to the School

Principal the case of student for its determination in terms of culpability, direct and indirect participation, mere acquiescence, and all the circumstances surrounding the case so that appropriate sanction may be meted out.

The Discipline Committee in processing the case of the student shall sit en banc or in a quorum. The attendance shall be composed of the following:

1. School Principal/School Administrator
2. Guidance Counselor
3. Respective Academic Coordinator
4. Respective Classroom Adviser

### 3.3 MERIT–DEMERIT SYSTEM:

Any teacher or personnel of SPIS may recommend to the Department Coordinator that a student be given merit/s because of good behavior or outstanding deed/s such as:

- a. Complete attendance for the quarter;
- b. Wearing complete uniform for the quarter;
- c. Being extra helpful to the teachers and classmates;
- d. Helping his/her fellow students in time of need, like bringing a classmate or friend to the clinic who has been injured;
- e. Returning lost and found articles;
- f. Showing concern about the cleanliness and beautification of the school by observing regulations on cleanliness and zero waste management;
- g. Bringing honor to the school; and
- h. Other positive acts

The Department Coordinator shall award a Certificate of Merit to the student and shall record in the allotted portion of this Handbook the corresponding points he/she earned.

The merit point/s earned by a student in a particular quarter is

equivalent to corresponding additional point/s in his/her conduct grade.

Merit Points	Additional Points in the Conduct Grade
1-3	1
4-6	2
7-9	3

On the other hand, students shall be given the corresponding demerit points for every offense that he/she commits.

The Department Coordinator is also responsible in recording in the allotted portion of this Handbook the corresponding demerit points that a student may incur.

Composition	Role	Vote Privilege
School Principal	Chairperson	1
Guidance Counselor	Secretary	1
Department Coordinator	Member	1
Class Adviser	Member	1
Concerned Teacher/Personnel	Case Presenter	none

Demerit points are the same points to be deducted from the student's conduct grade in that particular quarter.

TYPE OF OFFENSE	DEMERIT POINTS
Minor Offense	3
Major Offense	4
Critical Offense	5

**NOTE:** Merit points can be used to offset demerits. Thus, the Class Adviser has the responsibility to check the Handbook of his/her students to check the merit and demerit points earned in order to give the due addition

or deduction to their conduct grade.

**PART 4**  
**SYSTEM ON RATING ACADEMIC PERFORMANCE**

**4.1 PRESCHOOL LEVEL:**

1. The following are the subjects included in the different levels of pre-school education:

<b>Kindergarten 1:</b>	<b>Kindergarten 2</b>	<b>Preparatory:</b>
Language	Reading	Reading
Mathematics	Language	Language
Science	Filipino	Filipino
	Mathematics	Mathematics
	Science	Science
		Araling Panlipunan

2. Floor grades and ceiling grades on controllable factors (Assignment, Homework, Recitation, Project, and Academic Behavior) shall apply.

**PRESCHOOL LEVEL (Quarterly Basis)**

<b>Grading Period</b>	<b>Floor Grade</b>	<b>Ceiling Grade</b>
First	70	92
Second	70	94
Third	70	96
Fourth	70	98

3. The floor grade of 50 shall apply in non-controllable factors (Quizzes, Summative Test, and Periodic Test).

**4.2 POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE Kto12 BASIC EDUCATION PROGRAM**

Pursuant to the implementation of the Enhanced Basic Education Act of 2013 otherwise known as Republic Act No. 10533, the following policy guidelines on classroom assessment shall be enforced from Grades 1 to 12 unless otherwise certain provisions for exceptions and differences following hereafter are specifically cited.

**4.2.1 What is assessed in the classroom?**

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

4. Content Standards identify and set the essential knowledge and understanding that should be learned. They cover a specified scope of sequential topics within each learning strand, domain, theme, or component. Content standards answer the question, "What should the learners know?"
5. Performance Standards describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of the 21<sup>st</sup> century skills. The integration of knowledge, understanding, and skills is expressed through creation, innovation, and adding value to products/ performance during independent work or in collaboration with others.
6. Learning Competencies refer to the knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity.

#### 4.2.2 How are learners assessed in the classroom?

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

#### 4.2.3 What are the components of individual grades?

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

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. It is strongly recommended that items in long quizzes/tests be distributed across the Cognitive Process Dimensions so that all are adequately covered. Through these, learners are able to practice and prepare for quarterly assessment and other standardized assessments. Other written work may include essays, written reports, and other written output.
2. The **PERFORMANCE TASK** component allows learners to show that they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks. Performance-based tasks may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects. It is

important to note that written output may also be considered as performance tasks.

3. The **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.

#### 4.2.4 What is the grading system?

The K to 12 Basic Education Program uses standards-and-competency-based grading system. All grades will be based on the weighted raw score of the learner's 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.

Two quarterly assessments shall be required of the students, namely, summative test and quarterly exams both of which shall have relevant distribution of percentages accordingly. While there is no required number of Written Work and Performance Tasks, a substantial amount of instances for both shall be required in order to ensure validity of evaluation which is spread out over the quarter and used to assess learners' skills after each unit has been taught.

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

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

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

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

$$PS = \frac{\text{Learner's Total Raw Score}}{\text{Possible Score}} \times 100\%$$

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

To do this, the Percentage Score is multiplied by the weight of the component found in the table below for Grades 1 to 12. The product is known as Weighted Score (WS).

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

**Table 1**

Level	Components	Eng/Fil/AP/VE	Sci/Math/Elective	MAPEH/Computer/HELE/TLE
1 to 11	Written Work	30%	40%	20%
	Performance Tasks	50%	40%	60%
	Quarterly Assessment	20%	20%	20%

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

**Step 5:** The quarterly grade for each learning area is reflected in the report card of the student.

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

$$QG = \frac{QG \text{ for Music} + QG \text{ for Arts} + QG \text{ for PE} + QG \text{ for Health}}{4}$$

**A. How are grades computed at the end of the school year?**

- For Kindergarten – there are 10 numerical grades in kindergarten. Descriptions of the learners' progress in various learning areas are represented using checklists and student portfolios. These are presented to the parents at the end of each quarter for discussion.
- For Grades 1-12 – The average of the Quarterly Grades (QG) produces the Final Grade

$$\text{Final Grade by Learning Area} = \frac{1^{\text{st}}QG + 2^{\text{nd}}QG + 3^{\text{rd}}QG + 4^{\text{th}}QG}{4}$$

The General Average is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.

$$\text{General Average} = \frac{\text{Sum of Final Grades of All Learning Areas}}{\text{Total Number of Learning Areas in a grade level}}$$

The Final Grade in each learning area and the General Average are reported as whole numbers.

**B. How is the learner's progress reported?**

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

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 74	Failed

**When the learner's raw scores are consistently below expectations in Written Work and Performance Tasks, the learner's parents or guardians must be informed not later than the third week of that quarter. A learner who receives a grade below 75 in a subject in a quarter must be given intervention through remediation and extra lessons from the teacher/s of that subject.**

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

This section provides the bases for promoting a learner to the next level or for retaining a learner in the same grade level. Below specifies the guidelines to be followed for learner promotion and retention.

1. A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next level.
2. Grades 1-12 learners who obtained a final grade below 75 in not more than two learning areas shall pass remedial classes for learning areas with failing mark to be promoted to the next level. Otherwise, the learner is retained in the same grade level.
3. Grades 1-12 learners who obtained a final grade below 75 in three or more learning areas shall be retained in the same grade level.
4. Remedial classes are conducted after the Final Grades have been computed. However, teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Work and Performance Tasks by the fifth week of any quarter.

5. Summative Assessments are also given during remedial classes. These are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The equivalent of the Final Grade for remedial classes is the Remedial Class Mark (RCM). The Final Grade at the end of the school year and the Remedial Class Mark are averaged. This results in the Recomputed Final Grade. If the Recomputed Final Grade <sup>33</sup> or higher, the student is promoted to the next level. However, students will be retained in the grade level if their Recomputed Final Grade is below 75.

**SAMPLE RUBRIC FOR ASSESSING PARTICIPATION  
(English)**

Possible Points	Criteria
90-100	Clear Language. Demonstrates complete understanding of subject matter. Language is precise and varied. Speaks in clear, correct English appropriate to the situation.
80-89	Clear Language. Demonstrates a good understanding of the key concept, but explanations could be more detailed. Adequate vocabulary is used fairly.
70-79	Adequate oral skills but sometimes indicate a confused thinking about a concept.
60-69	Language vocabulary is marginal. Inadequate and incomplete explanation, indicate poor understanding of the subject matter.

**SAMPLE RUBRIC IN ASSESSING PARTICIPATION**

Dimensions	5 Points	4 Points	3 Points	2 Points	1 Point
Quality of	Knowledge	Knowledge	Knowledge	Attempts	Attempt

Inputs	shared is accurate but limited	shared is somewhat accurate Dimension and limited	shared is inaccurate and limited	to share knowledge	s to share knowledge
Attitude Manifested	Participates voluntarily, Actively, enthusiastically in activities with consideration for the feelings/opinions of others	Participates voluntarily, actively, enthusiastically in activities with little consideration for the feelings/opinions of others	Participates somewhat actively and enthusiastically with little consideration for the feelings of others	Participates hesitantly with no enthusiasm, and with little consideration for the feelings/opinions of others	Participates only when compelled to do so
Task Performance	Performs tasks (as leader/member) w/o errors	Performs tasks (as leader/member) w/ some errors	Performs task (as leader/member) w/ some errors	Performs task (as leader/member) w/ errors	Attempts to perform task

**RUBRIC FOR ASSESING ASSIGNMENT**

Criteria	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.
<b>Understanding of concept</b>	5 correct answers with the time limit	4 correct answers within the time limit  5 correct answers beyond the time limit	3-4 correct answers within the time limit  3-4 correct answers beyond the time limit	0-1 correct answer within the time limit  1-2 correct answers beyond the time limit	No correct answer beyond the time limit
<b>Teamwork and cooperation</b>	All members of the group participated actively	4 out of the 5 members of the group participated actively	3 out of the 5 members of the group participated actively	2 out of the 5 members of the group participated actively	Only the leader participated actively

**A. CONTENT:**

5 Points	81-100 % of the task required is correctly answered with supporting evidence/explanations
4 Points	61-80% of the task is correctly answered with supporting evidence/explanations
3 Points	41-60% of the task is correctly answered with supporting evidence/explanations
2 Points	21-60% of the task is correctly answered with supporting evidence/explanations
1 Points	1-20% of the task is correctly answered with supporting evidence/explanations
0	no correct answer or no task was accomplished

**B. ORGANIZATION:**

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5 Points	Answer/Ideas are clearly stated and in logical sequence
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4 Points	Answer/Ideas are clearly stated by with not more than 25% errors in sequencing
3 Points	Up to 75% of the answers /ideas are clearly stated and with not more than 50 % errors in sequencing
2 Points	up to 50% of the answer/ideas are clearly stated with not more than 75% errors in sequencing
1 Point	Less than 50% of the answer/ideas are clearly stated with major errors in sequencing
0	No answer at all

**C. SOURCE OF INFORMATION (OPTIONAL)**

5 Points	With 9-10 sources of information
4 Points	With 7-8 sources of information
3 Points	With 5-6 sources of information
2 Points	With 3-4 sources of information
1 Point	With 1-2 sources of information
0	None at all

**PART 5**  
**GUIDELINES ON THE SELECTION OF HONOR PUPILS/STUDENTS**  
 (as per DepEd Order # 74 s. 2016)

In giving due recognition to pupils/students who have shown exemplary performance and have met the qualifications for academic and scholastic excellence and discipline, the following guidelines shall be followed:

**5.1 FOR GRADUATING PUPILS AND COMPLETERS**– At the end of each academic year and after careful deliberation among the faculty and the school principal as presented by the Standards and Awards Committee, the school shall award the following distinctions to qualified Graduating Students (PREPARATORY AND GRADE 6): **Valedictorian, Salutatorian, First Honorable Mention to Eighth Honorable Mention and Special Academic Awards**; to the Completers (KINDER 1 & 2 AND GRADE 10): **With Highest Honors, With High Honors and With Honors**, and/or according to the orders of ranking and enumeration to be stipulated in the future by the Department of Education pertaining to the K-12 curriculum.

**5.1.1 CRITERIA:** Standards and criteria for selecting honor students are patterned according to the stipulations of the Department of Education. To qualify for honors, candidate students should be able to meet the following:

- a. A candidate for honors shall be drawn from the top ten (10) pupils/students of the school. They must not have a final grade lower than 80% in any subject;
- b. To determine the top ten (10), pupils/students shall be ranked using the 7-3 point scheme: (7) points for academic performance and 3 points for co-curricular activities as contained in Enclosure Nos. 1 and 2.

Quality	Weights
Academic Excellence	7
Co-Curricular Activities	<u>3</u>
<b>Total</b>	<b>10</b>

- c. The pupils'/students' <sup>37</sup>grades in the previous curriculum level shall not be considered in the ranking of honors for graduating pupils/students;
- d. Only the grades in the current curriculum year shall be considered in the ranking of honor pupils/students. The period of residency, however, is a stricture that shall be followed. Aside from the standard criteria for grades to qualify for honors, the student shall be enrolled not later than the first two weeks of the academic calendar and shall be present until the last day of the fourth quarter examinations; otherwise, the student/pupil shall only qualify for special academic award. It shall further be implemented that participation of honor students in the academic convocation shall be by performance per quarter except the year-end recognition being reflective of the overall performance of the student/pupil.
- e. Upon computation of the final grades of all the subjects, the general average shall be expressed up to two decimal places. Only in case of

tie shall the committee refer to the third decimal place of their final average. Should there still be a tie, the candidates shall be both declared in the same honor or rank;

- f. All candidates for honors must be of good moral character and have not been subjected to repetitious and severe disciplinary action within the current school year. This policy, however, shall not be interpreted separately from the enumerated offenses and corrective measures found in this handbook.
- g. Achievements of pupils/students in specific academic disciplines (such as athletics, performing arts and campus journalism) shall be given recognition;
- h. Any member of the school selection committee must not be related within second degree of consanguinity or affinity to any of the candidates for honors;
- i. The Registrar shall be the chairperson of the Standards and Awards committee composed of <sup>38</sup> east three (3) members from the academic staff and shall make the final announcement of honor pupils/students after final results have been duly recommended and approved by the School Head. Candidates for honors and their parents, subject teachers, coaches, and their advisers must be present during the open selection and final deliberation process; and
- j. In case of protest, it shall be filed by the candidate with his/her parent or guardian to the Standards and Awards Committee within (2) working days from the final announcement and shall be settled by the same committee within five (5) working days from the filing of the protest.

## **5.2 PROCEDURE IN THE RANKING OF HONOR PUPILS AND STUDENTS**

(Enclosure # 1 to DepEd Order # 74 s. 2016)

### **a. Academic Excellence (7 Points):**

Academic excellence shall be based on the general average of all learning areas in the curriculum year. The procedure for ranking based on academic excellence is as follows:

- a. Compute the average of each learning area up to two decimal places;
- b. Get the average of the grades of all learning areas;
- c. Rank the candidates according to their average; and
- d. Multiply the rank by 7 points.

## **5.3 ASSISTING GUIDELINES IN THE SELECTION OF HONOR PUPILS FROM GRADES 1 TO 12 OF THE K-12 CURRICULUM (as per Deped Order No. 74, s. 2016)**

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- a. Candidates for honors in Grades 1 to 12 shall be drawn from the top ten (10) pupils/students of the school who performed at the Advanced Level. They must not have a final grade lower than 85 (Proficient Level) and they should have no grade at Developing Level in any quarter.
- b. To determine the top ten (10), pupils/students shall be ranked using the 7-3 point scheme (7 points for academic performance and 3 points for co-curricular activities) as contained in Deped Order No. 92 s. 2009.
- c. The residency policy shall be considered to qualify for honors. This means that a student/pupil shall have enrolled not later than the second week of the current school year and present until the last day of the fourth quarter examination and that such student/pupil is following the curriculum required by the Department of Education;

otherwise, that student/pupil shall only qualify for special academic award.

- d. The general average shall be computed to three decimal places. In order to compute for the general average, the exact numerical equivalent of the students' final ratings across subject shall be used. In case of tie, candidates shall be both declared in the same honor ranking. All candidates for honors must be of good moral character and have not been subjected to any disciplinary action within the current school year.
- e. Achievements of pupils/students in specific academic disciplines (such as Mathematics, Science and English) and in special curricular areas (such as sports, the arts and campus journalism) shall be given recognition. A separate set of honor students may be declared for each curriculum program.

NAME OF CANDIDATES	AVERAGE OF GRADES IN THE LEARNING AREAS	40	
		RANK	WEIGHTED RANK
A	91.34	1	7
B	91.25	2	14
C	90.39	3	21
D	90.01	4	28
E	89.891	5	35

**b. Co-Curricular Performance (3 Points):**

Co-curricular performance covers the achievements of the candidates in all levels (schools, division, regional, national and international), active participation in authorised student organizations or

clubs, outstanding awards in recognition of the actualization of what has been learned from school, travels in relation to work, and other civic activities.

The rating shall be based on the combined assessments of all the teachers of the candidate in the curriculum grade/year.

1. Get the composite rank (sum of all the ranks given by the raters) of each candidate;
2. Rank the candidate from the lowest to the highest sum; and
3. Multiply the rank by 3 points.

NAME OF CANDIDATES	AC 41 IES						COMP OSITE RANK	FINAL RANK	WEIGHT ED RANK
	1	2	3	4	5	6			
A	1	1	5	3.5	2	3	15.5	1.5	4.5
B	2	4	4	3.5	1	1	15.5	1.5	4.5
C	4	5	1	1	3	4	18.0	3	9
D	5	2	2	3.5	4	5	21.5	5	15
E	3	3	3	3.5	5	2	19.5	4	12

**c. Final Ranking:**

Add the weighted ranks of the pupils/students; and

1. Rank the sum from the lowest to the highest.

AREAS/ ACTIVITIES	LEVEL OF PARTICIPATION	POINTS GIVEN				Participant
		Champion	1 <sup>st</sup> Runner- Up	2 <sup>nd</sup> Runner- Up		
		Gold	Silver	Bronze		
(1) Official Contests and Competitions sanctioned by a DepEd Order or Memorandum issued by the National, Regional, Division and District Offices. School-wide initiated contests should be approved in writing by the School Head.	International	15	10	8	6	
	National	10	8	6	4	
	Regional	8	6	4	2	
	Division *	6	4	2	1	
	District *	4	2	1	.75	
	School	2	1	.75	.5	
NAME OF CANDIDATES	ACADEMIC EXCELLENCE	0 CO- CURRICULAR PERFORMANCE	TOTAL	RANK		
A	7	4.5	11.5	1		

B	14	4.5	18.5	2
C	21	9	30.0	3
D	28	15	43.0	4
E	35	12	47.0	5

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PART 6  
**POINTS FOR CO-CURRICULAR PERFORMANCE**  
(Enclosure #2 to DepEd Order # 92 s. 2016)

(3) Officership and Membership in DepEd established and recognized organizations (such as STEP, YECS, YES-O, Scouting) other than the SPG, SSG and School Paper. The establishment or recognition must be contained in a DepEd Order or Memorandum issued by the National, Regional, Division and District Offices. School initiated organizations or clubs must be given recognition in writing by the School Head.	International	10	8	6	4
	National	8	6	4	3
	Regional	6	4	3	2
	Division *	4	3	2	1.5
	District *	3	2	1.5	1
	School	2	1.5	1	.75

AREAS/ ACTIVITIES	POSITION	POINTS GIVEN			
		National	Regional	Division	District/ School
(2) Student Leadership shall refer to Supreme Pupil Government (SPG) pursuant to DepEd Order No. 45, s 2007 and Supreme Student Government (SSG) pursuant to DepEd Order No. 79, s. 2009]	President/Mayor	15	12	10	8
	Vice President/Vice Mayor	12	10	8	6
	Secretary/Treasurer	10	8	6	4
	Auditor, Peace Officer, Public Information Officer	8	6	4	2
	Representative/Councilor	6	4	2	1
	COMELEC and Committee Chair and Vice Chair	4	2	1	.75
	COMELEC and Committee Member	2	1	.75	.5
	Homeroom President				1
	Other Homeroom Officers				.75
	Other Officers				.5

- A. Computation of points shall be cumulative. However, points for concurrent positions held in violation of existing DepEd policies shall not be considered, in which case, only the position with the highest point shall be included. (Section 8, Article VIII, DepEd Order No. 79, s. 2009 of the revised Constitution and By-Laws of the Supreme Student Governments in Secondary Schools).
- B. To be considered as points, copies of all documentary and evidentiary requirements (DepEd Order, DepEd Memorandum, written authorization from the School Head, certificates, medals, trophies, plaques and others) shall be presented.
- C. To be considered as points, officers in organizations seeking ranking shall present an accomplishment report verified thru certifications by proper authorities.

#### 6.1 FOR NON-GRADUATING PUPILS/STUDENTS

(Grades 1 to 5, and 7 to 9 and Grade 11) - At the end of each academic year and after careful deliberation among the faculty and the school principal as presented by the Standards and Awards Committee, the school shall award the following distinctions to qualified non-graduating students: **With Honors, With High Honors and With Highest Honors.**

**CRITERIA:** Standards and criteria for selecting honor students are patterned according to the stipulations of the Department of Education. To qualify for honors, candidates should be able to meet the following:

1. The candidate for honors should have completed the whole academic year in the school;
2. To qualify for **Quarterly Convocation** he/she should have no grade below **80%** in all subjects. He/She should have a quality attendance with no frequent tardiness;

AREAS/ ACTIVITIES	POSITION	POINTS GIVEN
(4) Campus Journalism shall be considered only if the school Paper Organization has released a publication	Editor-in-Chief	6
	Associate Editor	5
	Managing Editor	5
	Section Editor	4
	Contributor	3
	Others	2
AREAS/ACTIVITIES	LEVEL OF PARTICIPATION	POINTS GIVEN
(5) Participation or Attendance in DepEd-recognized seminar, camp exchange programs, training, conference or workshop and other similar activities. Authority to conduct the seminar camp, training, conference or workshop or other related activities must be contained in a DepEd order or Memorandum from the national, regional division and district offices. School-initiated similar activities must be sanctioned in writing by the School Head.	International	8
	National	6
	Regional	4
	Division	3
	District	2
	School	1



3. To qualify for the **Recognition Day** he/she should have no grade below **85%** in all subjects.
4. Academic standing shall be based only on the general average of pupils/students in the current year
5. **With Honors** shall be awarded to students who achieved a general weighted average of 90.00 – 93.99;
6. **With High Honors** shall be awarded to students who achieved a general weighted average of 94.00 – 97.99; and
7. **With Highest Honors** shall be awarded to students who achieved a general weighted average of 98.00 or higher.

## 6.2 ACADEMIC AND NON-ACADEMIC AWARDS:

- A. Special Academic Award.** This type of award shall be applicable to students and pupils whose general average would have qualified for honors but lack residency as explicitly stated in the guidelines and/or students and pupils who obtained a general average qualifying for honors but are not following the complete subjects required by the Department of Education. Graduating students who failed to be on Top 5 but with a general average of at least 90.00 shall also be recognized as Special Academic Awardees.
- B. Academic Distinctions.** This is to recognize excellence in different learning areas: English, Filipino, Math, Science, Araling Panlipunan, TLE, Computer, MAPEH, Values Education, Elective and Arabic.

Manner of Computation: The 7-2-1 scheme shall be followed, that is, the final grade shall be given 7 points, co-curricular involvement shall be given 2 points, and the rating for good conduct shall be given 1 point. It shall be noted that the good conduct shall be exclusive for each subject and shall be averaged accordingly except for Department Award where all grades in good conduct in each subject are averaged.

- 5. Academic Excellence :**  
Rank the candidates according to their final rating per learning area and multiply them by 7 points.

- 6. Co – Curricular Involvement:**  
Get the composite rank of each candidate then arrange them from the lowest to the highest sum and multiply the final rank by the weight of 2.

- 7. Conduct Grades:**  
The subject teachers shall give grades based on the behavioral checklist. Get the average of the conduct grade of each candidate then arrange it from the lowest to the highest and multiply the final rank by the weight of 1.

- 8. Final Ranks :**  
Add the weighted ranks of the students and rank the sum from the lowest to the highest. It should be noted however that ranking of the students shall include the Top Ten prior to trimming down to Top Five.

- C. Non-Academic Awards–** The school gives to the most deserving students the following: Journalist of the Year Award, Loyalty Award, SPIS Leadership Award, Department Award, Athlete of the Year, Artist of the Year, Cadet/Cadette Officer of the Year Award, Most Outstanding Club Member Award, and Service Award.

1. **Loyalty Award** is given to the graduating student who has completed 6 consecutive curriculum years in the Elementary Department and 6 consecutive curriculum years in the High School Department. The 6 curriculum years for High School to qualify for Loyalty Award shall be required beginning academic year 2017-2018.

2. **Leadership Award** is given to the graduating student who has shown the qualities and examples of a servant leader worthy of emulation and respect; was not subjected to any form of disciplinary action during the entire span of stay in the school; and was not given a grade lower than 80 in any subject.
3. **Most Punctual** is given to the pupil of pre-school and elementary levels who consistently arrives early in his/ her class.
4. **Deportment Award** is given to the student who, after the end of the academic year, has achieved the highest general weighted average in conduct and was not subjected to any form of disciplinary action during the school year.
5. **Athlete of the Year** is awarded to the student who brought honor to the school in the field of sports and athletics; was not subjected to any form of disciplinary action during the school year; and was not given a grade lower than 80 in any subject.
6. **Artist of the Year** is given to the student who brought honor to the school in the field of arts; was not subjected to any form of disciplinary action during the school year; and was not given a grade lower than 80 in any subject.
7. **Model Student Award** is given to the graduating student who has shown the qualities of concern and service to school and fellow students worthy of emulation and respect; was not subjected to any form of disciplinary action and/or controversy arising from carelessness, imprudence and negligence during the entire span of stay in the school; and was not given a grade lower than 80 in any subject. The model student award shall be chosen from the

recommendation of both teachers, advisers, and students and shall be determined by votation by the abovementioned.

8. **Journalist of the Year** is given to the outstanding member of the School Paper Organization if it has released a publication.
9. **Most Outstanding Club Member** is given to any member of the club which has shown commitment and dedication to any club project or activity and has achieved a lot for its success.

**D. CRITERIA ON THE SELECTION OF SPECIAL AWARDS** – involvements such as membership in school organizations, participation in school programs and activities, and in community activities endorsed by the school and achievements such as award/recognition in inter-school academic and non-academic competitions and award/recognition in different community activities endorsed by the school shall form part of the standards on the selection of special citation.

**English and Filipino:**

1. Resource Speaker/Participant in literary or public speaking seminar-workshop.
2. Winner/Finalist in any literary or public speaking contests such as essay writing, poem writing, debate, oratorical, declamation, etc.
3. Active involvement in any activity or organization related to these learning areas.

**Math and Science:**

1. Resource Speaker/Participant in seminar-workshops related to these learning areas.
2. Winner/Finalist in academic and/or non-academic contests related to these learning areas.

3. Active involvement in any activity or organization related to these learning areas.

**Araling Panlipunan, MAPE/MAPEH, HELE/TLE and Values Education:**

1. Resource Speaker/Participant in seminar-workshops related to these learning areas.
2. Winner/Finalist in academic and non-academic contest related to these learning areas.
3. Active involvement in any activity or organization related to these learning areas.

**PART 7  
OTHER ACADEMIC AND NON-ACADEMIC POLICIES**

**7.1 SPECIAL EXAMINATIONS**

1. **Early Examination.** Students who shall be absent during the regular schedule of examination due to annual vacation of parents shall be required to take their tests in advance.
  - A. Requesting students shall secure and fill out the Request for Leave Form from the Registrar's Office;
  - B. Settle the special examination fee at the Finance Office;
  - C. Present the duly accomplished Request for Leave Form and the special examination permit to the Department Coordinator; and
  - D. Wait for the schedule of the tests.
2. **Late Examination.** Students who shall not be able to take the examinations during their regular schedule due to sickness or

because of having delinquent accounts may be allowed to take them late.

1. Student who got sick has to present the necessary medical certificate to the Department Coordinator and shall be scheduled for special examinations at least three academic days after such; and
2. Upon obtaining the necessary test permit from the Finance Office, student having delinquent account shall present it to the Department Coordinator and shall be scheduled for special examinations at least three academic days after such.

***NOTE:** Students taking special examinations (Early and Late Exams) are not excused from their missed classroom activities and shall be accountable to complete and satisfy the same and will pay the amount of 50 SR for every subject. The teacher will make another set of exams for purposes of fairness and credibility of test results.*

**7.2 SCHOOL PROGRAMS AND ACTIVITIES**

The Second Philippine International School aims at raising the quality of the Filipino learners and empowering them for lifelong learning by providing them with holistic formation through academic and co-curricular school programs and activities.

**1. Co-Curricular Activities:**

The total development of students should not be confined within the four walls of the classroom. They should be exposed to various activities inside and outside the school premises. Involvement in various co-curricular activities is a good opportunity for them to discover, develop, and enhance their special abilities and interest in different fields. Thus, the school provides students venues through different school clubs with which they can develop their leadership and social skills.

**a. Academic Clubs:**

- 1.1. Computer Club
- 1.2. Techno Club

**b. Recreational Clubs:**

- 2.1. Performing Arts Club/Dance Troupe
- 2.2. Glee Club
- 2.3. Sports Club

**c. Community Service Clubs:**

- 3.1. Kid Scouts and Twinklers
- 3.2. Boy and KAB Scouts
- 3.3. Star and Girl Scouts

**Institutional Organizations:**

Aside from clubs, the Second Philippine International School provides venues for students to participate in the active role of the school to produce individuals with outstanding leadership qualities. The following are the organizations where students can engage themselves for the social and intellectual benefit of the student body.

- a. **Unified Student Council** – is the school’s official supreme student body. This serves as an avenue for students to develop their leadership potentials and to exercise their basic constitutional rights. It can organize and initiate school activities for the benefit of the students so they are trained to become useful, responsible and socially-oriented individuals.
- b. **The Colloquium** – is the official newsletter of the Second Philippine International School that is published biannually to serve as a medium through which the students can develop and enhance

their journalistic skills. It also serves as training grounds for students who intend to enter the career of Journalism.

- c. **SPIS Junior Peer Facilitators**– aims at linking the students to establish camaraderie between and among its members. It functions as an extended arm of peer counselling and guidance for those students who need special attention.

**2. School Activities:**

The Second Philippine International School initiates activities to provide a wide variety of opportunities for student success and enhancement of skills and personality upliftment such as:

1. Cultural programs and stage plays
2. Convocations and assemblies
3. Inter-school academic, cultural, and sports competitions
4. Academic and literary contests
5. Seminars and workshops
6. Exhibits
7. Symposia
8. Retreat
9. Field trips and excursions
10. Career Orientation

**7.3 CRITERIA ON THE SELECTION OF MR. & MS. ALMA MATER**

In order to erase doubts in determining the Mr. And Ms. Alma Mater award, the selection committee has articulated the following standards to be met:

1. Grade 10 and 12 students who are officially enrolled in this school since Grade 7;
2. In the TOP TEN of their class averaging the grades from all four quarters;
3. Not subjected to any form of controversy and/or scandal due to carelessness, imprudence, and negligence and
4. No major and critical offenses ever recorded in the course of entire residency.

Given the above criteria, qualified students shall be asked to showcase their talents on stage and shall undergo another set of screening. This time, the Board of Judges composed of 5 members not working in school and have no affinity with the qualified candidates shall serve as adjudicators in determining who will be the year's Mr. and Ms. Alma Mater.

Hereunder are the criteria for judging:

1.	Academic Performance	-	40%
2.	Co-Curricular	-	25%
3.	Interview	-	15%
4.	Votation	-	<u>20 %</u>
	<b>TOTAL</b>	-	100%

#### 7.4 SPIS FLYING DRAGONZ QUALIFICATION

Any student who aspires to become a member of the **Flying Dragonz** (the official varsity team of SPIS) should meet the following criteria:

1. Physically fit to play. He/she should present a medical certificate that he is in excellent condition to play the desired sports.
2. Should have a grade of at least 75% in all subjects.
3. Should possess good moral character. He/she should not be involved in any major and critical offenses.
4. Must maintain a general average of at least 75% for every grading period.

Failure to meet the abovementioned qualifications, even if the student is a former member of the team, shall be disqualified to join any Inter-School tournament.

#### 7.5 FIELD TRIPS AND EXCURSIONS

Part of the school program is a series of educational field trips and guided tours for the students aimed primarily to gain practical knowledge which would supplement what they have learned from the classroom. This would further enrich their knowledge and experiences outside and inside the school premises.

Any class or group undertaking should be cleared and approved by the School Administration. The school is not responsible for activities not officially approved by the Office.

#### 7.6 ADMISSION REQUIREMENTS

##### A. General Guidelines:

1. All incoming students (preparatory, elementary and high school) are required to take the Entrance Examinations. Nursery and Kinder applicants are interviewed to obtain information on the applicant's basic knowledge, interest, and abilities to self-expression.
2. The accomplished Registration Form and other requirements must be submitted to the Registrar's Office before the scheduled interview/entrance test.
3. Parents shall be informed of the schedule of all the entrance examinations and shall be issued permit upon payment of the entrance examination fee.

##### B. Age (as of July of the academic year):

Kindergarten 1	-	3 years old
Kindergarten 2	-	4 years old
Preparatory	-	5 years old
Grade One	-	6 years old

## C. Credentials:

### For New Students and Transferees:

- a. Original Copy of Report Card (form 138)
- b. Honorable Dismissal
- c. Certificate of Good Moral Conduct
- d. Photocopy of student's passport, birth certificate and IQAMA of parents
- e. 1X1 picture (2 copies)
- f. Transcript of Records (optional)

### For Old Students:

- a. Original Copy of Report Card
- b. 1X1 picture (2 copies)
- c. Accomplished Enrollment Form

### For SPED Students:

In addition to the requirements for enrolment of regular students, the parent/guardian of a special student shall submit a Medical Assessment from a Developmental Paediatric Doctor.

NOTE: Mainstreaming of a special student is upon the recommendation of his/her doctor, but subject to the evaluation of SPED teachers.

## 7.7 SCHOLARSHIP GRANT

A pupil who graduated Valedictorian in the elementary of this school shall be entitled to a full scholarship should he/she opt to enrol in the high school. However, if he/she fails to be on top of his/her batch, said scholarship will be forfeited in the subsequent academic year.

Valedictorian from other schools who transferred to SPIS is not entitled to this scholarship.

## 7.8 ACCOUNTING POLICIES

### A. Refund of Fees:

Once a student registered in school, it is understood that he/she is enrolled for the entire school year for the Pre-Elementary, Elementary, or Secondary Course.

A student who opts to transfer or otherwise withdraws in writing, within two weeks after the beginning of classes and who has already paid the pertinent tuition and other school fees in full or any length longer than one (1) month shall be charged.

- a. 10% of the total amount due for term (academic year) if withdrawal is done within the first week of classes;
- b. 20% percent if within the second week of classes;
- c. 30% percent if within the third week of classes;
- d. 50% if within a month after the opening of classes regardless of whether or not he/she has actually attended classes; and
- e. Miscellaneous fee is non-refundable.

*(Ref. Manual of Regulations for Philippine School Abroad 8th Edition)*

### B. Payment of Accounts:

1. The mode of payment of tuition fees can be on cash, quarterly or monthly basis.
2. Monthly instalment is due on the first week of the month.
3. All unpaid accounts should be settled 1 week before examinations.

## 7.9 PARENTAL CONSENT

All activities authorized by the school, which are held beyond school hours and outside the school premises, shall require consent from parent. The school shall send a circular letter or memorandum for which reply slips duly signed by the parent shall be required of the student prior to joining the school activity.

## 7.10 PARENT-TEACHER CONFERENCE AND DISTRIBUTION OF REPORT CARDS

The Parent-Teacher Conference and Distribution of Report Cards shall be held every quarter. These activities serve as effective venues in addressing the concern of the individual student. Attendance to these is obligatory.

Likewise, teachers, school principal and other school authorities concerned meet the parents/guardians for consultation on important matters regarding more effective ways and means to secure mutual cooperation among parents and teachers.

## 7.11 ENROLLMENT AGREEMENT

This is to certify that the undersigned hereby subscribe and agree to abide by the school policies, rules and regulations embodied in the Second Philippine International Student Handbook more particularly on its provisions pertaining to discipline and academics.

We both further agree to cooperate during SPIS-PTCA meetings and assemblies in its mission to actively contribute, participate and share closer integration with the school for the advancement of educational welfare and benefit of the students of the Second Philippine International School.

CONFORME

\_\_\_\_\_  
*Signature over Printed Name  
of Student*

\_\_\_\_\_  
*Signature over Printed Name  
of Parent*

## SECOND PHILIPPINE INTERNATIONAL SCHOOL

Riyadh, Kingdom of Saudi Arabia

## STUDENT HANDBOOK 2017-2018

### PART 8 APPENDICES

Quarterly Test Permit

Record of Scores

Quarterly Summary of Merits & Demerits

Record of Absences

Record of Tardiness

Co-Curricular and Extra-Curricular Points

Faculty Evaluation by Students

**SECOND PHILIPPINE INTERNATIONAL SCHOOL**

Riyadh, Kingdom of Saudi Arabia



**EXAMINATION PERMIT**

Name : \_\_\_\_\_

Student Number : \_\_\_\_\_

FIRST QUARTER	SECOND QUARTER
<b>Ms. MERLINDA U. BUTOR</b> <i>Finance Officer</i> Authorized Signature	<b>Ms. MERLINDA U. BUTOR</b> <i>Finance Officer</i> Authorized Signature
THIRD QUARTER	FOURTH QUARTER
<b>Ms. MERLINDA U. BUTOR</b> <i>Finance Officer</i> Authorized Signature	<b>Ms. MERLINDA U. BUTOR</b> <i>Finance Officer</i> Authorized Signature

**RECORD OF SCORES**

**FIRST QUARTER**

SUMMATIVE TESTS

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				

PERIODIC TESTS

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				



**RECORD OF SCORES  
SECOND QUARTER**

SUMMATIVE TESTS

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				

PERIODIC TESTS

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				

**RECORD OF SCORES  
THIRD QUARTER**

SUMMATIVE TESTS

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				

PERIODIC TESTS

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				

**RECORD OF SCORES  
FOURTH QUARTER**

**SUMMATIVE TESTS**

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				

**PERIODIC TESTS**

Subject	Number of Items	Score	Equivalent	Signature of Subject Teacher
Filipino				
English				
Math				
Science				
AP				
TLE				
Computer				
MAPEH				
Values				
Elective				
Arabic				

**SUMMARY OF MERITS & DEMERITS (1<sup>st</sup> Quarter)**

**MERITS:**

Date	Meritorious Acts	Merit Points	Signature of Department Coordinator

**DEMERITS:**

Date	Nature of Offense	Type of Offense	Equivalent Demerit Points	Signature of Department Coordinator

**SUMMARY:**

Total Merit Points	Total Demerit Points	Points to be added to/ deducted from the conduct grade	Signature of Class Adviser

**SUMMARY OF MERITS & DEMERITS (2<sup>nd</sup> Quarter)**

**MERITS:**

Date	Meritorious Acts	Merit Points	Signature of Department Coordinator

**DEMERITS:**

Date	Nature of Offense	Type of Offense	Equivalent Demerit Points	Signature of Department Coordinator

**SUMMARY:**

Total Merit Points	Total Demerit Points	Points to be added to/ deducted from the conduct grade	Signature of Class Adviser

**SUMMARY OF MERITS & DEMERITS (3<sup>rd</sup> Quarter)**

**MERITS:**

Date	Meritorious Acts	Merit Points	Signature of Department Coordinator

**DEMERITS:**

Date	Nature of Offense	Type of Offense	Equivalent Demerit Points	Signature of Department Coordinator

**SUMMARY:**

Total Merit Points	Total Demerit Points	Points to be added to/ deducted from the conduct grade	Signature of Class Adviser

**SUMMARY OF MERITS & DEMERITS (4<sup>th</sup> Quarter)**

**MERITS:**

Date	Meritorious Acts	Merit Points	Signature of Department Coordinator

**DEMERITS:**

Date	Nature of Offense	Type of Offense	Equivalent Demerit Points	Signature of Department Coordinator

**SUMMARY:**

Total Merit Points	Total Demerit Points	Points to be added to/ deducted from the conduct grade	Signature of Class Adviser

**RECORD OF TARDINESS  
FIRST QUARTER**

Date	Arrival Time	Subject/Activity	Reason	Signature of Teacher/Adviser

**RECORD OF TARDINESS  
FIRST QUARTER**

<b>Date</b>	<b>Arrival Time</b>	<b>Subject/Activity</b>	<b>Reason</b>	<b>Signature of Teacher/Adviser</b>

**RECORD OF TARDINESS  
SECOND QUARTER**

<b>Date</b>	<b>Arrival Time</b>	<b>Subject/Activity</b>	<b>Reason</b>	<b>Signature of Teacher/Adviser</b>

**RECORD OF TARDINESS  
SECOND QUARTER**

<b>Date</b>	<b>Arrival Time</b>	<b>Subject/ Activity</b>	<b>Reason</b>	<b>Signature of Teacher/Adviser</b>

**RECORD OF TARDINESS  
THIRD QUARTER**

<b>Date</b>	<b>Arrival Time</b>	<b>Subject/ Activity</b>	<b>Reason</b>	<b>Signature of Teacher/Adviser</b>

**RECORD OF TARDINESS  
THIRD QUARTER**

Date	Arrival Time	Subject/Activity	Reason	Signature of Teacher/Adviser

**RECORD OF TARDINESS  
FOURTH QUARTER**

Date	Arrival Time	Subject/Activity	Reason	Signature of Teacher/Adviser

**RECORD OF TARDINESS  
FOURTH QUARTER**

Date	Arrival Time	Subject/ Activity	Reason	Signature of Teacher/Adviser

**RECORD OF ABSENCES  
FIRST QUARTER**

Inclusive Dates	Reason	Name of Parent/Guardian	Signature of Parent/Guardian



**RECORD OF ABSENCES  
FIRST QUARTER**

Inclusive Dates	Reason	Name of Parent/Guardian	Signature of Parent/Guardian

**RECORD OF ABSENCES  
SECOND QUARTER**

Inclusive Dates	Reason	Name of Parent/Guardian	Signature of Parent/Guardian

**RECORD OF ABSENCES  
SECOND QUARTER**

<b>Inclusive Dates</b>	<b>Reason</b>	<b>Name of Parent/Guardian</b>	<b>Signature of Parent/Guardian</b>

**RECORD OF ABSENCES  
THIRD QUARTER**

<b>Inclusive Dates</b>	<b>Reason</b>	<b>Name of Parent/Guardian</b>	<b>Signature of Parent/Guardian</b>

**RECORD OF ABSENCES  
THIRD QUARTER**

Inclusive Dates	Reason	Name of Parent/Guardian	Signature of Parent/Guardian

**RECORD OF ABSENCES  
FOURTH QUARTER**

Inclusive Dates	Reason	Name of Parent/Guardian	Signature of Parent/Guardian

**RECORD OF ABSENCES  
FOURTH QUARTER**

<b>Inclusive Dates</b>	<b>Reason</b>	<b>Name of Parent/Guardian</b>	<b>Signature of Parent/Guardian</b>

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

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Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,

\_\_\_\_\_  
Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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Yours for a better SPIS,  
 \_\_\_\_\_  
 Signature of Parent/Teacher

**PARENTS AND TEACHERS CORRESPONDENCE**

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

Dear \_\_\_\_\_,

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\_\_\_\_\_

Yours for a better SPIS,  
 \_\_\_\_\_  
 Signature of Parent/Teacher

**CO-CURRICULAR and EXTRA CURRICULAR FORM**

Contest/Competition	RANK	Points	Signature of	
			Subject Teacher/ Chairman	Academic Coordinator
<b>TOTAL POINTS:</b>				

**Note:** For every group contest/competition the points you can get will be divided into the total number of members. The academic coordinator will be the one who will give/write the points for each activity.

**FACULTY EVALUATION BY STUDENTS  
HIGH SCHOOL DEPARTMENT**

Name of Faculty: \_\_\_\_\_ Subject: \_\_\_\_\_

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

**Direction:** Please rate your teacher on the indicated qualities by checking the box corresponding to your choice based on the code below:

5- Very Satisfactory

4- Satisfactory

3- Neither Satisfactory nor Unsatisfactory

2- Unsatisfactory

1-Very Unsatisfactory

		5	4	3	2	1
<b>Professional Performance:</b>						
1	Shows mastery of the subject matter					
2	Follows the syllabus and enriches it through additional readings					
3	Shows evidence of preparedness in class					
4	Exhibits awareness of recent educational trends and developments					
5	Integrates values formation with the subject matter					
6	Gives grades which represents fair appraisal of student performance					
<b>Professional Deportment:</b>		<b>Sub-Total:</b>				
7	Treats students with respect and courtesy					
8	Manifests approachability and willingness to assist students					
9	Shows confidence in handling the class					
10	Leads by example by coming to class regularly and punctually					
11	Conducts self with propriety and respectability in clothes, manner, and behavior					

<b>Management of Student Learning:</b>		<b>Sub-Total:</b>				
12	Creates learning opportunities through student involvement and participation					
13	Holds consultation with students outside the class					
14	Makes judicious use of learning aides like audio-visual presentations, examples, references, etc.					
15	Periodically assesses student performance through tests, projects and other activities					
16	Gives individualized attention to particular learning needs of each student					
<b>Classroom Management:</b>		<b>Sub-Total:</b>				
17	Maintains classroom discipline in consonance with sound and democratic practices					
18	Keeps record of daily attendance and enforces school rules on punctuality					
19	Recognizes student initiative and encourages and monitors independent work and performance					
20	Personally rates examinations and other requirements submitted by students					
21	Explains system of grading very clearly to students. Students are informed of basis of rating and are promptly given back test results and feedback to help students monitor their progress and improve performance					
22	Manages time effectively by engaging students with meaningful activities, avoiding loose talk and unrelated topics, and providing activities that lead to the attainment of objectives					
<b>Instructional Delivery:</b>		<b>Sub-Total:</b>				
23	Shows depth of knowledge in the discipline and/or the area of assignment					
24	Speaks clearly and communicates in a manner					



	understood by students					
25	Communicates in correct grammar and uses fluent phrasing in any medium of language					
		<b>Sub-Total:</b>				

**GRAND TOTAL** \_\_\_\_\_

*Please write your comments and suggestions for improvement at the back of the answer sheet.*