

INTRODUCTION

Welcome to Fr. Michael Donoher Memorial School, Inc.!

The policies set forth in this Student Handbook are intended to attain the highest standards of Catholic educational learning as envisioned by the Diocese of Imus.

The student's enrollment in Fr. Michael Donoher Memorial School, Inc., a Diocesan School of Imus, is considered as his/her conformity and willingness and that of his/her parents to abide by all the rules and regulations of the Diocese of Imus Catholic Educational System (DICES) and of Fr. Michael Donoher Memorial School, Inc. Hence, every student is obliged to follow these rules. Fr. Michael Donoher Memorial School, Inc. cannot keep students who show by his/her conduct that he/she has no intention of abiding by any or all of the school regulations.

This Student Handbook is published by Fr. Michael Donoher Memorial School, Inc. in conformity with the guidelines issued by the Diocese of Imus Catholic Educational System.

PERSONAL DATA

Name: _____

Address: _____

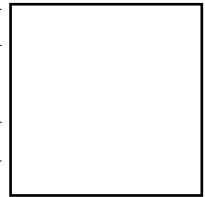
Birthday: _____ Birth place: _____

Citizenship: _____ Gender: _____

Telephone Number: _____ CP Number: _____

Father: _____ Occupation: _____

Mother: _____ Occupation: _____



Person to be notified in case of emergency:

Name: _____

Address: _____

Telephone Number: _____ Relationship: _____

Authorized Facsimile Signatures

The signatures below are the official signatures to be used in all transactions concerning the bearer of this handbook. Please sign over printed name.

Father	Mother	Authorized Guardian

SCHEDULE OF CLASSES
A. Monday, Tuesday, Thursday & Friday
Attire: School Uniform

TIME	SUBJECT	TEACHER

* AM Snack: _____ * Lunch: 12-12:30 PM _____ * 12:30-1PM: Library Hour _____ * PM Snack: _____

B. Wednesday (Shortened Period)
Attire: School Uniform

TIME	SUBJECT	TEACHER

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FIVE ESSENTIAL MARKS OF CATHOLIC SCHOOLS

ARCHBISHOP J. MICHAEL MILLER, CSB

Papal interventions and Roman documents repeatedly emphasize that certain characteristics must be present for a school to be considered authentically Catholic.

Like the marks of the Church proclaimed in the Creed – one, holy, catholic, and apostolic – so, too, does the Holy See identify the principal features of a school as Catholic: a Catholic school should be inspired by a supernatural vision, founded on Christian anthropology, animated by communion and community, imbued with a Catholic worldview throughout its curriculum, and sustained by gospel witness. These benchmarks help to answer the critical question: *Is this a Catholic school according to the mind of the Church?* Pope John Paul II reminded a group of American bishops during their 2004 *ad lamina visit*: It is of utmost importance, therefore, that the Church's institutions be genuinely Catholic: Catholic in their self-understanding and Catholic in their identity. It is precisely because of its Catholic identity, which is anything but sectarian, that a school derives the originality that enables it to be a genuine instrument of the Church's evangelizing mission. Michael Guerra, former president of the National Catholic Educational Association put the challenge succinctly: "The first and most important task for Catholic schools is to maintain and continually strengthen their Catholic identity." The five elements that necessarily belong to a school's Catholic identity are the principles proposed by the Holy See that justify the Church's heavy investment in schooling. Moreover, they are measurable benchmarks, forming the backbone and inspiring the mission of every Catholic school. Let us now look at each of the marks that give a school a Catholic identity.



1. Inspired by a Supernatural Vision

The Church sees education as a process that, in light of man's transcendent destiny, forms the whole child and seeks to fix his or her eyes on heaven. The specific purpose of a Catholic education is the formation of boys and girls who will be good citizens of this world, loving God and neighbor and enriching society with the leaven of the gospel, and who will also be citizens of the world to come, thus fulfilling their destiny to become saints. In a speech addressed to American Catholic educators in New Orleans, Pope John Paul II presented them with the pressing challenge of clearly identifying the aims of Catholic education, and applying proper methods in Catholic elementary and secondary education. . . . It is the challenge of fully understanding the educational enterprise, of properly evaluating its content, and of transmitting the full truth concerning the human person, created in God's image and called to life in Christ through the Holy Spirit. An emphasis on the inalienable dignity of the human person – above all on his or her spiritual dimension – is especially necessary today. Unfortunately, far too many in government, business, the media, and even the educational establishment perceive education to be merely an instrument for the acquisition of information that will improve the chances of worldly success and a more comfortable standard of living. Such an impoverished vision of education is not Catholic. If Catholic educators, parents, and others who dedicate themselves to this apostolate fail to keep in mind a high supernatural vision, all their talk about Catholic schools will be no more than "a gong booming or a cymbal clashing" (1 Cor. 13:1).

2. Founded on a Christian Anthropology

Emphasis on the supernatural destiny of students brings with it a profound appreciation of the need to perfect children in all their dimensions as images of God (cf. Gen. 1:26-27). Catholic theology teaches that grace builds on nature. Because of this complementarity of the natural and the supernatural, Catholic educators should have a sound understanding of the human person that addresses the requirements of both the natural and the supernatural perfection of the children entrusted to their care. Repeatedly the Holy

See's documents emphasize the need for an educational philosophy built on a correct understanding of who the human person is. How do they describe such an anthropological vision? In *Lay Catholics in Schools: Witnesses to Faith*, the Vatican proposes a response: In today's pluralistic world, the Catholic educator must consciously inspire his or her activity with the Christian concept of the person, in communion with the Magisterium of the Church. It is a concept which includes a defense of human rights, but also attributes to the human person the dignity of a child of God. . . . It calls for the fullest development of all that is human, because we have been made masters of the world by its Creator. Finally, it proposes Christ, Incarnate Son of God and perfect Man, as both model and means; to imitate him is, for all men and women, the inexhaustible source of personal and communal perfection. All this says nothing more than the words from the Pastoral Constitution on the Church in the Modern World, so frequently quoted by Pope John Paul II: "It is only in the mystery of the Word made flesh that the mystery of man truly becomes clear." A Catholic school, therefore, cannot be a factory for the learning of various skills and competencies designed to fill the echelons of business and industry. Nor is it for "clients" and "consumers" in a competitive marketplace that values academic achievement. Education is not a commodity, even if Catholic schools equip their graduates with enviable skills. Rather, "the Catholic school sets out to be a school for the human person and of human persons." The Holy See's documents insist that, in order to be worthy of its name, a Catholic school must be founded on Jesus Christ, the Redeemer. It is he who, through his Incarnation, is united with each student. Christ is not an afterthought or an add-on to Catholic educational philosophy; he is the center and fulcrum of the entire enterprise, the light enlightening every boy and girl who comes into a Catholic school (cf. John 1:9). In its document *The Catholic School*, the Sacred Congregation for Catholic Education states: The Catholic school is committed thus to the development of the whole man, since in Christ, the perfect man, all human values find their fulfilment and unity. Herein lies the specifically Catholic character of the school. Its duty to cultivate human values in their own legitimate right in accordance with its particular mission to serve all men has its origin in the figure of Christ. He is the one who ennobles man, gives meaning to human life, and is the model which the Catholic school offers to its pupils. The gospel of Jesus Christ and his very person are to inspire and guide the Catholic school in every dimension of its life and activity – its philosophy of education, its curriculum, its community life, its selection of teachers, and even its physical environment. Christ is the Teacher in Catholic schools. Nevertheless, this conviction, in its very simplicity, can sometimes be overlooked. Catholic schools have the task of being the living and provocative memory of Christ. All too many Catholic schools fall into the trap of a secular academic success culture, putting their Christological focus and its accompanying understanding of the human person in second place. Christ is "fitted in" rather than being the school's vital principle. As John Paul II wrote in his 1979 Message to the National Catholic Educational Association, "Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others." Authentic Catholic educators recognize Christ and his understanding of the human person as the measure of a school's catholicity. He is "the foundation of the whole educational enterprise in a Catholic school," and the principles of his gospel are its guiding educational norms: In a Catholic school, everyone should be aware of the living presence of Jesus the "Master" who, today as always, is with us in our journey through life as the one genuine "Teacher," the perfect Man in whom all human values find their fullest perfection. The inspiration of Jesus must be translated from the ideal into the real. The gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate.

3. Animated by Communion and Community

A third mark of catholicity is the emphasis on the school as a community – a community of persons and, even more to the point, "a genuine community of faith." Such an emphasis proposes an alternative model for Catholic schools to that of an individualistic society. This communal dimension is rooted both in the social nature of the human person and in the reality of the Church as "the home and the school of communion." That the Catholic school is an educational community "is one of the most enriching developments for the contemporary school." *The Congregation's Religious Dimension of Education in a*

Catholic School sums up this new emphasis: The declaration Gravissimum Educationis notes an important advance in the way a Catholic school is thought of: the transition from the school as an institution to the school as a community. This community dimension is, perhaps, one result of the new awareness of the Church's nature as developed by the Council. In the Council texts, the community dimension is primarily a theological concept rather than a sociological category. The Holy See describes the school as a community in four areas: the teamwork among all those involved; the cooperation between educators and bishops; the interaction of students with teachers; and the school's physical environment.

Teamwork

Elementary schools "should try to create a community school climate that reproduces, as far as possible, the warm and intimate atmosphere of family life. Those responsible for these schools will, therefore, do everything they can to promote a common spirit of trust and spontaneity." This means that educators should develop a willingness to collaborate among themselves. Teachers, both religious and lay, together with parents and school-board members, are to work as a team for the school's common good. Their communion fosters appreciation of the various charisms and vocations that build up a genuine school community and strengthen scholastic solidarity. Educators, administrators, parents, and bishops guide the school to make choices that promote "overcoming individualistic self-promotion, solidarity instead of competition, assisting the weak instead of marginalization, responsible participation instead of indifference." The Holy See is, moreover, ever mindful of ensuring the appropriate involvement of parents in Catholic schools: Close cooperation with the family is especially important when treating sensitive issues such as religious, moral, or sexual education, orientation toward a profession, or a choice of one's vocation in life. It is not a question of convenience, but a partnership based on faith. Now, more than in the past, teachers and administrators must often encourage parental participation in the school's mission and life. Such a partnership is directed not just toward dealing with academic problems but also toward planning and evaluating the effectiveness of the school's mission. Even though consecrated men and women are now few in the schools, the witness of their collaboration with the laity enriches the ecclesial value of educational communities. As "experts in communion" because of their experience in community life, religious foster those "human and spiritual bonds that promote the mutual exchange of gifts" with all others involved in the school. In the words of a recent Vatican document: Consecrated persons are thus leaven that is able to create relations of increasingly deep communion that are themselves educational. They promote solidarity, mutual enhancement, and joint responsibility in the educational plan, and, above all, they give an explicit Christian testimony.

Cooperation between Educators and Bishops

The catholicity of American schools also depends largely on the bonds of ecclesial communion between bishops and Catholic educators. They are to help one another in carrying out the task to which they are mutually committed. Personal relationships marked by mutual trust, close cooperation, and continuing dialogue are required for a genuine spirit of communion. First, trust. This goes beyond the personal relationships of those involved. These might or might not be marked by warmth and friendship, depending on the concrete situation. The more profound foundation for such trust is shared adherence to the person of Jesus Christ. Trust is fostered by listening to one another, by respecting the different gifts of each, and by recognizing one another's specific responsibilities. With trust comes dialogue. Both bishops and educators, whether singly or in associations, should avail themselves of open, sincere, and regular dialogue in their joint efforts on behalf of Catholic schools. Educators and ecclesial authorities should cooperate closely in fostering a school's catholicity. Such collaboration is not only an ideal but also a time-honored ecclesial practice in the United States. A spirituality of communion should be the guiding principle of Catholic education. Without this spiritual path, all external structures of cooperation serve very little purpose; they would be mere mechanisms without a soul. Catholic educators recognize that the bishop's pastoral leadership is pivotal in supporting the establishment and ensuring the catholicity of the schools in his pastoral care. Indeed, "only the bishop can set the tone, ensure the priority, and effectively present the importance of the cause

to the Catholic people.” His responsibility for Catholic schools derives from the *munus docendi*, the office of teaching, he received at ordination. As the Code of Canon Law states, “Pastors of souls have the duty of making all possible arrangements so that all the faithful may avail themselves of a Catholic education.” With regard to Catholic schools, episcopal responsibility is twofold. First, the bishop must integrate schools into his diocese’s pastoral program; and, second, he must oversee the teaching within them. As John Paul II straightforwardly affirmed, “Bishops need to support and enhance the work of Catholic schools.” The bishop must see to it that the education in his schools is based on the principles of Catholic doctrine. This vigilance includes even schools established or directed by members of religious institutes. The bishop’s particular responsibilities include ensuring that teachers are sound in their doctrine and outstanding in their integrity of life. It is he who must judge whether the children in the Catholic schools in his diocese are receiving the fullness of the Church’s faith in their catechetical and religious formation. It is important that the bishop be involved in Catholic schools not only by exercising veto power – whether over texts, curricula, or teachers – but also by taking an active role in fostering the specifically Catholic ethos of schools under his jurisdiction. In an *ad limina* address to a group of American bishops in June 2004, Pope John Paul II summed up this point: “The Church’s presence in elementary and secondary education must . . . be the object of your special attention as shepherds of the People of God.” In particular, pastors should set in place “specific programs of formation” that will enable the laity to take on responsibilities for teaching in Catholic schools.

Interaction of Students and Teachers

The Catholic philosophy of education has always paid special attention to the quality of interpersonal relations in the school community, especially those between teachers and students. This concern ensures that the student is seen as a person whose intellectual growth is harmonized with spiritual, religious, emotional, and social growth. Because, as St. John Bosco said, “education is a thing of the heart,” authentic formation of young people requires the personalized accompanying of a teacher. “During childhood and adolescence a student needs to experience personal relations with outstanding educators, and what is taught has greater influence on the student’s formation when placed in a context of personal involvement, genuine reciprocity, coherence of attitudes, lifestyle, and day-to-day behavior.” Direct and personal contact between teachers and students is a hallmark of the Catholic school. A learning atmosphere that encourages the befriending of students is far removed from the caricature of the remote disciplinarian cherished by the media. In measured terms, the Congregation’s document *Lay Catholics in Schools: Witnesses to Faith* describes the student-teaching relationship: A personal relationship is always a dialogue rather than a monologue, and the teacher must be convinced that the enrichment in the relationship is mutual. But the mission must never be lost sight of: the educator can never forget that students need a companion and guide during their period of growth; they need help from others in order to overcome doubts and disorientation. Also, rapport with the students ought to be a prudent combination of familiarity and distance; and this must be adapted to the need of each individual student. Familiarity will make a personal relationship easier, but a certain distance is also needed. Catholic schools, then, safeguard the priority of the person, both student and teacher. They foster the proper friendship between them, since “an authentic formative process can only be initiated through a personal relationship.”

Physical Environment

A school’s physical environment is also an integral element that embodies the genuine community values of the Catholic tradition. Since the school is rightly considered an extension of the home, it ought to have “some of the amenities which can create a pleasant and family atmosphere.” This includes an adequate physical plant and adequate equipment. It is especially important that this “school-home” be immediately recognizable as Catholic: From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith, and having its own unique characteristics. The Incarnation, which emphasizes the bodily coming of God’s Son into the world, leaves its seal on every aspect of Christian life. The very fact of the Incarnation tells us that the created

world is the means God chose to communicate his life to us. What is human and visible can bear the divine. If Catholic schools are to be true to their identity, they will suffuse their environment with a delight in the sacramental. Therefore they should express physically and visibly the external signs of Catholic culture through images, symbols, icons, and other objects of traditional devotion. A chapel, classroom crucifixes and statues, liturgical celebrations, and other sacramental reminders of Catholic life, including good art that is not explicitly religious in its subject matter, should be evident. All these signs embody the community ethos of Catholicism. Prayer should be a normal part of the school day, so that students learn to pray in times of sorrow and joy, of disappointment and celebration, of difficulty and success. Such prayer teaches students that they belong to the communion of saints, a community that knows no bounds. The sacraments of the Eucharist and Reconciliation in particular should mark the rhythm of a Catholic school's life. Mass should be celebrated regularly, with the students and teachers participating appropriately. Traditional Catholic devotions should also have their place: praying the Rosary, decorating May altars, singing hymns, reading from the Bible, recounting the lives of the saints, and celebrating the Church's liturgical year. The sacramental vitality of the Catholic faith is expressed in these and similar acts of religion that belong to everyday ecclesial life and should be evident in every school.

4. Imbued with a Catholic Worldview throughout its Curriculum

A fourth distinctive characteristic of Catholic schools is that the "spirit of Catholicism" should permeate the entire curriculum. Catholic education is "intentionally directed to the growth of the whole person." An integral education aims to develop gradually every capability of every student: his or her intellectual, physical, psychological, moral, and religious capacities. Vatican documents speak of an education that responds to all the needs of the human person: The integral formation of the human person, which is the purpose of education, includes the development of all the human faculties of the students, together with preparation for professional life, formation of ethical and social awareness, becoming aware of the transcendental, and religious education. Every school, and every educator in the school, ought to be striving "to form strong and responsible individuals, who are capable of making free and correct choices," thus preparing young people "to open themselves more and more to reality, and to form in themselves a clear idea of the meaning of life" [*The Catholic School*, 31]. To be integral or complete, Catholic schooling must be constantly inspired and guided by the gospel. As we have seen, the Catholic school would betray its purpose if it failed to found itself on the person of Christ and his teaching: "It derives all the energy necessary for its educational work from him." Because of the gospel's guiding role in a Catholic school, one might be tempted to think that the school's distinctiveness lies only in the quality of its religious instruction, catechesis, and pastoral activities. Nothing is further from the position of the Holy See. Rather, the Catholic school must embody its genuine catholicity even apart from such programs and projects. It is Catholic because it undertakes to educate the whole child, addressing the requirements of his or her natural and supernatural perfection. It is Catholic because it provides an education in the intellectual and moral virtues. It is Catholic because it prepares for a fully human life at the service of others and for the life of the world to come. All instruction, therefore, must be authentically Catholic in content and methodology across the entire program of studies. Catholicism is a "comprehensive way of life" that should animate every aspect of its activities and its curriculum. Although Vatican documents on education do not cover lesson planning, the order of teaching various subjects, or the relative merit of different pedagogical methods, the Holy See does provide guidelines meant to inspire the content of the curriculum. If a Catholic school is to deliver on its promise to provide students with an integral education, it must foster love for wisdom and truth, and must integrate faith, culture, and life.

Love for Wisdom and Passion for Truth

In an age of information overload, Catholic schools must be especially attentive in their instruction to strike the delicate balance between human experience and understanding. Catholic educators do not want their students to say, "We had the experience but missed the meaning." Knowledge and understanding are far

more than the accumulation of information. T. S. Eliot puts it just right: “Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?” Catholic schools do far more than convey information to passive students. They aspire to teach love for wisdom, habituating each student “to desire learning so much that he or she will delight in becoming a self-learner.” Intrinsically related to the search for wisdom is another idea frequently repeated in Vatican teaching: the confidence that the human mind, however limited its powers, can come to a knowledge of truth. This conviction about the nature of truth is too important for Catholics to be confused about. Unlike skeptics and relativists, Catholic educators share a specific belief about truth: that, to a limited but real extent, it can be attained and communicated to others. Catholic schools take up the daunting task of freeing boys and girls from the insidious consequences of what Pope Benedict XVI has called the “dictatorship of relativism” – a dictatorship that cripples all genuine education. Catholic teachers are to cultivate in themselves and develop in others a passion for truth that defeats moral and cultural relativism. They are to educate “in the truth.” In an ad limina address to a group of American bishops, Pope John Paul II pinpointed the importance of having a correct grasp of truth if the Catholic Church’s educational efforts are to bear fruit: The greatest challenge to Catholic education in the United States today, and the greatest contribution that authentically Catholic education can make to American culture, is to restore to that culture the conviction that human beings can grasp the truth of things, and, in grasping that truth, can know their duties to God, to themselves and their neighbors. . . . The contemporary world urgently needs the service of educational institutions that uphold and teach that truth is “that fundamental value without which freedom, justice, and human dignity are extinguished” [*Veritatis Splendor*, 4]. Closely following papal teaching, the Holy See’s documents on schools insist that education is about truth – in both its natural and its supernatural dimensions: The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. Discovery and awareness of truth leads man to the discovery of Truth itself. While Catholic schools conform to government-mandated curricula, they implement their programs with an overall religious orientation. Such a perspective includes criteria such as “confidence in our ability to attain truth, at least in a limited way – a confidence based not on feeling but on faith . . . [and] the ability to make judgments about what is true and what is false.” Unwavering commitment to truth is at home in an authentically Catholic school.

Faith, Culture and Life

A second principle that derives from communicating a Catholic worldview to children is the notion that they should learn to transform culture in light of the gospel. Schools prepare students to relate the Catholic faith to their particular culture and to live that faith in practice. In *The Catholic School on the Threshold of the Third Millennium*, the Congregation for Catholic Education commented: From the nature of the Catholic school also stems one of the most significant elements of its educational project: the synthesis between culture and faith. The endeavor to interweave reason and faith, which has become the heart of individual subjects, makes for unity, articulation, and coordination, bringing forth within what is learned in a school a Christian vision of the world, of life, of culture, and of history. Schools form students within their own culture, teaching them an appreciation of its positive elements and fostering a more profound integration of the gospel in their particular situation. Faith and culture are intimately related, and students should be led, in ways suitable to the level of their intellectual development, to grasp the importance of this relationship. “We must always remember that, while faith is not to be identified with any one culture and is independent of all cultures, it must inspire every culture.” Furthermore, young Catholics, in a way appropriate to their age, must also learn to make judgments based on religious and moral truths. They should learn to be critical and evaluative. It is the Catholic faith that provides young people with the essential principles for critique and evaluation. The educational philosophy that guides Catholic schools also seeks to ensure that they are places where “faith, culture, and life are brought into harmony.” Central to the Catholic school is its mission of holiness, of saint-making. Mindful of redemption in Christ, the Catholic school aims to form in its pupils those particular virtues that will enable them to live a new life in Christ and help them to play their part in serving society

and the Church. It strives to develop virtue “by the integration of culture with faith and of faith with living.” The Congregation for Catholic Education has written that “the Catholic school tries to create within its walls a climate in which the pupil’s faith will gradually mature and enable him to assume the responsibility placed on him by Baptism.” A primary way of helping Catholic students become more committed to their faith is by providing solid religious instruction. To be sure, “education in the faith is a part of the finality of a Catholic school.” For young Catholics, such instruction embraces both teaching the truths of the faith and fostering its practice. Still, we must always take special care to avoid the error that a Catholic school’s distinctiveness rests solely on the shoulders of its religious-education program. Such a position would foster the misunderstanding that faith and life can be divorced, that religion is a merely private affair without doctrinal content or moral obligations.

5. Sustained by Gospel Witness

A final indicator of a school’s authentic catholicity is the vital witness of its teachers and administrators. With them lies the primary responsibility for creating a Christian school climate, as individuals and as a community. Indeed, “it depends chiefly on them whether the Catholic school achieves its purpose.” Consequently the Holy See’s documents pay a great deal of attention to the vocation of teachers and their participation in the Church’s evangelizing mission. Theirs is a supernatural calling and not simply the exercise of a profession. “The nobility of the task to which teachers are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only by word but also by every gesture of their behavior.” More than a master who teaches, a Catholic educator is a person who gives testimony by his or her life. Shortly after his election, Pope Benedict XVI spoke about the kind of witness required of all teachers of the faith, including those in Catholic schools: The central figure in the work of educating . . . is specifically the form of witness. . . . The witness never refers to himself but to something, or rather, to Someone greater than he, whom he has encountered and whose dependable goodness he has sampled. Thus, every educator and witness finds an unequalled model in Jesus Christ, the Father’s great witness, who said nothing about himself but spoke as the Father had taught him [cf. John 8:28].

Hiring Committed Catholics

To fulfill their responsibility of speaking about the Father, educators in Catholic schools, with very few exceptions, should be practicing Catholics who are committed to the Church and living her sacramental life. Despite the difficulties sometimes involved, those responsible for hiring teachers must see to it that these criteria are met. When addressing Catholic-school principals in the *National Directory for Catechesis* (2005), the American bishops give unequivocal direction: “Recruit teachers who are practicing Catholics, who can understand and accept the teachings of the Catholic Church and the moral demands of the gospel, and who can contribute to the achievement of the school’s Catholic identity and apostolic goals.” Elsewhere the bishops also affirmed, “While some situations might entail compelling reasons for members of another faith tradition to teach in a Catholic school, as much as possible, all teachers in a Catholic school should be practicing Catholics.” When such a policy is ignored, it is inevitable that children will absorb, even if they are not explicitly taught, a soft indifferentism that will sustain neither their practice of the faith nor their ability to imbue society with Christian values. Principals, pastors, school-board members, parents, and bishops share in the serious duty of hiring teachers who meet the standards of doctrine and integrity of life essential to a flourishing Catholic school. The Holy See shares the solicitude of the American bishops about employing teachers with a clear understanding of and commitment to Catholic education. A primary way to foster a school’s catholicity is by carefully hiring men and women who enthusiastically endorse its distinctive ethos, for Catholic education is strengthened by witnesses to the gospel.

Transparent Witness of Life

As well as fostering a Catholic worldview across the curriculum, even in so-called secular subjects, “if students in Catholic schools are to gain a genuine experience of the Church, the example of teachers

and others responsible for their formation is crucial: the witness of adults in the school community is a vital part of the school's identity." Children will pick up far more by the example of their educators than by masterful pedagogical techniques, especially in the practice of Christian virtues. In the words of Pope Benedict XVI: The central figure in the work of educating, and especially in education in the faith, which is the summit of the person's formation and is his or her most appropriate horizon, is specifically the form of witness. This witness becomes a proper reference point to the extent that the person can account for the hope that nourishes his life [cf. 1 Pet.3:15] and is personally involved in the truth that he proposes. The prophetic words of Pope Paul VI ring as true today as they did more than thirty years ago: "Modern man listens more willingly to witnesses than to teachers, and if he does listen to teachers, it is because they are witnesses." What educators do and how they act are more significant than what they say – inside and outside the classroom. This is how the Church evangelizes. "The more completely an educator can give concrete witness to the model of the ideal person [Christ] that is being presented to the students, the more this ideal will be believed and imitated." Hypocrisy turns off today's students. While their demands are high, perhaps sometimes even unreasonably so, if teachers fail to model fidelity to the truth and virtuous behavior, then even the best of curricula cannot successfully embody a Catholic school's distinctive ethos. For example, if teachers and administrators demonstrate the individualistic and competitive ethic that now marks so much public education, they will fail to inspire students with the values of solidarity and community, even if they praise those values verbally. The same can be said about a failure to give clear witness to the Church's teaching on the sanctity of marriage and the inviolability of human life. Catholic educators are expected to be models for their students by bearing transparent witness to Christ and to the beauty of the gospel. If boys and girls are to experience the splendor of the Church, the Christian example of teachers and others responsible for their formation is indispensable, and no effort should be spared in guaranteeing the presence of such witness in every Catholic school.

Conclusion:

The Holy See, through papal interventions and the documents of the Congregation for Catholic Education, recognizes the priceless treasure of Catholic schools as an indispensable instrument of evangelization. Ensuring their genuinely Catholic identity is the Church's greatest educational challenge. Complementing the primary role of parents in educating their children, such schools, which should be accessible, affordable, and available to all, build up the community of believers, evangelize the culture, and serve the common good of society. I would like to conclude this essay with a suggestion that might help to strengthen the Catholic identity of America's elementary and secondary schools. In the United States, various accrediting agencies monitor the institutional effectiveness of schools' educational activities. They look at outcomes that can be measured, using a wide variety of means, and ask the schools to show that they use the results of their assessment to improve their mission effectiveness. Quite simply, accreditors ask: How do you know that you are achieving what you say you are? What steps are you taking to improve your effectiveness? Should not Catholic schools, precisely insofar as they claim to be specified by their catholicity, do something along the same lines? They too could engage in quality assurance – that is, assurance of their Catholic identity. How does a Catholic school know whether it is achieving its specific mission? What steps is it taking to foster its catholicity? Such a "Catholic" accreditation process would involve an internal review of the five benchmark indicators – as well as others that could be developed. Teachers, administrators, bishops, parents, and school-board members would all take part in the review. This collaborative and systematic exercise of assessing a school's catholicity would serve to identify, clarify, and strengthen its effectiveness in its service of Christ and the Church.

+ J. Michael Miller, CSB
Secretary
Congregation for Catholic Education

Post-Script: Accessibility

Catholic schools participate in the Church's evangelizing mission of bringing the Gospel to the ends of the earth. Particularly, they are places for evangelization of the young. As ecclesiastical institutions, they are the "privileged environment in which Christian education is carried out." Like Catholic colleges and universities, Catholic schools proceed *ex corde Ecclesiae*, from the very heart of the Church. Catholic schools, if they are to be genuinely, must be integrated into the organic pastoral program of the parish, the diocese and the universal Church.

(*cf. The Religious Dimension of Education in a Catholic School, 44*).

From the days of their first appearance in Europe, Catholic schools have generously served the needs of the "socially and economically disadvantaged" and have given "special attention to those who are weakest." The vision set out by the Second Vatican Council confirmed this age-old commitment: the Church offers her educational service in the first place, the Fathers affirmed, to "those who are poor in the goods of this world or who are deprived of the assistance and affection of a family or who are strangers to the gift of faith." (*Cf. Gravissimum Educationis, 9*).

This Sacred Council of the Church earnestly entreats pastor to spare no sacrifice in helping Catholic schools fulfill their function in a continually more perfect way, and especially in caring for the needs of those who are poor in the goods of this world or who are deprived of the assistance and affection of a family or who are strangers to the gift of Faith. (Gravissimum Educationis, 9).

[Efforts to this effect are] inserted in the long tradition of St. Angela Merici, St. Joseph of Calasanz, St. Jean Baptiste de la Salle, St. John Bosco and so many other Religious and lay people who generously dedicated themselves to Christ's love for the poor, the humble and the marginalized in their educational apostolate.

All Catholic children, not just those whose families have the financial means, have a right to a Catholic education. Vatican documents stress that the Church's preferential option for the poor means that she offers her educational ministry in the first place to "those who are poor in the goods of this world" (*Cf. Gravissimum Educationis, 9; Consecrated Persons and Their Mission in Schools, 69-72*).

The Holy See supports the concern of the American bishops to provide for the poor and those who might be underprepared for high academic achievement: the Catholic school "is a school for all, with special attention to those who are weakest" (*Cf. The Catholic School on the Threshold of the Third Millennium, 15; The Catholic School, 58; Consecrated Persons and Their Mission in Schools, 70*). *Since all Christians have become by rebirth of water and the Holy Spirit a new creature so that they should be called and should be children of God, they have a right to a Christian education. (Gravissimum Educationis, 2).*

ACKNOWLEDGEMENT

The Most Reverend J. Michael Miller, CSB, "Five Essential Marks of Catholic Schools." chap. 3 in *The Holy See's Teaching on Catholic Schools* (Atlanta: Sophia Institute Press, 2006): 17-63.

THE AUTHOR

The Most Reverend J. Michael Miller, CSB, was born in Ottawa, Canada, on July 9, 1946. On June 29, 1975, Pope Paul VI ordained him a priest, and on November 23, 2003 Pope John Paul II appointed him titular Archbishop of Vertara, Secretary of the Congregation for Catholic Education and Vice President of the Pontifical Work of Priestly Vocations. He became Archbishop of Vancouver on January 2, 2009. Archbishop Miller is a member of the Pontifical Committee for International Eucharistic Congresses and of the Pontifical Council for Pastoral Care of Migrants and Itinerant People as well as a consultor to the Congregation for Bishops. Archbishop Miller is a specialist on the papacy and modern papal teaching, he has published seven books and more than 100 articles, scholarly, popular and journalistic. His books include *The Shepherd and the Rock: Origins, Development, and Mission of the Papacy* (1995) the *Encyclicals of John Paul II* (2nd ed., 2001), and *The Holy See's Teaching on Catholic Schools* (2006). Archbishop Miller has received honorary doctorates from St. Michael's College (Vermont), University of Dallas (Texas), University of St. Thomas (Texas) and University of Steubenville (Ohio) and the Australian Catholic University (Sydney).



DIOCESE OF IMUS CATHOLIC EDUCATIONAL SYSTEM (DICES) VISION-MISSION STATEMENTS AND CORE VALUES

Vision Statement

We, the schools of the Diocese of Imus (Cavite) envision a holy and faithful people of God for a just & graced Filipino society towards a peaceful & renewed humanity.

Mission Statement

With faith in God, love for the Church, interior goodness, good manners, solidarity & meritocracy, we commit ourselves to life-long & relevant education that is Christ-centered, patriotic & evangelizing to form the whole human person, unite every family, care for the needy, protect Mother Earth & engage in the apostolate & ministries of the Church, guided by Mary, our Lady of the Pillar.

Graduate Attributes:

Our graduates shall be
Warm and simple
Clean and healthy in lifestyle
Reflective and critical thinkers
Eloquent communicators
Responsible and competent in modern technology
Innovative and resourceful
Purposeful and decisive
Ethical and moral servant- leaders
Globally competitive and locally active
Loyal and grateful to their Alma Mater

I. BASIC INFORMATION OF FMDMS, INC.

School ID: 402276
School Name: Fr. Michael Donoher Memorial School, Inc.
Short Name: FMDMS, Inc.
Previous Name: Silang Parish Catholic School (SPCS)
Address: JP Rizal St. Silang, Cavite
Zip Code: 4118
Region: IV-A CALABARZON
Province/Division: Cavite
Municipality/District: Silang

School Type: Non-Sectarian Private Catholic School
Telephone Number: (046) 404-1950
E-mail Address: fmdms_silang@yahoo.com
General Curricular Offerings: Pre-Elem and Elementary Education

Affiliations: Diocese Of Imus Catholic Educational System (DICES)
Catholic Education Association of the Philippines (CEAP)
Cavite Association of Private Schools (CAPS).

Government Recognition:
No.K-013 s. 1992: NKP of the Pre-Elementary Course
No.E-004 s. 1993: Grades I-VI of the Elementary Course

A. HISTORY OF FMDMS, INC.

Fr. Michael Donoher Memorial School, Inc. (FMDMS) formerly called Silang Parish Catholic School was established by Rev. Fr. Dominador B. Medina who was then the Parish priest of Our Lady of Candelaria Parish in Silang, Cavite. The first Kindergarten class was opened in the year 1984. Fifty pupils enrolled. Mrs. Dolores Lacson-Medina was their first teacher and Mrs. Luz Anarna-Santos was the assistant teacher. A classroom was provided by Infant Jesus Academy. The next school year (1985-1986), three levels were offered: Kindergarten, Grade I and Grade II. Classes were held at the Sambayanang Kristiyano Hall, a multi-purpose building of the parish. Rev. Fr. Nonilon B. Tibayan served as school director.

In school year 1987-1988, the enrolment increased and Grade III level was offered. Miss Josefina S. Montoya, the Head of Student Affairs of IJA, was recommended by Sr. Flora, ICM to Fr. Medina as principal. The school building was constructed at the "Little Baguio," an open space near the Silang River. It is part of the property of the church. The school building was completed in 1990. It had seven classrooms, a library, an administration office, a clinic, a canteen and comfort rooms.

It was in 1990 when the name was changed from Silang Parish Catholic School to Father Michael Donoher Memorial School upon the recommendation of Bishop Felix Perez and Fr. Medina in memory of Fr. Michael Donoher, a Columban priest who lovingly nurtured the Catholic faith in Silang. He served in Silang as Parish Priest for 30 years. He died in 1988 and his remains were buried in Silang.

Through fundraising projects, donations, financial support of the Parent Associations, loans from Bentz Foundation in Italy, and income from operations, school facilities were continuously improved.

After Fr. Noni Tibayan, the following school directors served the school: Fr. Cornelio Matanguihan, Fr. Paul de Leon, fr. Artemio Lumandas, Fr. Redentor Corpuz, Fr. Marty Dimaranan and Fr. Michael Reuben R. Cron.

Through the development funds, the school added more amenities and facilities which include the Reading Center, renovated School Clinic, new comfort rooms for the primary level, St. Columban Hall serving as the board room of the school and where the admin offices are located, grotto, kiosks and gazebos, among others. Presently, the school is being led by Rev. Fr. Antonio Poblete Perez, Jr., the newly appointed School Director along with the School Principal, Mdme. Claudine S. Alcanse.

B. OFFICIAL SCHOOL SEAL OF FMDMS, INC.

The logo and official seal bear the face of Fr. Michael Donoher in whose memory the school was named.



The silhouette of the parish church is in the background as a reminder that FMDMS is a Parochial School and is an arm of the church in its mission to evangelize. On the seal is written the date the school was founded: 1984 and the location: Silang, Cavite.

C. PHILOSOPHY OF FMDMS, INC.

At FMDMS, Inc., the focus of the teaching-learning experience is Christian excellence in Education. Every Donoherian is called to live up the motto: **“To be for Christ and not for ourselves.”** The pupils are encouraged to discover their potentials to become the best of what they can be. Through the different school activities, the children are helped to discover their charisma so that they can serve God, country, ecology and fellowmen. They are given the opportunities to live in Christian communities in school set up in order to practice the values of love, justice, truth, and peace through transformative education.

D. VISION-MISSION STATEMENTS AND CORE VALUES OF FMDMS, INC.

Vision Statement

Inspired by Fr. Michael Donoher’s philosophy: “To be for Christ and not for ourselves,” we the Fr. Michael Donoher Memorial School, Inc., envision ourselves to become a Catholic Christian community that is God-centered, people-oriented, pro-life, nationalistic, socially-responsible, globally-competent and environmentally-conscious.

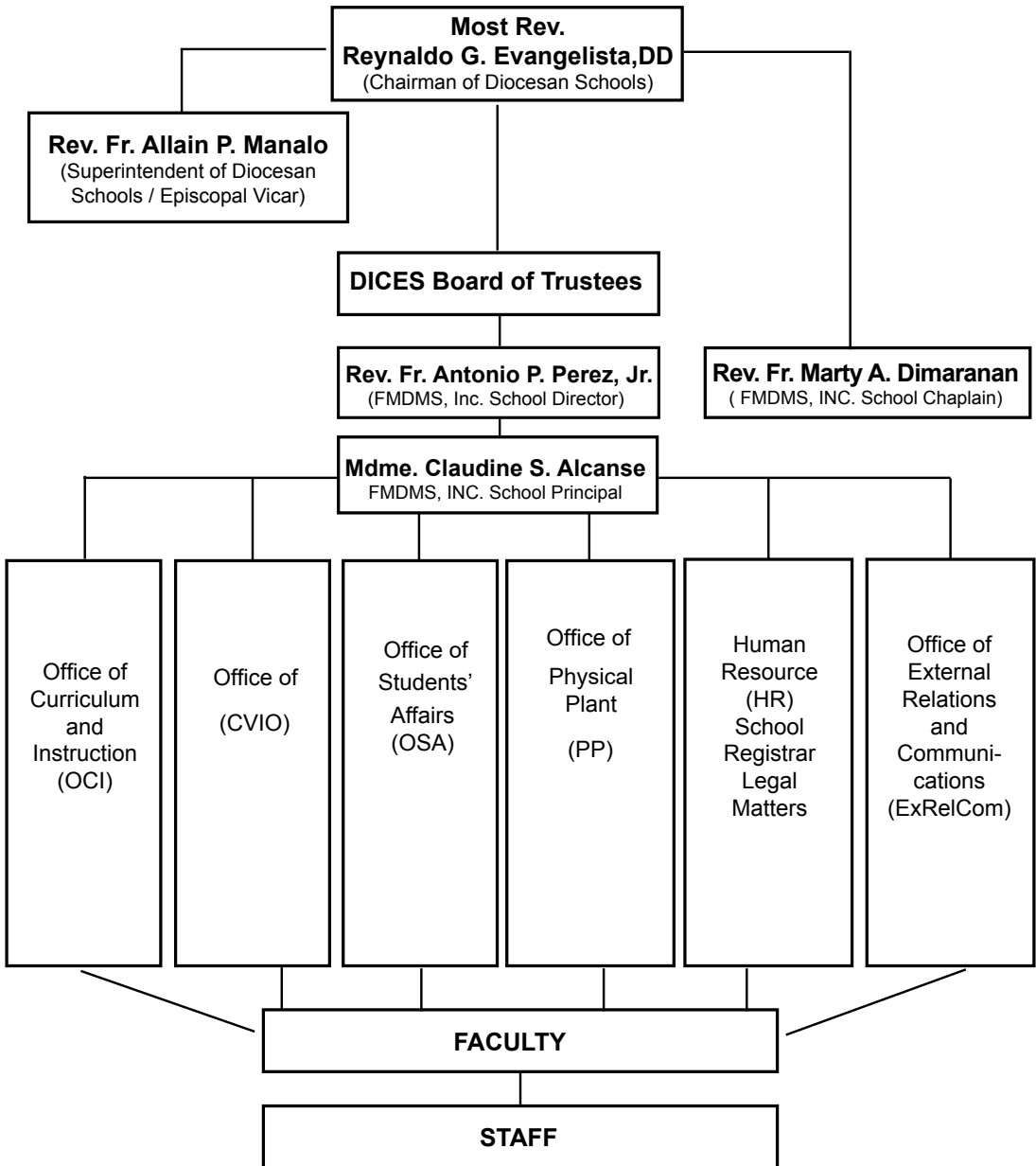
Mission Statement

With the guiding light of the Holy Spirit, we commit ourselves to the evangelizing mission of the Church, through education, where the Donoherians become responsible citizens of the Philippines and of the world; live a life of prayer, action and sacrifice; respect life and human dignity; take part in societal transformation; and promote relevant and transformative education in communion with God’s creations, guided by Mary, Our Lady of Candelaria.

Graduate Attributes:

- God-centered
- People-oriented
- Pro-life
- Nationalistic
- Socially-responsible
- Globally and environmentally-conscious
- Responsible citizen

E. ORGANIZATIONAL CHART OF FMDMS, INC.



II. ADMISSION POLICIES

Fr. Michael Donoher Memorial School, Inc. is geared towards providing quality academic program that is made available to as many students as possible. Proper screening and assessment of students are required and considered. Admission is also based on the credentials and willingness of the parents/guardian and students to cooperate with the school.

A. REQUIREMENTS

New Students

- PSA Birth Certificate
- Baptismal Certificate
- Report Card (Form 138)
- Transcript of Records (Form 137)
- Assessment Test (Grades 1-6 pupils)

B. ENROLLMENT PROCEDURES

1. New Students

- Present the enrollment requirements to the Registrar's Office to secure a Registration Form.
- Fill-out all information needed in the Registration Form.
- Submit the Registration Form to the Registrar for the assessment of the enrollment fee.

2. Old/Returning Students

- Secure the Registration Form from the Registrar's Office.
- Update the Registration Form correctly.
- Submit the Registration Form to the Registrar for the assessment of the enrollment fee.
- Pay the enrollment fees at the Cashier's Office.

C. DROPPING PROCEDURES

1. When the student registers at Fr. Michael Donoher Memorial School, Inc., it is understood that he/she is enrolling for the entire Academic Year.
2. A student who transfers or otherwise withdraws, in writing will be charged...
 - 5% of the total amount due - before the start of the classes
 - 20% of the total amount due - 2 weeks after the beginning of classes
 - 50% of the total amount due - a month after the beginning of classes
 - No refund - after the first grading period
3. A Dropping Form must be secured from the Registrar's Office and filled out properly to make it official.

D. FEES AND POLICIES

1. The tuition fee and other school fees are published in the School bulletin of information and posted at the Cashier's office before and during enrollment period.

NOTE: Monthly payment is due at the end of every month, with two days grace period. If the date falls on a weekend or a holiday, the due date is automatically moved to the next working day.

2. For valid reasons, considerations may be granted with regards to payments of fees. However,

for those with unsettled accounts of whatever amount after the final examinations; report cards, certificates, diplomas, form 137, and other credentials shall not be released until such accounts have been paid in full. Promissory notes are honored for graduates with unsettled accounts. These pupils shall join the graduation rites, but they will not receive the legal diploma. They shall get their diploma from the office after paying all accounts.

3. Request for Transcript of Records (Form 137) and other school documents such as Good Moral and other certifications will be honoured at the Registrar's Office after presenting a letter of request with corresponding payments of ₱150.00 for Transcript of Record (Form 137) and ₱50.00 for other document/certification.

III. DAILY REQUIREMENTS

A. SCHOOL UNIFORM

The students represent FMDMS, Inc. and all the ideals it upholds especially when they are in school uniform. This FMDMS, Inc uniform is intended for school wear and for authorized representation.

1. The cut and style for all types of uniform should follow standards set by the school.
2. The school uniform must bear the authentic official school logo which is available only in the school.
3. Below is the official school uniform worn during school days and on official functions:

BOYS (Pre-Elem, Primary & Intermediate Levels)

- Long Khaki pants
- Straight cut white polo shirt with school patch on the pocket
- Plain white undershirt tucked in their pants
- Black leather shoes
- Regular white socks without trimmings and other color

GIRLS (Pre-Elem Level)

- Light blue and white checkered dress with white baby collar.
(The school patch is placed on the left collar)
- Low cut, low-heeled black leather shoes (boots are not allowed)
- Knee-high white socks without trimmings and other color

GIRLS (Primary & Intermediate Levels)

- Navy blue and white checkered jumper with belt and ribbon
- White blouse (baby collared) with the school patch on the left collar
- Low cut, low-heeled black leather shoes (boots are not allowed)
- Knee-high white socks without trimmings and other color

4. The school has the prescribed P.E. uniform and therefore, all P.E. shirts and jogging pants must be bought from the school. After P.E. period, old P.E. shirt, any light blue shirt or white shirt can be worn in replacement of the official P.E. shirt.
5. Below is the official P.E. uniform worn every Wednesday and during fieldtrips:
 - Sky Blue T-shirt with the school logo and the school motto
 - FMDMS Navy blue jogging pants
 - Rubber shoes with white socks
6. Strict implementation of the official uniform is part of school discipline and as such shall be observed accordingly.
7. The school ID is part of the official uniform and therefore should be worn everyday and during official functions. It must carry the most recent picture of the student, worn with the official FMDMS, Inc. blue ID lace and free from any unnecessary decorations, markings and stickers. Lending and borrowing of ID's are strictly not allowed. In case of loss, a student should apply for a new ID at the Registrar's Office and pay ₱150 at the Cashier's Office. One who does not wear his/her ID is considered

having incomplete uniform.

8. ID's are checked by the guard as students enter the campus and by their adviser during the first period.
9. The school honors two kinds of ID's. Students wearing BLUE ID's are not allowed to leave the campus without fetchers during dismissal time. Pre-Elementary (Pre-Kinder & Kinder) and Primary Students (Grades 1,2&3) are required to wear BLUE ID's. Students wearing WHITE ID's may leave the campus without fetchers during dismissal time. Intermediate Students (Grades 4,5&6) may be allowed to wear WHITE ID's provided they present a letter of request from parent/guardian upon application. This letter must be submitted to the class adviser.
10. Students should also observe proper haircut to go along well with the school uniform.
 - For Boys:** Neat haircut proportionate to their built. A neat haircut is described as "hair not touching the collar of the polo shirt, the earlobes and the eyebrows." No "spike" hair with gel or hair color is allowed.
 - For Girls:** A neat and simple hairdo is expected. Bangs should not reach the eyebrows. Hair must be neatly clipped or properly kept with hair band. Fancy haircut, hairstyle and dyeing are not allowed.
11. The following should not be worn with the uniform: caps, big earrings, metal chains, printed/colored undershirt and t-shirt, lipstick, hair color, excessive jewelry, nail polish or any make-up and other items not related to schooling.

NOTE: Parents, guardians and visitors are likewise expected to strictly follow the dress code set by the school. Decent and presentable clothes may be worn every time they visit the school premises. The following types of attire are strictly discouraged: sleeveless, strapless, spaghetti straps, backless, hanging and see through blouses, shirts and dresses, skimpy dresses or skirts with 2 inches above the knee hemlines and very short shorts.

B. ATTENDANCE AND PUNCTUALITY

1. Regular and punctual attendance in all classes and school activities including those scheduled on non- school days is expected to be observed by all students.
2. At the start of the Academic Year, students are admitted based on the enrollment list given to the class adviser. In case of missing names of students, the adviser immediately notifies/verifies the matter with the Registrar.
3. Absences are counted from the first day of classes up to the last day prescribed in the school calendar.
4. The days missed due to late enrollment are recorded as absences.
5. A student who was absent must present **FM 2** (Excuse Slip) found in the Student's Handbook and Diary, upon arrival in school to be presented to his/her class adviser.
6. Absence may be excused for the following reasons: sickness, death of an immediate family member, participation to an activity officially recognized by the school, official travel, and calamities. Excused Absence shall merit considerations and may be given special exams.
7. Attendance is checked and recorded in the Class Register first period in the morning and first period in the afternoon.
8. A student may be dropped from school due to any of the following reasons: accumulation of **40 unexcused absences within the Academic Year and absences for 10 consecutive days without notice**. Parents Guardians should immediately notify the class adviser about the cause of their child's absence.
9. Students who were absent from their class are responsible for the lessons that were taken up during their absence and should arrange with their teachers for missed activities, quizzes and examinations.

10. A student is not allowed to leave the school premises during school hours which include recess time, lunch break and the period between dismissal time and the start of any school activity after class hours. He/She is allowed only to leave the school premises if he/she has an authorization letter from parents or guardians.
11. A student may not be taken from the school premises without permission from the Principal's Office or any designated person. The student concerned may use **FM 4** (School Pass) signed by the class adviser/subject teacher found in the Student's Handbook and Diary in case of the following reasons:
 - for medical check-up
 - to be taken to the hospital by the parent for medication
 - when being fetched for valid reason
12. Students are considered tardy if they come to school at 7:31 am (the start of the flag ceremony). The students concern should proceed to the Discipline Officer and present **FM 2** (Excuse Slip) found in the Student's Handbook and Diary. The Discipline Officer then signs their **FM 5** (Admission Slip) which will be presented to the class adviser upon entering the classroom.

NOTE: The class adviser issues a written notice to the parents for conference after THREE TARDINESS has been incurred for discussion of possible remedies.

C. SUSPENSION OF CLASSES

FMDMS, Inc. values the safety of the members of the Donoherian community. In promoting this, the school heeds advisories made by the government and adheres to its decisions. In some instances, the school, after careful consideration of relevant factors, makes decisions on suspension of classes and office works. Based on DepEd Order No. 28, series of 2005, classes in all public and private elementary and secondary schools are automatically suspended or cancelled without having to wait for announcement under the following circumstances:

1. When **SIGNAL NO. 1** is raised by the Philippine Atmospheric, Geophysical & Astronomical Services Administration (PAGASA), classes at the **PRESCHOOL LEVEL** shall be automatically suspended in all public and private schools.
2. When **SIGNAL NO. 2** is raised, classes at the **PRESCHOOL, ELEMENTARY and SECONDARY LEVELS** shall be automatically suspended in all public and private schools.
3. When **SIGNAL NO. 3** is raised, classes in **ALL LEVELS** are automatically suspended.
 - In view of this, DepEd has requested PAGASA to reiterate these guidelines when issuing regular weather bulletins so that the public can be duly informed and be better prepared.
 - **In the absence of storm signals, localized suspension is allowed by the DepEd.** The decision may be made by the School Directors, Superintendent of Diocesan Schools, or Local Government Executive.
 - Parents, the local executives, and the Local DepEd Officials are in the best position to decide if they will send their children to school when storm signals are announced by PAGASA in specific areas.
 - Existing policies allow Local DepEd Officials and Local Government Executives to suspend classes at their level to avoid leaving children on the streets when heavy rains and strong winds hit certain areas.

IV. ACADEMIC POLICIES

A. GENERAL INFORMATION

1. Toddler students attend a 2 hour session in the afternoon from 1-3:00 PM. Nursery students

attend a 2 and ½ hour session in the afternoon from 1-3:30 PM. Kinder students attend a half day class session in the morning from 7:30am-11:00 AM. Grades 1 students attend a whole day class session from 7:30AM-3:30PM, Grades 2 and 3 students attend a whole day class session from 7:30AM-3:50PM, Grades 4-6 students attend a whole day class session from 7:30AM-4:00PM during Mondays, Tuesdays, Thursdays and Fridays and shortened period every Wednesdays from 7:30AM -2:30PM (Toddler, Nursery, Grades 1-3) 7:30 am -2:45 pm (Grades 4-6)

2. Pre-Elementary (Toddler, Nursery & Kinder) and Primary Students (Grades 1, 2 & 3) use notebooks with subjects numbered for distinction while Intermediate Students (Grades 4, 5 & 6) use color-coded folder portfolios per subject.
3. There are four grading periods in one Academic Year. Students are expected to settle financial obligations before each periodical examination. Parents concerned are requested to give attention to this to avoid unnecessary consequences on the part of the student.

NOTE: The school cashier will issue the Statement of Accounts two weeks before the scheduled Periodical Examinations.

- The deadline of payment of the said account will be two days before the schedule of exams.
- Those who cannot comply may talk to the principal with a Promissory Note upon the receipt of the statement of account and they will be given a Temporary Test Permit.
- Students who will receive Temporary Test Permits can still take the examinations, but their papers will not be checked and their grades will not be computed until they settle the account.
- The Test Permits will be given to the students who have settled the account and those who paid in cash upon enrollment on the first day of the scheduled Periodical Examinations to be presented to their class adviser.

NOTE: This is done for the parents and guardians to be responsible in paying the school fees needed for the school operation.

4. Report cards (Form 138) serve as the official communication for students and parents regarding the child's progress in school. These are issued after each grading period to report progress of the child's performance in school.

B. EXAMINATION

1. Quarterly examinations are scheduled for five days in August, October, December and March. They are so scheduled that the different major subjects are not taken on a single day. Below is the distribution of the subjects per day:

a. Non-Academic Subjects

First Day: MAPE (Music, Arts & PE) for Grades 1-6 & MTBLE (Mother Tongue Based Multi-Lingual Education) for Grades 1-3/ TLE (Technological & Livelihood Education) for Grades 4-6

Second Day: Health & Computer for Grades 1-6

b. Academic Subjects for Grades 1-6

Third Day: VE with CLE and Math

Fourth Day: English and Araling Panlipunan

Fifth Day: Science and Filipino

NOTE: Quarterly examinations are held only in the morning for the students to be given time to review

for the next day's examinations. Pre-Elem students have a different schedule. Notifications will be made through the Student's Handbook & Diary.

2. Students are expected to observe all examination rules and procedures that are enforced by the proctor which include the following:
 - a. bring a Test Folder during examination;
 - b. place bags, notebooks, portfolios, reviewers, and other materials not to be used during the examinations in front or at the back of the room;
 - c. exercise honesty and proper discipline during examinations;
 - d. comply strictly to the seat plan and use the test folder to cover your work;
 - e. observe absolute silence in the examination room and elsewhere;
 - f. refrain from borrowing materials such as pencils, ball pens, rulers, calculators, erasers, etc.
 - g. refrain from asking questions to the Proctor pertaining to answers, except for clarification purposes regarding the test questions;
 - h. do not eat while taking the test;
 - i. refrain from leaving the examination room once the test has started;
 - j. submit the test papers to the proctor all at the same time; and
 - k. avoid loitering along the corridors.
3. Special examinations in case of absences are allowed provided the student concerned has a valid reason. It will be administered at the Learning Resource Center (LRC). Request for advanced periodical test prior to the scheduled examinations is not allowed.

C. FMDMS TUTORIAL POLICY

I. INTRODUCTION

Fr. Michael Donohoe Memorial School, Inc. Tutorial Policy and Guidelines set out the aims and objectives of academic tutorials for students and provide guidelines for teachers and staff conducting academic tutorials.

II. PURPOSE

The purpose of this policy and its guidelines is to ensure that:

1. students are aware of the aim and definition of academic tutorials within the framework of their learning experience;
2. student entitlement and access to academic tutorials is clearly defined; and
3. there is clarity for teachers and staff with regard to the parameters and responsibilities associated with academic tutorials.

III. DEFINITIONS

1. The term '**tutor**' used in this policy statement is taken to refer to the person who has responsibility for the management of an individual student's learning experience and achievement of learning objectives.
2. The term '**tutee**' used in this policy statement is taken to refer to the student who will ask the assistance of a tutor.
3. The term '**tutorial coordinator**' refers to the individual who has overall responsibility for the tutorial service of the school.
4. The term '**subject teacher**' refers to other lecturers who teach on a subject but who are not the tutor.
5. The term '**regular tutorial basis**' refers to a one month tutorial service.
6. The term '**examination tutorial basis**' refers to quarterly periodical test tutorial service.

IV. ENTITLEMENT

1. All students (achievers or not) of Fr. Michael Donoher Memorial School, Inc. who wished to be tutored are entitled to accessible and informed guidance and support to address their needs in terms of academic progress.
2. This document outlines the minimum entitlement which tutors are required to deliver, but they may wish or need to do more to meet individual students' needs in the provision of personalized learning.
3. A student may be tutored on a regular or examination basis.
 - A. Regular Tutorial Basis
 - 3.1 All students who wished to be tutored in a regular tutorial basis (monthly, 1-1½ hour a day) should pay his tutor the amount of **1,200** per month.
 - 3.2 All students on a regular tutorial basis must be tutored with their assignments and examination reviews in all the subject matters to meet his academic needs.
 - 3.3. The tutor must provide his tutees a tutorial notebook for quality and monitoring purposes that all assignments and lessons of the day were reviewed.
 - 3.4. Tutorial session on a regular basis starts at 4PM and ends at 5 PM; however, it is the prerogative of the tutee to extend the time if he wished to without additional payment.
 - 3.5. The class adviser through the approval of the tutorial coordinator may refer a student with special case (e.g. non-reader) to a tutor in a two-on-one (three tutees in one tutor) regular tutorial basis (monthly, 1-1½ hour a day) and should be asked to pay the amount of **2,500** per month.

B. Examination Tutorial Basis

- 3.6. All students who wished to be tutored in an examination tutorial basis (quarterly) should pay his tutor the amount of fixed 600 pesos
- 3.7 All students in an examination tutorial basis must be tutored with the quarterly periodical tests in all the subjects to meet his academic needs.
- 3.8. The tutor must provide his tutees a tutorial folder containing comprehensive reviewers and review exercises for quality and monitoring purposes.
- 3.9. A student who has been enrolled in the examination tutorial basis and wished to continue the tutorial in a monthly basis is not allowed. If the tutee wished to be tutored in a monthly tutorial basis, he should start the tutorial session after the last day of the exams to start a whole month tutorial session.
- 3.10. Tutorial session on examination basis is based on the scheduled time frame to be provided by the tutor.

V. STANDARD OPERATING PROCEDURES

1. At the beginning of the tutorial program, the tutees' parents or guardians should secure a form from the Registrar's Office to be approved by the Tutorial Coordinator before introducing to their tutor to be oriented of the nature of the support, information, advice and guidance that he/she can provide.
2. Payment must be forwarded to the cashier every 15th or 30th of the month.

NOTE: Students who will start their tutorial sessions on the first ten days of the month will pay on the 30th while those who will start beyond the succeeding days will pay on the 15th of the following month.

D. DICES K-12 GRADING SYSTEM

1. Components of Grades

a. WRITTEN OUTPUT

Written Output includes announced or summative quizzes, chapter tests and long tests categorized into KPU – K for Knowledge, P for Process and U for Understanding.

- **KNOWLEDGE** refers to the substantive content of the curriculum, the facts and information

that the student acquires.

- **PROCESS** refers to the cognitive operations that the student performs in facts and information for the purpose of constructing meanings and understandings.
- **UNDERSTANDING** refers to the enduring big ideas, principles and generalizations inherent to the discipline, which are assessed using the facets of understanding.
- **Outputs** such as essays, journals, narratives, reflection papers, drills, seatworks, etc. will also be included in this section provided that these will be used as summative assessments and teachers will determine the KPU category they belong.

b. PERFORMANCE TASK

- **PORTFOLIO (for Intermediate Levels)** – This is the collection of all activity sheets, test results, concept notes, documents of projects, outputs of other assessments and papers of each student compiled in color-coded folders by subject areas. The portfolio facilitates the monitoring of student learning. This is graded using defined rubrics that include completeness, orderliness and creativity among others. For Pre-Elem and Primary Levels, Notebooks are used instead of Portfolios.
- **OTHER OUTPUTS.** These are mini-performance tasks that facilitate real life understanding and application of lessons in each subject area. Examples are: research papers, laboratory reports/experiments, life scenarios, essays, journals, written/oral reports, role plays, graded recitation, creative presentations (poetry, drama, speech, etc.), formal and informal theme writings, diorama, Sunday Mass reflection papers, participation in activities (outreach, cultural programs, contests, etc.), conduct (in CLE VE), individual or group projects, individual or group performance, etc. These are also graded using defined rubrics.
- **FINAL PERFORMANCE TASK.** This refers to the application of understanding as evidenced by the students' performance of authentic tasks expressed in engaging scenarios using the GRASPS format. GRASPS refer to Goal, Role, Audience, Scenario, Product, and Standards. Rubrics will also be used in grading the final performance task.

c. QUARTERLY EXAM

The Quarterly Exam is the comprehensive, summative and final written assessment given each grading period. This is categorized into KPU.

2. Percentage of Each Component

Subject	Written Output	Performance Task	Quarterly Exam
Science Mathematics	40%	40%	20%
	KNOWLEDGE – 8% PROCESS – 16% UNDERSTANDING – 16%	PORTFOLIO – 8% OTHER OUTPUT – 12% FINAL PERFORMANCE TASK – 20%	KNOWLEDGE – 4% PROCESS – 8% UNDERSTANDING – 8%
English Filipino Araling Panlipunan Mother Tongue Based Multi-Lingual Education	30%	50%	20%
	KNOWLEDGE – 6% PROCESS – 12% UNDERSTANDING – 12%	PORTFOLIO – 10% OTHER OUTPUT – 15% FINAL PERFORMANCE TASK – 25%	KNOWLEDGE – 4% PROCESS – 8% UNDERSTANDING – 8%

HELE/TLE/ICT MAPEH	20%	60%	20%
	KNOWLEDGE – 4% PROCESS – 8% UNDERSTANDING – 8%	PORTFOLIO – 12% OTHER OUTPUT – 18% FINAL PERFORMANCE TASK – 30%	KNOWLEDGE – 4% PROCESS – 8% UNDERSTANDING – 8%
Christian Living Education Values Education	30%	50%	20%
	KNOWLEDGE – 6% PROCESS – 12% UNDERSTANDING – 12%	CONDUCT – 15% PORTFOLIO – 10% OTHER OUTPUT – 10% FINAL PERFORMANCE TASK – 15%	KNOWLEDGE – 4% PROCESS – 8% UNDERSTANDING – 8%

3. Computation and Reporting of Grades

All grades will be based on the weighted raw score of the learners' summative assessments and outputs. The minimum grade needed to pass a specific learning area is 65, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 70 for quarterly and final grades. The quarterly grade in each learning area is reported in whole numbers. The final grade in each learning area and the final general average are reported up with two decimal places. For serious reasons, the school's automated grading system computes and records all the grades into nth decimal places.

NOTE: The final grade per learning area is computed by averaging the four quarterly grades. The final average grade per year is computed by averaging the grades in the various learning areas. MAPEH is one learning area as well as CLE/VE.

For Pre-Elem level, there will be no numerical grades. Instead, there will be descriptions of the learners' progress in the various developmental domains. "Developmental domains" refer to specific aspects of holistic growth and changes in children. The contents of each developmental domain are defined by learning expectations which are as follows:

- **Socio-Emotional Development (Pagpapaunlad ng Sosyo-Emosyunal at Kakayahang Makipamuhay)** - Children are expected to develop emotional skills, basic concepts pertaining to her/himself, how to relate well with other people in his/her immediate environment, demonstrate awareness of one's social identity, and appreciate cultural diversity among the school, community, and other people.
- **Values Development (Kagandahang Asal)** - Children are expected to show positive attitudes, self-concept, respect, concern for self and others, behave appropriately in various situations and places, manifest love of God, country, and fellowmen.
- **Physical Health & Motor Development (Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor)** - Children are expected to develop both their fine and gross motor skills to be efficient and effective movers when engaging in wholesome physical and health activities. They are also expected to acquire an understanding of good health habits and develop their awareness about the importance of safety and how they can prevent danger at home, in school, and in public places.
- **Aesthetic/Creative Development (Sining)** – Children are expected to develop their aesthetic sense and creative expression through drawing, painting, and manipulative activities. Aesthetic development involves the love and pursuit of beauty in art, music, and movement, and creates opportunities for the creative expression of emotions, thoughts, feelings, and ideas.
- **Mathematics** - Children are expected to understand and demonstrate knowledge, thinking skills, and insights into patterns of mathematics, concepts of numbers, length, capacity, mass, and time through

the use of concrete objects or materials, and to apply these meaningfully in their daily experiences. Children are provided with varied manipulative activities to help them see relationships and interconnections in math and enable them to deal flexibly with mathematical ideas and concepts.

- **Understanding of the Physical and Natural Environment** - Children are expected to demonstrate a basic understanding of concepts pertaining to living and nonliving things, including weather, and use these in categorizing things in his/her environment. They are also expected to acquire the essential skills and sustain their natural curiosity in their immediate environment through exploration, discovery, observation, and relate their everyday experiences using their senses (touch, sight, smell, taste, and hearing).
- **Language, Literacy, and Communication** - This domain provides opportunities on early literacy learning for self-expression through language using the mother tongue or the child’s first language. Children are expected to develop communicative skills in their first language. They are also expected to develop more positive attitudes toward reading, writing, and to view themselves as effective users and learners of language.

NOTE: In addition to the report card which shall be issued quarterly, each pre-elementary student shall also be evaluated using the DepEd prescribed checklist for Kindergarten. This checklist is grouped into the following domains: gross motor domain, fine motor domain, self-help domain, receptive language domain, expressive language domain and cognitive domain. This checklist shall be issued in June, October and February of the Academic Year.

4. Promotion to the Next Year Level

DepEd Order No.8, s. 2015. Page17-19. This section provides the bases for promoting a learner to the next grade level or for retaining a learner in the same grade level. These decisions must be applied based on evidence and judiciously. A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level.

Table 11 specifies the guidelines to be followed for learner promotion and retention.

Grade Levels	Requirements	Decision
<p style="text-align: center;">PRIMARY LEVEL For Grades 1 to 3 Learners</p>	<ol style="list-style-type: none"> 1. Final Grade of at least 75 in all learning areas 2. Did Not Meet expectations in not more than two learning areas 3. Did not meet expectations in three or more learning areas 	<p>Promoted to the next grade level</p> <p>Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level. Retained in the same grade level.</p>
<p style="text-align: center;">INTERMEDIATE LEVEL For Grades 4 to 6 Learners</p>	<ol style="list-style-type: none"> 1. Final grade of at least 75 in all learning areas 2. Did not meet expectations in not more than two learning areas 3. Did not meet expectations in three or more learning areas 4. Must pass all learning areas in the Elementary 	<p>Promoted to the next grade level</p> <p>Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level. Retained in the same grade level. Earn the Elementary Certificate.</p>

5. Conduct Grade

This shall be graded by 3 selected teachers of the school based on the students' behavior according to the following human values: (a) God-centeredness, (b) responsible citizenship, (c) commitment to excellence, (d) cooperation and solidarity, (e) empathy and compassion, (f) resourcefulness and perseverance, and (g) humility and simplicity.

No.	Official Label	Tagalog Version	Related Values
1	God- Centeredness	Pagkamaka-Diyos	<i>Faith in God Moral Uprightness Sense of service, mission Love for the Church Piety, religiosity</i>
2	Responsible Citizenship	Responsableng Pagkamamamayan	<i>Commitment to common good Love of country Discipline Respect for others, differences</i>
3	Commitment to Excellence	Pagpapahalaga sa Kagalingan	<i>Adherence to high standards (versus mediocrity) Regard for continuous learning and growth</i>
4	Cooperation and Solidarity	Pakikipagtulungan at Pakikipagkaisa	<i>Relational capacity Team spirit, collaboration Readiness to help and support Thoughtfulness, friendliness</i>
5	Empathy and Compassion	Pakikiramdam at Pagmamalasakit	<i>Concern for others, especially the needy Sensitivity Kind-heartedness</i>
6	Resourcefulness and Perseverance	Pagkamaparaan at Pagpupursigi	<i>Diligence, unwavering determination, resilience, Creativity, ingenuity Self-reliance</i>
7	Simplicity and Humility	Kapayakan at Kababaang-Loob	<i>Frugality, austerity Modesty, meekness Honesty Light-heartedness, cheerfulness</i>

Character Formation Rating Guide

Grade	Description	Numerical Value
A	Outstanding	95-100
B	Very Good	89-94
C	Good	83-88
D	Fair	77-82
E	Poor	70-76

6. Attendance

A learner who incurs absences of more than 20% of the prescribed number of class or laboratory periods during the school year should be given a failing grade and not earn credits for the learning area or subject. Furthermore, the school head may at his discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the schools. The discretionary authority is vested in the school head, and may not be availed of by a student or granted by a faculty member without the consent of the school head.

Such discretion shall not excuse the learner from the responsibility of keeping up with lessons and taking assessments. When absences cannot be avoided, the school must give the learner alternative methods and materials that correspond to the topics/competencies that were or will be missed.

The report card shall in all cases report the number of absences.

7. Co-Curricular System

Co-curricular awards are awards that recognize students' excellence, commitment and involvement in activities parallel to the DepEd curriculum and are responsive to the objectives of the Diocese of Imus Catholic Education System (DICES) and the school. Elementary students with exemplary participation in co-curricular activities shall be recognized.

A. THE AWARDS COMMITTEE AND ITS RESPONSIBILITIES

- The members of the Honors and Awards Committee (School Principal, the School Registrar, the Class Advisers and Subject Teachers) are tasked to critically review the qualifications of students selected to receive co-curricular awards and will address any issue that will involve awarding procedures. The said members are approved by the School Director, and their decision/s will be subject to review by the Board of Trustees and the Superintendent.
- The committee, headed by the School Principal, shall write circular letters of activities endorsed by the school or shall produce a copy of DepEd-sponsored activities and other organization/institution-sponsored activities to prove the existence of such. The objectives of the activities shall then be reviewed and shall be verified to be aligned to the Vision and Mission of the school.
- The School Principal/DICES shall issue rules on the number of elective or appointive positions a student can assume to ensure fair and equal opportunities to all members of the student body. Class/club advisers shall also monitor the involvement of students in competitions, seminars and/or conferences.
- The Office of the Student Affairs shall submit a list of endorsed activities of the school at the start of the Academic Year.

B. CO-CURRICULAR ACTIVITIES CATEGORIES FOR AWARDS

The Honors and Awards Committee, with the help of the adviser, shall monitor, review, and keep the submitted portfolios of the students containing evidences, like certificates, of the latter's achievements. Said evidences shall bear dates of activities considered as co-curricular activities from the opening of classes to a specified cut-off date decided by the administration. This cut-off date shall also be announced in the beginning of the school year.

- Students must obtain the following accumulated points to receive a co-curricular award:
200 points above – GOLD
150 - 199 points – SILVER
100 - 149 points – BRONZE
- The basis for the said award will be the accumulated points from the following categories:
Participation in Contests and Competitions; Leadership; Participation in Conferences, Seminars, Workshops, Programs and Trainings; and Initiatives

PARTICIPATION IN CONTESTS AND COMPETITIONS

Areas/Activities	Level of Participation	Points Given (Individual and Team Contests)				Participant
		First Place	Second Place	Third Place	Other Citation	
		Gold	Silver	Bronze		
		Champion	1st Runner up	2nd Runner up		
1. Official Contests and Competitions recognized by DepEd/other institutions and endorsed by DICES or school head in writing	International	50	45	40	35	30
	National	30	27	24	21	18
	Regional	20	18	16	14	11
	Division/DICES	15	13	11	9	6
	District/DICES Cluster	12	10	8	6	4
	School	10	8	6	4	2

LEADERSHIP

A. Election

Position	Points						
	<i>National</i>	<i>Regional</i>	<i>Division/ DICES</i>	<i>DICES Cluster</i>	<i>Student Council</i>	<i>Club</i>	<i>Class</i>
President/Editor in -Chief	19	18	17	16	15	10	5
Vice President/ Associate Editor	17	16	15	14	13	8	4
Secretary/ Treasurer/ Managing Editor	15	14	13	12	11	6	3
Auditor, Peace Officer, Public Information Officer/Section Editor	13	12	11	10	9	4	2
Representative/ Councillor/ others/ Contributors	11	10	9	8	7	2	1
Committee Chair and Vice Chair	9	8	7	6	5	2	1
Committee Member	7	6	5	4	3	1	1

B. Performance (per project)

	Needs improvement 1 pt.	Good 3 pts.	Very Good 4pts.	Excellent 5 pts.	Weight	Score	Weighted Score
1.He/She works with minimal supervision.		He/She finishes the assigned tasks completely and on time but he/she depends on others.	He/She finishes the assigned tasks independently, completely and on time.	He/She finishes the assigned tasks independently and ahead of time in an exemplary way.	0.6		
2. He/She is a team player.		He/She maintains positive working relationship with his/her co-members.	He/She cooperates with and empowers his/her co-members in the club.	He/She consistently promotes and lives out team work in the club.	0.2		
3. He/She decides and acts ethically.		Generally, he/she observes ethical principles in his action and decisions.	He/She demonstrates commitment to ethical principles even in compromising situations.	He/She consistently promotes ethical principles in group deliberations in the club.	0.4		
4. He/she effectively performs his/her works/ duties.		He/She meets the minimum expectations of the adviser for his/her position.	He/She surpasses the expectations of the adviser on his/her position.	He/She performs his/her tasks and achieves his/her goals with exemplary quality.	0.6		
5. He/She carries out his/her duties with minimal use of resources.		He/She achieves his work goals with reasonable use of resources (within the prescribed budget).	He/she achieves his/her work goals with minimal cost (significantly less than the prescribed budget).	He/she demonstrates resourcefulness and creativity to achieve work goals with quality and significantly less than the prescribed budget.	0.2		
TOTAL							

C. Quality of Activity/Project Sponsored/Attended (Per Project)

	1 pt.	3 pts.	4pts.	5 pts.	Weight	Score	Weighted Score
Alignment with the DICES/ School's VM	The theme of the activity/ project is not aligned with the DICES and school's VM.	The theme/ objective of the activity/ project is aligned with the school's VM.	The theme/ objective of the activity/ project is aligned with the DICES and school's VM.	The theme/ objective of the activity/project is aligned with and promotes the DICES and school's VM.	0.4		
Duration	Activity/project lasts for a day.	Activity/ project lasts for a week.	Activity/ project lasts for a month.	Activity/project lasts for more than a month.	0.4		
Project Management (planning and evaluation)	Activity/Project has no definite project timeline and is poorly planned thus implementation and evaluation were negatively affected.	Activity/ Project has well-defined project timeline, and is well planned, implemented and evaluated.	Activity/Project has well-defined project timeline, with clear standards for completion in planning, implementation and evaluation.	Activity/ Project has well-defined project timeline, with clear standards and benchmarks for completion in planning, implementation and evaluation.	0.2		
Quality	Activity/ Project seems forced and raw, and lacks evidence of personal expression.	Activity/ Project is completed but demonstrates low quality and with little participation of the people.	Activity/Project demonstrates appropriate quality and the participation of the people concerned is evident.	Activity/Project demonstrates high quality and the extraordinary participation of the people concerned is evident.	0.4		
Resourcefulness	Activity/ Project entails huge expenses even with the use of existing resources into creating a good presentation and output.	Activity/ Project entails considerable expenses even with the use of existing resources into creating a good presentation and output.	Activity/ Project entails minimal expenses even with the use of existing resources into creating excellent and unique presentation and output.	Activity/Project entails no additional expenses with the use of existing resources into creating an excellent and unique presentation and output.	0.2		

Impact	Activity/Project promotes no student learning with reference to change in behaviour/ perspective.	Activity/ Project promotes student learning with reference to minimal change in behaviour/ perspective.	Activity/ Project promotes student learning with reference to considerable change in behaviour/ perspective.	Activity/Project promotes student learning with reference to total change in behaviour and outlook in life.	0.4		
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NOTE: Score for Performance and Quality shall be multiplied to get the score per project/activity sponsored by the organization. Both officers and members can be given scores.

PARTICIPATION IN CONFERENCES, SEMINARS, WORKSHOPS. PROGRAMS AND TRAININGS

Areas / Activities	Level of Participation	Points Given			
		As Resource Speaker	As Facilitator	Other forms of participation	Participant
Participation or Attendance in seminar, camp, exchange, programs, training conference or workshop and other similar activities sponsored by DepEd/ other institutions and endorsed by DICES/School Head in writing.	International	45	40	35	30
	National	27	24	21	18
	Regional	18	16	14	11
	Division/ DICES	13	11	9	6
	District/DICES Cluster	10	8	6	4
	School	8	6	4	2

NOTE: Above cited scores are given for participation in one-day meetings only. The score shall be multiplied with 0.5 for each additional day (i.e. minimum of 8 hours) of participation,.

INITIATIVES

- Consistent with the VM of DICES/school
- With documentary evidence
- Evaluated by the Honors and Awards Committee according to the point system shown above.

D. HONORS AND AWARDS SYSTEM

Fr. Michael Donoher Memorial School, Inc. recognizes the effort and talents of every Donoherian; thus, their achievements are acknowledged and will be given recognition per grade level. Upon the careful deliberation of the Honors and Awards Committee composed of the School Principal, the School Registrar, the Class Advisers and Subject Teachers, students are given recognition for their achievement at the end of the Academic Year through the giving of honors and awards. The members of the Honors and Awards Committee are tasked to critically review the qualifications of students selected to receive recognition and will address any issue that will involve awarding procedures.

1. To qualify for any honor or award, a student must not have been involved in any misconduct or scandal inside or outside the school.

2. AWARDS OF MERIT FOR PRE-ELEMENTARY PUPILS. Every Pre-Elementary student shall be recognized for his/her most outstanding ability, intelligence, skill or attitude at the end of the Academic Year. Each one receives only one award – in the form of a medal and a certificate of distinction or merit.

3. GRADUATION MEDAL. Every graduating elementary student shall receive a graduation medal to recognize his/her achievement as a graduate of the elementary course.

4. ACADEMIC AWARDS. Primary and Intermediate Level students, regardless of number, whose quarterly or yearly weighted average fall within the following ranges and with no grades below 80 in any quarter, shall be given the corresponding Academic Awards at the end of the Academic Year:

GOLD:	94 and above
SILVER:	92 – 93.99
BRONZE:	90- 91.99

Each awardees shall receive a medal and a certificate corresponding to the award for which he/she is recognized.

5. The following special citations shall also be awarded to deserving elementary students at the end of the Academic Year:

5.1. **STUDENT ACTIVITY AWARDS:** to be given to outstanding members of student activity clubs and participants of the Christian Formation Program. Each awardee shall receive a medal and as many certificates corresponding to the club membership/s or activities for which he/she is recognized.

5.2. **ACHIEVEMENT AWARDS:** to be given to students who excelled in programs or won awards in contests held outside the school. Each awardee shall receive a medal and as many certificates corresponding to the awards won for which he/she is recognized.

5.3. **LOYALTY AWARDS:** to be given to elementary graduates who studied at the school at least from grade 1 to Grade 6. Each awardee shall receive a medal and a certificate of recognition. Loyalty awards shall still be given if the student is a transferee from one DICES school to another. Parents who have sent 3 of their children from Grade 1 to Grade 6 shall also be recognized with Loyalty awards in framed certificates. Another Loyalty Award shall be given to the same parents if a 4th, 5th... child who started Grade 1 in the school also graduates from the same school.

5.4. **OUTSTANDING STUDENTS IN CO-CURRICULAR ACTIVITIES.** Students with exemplary participation in co-curricular activities who acquired points within the following ranges: 250 points above – GOLD; 200 - 249 points– SILVER; and 150 - 199 points – BRONZE. Each awardee shall receive a medal and a certificate corresponding to the award for which he/she is recognized.

5.5. **SCHOOL VISION AWARDS:** to be given to students or families who exemplify the values being aspired by DICES and the school as expressed in their vision-mission statements. Each awardee shall receive a medal and a certificate corresponding to the award for which he/she is recognized. The School Vision Awards are the following:

- **PRO DEO ET PRO ECCLESIA AWARD.** This award shall be named after a local hero/ heroine of faith with exemplary love for God and the Church. This school vision award for Catholicity and ove of God is to be given to elementary students who have manifested an exemplary love and dedication to God and to the Church manifested in their conduct, piety, religiosity, orthodoxy and ecclesial involvements. (NOTE: The BOT shall approve after whose name the award shall be known.)
- **JOSE P. RIZAL PRO PATRIA AWARD.** Jose P. Rizal offered the ultimate sacrifice of his life for his motherland, the Philippines and its Filipino people in his time and the generations to come. The school vision award for love of country and its values, named after the national hero, is meant to recognize the exemplary civic-mindedness and patriotism/

nationalism of the school's elementary students as demonstrated by their significant involvement in many civic activities or strong sense of patriotism.

- **SAINT MOTHER THERESA OF CALCUTTA SERVICE AWARD.** Saint Mother Theresa of Calcutta is truly a model for her love and service to the poorest of the poor. This school vision award that recognizes the value of love and care for the needy shall be conferred on elementary students whose love, service and concern to the poor (the least, the lost and the last) within the school community and in the larger locale are evidently worth-emulating.
- **ST. JOHN MA. VIANNEY AWARD TO THE MOST IMPROVED STUDENT.** St. John Vianney, patron of parish priests, found his academic preparation to the priesthood, especially his Latin subjects, very arduous. Yet he took up the challenge to rise above his personal limitations. His transcendence of his human limits is a model to every individual aspiring growth and fullness of life. This school vision award for self-empowerment is to be given to elementary students who have demonstrated significantly within the school year improvements in all aspects of his life. This award intends to inspire every student not just to excel in his class, but more importantly to maximize his potentials and outdo past performances.
- **SAINT JOHN PAUL II LEADERSHIP AWARD.** Saint John Paul II led the entire Roman Catholic Church to the present millennium with much success amidst many crises inside and outside the Church. He thus earned for himself the adulation and respect of both Christians and non-Christians in the entire world when he was alive and even after his death. His leadership was strongly and powerfully influential because he was a man of integrity. The school vision award for leadership named after this pope recognizes the role of integral personhood in leadership. Hence, this award is to be given to elementary students who have demonstrated strong leadership qualities, inside and outside the school, rooted on one's personal integrity.
- **SAINT FRANCIS OF ASSISI AWARD FOR ECOLOGICAL STEWARDSHIP.** Sustainability of planet earth is the cry of the present age. Faced with serious environmental challenges, in the spirit of Saint Francis of Assisi, creation has to be respected and regarded as partners. This award named after the patron of ecology recognizes the commitment top ecological stewardship of elementary students as manifested in their advocacy and lifestyle that promotes care for creation.
- **SAINT JOSEPH AWARD FOR ENTREPRENEURSHIP.** At the heart of Saint Joseph is his love for his family and respect for the dignity of work. Truly a craftsman – in his carpentry and in life, he sought all ways and means to protect and support Mary and Jesus in Bethlehem, Egypt and Nazareth. This vision award recognizes the entrepreneurial spirit among elementary students – the resourcefulness and creativity in addressing needs and improving conditions in life with resoluteness.
- **GAWAD NAZARETH.** This award shall be given to families of elementary students who exemplify the values of the Holy Family of Nazareth – simplicity, hiddenness, faith in God, love for work, unity, care for the family and solidarity with the community. A deserving family is entitled to receive this award only once.

5.6. The highest award which FMDMS, Inc. shall give is **GAWAD BIRHEN CANDELARIA.** It shall be given to every student who for the specific Academic Year has received an Academic Award, a Student Activity Award, an Achievement Award and a School Vision Award.

5.7. DICES shall institute the **GAWAD BIRHEN DEL PILAR** which shall be given to elementary graduates who have garnered for the same Academic Year the following awards: Loyalty Award, School Vision Award, Academic Award, Student Activity Award, and an Achievement Award.

The award is exclusive to Roman Catholics. DICES will hand in a special plaque and medal to each awardee.

NOTE: Upon the deliberation of the entire administration and faculty of the school, an award may be given to more than one individual or an award may not be given at all if no one is found deserving. The decision of the administration and faculty is always final.

5.8. GRACE ACHIEVERS AWARDS. DICES shall recognize the following achievers in the GRACE (Global Resources for Assessment Curriculum and Evaluation) post-assessments.

5.8.1. Students whose over-all performance in a subject is **ADVANCED**. Recognition is given in every subject, i.e. English, Filipino, Mathematics, Science and Araling Panlipunan – with a certificate. The reference is PASS (Performance Assessment of Standards and Skills) Summary of Class Report.

5.8.2. Teacher/s of grade levels whose over-all performance in a subject is **PROFICIENT**. Recognition is given in every subject – with a certificate. The reference is PASS Summary of School Report. If more than one teacher handles the same subject in the same given grade level, all these teachers shall be recognized.

If the pre-test of the grade level is already Proficient, a performance of Advanced shall be required for the teacher/s of the subject in the grade level shall be recognized.

The recognition for students shall be given by the school during the school's Mass of the Holy Spirit in June. Those for teachers shall be awarded by DICES at the DICES Mass of the Holy Spirit in May.

The school's Honors and Awards Committee shall also discern the acceptability of awards sponsored by other institutions, e.g. private companies, government institutions, private individuals, politicians, etc., according to the vision and mission of DICES and the school. The same committee shall decide to accept or refuse the award, review the selection of awardee/s and determine the appropriate occasion to hand in the award/s.

E. GUIDELINES FOR GRADUATION, RECOGNITION AND MOVING-UP

1. Candidates for moving-up, completion and graduation ceremonies shall be required to attend their Thanksgiving Mass. They should also observe school policies on grooming. Failure to observe these shall compromise the issuance of their Certificate of Good Moral Character.
2. Parents or adults shall be encouraged to take care of the children especially those below 5 years old to maintain the solemnity of the occasion.
3. There will be designated areas for picture taking, with ushers facilitating quick movements in the area.
4. All awards and honors due to a student shall be given all at the same time as the student is called and goes up the stage. Awardees shall be called alphabetically.
5. Guest speakers shall only be invited for elementary and senior high school graduation.
6. For student speakers:
 - The academic awardee will deliver the class response or gratitude in the pre-elementary moving-up exercises.
 - For elementary graduation: Graduating students shall nominate 6 speakers from their batch.

Each one will prepare a speech (class response) according to the theme. The best speech selected by a panel of judges shall be delivered by its author. The other 5 nominated speakers will be assigned to deliver the opening remarks, closing remarks, pledge of loyalty, opening prayer and closing prayer.

- Student speakers who shall deviate from their school-approved speeches may risk not being issued with Certificate of Good Moral Character.

V. THE FMDMS, INC. K-12 CURRICULUM

A. WRITTEN/LEARNT CURRICULUM

1. Knowledge (Knowing)

- Understanding By Design (UbD) is used as the curriculum framework.
- Modified Dynamic learning program (DLP) is adopted as the teaching approach.
- Standards-Based Assessment (SBA) is applied as the grading system to be used.
- Enriched Minimum Competencies of DepEd
 - Science and Computer subjects are taught even in the primary levels.
 - Values Education is merged with Christian Living Education as part of the students' subject.

2. Skills (Acting)

- Performance Tasks are given to the students every quarter.
- Projects (Individual & Group) are to be performed by the students every quarter.

3. Attitudes (Being)

- Faith Integration and Development is included in every school activity.
- Christian Living Education (CLE) is the core of the curriculum.
- Inclusion and enrichment of the Formation Standards in addition to the Academic Standards of the DepEd.

CHRISTIAN FORMATION PROGRAM IN THE DIOCESAN SCHOOLS OF IMUS

Definition: Christian formation is the experience of the love of God and our personal response to commit to follow Jesus.

Components:

- Christian Living Education (CLE) & Values Education (VE) classes
 - CLE as the core of the curriculum
 - Classroom instruction or activities for CLE/VE
 - Christian values integration in all subjects
- Prayer and Worship Services
 - Regular celebration of the sacraments (mass, confession, first communion)
 - Faith-sharing sessions and structured prayer experiences
- Retreat and Recollection – prayerful encounters with God
 - Grade Five (Recollection): Experiencing God's Love in My Friends and Peers
 - Grade Six (Retreat): Experiencing God's Love in the Journeys of My Life
- Social Action: JEEPGY Program that advocates
 - Justice and Peace
 - Environmental Stewardship
 - Engaged Citizenship
 - Poverty Reduction
 - Gender Equality
 - Youth Empowerment

5. Family & Life Formation. Pastoral responses to family and life issues which predominantly influence the achievement of educational and formation goals of the school.
6. Parish Mission. Integration of the parochial school community in the parish in view of evangelization (to evangelize and be evangelized)
7. Whole School Christian Values Integration. Creation or promotion of Christian culture in the Diocesan schools.

B. TAUGHT CURRICULUM

1. Pedagogy (Instructional Process)

- a. Transition to Understanding by Design in all levels.
- b. Adoption of Modified Dynamic Learning program starting from Grade Four.
 - Multiple Intelligence & Differentiated Instruction
 - Student-Centered Approach
 - Discovery Learning

2. Culture (Learning Environment)

- a. Professional learning Community (PLC)
 - Faculty members are undergoing Professional Learning Community (PLC).
 - More than collegial harmony, a spirit of professionalism is being exercised while collaborating in the school community.
- b. Campus Ministry Officers
 - Students are trained to become leaders through the formation of the Campus Ministry (Coordinator, Vice Coordinator, Secretary and Treasurer) elected by students from Grades 3-6.
- c. Parents’ Council of Ministry & Teachers’ Council of Ministry
 - Parents’ and Teachers’ Councils of Ministry are formed to strengthen the school-home collaboration in every activity and to maximize parents’ participation in different school activities like Foundation Day and Family Day.
- d. Student Organizations
 - Academic & Socio-Cultural Clubs (Primary Level)
 - Reading Session 1st Wednesday of the month
 - Writing Session 3rd Wednesday of the month
 - Talent Enhancement 2nd & 4th Wednesday of the month
 - Singing
 - Dancing
 - Coloring
 - Drawing
 - Read-Aloud
 - Story-Telling
 - Academic & Socio-Cultural Clubs (Intermediate Level)

Academic Clubs every 1st & 3rd Wednesday of the month	Religious/ Socio-Cultural Clubs every 2nd & 4th Wednesday of the month
* English/Journalism Club * Science Club * Mathematics * AP Club * Filipino Club * Book Lovers Club * CLE Club * ICT Club * Chorale	* Theatre Club * Art Club * Dance Club * Homemakers’ Club * Care Givers Club * Lyre Band * Acoustic Club

e. Year-long Themes

- June: General Orientation & Disaster Preparedness Month
- July: Health & Wellness Month
- August: Buwan ng Wika at Kulturang Filipino
- September: Leadership-JEEPGY Month
- October: Rosary & World Mission Awareness Month
- November: National Reading Month
- December: Foundation Day Celebration
- January: Catholic Education Month
- February: Peace Advocacy Month
- March: Recognition & Graduation

f. Other School Activities with flexible schedule

- Monthly Eucharistic Celebration (for all)
- Campus Ministry Election
- FMDMS Book Fair (for all)
- Valentines Fair (for all)
- First Holy Communion (for Grade Four students)
- Confession (for Grades 4-6 students)
- DICES Festival of Gifts (for selected students)
- DICES Sports for Peace (for Intermediate students)
- FMDMS Sports for Peace (for all)
- DICES St. Therese Mission Festival (for Intermediate students)
- Recollection (for Grade Five students)
- Retreat (for Grade Six students)
- Educational Field trip (for all)
- Christmas Program (for all)

HOUSE RULES

The following are reminders to help create a better atmosphere of learning. All students are urged, therefore, to behave in accordance to these suggestions:

1. GENERAL ASSEMBLY/PROGRAMS

- a. A song will signal all students to go to the quadrangle/corridors in their assigned area as well as in returning to their respective classrooms.
- b. All students are expected to be punctual in attending the General assembly/flag Ceremony every day.
- c. When attending school programs and activities, proper decorum must be observed.
- d. Students must refrain from talking, howling, shouting, jeering and roaming during the assembly.
- e. Eating is not allowed during assemblies and programs.
- f. Students must attend to their personal necessities before the program starts.
- g. Students must arrange the chairs and clean the area before leaving the area after the program.

2. PRAYING OF THE ROSARY/FLAG CEREMONY/FLAG RETREAT

- a. One mystery of the rosary is prayed simultaneously by all levels everyday at 7:15 AM.
- b. After praying the rosary, a song will be played and all students are expected to form their line in front of their room going to their designated places in the school ground.
- c. Flag ceremony is held every day at 7:31 a.m.
- d. Respectful behavior towards the Philippine flag is to be practiced with solemnity.
- e. The Philippine National Anthem must be sung with respect and pride by standing straight with the right hand on the chest and looking straight at the flag.
- f. Pledge should be recited clearly with the right arms raised at the shoulder level.

- g. DICES and FMDMS Vision-Mission and graduate attributes should be recited with the two hands on the chest.
- h. Everybody should participate in the singing of the school hymn and in performing the wellness exercise.
- i. Announcements are to be listened to attentively.
- j. After everybody had returned to their respective classrooms, latecomers should stay in the designated area and must secure an Admission slip from the Discipline Officer before proceeding to their classroom.

3. IN THE CLASSROOM

- a. All classes start at 8:00 a.m.
- b. Chewing gums are not allowed inside the classroom.
- c. Students are not allowed to stay inside the classroom during vacant period and after class dismissal without the Class Adviser's permission.
- d. Everyone is obliged to help keep their classroom clean, orderly and beautiful.
- e. Cleaning the classroom is cooperative endeavour. Assigned monitors for the day should clean their respective classrooms. Escaping from cleaning would require the student to clean together with the next day's monitor.
- f. It is the nature of students in the elementary level to quarrel often. Minor quarrels without injuries are solved by the Class Adviser or the Subject Teacher present during the time of the incident.

NOTE: Parents may not directly reprimand any child if the offense has been done in school. Any conference to be made with the teacher/student/parent involvement should be scheduled and done in the Principal's Office.

- g. For offenses committed during class hours in the classroom, the Subject Teachers take the responsibility to solve the case but the Class Adviser shall be informed immediately so that it can be documented in the narrative report. It is the responsibility of the Class Adviser to inform the office about major and serious offense.

NOTE: The Class Advisers shall be given a diary where all the incidents that will transpire in the classrooms will be written to be forwarded to the School Principal every Friday for monitoring.

4. AT THE CANTEEN

- a. Fall in line and wait for one's turn.
- b. Respect and greet canteen personnel.
- c. Observe polite expressions like: May I buy? Thank you, Please pass, etc.
- d. Observe table manners.
- e. Keep the place clean after eating.
- f. Observe silence in the canteen.
- g. Return empty bottles and eating utensils to their proper places.
- h. Pick up the pieces of candy wrappers and other litter on the floor and throw them in the proper waste can.
- i. Practice honesty at all times especially in buying and in receiving change.
- j. Strictly no reservations for the use of tables and chairs in the canteen. Observe "first come first serve basis".
- k. Students who show misbehaviours in the canteen shall be reported to the class advisers.

5. RECESS/LUNCH BREAK

- a. Students are allowed to take their recess/lunch in the classroom provide they will clean their mess after eating.
- b. Loitering along corridors and offices during recess and lunch break is prohibited.
- c. Parents who are bringing the lunch of their child/children are allowed to stay within the school

premises only up to 12:30 PM.

d. Observe the "Keep Right" policy in walking along the hallways.

6. DELIVERY OF ARTICLES & MONEY

- a. The school prohibits the delivery of articles such as projects, books, equipment, snacks, costumes, money and the like before or during classes so as to develop the pupil's sense of responsibility and avoid class disruption.
- b. In case of emergency, delivery of any item will be allowed during recess or lunch break only.

7. CONFISCATED ARTICLES

- a. The School Administrators, faculty and staff are authorized to confiscate items not related to schooling like cell phone, electronic gadgets, or other prohibited items. Parents or guardians must claim the confiscated articles from the Principal's Office. If repeated, confiscated articles will be returned at the end of the Academic Year.

NOTE: First Offense: The item can be claimed through a conference with the parent.

Second Offense: The item can only be claimed at the end of the Academic Year.

8. CARE OF THE SCHOOL PROPERTY

- a. Any damage to school property or the property of others will be repaired at the student's expense and will subject him/her to disciplinary sanction.
- b. Damaged property should be reported immediately by the Class Adviser to the School Principal.

9. WASHROOM & RESTROOM

- a. Students are to observe the following cleanliness and sanitation:
 - Flush the toilet after each use.
 - Avoid spilling water on the floor.
 - Dispose trash properly in the waste can.
 - No vandalism.
- b. Conserve water by turning off the faucet.
- c. Do not throw left-over foods or any objects into the toilet bowl to avoid clogging.
- d. Do not step on the toilet bowl.
- e. Make sure to leave the place as clean as when you entered it.

10. COURT/SCHOOL GROUND

- a. Courts and school grounds are used during P.E. time only.
- b. Rough games that can inflict wounds or cause injuries or accidents must be avoided.
- c. Shouting or any boisterous behavior must be controlled at all times.
- d. Consideration and sharing of the play area with others must be observed at all times.
- e. Students should avoid bringing balls and other toys to school. Due to the school's limited playground facilities, playing after class is not allowed.
- f. Littering on the court/school ground is strictly forbidden at all times.

11. USE OF SCHOOL FACILITIES

- a. Students or other Parish Organizations who wish to use the school facilities during weekends, holidays or non- school days should ask permission from the School Principal two days before the date accompanied by a formal letter.

NOTE: Students are not allowed to use the school premises or to go to other places during weekends without a formal letter from the Class Adviser, noted by the School Principal.

- b. The School Principal will forward the letter to the security guard and their schedule will be logged in the School Security Officer's notebook.
- c. The students or other Parish Organizations who were allowed to use the school facilities are held accountable for the cleanliness of the area used and for whatever damage that will be incurred

during the scheduled activity.

12. EMERGENCY CASES/FIRE & EARTHQUAKE DRILLS

*** Fire Drill**

When the fire drill signal bells, students are to take the following actions:

- Have a mini assembly in front of the classroom.
- Running, talking and pushing are not allowed.
- Proceed to the court for the General Assembly and wait for further instructions from the Disaster Preparedness Coordinator and Fire Marshal.

*** Earthquake Drill**

When the earthquake drill signal bells, students are to take the following actions:

- Duck under a desk or table covering ones head and neck, and hold position until further instructions have been given.
- No talking or unruly behavior so directions may be heard.
- After the teacher gives the instructions, quietly form into a mini assembly inside the classroom and make an orderly exit from the classroom with both hands on top of the head going to the school ground.

13. TELEPHONE USE

a. Since bringing of cell phones is not allowed, a phone is available for student's use; however, it may be used only on the following occasions:

- Sudden sickness of a pupil as he/she needs to call up his/her parents to be fetched.
- Emergency cases when parents need to be informed to come to school for consultation.
- Unanticipated suspension of classes when pupils need to call up the parents who may fetch them.

b. Phone inside the registrar's Office is for official and landline use only.

14. ON BIRTHDAY CELEBRATIONS

a. The parent/guardian of the birthday celebrant should inform the Office Personnel two days before the date of the birthday for permission.

b. A Birthday Pass will be issued to the parent/guardian to be presented to the School Security Officer to allow them to enter the school premises on the day of the event.

c. Soft drinks, balloons and mascots are not allowed during the birthday celebration.

d. The celebration should be kept simple and must be allowed only during the students' snack time

15. HYGIENE KIT

a. Students are engaged in active play activities that will make them perspire a lot. The following items below will be brought and kept in their lockers or bags for emergency use upon their teacher's instruction face towel, underwear, extra plain white t-shirt, pair of white socks, extra pants, mini soap, alcohol, etc.

16. LOST & FOUND

a. Any lost and found articles should be reported as soon as possible to the Registrar's Office to be announced during the flag ceremony the next day by the Campus Ministers.

b. Articles not claimed after two weeks will be donated to the Community Outreach Program.

17. REPORT CARDS

a. Report cards are issued quarterly on scheduled date and time.

b. Parents/guardians are strongly encouraged to personally get their child's report card. This is done for them to meet the teachers and be informed of their child's academic and behavioral performances.

c. Cards not claimed on the specified date shall be released in the Registrar's Office the following week.

18. DISMISSAL

- a. Dismissal every Mondays, Tuesdays, Thursdays and Fridays are at 3:00 for Toddlers, Nursery and Grade 1 (3:30pm), Grades 2 and 3 (3:50), Grades 4-6 (4pm) while Wednesday dismissal is at 2:30 for Toddler, Nursery and Grades 1-3 and 2:45 for Grades 4-6.
- b. Only students with WHITE ID's can go out of the school premises without fetcher. Holders of BLUE ID's should wait for their fetchers to be allowed to go out of the school premises.
- c. Parents/guardians or service personnel must wait for the students at the designated waiting area.
- d. In case of pre-dismissal (recess, lunch, or any time before the dismissal time) the Class Adviser should fill out the School Pass in the Student's Handbook and Diary to be presented by the child to the School Security Officer before leaving the school.
- e. Parents may avail Fetcher's ID in the Registrar's Office for BLUE ID holders.

19. SCHOOL INFIRMARY

1. The school clinic and its personnel shall serve the entire school community – the students and school personnel. It shall also serve anyone within the school premises or immediate vicinity as needed.
2. The school clinic must be open and the school nurse (or qualified clinic staff) is available at all times during school hours. Clinic services must also be available during official school activities held outside the school and/or school hours.
3. The school clinic nurse (or staff) must respond to any medical case promptly. First aid is immediately given as needed.
4. In cases that will need further medical intervention as assessed by the school nurse (or staff),
 - a. the school physician is contacted immediately for further instruction; and/or
 - b. the patient is brought by the school nurse (or his delegate) to the nearest and/or school accredited hospital/medical facility.
5. In all cases, the school nurse (or his delegate) will inform the class adviser who will be the one to call the patient's parent/s or legal guardian/s as promptly as possible. For school personnel or other adults, the immediate relative is contacted.
6. If hospital intervention is needed, the school nurse (or his delegate) shall bring or accompany the patient to the hospital, except in case the parent or legal guardian will opt to bring the patient on his own, without the nurse's support and there is no need to rush.
7. The patient shall not be released to anyone except the parent/legal guardian. (A Student Medical Leave Form shall be accomplished by the school nurse or nursing aid and shall be signed by the parent/legal guardian before releasing the patient.)
8. In all cases, the school nurse regularly follows up the condition of the patient and reports the same daily to the principal, class adviser and subject teachers.
9. The school nurse/ health officer updates the individual health records of the patient.
10. The school nurse / health officer facilitates the patient's insurance claims.
11. Names of students and school personnel, who are sick or who have recovered, are prudently communicated to the school community for prayers, phone calls, or visits.
12. The school nurse / health officer, with the permission of the school director, shall issue health records to authorized persons only.
13. Upon recovery or the doctor's advice, the patient is readmitted to the school. The school nurse/ health officer shall require from the patient his medical certificate or clearance secured from his attending physician.

20. GUARD HOUSE

- a. Individual students are expected to take care of their belongings while in school especially before class and after dismissal. The Guard House is not a depository place.
- b. No student is allowed to stay in the Guard House at any time.

DAILY SCHOOL PRACTICES

Below are the A-Z reminders that every Donoherian should remember daily:

- A. Start the day with a prayer of gratitude and positivity.
- B. Organize the things you need in school and put your rosary in your pocket.
- C. Speak in English once you step inside the campus.
- D. Greet everyone with smile and respect. Students are expected to show respect to all school personnel and to all the parents and visitors in the school.
- E. Participate in the daily praying of the Holy Rosary every morning each day in the classroom.
- F. After praying the Holy Rosary, form the mini-assembly in the corridor and then proceed to the big assembly in the school ground once you hear the song. When it is drizzling, the line formations may be done in the respective corridors. During a heavy rain, the students may just hold the flag ceremony inside the classroom.
- G. Fall in line in the flag ceremony area according to the designated places per grade level.
- H. Stand straight and sing the National Anthem with pride placing your palm in your chest.
- I. Recite the Pledge (“Panatang Makabayan”) clearly and in the proper tempo.
- J. Recite the Vision-Mission statements of DICES & FMDMS clearly with your hands on your chest.
- K. Recite the Opening Prayer clearly in praying position.
- L. Participate actively in the Wellness exercises.
- M. Sing the FMDMS hymn with pride.
- N. Go to your respective classrooms in silence with both hands at the back as you hear the song.
Pre-Elementary students will leave the flag ceremony area first, to be followed by Grades 1,2,3,4,5 and 6.
- O. Avoid making any noise and seat properly (put your feet on the ground and put your hands on your desk) while waiting for the teacher to come.
- P. Greet your teacher with enthusiasm, say “Good morning Mdme. /Ms. / Sir!”
- Q. On the first subject in the morning, pray together the prayer entitled “Commitments of the Students” followed by the school motto: “Let us be for Christ and not for ourselves.” At the end of the class, stand straight and pray the Act of Contrition as the closing prayer. Pray the Grace Before Meals in the subjects before your AM snack, lunch and PM snack. Stand at attention and pray the Angelus at 12 noon and the Three O’clock Prayer at 3PM every day.
- R. Listen carefully to the teacher and participate actively in the class discussions. During recitation, stand straight - your feet on the ground and your hands on your side - and express your thoughts with confidence.
- S. If you arrived late, knock and say, “Good morning/afternoon. Sorry Mdme. /Miss/Sir, sorry classmates, I’m late. May I enter the classroom?” Wait for the response of both your classmates and the teacher. Say “thank you,” give the Admission Slip to the teacher and go to your proper seat.
- T. When your teacher goes out of the classroom for an emergency reason, the Class Coordinator or the assigned Council of Ministry Officer of the day should take his/her place in front until the teacher returns.
- U. For questions, suggestions or clarifications always raise your hand first to call the attention of the teacher.
- V. Do not go around the classroom without any reason, in case you want to attend to your personal necessities, get the ID pass near the door in exchange of your school ID. Only one student at a time is allowed to go out.
- W. In passing your paper, remain seated. Pass it to the center aisle and then to the front.
- X. Observe straight line formation every time you go to the canteen, LRC, & ICT Lab, hands at your back and observe the “keep right” policy.
- Y. Never leave the classroom unclean and unorganized. Be sure to turn off the lights and electric fans every time the class will leave the room.
- Z. Go directly to your house as soon as you leave the school. While waiting for the school service and for your fetcher, stay in the fetching area near the Guard House. When you reach home, greet your parents/guardians with the Filipino gesture of “Pagmamano”. Talk to them about your day and show them your

student diary if needed. Review and reflect your learnings for the day and read your lessons for the next day. Pray and thank God for all the blessings He had given you before you go to sleep.

C.ENABLED CURRICULUM

1. Time

- Class Schedules – (8-11 AM for Kinder); (1-3:00 PM- Toddler); 1-3:30 PM Pre- Kinder and Grade 1); (7:30- 3:50 PM Grades 2 and 3) & (7:30 AM-4:00 PM or Grades 4-6)
- Academic Days (Monday, Tuesday, Thursday, Friday)
- Shortened Period (Wednesday – AM: Classroom Schedules & PM: Talent Enhancement Day for Primary Levels & Clubs Day for Intermediate Levels)

2. School Personnel

Fr. Michael Donoher Memorial School, Inc. has the following school personnel to be of service to the academic community:

- **School Director.** He is the chief executive of the entire educational institution and has the final authority and responsibility for its operation in the light of the DICES philosophy, vision, mission and the objectives of FMDMS, Inc.
- **School Principal.** He/She organizes and supervises the activities of the department; plans and carries out educational/development programs and policies as prescribed by the Department of Education and in accordance with the school's vision and mission.
- **School Registrar/HR Manager.** He/She is responsible for the personnel and student records, for personnel and student matters and procedures that involve compliance with the requirements, policies, and regulations of the Department of Education. As HR Manager, she heads the Class Advisers for Guidance and Counselling concerns of the students.
- **School Cashier.** He/She is responsible for the sound financial operations of the school.
- **Classroom Advisers and Subject Teachers:** They are responsible for the students' attendance and anecdotal records. They serve as the Guidance Counsellor of their advisory class. They attend to the various social, emotional, and psychological problems of their advisory class. They extend assistance to the students when it comes to proper observance of school rules and regulations. As Subject Teachers, they are responsible for the academic needs of the students.
- **Kinder Aide.** He/She assists the kinder teacher in maintaining classroom management.
- **School Health Officer.** He/She is responsible for the health and wellness of the school community.
- **LRC Coordinator.** He/She is responsible for the orderliness and cleanliness of the Library and the Reading Center of the school.
- **School Security Officer.** He/She is responsible for the peace and orderliness of the school community.
- **School Maintenance.** They are responsible for the cleanliness of the school community.
- **Canteeners.** They are responsible in providing clean and nutritious foods for the school community.

3. School Services & Facilities

Fr. Michael Donoher Memorial School, Inc. has the following school services and facilities for the use of its academic community:

- **Church Services.** Since FMDMS, Inc. is a Parochial School, the school masses are held in the church and attended by all the students. Catholic atmosphere is enhanced by the presence of altars in every class rooms. The Grade Five level is given Recollection and the Grade Six level experience Spiritual Retreat before Graduation. Other sacraments like Confessions are administered from Grades 4-6. The school commemorates and

celebrates popular traditions of the Catholic Church like the Rosary Month, Mission Month, Advent, Lent, etc. It is expected that students will join and behave properly during these activities.

- **Guidance Services.** The Guidance service of the school includes the supervision of Assessment Tests for transferees. The school also offers GRACE for all students to take track of their academic achievements in Science, English and Math. Counselling services are offered through the Class Advisers per section. Usually, conference with parents is used as means to help the emotional, psychological and intellectual growth of their child.
- **Registrar's Office.** This is a school office that supports teaching and learning at FMDMS, Inc. by maintaining the integrity of academic policies and the student information system. The Registrar is the steward of the students' records from application to degree conferral in perpetuity.
- **Cashier's Office.** For all financial transactions, the business office is open from 7:20 to 11:30 AM and 12:30- 4PM from Mondays to Fridays.
- **Board Room (St. Columban Hall).** This is an air-conditioned room meant for board meetings and conferences of school personnel and parents. The Offices of the School Director and of the School Principal are located inside the hall.
- **Classrooms.** FMDMS, Inc. classrooms are spacious, well-ventilated, and conducive for learning and designed for safety and functionality.
- **ICT (Information and Communication Technology) Laboratory.** This is an air-conditioned laboratory equipped with fully functional computers synchronized with a School Server for control and monitoring.
- **School Infirmary.** This medical facility is highly sanitized and is supervised by a Registered Care Giver. First aide is administered to students who are slightly injured or who have slight fever. For injury acquired during an accident, the student is brought to Velazco Hospital. Expenses due to accidents are covered by the insurance up to the amount commensurate to the premium and after submission of the requirements. Injuries caused by quarrels and which are intentional shall be paid by the one who caused the injury. Notification forms are given to students who have been admitted to the School Infirmary before they go home for parents' information.
- **Science Laboratory.** The laboratory is equipped with science laboratory equipments and devices.
- **AraLinks Work Station.** This is a room where teachers can have access in different Instructional Materials to be used in facilitating the lessons to their students.
- **Canteen.** The canteen opens at 7 AM - 4:30 PM where variety of sanitary and nutritious snacks and meals for students, faculty and staff are served at reasonable prices.
- **Learning Resource Center (LRC).** This is where the students may do their readings and esearch works.
- **TLE (Technological and Livelihood Education) Room.** This room is a miniature house where Intermediate students can have their TLE classes.
- **Washrooms.** There is a separate comfort rooms for boys and girls which are both sanitized and cleaned daily.
- **Kiosks &Gazebos.** These are huts that can be used for eating and for chatting with friends during free time; however, reservation of these facilities are not allowed and should be kept clean all the time.
- **School Lockers.** These are available mini compartments for students who wish to leave some of their things in the school. Reservations can be made with the School Cashier if the student wants to avail of a personal locker. (□1000 per year).

D. TESTED CURRICULUM

1. Assessments

- a. Pre-Evaluation & Post Evaluation of all activities
- b. Standards Based Assessments (Formative & Summative)
- c. DATE (DICES...) Computerized Grading System
- d. GRACE (Global Resources for Assessment Curriculum and Evaluation) Achievement Test
- e. Scholastic Reading Inventory (SRI) for Reading Comprehension Enrichment

VI. GENERAL POLICIES ON DISCIPLINE

It is expected that a student who enrolled in a Diocesan school of the Diocese of Imus and his/her parents and/or guardian agree to comply with all existing rules and regulations, policies and requirements of the school concerning the student's duties and discipline stated in the Student's Handbook. All students must obey people in authority such as the Administration, the Discipline Board (School Principal, Discipline Officers and Class Advisers), even a fellow student who has been delegated by the authority.

This Code of Conduct and Discipline applies to all students, deemed officially enrolled upon submission of appropriate admission and transfer credentials, and initial payment of school fees, and also to all who have not been issued transfer credentials by the school, nor separated from academic relations with the school.

DISCIPLINARY PROBATION

FMDMS, Inc. strives to promote positive discipline whereby personal decision and actions would come from an inner desire to preserve acceptable values and rules of right conduct. To facilitate the achievement of this desired outcome and help pupils in making the right choices, a list of possible offenses is hereby provided together with the consequences if any of these is committed.

For New Students and Transferees

Students enrolled in Fr. Michael Donohue Memorial School, Inc. who have not undergone formation of the school shall be placed under probation for a school year.

The student must possess a conduct behavior of 80% or its letter equivalent to be acceptable as a student of Fr. Michael Donohue Memorial School, Inc. Furthermore, there should be no violation in any existing rules and regulations (either major or minor) of the school as stated in this handbook.

Failure to comply with any of the probationary conditions shall automatically merit dismissal from the school's roll.

For Old Students

Students who are found guilty of consistent misbehavior are placed under disciplinary probation.

***Note:** The Probationary Status may be lifted at the end of the school year if the average in conduct grade is 80% or its letter equivalent or above as the case may be.

SPECIFIC OFFENSES AND CORRESPONDING SANCTIONS

OFFENSES	SANCTION				
	1st	2nd	3rd	4th	5th
<p>1. Immorality / sexual harassment- Sexual harassment is committed by an administrator, faculty member, applicant employee, student or applicant student over whom he or she has authority, influence or moral ascendancy, regardless of whether or not the demand, request, or requirement for submission to any sexual harassment is accepted by the victim.</p> <p>Acts of Sexual Harassment - Sexual Harassment may be committed in any of the following forms: overt sexual advances; unwelcome or improper gestures of affection; request or demand for sexual favors including but not limited to going out on dates, outings, or the like for the same purpose; any other act or conduct of a sexual nature or for purposes of sexual gratification which is generally annoying, disgusting or offensive to the victim (Anti-Sexual Harassment Act of 1999).</p>	D				
2. Leaving the campus without the gate pass and waiver	WR	S-3d	D		
3. Plagiarism or submission of assignments or projects done by somebody else	S-3d	D			
4. Threatening, intimidating, coercing, ridiculing, bullying fellow students and school personnel	S-3d	D			
5. Inflicting injuries, physical or otherwise, on another person, whether inside or outside the campus	S-3d	D			
6. Possessing, disseminating or showing obscene and pornographic materials	S-3d	D			
7. Participating in or joining indecent shows, films, contests and the like	S-3d	D			
8. Uttering vulgar words or bad words, expounding or proclaiming doctrines contrary to law and morals and to the vision- mission of the school.	S-3d	D			
9. Assaulting or showing disrespect and disobedience to members of the administration, faculty, staff, maintenance and security personnel, even other pupils/students inside and outside the campus	S-3d	D			
<p>10. Cutting or skipping classes.</p> <p>*Note: A student is considered to be cutting classes when s/he is in campus but misses his/her classes without permission.</p>	WR / C	S-3d	D		

11. Truancy - the action of staying away from school without good reason	WR / C	S-3d	D		
12. Bringing dangerous drugs, cigarettes and or smoking while inside or outside the school	S-3d	D			
13. Possession of deadly weapons	D				
14. Computer hacking – Prohibited by Republic Act No. 8792 or “Electronic Commerce Act of 2000”	S-3d	D			
15. Indecency and irresponsibility in the use of electronic media – use of indecent words; uploading indecent, libelous or subversive material	WR / C	S-3d	D		
16. Coming into the campus under the influence of alcohol or prohibited substances, and/or acting in a disruptive way	S-3d	D			
17. Vandalism, which includes writing and defacing chairs, tables and walls and tampering of school notices	S-3d	D			
18. Acts of academic dishonesty like: <ul style="list-style-type: none"> - Possession of unauthorized note relative to the test being taken and/or copying from any sort of “codigo”, attempting to open notes/and the likes - Cheating during tests and contests - Looking at the seatmates' papers - Talking without permission during a test - Passing of one's paper to another student - Getting, using, distributing leakage relative to the tests - Coercing others/seatmates to give answers during the test 	S-3d	D			
19. Instigating or leading illegal strikes or similar concerted activities resulting in the stoppage of classes	S-3d	D			
20. Using someone else's I.D.	WR	S-3d	D		
21. Misuse or misappropriation of funds	WR	S-3d	D		
22. Misuse of school uniform such as going to movie houses, night clubs, motels, disco houses, pubs, computer shops and other similarly classified areas	WR	S-3d	D		
23. Bringing of any alcoholic or intoxicating beverages to school and during school related activities	S-3d	D			
24. Tampering with or falsifying official documents like Report Cards, official notices, clearances and the like either to and from parents and for submitting forged or falsified credentials/documents	S-3d	D			
25. Stealing or extortion	S-3d	D			
26. Affiliating with fraternities, sororities and organizations not sanctioned by the school	D				
27. Giving or offering false testimony during school investigation	S-3d	D			

28. Inappropriate or imprudent public display of affection like holding hands, kissing, hugging and embracing inside and outside the school premises	WR	S-3d	D		
29. Cohabiting without the benefits of marriage, or engaging in relationships contrary to the teachings of the Catholic Church	D				
30. Gambling (like playing cards or end games) and/or bringing gambling paraphernalia inside the school premises	S-3d	D			
31. Desecration of the church and other holy objects (like images of saints, host, holy water etc.)	S-3d	D			
32. Organizing parties, outing or activities using the name of the school without due consent from school authorities	WR	S-3d	D		
33. Malicious mischief - Any person who shall deliberately cause the property of another any damage (Revised Penal Code of the Philippines)	WR / C	S-3d	D		
34. Circulation of poison letter, group message, forwarded e-mails, web pages and the like intended to debase a person, the school or an institution	WR / C	S-3d	D		
35. Cursing, bullying, name-calling using abusive, insulting or profane language	WR / C	S-3d	D		
36. Gossiping, slander or making written or verbal derogatory remarks	WR / C	S-3d	D		
37. Proselytizing, which is an attempt to convert another person to one's religion	WR / C	S-3d	D		
38. Giving or offering anything to induce a person to do something illegal or wrong	WR / C	S-3d	D		
39. Failure to wear student Identification Card	VR	WR	S-3d	D	
40. Improper wearing (or altering) of the prescribed uniform	VR	WR	S-3d	D	
41. Non-observance of dress code except during school activities that will require decent civilian attire. Micro-mini skirts (more than 3 inches from the kneecap), short-shorts, cycling pants, tube, sleeveless, plunging neckline blouses, see through blouses, halter tops, backless tops, tank tops, leggings, sandos, sleeveless jerseys and slippers are considered inappropriate campus attire	VR	WR	S-3d	D	
42. Improper hair-cut: skin-head, semi-bald, dyed, under-cut and hair not prescribed by the school. Hair covering the forehead, reaching the collar line and upper ear lobes are considered long hair as per school standard.	VR	WR	S-3d	D	
43. For male students - use of hairpins, pony tails, headbands, etc.; wearing earrings, sporting any form of body piercing and other accessories ordinarily used by females.	VR	WR	S-3d	D	

44. Hair setting, plucking eyebrows, wearing colored contact lenses	VR	WR	S-3d	D	
45. Sporting of earrings, nose rings, eyebrow rings, "puka" shells necklace, wearing of dangling earrings, metal chains and excessive jewelry	VR	WR	S-3d	D	
46. Sporting tattoos	WR	S-3d	D		
47. Non-submission of letter of excuse required from an absence	VR	WR	S-3d	D	
48. Frequent unexcused tardiness	VR	WR / C	S-3d	D	
49. Non-observance of deadlines for submission of reply slips, report cards and other correspondence	VR	WR / V	S-3d	D	
50. Unsigned diaries	VR	WR	S-3d	D	
51. Failure to bring books and notebooks everyday	VR	WR / C	S-3d	D	
52. Non-wearing of I.D. inside the campus	VR	WR	S-3d	D	
53. Using personal things of others without permission	VR	WR / C	S-3d	D	
54. Loitering during class hours and non-observance of the curfew time	VR	WR	S-3d	D	
55. Littering	VR	WR	S-3d	D	
56. Eating in places other than those designated	VR	WR	S-3d	D	
57. Non-observance of rules in the canteen, chapel, classroom, restrooms and other facilities of the school. (e.g. running, shouting and making unnecessary noise and chewing gums.)	VR	WR	S-3d	D	
58. Obstruction and disruption of teaching and other school proceedings or activities	WR / C	S-3d	D		
59. Entering to off-limit areas without teacher's supervision and permission: o Finance Office o Registrar's Office o Guidance Office o Faculty Room o Science Laboratory o Computer Laboratory o Other premises the school prohibits the students to enter	VR	WR / C	S-3d	D	
60. Use of school facilities or equipment without permission from proper authorities	WR / C	S-3d	D		
61. Entertaining outsiders during regular school days	WR	WR	S-3d	D	
62. Bringing and using items not related to academic work inside the school campus without school permit	VR	WR / C	S-3d	D	
63. Bringing and using cellular phone and other electronic gadgets during class hours, school programs and activities	WR	S-3d	D		
64. Repeated request (three times) for temporary I.D. due to negligence	WR	S-3d	D		

C – Counselling
D – Dismissal
VR – Verbal Reprimand

WR – Written Reprimand
S – Suspension
d – day/s

PROCEDURE IN DEALING WITH STUDENT OFFENSES

1. In cases where the usual process is inapplicable and when issues of confidentiality and containment are necessary and should be prioritized, the case may be forwarded directly to the School Principal and/or the School Director. They shall then make the necessary decisions for the resolution of the case. The administration shall also have the discretion to impose either a lighter or heavier sanction depending on the gravity of the offense committed and the circumstances of each case.

2. Any **Act of Academic Dishonesty** as a major offense will undergo the same procedure but will have an immediate separate sanction once the act is proven. These are as follows:

- a. A SCORE OF ZERO (0) IN QUIZZES AND OTHER ACTIVITIES IF CHEATING AND OTHER ACTIVITIES IF CHEATING WAS DONE UNDER THESE CIRCUMSTANCES.
- b. A GRADE OF 70 IN THE REPORT CARD IF CHEATING WAS DONE DURING QUARTERLY EXAMINATION
- c. CHARACTER GRADE EQUIVALENT TO 70%, IN HONESTY, SENSE OF RESPONSIBILITY, AND CONCERN FOR OTHERS
- d. REMOVAL FROM ANY OFFICE/POSITION HELD
- e. DISQUALIFICATION FROM ACADEMIC HONORS FOR THE CURRENT SCHOOL YEAR

3. **For gadgets unduly brought to school:** Confiscation of which the gadget/s in question will be returned only to the parent guardian of the student who brought the said gadget, on or after the LAST DAY of classes of the school year during which the violation was committed.

Points and Processes for Confiscation of Gadgets:

1. When a teacher/personnel authorizes bringing of a gadget (for special purposes such as school curricular or extra-curricular activity where the particular gadget would be deemed indispensable) by a student, a form stating the authorization and rationale, shall be accomplished and signed by the teacher and the student. This form should be presented by the student to the class adviser.
2. Upon confiscation of the gadget, the Homeroom Adviser will sign the logbook for confiscated gadgets for the description of the gadget in question.
3. Upon depositing the gadget to the Registrar's Office, the parent/ guardian of the student will be called to be informed about the offense committed.
4. The gadget will be placed inside an envelope and sealed with adhesive tape. The parent/ guardian will sign over the sealed envelope, signifying agreement to the policy of the school that the gadget would only be returned to them at the end of the school year (on or after the last day of school).

OFFENSES PUNISHABLE BY AUTOMATIC DISMISSAL

Students who are suspected to have committed the following offenses shall be given fair opportunity to be heard. He/She may avail the assistance of a lawyer or any person he/she may prefer. If the student is found guilty the School shall have the prerogative whether or not to dismiss the student.

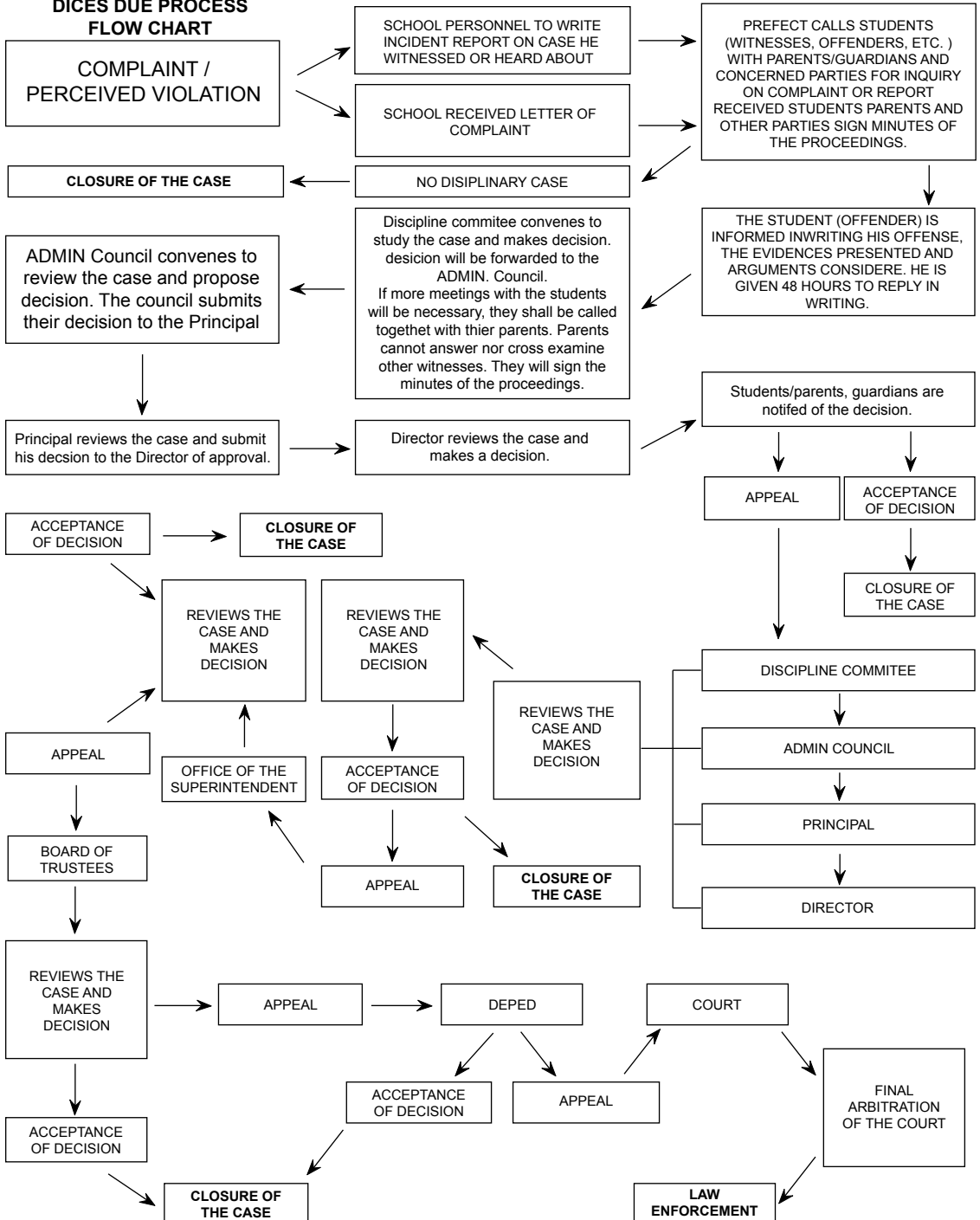
UPON COMMITTANCE

1. Bringing or using illegal drugs like marijuana, shabu, and other prohibited drugs and drug paraphernalia inside the school premises and in other school related activities
2. Organizing/joining/participating/recruiting members in a fraternity
3. Hazing or inflicting or attempting to inflict body injury upon another
4. Bringing or possessing deadly weapons, firecrackers, explosives or bladed and pointed weapons

Procedural Due Process:

1. The students must be informed in writing of the nature and cause of any accusation against them;
2. They shall have the right to answer the charges against them, with the assistance of counsel, if desired;
3. They shall be informed of the evidence against them;
4. They shall have the right to adduce evidence in their own behalf; and
5. The evidence must be duly considered by the investigating committee or official designated by the school authorities to hear and decide the case

**DICES DUE PROCESS
FLOW CHART**



DICES GUIDELINES FOR USE OF SOCIAL MEDIA (ADOPTED JUNE 8, 2018)

Overview

The online presence of school administrators, teachers, and students in participating on Facebook, Twitter, Instagram, and other social media sites; and other Blog or Vlog sites serves various purposes aligned with the vision and mission of the School. These include evangelizing through life-long and relevant education, and becoming eloquent communicators, responsible and competent in modern technology, innovative and resourceful and globally competitive and locally active.

In all your online activities, it is necessary that you exhibit professionalism and competent knowledge pertaining to the School, your position, and profession when you contribute on forum discussions and comment sections.

As a general rule, all teachers, administrators, other school personnel, and students are required to obtain prior approval for any communication that will bind the School and its education community. Without such prior approval, comments and statements online should start with a disclaimer:

“this comment reflects my personal views and does not in any way bind the School. I am therefore personally and solely responsible for my statements.”

For personnel whose jobs require them to represent the School such as those in the Public and External Affairs, Marketing Department, Admissions Office, HR, Corporate Office, Academic Affairs among others, it is required that they undergo proper training; and should always secure prior approval from the department head before sharing, communicating, or commenting on any official School information online.

These Guidelines shall apply to all use of social media by academic and non-academic employees, as well as students, whether for professional, academic, business, or personal activities.

I. Speak with Competence.

1. If you are posting about the School, identify your designation and your role. You may be a member of the faculty, an administrator, an employee, or a student of the School.
2. You represent your office, profession, and the entire School community. Make sure that your online posts and comments reflect your competency pertaining to your work, your department, and your knowledge about the School.
3. Speak only about what you know. Consider linking or referring to official School website or the School’s Facebook page (or other social media accounts) for matters outside of your expertise or competency.
4. If you are asked about the official position of the School on a particular issue, do not give your personal opinion. Rather refer the inquiry to School’s official or designated spokesperson or seek prior approval of the School if you wish to speak on the latter’s behalf.

II. Add Value.

1. Consider the value of your post or comment before you share or send.
2. If what you are posting assists others in the education community, and provides fresh and insightful comments; including your peers, parents, an students; or solves a problem, you are adding value.
3. Similarly, if your contribution promotes an atmosphere of mutual respect in the education community; or improves the image of the School and its services, it is adding value.

III. Be careful in sharing your photos or videos.

Always remember, a person who places a photograph on the internet is deemed to have intended to forsake and renounce all privacy rights to such imagery.

IV. Be Appropriate.

Never post anything that might be offensive to others, such as sexual comments, insulting posts, gender sensitive posts, arrogant behavior, or posts that make fun of others especially members of the education community.

V. Be Broadminded.

1. Be respectful to all others online even when you disagree with other commentators or posts.
2. Always advocate your views and points based on facts.
3. Avoid speaking negatively about other people, including other schools in any way.
4. Engaging in arguments and inflammatory debates can tarnish your credibility and reputation, and by association, that of the School.

VI. Obey School Policies.

1. The standard for conduct and the prohibition of certain acts as provided in the School policies (e.g. Personnel Manual and Student Handbook) extend to your activities in cyberspace and social media at all times even off-campus and beyond school hours.
2. Do not bully, harass or discriminate against fellow faculty, administrators, or employees, defame or disparage them.

VII. Protect Privacy.

Do not use social media to disclose confidential or proprietary information of the School or violate the individual privacy of your students.

1. Do not post photos of students on your Facebook or other social media accounts without their parents' consent;
2. Do not post grades or academic exercises of students online;
3. Do not post or share personal information of students online (e.g. name, section, student number, address, contact details, and name of parents)
4. Do not discuss lessons to students online; and
5. Share or post official photos of school activities only from the School's website or official social media page and make proper attribution.

Connecting with Students. No teacher or faculty shall add as friend, network or connection whatsoever, any Kindergarten or Elementary student. HS Students shall be asked, with the assistance of their parents or guardians, during enrolment whether they wish to be connected to the school online including their teachers and faculty by providing their Facebook names and kept by the school in a registry of students online. Only students included in such registry may be subject to friend requests of teachers and administrators. Students, nevertheless, have discretion to accept said friend request or requests.

VIII. Respond to Your Mistakes Immediately.

1. If you post something in error, correct it immediately. Your credibility is judged by your accuracy and your willingness to recognize and fix your mistakes.
2. If you modify a prior online post, be up front about doing so.

IX. Protect partners, suppliers, and third parties associated with the School.

Do not cite or refer to our partners, suppliers, and other third parties associated to the School and identify them by name or reveal any confidential information related to them without getting their prior permission or approval.

X. Respect and Comply with Terms of Use of All Sites You Visit.

Do not expose yourself or the School to legal risk by accessing or using a website in violation of its terms of use. Review the terms of use of all social media sites you visit and ensure that your use complies with them. Pay particular attention to terms relating to:

1. Prohibitions or restrictions on the use of the social media site, including prohibitions or restrictions on use for advertising, marketing and promotions or other commercial purposes (for example, Facebook's *Statement of Rights and Responsibilities* (its terms of use) and accompanying *Promotion Guidelines* specify the terms for businesses that administer promotions through Facebook).
2. Ownership of intellectual property used on, or information collected or generated through use of, the site (for example, any of DICES or DICES school's copyrighted material and trademarks that might be posted on the site, or user information the company collects through the site).
3. Requirements for licenses or other permissions allowing use by the site owner and other third parties of the company's trademarks or other intellectual property.
4. Privacy rights and responsibilities of the site owner and users. **Be Aware That All Social Media Accounts Created or Used on Behalf of the School Belong Solely to the School.** Any social media accounts created or used by employees or contractors on behalf of School or otherwise for any of the School's official purposes belong solely to the School, including any and all log-in information, passwords and content associated with each account, including followers and contacts. The School shall at all times retain sole ownership of all such accounts, including all log-in information, passwords and associated content. You agree that you will not create any social media account to be used on behalf of the School or for any purposes without the School's express prior consent and authorization. If you have any questions about creating or managing a social media account, please contact the School Director.

XI. Be aware that you can be subject to disciplinary action for violation of these Guidelines.

Any violation of these Guidelines will be subject to appropriate disciplinary action including termination of employment for employees or dismissal of student as provided under the School's Personnel Manual, Student Handbook, and other relevant laws and regulations.

VII. ANTI-BULLYING POLICY

ANTI-BULLYING POLICY OF THE PAROCHIAL SCHOOLS OF THE DIOCESE OF IMUS

Prefatory Statement

The School values a healthy and peaceful educational environment. All members of the School community, which includes students, parents and guardians, and the community members should be made aware of the negative effects that bullying can have on victims and the School in general, and should work towards ensuring that students can work in an environment without fear. The School will do whatever is reasonably necessary and possible within its authority to eradicate bullying in all its forms. The School takes a strong stance against bullying. Bullying is unacceptable in our School and will not be tolerated.

I. Preliminary Provisions

Section 1. Legal Basis. This Policy is adopted in compliance with Republic Act No. 10627, otherwise known as the "Anti-Bullying Act of 2013".

Section 2. Scope and Coverage. This Policy applies to the Kindergarten, Elementary, and High School programs at the Parochial Schools of the Diocese of Imus, here after referred to as the "School".

Section 3. The following shall be the parties and/or stakeholders in bullying incidents:

1. Bully - refers to a student who commits any of the acts of bullying as defined in R.A. No. 10627, its Implementing Rules and Regulations (IRR), and this Policy. This term also includes a student who participates in any of the acts of bullying by supporting or aiding the commission thereof.

2. Bystander - refers to any student who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by R.A. No. 10627, its IRR, and this Policy. Bystanders include the silent majority of students who witness bullying but are unable to do something because of fear; and those who try to stop bullying by defending the victim or reporting the incident.

3. Bullied or Victim – refers to any student who experiences the acts of bullying or retaliation as defined by R.A. No. 10627, its IRR, and this Policy.

4. Parent or Guardian - refers to the parent or guardian, of either the bully or victim, or other students involved in the bullying incident, on record with the School.

5. School – refers to the Parochial Schools of the Diocese of Imus

6. School Personnel - refers to all staff and employees of the School; regardless of rank or status; whether classified as academic, academic-support, or non-academic; and whether full-time or part-time; and whether probationary, contractual, or regular.

7. Service Providers - refers to outsourced personnel of the school, which includes, but is not necessarily limited to, maintenance and security, coaches, trainers, and drivers and staff of accredited transport or bus services.

II. Prohibition on Bullying

Section 4. Statement of Policy. The School as a matter of policy prohibits bullying in all its forms, regardless of the means, place and time of its commission.

Section 5. Definition of Bullying. The School adheres to the definition of bullying including the different forms, as provided in the IRR of R.A. No. 10627, which provides:

“**Bullying**” refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

(1) Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;

(2) Any act that causes damage to a victim’s psyche and/or emotional well-being; treat others like you want to be treated

(3) Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim’s looks, clothes and body;

(4) “**Cyber-bullying**” or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012.

Section 6. Other Forms of Bullying. The term “bullying” shall also include:

(1) “**Social bullying**” – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group;

(2) “**Gender-based bullying**” – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI);

(3) Retaliation against a student who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying; and

(4) All other forms of bullying analogous to those provided under the Anti-Bullying Law and its IRR.

- Section 7. Common Forms of Bullying.** The common forms of bullying shall include, but is not necessarily limited to, the following:
- Calling names** with the express purpose of humiliating, embarrassing a student, or otherwise cause trouble.
 - Rudeness and Intimidation.** These may be done through unwanted physical acts but may also be carried through non-verbal means. A mean look or stare is an example of a non-verbal bullying.
 - Threats and extortion.** Creating fear and extorting money, food or possessions from other students. Threatening texts or messages in chat rooms and social media sites are included in this form.
 - Malicious gossip and exclusion from the group.** Circulating gossip or damaging stories that tends to discriminate, exclude, and hate another student.
- Section 8. Fair and equal treatment of bullying incidents.** The School shall address each and every bullying incident fairly and equally. All forms of bullying should be taken seriously and dealt with appropriately.
- Section 9. Situs of Bullying.** The School has the authority to impose school discipline to its students including this Policy. This authority of the School is not confined within the School premises.

- The School particularly undertakes to prevent and address bullying committed at the following:
- a. **On Campus.** School Grounds including classrooms, hallways, cafeteria, canteen, faculty rooms, auditorium, gymnasium, computer rooms, laboratories, and all places and facilities within the campus.
 - b. **Off-Campus** which covers:
 - 1) properties immediately adjacent to School grounds including places or establishments frequented by our students;
 - 2) any other place where school-sponsored or school-related activities, functions or programs are conducted;
 - 3) School bus stops;
 - 4) School service, buses, or transport used by the School in an activity off-campus; and
 - 5) School buses or School services operated or accredited by the School to transport students to and from the campus.
 - c. **On Cyberspace.** Text messages, emails, chat rooms, and other social media and web sites regardless of the web site administrator's permission to use foul or explicit language or content, or absence of any particular standard of use.

III. Prevention Programs

- Section 10.** The School shall raise the awareness of the anti-social nature of bullying through various programs; assemblies; activities; and integration in the curriculum as it may deem appropriate.
- The School undertakes to develop anti-bullying programs that are comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain among others:
- (1) School-wide initiatives centered on:
 - a. positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individual differences;
 - b. periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;
 - c. periodic review and enhancement of the students' and personnel's manual or code of conduct in relation to bullying;

- d. conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying.
- e. continuing personnel development to sustain bullying prevention programs; and
- f. coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders.

(2) Classroom-level initiatives that focus on:

- a. reinforcing school-wide rules pertaining to bullying;
- b. building a positive sense of self and interpersonal relationships through the development of self- awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
- c. discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
- d. teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
- e. providing an inclusive and caring learning environment for students.

(3) Involving parents in bullying prevention activities, such as:

- a. discussions on this Policy, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars; and
- b. conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.

(4) Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Section 11. Early Detection of Bullying. There are signs indicative that a student is being bullied in school. A change in the student’s behavior or actions, change in the student’s routines, or the absence or presence of other circumstances, may be a sign that the student is a victim of bullying. The teacher, parents or guardian shall check and report to School authorities these changes should they become manifest. These changes may include the following:

1. Feeling sick in the morning;
2. Unwillingness to go to school and leave home;
3. Unwillingness to be left alone in the School;
4. Crying to sleep at night or has nightmares;
5. Bedwetting;
6. Doing poorly in class or school work;
7. Coming home with torn clothes or damaged belongings;
8. Has possessions missing;
9. Has unexplained cuts and bruises;
10. Being frightened to say what is wrong;
11. Being anxious or lacking in self-confidence; and
12. Attempting or threatening self-harm.

IV. Intervention Programs

Section 12. The School shall develop intervention programs to promote the continuity of comprehensive anti-bullying policies. Intervention refers to a series of activities which are designed to address the following:

- a. issues that influence the student to commit bullying;
- b. factors that make a student a target of bullying; and
- c. effects of bullying.

Section 13. Forms of Intervention. Interventions may include programs such as counseling, life skills training, education, and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bully.

Such programs may:

- a. involve activities that will address acts of bullying;
- b. emphasize formative and corrective measures rather than punishment;
- c. conform to principles of child protection and positive and non-violent discipline;
- d. help the victim, the bully, and the bystanders understand the bullying incident and its negative consequences; and
- e. provide opportunities to practice pro-social behavior.

Section 14. The School shall develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying incident.

V. Responsibilities in Bullying Incidents

Section 15. The following are the responsibilities of stakeholders in bullying incidents:

(1) **Bully**

The “**Bully**” shall:

- a. Comply with the intervention and prevention programs of the school;
- b. Submit to due process of the school as part of disciplinary action whenever necessary.

(2) **Bullied or Victim**

The Bullied or Victim shall:

- a. Avoid retaliation;
- b. Report his/her experience to the teacher, Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, or other persons or school authorities; and
- c. Be circumspect in his/her claims against the alleged bully.

(3) **Bystander**

The bystander shall:

- a. Promptly report cases of bullying, that which he or she witnessed or has personal knowledge of, to the teacher, Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, or any person or school authorities;
- b. Not to join the bullying;
- c. Secure the safety of the victim whenever possible without causing harm to himself or herself.

(4) **School**

The School through the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, teachers and other school administrators shall:

- a. Implement the provisions of this Policy;
- b. Provide all students and their parents or guardians a copy of this Policy. This policy shall likewise be included in the School’s student and/or employee handbook and shall be conspicuously posted on the School walls and website;
- c. Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for reporting of acts of bullying or retaliation;
- d. Educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce this Policy at home;
- e. Devise prevention, intervention, protective and remedial measures to address bullying;
- f. Conduct the capacity building activities for guidance counselors/teachers and the members of the Child Protection Committee;

- g. Ensure effective implementation of the anti-bullying policy and monitor compliance therewith;
- h. Ensure the safety of the victim of bullying, the bully, and the bystander and determine the students' needs for protection;
- i. Ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation;
- j. Maintain a record or statistics of incidents of bullying and retaliation;
- k. Coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.

(5) **Teachers and Other School Personnel**

Teachers and other School personnel shall:

- a. Participate and cooperate in all prevention, intervention, and other measures related to bullying by the School;
- b. Report incidents of bullying;
- c. Update himself/herself on detection and proper handling of bullying incidents;
- d. Be objective and handle incidents with due consideration of confidentiality and tender age of students involved;
- e. Coordinate closely with the Child Protection Committee of the school; and
- f. Observe due diligence in the prevention of bullying cases during classes or other student activities he/she is directly in charge of.

(6) **Students in General**

Students shall:

- a. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the School;
- b. Avoid or refrain from any act of bullying;
- c. Intervene to protect the victim, unless it will jeopardize his safety and security; and
- d. Report to school authorities any incident of bullying.

(7) **Parents**

Parents shall:

- a. Participate in bullying prevention activities of the school which includes:
 - 1. Education on relevant policies;
 - 2. Sharing of best practices on how to reinforce positive social and emotional skills to the children.
- b. Cooperate with the school authorities in bullying incidents involving their child/children; and
- c. Not to take matters into their own hands in resolving bullying incidents.

VI. The Anti-Bullying Committee

Section 16. The Anti-Bullying Committee. The School's existing Child Protection Committee (CPC) shall also be designated as the School's Anti-Bullying Committee as required under DepEd Order No. 40, series of 2012.

Section 17. Composition. The Committee shall be composed of the following:

- a. School Principal – Chairperson
- b. HR Manager – Vice Chairperson
- c. Representative of the Teachers
- d. Representative of the Parents
- e. Representative of students; and
- f. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC). (ad hoc)

- Section 18. Functions.** The Anti-Bullying Committee shall perform the following tasks:
- a. Conduct awareness-raising programs with school stakeholders in preventing and addressing bullying;
 - b. Ensure that the anti-bullying policy adopted by the school is implemented;
 - c. Monitor all cases or incidents related to bullying reported or referred by the teacher, guidance counselor or coordinator or any person designated to handle prevention and intervention measures mentioned by the preceding sections of this Policy; and
 - d. Make the necessary referrals to appropriate agencies, offices or persons, as may be required by the circumstances.

VII. Handling Bullying Incidents in the School

Section 19. Exclusive Jurisdiction. Complaints of bullying and other acts under this Policy shall be within the exclusive jurisdiction of this School or jointly by Schools whenever the incident involves students from different schools. Bullying incidents shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

Section 20. Effect of Institution of Criminal Action. The filing of criminal complaint by either or both the bully and the bullied before the law enforcement agencies, prosecutor's office, or courts of law shall not operate to divest this School of its authority to conduct its own investigation, fact finding, and/or disciplinary proceeding on the students involved.

Section 21. Immediate Responses. The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel. The school personnel who was notified of a bullying incident or retaliation shall intervene, by:

- a. Stopping the bullying or retaliation immediately;
- b. Separating the students involved;
- c. Removing the victim or, in appropriate cases, the bully or offending student, from the site;
- d. Ensuring the victim's safety, by:
 1. Determining and addressing the victim's immediate safety needs; and
 2. Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.
- e. Bringing the bully to the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office

Section 22. Reporting the Bullying Incident or Retaliation

1. A victim or a bystander, or a school personnel who receives information of a bullying incident or retaliation, or any person, who witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher in charge, or the Office of Student Affairs (OSA)/ Prefect of Discipline/Guidance Office, who shall immediately report the matter to the Principal.
2. The School shall inform the parents or guardian of the victim and the bully about the incident.
3. If an incident of bullying or retaliation involves students from another school during a school authorized or school-sponsored activity on or off-campus, this School shall promptly notify the appropriate administrator or school head of the other school so that appropriate action may be taken.
4. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained, and the person who reported the incident shall be afforded protection from possible retaliation; provided, however, that no disciplinary administrative action shall be taken against an alleged bully or offending student solely on the basis of an anonymous report and without any other evidence.
5. Teachers shall make sure that no bullying incident should be kept unreported or unnoticed. For this purpose, a Record of Bullying Incidents Form is designed and developed where teachers in charge may keep track of bullying incidents or indications in the classroom or off-campus activities. The same shall be kept in strictest confidence in a central file with the Guidance Office.

Section 23. Fact-Finding and Documentation

The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office shall:

1. Separately interview in private the bully or offending student and the victim.
2. Determine the levels of threats and develop intervention strategies. If the bullying incident or retaliation or the situation requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken by the school within twenty-four hours (24) from the time of the incident.
3. Inform the victim and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation; and
4. Make appropriate recommendations to the Child Protection Committee on proper interventions, referrals and monitoring.

Section 24. Referral to Experts Outside of the School. The School may, upon evaluation, refer the victim and the bully to trained professionals outside the school, such as social workers, guidance counselors, psychologists, or child protection specialists, for further assessment and appropriate intervention measures, as may be necessary. The School also undertakes to notify the Women and Children’s Protection Desk (WPCD) of the local Philippine National Police, in appropriate cases involving the bully or offending student.

VIII. Disciplinary Measures

Section 25. Where students resist or refuse to respond to intervention or preventative strategies to address bullying, the School will resort to stringent actions to deal with persistent and violent bullying. Disciplinary actions may or may not be resorted to by the School depending on the circumstances of each case with due consideration to the age of the students or pupils involved.

Section. 26. Due Process

- A. Bullying cases may be initiated either through:
 - a Complaint; or
 - a motu proprio Charge from the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office on the basis of a report of the teacher, school personnel or bystanders.
- B. The Complaint should be duly executed by:
 - the complaining student with the assistance of his or her parents; or
 - solely by the parents on the basis of their child’s statements.
- C. In both instances, the Complaint must be duly sworn to by the executing student and/ or parent stating clearly how the act/s of bullying was/were committed and other attendant circumstances. The complaining party may attach sworn statements of witnesses and other proofs to substantiate the Complaint.
- D. The Complaint or Charge for Bullying shall be filed with the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office.
- E. The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office shall furnish the parents of the respondent student/s a copy of the Complaint or Charge and direct the student/s concerned with the assistance of the parents to file a Sworn Answer within a period of forty-eight (48) hours or within a reasonable period from receipt of the Complaint or Charge as may be allowed under the circumstances.
- F. Upon receipt of the Sworn Answer, the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office may schedule a conference with the Complainant and/or the Respondent separately to clarify the allegations in the Complaint and the Sworn Answer. The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office may also interview witnesses, bystanders, and others who may have knowledge of the circumstances surrounding the incident.

- G. The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office shall then issue a resolution on the Complaint or Charge stating clearly its basis. A resolution finding the commission of bullying shall state the appropriate sanction. The resolution shall be deemed a recommendation to the Principal, which the latter may either disapprove or modify. The decision of the Principal may be subject to reconsideration, or appeal to the Schools Division, within a period of ten (10) calendar days from receipt of the decision.

Section 27. Sanctions

- 1) If the act of bullying committed does not fall under any offense defined in the Student Manual, the following sanctions shall apply:
- 1.1.1 First Offense: Reprimand and Summon of Parents
- 1.1.2 Second Offense: Suspension from Classes for three (3) to five (5) school days, or Community Service for three (3) to five (5) school days, or both. The duration of the suspension and/or community service may be further reduced or lengthened by the School depending on the nature, gravity or severity of the bullying act.
- 1.1.3 Third or Subsequent Offense: Non-Readmission to Exclusion.
- 2) If the act of bullying committed falls under an offense already defined and prohibited in the Student Manual, the higher penalty or sanction shall apply.
- 3) Depending on the seriousness or gravity of the offense committed and/or the extent of injuries suffered by the victim, the School reserves the right to impose the extreme penalty of expulsion subject to approval of the Department of Education.
- 4) In addition to the disciplinary sanction imposed, the School may, after careful evaluation, likewise refer the alleged bully and/or the alleged victim for counselling of School's Guidance Counsellor or to a private counsellor of their choice, or to other intervention programs of the School should it become necessary.

Section 28. Preventive suspension. The School may at its discretion and during the pendency of the investigation, put any student on preventive suspension for a period not longer than three (3) school days, if there is reason to believe that the presence of said student might put him/her at risk of more harm, or will jeopardize the general peace and order of the campus. Such preventive suspension may extend to the parents or guardians of the students involved in the incident. In such case, the parents are barred from entering the School's premises or attend School activities during the said suspension.

Section 29. False Accusation of Bullying. If a student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to the same disciplinary actions or to appropriate interventions for "bullies" under this Policy.

Section 30. Confidentiality. Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Anti-Bullying Committee, teacher concerned, and the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, provided that the names may be made available to the parents or guardians of students who are or have been victims of bullying or retaliation. Any school personnel who commits a breach of confidentiality shall be subject to appropriate sanctions including termination of employment as may be provided in the School's Employee's Handbook.

Section 31. Effectivity. This Policy shall take effect immediately upon the date of its approval and shall not be modified, altered, amended or repealed unless otherwise resolved through a valid Resolution of the Board of Trustees/Directors of the School.

**APPROVED BY THE BOARD OF TRUSTEES
OF THE PAROCHIAL SCHOOLS OF THE DIOCESE OF IMUS,
MARCH 12, 2014, BISHOP'S HOUSE, CITY OF IMUS.**

VIII. SPECIAL PARENTAL AUTHORITY

(Executive Order No. 209, Family Code of the Philippines)

Special Parental Authority is exercised concurrently with actual parental authority. It rests on the theory that while the child is in the care and custody of the person exercising such special authority the parents temporarily relinquish parental authority over the child to that person.

- ART. 218. The school, its administrators and teachers, or the individual, entity or institution engaged in child care shall have special parental authority and responsibility over the minor child while under their supervision, instruction or custody. Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution.

- ART. 219. Those given the authority and responsibility under the preceding Article shall be principally and solidarily liable for damages caused by the acts or omissions of the unemancipated minor. The parents, judicial guardians or the persons exercising substitute parental authority over said minor shall be subsidiarily liable. The respective liabilities of those referred to in the preceding paragraph shall not apply if it is proved that they exercised the proper diligence required under the particular circumstances.

IX. INTERNET POLICY

The social networking platforms are not the proper forum or venue for the discussion or airing of grievances against or of personal or private concerns with the school administration and employees, students, or parents. In line with the policy of open communications, the different stakeholders in the school are encouraged to discuss concerns, issues or grievances with the person concerned by filling out FM 3 (Correspondence) found in the Student's Handbook and Diary for a schedule of appointment to the person concerned in the presence of the School Principal.

Any school employee, parent, student, or administrator who airs, ventilates, discusses, discloses, or uploads concerns or issues with other stakeholders on the social networking platforms without first taking it up with the person concerned shall be considered guilty of fomenting, creating or causing dissension or discord, disloyalty or disrespect for authority and/or acts inimical to the common good of the institution and shall be dealt with accordingly.

X. OTHERS

PWD DISCOUNT ON EDUCATIONAL SERVICES

The twenty percent (20%) discount on the goods and sale of services for PWDs pursuant to Republic Act No. 7277, otherwise known as the Magna Carta for Persons with Disability, does not apply to educational institutions, such as the member schools of DICES. Nonetheless, DICES schools upon their own initiative may provide educational assistance in the form of scholarships, grants, financial aids and subsidies. In this regard, PWDs desiring to pursue their education with DICES schools may avail of the Economic Scholarship Program consisting of discounts in tuition, assistance in procurement of books, and allowance to the extent feasible. Provided that the applicant meets the minimum qualification for admission and subject to the approval school administration.

SOLO PARENT DISCOUNT ON EDUCATIONAL BENEFITS

The member schools of DICES are not required under Republic Act No. 8972, otherwise known as Solo Parent's Welfare Act of 2000, to provide for educational benefits and privileges, such as discounts and scholarships, among the solo parents or their dependents. Nonetheless, DICES schools provide for

educational assistance in the form of scholarships, grants, financial aids, and subsidies, which may be availed by solo parents and their dependents. In this regard, qualified solo parents or their dependents desiring to pursue their education with DICES schools may avail of the Economic Scholarship Program consisting of discounts in tuition, assistance in procurement of books, and allowance to the extent feasible. Provided that the applicant meets the minimum qualification for admission and subject to the approval school administration.

For this purpose, the term "Solo parent" shall pertain to any individual who falls under any of the following categories: (1) A woman who gives birth as a result of rape and other crimes against chastity even without a final conviction of the offender: Provided, That the mother keeps and raises the child; (2) Parent left solo or alone with the responsibility of parenthood due to death of spouse; (3) while the spouse is detained or is serving sentence for a criminal conviction for at least one (1) year; (4) due to physical and/or mental incapacity of spouse as certified by a public medical practitioner; (5) due to legal separation or de facto separation from spouse for at least one (1) year, as long as he/she is entrusted with the custody of the children; (6) due to declaration of nullity or annulment of marriage as decreed by a court or by a church as long as he/she is entrusted with the custody of the children; (7) due to abandonment of spouse for at least one (1) year; (8) Unmarried mother/father who has preferred to keep and rear her/his child/children instead of having others care for them or give them up to a welfare institution; (9) Any other person who solely provides parental care and support to a child or children; (10) Any family member who assumes the responsibility of head of family as a result of the death, abandonment, disappearance or prolonged absence of the parents or solo parent.

STRAINED RELATIONSHIPS WITH STUDENTS AND PARENTS

DICES and its member schools have the right to establish reasonable rules and regulations for admission, discipline, and promotion of students. This right to establish and enforce reasonable rules and regulations extends to parents and parent-teacher associations since parents are under a social and moral obligation to assist and cooperate with the schools. As such, where the relations between parents and students on the one hand and the school and teachers upon the other hand have deteriorated—such as when the morally conducive and orderly educational environment is seriously imperiled—under jurisprudential ruling, DICES, in the interest of the rest of the student body and of the faculty and management as a whole, and of the children of the parents affected, may require the affected children to be enrolled elsewhere (Yap Chin Fah, et al. v. Court of Appeals, et al., G.R. NO. 90063, 12 December 1989).

X. PRAYERS

Prayer of Abundance	Morning Prayer in the Classroom	The Angelus	Prayer before Meal	Prayer after Meal	Dismissal Prayer
<p>Today, we receive all of God's love for us.</p> <p>Today, we open ourselves to the unbounded limitless and overflowing abundance of God's universe.</p> <p>Today, we open ourselves to Your blessings, healings, love and miracles.</p> <p>Today, we open ourselves to God's word so that we become like Jesus everyday and that we will be for Christ and not for ourselves.</p> <p>Today, we proclaim that we are God's Beloved, we are God's Servant and we are God's Powerful Champion.</p> <p>And because we are blessed, we will bless the world in Jesus name. Amen.</p>	<p>Lord Jesus, we surrender to You, our worries, our anxieties, our needs, our problems and our trials. We place them all in Your big hands!</p> <p>And we open ourselves to all that You want to give us. On this day, We say YES to Your blessings, healings and miracles in our lives.</p> <p>We thank You in advance for the perfect answers to our prayers.</p> <p>We also ask for Your special intercession of Mama Mary. We pray all this in the name of the Father, and of the Son and of the Holy Spirit. Amen.</p>	<p>Leader: The angel of the Lord declared unto Mary.</p> <p>All: And she conceived by the Holy Spirit.</p> <p>Hail Mary... L: Behold the handmaid of the Lord.</p> <p>A: Be it done unto me according to Your word.</p> <p>Hail Mary... L: And the word was made flesh.</p> <p>A: And dwell amongst us.</p> <p>Hail Mary... L: Pray for us, O Holy Mother of God.</p> <p>A: That we may be made worthy to the promises of Christ.</p> <p>L: Let us pray... Pour forth we beseech You O Lord. Your grace into our hearts. That we to whom the incarnation of Christ, Your Son, was made known by the message of an angel. May by his passion and cross, be brought to the glory of His resurrection, through the same Christ, our Lord. Amen.</p>	<p>Bless us O Lord and these Your gifts which we are about to receive from Your bounty through Christ our Lord. Amen</p>	<p>We give You thanks for all the gifts we have received from Your bounty through Christ our Lord. Amen.</p>	<p>Oh my God, I am heartily sorry for having offended You and I detest all my sins because I dread the loss of heaven and the pains of hell, I firmly resolved with help of your grace to confess my sins, to do penance and to amend my life. Amen.</p>

XI. ENROLLMENT AGREEMENT

This is to certify that the parties (students and parents) signatory to this Agreement fully subscribe to the following items as norms in the formation of the students according to the standards of a good Catholic school.

1. We fully accept all the school rules and policies contained in this Students' Handbook as set by the school authorities, conscious that the rules are for our own good.
2. We shall cooperate with the school in order to attain its objectives, which is to form practicing Catholics and concerned law-abiding Filipino citizens.
3. That once enrolled, the student is bound to be a true Donoherian, both in and out of the campus, knowing that one's behaviour, whether good or bad will be a reflection of the school.
4. We acknowledge that the requirements include, among others, punctuality in reporting to school and class activities and wearing the prescribed uniform.
5. We acknowledge that the commission of major and serious offenses, as stated in this Students' Handbook, and after due investigation, will disqualify one from being a student of this school immediately or after second/third offense, in accordance with the decision of the school authorities.

Conforme:

Student's name: _____ Grade & Section: _____

Attested:

Father's Signature Over Printer Name	Mother's Signature Over Printed Name	Guardian's Signature Over Printed Name/ Relationship	Class Adviser's Signature Over Printed Name

LETTER OF CONCERN

Date: _____

Dear _____

We wish to share with you our concern for your child, _____, regarding his/her class standing affected by: _____

Test and quizzes in _____

Assignments in _____

Projects and activities in _____

Behavior and attitude in _____

Others: _____

Please extend to him/her your assistance and guidance. We hope that together we can help your child progress before the quarter ends. Thank you for your cooperation.

Class adviser/Subject Teacher

REPLY:

Date: _____

We received your report regarding our child's progress in his/her class standing for this quarter. Thank you for your concern.

Parent/Guardian's Signature



LETTER OF CONCERN

Date: _____

Dear _____

We wish to share with you our concern for your child, _____, regarding his/her class standing affected by: _____

Test and quizzes in _____

Assignments in _____

Projects and activities in _____

Behavior and attitude in _____

Others: _____

Please extend to him/her your assistance and guidance. We hope that together we can help your child progress before the quarter ends. Thank you for your cooperation.

Class adviser/Subject Teacher

REPLY:

Date: _____

We received your report regarding our child's progress in his/her class standing for this quarter. Thank you for your concern.

Parent/Guardian's Signature

LETTER OF CONCERN

Date: _____

Dear _____

We wish to share with you our concern for your child, _____, regarding his/her class standing affected by: _____

Test and quizzes in _____

Assignments in _____

Projects and activities in _____

Behavior and attitude in _____

Others: _____

Please extend to him/her your assistance and guidance. We hope that together we can help your child progress before the quarter ends. Thank you for your cooperation.

Class adviser/Subject Teacher

REPLY:

Date: _____

We received your report regarding our child's progress in his/her class standing for this quarter. Thank you for your concern.

Parent/Guardian's Signature



LETTER OF CONCERN

Date: _____

Dear _____

We wish to share with you our concern for your child, _____, regarding his/her class standing affected by: _____

Test and quizzes in _____

Assignments in _____

Projects and activities in _____

Behavior and attitude in _____

Others: _____

Please extend to him/her your assistance and guidance. We hope that together we can help your child progress before the quarter ends. Thank you for your cooperation.

Class adviser/Subject Teacher

REPLY:

Date: _____

We received your report regarding our child's progress in his/her class standing for this quarter. Thank you for your concern.

Parent/Guardian's Signature

EXCUSE / ADMISSION SLIP

Date : _____

My child _____ was late/absent for _____ day/s,
from _____ to _____ .

Reason/s: _____

Parent's Signature

Excused Not Excused
 Need conference with parents.

Prefect of Discipline _____
Adviser

Date : _____

My child _____ was late/absent for _____ day/s,
from _____ to _____ .

Reason/s: _____

Parent's Signature

Excused Not Excused
 Need conference with parents.

Prefect of Discipline _____
Adviser

EXCUSE / ADMISSION SLIP

Date : _____

My child _____ was late/absent for _____ day/s,
from _____ to _____ .

Reason/s: _____

Parent's Signature

Excused Not Excused
 Need conference with parents.

Prefect of Discipline

Adviser

Date : _____

My child _____ was late/absent for _____ day/s,
from _____ to _____ .

Reason/s: _____

Parent's Signature

Excused Not Excused
 Need conference with parents.

Prefect of Discipline

Adviser

FM 3: Correspondence

- This form serves for the purpose of any concern (academic inquiry, complaint, appointment, etc.) needed to be addressed communicated by the parent/guardian to the Class Adviser.

CORRESPONDENCE

Date: _____

Dear _____

Parent/Guardian's Signature

Noted By: _____
Class Adviser



CORRESPONDENCE

Date: _____

Dear _____

Parent/Guardian's Signature

Noted By: _____
Class Adviser



CORRESPONDENCE

Date: _____

Dear _____

Parent/Guardian's Signature

Noted By: _____
Class Adviser

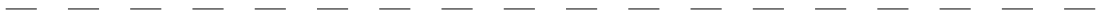
CORRESPONDENCE

Date: _____

Dear _____

Parent/Guardian's Signature

Noted By: _____
Class Adviser



CORRESPONDENCE

Date: _____

Dear _____

Parent/Guardian's Signature

Noted By: _____
Class Adviser



CORRESPONDENCE

Date: _____

Dear _____

Parent/Guardian's Signature

Noted By: _____
Class Adviser

FM 4: School/Classroom Pass

- This form serves for the purpose of the student's reason for going out of the classroom particularly to the School Infirmary or in going out of the school in case of pre-dismissal due to an emergency situation.

PERMIT TO LEAVE THE CLASSROOM / CAMPUS

Date: _____

This allows _____ to leave the classroom / campus.

_____ Adviser _____ OSA Coordinator

Date: _____

This allows _____ to leave the classroom / campus.

_____ Adviser _____ OSA Coordinator

Date: _____

This allows _____ to leave the
classroom / campus.

Adviser

OSA Coordinator

Date: _____

This allows _____ to leave the
classroom / campus.

Adviser

OSA Coordinator

Date: _____

This allows _____ to leave the
classroom / campus.

Adviser

OSA Coordinator

Date: _____

This allows _____ to leave the
classroom / campus.

Adviser

OSA Coordinator

Date: _____

This allows _____ to leave the
classroom / campus.

Adviser

OSA Coordinator

Date: _____

This allows _____ to leave the
classroom / campus.

Adviser

OSA Coordinator

FM 6: Notification Form

- This form serves for the purpose of communicating with the parents/guardian any concern brought to the School Infirmary (accident or sickness incurred in the school premises) issued by the School Health Officer and signed by the Class Adviser.

CLINIC PASS

Date: _____		
_____ is allowed to go to the clinic because		
s/he is complaining of :		
<input type="checkbox"/> headache	<input type="checkbox"/> chest pain	<input type="checkbox"/> dizziness
<input type="checkbox"/> wound/cut	<input type="checkbox"/> diarrhea	<input type="checkbox"/> allergy
<input type="checkbox"/> cold/cough	<input type="checkbox"/> dysmenorrhea	<input type="checkbox"/> toothache
<input type="checkbox"/> stomach ache	_____ others (specify)	

Adviser/ Subject Teacher		
The student is advice to:		
<input type="checkbox"/> stay in class	<input type="checkbox"/> go home	
<input type="checkbox"/> stay in the clinic	<input type="checkbox"/> consult a private doctor	
_____		_____
Clinic-in-charge		OSA Coordinator

Date: _____		
_____ is allowed to go to the clinic because		
s/he is complaining of :		
<input type="checkbox"/> headache	<input type="checkbox"/> chest pain	<input type="checkbox"/> dizziness
<input type="checkbox"/> wound/cut	<input type="checkbox"/> diarrhea	<input type="checkbox"/> allergy
<input type="checkbox"/> cold/cough	<input type="checkbox"/> dysmenorrhea	<input type="checkbox"/> toothache
<input type="checkbox"/> stomach ache	_____ others (specify)	

Adviser/ Subject Teacher		
The student is advice to:		
<input type="checkbox"/> stay in class	<input type="checkbox"/> go home	
<input type="checkbox"/> stay in the clinic	<input type="checkbox"/> consult a private doctor	
_____		_____
Clinic-in-charge		OSA Coordinator

CLINIC PASS

Date: _____

_____ is allowed to go to the clinic because
s/he is complaining of :

<input type="checkbox"/> headache	<input type="checkbox"/> chest pain	<input type="checkbox"/> dizziness
<input type="checkbox"/> wound/cut	<input type="checkbox"/> diarrhea	<input type="checkbox"/> allergy
<input type="checkbox"/> cold/cough	<input type="checkbox"/> dysmenorrhea	<input type="checkbox"/> toothache
<input type="checkbox"/> stomach ache	_____ others (specify)	

Adviser/ Subject Teacher

The student is advice to:

<input type="checkbox"/> stay in class	<input type="checkbox"/> go home
<input type="checkbox"/> stay in the clinic	<input type="checkbox"/> consult a private doctor

_____ Clinic-in-charge	_____ OSA Coordinator
---------------------------	--------------------------

Date: _____

_____ is allowed to go to the clinic because
s/he is complaining of :

<input type="checkbox"/> headache	<input type="checkbox"/> chest pain	<input type="checkbox"/> dizziness
<input type="checkbox"/> wound/cut	<input type="checkbox"/> diarrhea	<input type="checkbox"/> allergy
<input type="checkbox"/> cold/cough	<input type="checkbox"/> dysmenorrhea	<input type="checkbox"/> toothache
<input type="checkbox"/> stomach ache	_____ others (specify)	

Adviser/ Subject Teacher

The student is advice to:

<input type="checkbox"/> stay in class	<input type="checkbox"/> go home
<input type="checkbox"/> stay in the clinic	<input type="checkbox"/> consult a private doctor

_____ Clinic-in-charge	_____ OSA Coordinator
---------------------------	--------------------------

CLINIC PASS

Date: _____

_____ is allowed to go to the clinic because
s/he is complaining of :

<input type="checkbox"/> headache	<input type="checkbox"/> chest pain	<input type="checkbox"/> dizziness
<input type="checkbox"/> wound/cut	<input type="checkbox"/> diarrhea	<input type="checkbox"/> allergy
<input type="checkbox"/> cold/cough	<input type="checkbox"/> dysmenorrhea	<input type="checkbox"/> toothache
<input type="checkbox"/> stomach ache	_____ others (specify)	

Adviser/ Subject Teacher

The student is advice to:

<input type="checkbox"/> stay in class	<input type="checkbox"/> go home
<input type="checkbox"/> stay in the clinic	<input type="checkbox"/> consult a private doctor

_____ Clinic-in-charge	_____ OSA Coordinator
---------------------------	--------------------------

Date: _____

_____ is allowed to go to the clinic because
s/he is complaining of :

<input type="checkbox"/> headache	<input type="checkbox"/> chest pain	<input type="checkbox"/> dizziness
<input type="checkbox"/> wound/cut	<input type="checkbox"/> diarrhea	<input type="checkbox"/> allergy
<input type="checkbox"/> cold/cough	<input type="checkbox"/> dysmenorrhea	<input type="checkbox"/> toothache
<input type="checkbox"/> stomach ache	_____ others (specify)	

Adviser/ Subject Teacher

The student is advice to:

<input type="checkbox"/> stay in class	<input type="checkbox"/> go home
<input type="checkbox"/> stay in the clinic	<input type="checkbox"/> consult a private doctor

_____ Clinic-in-charge	_____ OSA Coordinator
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FM 7: Medical Survey

- This survey serves for the purpose of the student's medical record in the school.

MEDICAL SURVEY

Name: _____ Age: _____ Gender: _____
 Grade Level: _____ Section: _____
 Address: _____ Contact Number: _____
 Father's Name: _____ Mother's Name: _____

Please Check:
 _____ without disability _____ with disability

Type of disability: _____ hearing _____ seeing _____ mobility
 _____ memory _____ speech _____ learning developmental
 _____ Others please specify: _____

_____ with illness

Type of illness: _____ asthma _____ epilepsy _____ heart problem _____ allergy
 Others please specify: _____

FM 8: Quarterly Periodical Test Results

- This chart serves for the purpose of the student's Periodical Test results in all the subjects from first to fourth quarter grading periods.

QUARTERLY PERIODICAL TEST RESULTS

SUBJECTS	KTS				PROCESS				UNDERSTANDING			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q

Parent/Guardian's Signature:

First Quarter: _____ Third Quarter: _____
 Second Quarter: _____ Fourth Quarter: _____

FM 9: Class Clearance

- This chart serves for the purpose of the student's completion of the requirements set by the Class Advisers, Subject Teachers and other Academic School Personnel at the end of the school year.

CLASS CLEARANCE

Name: _____ Grade & Section: _____

Subjects/Offices	Teachers/ Officers-in-Charge	Signature	Remarks
English			
Mathematics			
Filipino			
Science			
Araling Panlipunan (AP)			
Music			
Arts			
Physical Education			
Health			
Computer			
VE with CLE			
EPP			
Mother Tongue			
Learning Resource Center (LRC)			
Registrar			
Cashier			
Locker			
Tutorial			
Canteen			
Others (Specify): _____			

Class Adviser

School Principal

