

Philippine
International
School
Qatar

STUDENT HANDBOOK

2024
2025



STUDENT'S NAME

TABLE OF CONTENTS

Introduction	3
Article 1. Philosophy, Vision, Mission, Objectives, And Values	4
Article 2. School Information	5
Article 3. Academic Policy	6
Article 4. Awards And Recognition Policy	12
Article 5. Admission And Attendance Policy	15
Article 6. Assessment Policy	17
Article 7. Grading, Promotion And Retention Policy	21
Article 8. Behavior & School Discipline Policy	24
Article 9. Support Policy	39
Article 10. Precautionary Measures Policy (COVID - 19)	42
Article 11. Safety And Security Policy	47
Article 12. Emergency Response Policy	49
Article 13. Complaint And Grievance Mechanism	58
Article 14. Code Of Ethics	61
Article 15. General Provision	61
PIS Hymn	61
Acknowledgment	62

INTRODUCTION

Dear Students, Parents, Teachers, and Stakeholders,

On behalf of the entire administration, faculty, and staff, we extend a warm and enthusiastic welcome to Philippine International School – Qatar (PISQ). We are thrilled to have you as part of our vibrant and diverse learning community.

Purpose and Importance of the Student Handbook

The PISQ Student Handbook serves as your compass for navigating your educational journey with us. It is designed to be an invaluable resource that provides you with essential information about our institution, its policies, and the services available to you.

This handbook isn't just a collection of rules and regulations; it's a roadmap to success. It outlines not only what is expected of you as a student but also what you can expect from us. It encapsulates our commitment to providing you with an environment conducive to learning, personal growth, and meaningful experiences.

How to Use the Handbook Effectively

Navigating your educational path is an exciting and sometimes challenging endeavor, but this handbook is here to help you every step of the way. To make the most of it, consider the following tips:

Read It Thoroughly: Take the time to read this handbook cover to cover. Familiarize yourself with the content, so you have a clear understanding of our institution's policies and procedures.

Use it as a Reference: Think of the handbook as a reference guide. When you have questions or encounter situations where guidance is needed, consult the relevant sections.

Stay Updated: Keep in mind that policies and procedures can change over time. Stay informed about updates and revisions to the handbook, which will be communicated to you through official channels.

Ask for Help: If you ever find yourself unsure about something, don't hesitate to seek assistance. Our dedicated staff and faculty members are here to support you. Contact information for key offices is provided within this handbook.

Engage Actively: Beyond policies, this handbook also introduces you to various opportunities for personal growth and involvement on campus. Take advantage of these chances to enrich your learning experience.

We believe that your journey at PISQ will be marked by academic excellence, personal development, and unforgettable memories. As you embark on this educational adventure, always remember that you are not alone - you have the support of our entire community.

Once again, welcome to PISQ. We look forward to witnessing your achievements and being a part of your educational success.

ARTICLE 1. PHILOSOPHY, VISION, MISSION, OBJECTIVES, AND VALUES

SCHOOL PHILOSOPHY

The school was established to provide a complete and up-to-date basic education program to the children of Filipino expatriates in the State of Qatar. The school adopts the Philippine curriculum which is the Enhanced K to 12 Basic Education Program of the Republic of the Philippines. The school uses the English language as the medium of instruction in all learning areas, except for Filipino subject which uses the national language.

The school's ethos is anchored in the Whole Child Education and in the Outcome-Based Education. The school ensures that every learner is - healthy, safe, engaged, supported, challenged, and values - oriented to achieve long-term success. These tenets must be evident in all school programs and activities to address the foundational and developmental needs of students through the involvement of everyone, from teachers, schools, parents, and the community.

The school's ultimate goal is to promote the holistic development of all students to become versatile global learners equipped with the essential competencies and skills to become life – long learners in preparation for the world of work, entrepreneurship, and higher education.

VISION: We envision Philippine International School-Qatar (PISQ) to be committed to molding the learners into becoming God-loving, productive global citizens who value wisdom and goodness, promote Filipino and Qatari Values, and will be highly – competent contributors in building a just, humane and progressive society.

MISSION: To provide a safe learning environment and offer thorough academic and life skills training that nurtures the learners to succeed in their chosen field of endeavors through holistic learning experience.

OBJECTIVES:

- Provide a learning environment that equips students with skills to succeed in the field of work, entrepreneurship, and higher education.
- Instill and promote Filipino and Qatari values, customs and traditions.
- Support, recognize and nurture students' individual differences, strengths and weaknesses to become life-long learners.

CORE VALUES: “Sophia et bona” – Wisdom and Virtues

Piety – "In quest of goodness"

PISQ students demonstrate a strong personal relationship with God through gentleness, humility, and compassion, fostering harmonious connections as they recognize each other as children of God.

Ingenuity – “Think – Create – Solve”

PISQians exemplify **INGENUITY** through creative problem-solving, inspired by challenges that encourage them to surpass comfort zones.

We foster talent and unconstrained ingenuity, cultivating innate inquiry skills and connecting minds across our K-12 Program, where students Think, Create, and Solve, addressing real-life community challenges.

Service – “PISQ, serving with a heart”

PISQ: Nurturing Global Citizens through Compassionate Service. We believe in the power of meaningful contributions, extending beyond our school, fostering partnerships, and empowering students to be competent and compassionate community contributors.

Quality – “Elevating Excellence, Ensuring Quality”

At PISQ, our unwavering commitment is to deliver exceptional, equitable educational opportunities to students. We forge a culture of excellence, dedicated to nurturing and fostering competent global citizens.

ARTICLE 2. SCHOOL INFORMATION

Name: Philippine International School – Qatar

Address: Ain Khalid, State of Qatar

Website: www.pis-qatar.com

Contact Numbers:

Accounting Office – 44513364

Principal’s Office – 44513443



School Logo

- Round Logo: Symbolizes unity and oneness within the PISQ community.
- Stars: Symbolize the high aspirations and goals of both the school and the students, aiming to reach for the stars in pursuit of knowledge, excellence, and success.
- Laurels: Stand for the school's commitment to recognizing and celebrating the accomplishments and contributions of its students, faculty, and staff, fostering a culture of honor and appreciation within the PISQ community.
- Pillar: Represents the unwavering support and commitment of the entire PISQ community.
- Red Cloth: Symbolizes the scholastic zeal, passion, and determination that commenced in 2000.
- Open Book: Embodies the opening of minds to attain wisdom and goodness.
- Flame: Signifies the burning desire to acquire the values of "Sophia et Bona."
- Two Flags: They stand for PISQ’s commitment to promoting and appreciating the rich national identities and values of both the Philippines and Qatar within the school community.

ARTICLE 3. ACADEMIC POLICY

As prescribed in the Manual of Policies, Standards, and Regulations for Philippine Schools Overseas (MOPAR) 3rd Edition, Philippine Schools Overseas shall implement the standard kindergarten, elementary and secondary curricula required for all schools in the Philippines.

Philippine International School-Qatar is a private educational institution that adopts and implements the K to 12 Basic Education Curriculum of the Department of Education (DepEd), Republic of the Philippines from Kindergarten to Senior High School.

The policy depicts the school's commitment in delivering quality curriculum and programs according to its philosophy towards the attainment of its vision and mission. This policy ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.

EDUCATIONAL PROGRAMS OFFERED

Curricular (*MOPAR 3rd Edition, Article VIII, Section 13- School Curriculum*)

Philippine Schools Overseas shall implement the standard kindergarten, elementary and secondary curricula required for all schools in the Philippines. They may, however, submit modifications as may be required by the host country such as the teaching of foreign language subjects. Any deviation from the standard minimum requirements of the curriculum shall require prior approval from the DepEd.

The Philippine International School – Qatar adopts and follows the K – 12 Curriculum (Enhanced Basic Education Act of 2013). The curriculum strengthens the early childhood education. It also ensures integrated and seamless learning (spiral progression) that gears up for a better future. It nurtures holistically developed Filipinos with 21st century skills that enable the learners to be able to compete globally and adapt well to a rapid changing world.

The K – 12 Basic Education Program uses the standards and competency – based grading system. All the grades will be based on the weighted raw score of the learners' summative assessment.

The Preschool Level - MATATAG Curriculum (DepEd Order No. 010 s. 2024)

Curriculum Framework

The Kindergarten curriculum aims to produce active young Filipino learners who are holistically developed and equipped with 21st century skills. Hence, the Curriculum is designed to:

- Foster development of learners' identity, social and emotional development, cognitive ability, physical health, and positive attitudes.
- Develop learners' 21st century skills.
- Provide learners with experiences that are actively engaging in meaning-making through hands-on activities.

- Provide learners with varied opportunities to enjoy activities that are developmentally appropriate.
- Stimulate learners' intellectual ability, creativity, communication skills, and critical thinking.
- Enhance learners' spirit of teamwork through collaborative activities.
- Foster learning experiences and content that are nationalistic and culturally responsive, compatible, and relevant to the learner.

Kindergarten Education espouses a learner-centered curriculum that aims to develop holistic learners equipped with foundational skills imbued with physical, social, emotional, cognitive, and values development. This is attained through play-based learning which is anchored on the developmentally - appropriate practices and theories with consideration of learners' expanding environment toward life-long learning.

The Two-Year program comprises the following:

a. Kindergarten 1 (4-5 years old)

Children at this age are learning to explore and express their emotions, such as expressing how they feel, talking about their thoughts, asking many questions, and saying words that rhyme. Kids at this stage like games that demand quick gross motor reactions as well as employing their fine motor abilities and increasing their eye-hand coordination. A youngster at this age is already familiar with the procedures and norms of the classroom. They can handle a more challenging lesson and start writing and blending sounds.

b. Kindergarten 2 (5-6 years old)

This stage is the transition period from informal to formal literacy (Grades 1-12) considering that age five (5) is within the critical years where positive experiences must be nurtured to ascertain school readiness. This is the period of greatest growth and development when the brain develops most rapidly and almost to its fullest. It is also the stage when self-esteem, vision of the world, and moral foundations are established.

The major domains of development are physical, cognitive, language, and social-emotional. These developmental domains are unique to kindergarten and can be developed across the following Learning Areas.

1. Good Manners and Right Conduct (GMRC)
2. Language
3. Makabansa
4. Mathematics
5. Physical and Natural Environment
6. Reading and Literacy

Primary Level – *MATATAG Curriculum (DepEd Order No. 010 s. 2024)

Learning Areas/Subjects	*Grade 1	Grade 2	Grade 3
AP/Social Studies		✓	✓
Computer	✓	✓	✓
English		✓	✓
Filipino		✓	✓
GMRC	✓	✓	✓
Language	✓		
Makabansa	✓		
MAPEH		✓	✓
Mathematics	✓	✓	✓
Reading and Literacy	✓		
Science			✓
Qatar History (English & Arabic)	✓	✓	✓
Islamic Studies (for Muslim Students)	✓	✓	✓
Arabic Language (for Arab Students)	✓	✓	✓

Intermediate Level - *MATATAG Curriculum (DepEd Order No. 010 s. 2024)

Learning Areas/Subjects	*Grade 4	Grade 5	Grade 6
AP/Social Studies	✓	✓	✓
Computer	Integrated in EPP	✓	✓
Edukasyong Pantahanan at Pangkabuhayan (EPP)/HELE	✓	✓	✓
English	✓	✓	✓
Filipino	✓	✓	✓
GMRC	✓	✓	✓
MAPEH	✓	✓	✓
Mathematics	✓	✓	✓
Science	✓	✓	✓
Qatar History (English & Arabic)	✓	✓	✓
Islamic Studies (for Muslim Students)	✓	✓	✓
Arabic Language (for Arab Students)	✓	✓	✓

Preparatory Level - *MATATAG Curriculum (DepEd Order No. 010 s. 2024)

Learning Areas/Subjects	*Grade 7	Grade 8	Grade 9
AP/Social Studies	✓	✓	✓
Computer	Integrated in TLE	✓	✓

Technology and Livelihood Education (TLE)	✓	✓	✓
English	✓	✓	✓
Filipino	✓	✓	✓
Values Education	✓	✓	✓
MAPEH	✓	✓	✓
Mathematics	✓	✓	✓
Science	✓	✓	✓
Qatar History (English & Arabic)	✓	✓	✓
Islamic Studies (for Muslim Students)	✓	✓	✓
Arabic Language (for Arab Students)	✓	✓	✓

Secondary Level

The secondary level consists of Grade 10, following the DepEd Junior High School (JHS) program, and Grades 11 and 12, following the DepEd Senior High School (SHS) program.

Grade 10 Learning Areas/Subjects

1. AP/Social Studies
2. Computer
3. Technology and Livelihood Education (TLE)
4. English
5. Filipino
6. Values Education
7. MAPEH
8. Mathematics
9. Science
10. Islamic Studies (for Muslim Students)
11. Arabic Language (for Arab Students)

Grade 11 and Grade 12

The last two years of K-12, known as Senior High School (SHS), follow both the Qatar Curriculum—covering Islamic Studies for Muslim students and Arabic Language for Arab students—and the Philippine K-12 Curriculum, which includes Core, Applied Track, and Specialized Subjects.

The Humanities and Social Sciences (HUMSS), and the Science Technology Engineering and Mathematics (STEM) are the two strands under the Academic Tracks offered in Senior High school Department.

The **STEM Strand** will prepare and develop students' skills so that they can pursue science-related courses in college, leading to careers as scientists, engineers, technology experts, mathematicians, and other professions.

The **HUMSS Strand** encompasses a wide range of disciplines that prepares students in pursuing degrees in college with better understanding of the arts, culture, literature, politics and society, and how the complex interplay of these facets help them to think critically and creatively.

		Grade 11		Grade 12	
		1st Semester	2nd Semester	1st Semester	2nd Semester
Core Subjects		Oral Communication Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino Introduction to Philosophy of the Human Person General Mathematics Earth Science Physical Education and Health 1	Reading and Writing 21st Century Literature from the Philippines and the World Pagbasa at Pagsusuri ng Iba't -Ibang Texto Tungo sa Pananaliksik Statistics and Probability Disaster Readiness and Risk Reduction (DRRR) Physical Education and Health 2 Understanding Culture, Society and Politics	Media and Information Literacy Personal Development Physical Education and Health 3	Contemporary Philippine Arts from the Region Physical Education and Health 4
	Contextualized Subjects	English for Academic and Professional Purposes	Practical Research 1 (Arduino 1 Programming)	Practical Research 2 Pagsusulat sa Filipino sa Piling Larangan (Akademik)	Empowerment Technologies Research Project Entrepreneurship
	Specialized Subjects	Precalculus General Biology 1	Basic Calculus	General Chemistry 1 General Physics 1 General Biology 2	General Chemistry 2 General Physics 2 Research/Capstone Project

		Grade 11		Grade 12	
		1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
Core Subjects		Oral Communication Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino Introduction to Philosophy of the Human Person General Mathematics Earth and Life Science Physical Education and Health 1	Reading and Writing 21st Century Literature from the Philippines and the World Pagbasa at Pagsusuri ng Iba't -Ibang Texto Tungo sa Pananaliksik Statistics and Probability Physical Science Understanding Culture, Society and Politics Physical Education and Health 2	Media and Information Literacy Personal Development Physical Education and Health	Contemporary Philippine Arts from the Region Physical Education and Health 4
	Contextualized Subjects	English for Academic and Professional Purposes	Practical Research 1 (Arduino 1 Programming)	Practical Research 2 Pagsusulat sa Filipino sa Piling Larangan (Akademik)	Entrepreneurship Research Project Empowerment Technologies
	Specialized Subjects	Introduction to World Religions and Belief System Philippine Politics and Governance	Discipline and Ideas in the Social Sciences	Creative Writing Discipline and Ideas in the Applied Social Sciences Trends, Networks and Critical Thinking in the 21st Century	Culminating Activity Creative Nonfiction Community Engagement, Solidarity and Citizenship

Co-Curricular and extra Co-Curricular Programs

Co-Curricular activities are essential part of our student services and integral part in establishing a culture of excellence. Through the collaboration and support of teachers, principal, counselors, student services staff, coaches, volunteers, and parents the following co-curricular and extra co-curricular programs are established. Each Academic Department will design their own Co-Curricular and Extra-Curricular Programs that will suit their learners' needs.

Below are the school's established Co-Curricular and Extra-Curricular Programs:

- * Debate and Public Speaking: Helps students develop strong communication and critical thinking skills.
- * Model United Nations (MUN): Offers an opportunity to learn about international affairs and diplomacy.
- * Science Research: Encourages scientific exploration, experimentation, and innovation.
- * School Publication (Ilustrado): Develops journalism and writing skills.
- * Leadership and Student Government: Provides opportunities for student leadership and decision-making.
- * Choir and Dance troupe: Cultivates creativity and artistic talents.
- * Teams sports (Basketball & Volleyball) individual sports (taekwondo, table tennis, badminton, others): Promotes physical fitness, teamwork, and discipline.

ARTICLE 4. AWARDS AND RECOGNITION POLICY

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

PISQ gives the following awards to recognize students' achievements.

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

A. Quarterly Achievers

The official list of the Quarterly Class Achievers is released by the Office of the School Registrar. Class Achievers are selected based on the quarterly average in a whole number following DepEd Order No. 8, s. 2015. Quarterly average is the sum of all the grades divided by the total number of learning areas.

Achievers must attain a quarterly average of at least 90 (excluding Islamic Studies and Arabic Language grades) and grades not lower than 80 in all learning areas – components of MAPEH and 3CS (Qatar History, Arabic language, and Islamic Studies).

Table 1 Quarterly Achievement Award (DO No. 36, s. 2016)	
Quarterly Achievement Award	Average Grade Per Quarter
With Highest Honors	98-100
With High Honors	95- 97
With Honors	90-94

B. Performance Awards for Kindergarten

Learners in Kindergarten should be recognized for their most evident and most prominent abilities. They can also be recognized for showing significant improvement in a specific area (e.g., from having poor fine-motor skills to being able to draw or write well). Since kindergarten learners have no numerical grades, teachers are advised to recognize outstanding achievement of learners based on the different domains and/or learning competencies of the kindergarten curriculum at the end of every quarter.

2. Grade-level Awards are given to qualified learners for every grade level at the end of the school year. Candidates for the awards are deliberated by the Awards Committee (AC) if they have met the given criteria.

A. Academic Excellence Award

At the end of the school year, the candidates will be selected based on the general average (in a whole number) following DepEd Order No. 8, s. 2015. Quarterly average is the sum of all the grades divided by the total number of learning areas (excluding Islamic Studies and Arabic Language).

- No disciplinary record for the entire school year (DO No. 92 s. 2009) **“All candidates for honors must be of good moral character and have not been subjected to any disciplinary actions within the current School Year.”**
- No grade less than 80 in any subject in all quarters.
- With a final rating of at least 85 in all learning areas taken – components of MAPEH and 3CS (Qatar History, Arabic Language, and Islamic Studies).
- Must have a quarterly average of at least 90 (excluding Islamic Studies and Arabic Language grades) in all quarters.

Table 2 Academic Excellence Award (DO No. 36, s. 2016)

Academic Excellence Award	Average Grade Per Quarter
With Highest Honors	98-100
With High Honors	95- 97
With Honors	90-94

B. Leadership Award

Only the SPG President, SSG President, and the Editor-in-Chief of the school newspaper (Ilustrado) are nominated for the leadership award. The nominee must have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during the completion or graduation ceremony. The criteria and guidelines for the selection of this award are based on DepEd Order No. 36, s. 2016 and the guidelines set by the Awards and Deliberation Committee at the start of the school year.

C. Award for Outstanding Performance in Specific Disciplines

These awards are given to recognize learners in grades 6, 10, and 12 who have exhibited exemplary skills and achievement in specific disciplines. These disciplines are Athletics, Arts, Communication Arts, Mathematics and Science, and Social Sciences. Also, these awards value the learner’s achievement in a specific discipline that has contributed to the school and/or community. The criteria and guidelines for the selection of this award is based on DepEd Order. 36, s. 2016.

- Athletics
- Arts (e.g., visual, media, music, or performing arts)
- Communication Arts (English and Filipino)
- Science
- Mathematics
- Social Sciences
- Any awards recommended by the AC, approved by the Principal, and presented to stakeholders by October.

D. Award for Research or Innovation

Award for Research or Innovation is specific to the SHS tracks. Grade 12 graduating students—individuals, pairs, or groups of not more than four members—must have led the planning and execution of a research or innovation to advance the potential applications of technology, or research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community. The criteria and guidelines for the selection of this award is based on DepEd Order. 36, s. 2016

3. Special Recognition is given by the school to the learners who have represented and/or won in competitions at the district, division, regional, national, or international levels. This is to publicly affirm learners who have brought honor to the school. The actual certificates, medals, trophies and/or plaques received by the learners from the various activities or competitions shall be used to publicly affirm and acknowledge the

contribution of the awardees in giving honor to the school. This will be done during a flag ceremony or in a school-awarding ceremony.

4. **PISQ Loyalty Award** is given to the student who has continually studied in Philippine International School – Qatar (PISQ) from **KG2 to Grade 10**.
5. The following timeline will be followed in determining the year-end awardees for Grades 6, 10, and 12.

Step	PROCESS	MONTH
1	Establish the processes and timelines for accepting nominations and determining qualifiers for specific awards consistent with the policy guidelines.	September
2	Formulate rubrics specific to the grade-level awards	Sept.-Oct.
3	Seek approval from the school head or principal on processes, timelines, and rubrics.	October
4	Communicate the approved names of awards, processes, timelines, and rubrics to the school community.	October
5	Accept nominees for each award from the class/club advisers based on the minimum requirements set by the guidelines. Endorse qualifiers to the AC.	April
6	Evaluate and deliberate candidates for each award based on the portfolio (report card, certificates, documentation) submitted by the learner against the rubrics set by the AC.	May/June
7	Submit results of the evaluation and deliberation to the school head or principal for approval.	June
8	Communicate the results of the evaluation and deliberation to the class advisers, parents, nominees, and school community; resolve any protests, if applicable.	June
9	Announce or post the final list of awardees.	June

ARTICLE 5. ADMISSION AND ATTENDANCE POLICY

1. Admission Requirements

Admission to any Philippine School Overseas is open to Filipino children overseas and children of Filipino citizens (married to foreign nationals) who meet the school's admission requirements.

2. Enrollment

The enrollment period and procedures for Philippine Schools Overseas shall be in accordance with the approved calendar and pertinent procedures of the school, subject to the following rules:

- a. When a pupil or student registers in a school, it is understood that he/she is enrolling for the entire school year of the kindergarten, elementary or secondary course. Late enrollment may be allowed but in no case shall it exceed two weeks after the opening of classes, and provided that it does not violate other admission regulations of the school and the Ministry of Education and Higher Education (MOEHE) of the State of Qatar.

- b. A pupil or student shall be officially enrolled after he/she has submitted appropriate admission credentials, has made an initial payment for school fees which was accepted by the school, and has been authorized to attend classes.
- c. For purpose of enrollment, the name and other personal data or circumstances of each pupil or student, as indicated on his/her Philippine passport or birth certificate, shall prevail.
- d. No student or pupil enrolled in a Philippine International School – Qatar (PISQ) shall cross-enroll (enrolling a subject on another school) at a school in the Philippines under any circumstances.

2. Attendance Policy

- a. **Attendance Requirements** - All students are required to attend at least eighty percent (80%) of the mandated school days within an academic year. Regular attendance is essential for academic success and participation in school activities.
- b. **Valid Reasons for Absence** - A Leave of Absence (LOA) will only be approved for the following valid reasons:
 - **Medical Reasons:** Illness or injury that is too severe or contagious for the student to attend classes. A medical certificate may be required as proof.
 - **Family Emergency:** Serious illness or death in the immediate family that necessitates the student's presence or attendance at a funeral.
 - **Legal Obligations:** The student is required to attend to legal matters, such as the processing of legal documents (e.g., passport, residence permit), which necessitate their personal appearance.
 - **Religious Observance:** Participation in religious observances, such as Umrah or other significant religious events.
 - **Other Analogous Circumstances:** Situations comparable in seriousness to the above, which would reasonably prevent the student from attending classes.

3. Procedures for Applying for Leave of Absence (LOA)

- **Application Process:** To apply for a Leave of Absence (LOA), the student or parent/guardian must submit an LOA request form detailing the valid reason for the absence, along with the relevant supporting documents (e.g., medical certificates, legal notices), at least five (5) school days before the requested leave date. In emergency situations, supporting documentation should be provided upon the student's return to school to facilitate the approval of the LOA.
- **Approval Criteria:** The LOA will only be approved if it aligns with one of the valid reasons mentioned above. The school administration reserves the right to disapprove an LOA if the reason does not meet the criteria.

4. Consequences of Disapproved or Unexcused Absences

- **Unexcused Absence:** If an LOA is disapproved or if a student is absent without a valid reason, the absence will be marked as unexcused.

- **Special Quarterly Tests and Remedial Classes:** Students with unexcused absences will not be permitted to take special or extended Quarterly Tests. Additionally, no remedial classes will be provided for subjects missed during the period of unexcused absence.
- **Participation in School Activities:** An unexcused absence may result in the student forfeiting their right to participate in school activities and competitions. Prolonged unexcused absences may also lead to removal from varsity clubs or teams, and could negatively affect the student’s academic standing.

5. Compliance and Monitoring

Teachers, Class Advisers, and POD will closely monitor attendance, and any patterns of absenteeism will be addressed promptly. Regular updates will be provided to parents regarding their child’s attendance status, ensuring that all parties are aware of the importance of adhering to this policy. Continuous unexcused absences could lead to further disciplinary actions, including suspension or expulsion, depending on the severity of the case.

ARTICLE 6. ASSESSMENT POLICY

1. Formative Assessment

Formative assessment is about getting better, so it should be specific, frequent, repetitive, and free from the restrictions of grading (Christodolou, 2016). It should target skills that are necessary to the attainment of learning competencies as measured in summative assessments.

In order to inform teaching and promote growth and mastery, formative assessment strategies should:

- establish clear learning targets and success criteria;
- elicit useful evidence of learning;
- provide timely and effective feedback;
- engage learners in assessing and improving each other’s work; and
- increase ownership of their own learning (adapted from William & Leahy, 2015).

2. Summative Assessment

To evaluate student learning at particular points in each quarter, summative assessments shall compose of the following:

- Written Outputs** - shall be administered to assess essential knowledge and understandings through quizzes and long/unit tests. Items should be distributed across the Cognitive Process Dimensions (DO 8 s. 2015) using a combination of selected-response and constructed-response formats so that all are adequately covered.
- Performance tasks** refer to assessment tasks that “allow learners to show what they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks [including] skill demonstrations, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written outputs may also be considered as performance tasks” (DO 8 s. 2015).

Performance tasks must be designed to provide opportunities for learners to apply what they are learning to real-life situations. All PTs must follow the Project-Based Learning, Design-Thinking, and G.R.A.S.P. approaches.

In addition, teachers should take into consideration the following:

1. Each task must be accompanied with clear directions and appropriate scoring tools (i.e. checklists, rubrics, rating scale, etc.) to help learners demonstrate their learning.
2. Teachers are advised to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas. Complex tasks may be broken down into shorter tasks to be completed over longer periods of time.
3. Learners must be given flexibility in the accomplishment of the performance tasks to consider time and resources available to them.

C. Quarterly Tests measure the student learning at the end of the quarter. These maybe in the form of objective tests, performance-based assessment or a combination there- of.

3. Feedback and Remediation

To benefit student learning, both formative and summative assessment must be accompanied with timely, constructive, and meaningful feedback based on the learner's record of progress. In giving feedback, teachers need to maximize available communication options, like;

- Writing feedback on the output,
- Emailing feedback,
- Recording student's evaluation results via Google shared drive, and
- Using the Google Classroom.

Consistent with DO No. 8, s. 2015, "teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectation in summative assessments by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year."

4. Preschool Assessment Practices

The teachers are responsible for keeping all evidence of children's learning. The following can be considered in recording and documenting, and reporting individual child's progress:

- Teachers are responsible for documenting children's competency achievements in various learning areas each quarter. This documentation includes summative assessments, quarterly performance task outcomes, and portfolios, which are organized collections of children's work. Portfolios serve as vital tools for monitoring skill development and learning progress over time. Additionally, they can be presented to parents during quarterly Parent-Teacher Conferences to showcase students' achievements.

5. Additional External Assessments (Achievement Test)

The school schedules an external assessment to Grade 1 - Grade 12 students through the Global Resources for Assessment Curriculum and Evaluation, Inc. (**GRACE**). Conducting a third-party achievement test is essential to maintain high educational standards and

provide an objective measure of our students' progress. It ensures accountability, enhances educational quality, and empowers students for future success.

Reasons for Conducting Third-Party Achievement Test:

1. **Quality Assurance:** Ensure and demonstrate that our school maintains high educational standards and quality.
2. **Objective Measurement:** Provide an unbiased and objective measure of students' academic progress.
3. **Accountability:** Hold both the school and educators accountable for delivering effective instruction.
4. **Personalized Instruction:** Identify specific areas where students excel or require additional support, enabling tailored instruction.
5. **College and Career Readiness:** Equip students with valuable data for college admissions and scholarship opportunities.

About the Company

Global Resources for Assessment Curriculum and Evaluation, Inc. (GRACE) specializes in research and test development, offering standards-based assessment tools to support schools and educational institutions in evaluating student performance aligned with government-prescribed standards under the K-12 curriculum in the Philippines.

GRACE is a member of NEQMAP, based in UNESCO Bangkok, Thailand. NEQMAP is a network of assessment firms in Asia Pacific working to improve educational quality and influence policy reforms through collaboration and knowledge exchange. GRACE actively engages in workshops and training on learning assessment and evaluation best practices

About the Assessments

GRACE utilizes a standards-based assessment in the development and implementation of its assessment program. Standards-based assessment is a type of assessment wherein a criterion is being set for every student or child which he/she is expected to know and a score is set compared to these benchmarks rather than in a ranking compared to a norm (Phelps, 2012). In this way, student performance is assessed relative to their proficiency within the competencies (knowledge, skills, and abilities) across subject areas set in the K-12 standards.

Performance Assessment of Standards and Skills (PASS) (Pretest & Post-test)

Grades 1 – 10

To be administered by: GRACE, Inc.

The Performance Assessment of Standards and Skills (PASS) is a comprehensive tool aligned with the Philippines' K-12 curriculum, aiming to assess grade school students' academic competencies. It measures student growth and identifies strengths and weaknesses using a two-step approach: a pre-test to establish a baseline and a post-test to measure improvement.

After implementing interventions and remedial measures, PASS conducts a post-test to assess improved student performance. Educators use this final assessment to evaluate the effectiveness of their teaching efforts and the degree to which students have mastered the necessary skills and knowledge.

Career Occupational Preference Inventory (COPI)

Grade level: 9

To be administered by: Guidance Office

Achievement- Readiness Test/Aptitude Test/Interest Inventory

The Career Occupational Preference Inventory (COPI) is a tool used to help individuals identify their career interests and preferences. It assesses personal interests in various occupations and provides insights into potential career paths that align with these interests. The COPI typically includes questions related to different work activities, tasks, and environments, and the responses help generate a profile of career interests.

Assessment of Readiness for College and Career (ARC)

Grade level: 12

To be administered by: GRACE, Inc.

Learning Areas/ Subjects

Achievement (Readiness Test)/Aptitude Test/Interest and Occupational Test

The Assessment of Readiness for College and Career (ARC) is a tool that predicts the potential success and career interests of Grade 12 students in various tertiary courses. It evaluates competencies, core subjects' proficiency, and occupational field interests. ARC uses measures of knowledge, skills, and critical thinking, guided by John Holland's 6 occupational themes and the Commission on Higher Education's College Readiness Standards.

ARTICLE 7. GRADING, PROMOTION AND RETENTION POLICY

1. Components of Summative Assessment (DO 8 s. 2015, DO 29 s. 2015)

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

- A. **Written Work (WW)** component ensures that students are able to express skills and concepts in written form. It may include long quizzes, unit tests, essays, written reports, and other written outputs.
- B. **Performance Task (PT)** component allows learners to show what they know and are able to do in diverse ways. They may create or innovate products or do performance-based task. Examples are demonstration, group presentations, oral work, multimedia presentations, research projects, and some written output may also be considered as performance task (e.g. song composition, poem making).
- C. **Quarterly Assessment (QA)** measures student learning at the middle and end of the quarter. These may be in the form of objective tests, performance-based, or a combination thereof.

For the preschool, anecdotal and checklists are used instead of numerical grades. These are based on the learning standards found in the preschool curriculum guide. Teachers keep a portfolio that includes the compilation of the learners' output like writing samples, accomplished activity sheets and art works. These can provide concrete evidence of how much or how well the learner is able to accomplish the skills and competencies that will be able to indicate whether or not the child is able to demonstrate the knowledge and /or perform the tasks expected from a preschooler.

2. Weight of Components

Grades 1-10

For MAPEH (2, 3, 5, 6, 8, 9, and 10), individual grades are given to each area (Music, Art, Physical Education & Health). The quarterly grade for MAPEH is the average of the quarterly grades in these areas. Under the MATATAG Curriculum MAPEH 4 and 7, MAPEH grade will be from Music and Arts, and PE and Health.

LEARNING AREAS	WW	PT	QA	TOTAL
English/ Filipino / GMRC / VE/ AP (SocialStudies)/ 3 CS (QH/IS/AR)	30%	50%	20%	100%
Mathematics/ Science	40%	40%	20%	100%
Computer/ MAPEH/ EPP(HELE) / TLE	20%	60%	20%	100%
MATATAG Curriculum Subjects	DepEd Order No. 010 s. 2024			

The average of the Quarterly Grades produces the Final Rating while the General Average is computed by dividing the sum of all the Final Grades by the total number of learning areas. Each learning area has an equal weight.

ACADEMIC TRACKS (STEM & HUMSS)			
	Core Subjects	All Other Subjects	Work Immersion/ Research/ Exhibit/ Business Enterprise/Performance
WW	25 %	25 %	35 %
PT	50 %	45 %	40 %
QA	25 %	30 %	25 %

3. STEPS IN COMPUTING THE GRADES

- Get the total score in each component.
- Divide the Total raw Score (**TS**) by the total Highest Possible Score (**HPS**) then multiply the quotient by 100 (Percentage Score) **PS**.
- Multiply the percentage score by the weight of the component. Add the weighted scores to be able to get the Initial Grade (**IG**).
- Convert the initial grade to transmuted grade to get the Quarterly Grade (**QG**).

Example:

English	Written Works			Performance Task			Quarterly Assessment			IG	QG
	TS	PS	30%	TS	PS	50%	TS	PS	20%	100%	
Highest Possible Score	80			90			40				
Student A	75	93.75	28.13	90	100.0	50.00	35	87.50	17.50	95.63	96
Student B	80	100.0	30.00	70	77.78	38.89	29	72.50	14.50	83.39	86
Student C	50	62.50	18.75	50	55.56	27.78	0	0.00	0.00	46.53	71

Transmutation Table										
IG			QG	IG			QG	IG		QG
FROM	TO			FROM	TO			FROM	TO	
0	6.99	65		72.40	73.59	77		86.80	87.99	89
7.00	13.99	66		73.60	74.79	78		88.00	89.19	90
14.00	20.99	67		74.80	75.99	79		89.20	90.39	91
21.00	27.99	68		76.00	77.19	80		90.40	91.59	92
28.00	34.99	69		77.20	78.39	81		91.60	92.79	93
35.00	41.99	70		78.40	79.59	82		92.80	93.99	94
42.00	48.99	71		79.60	80.79	83		94.00	95.19	95
49.00	55.99	72		80.80	81.99	84		95.20	96.39	96
56.00	62.99	73		82.00	83.19	85		96.40	97.59	97
63.00	69.99	74		83.20	84.39	86		97.60	98.79	98
70.00	71.19	75		84.40	85.59	87		98.80	99.99	99
71.20	72.39	76		85.60	86.79	88		100		100

4. Grading System

The K to 12 Basic Education Program uses a standards and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of the learners' summative assessments. The minimum initial grade needed to pass a specific learning area is **70**, which is transmuted to **75** in the report card.

The lowest mark that can appear on the report card is **65** for Quarterly and Final Grades.





The summary of learner progress is shown quarterly to parents and guardians through a parent- teacher conference, in which the report card is discussed.

The grading scale, with its corresponding descriptors, is shown below. Remarks are given at the end of the grade level.

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

Kindergarten 1 & 2

There are no numerical grades in kindergarten. Descriptions of the learners' progress in the various learning areas are represented using the student portfolios and the outcomes from the summative, quarterly and performance-based assessments. These are presented to the parents at the end of each quarter for discussion.

RANGE	65 – 77	78 – 84	85 – 91	92 – 100
DESCRIPTIVE ICON				
DESCRIPTION	Needs Improvement	Satisfactory	Strong Development	Mastery of the Skill

5. Promotion and Retention

A final grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. (DO 8 s. 2015)

Grades 1 to 3

REQUIREMENTS	DECISION
Final Grade of at least 75 in all learning areas	Promoted to the next grade level
Did not meet expectations in not more than two (2) learning areas	Must pass remedial classes for learning areas with failing marks to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
Did not meet expectations in three (3) or more learning areas	Retained in the same grade level.

Grades 4 to 10

Final Grade of at least 75 in all learning areas	Promoted to the next grade level
Did not meet expectations in not more than two (2) learning areas	Must pass remedial classes for learning areas with failing marks to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
Did not meet expectations in three (3) or more learning areas	Retained in the same grade level.
Must pass all learning areas in the Elementary	Earn the Elementary Certificate Promoted to Junior High School
Must pass all learning areas in the Junior High School	Earn the Junior High School Certificate Promoted to Senior High School

Grades 11 to 12

REQUIREMENTS	DECISION
Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
Did not meet expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject.
Did not meet expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subjects failed.
Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

ARTICLE 8. BEHAVIOR & SCHOOL DISCIPLINE POLICY

1. POLICY STATEMENT

Philippine International School Qatar (PISQ) has rules and regulations that adhere to the Department of Education Child Protection (DO No. 40, s 2012) and Anti-bullying policies (DO No. 55 s. 2013) in providing safe environment with disciplinary procedures, measures, and routines in which students can develop holistically. As stated in the vision and mission of the school, PISQ is committed in producing competitive life-long learners whose conduct is an asset to the school, to themselves, to their parents, and to community.

Thus, PISQians, whether inside or outside the campus should behave as worthy members of the PISQ family. The school looks upon the students as guardians of the school regulations and hold each one responsible for their actions.

2. PRINCIPLE

The underlying principle of PISQ Behavior Policy is to create a climate based on gentle, yet firm insistence on high standards of behavior at all times by:

- Promoting accountability and respect to themselves and to others.
- Ensuring a consistent feedback to both positive and negative behavior.
- Providing a safe environment free from violence, bullying, disruption, and any form of harassment.
- Encouraging a positive relationship with parents by involving them in the implementation of the school's behavioral policies.

This principle should permeate in all the school's activities and learning experiences in which students can become aware of themselves as valued, well-mannered, and responsible individuals.

3. DEFINITION OF TERMS

- a. Behavior – an action, activity, or process which can be observed and measured. Often, these actions, activities, and processes are initiated in response to stimuli which are either internal or external.
- b. Bullying - unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. (RA 10627) 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 causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property.
- c. Cyber Harassment - Refers to any act of harassment, intimidation, or humiliation conducted through technology or electronic means. This includes, but is not limited to, behaviors such as sending threatening or abusive messages via texting, email, instant messaging, chatting, social media, online games, or other digital platforms. The term encompasses any form of online conduct that results in harm or distress, as outlined in DepEd Order No. 40, s. 2012.
- d. Disciplinary procedures - is a standardized step-by-step comprehensive procedure that a school commits to in situations where a student has to be warned, reprimanded or dismissed.
- e. Discipline - to train or develop by instruction and exercise, especially in self-control.
- f. Discipline measures - the sanction applied by the school to a student who is found to have committed a misconduct that results of an investigation process.
- g. Habitual – actions and/or behaviors that occur regularly or repeatedly. It can be 3 or more times.
- h. Feedback - information about reactions to a person's performance of a task which is used as a basis for improvement.
- i. Major Offenses – these are offenses which merit probation, suspension or dismissal depending upon the gravity of the offense committed.
- j. Minor Offenses – these are offenses that merit reprimand and warning, counseling and behavioral contract depending upon the gravity of the offense committed.
- k. Social Media – websites and applications that enable users to create and share content or to participate in social networking.
- l. Violence – the use of physical force to injure, abuse, damage, or destroy.

4. ROLE AND RESPONSIBILITIES

a. Principal

- Chairman of the Discipline Committee
- Closely supervises and monitors the activities of the members of the Discipline Committee.
- Approves/disapproves disciplinary sanctions.

b. Academic Department Heads (ADH)

- Contributes to policy, procedures and activities that encourage good behavior in the school.
- Responsible for monitoring the discipline management in their own department.

c. School Discipline Committee (Upon appointment of the School Principal)

- Responsible for considering recommendations for disciplinary actions.

d. Prefect of Discipline (POD)

- Oversees the implementation of school discipline/behavior policy.
- Investigates discipline/behavior complaints and presents findings to the school discipline committee.
- Coordinates with the Guidance Counselors and the Class Adviser regarding student's behavioral problem.
- Submits periodic reports to the concerned Department Heads and to the School Principal regarding the student's discipline.
- Records incident reports, complaints letters and sanction notices.
- Serves as mediator between the offender and the aggrieved party.
- Collaborates with different department in the school and other staff with the aim of carrying out effective interventions.
- Promotes school discipline culture by maintaining strong partnership with parents in facilitating student support services.
- Acts as liaison between teachers, parents, and students regarding educational programs and student behavioral issues.

e. Students (taken from MOEHE Code of Ethics for Private Schools)

- Following a respectful behavior
 - o Show positive behaviors, and take responsibility for the consequences of their actions
 - o Dealing with everyone in a manner of kindness and respect without showing discrimination or differentiation between persons.
 - o Students in the advanced academic stages must maintain an appropriate distance with the rest of the students, and not to go beyond moral and social morals, especially in mixed schools.
 - o Keeping the mobile phone outside the classroom and not using it to document any educational or educational process without the prior consent of the guardian and the school administration.
- Adhere to the etiquette of dialogue in conversation
 - o Not to bully others verbally, in writing, or even by gesturing.
- Commitment to adhering to appropriate clothing and a decent and modest appearance
 - o Adhere to the modest dress that is commensurate with the school's policy and the community's values and customs (allocated to classes or sports activities and

- other activities).
- Adherence to nail polishing and adherence to haircuts that commensurate with the school's policy and society's values and customs.
- Duties of students towards the school
 - Discipline in the dates of attendance and departure and the dates of the classes.
 - Not to be absent except for reasons that require so.
 - Helping the school in solving student problems and combating negative phenomena.
 - Respect school laws.
 - Preserving the school's property and ensuring the safety and cleanliness of its facilities, facilities and equipment.
 - Adhere to the Qatari identity and Islamic values, and stay away from everything that offends those values.
 - * Adhere to the Qatari identity and Islamic values, and stay away from everything that offends those values.
- The duties of students towards their schoolmates
 - Respecting his schoolmates and maintaining a friendly relationship with them in all school activities.
 - Interacting and sharing positively with schoolmates during the school's activities.
 - Adherence to the school's behavioral control policy.
- The duties of students towards their teachers
 - Interact with teachers positively, during the school's activities.
 - Carrying out the duties of study, work, research and other required of them.
- The duties of students towards their parents
 - Show respect in front of parents.
- Off-campus Behavior
 - Students are expected to conduct themselves in accordance with the law any time, at any place.
 - Any misbehaviors of the student outside the school's premises that may have violated any local law that produces a complaint and/or adversely affects the school's name will be subjected to disciplinary sanctions.
 - Loitering around in public places during and after school hours is strictly prohibited.
- Wearing of school uniform in public places, inappropriately, is not allowed.

f. Teachers

- Practice positive and non-violent discipline approach in the classroom.
- Create a Positive Classroom Discipline Plan and to submit this to the ADH annually.
- Serve as liaison between the school and the parents/ guardians.
- Call the attention of parents or guardians to invite for a conference.
- Report offenses made by the student to the Academic Department Head and to the office of the Prefect of Discipline.
- Prepare the incident report and safeguard confidentiality.

g. School Staff

- Implements and monitors the discipline and behaviors of the students in the school by reporting students' behavior issues to the POD.

h. Parents

- Be aware of the existing behavioral policy of the school.
- Cooperate and support the implementation of good discipline to the students.
- Act as teammates of the school in developing a holistically developed individual.
- Respond promptly to any communication from teachers and the school.

5. PROCEDURES

a. During Arrival

- It is particularly important for students to arrive at school on time. The gate will be opened at 6:00 AM.
- Students are expected to attend all scheduled classes from 7:00 AM until their scheduled dismissal.

b. Tardiness

- **Arrival in school** - A student will automatically be marked tardy after **7:05 AM**. Assigned gate attendants will welcome the students at the gate and ushers them to their building.
- **After recess/break time** - A student is considered late to his/her subject class if he/she arrives 5 minutes after the break time.
- **Habitual Tardiness (5 or more times)** – If a student is late or tardy for 5 or more times in a school year, the class adviser will file an incident report and follow the procedures for disciplinary actions for minor offense stipulated in this handbook. Every tardiness/late after the 5th time will be considered a minor offense.

c. Dismissal Procedure

- The class adviser will usher the class to the designated waiting area in Gates 1 & 3. Gate assignments will be determined based on the building where the class is held, the dismissal schedule, and any other factors that will benefit the school community in terms of traffic management and safety.
- Students must be picked up on time and should not be overstaying in the campus.
- If there are changes to the dismissal timing, parents will be notified via the student's Google Classroom, email, or through the adviser.
- Parents/Guardians must stay in the designated area while waiting for their children/wards.

d. Temporary Gate Pass Procedure

- A student/pupil is NOT allowed to leave the school premises before dismissal time without proper notification. A parent/guardian who wants to pull-out his/her child from the class must follow these procedures:

Non-Health Related	Health Related
<ol style="list-style-type: none"> 1. Before the start of the classes, the parent/student MUST submit a letter/emails signed by the parent to the Class Adviser. 2. The Class Adviser will forward the letter to the Acad. Department Head. 3. The Acad. Department Head will issue Permit to Leave the Campus/Gate Pass (SF No.19-ADH). 4. The student will give the upper part of the permit to the ADH/teacher upon leaving the classroom. 5. The student will give the remaining part of the permit to the guard on duty. <p><i>* Prefect of Discipline and the Office of the Principal can also issue SF No. 19</i></p>	<ol style="list-style-type: none"> 1. The First Aid Unit will issue the Permit to Leave the Campus/Gate Pass (SF No. 19-FAU). 2. The student will give the upper part of the permit to the school nurse. 3. The student will give the remaining part of the permit to the guard on duty.

Authorization letter signed by the parent is needed if someone else (other than the parents) will fetch the child in school.

e. Student Gate Exit Pass Procedure

- Application:
 - o Parents must apply for a Student Gate Exit Pass at the Office of the Prefect of Discipline.
 - o Complete and sign the waiver permitting the child to leave campus unaccompanied after dismissal.
- Issuance: Upon approval of PISQ SF No. 25, the Student Gate Exit Pass will be issued to the parent or guardian.
- Use of Pass: The student must present the exit pass to the security personnel at the gate upon leaving the campus after dismissal.
- Policy Compliance: The school reserves the right to deny campus exit if the exit pass is not presented or if there are concerns about the student’s safety.

f. Transportation Procedure

- Class Advisers must fill out the Transport Monitor Sheet and post it inside the class-room.

Arrival	<ul style="list-style-type: none"> - Parents/Guardians must park their vehicle properly at the designated school parking area. - Overstaying in the parking area is prohibited to give way to other parents.
Dismissal	<ul style="list-style-type: none"> - Only the authorized person/s listed in the transportation monitor sheets are allowed to fetch the child in the school. - Written pick-up authorization letter must be submitted to the class adviser when unauthorized person will fetch the child in school.

g. Parent-School Communication

- Communication Channels
 - o School Website www.pis-qatar.com
 - o FB Page <https://www.facebook.com/PISQ.qa>
 - o Student Portals (**Access:** Through the school website)
 - o Official PISQ Student Email Accounts and Google Classrooms
 - o Letters to Parents, Announcements, Surveys, and Information posted on the student's Google Classrooms
- Guidelines
 - o Parents & students: Use the official PISQ email for communication. Check the website and email regularly.
 - o Teachers: Use official PISQ email for all communication and respond within 72 hours.
 - o Adhere to the PISQ Student's Email Usage Policy provided at the start of the school year.

h. Canteen

The school canteen prepares limited quantity and selection of food to students every day. These are the procedures to be followed in the canteen:

- Line up single file; no cutting.
- Be considerate to younger children and polite to staff.
- No loud talking, yelling, playing, or running.
- Keep the floor clean.
- Dispose of trash, including used plates, utensils, and wrappers, in bins.

i. Food Orders Outside the School

- Bulk commercial and home-cooked food/meal deliveries are not allowed to prevent class disruption and health concerns. Parents are encouraged to prepare their children's food at home.
- Soft drinks are not permitted inside the school.

j. Special Events

- Birthday parties are not permitted in class.
- Loot bags may be distributed to students ONLY after dismissal.
- This distribution is ONLY allowed with prior request and approval from the office of the ADH, submitted days before the event.

k. PISQ Identification Card (ID)

- Students must wear their PISQ ID with the lanyard at all times.
- IDs are issued at the start of the school year. The first ID is free.
- Lost IDs can be replaced at the Registrar's Office and pay the applicable fee.
- Students without an ID must obtain a Class Entry Slip (SF No.20-POD) from the Office of the Prefect of Discipline to enter class.

l. Lost and Found Procedures

- All lost and found materials will be surrendered to the Office of the Prefect of Discipline (POD).
- Unclaimed material/s will be kept in the designated room/area by the POD.
- Any cash, electronic gadget, and/or jewelry found can be retrieved by providing supporting evidence/s of ownership.

- For monitoring purposes, a logbook will be provided.
- After 60 days, **all unclaimed items will be forwarded to the Waste Disposal Management.**
- The school is not responsible for any lost, stolen, or damaged personal items, including but not limited to electronic devices, textbooks, clothing, and personal belongings.

m. Mobile Phone and Laptop Use Policy

- Use of Mobile Phones
 - Mobile phones must not be used during school or class hours (DepEd Order No. 83, s. 2003), unless expressly permitted by the teacher. Phones may only be used for educational purposes or learning activities specifically designed by the teacher.
 - Mobile phones should be set to silent mode during school hours.
 - If a mobile phone disrupts a lesson, the teacher will confiscate it to maintain educational focus.
 - Parents can retrieve confiscated phones from the teacher.
 - Students are responsible for their phones; the school is not liable for lost or stolen phones on school premises.
 - In the case of theft, parents may notify the police, but the school will not be held liable.
- Use of Laptops
 - Laptops may be used only for educational purposes and with prior teacher approval.
 - Laptops must not disrupt class activities and should be used according to the teacher's instructions.
 - Students are not allowed to bring routers or cables and connect directly to the school's Wi-Fi and internet facilities without the ADH's approval.
 - Students are prohibited from using the teacher's desktop inside the classroom in any way without written consent from the adviser.
 - Students are responsible for their laptops; the school is not liable for any loss or damage.
 - Laptops should be secured and not left unattended. In the event of theft, parents should report to the police, and the school will not be held liable.

n. Confiscated Items Procedures

- A Confiscated item must be submitted to the Office of the Academic Department Head.
- The owner of the item must report to the Academic Department Head at the end of the day to give an explanation.
- Parents must retrieve the item from the Academic Department Head.

o. Visitor Entry Procedure

- Appointment Scheduling:
 - Visit www.pis-qatar.com and click "Schedule an Appointment."
 - Complete and submit the form, then await confirmation.
- Walk-In Visitors: Register at the security desk at Gate 1.
- Campus Entry:
 - Show your appointment schedule or registration confirmation at Gate 1.

- Log in and out at the desk near Gate 1.

• Dress Code for Stakeholders: Dress modestly on campus. The following are prohibited

Spaghetti straps	Sleeveless blouses and dresses	Short pants (above the knee)
Sando	Skirts and dresses above the knee	Flip flops/slippers
	See-through shirts and leggings	

• The school reserves the right to deny entry to anyone not adhering to this dress code policy.

6. School Uniform and Grooming Policy

- The school considers proper student attire and appearance to reflect the high purpose associated with the academic pursuits of the student body. Cleanliness and neatness are essential.
- All students are required to wear the prescribed school uniform at all times in the campus during school days.

*** DepEd Order No.88 s.2010 section 157.2, 2010 REVISED MANUAL OF REGULATIONS FOR PRIVATE SCHOOLS IN BASIC EDUCATION.**

“A school uniform shall be prescribed for all students. Shoes are considered part of the uniform. All students shall be required to wear the official school ID in the school campus.”

• Boys’ School Uniform

KG 1-Grade 10	Grade 11- Grade 12
<ul style="list-style-type: none"> * White short sleeves Polo with school patch (left side) * Long Navy blue pants (below the ankle) * Plain white cotton undershirt * White cotton socks * Well-shined black leather school shoes 	<ul style="list-style-type: none"> * White long sleeves Polo * Navy blue necktie with school patch (below the tie) * Navy blue pants (below the ankle) * Plain white cotton undershirt * Black or dark blue socks * Plain black belt * Well-shined black leather school shoes
Boys are NOT allowed to	
Use/sport/wear	
<ul style="list-style-type: none"> * Unbuttoned polo * Untucked and/or printed undershirts * Dangling/extended belt * Fancy shoes (colored threads/ shoelaces), sandals, and slippers/ cros * Hats/caps/sunglasses * Headbands * Long/colored fingernails 	<ul style="list-style-type: none"> * “hip-hop” pants or other outlandish styles of pants * Oversized polo (3/4 sleeves when arms are fully extended downwards. * Earrings and satanic pendants and/or multiple bracelets bands * Outlandish jewelry * Body tattoos and piercing * Colored hair other than black

Girls' School Uniform

KG1-Grade 3	Grade 4- Grade 6
<ul style="list-style-type: none"> * White short sleeves baby collar blouse with navy blue ribbon tie * blue jumper box-type pleats (3 inches below the knee) with school patch (left side) * Plain white undershirt and petti pants * White socks Well-shined black leather school shoes (not more than 1 inch) 	<ul style="list-style-type: none"> * Navy blue pleated skirt (3 inches below the knee) * Plain white undershirt and petti pants * White socks * Well-shined black leather school shoes (not more than 1 inch) * White short sleeves baby collar blouse with navy blue ribbon tie and school patch (left side)
Grade 7- Grade 10	Grade 11- Grade12
<ul style="list-style-type: none"> * White long sleeves sports collar blouse * Navy blue necktie with school patch * Navy blue pleated skirt (3 inches below the knee) * Plain white undershirt and petti pants * White socks * Well-shined black leather school shoes (not more than 1 1/2 inches) 	<ul style="list-style-type: none"> * White long sleeves sports collar blouse with 2 inches' corset and blue belt (cloth) * Navy blue necktie with school patch * Navy blue pleated skirt (mid leg length) * Plain white undershirt and petti pants * White socks with no lace * Well-shined black leather school shoes (not more than 1 1/2 inches)
Girls are NOT allowed to	
Use/sport/wear	
<ul style="list-style-type: none"> * crumpled/printed/overly short socks. * Half or laced undershirt (sando) * Ankle-length skirt * sandals/slippers/crocs/fancy shoes (colored thread/shoelaces) * black school shoes with heels of more than 1 ½ inches * big loop and/or dangling earrings * multiple earrings and/or bracelets 	<ul style="list-style-type: none"> * Oversized hair ties/ hair clips/headbands * Mid-rib chemise * Unbuttoned/folded blouse * make-up * lipstick and/or colored lip gloss * anklets * long, colored, polished fingernails * body tattoos and piercing * Colored hair other than black * Tight leggings or jogging pants

- PE Uniform
 - PISQ P.E. shirt with its logo. (Gray for KG1 –G10 & Navy Blue for SHS)
 - PISQ P.E. Navy blue jogging pants.
 - Rubber/sports shoes. White socks.
 - *The prescribed uniform for P.E. should be worn at all times during P.E. classes. Students should bring an extra plain white shirt to replace the sweated P.E. shirt.*
- Haircut—Students **MUST** observe the following hair grooming:

- Haircut must be decent looking and should not be colored other than their hair’s natural color.
- Head bands/ties (for boys) are not allowed.
- The school does not permit students to have “extreme” haircuts with design. Any kind of line or pattern shaved into the side or top of the head are prohibited.
- Boys are not allowed to have hair bangs lower than their eyebrows.
- *Haircut inspections are done every first week of the Month.*

7. SCHOOL DISCIPLINE

Disciplinary measures are meant to correct erring students so that they may refrain from repeating their mistakes, safeguard the name of the school, help in the progressive development of one another, and prepare themselves to assume their roles in a society governed by norms of behavior and laws of the land.

a. Disciplinary Measures

Parents and students should be familiar with the following disciplinary measures:

Levels of Disciplinary Measures	Course of Action
Reprimand and Warning (RW)	The attention of the student is formally called by teachers and school authorities, and staff due to some minor offense or transgression of school rules.
School Community Service (CS)	A student is required to render work assistance in the maintenance of order and cleanliness in the school.
Probation (P)	Probation is a period where a student's academic performance and behavior are closely monitored. The <i>Notebook Program</i> will be used to track progress. During probation, the student is barred from joining extracurricular activities, including varsity teams and clubs. Failure to improve may lead to further disciplinary action.
Suspension (S)	The disciplinary measure that temporarily disconnects the student from school.
Dismissal (D)	It is the ultimate sanction wherein the student will be excluded from the school.

b. Procedures for Disciplinary Actions

- **Minor Offenses**—Minor Offenses are handled by the teacher for proper investigation and action.
 - The teacher will fill out an Incident Report (IR) Form recounting the minor offense/s committed and the action taken.
 - The teacher will forward the IR to the Office of Academic Department Head and is sent to the parent through the Class Adviser.
 - The parent must acknowledge upon the receipt of the IR.
 - If there is no acknowledgement from the parents, the class adviser follows-up the parents through phone call or email.

- Class Adviser will schedule a conference for the following:
 - 1st – 2nd Offense – Parent (in-person/virtual or phone calls)
 - 3rd Offense – Parent and Department Head (in-person/virtual)
 - 4th Offense – Considered as Major Offense and is subject to RW from the Prefect of Discipline
- Class Adviser will record the conference for documentation and monitoring.

MINOR OFFENSES

1. Bringing of materials such as toys, playing cards, computer games (PSP and the likes), hover board, skateboard, scooter, musical instrument, sports equipment and other devices that interrupt the classes and activities are not allowed inside the school unless the student secured an approval to bring/use the said item by the subject teacher and Academic Department Head (ADH) . If found, these materials will be confiscated and may be claimed by the parents at the ADH office. Furthermore, DepEd OrderNo. 70 s.1999 Department of Education Philippines and Ministerial Decree no 14, MOEHE, State of Qatar will be enforced.
2. Engaging in minor activities that would disrupt the orderliness of the class and/or school.
3. Loitering during class hours/going outside the classroom without a class pass.
4. Running around corridors and room hopping.
5. Playing on the stairs (running, pushing and horse playing).
6. Failure to comply with the grooming policy (outrageous haircut, accessories, hair color, etc.).
7. Wasting water and playing inside the comfort rooms, restricted areas and school offices.
8. Not wearing of ID inside the school campus.
9. Not wearing the prescribed school uniform
10. Violation of online classroom policies and guidelines.
11. Coming to class unprepared (no assignments, work report, etc.)
12. Laughing boisterously, shouting along corridors, playing inside the building and other activities that may disturb classes or destroy/damage school properties.
13. Tardiness/absences without justifiable reasons.
14. Habitual or three or more separate instances of unexcused absences, including absences resulting from disapproved Leave of Absence requests.
15. Unauthorized sharing of class links with individuals who are not enrolled in the class or otherwise authorized to access it is prohibited.
16. Unauthorized selling or commercial activities conducted on campus.
17. Using of mobile phones or laptops without permission from the teacher.

- **Major Offense**—Major Offenses are handled by the Prefect of Discipline for proper investigation and action.
 - 1) The teacher will make an Incident Report and submit to the office of Academic Department Head (ADH) within 24 hours after the incident.

- 2) The Academic Department Head (ADH) notes the complaint and endorses the case to the Prefect of Discipline.
- 3) The Prefect of Discipline (POD) will inform the student and the parents/guardians about the complaint in writing. The student shall be given the opportunity to answer the complaint in writing within 24 hours, with the assistance of the parents/guardian.
- 4) The POD investigates the incident within 48 hours.
- 5) The POD will schedule a conference with the parents.
- 6) The POD convenes the School Discipline Committee (SDC) composed of Class Adviser, Guidance Counselor, and Teacher who may be assigned by the School Principal for the deliberation. The SDC decides the appropriate action and recommends it to the school principal for implementation. The sanction will be based on the gravity and/or impact of the offense.
- 7) All parties concerned must be informed about the disciplinary sanction approved by the School Principal.

MAJOR OFFENSES	Frequency				
LEVEL 1	1st	2nd	3rd	4th	5th
1. Accumulation of minor offenses of different nature (committed thrice).	RW	P	CS	CS	S
2. Any form of gambling or influencing others to gamble.	RW	P	CS	S	S
3. Cutting classes and truancy.	RW	P	CS	S	S
4. Forgery – tampering of letters, signatures of parents, teacher and other authorities.	RW	P	CS	S	S
5. Gross misconduct which results to the disturbance of the class or the school orderliness.	RW	P	CS	S	S
6. Instigating concerted activities resulting in disruption of classes; preventing or threatening any student or school personnel from entering the school premises to attend classes or discharge their duties.	RW	P	CS	S	S
7. Leaving the school premises without a gate pass or written permission from the school authorities.	RW	P	CS	S	S
8. Lending/borrowing or using someone else's school ID for whatever purpose.	RW	P	CS	S	S
9. Misconduct and misbehavior outside the campus which directly affects the offender's status as a student and a suitable member of the school community.	RW	P	CS	S	S
10. Throwing away or hiding school properties and those of the teachers and other students. (Restitution)	RW	P	CS	S	S
11. Name calling and teasing	RW	P	CS	S	S
12. Telling other children not to be friends with someone.	RW	P	CS	S	S

LEVEL II	1st	2nd	3rd	4th	5th
1. Any other conduct which threatens or adversely affect the health and safety of any person inside the PISQ premises.	P	CS	S	D	
2. Any form of unauthorized posting, publishing, or making of announcement.	P	CS	S	D	
3. Uttering/writing foul language/vulgar words maliciously; derogatory statements.	P	CS	S	D	
4. Disrespect and insubordination to teachers, school authorities and personnel.	P	CS	S	D	
5. Extortion – asking money or materials from others under threat. (Restitution)	CS	S	S	D	
6. Fighting (physical and verbal violence)	P/CS	S	S	D	
7. Forming, recruiting, and joining fraternities and sororities.	CS	S	S	D	
8. Misappropriation of class or club funds or any financial collections. (Restitution)	P	CS	S	D	
9. Destroying school property and vandalism: A. Writing on walls, desks, library books, magazines, and school uniform. B. Breaking of walls, tables, chair, light, fire alarms C. Tampering with bulletin displays and notice. (Restitution or forfeiture of the safety deposit)	CS	CS	S	D	
10. Destroying someone’s properties/things (Restitution)	P	CS	S	D	
11. Embarrassing someone in public (physical and verbal)	P	CS	S	D	
12. Having visible tattoos in school campus or school-related activities.	P/CS	S	S	D	
13. Possession of smoking paraphernalia.	CS	S	S	D	

LEVEL III	1st	2nd	3rd
1. Possessing or distributing pornographic/indecent materials.	S	S	D
2. Stealing or accomplice or influencing others to steal; shoplifting in and out of the school. (Restitution)	S	S	D

3. Possession and/or drinking liquor or influencing others to drink or under the influence of alcohol inside the school.	S	S	D
4. Ostentatious/public display of physical affection such as:			
A. holding hands	P/CS	S	D
B. resting of one's head on another's shoulder or lap.	P/CS	S	D
C. sitting or lying on another's lap.	P/CS	S	D
D. intimate embracing/hugging	S	D	
E. kissing (all types), cuddling, necking and/or petting, and other analogous behavior	S	D	
5. Engaging in indecent, immodest, lewd, obscene, or immoral conduct.	S	D	
6. Assaulting a teacher, student or school authority or any other school personnel.	S	D	
7. Smoking or influencing others to smoke	S	S	D
8. Sexual harassment:			
A. sexually insulting remarks about race, gender, or class	P/CS	S	D
B. cat calling such as shouting harassment and often sexually suggestive, and sexualized whistles.	P/CS	S	D
C. bragging about sexual prowess for others to hear.	P/CS	S	D
D. Drawing, sketching, and/or labeling a picture of someone with malicious intent.	S	S	D
9. Cyber Harassment:			
A. Harassing or threatening someone or sending mean messages in SMS (Short Message System), Instant Message (IM), emails or phone calls.	P/CS	S	D
B. Pranking someone's mobile phone.	P	CS	S
C. Hacking into someone's gaming or social networking profile and password or any analogous behavior.	P/CS	S	D
D. Spreading secrets/rumors and/or derogatory information through social media and other social networking apps that damages the person's reputation.	P/CS	S	D
E. Sending and/or posting blogs, videos, stories, offensive photos of the victim whether these are digitally altered or not, with the intention to humiliate and embarrass the victim.	S	D	
F. Identity theft (creating fake online social media accounts). Impersonating someone online for the purpose of deception that resulted, but NOT limited to ridicule, embarrass, humiliate, take credit, profit and other malicious acts.	S	D	

10. Unauthorized use of school name and seal/logo with the intention of deceiving, maligning the image of the school and/or for monetary benefit and profit.	S	D	
11. Cheating during quizzes, exams and the likes but NOT limited to the following: A. Possession of notes/reviewer related to the test during quizzes/exams. B. Intentionally glancing/looking at other's paper. C. Allowing other students to look at his/her paper. D. Using phone/devices during the test. E. Copying the answer. F. Giving of notes/answers during quizzes/exams * Aside from the sanction to be given, the student is marked zero (0) for the exam/quiz. Furthermore, De- pEd Order No. 92 s. 2009 "Revised Guidelines on the Selection For Honors will be enforced. "A pupil/student who has been suspended for serious disciplinary infractions (e.g., cheating and stealing, smoking inside the school premises, gambling of any sort, fighting, causing injury to others, etc.) as defined in Chapter 3, Section 1.1.2 of the 2000 DECS Service Manual shall be disqualified for honors for the curriculum grade/year during which the suspension is imposed.	S	S	D
12. Possession of firearms and deadly weapons, poisonous substance and chemicals like tear gas, acids, and the like.	D		
13. Arson – intentional setting of fire to school properties will be subjected to criminal investigation.	D		
14. Possessing/using/pushing of prohibited drugs.	D		

ARTICLE 9. SUPPORT POLICY

DEFINITION OF TERMS

1. Bridge Program – program that aims to prepare student in the next - level knowledge.
2. Enrichment - involves providing additional or different instruction added on to the usual curriculum goals and activities.
3. Gifted - *refers to those who have an IQ of 130 or higher* (Lally & Valentine-French, 2015) Those students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who exhibits high-performance capability in an intellectual, creative or artistic area, possesses an unusual capacity for leadership or excels in a specific academic field.
4. Intervention - a specific program or set of steps to address an academic need

5. Remedial Class - program that is designed to close the gap between what a student knows and what he's expected to know.

PROGRAMS	PROCEDURES
<p><u>A. Struggling / Low Achievers</u></p> <p>1. Bridge Program</p> <p>1.1 Additional Homework</p>	<p>The subject teacher will give additional homework for two weeks to be assisted by family members</p> <ol style="list-style-type: none"> Homework must be checked by the subject teacher, scored and recorded only for the student's progress report and compiled in the student's portfolio. The teacher may adjust the homework through frequency, time or intensity, or choose to change the type of intervention as needed. The subject teacher may cease giving the additional homework once verified through a teacher-made assessment that the student is already ready to proceed to the regular class instruction with no additional homework. The subject teacher may recommend enrichment class if giving additional homework is not effective.
<p>1.2 Remedial Class for Low Performance/ Failing Grades</p>	<p>This remedial class will be given on the fifth week of the quarter when the teacher finds out that the child is failing in the performance task and quizzes to help them cope with the difficulty.</p> <ol style="list-style-type: none"> Parents will be notified through email about the class standing of the learner. The learner will stay in school for one hour after dismissal The remedial class will be taught by the concerned subject teachers. The learner will be given an assessment before he/ she will stop remediation.
<p>1. 3. One – one – one Tutorial for a specific learning area or subject</p>	<ol style="list-style-type: none"> Filling out the Tutorial Form at the Principal's Office. Attach the Enrichment Class Results. Subject teachers are not allowed to handle tutorial classes for their own students. Tutorial sessions will be assigned and scheduled by the Academic Department head. Tutorial will focus on the learning needs of the students as stated in the Class Enrichment Records, and not for the completion of homework or projects/PTs in other subjects. After a month, the tutorial shall be concluded and the student's progress will be reported to the parents.

PROGRAMS	PROCEDURES
<p>2. Catch-Up Classes</p> <p>2.1 Approved Sick Leave of Absence</p>	<p>a. Attach the medical certificate and LOA form and submit to the Academic Department Head (ADH).</p> <p>b. Complete the enrollment of the Catch-Up class and the ADH will give the Catch-Up class schedule.</p> <p>c. The Catch-up class is administered by the subject teachers.</p> <p>d. The missed lessons will be given including the missed written works.</p> <p>e. The learner will stay in school after dismissal for 1-2 hours until completion of the class-up class.</p>
<p>2.2 Summer Remedial Class</p>	<p>a. The learner will enroll in the summer class if he/ she failed in two subjects after the grades have been computed.</p> <p>b. Teachers should ensure that the learner has a passing mark during the remediation to be promoted to the next grade level the following year</p>
<p>B. Gifted/ Talented Students GATE- Gifted and Talented Enrichment Program</p>	<p>A comprehensive support program called GATE – Gifted and Talented Enrichment Program will be established to provide a continuum of support and enrichment opportunities for gifted and talented students throughout their K-12 education, fostering their intellectual, creative, and social-emotional growth. The Guidance Office will act as program coordinator.</p>

SERVICES & SUPPORT

PROGRAMS	PROCEDURES
<p>A. After School Activities</p> <p>1. Academic Clubs</p> <p>2. Non – Academic Clubs</p>	<p>a. The club moderators will post their posters in the designated bulletin boards.</p> <p>b. The advisers will post the posters in their Google advisory classroom.</p> <p>c. The parents/ students will register their name in the club they are interested in.</p> <p>d. The club moderators will conduct a special class that focuses on specific skills on a scheduled time.</p> <p>e. The culminating activity will be in a form of recital to showcase the students’ enhanced skills.</p>

<p>B. Guidance Programs</p> <ol style="list-style-type: none"> 1. Guidance Orientation 2. Students' Need Assessment 3. Psychosocial Support Program 4. Guidance School Program Focusing on Mental Health 5. Career Talks/ Virtual Career Sessions to Grade 12 6. Recollection 7. COPI G9 8. Career Orientation 9. College Entrance Exam Review 10. IELTS Registration 11. SHS Career Exit Interview 	<ol style="list-style-type: none"> a. All the Guidance Programs and services are based on the actual needs of the learners. b. Counseling may be walk-in, referred by the teacher or identified by the Guidance Counselor based on the students' needs assessment. c. Vocational guidance is done by conducting career interest tests and career orientations. d. Recollection programs are focused on developing the social and spiritual aspects of the learners and are scheduled on a Friday.
<p>C. Library Programs</p> <ol style="list-style-type: none"> 1. Library Orientation 2. Library and Research Period 3. Book Fair 4. Reading Program 5. Story Telling Program 	<ol style="list-style-type: none"> a. Provide dynamic resources in supporting the curricula b. Offer story - telling and film viewing and engage pupils to communicate, connect and learn from each other c. Hone students' skills in reading

ARTICLE 10. PRECAUTIONARY MEASURES POLICY (COVID - 19)

POLICY STATEMENT

This policy is to be activated if a new health threat, like COVID-19, may arise in the future or whenever necessary to ensure that adequate controls and precautionary health and safety measures directed by the government to prevent the spread of diseases will be observed, followed, implemented, and maintained by the school management, employees, students, parents, visitors, and other stakeholders in all facilities within the campus. Further, this policy will provide guidelines and procedures while inside the school campus and actions to be taken in the event that a member of the school community shows symptoms of being contracted with the virus.

Procedures here are being enforced, unless stated otherwise or amended by the Ministry of Public Health (MOPH). The school is bound to oblige to the current measures required by MOPH and MOEHE.

PRINCIPLES

All stakeholders are expected to obey and perform what is required in this Health and Safety Precautionary Measures including the following:

1. To observe all health and safety protocols at all times;

2. To participate in and support all activities (trainings, seminars, webinars, surveys, etc.), which promote this policy;
3. To report hazards, unsafe and unhealthy practices immediately to the school authorities;
4. To notify the school authorities of any information pertinent to the spread of the virus in the campus;
5. To consult with the stakeholders on matters affecting their health and safety;
6. To provide and maintain a healthy and safe school environment;
7. To provide information instruction and supervision for stakeholders;
8. To ensure all employees are competent to do their tasks, and to give them adequate training; and
9. To review and revise this policy as necessary.

ROLES AND RESPONSIBILITIES

Management

1. to provide and ensure that all necessary resources are readily available and all employees are vaccinated;
2. to inform and update the stakeholders of the school's health and safety programs;
3. to provide adequate and appropriate trainings to all COVID-19 safety officer, nurses, teachers and staff;
4. to review and revise this policy as necessary.

COVID-19 Safety Officer/School Nurse

1. to spearhead the symptom screening, contact tracing, and update the School COVID Log Report;
2. to monitor, reinforce, and report on compliance with the precautions set out in this guidance;
3. to undertake required MOPH COVID-19 Training;
4. to reinforce compliance of precautions among students and staff.

Employees (teachers/staff)

1. to obey and implement all health and safety precautionary measures;
2. to perform their health and safety-related duties and tasks conscientiously and consistently; and
3. to ensure that all students, parents, visitors and stakeholders are observing all health and safety precautionary measures.

Parents/Guardians

1. To provide their child with a face mask, hygiene kit, meals, and water.
2. To confirm the health status of the children before sending them to school.
3. To notify the class adviser in case the child has symptoms or has been in contact with a positive/confirmed case.
4. To provide the school with a medical certificate for their child's health-related absence or an excuse letter and a signed letter of excuse for non-health-related issues.
5. To prevent his/her child from attending/going to school when showing signs or symptoms of COVID-19.
6. When the child is taking the private transport; Ensure that the driver is physically fit and with green Ehteraz status.
7. To set an online appointment ahead of time for any transaction in the school.
- 8. To pick up the children on time.**
9. To follow all current health measures stipulated by the authorities.

Students

1. To wear masks properly.
2. To sanitize hands frequently.
3. To maintain social/physical distance at all times and refrain from transferring seats.
4. To inform the school nurse/teacher if feeling general fatigue or someone has COVID-19 symptoms or if they are in contact with a positive case.
5. To submit a medical report confirming the safe return to school whenever absent due to health reasons.
6. To submit an excuse letter signed by the parent whenever absent due to non-health-related reasons.

PROCEDURES

Before attending the school - Anybody with any of the following conditions are **NOT** allowed to enter the school;

1. If declared/confirmed infected with Covid-19 and has not completed the required number of quarantine days set by MOH. And no medical certificate allowing him/her to return to school.
2. If the manifestation of COVID-19 symptoms - dry or wet cough, pain in the throat, nasal secretions, sudden change/loss of appetite in the sense of smell or taste, and with or without a rise in temperature.

Note: Students/parents/employees MUST report immediately the occurrence of such cases to the child's adviser/school nurse.

In the event of having a confirmed positive case at school

1. The school nurse will spearhead contact tracing and update the School COVID Log Report.
2. The school nurse must inform the Ministry of Public Health, CDC, and MOEHE of any positive cases in school.
3. Disseminate information on swab testing schedules if necessary.
4. Coordinate with the ADVISER for the disinfection of the classroom of the infected student. And to temporarily transfer the class to other vacant rooms if necessary.
5. The Ministry of Education and Higher Education has the prerogative to suspend classes/close the school upon the recommendation of the Ministry of Public Health.

Procedures in Specific school facility

PLACE	PROCEDURE
Gate	<p>Arrival -Health screening</p> <ol style="list-style-type: none">1. The gates will only be opened once the school staff (safety officer/nurses and gate attendants) is positioned to assist the children at 6 AM.2. Everyone is required to wear a face mask. Only learners are allowed to enter the school premises. Learners are strongly advised to bring sanitizers/alcohol. Parents with transactions in school should set an online appointment with the concerned office. They must present an approved schedule and green Ehteraz status to be accommodated before entering the campus.

Gate	<ol style="list-style-type: none"> 3. If a learner’s temperature is above the set threshold by MOPH, parents will be notified immediately and the learner will be prevented from reporting to school until checked by a physician. 4. Maintain physical distancing at all times. 5. Strictly follow the designated gate for arrival. 6. The school reserves the right not to allow anybody who will not follow the protocols. <p>Dismissal</p> <ol style="list-style-type: none"> 1. Parents/guardians are to follow social distancing upon picking up the children at all times. 2. No one is allowed to overstay/wait for other students in the areas near the gate. 3. Parents/guardians who refuse to follow the health and safety protocols will be asked to leave the campus. 4. Students will be dismissed at different timings (please check the Student Behavior Policy page 31).
Classroom	<p>Before the arrival of students</p> <ol style="list-style-type: none"> 1. The class advisers must ensure that all tables, chairs, and door-knobs are thoroughly cleaned, sanitized, and well-kept. Disinfectant sprays will also be used. <p>During classes</p> <ol style="list-style-type: none"> 1. Students are prohibited to move around/transfer/occupy other seats in the classroom. 2. Students are prohibited to go to other classrooms and buildings and roam around the campus. <p>During breaks (supervised recess and lunch)</p> <ol style="list-style-type: none"> 3. The students must wash their hands or use hand sanitizers or alcohol before they take their meals. 4. A teacher or an assigned staff must be in the classroom during breaks. 5. Each student must bring enough drinking water to school. 6. Students are strongly advised to bring their food from home. They will take their meals in their places. Sharing of food and utensils are NOT allowed. 7. Talking is not allowed during break time. 8. Windows and doors are open for air circulation. 9. Teachers are not allowed to eat inside the classroom together with the students.

Classroom	<p>After dismissal</p> <ol style="list-style-type: none"> 1. The last period subject teacher/adviser must accompany the students in going to their assigned gate and ensure that their students are picked up by their authorized fetchers on time. 2. No student is allowed to stay in the classroom, building, or campus after dismissal, unless necessary. 3. The class advisers must ensure that all tables, chairs, and door-knobs are thoroughly cleaned, sanitized, and well-kept. Disinfectant sprays will also be used. <p>A specific SEAT is assigned to each student. SHARING IS PROHIBITED.</p> <p>Wearing of face mask and social/physical distancing will be strictly observed at all times.</p>
First Aid Unit	<ol style="list-style-type: none"> 1. Anyone who enters the First Aid Unit is assessed and provided with the necessary treatment whenever needed. 2. Only those who are sick or showing symptoms of sickness are allowed to stay in the First Aid Unit. 3. Students and staff who are treated are recorded and documented in the First Aid Unit Log. 4. Students are sent home if/when: <ul style="list-style-type: none"> • The temperature above the threshold set by MOPH. • He/she has a feeling of overall weakness, general fatigue, or simply not feeling well. 5. Parents will be informed once the child needs to be picked up immediately. In case of emergency, an ambulance may be called by the nurse. 6. Precautionary measures are observed at all times. 7. First Aid Units are disinfected and properly cleaned regularly.
Isolation Room (One patient only)	<ol style="list-style-type: none"> 1. School nurses must wear complete PPE (Mask, gloves, gown, and face shield) before and during handling the patient. 2. Only school nurses and patients are allowed in the isolation rooms. 3. Student/staff who shows signs and symptoms of infectious diseases will stay in the isolation room. Only the assigned isolation nurse is authorized to assess and monitor the patient throughout. 4. Always observe proper hand washing techniques and strict contagious control practices before, during, and after handling the patient. 5. Parents are informed immediately. An ambulance will be called if needed. 6. Patients and all administered procedures are documented. 7. Isolation rooms are cleaned and disinfected properly before and after use.

ARTICLE 11. SAFETY AND SECURITY POLICY

A. Transportation

The school establishes guidelines for the safe and orderly management of private transportation for students at the parking area and near the gates.

1. Private Transportation Registration:
 - a. All students who use private transportation to and from school must record their vehicle information with the respective class adviser at the beginning of each academic year.
 - b. Transport Monitoring forms should include vehicle make, model, license plate number, and emergency contact information.
2. Parking Regulations:
 - a. Parking is only permitted in designated areas on school-assigned parking areas.
 - b. Unauthorized parking inside the school campus is strictly prohibited.
3. **Arrival and Dismissal Supervision:**
 - a. The school will assign a qualified supervisor to monitor student arrival and dismissal for private transportation.
 - b. The supervisor's responsibilities include:
 - i. Ensuring that students follow traffic rules and parking regulations.
 - ii. Assisting with traffic flow and pedestrian safety.
 - iii. Managing the orderly loading and unloading of students.
 - iv. Identifying and addressing any safety concerns or incidents.
 - c. The supervisor will be available during the following hours:
 - i. Morning Arrival: 6 AM to 7 AM
 - ii. Dismissal:
 - 11 AM to 11:30 AM
 - 12:20 PM to 1:20 PM
 - 2:30 PM to 3:00 PM
 - d. Supervisor's name and contact: Ms. Allin Purificacion (77722049)
Asst. Supervisor (Gate 1): Mr. Jamil Dimaano
Asst. Supervisor (Gate 3): Mr. As-ad Lacsaman

B. Hazard Identification and Correction

PISQ Management encourages employees and students to report health and safety hazards to the school authorities. Employees and students shall not be discriminated against in any manner for bona fide reporting of health and safety hazards to PISQ Management. Academic Department Heads (ADH) shall inform students and employees of this policy and encourage reporting of workplace hazards.

School management shall ensure that regular, periodic inspections of workplaces are conducted to identify and evaluate workplace hazards and unsafe work practices.

Any individual who becomes aware of a serious concealed danger to individuals' health or safety shall promptly report this danger to the school authorities and to the faculty, staff, and students who may be affected.

C. Emergency Response and Preparedness

School security and safety officers/school nurse shall perform the following tasks:

1. Conduct twice a year fire and evacuation drills
2. Post signage and emergency response plan (evacuation and fire drills), assembly procedures, evacuation maps in every room, offices and lobbies.
3. Spearhead safety and security awareness programs and campaigns.

D. Waste management

1. Domestic Solid Waste
 - a. After the cleaning of the classrooms and different offices, garbage are collected and properly disposed of in the dump area;
 - b. The Property Custodian monitors the bin/garbage container and contact the Garbage Collector/company to collect the garbage before the bin is filled.
2. Medical/Toxic Waste
 - a. Proper use and disposal of Medical waste from the First Aid Unit and toxic waste from science laboratories are disposed of separately in color coded trash bins.
 - b. All trash is to be collected once every month by Boom Waste Treatment Company.

E. Closed-Circuit Television (CCTV)

The CCTV system is in operation for the security room to ensure the safety of all the stakeholders. Other purposes of the CCTV are to:

1. Increase personal safety and reduce the fear of crime
2. Protect the school buildings and their assets
3. Support the police in detecting and preventing crime
4. Assist in identifying, apprehending, and punish offenders
5. Assist in the management of the school

F. Restricted areas

The following areas are off-limits for learners

1. Pantry or Faculty room, unless permitted by the teacher
2. Admin offices, unless with the necessary authorization and purpose
3. Laboratories, unless with the presence of the subject teacher
4. Other areas that are enclosed (storage areas, carpentry/workshop area, and the like)

G. Visits by parents or other persons

1. Parents or any other stakeholders in the school community are entitled to visit the school, but such visits must not disrupt any school activity.
2. Apart from parents or other persons who are deemed bona fide visitors to the school's sports, cultural or social activities, visitors must schedule an appointment through the school's website before the planned visit and stipulate the reasons for and participants in the visit.
3. All visitors must log in to the record book of the Security Guard and present their approved appointment upon entering the school.
4. Visitors are allowed to go to the office stipulated in the appointment. However, visitors cannot visit other office or teaching venues unless escorted by school personnel from the office.
5. Right of entry to the school is reserved, and any person who is regarded as a disruption or threat shall be immediately removed from the school grounds and may be charged with trespassing.

ARTICLE 12. EMERGENCY RESPONSE POLICY

Reference: Emergency Crises Guide provided by the Civil Defense

EMERGENCY	CONCERNED STAFF RESPONSE/ GUIDE
Unidentified Person inside the school building	<ol style="list-style-type: none"> 1. Identify the issue of the unknown person and his location. 2. Identify the nature of his/her work. 3. Ask him/her to show you his/her identification card 4. Ask him/her to escort you to the person in charge, if it is about looking for a specific student to check his/her relation to the student by reviewing the student's file. 5. If there is no acceptable reason for such a person's presence in the building, ask him/her to leave. 6. If he/she refuses to leave call 999 7. Describe the suspect.
Electrical Fault/ Water Leakage	<ol style="list-style-type: none"> 1. Contact the maintenance company/office to solve the problem 2. Call the Civil Defense Department 999 if necessary 3. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education, if necessary 4. Teachers and students should remain inside their classrooms and keep calm and continue lessons unless ask to evacuate .
Gas Leakage	<ol style="list-style-type: none"> 1. Follow evacuation procedures 2. Call the Civil Defense department 999 if necessary. 3. Do not turn on any light switches, electrical outlets, or appliances. 4. Do not re-enter the building without permission from the Civil Defense Department of Health and Safety Committee. 5. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education, if necessary.

Earthquakes/ Landslides (Partial-Full)	<ol style="list-style-type: none"> 1. Emphasize that students and employees in the educational facility should drop immediately to the floor, take cover under sturdy desks, or stay at the corners and hold firm objects and the need to protect their heads and faces. 2. Emphasize staying away from walls, mirrors, closets, and windows. 3. Emphasize staying at the beginning of the stairwell in multi-floor buildings.
Earthquakes/ Landslides (Partial-Full)	<ol style="list-style-type: none"> 4. Emphasize staying as much away as possible from electrical cables and not touching such cables 5. Call the police, Civil Defense, and ambulance 999, and provide them with available information 6. Call the clinic nurse and individuals with first aid training 7. Ask for help from neighboring schools if needed 8. Cut the main power supply of electricity. 9. Try to calm down students and employees and separate them from injured cases 10. Ensure the school's exits and entrances are clear for ambulance access.
Severe Storm (Internal Isolation)	<ol style="list-style-type: none"> 1. Prevent the student from leaving the school building. 2. Bring all employees and students inside the school building if they are outside 3. Confine activities and physical education classes inside the classrooms. 4. Make sure that the doors and windows are firmly shut. 5. Partially switch off air conditioners and monitor the dispersal of dust and ventilation filters. 6. Communicate with the clinic to check students with respiratory diseases and distribute masks to them. 7. Communicate with the staff at the science labs or places where masks are likely to be available to use when needed. 8. Communicate with the competent authorities to get information about the storm and its ramifications 9. Shut the school gates and prevent vehicles from moving in case of reduced visibility to prevent accidents of running over pedestrians 10. Remove furniture/equipment from the rooftops that might be lifted off by the wind and dropped from the top. 11. Call the nurses and individuals with first aid training 12. Try to calm down students and employees and separate them from injured cases if any. 13. Ensure the school's exits and entrances are clear for ambulance access.

<p>Heavy Rains</p>	<ol style="list-style-type: none"> 1. Call the Civil Defense by dialing 999 2. Activate evacuation plan immediately. 3. Transfer students to the nearest safe school or location near the school or building. 4. Take attendance 5. Call the Crisis and Management Committee of the Ministry of Education and Higher Education 6. Wait until you receive further instructions 7. Call the Civil Defense by dialing 999 8. Activate evacuation plan immediately. 9. Transfer students to the nearest safe school or location near the school or building. 10. Take attendance 11. Call the Crisis and Management Committee of the Ministry of Education and Higher Education 12. Wait until you receive further instructions <p>In case of damage of external environment surrounding the school</p> <ul style="list-style-type: none"> ○ Keep the students inside the classroom and continue classes and activities ○ Raise alert level ○ Be calm <ol style="list-style-type: none"> 13. Contact the Crisis Emergency Management Committee of the Ministry of Education and Higher Education. Wait until you received further instructions
<p>Medical Emergencies</p>	<ol style="list-style-type: none"> 1. Notify school principal immediately 2. Call the school nurse 3. The principal, nurse, or his/her assistant shall write a report on the incident 4. Evaluate the case condition and call ambulance emergency by dialing 999 if necessary (stay on the line and describe the case until paramedics arrive) 5. Notify the parents and guardians 6. Send a school employee to escort the injured student(s) to the hospital 7. Send the person escorting the student a document that shows the procedures that have been followed.

Sudden Epidemic or Disease Breakout	<ol style="list-style-type: none"> 1. Call an ambulance 999 providing them with the number of cases and with their information. 2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education 3. Call the clinic nurse and individuals with first-aid training. - Seek support from neighboring schools if needed. 4. Try to calm down students and employees and separate them from infected cases. 5. Ensure the school's exits and entrances are clear for ambulance access 6. Investigate cooperation with the concerned authorities and report to the Management of Emergency Team in the Ministry of Education and Higher Education.
Mass Poisoning	<ol style="list-style-type: none"> 1. Call an ambulance 999 providing them with the number of cases and the type of poisoning case if possible. 2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education 3. Call the clinic nurse and individuals with first-aid training. - Seek support from neighboring schools if needed. 4. Close and seize the source of poisoning; Make sure the source is NOT used across the school. 5. Confiscate and provide samples of poisoned food/water to the competent authorities and request an examination report. 6. Try to calm down students and employees and separate them from infected cases. 7. Ensure the school's exits and entrances are clear for ambulance access. 8. Investigate cooperation with the concerned authorities and report to the Management of Emergency Team in the Ministry of Education and Higher Education.
Big Brawl Inside the School	<ol style="list-style-type: none"> 1. Call the police, 999 providing them with the number of fighting individuals and the weapons used if any. 2. Call an ambulance providing them with the number of cases and the type of injury. 3. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education 4. Seek the help of teachers who can control students if possible 5. Try to calm down students and employees and separate them from injured cases. 6. Identify and evaluate injured cases by the nurse and paramedic. 7. Ensure the school's exits and entrances are clear for an ambulance and police access. 8. Estimate Losses, ascertain damages and report to the

	Management of Emergency Team in the Ministry of Education and Higher Education.
Workplace Violence • TELEPHONE THREATS	1. Call the police at 999 2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education. 3. Call the security
• PHYSICAL THREATS	1. Call the police at 999 2. Call the Security 3. Cooperate with the police investigation. 4. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education. 5. Make necessary arrangements to ensure site security.
Acts of Sabotage/ Terrorist Acts	1. Call the police immediately 999 assessing the situation to determine the method of intervention and action 2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education. 3. Evacuate the building completely or isolate students from places of riots and terrorism. 4. Try to calm down students and employees and separate them from injured cases to avoid psychological trauma. 5. Seek protection on the opposite side of the school or building. 6. Internal security should control the situation as much as possible. 7. Evacuate all individuals in places even though not crossing the scene for safety purposes. 8. Ensure the school's exits and entrances are clear for the ambulance and police access 9. If the threat persists, emphasize keeping everyone inside the school / educational facility and NOT evacuating students or employees until the arrival of the competent authorities to the site and confirm it is secured.

Abduction/Child Missing	<ol style="list-style-type: none"> 1. Call the police at 999 and be ready to describe the child/abductor including a description of the child's/abductor's attire. 2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education. 3. Call the security. 4. Notify teachers and instruct them to take attendance. 5. Cooperate with the police investigations 6. Call the parents of the abducted/missing child by the authorized person.
Death of a School member • Staff Responsibilities	<ol style="list-style-type: none"> 1. Call police at 999 2. Identify the problem and its location. 3. Notify the school principal. 4. Move students quietly away from the area. 5. Discourage discussions. 6. Wait for the police and Environmental Management system to arrive 7. Identify students in need of immediate support.
• Principal's Responsibilities	<ol style="list-style-type: none"> 1. Call the police at 999 2. Identify the problem and its location. 3. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education 4. Assist the police in locating and identifying the possible suspect (if any) and the casualty of the dead person. 5. Assess the situation and cause of death
Fire Incidents	Fire in Multiple Rooms <ol style="list-style-type: none"> 1. Call the Civil Defense Department at 999. 2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education. 3. Evacuate the floor where the fire is located and the floor above. · Cut the power supply to the building. 4. Cut the power supply to air conditioners. 5. Direct the fire brigade teams to deal with the incident. 6. Provide medical assistance to the injured if needed. 7. Reassure students and employees at the educational establishment. 8. Report to the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education. Large Fire in the Building/Fire at an Adjacent building posing a threat of spreading to the school / educational establishment

1. Call the Civil Defense Department at 999
2. Cut the power supply to the building
3. Cut the power supply to the air conditioners.
4. Reassure students and employees at school.
5. Follow the Civil Defense instructions and recommendations.

Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.

Fire at an adjacent posing threat of spreading to the school/ educational establishment

1. Call the Civil Defense Department at 999 - Cut the power supply to the building
2. Cut the power supply to the air conditioners.
3. Reassure students and employees at school.
4. Follow the Civil Defense instructions and recommendations.
5. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education

Limited fire at the / educational establishment

1. Evacuate the room and two other rooms on each side on the same floor as well as the room located above.
2. Cut the power supply to the entire floor.
3. Cut the power supply to the air conditioners.
4. Direct emergency teams to tackle the incident.
5. Provide medical assistance to the injured if needed.
6. Reassure students and employees at the school.
7. Follow the Civil Defense instructions and recommendations.
8. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
9. Report the incident to the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
10. Call the Civil Defense Department at 999

All Fire Alarms

1. If you hear the fire alarm, evacuate the building or area. Closing all doors as you go. · Evacuate by using the nearest stairwell.
2. Go to your evacuation assembly point (EAP).
3. Report to the evacuation warden, evacuation director, or the fire department.
4. Do not re-enter the building until authorized by emergency personnel.

A Fire in a Building without a Fire Alarm

1. Call out “FIRE – GET OUT” loudly, using your voice to inform other occupants. ·
2. Phone 999 and report the building name, address, and specifics of the emergency. ·
11. Follow the general procedures listed above.

FIRE AND SAFETY EMERGENCY PLAN

The school conducts fire drills twice a year to ensure that students and staff are prepared for emergencies. These drills practice evacuation procedures, familiarize everyone with exits and assembly points, and reinforce our readiness. Regular drills help maintain safety and promote a culture of preparedness.

Emergency Response Team

The Emergency Response team is composed of the following who have received special training for this role:

- Evacuation director (Principal)
- Evacuation wardens (Names posted on each classroom/office)

Evacuation Procedures

These procedures focus on the evacuation of occupants as a result of a fire or other building emergency.

1. Assume all alarms are real unless an announcement has been made just before the alarm.
2. Begin immediate evacuation of the building or area when outlined in building emergency procedures.
3. Take your keys and valuables and close doors behind you as you exit.
4. Evacuate via the nearest stairwell or grade level exit. Do not prop doors open; doors must remain closed to prevent smoke migration in the event of a fire. Do not take elevators or go to the roof.
5. Go to your pre-determined Evacuation Assembly Point (EAP), typically outdoors a safe distance from the building and out of the way of emergency services.
6. Persons with disabilities who are unable to evacuate will take refuge or report to an area of evacuation assistance.

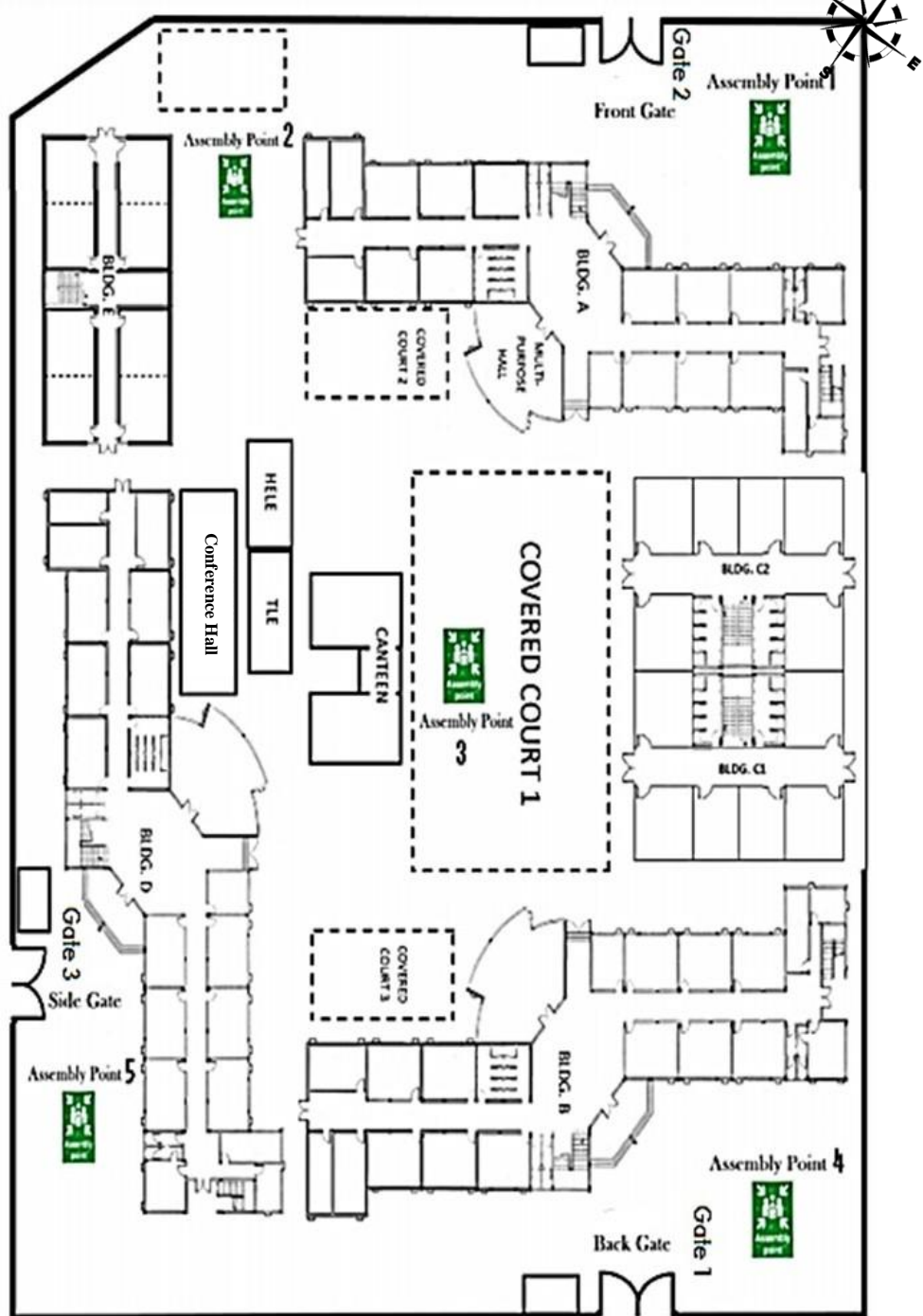
Evacuation Route Maps

Evacuation floor plans help to identify exits and exit routes for the building. Occupants should go to the nearest exit when the alarm sounds. If access to the nearest exit is obstructed, an alternate exit should be taken. Your building's floor plans and evacuation routes are posted throughout the building.

Evacuation Assembly Locations

Outdoor Evacuation Assembly Point (EAP)

The Evacuation Assembly Point (EAP) should be an open area away from the building and out of the way of responding emergency personnel. Occupants meet after evacuation so that they may be accounted for or lend assistance as needed. There may be more than one assembly point depending on the size of the building and the location of the exits. List the EAP locations and indicate which areas of the building are to report to which area.



FIRE DRILL PROCEDURE

خطة الإخلاء الوهمي في حالات الطوارئ

A. EVACUATING FROM THE BUILDING

أولاً: خطة الإخلاء من المبنى المدرسية:

FIRE ALARM SIGNAL!



على الطلاب القيام التالي: عند سماع إنذار الحريق والتي تكون علامته

1. Students/ Pupils exit the room and WALK quietly in order'y lines as quickly as possible.



المعد لإستخدام في حالات نشوب أي حريق ويجب السير بهدوء وبسرعة وفي صفوف منتظمة.

2. Proceed to the nearest ASSEMBLY POINT.



3. TALKING IS NOT ALLOWED.

4. Teachers/ Staff:

- Check that all students/ pupils are out of the room safely.
- Check that all exits are clear.
- Close the door but DO NOT LOCK IT.
- At the assembly point, the teachers must ensure that all Students are accounted for.

5. Students/ Pupils must remain silent and in orderly line throughout the drill.

2 - التوجه على أقرب نقطة تجمع.
3 - غير مسموح بأي احاديث في تلك الظروف.
4 - أما بخصوص أعضاء هيئة التدريس وجميع العاملين بالمدرسة، فاعطهم إنباع التالي:

- التأكد من خروج جميع الطلاب من الغرفة بأمان وسلام.
- التأكد من وضوح المخرج للطلاب.
- إغلاق الباب دون إكتمه بأية مفاتيح.
- بعد التوجه إلى نقاط التجمع، يجب على المعلمين / المعلمات التأكد من أعداد جميع الطلاب.
- يجب على الطلاب الإلتزام بالصمت وفي صفوف منتظمة.

B. RETURNING TO THE BUILDING

- Each class must return to the building in an orderly manner using the main door.
- Students/ Pupils must remain silent upon re-entering the building.

ثانياً: العودة مرة أخرى إلى المبنى المدرسية:

- يجب على كل فصل العودة مرة أخرى إلى المبنى المدرسي بطريقة منتظمة عن طريق إستخدام الباب الرئيسي للمبنى.
- يجب على الطلاب الإلتزام بالصمت أثناء العودة إلى المبنى المدرسي.

To be posted inside the classroom/ laboratory/ canteen/ Office.

ARTICLE 13. COMPLAINT AND GRIEVANCE MECHANISM

Introduction

At Philippine International School - Qatar, we are committed to maintaining an open and transparent environment where students, parents, staff, and other stakeholders can express their concerns and grievances. This Complaint Mechanism Policy outlines the procedures for submitting, reviewing, and resolving complaints to ensure a fair and effective process.

Objectives: The objectives are aligned with the school's Vision.

- Provide a structured and accessible process for individuals to submit complaints.
- Ensure complaints are addressed promptly, fairly, and confidentially.
- Maintain transparency by communicating the progress and outcomes of complaint resolutions.
- Continuously improve our operations and services based on feedback received.
- To foster open communication among students, parents, staff, and stakeholders, promoting transparency and mutual understanding within our diverse community.
- To uphold the best of Filipino and Qatari values by addressing complaints in a manner that reflects respect, empathy, and cultural sensitivity.

Complaint Submission Process

Complaints can be submitted through the online portal on the school's website (contact menu).

Initial Review and Acknowledgment

Upon receiving a complaint, the Complaints Coordinator will:

1. Acknowledge receipt of the complaint within the day, including a unique reference number for tracking purposes and complaint category.
2. Conduct an initial assessment of the complaint to understand its nature and scope.
3. Send the complaint/concern to the proper office for appropriate action.
 - a. Category of the complaints: Management, Academic, Moral, Safety and Security, Violation of values.
 - b. Depending on the nature and gravity of the complaint, the Complaints Committee will be notified and the appropriate hearing and investigation will be carried out.
 - c. For anonymous complaints: Evaluate the content of the anonymous complaint to determine its seriousness and credibility. ***Not all anonymous complaints may warrant a full investigation.***

Complaints Committee Formation and Members for SY 2024-2025

1. A Complaints Committee will be established to review and investigate complaints.
2. The committee will consist of impartial and knowledgeable members from various departments within the school, ensuring diversity in representation.
3. Committee members will undergo training on conflict resolution, communication, and confidentiality.
4. Composition of the committee;
 - a. Principal: The Chairperson leads the committee's proceedings, ensures that meetings are conducted effectively, and oversees the entire complaint resolution process.
 - b. Academic Department Head: Having a representative from the school's administration provides a high-level perspective on policies, regulations, and the school's over-all goals. This person can also ensure that the committee's actions align with the school's values and objectives.
 - c. 3 Teachers: At least one Islamic Studies teacher, whose perspective as an educator is useful for addressing complaints related to classroom matters, teaching methods, or student-teacher interactions.
 - d. Non-Teaching Staff Member: Including a non-teaching staff member, such as an administrative staff or support personnel, ensures that the committee considers the perspectives of individuals working in various capacities within the school.
 - e. Parent Representative, if required: A parent representative provides insight from the parents' point of view, helping the committee understand and address concerns related to students' experiences at the school and parent-school interactions.
 - f. Human Resources Expert (Optional): If the complaints involve personnel matters, having a human resources professional can ensure that employment-related grievances are handled properly and in compliance with labor laws.
 - g. Members for SY 2024-2025
 - Mr. Jason A. Iyas – Principal
 - Mr. Hossam Mohsen Mohamed Abdelnabi – 3CS Acad. Dept. Head
 - Ms. Phides Fay B. Cuntapay – Preschool Acad. Dept. Head
 - Mr. Jojo L. Calague – Secondary Acad. Dept. Head

- Ms. Maria Allin M. Purificacion – Prefect of Discipline
- Mr. Jamil Riyadh A. Dimaano – Islamic Teacher
- Mr. Sixto P. Paga Jr. – Preparatory Teacher
- Ms. Jenica Shane B. Diaz – Intermediate Teacher
- Ms. Neuwee M. Martinez – HR Officer (if required)
- SPTA President 2024-2025 (if required)

Investigation and Resolution

1. The Complaints Committee will conduct a thorough investigation, including gathering relevant information, speaking to involved parties, and examining evidence.
2. Based on the investigation, the committee will make recommendations for resolving the complaint.
3. The recommended resolution will be communicated to the complainant within the specified timeframe.
4. Unresolved complaints will be forwarded to the ministry following the ministry’s procedures.

Implementation of Recommendations

1. An action plan will be developed to implement the recommendations made by the Complaints Committee.
2. The school's management will oversee the implementation process, which may involve policy changes, disciplinary actions, or mediation.

Feedback and Follow-Up

1. After resolution, the complainant's feedback on the process and outcome will be collected to gauge satisfaction and identify areas for improvement.
2. The school will maintain communication with the complainant to ensure that the recommended actions are being effectively executed.

Transparency and Reporting

1. A quarterly report by the Complaints Coordinator will be prepared summarizing the number and types of complaints received, resolved, closed and unresolved.
2. The report will be shared with the school community to enhance transparency and accountability.

Continuous Improvement

1. The complaint mechanism policy and procedures will be annually reviewed and updated based on feedback and changing needs.
2. The school will regularly educate the school community about the complaint mechanism and its usage.

Dissemination

This policy will be disseminated to all students and parents by the Class Advisers in an email. The Office of the Principal will disseminate this policy through a memo to all teachers and staff.

Confidentiality

All information related to complaints and their resolutions will be treated with the utmost confidentiality, ensuring the privacy and dignity of all parties involved.

Compliance

This policy will adhere to all applicable laws and regulations within the State of Qatar and the Republic of the Philippines.

We encourage all stakeholders to utilize this mechanism to help us maintain the highest standards of excellence.

ARTICLE 14. CODE OF ETHICS

Reference: **Code of Ethics for Private Schools and Kindergartens in Qatar 2022-2023**
Private Education Affairs Sector at the Ministry of Education and Higher Education

Code of Ethics for Students

Article 16: Ethical responsibilities of students towards school

1. Adhere to positive behaviors and deal with everyone in a kind and respectful manner.
2. Comply with school's rules and regulations
3. Interact positively with other classmates during school time.
4. Preserve school property and facilities

Code of Ethics for Parents

Article 17: Ethical responsibilities of parents towards school

1. Spread awareness amongst their children on the importance of education and respect those in charge of the educational process.
2. Show positive manner and behavior and deal respectfully with other school staff.
3. Wear a decent and appropriate outfit while visiting the school.
4. Never abuse your position or your social status to influence school's decisions.

ARTICLE 15. GENERAL PROVISION

In instances where this handbook does not explicitly address academic or non-academic school-related matters and concerns, the policies and guidelines established by the Ministry of Education and Higher Education (MOEHE) and the Department of Education (DepEd) will govern and be enforced.

PIS HYMN

PIS thy torch shines bright
Amidst the arid gulf lands
Thy portal is the fortress of wisdom
Yielding the youth to the threshold of light

The blue and white of PIS
Emblem of thy aspirations
For courage and uprightness
From among the young progenies

(CHORUS)

PIS march on
Thy faith in God shall strengthen thy will and soul
PIS march on
Bringing honor and laurel to thy motherland ashore (repeat chorus)

Music and lyrics by: Mr. Pedro A. Alforte

ACKNOWLEDGMENT

The PISQ Handbook is the result of a team effort and is a testament to the hard work and dedication of many people who care passionately about the success of our children and the harmony of our school community. We want to express our sincere appreciation to:

- * Our students, for their enthusiasm, curiosity, and unwavering commitment to learning.
- * Our parents and guardians, for their trust, support, and active engagement in their children's education.
- * Our dedicated faculty and staff, for their tireless efforts, expertise, and passion for teaching.
- * Our administrators and support staff, for their invaluable contributions to the smooth operation of our school.
- * The Ministry of Education and Higher Education of the State of Qatar for their leadership, encouragement, and support in bringing education to the pinnacle of excellence.
- * Our community partners and volunteers, for their collaboration and support of our school's mission.
- * Everyone who played a role, no matter how small, in the creation and dissemination of this handbook.

We would also like to extend our appreciation to the Department of Education of the Republic of the Philippines, our mother country, for the rich cultural heritage and values that have shaped our community. We carry the spirit of unity, resilience, and excellence from our home country in all our endeavors.

Your collective efforts have enriched our school and made this handbook possible. We are grateful for your unwavering commitment to the success and well-being of our students and the PISQ community.

As we embark on this educational journey together, may we continue to inspire, support, and learn from one another.

With deep appreciation,

PISQ Management
SY 2024-2025



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