

# STUDENT HANDBOOK

2025-2026



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# 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.

## 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. It adopts the Philippine curriculum, specifically the **Enhanced K to 12 Basic Education Program** and the **MATATAG Curriculum** 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 develop- mental 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 Goodness

- **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.

## SCHOOL INFORMATION

Name: Philippine International School – Qatar

Address: Ain Khalid, State of Qatar

School Email Address: [Philippineintl@education.qa](mailto:Philippineintl@education.qa)

Website: [www.pis-qatar.com](http://www.pis-qatar.com)

Contact Numbers:

Principal's Office: 44513443

Accounting Office: 44513364



### 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.

## 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 and MATATAG 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 to 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)**

The Primary Department follows the MATATAG Curriculum of the Department of Education, Republic of the Philippines. Grades 1–3 focus on building strong foundations in reading, writing, numeracy, values, and patriotism. Grade 1 emphasizes Language, Reading, Mathematics, GMRC, and Makabansa. In Grade 2, Filipino and English are introduced to strengthen bilingual literacy, while Grade 3 adds Science to enhance critical thinking, communication, and problem-solving skills. By the end of Grade 3, learners are expected to demonstrate

confidence in literacy and numeracy, communicate effectively in both Filipino and English, and uphold good values with love for country.

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

**INTERMEDIATE LEVEL: \*MATATAG Curriculum (DepEd Order No. 010 s. 2024)**

For Grades 4 and 5, the school implements the MATATAG Curriculum in accordance with the Department of Education’s phased curriculum rollout as outlined in DepEd Order No. 010, s. 2024. This program emphasizes foundational skills in literacy, numeracy, and socio-emotional learning while integrating values formation and cultural identity. Core learning areas such as English, Filipino, Mathematics, Science, Araling Panlipunan (Social Studies), MAPEH, GMRC, and EPP (HELE) are delivered through learner-centered approaches. The MATATAG Curriculum also highlights streamlined content, mastery of essential competencies, and a stronger focus on practical life skills to equip learners with a more meaningful and relevant learning experience.

Meanwhile, Grade 6 continues to follow the K to 12 Curriculum, ensuring continuity of learning for students who started under the previous framework. This arrangement is part of the Department of Education’s transition plan, where the MATATAG Curriculum is being gradually introduced by grade level. The K to 12 Curriculum in Grade 6 provides comprehensive coverage of academic disciplines while fostering critical thinking, collaboration, and problem-solving skills. It maintains the balance between knowledge acquisition and application, preparing learners for the transition to junior high school. With both curricula in place, the school ensures that learning delivery remains responsive to the needs of each grade level while aligning with the Department of Education’s phased implementation strategy.

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

**JUNIOR HIGH SCHOOL LEVEL: \*MATATAG Curriculum (DepEd Order No. 010 s. 2024)**

The Junior High School Department continues to provide quality education that nurtures the holistic development of learners. For this school year, Grades 7 and 8 follow the MATATAG Curriculum, which is not only focused on strengthening foundational skills and values but is also aligned with Qatari values and culture, ensuring that students gain meaningful learning experiences relevant to their environment. Meanwhile, Grades 9 and 10 remain under the K to 12 Curriculum, preparing students for senior high school through enhanced academic competencies and life skills. Together, these programs equip learners with the knowledge, character, and readiness for higher learning and future endeavors.

| <b>Learning Areas/Subjects</b>                 | <b>Grade 7</b>    | <b>Grade 8</b>    | <b>Grade 9</b> | <b>Grade 10</b> |
|--|-------------------|-------------------|----------------|-----------------|
| AP/Social Studies                              | ✓                 | ✓                 | ✓              | ✓               |
| Computer                                       | Integrated in TLE | Integrated in TLE | ✓              | ✓               |
| Technology and Livelihood Education (TLE)      | ✓                 | ✓                 | ✓              | ✓               |
| English  | ✓                 | ✓                 | ✓              | ✓               |
| Filipino                                       | ✓                 | ✓                 | ✓              | ✓               |
| Values Education                               | ✓                 | ✓                 | ✓              | ✓               |
| MAPEH  | ✓                 | ✓                 | ✓              | ✓               |
| Mathematics                                    | ✓                 | ✓                 | ✓              | ✓               |
| Science  | ✓                 | ✓                 | ✓              | ✓               |
| Qatar History & Citizenship (English & Arabic) | ✓                 | ✓                 | ✓              | ✓               |
| Islamic Studies (for Muslim Students)          | ✓                 | ✓                 | ✓              | ✓               |
| Arabic Language (for Arab Students)            | ✓                 | ✓                 |                |                 |

## SENIOR HIGH SCHOOL LEVEL

The secondary level consists of Grades 11 and 12, following the DepEd Senior High School (SHS) program. 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, 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 helps them to think critically and creatively.

| <b>SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) STRAND</b>   |   |   |   |
|--|---|---|---|
| <b>Grade 11</b>  |   | <b>Grade 12</b>   |   |
| <b>1<sup>st</sup> Semester</b>   | <b>2<sup>nd</sup> Semester</b>  | <b>1<sup>st</sup> Semester</b>  | <b>2<sup>nd</sup> Semester</b>  |
| <b>CORE SUBJECTS</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>• Oral Communications</li> <li>• Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino</li> <li>• Introduction to Philosophy of the Human Person</li> <li>• General Mathematics</li> <li>• Earth Science</li> <li>• Physical Education and Health 1</li> </ul> | <ul style="list-style-type: none"> <li>• Reading and Writing</li> <li>• 21st Century Literature from the Philippines and the World</li> <li>• Pagbasa at Pagsusuri ng Iba't -Ibang Texto Tungo sa Pananaliksik</li> <li>• Statistics and Probability</li> <li>• Disaster Readiness and Risk Reduction (DRRR)</li> <li>• Physical Education and Health 2</li> <li>• Understanding Culture, Society and Politics</li> </ul> | <ul style="list-style-type: none"> <li>• Media and Information Literacy</li> <li>• Personal Development</li> <li>• Physical Education and Health 3</li> </ul> | <ul style="list-style-type: none"> <li>• Contemporary Philippine Arts from the Region</li> <li>• Physical Education and Health 4</li> </ul> |
| <b>CONTEXTUALIZED / APPLIED SUBJECTS</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>• English for Academic and Professional Purposes</li> </ul>   | <ul style="list-style-type: none"> <li>• Practical Research 1</li> </ul>  | <ul style="list-style-type: none"> <li>• Practical Research 2</li> <li>• Pagsusulat sa Filipino sa Piling Larangan (Akademik)</li> </ul>                      | <ul style="list-style-type: none"> <li>• Empowerment Technologies</li> <li>• Research Project</li> <li>• Entrepreneurship</li> </ul>        |
| <b>SPECIALIZED SUBJECTS</b>  |   |   |   |
| <ul style="list-style-type: none"> <li>• Precalculus</li> <li>• General Biology 1</li> </ul>   | <ul style="list-style-type: none"> <li>• Basic Calculus</li> </ul>  | <ul style="list-style-type: none"> <li>• General Chemistry 1</li> <li>• General Physics 1</li> <li>• General Biology 2</li> </ul>                             | <ul style="list-style-type: none"> <li>• General Chemistry 2</li> <li>• General Physics 2</li> <li>• Capstone Project</li> </ul>            |

| <b>HUMANITIES AND SOCIAL SCIENCES (HUMSS STRAND)</b>  |   |   |  |
|---|---|---|--|
| <b>Grade 11</b>   |   | <b>Grade 12</b>   |  |
| <b>1<sup>st</sup> Semester</b>  | <b>2<sup>nd</sup> Semester</b>  | <b>1<sup>st</sup> Semester</b>  | <b>2<sup>nd</sup> Semester</b>   |
| <b>CORE SUBJECTS</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>• Oral Communications</li> <li>• Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino</li> <li>• Introduction to Philosophy of the Human Person</li> <li>• General Mathematics</li> <li>• Earth and Life Science</li> <li>• Physical Education and Health 1</li> </ul> | <ul style="list-style-type: none"> <li>• Reading and Writing</li> <li>• 21st Century Literature from the Philippines and the World</li> <li>• Pagbasa at Pagsusuri ng Iba't -Ibang Texto Tungo sa Pananaliksik</li> <li>• Statistics and Probability</li> <li>• Physical Science</li> <li>• Disaster Readiness and Risk Reduction (DRRR)</li> <li>• Physical Education and Health 2</li> <li>• Understanding Culture, Society and Politics</li> </ul> | <ul style="list-style-type: none"> <li>• Media and Information Literacy</li> <li>• Personal Development</li> <li>• Physical Education and Health 3</li> </ul> | <ul style="list-style-type: none"> <li>• Contemporary Philippine Arts from the Region</li> <li>• Physical Education and Health 4</li> </ul>                          |
| <b>CONTEXTUALIZED / APPLIED SUBJECTS</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>• English for Academic and Professional Purposes</li> </ul>  | <ul style="list-style-type: none"> <li>• Practical Research 1</li> </ul>  | <ul style="list-style-type: none"> <li>• Practical Research 2</li> <li>• Pagsusulat sa Filipino sa Piling Larangan (Akademik)</li> </ul>                      | <ul style="list-style-type: none"> <li>• Empowerment Technologies</li> <li>• Research Project</li> <li>• Entrepreneurship</li> </ul>                                 |
| <b>SPECIALIZED SUBJECTS</b>   |   |   |  |
| <ul style="list-style-type: none"> <li>• Introduction to World Religions and Belief System</li> <li>• Philippine Politics and Governance</li> </ul>   | <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Discipline and Ideas in the Applied Social Sciences</li> <li>• Trends, Networks, and Critical Thinking in the 21<sup>st</sup> Century</li> </ul>   | <ul style="list-style-type: none"> <li>• Discipline and Ideas in the Social Sciences</li> </ul>   | <ul style="list-style-type: none"> <li>• Creative Nonfiction</li> <li>• Community Engagement, Solidarity, and Citizenship</li> <li>• Culminating Activity</li> </ul> |

### **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: 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.
- Team sports (Basketball & Volleyball) individual sports (taekwondo, table tennis, badminton, others): Promotes physical fitness, teamwork, and discipline.

## AWARDS AND RECOGNITION POLICY

### I. RATIONALE

The Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program articulates the recognition given to learners who have shown exemplary performance in specific areas of their school life. These guidelines are anchored in the Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No.8, s.2015), which supports learners' holistic development in order for them to become effective 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.

With the school's vision, "committed to molding the learners ..., and will be highly – competent contributors in building a just, humane, and progressive society ...", PISQ not only enhances the educational experience of its students but also contributes to the broader goals of the Department of Education and the Ministry of Education and Higher Education in fostering competent, responsible, and culturally aware Filipino and non-Filipino citizens. Through this alignment, PISQ aims to fulfill its commitment to excellence in education and the holistic development of its learners.

In line with the Philippine International School in Qatar (PISQ) Policy Guidelines on Awards, PISQ seeks to foster an environment that values and recognizes student achievements not only in academics but also in character, leadership, and social responsibility. This approach is rooted in promoting holistic student development, aligned with the United Nations Sustainable Development Goals (SDGs).

This policy upholds SDG 4: Quality Education, by ensuring inclusive, equitable, and quality education that nurtures each learner's potential. Recognizing diverse forms of excellence, promoting recognition beyond academic performance to include learners' competencies in creativity, leadership, and character. SDG 5: Gender Equality, underpins PISQ's dedication to creating equal opportunities for all genders, supporting each student to excel irrespective of gender.

These goals provide a framework for recognizing achievements and implementing awards that encourage educational excellence and sustainability in alignment with both Qatar's vision and DepEd's policy guidelines. The PISQ's Policy Guidelines on Awards also reflects Qatar Vision 2030 in fostering human development by recognizing students who demonstrate leadership, innovation, and academic excellence in fields that are critical to Qatar's future. It also promotes social cohesion by acknowledging students who contribute to both the local and global community. Lastly, this policy supports economic and environmental sustainability by awarding special awards for entrepreneurial projects, or sustainable environmental practices that aligns with broader goals of economic diversification and environmental stewardship, as emphasized in Qatar Vision 2030.

## II. SCOPE

This policy shall apply to all grade levels at PISQ. While it encompasses the entire student body, special provisions shall be observed for the graduating classes as they mark important educational milestones:

- Kindergarten 2 – Completion of the Preschool Program
- Grade 6 – Completion of the Elementary Program
- Grade 10 – Completion of the Junior High School Program
- Grade 12 – Graduation from the Senior High School

## III. LIST OF AWARDS

These 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. Classroom Awards

It is 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.

#### 1. Performance Awards for Kindergarten

Learners in Kindergarten should be recognized for their most evident and most prominent abilities. They can also be recognized for showing significant improvement in a specific area (e.g., from having poor fine-motor skills to being able to draw or write well). Since kindergarten learners have no numerical grades, teachers are advised to recognize outstanding achievement of learners based on the different domains and/or learning competencies of the kindergarten curriculum at the end of every quarter. Since all learners must be given equal opportunity to excel and demonstrate their strengths, an award may be given to more than one learner. They have the option to provide creative or unique titles for each award appropriate to their context and community (e.g., in mother tongue).

### B. Grade-level Awards

These 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.

#### 1. 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 and Citizenship, Arabic Language, and Islamic Studies).
- Must have a quarterly average of at least 90 (excluding Islamic Studies and Arabic Language grades) in all quarters.

| <b>Table 1: Academic Excellence Award (DO No. 36, s. 2016)</b> |                           |
|--|---------------------------|
| Academic Excellence Award                                      | Average Grade Per Quarter |
| With Highest Honors  | 98-100                    |
| With High Honors   | 95- 97                    |
| With Honors  | 90-94                     |

## 2. Leadership Award

The Leadership Award is exclusively for the SELG President, SSG President, and Editor-in-Chief of the school newspaper. To qualify, nominees must demonstrate exemplary skills in motivating others and organizing impactful projects that benefit the school and/or community. The award is presented at the completion or graduation ceremony, with criteria based on DepEd Order No. 36, s. 2016, and guidelines from the Awards and Deliberation Committee. Hence, if a nominee does not meet at least 90.00% of the criteria, they will instead be eligible for the Service Award.

Table 2 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Schools may opt to add more indicators based on the decision of the AC. Candidates will be evaluated by at least 30% of their peers (randomly selected) group, team, class, or club mates, as well as their class or club advisers. Only those learners who have met at least 90 .00% of the criteria shall be awarded.

| <b>Table 2: Criteria for Leadership Award</b>   |                 |              |
|---|-----------------|--------------|
| <b>CRITERIA</b>   | <b>WEIGHT</b>   |              |
|   | <b>ADVISERS</b> | <b>PEERS</b> |
| 1. Motivational Skills (40%)<br>a. Communicates effectively<br>b. Shows initiative and responsibility<br>c. Engages group and/or club mates to participate actively<br>d. Establishes collaborative relationships<br>e. Resolves conflicts  | 24%             | 16%          |
| 2. Planning and Organizational Skills (40%)<br>a. Plans and designs relevant activities for the class, club, and/or school<br>b. Implements planned activities effectively and efficiently<br>c. Monitors implementation of plans and tasks<br>d. Manages and/or uses resource wisely | 24%             | 16%          |
| 3. Contribution to the School and/or Community (20%)<br>Renders service and/or implement activities relevant to the school population and/or community  | 12%             | 8%           |
| <b>TOTAL</b>  | <b>60%</b>      | <b>40%</b>   |

## 3. Award for Outstanding Performance in Specific Disciplines

These awards are given to recognize learners in Grades 6, 10, & 12 who have exhibited exemplary skills and achievement in specific disciplines. These disciplines are Athletics, Arts, Communication Arts (English and Filipino), Mathematics, Science, Social Sciences, and Technical-Vocational Education (Tech-Voc). These awards also value the learner's achievement in a specific discipline that has contributed to the school and/or community. There will be no separate awards for special programs.

a. Athletics

This award is given to learners who have shown outstanding skills in athletics (particularly in games and sports) through participation and victories in competitions, as well as discipline in training and sportsmanlike conduct and character. The academic rating that will be considered for this award would be the student's final grade in Physical Education.

b. Arts (e.g., visual, media, music, or performing arts)

This award is given to learners who have consistently demonstrated outstanding skills in the arts and above-average creativity and craftsmanship exemplified through contributions to the school's various functions and events. The academic rating that will be considered for this award is the final grade in Music, Arts, or Contemporary Philippine Arts from the Regions for SHS.

c. Communication Arts

i. English

This award is given to learners who have demonstrated proficiency in English, in written or in oral communication, shown creativity in expressing ideas in written or oral activities in various subjects, and contributed to the school community. The academic rating that will be considered for this award is their Final Rating in English or the average rating for the core English subjects in SHS.

ii. Filipino

This award is given to learners who have demonstrated proficiency in Filipino, in written or in oral communication, shown creativity in expressing ideas in written or oral activities in various subjects, and contributed to the school community. The academic rating that will be considered for this award is the student's final grade in Filipino or the average rating for the core Filipino subjects in SHS.

d. Science

This award is given to learners who have high academic standing in Science, demonstrated passion for science expressed through an excellent attitude toward science work, shown enthusiasm for science that positively influences other students in class and the wider school community, and displayed inquisitiveness about the environment, how things work, and how natural processes occur. The academic rating that will be considered for this award is the student's final grade in Science or the average rating for the two core Science subjects in SHS.

e. Mathematics

This award is given to learners who have high academic standing in Mathematics, demonstrated passion for math expressed through an excellent attitude toward math work, and have shown enthusiasm for math, which positively impacts other students in class. The academic rating that will be considered for this award is the student's final grade in Mathematics or the average rating for the core Math subjects in SHS.

f. Social Sciences

This award is given to learners who have high academic standing in social sciences. They have consistently demonstrated the willingness and ability to contribute to and participate in activities that serve the common good. They have used their knowledge, skills, and disposition in history,

geography, economics, and other areas of the social sciences to promote the common good and to achieve shared ends for others in the school and/or community above and beyond their personal good. The academic rating that will be considered for this award is the student's final grade in Araling Panlipunan or the average rating for the core Social Science subjects (Personal Development/Pansariling Kaunlaran and Understanding Culture, Society, and Politics) in SHS.

g. Technical-Vocational Education (HELE/TLE)

This award is given to learners in Grades 6 & 10 who have consistently exhibited exemplary skills and achievement in their area of specialization in technical-vocational (Tech-Voc) education. They have applied their knowledge and skills in Tech-Voc to projects and activities that have contributed to the school and/or community. The academic rating that will be considered for this award is the student's average in Computer and HELE for grade 6, and TLE for grade 10.

Table 3 specifies the criteria and weights that will be used in the evaluation and deliberation process for the award for outstanding performance in specific disciplines. This award shall be given to learners who have met at least 90.00 % (outstanding rating) of the criteria.

| <b>Table 3: Criteria for Awards for Outstanding Performance in Specific Disciplines</b>   |               |
|---|---------------|
| <b>CRITERIA</b>   | <b>WEIGHT</b> |
| 1. Academic Rating<br>Final grade in the learning area or average of the final grades in subjects specifically related to the award   | 20%           |
| 2. Skill in the Discipline<br>As shown through:<br>a. Output (oral or written work, projects, etc., if applicable)<br>b. Membership in a club/team (if applicable)<br>c. Class or school representation<br>d. Winnings and awards | 40%           |
| 3. Attitude toward the Discipline<br>a. Peer evaluation (if applicable)<br>b. Commendation from coach/adviser   | 20%           |
| 4. Contribution to the School related to the Discipline<br>a. Tutorials/Coaching<br>b. Performance in school's various functions and events<br>c. Products / Projects<br>d. Volunteer work  | 20%           |
| <b>TOTAL</b>  | <b>100%</b>   |

**Description for No. 4 Criterion:**

- a. Tutorials/ Coaching: Student's involvement in teaching/guiding a peer/group in this discipline or other particular school-related purposes.
- b. Performance in the school's various functions and events: Student's initiated participation/involvement in functions and events outside the requirements of the discipline and school-required extra-curricular activities.
- c. Products & Projects: Students made, organized, or improved projects, tasks/products that were not required/graded by any discipline or program; but are beneficial to the school/community.
- d. Volunteer Work: Students pursued opportunities to render service willingly - unrequired by this specific discipline and the school.

### **Pointing System: Contribution to the School related to the Discipline**

In alignment with DepEd Order No. 36, s. 2016, we recognize the vital contributions of students who have demonstrated outstanding performance in their specific discipline. This award celebrates those who have not only excelled academically but also positively impacted their classroom and school community through exemplary discipline and commitment. The evaluation for this award will utilize a comprehensive pointing system every quarter that encompasses the following:

- **Grade Level:** One (1) point is awarded to a student who participates, engages, and contributes to grade-level activities in a specific discipline. This includes collaboration with peers, contributions to programs or projects, and volunteer work that will greatly benefit the grade level. The teacher will evaluate students on their performance, encouraging a positive learning environment.
  
- **Department:** Two (2) points are awarded to a student who significantly impacts the department through their involvement and achievements. Points are earned through participation in group projects, events, and activities that foster teamwork and collaboration among grade levels and benefit mostly the department.
  
- **School-wide:** Three (3) points are awarded to a student who is involved in and participates in activities and initiatives that extend beyond their grade level and department, positively impacting the entire school community. This includes participation in school events, programs, workshops, or leadership roles.

To get the points for the contribution to the school related to the discipline:

- a. Every quarter shall have point/s based on the stated pointing system in this policy
- b. In cases of more than 1 engagement in a quarter, the highest participation or engagement shall be recorded
- c. The average of all criteria must serve as the point/s
- d. The highest possible score will be the same as the highest score among the candidates

This multi-faceted approach ensures that every aspect of aspect of a student's contributions is acknowledged, from individual classroom behavior and participation to collaborative efforts within their grade level, department, and even school community.

#### **4. Research**

Award for Research is specific to the SHS tracks. Grade 12 graduating students, individuals, pairs, or groups of not more than four members, 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.

| <b>Table 4: Criteria for Awards for Research</b>   |               |
|--|---------------|
| <b>CRITERIA</b>  | <b>WEIGHT</b> |
| 1. Research Grade  | 20%           |
| 2. Output  |               |
| a. Usefulness / Significance of Research<br>Usefulness to the school and/or community or contribution of the research to the existing body of information related to the study | 35%           |
| b. Rigor<br>Soundness of methodology (research design, data collection, and data analysis)   | 30%           |
| 3. Research Presentation<br>Presentation and defense of research output  | 15%           |
| <b>TOTAL</b>   | <b>100%</b>   |

### 5. Three Compulsory Subject Awards

In recognition of exemplary academic performance, values-oriented efforts, citizenship, and active participation, awards will be conferred upon Arab and non-Arab learners in Grades 6, 10, and 12 across the Three Compulsory Subjects (3Cs): Islamic Studies, Arabic Language, and Qatar History and Citizenship. These awards aim to motivate students and acknowledge their achievements in subject-specific areas.

Evaluation and scoring will be based on a range of outputs and participation, all of which are aligned with the 3Cs Calendar of Activities. This framework ensures that students' contributions reflect not only their academic excellence but also their leadership qualities with values integration within the context of these essential subjects.

#### a. Islamic Studies

This award is given to Arab and non-Arab Muslim learners in Grades 6, 10, and 12 who have consistently demonstrated high academic achievement in Islamic Studies and a strong commitment to contributing to activities that serve the common good. The award will be given separately to Arab and non-Arab learners to acknowledge and celebrate the diverse contributions of each group.

Evaluation for this award will be based on the following criteria:

1. Academic Performance: Sustained high performance in Islamic Studies, as evidenced by grades and assessments.
2. Values Integration: Consistent embodiment of Islamic values such as respect, empathy, and integrity in interactions with others.
3. Character Behavior: Learners should express sincere appreciation to Allah and acknowledge the support of their families, teachers, and community.

| <b>Table 5: Islamic Studies Criteria</b> |               |
|--|---------------|
| <b>CRITERIA</b>                          | <b>WEIGHT</b> |
| 1. Academic Performance                  | 60%           |
| 2. Values Integration                    | 20%           |
| 3. Character Behavior                    | 20%           |
| <b>TOTAL</b>                             | <b>100%</b>   |

b. Arabic Language

This award is given to learners in Grades 6, 10, & 12 who have exemplified academic standing, demonstrated outstanding language skills, and participated in or contributed to activities to serve the common good in the school community. This award must consider the following criteria:

| <b>Table 6: Arabic Language Criteria</b>          |               |
|---|---------------|
| <b>CRITERIA</b>                                   | <b>WEIGHT</b> |
| 1. Academic Performance                           | 50%           |
| 2. Leadership and Participation in 3CS Activities | 30%           |
| 3. Character Behavior                             | 20%           |
| <b>TOTAL</b>                                      | <b>100%</b>   |

c. Qatar History and Citizenship

This award is given to Arab and non-Arab learners in Grade 6 who have exemplified outstanding academic performance, demonstrated a deep understanding of Qatar history and culture, and actively engaged in 3Cs activities that contribute to the common good within the school community. Recipients of this award not only excel in their academic pursuits but also embody the values of citizenship and active community participation.

To ensure a comprehensive evaluation, the following criteria will be considered:

1. Academic Performance: Demonstration of high performance in subjects related to Qatar History and Culture.
2. Character Behavior: Characters should exhibit pride in their national heritage, deep respect for Qatar's culture, and a sense of civic responsibility. Award recipients should demonstrate humility, expressing gratitude for the opportunity to contribute to the country's history, culture, and society.
3. Leadership and Participation in 3Cs Activities: Ability to inspire and mobilize peers towards positive contributions in the school environment and active participation in the 3Cs activities.

| <b>Table 7: Qatar History and Citizenship Criteria</b> |               |
|--|---------------|
| <b>CRITERIA</b>  | <b>WEIGHT</b> |
| 1. Academic Performance                                | 50%           |
| 2. Leadership and Participation in 3CS Activities      | 30%           |
| 3. Character Behavior                                  | 20%           |
| <b>TOTAL</b>   | <b>100%</b>   |

**6. The PISQ Loyalty Award**

This award is given to the student who has continually studied at the Philippine International School – Qatar (PISQ) from KG2 to Grade 10.

**IV. SELECTION PROCESS OF AWARDS**

The selection process for student awards is rooted in the policy guidelines set by the Department of Education (DepEd) to ensure fairness, consistency, and recognition of true excellence. This process is guided by DepEd Order No. 36, s. 2016, along with criteria set by the Awards and Deliberation Committee, reflects our

commitment to uphold the integrity and merit-based recognition of student accomplishments. Furthermore, any candidate found to have committed a major offense and subsequently issued a disciplinary sanction, such as community service, probation, or suspension, either prior to or following award deliberations, or up to one day before graduation, shall be rendered ineligible to receive any award during the graduation ceremony.

#### **A. Outstanding Performance in Specific Disciplines**

1. Any candidate from Grades 6, 10, & 12 who has exhibited exemplary skills and achievement in specific disciplines shall be awarded. These disciplines include the above-stated. The award should meet the following criteria:
  - a. The final grade of the candidate in each discipline must be 90% or above for the current academic year as stipulated in DepEd Order no. 36, s. 2016
  - b. The candidates must not have a grade lower than 80% only in the specific discipline
  - c. For the **Best in Athletics** and **Best in Arts, Skills in the Discipline** (Criterion 2 Table 3 for Outstanding Performance in Specific Disciplines) must be considered before the candidate's Academic Rating
  - d. For Criteria 2 and 4, the **highest possible score** will be the same as the **highest score** among the candidates
  - e. The candidates who have met at least 90.00% of the criteria will be given the award. Therefore, if the outstanding rating of 90.00% is not achieved by any of the candidates, the award shall not be given.
2. The criteria and weights in identifying the awardees in specific disciplines are adopted from DepEd Order no. 36, s. 2016 or Table 3 specified in this policy.
3. All activities and/or programs shall be given corresponding points, provided that such points are clearly stated in the approved program profile. Exceptions shall apply to invitations from external schools, provided that these activities have been duly approved and/or sanctioned by the school.
4. The commendation in specific disciplines will come from the subject teacher/s except for Athletics and Arts which would come from their coach/moderators.
5. Disqualification by not meeting the aforementioned criteria a to e automatically removes the candidate from the said award.

#### **B. Research**

1. Any candidate for both STEM and HUMSS strands of the graduating batch for the said award should meet the following criteria:
  - a. The research grade of the research paper/output must be 90.00% or above;
  - b. The candidates for Best in Research shall be chosen based on the grade given by the panelists in congruence with a and on the Rubrics under Criterion 2 in table 4 accordingly
  - c. Only the TOP three Qualified Research Papers (refer to b) in Research Project shall be considered as candidates;
  - d. Research papers must have been orally presented and defended to the panelists using the rubrics under criterion 3 in Table 4.
  - e. Must have a final rating of 90.00% or above in the computation from the research grade, output, and presentation/defense. Otherwise, the award shall not be given.

2. The criteria and weights are adopted from DepEd Order no. 36 s. 2016, and Table 4 specified in this policy.
3. Disqualification by not meeting the aforementioned criteria a to e automatically removes the candidate from the said award.

### **C. Three Compulsory Subjects**

1. Any candidate for these three compulsory subjects such as Islamic Studies for Arab & Non-Arab students, Arabic Language, and Qatar History and Citizenship for Arab & Non-Arab should meet the following criteria:
  - a. The candidate must not have a grade lower than 80% only in the specific discipline;
  - b. The candidates who have met at least 90.00% of the criteria will be given the award. Therefore, if the outstanding rating of 90.00% is not achieved by any of the candidates, the award shall not be given.
2. The criteria and weights in identifying the awardees in these three compulsory subjects are based on Tables 5-7 specified in this policy.

### **V. POINTS FOR CO-CURRICULAR PERFORMANCES**

Points for co-curricular performances will be based on the Enclosure of DepEd Order no. 92 s.2009.

1. Level of Participation (Face -to-Face or Online Digital Platform)
  - a. School - school-based activity
  - b. District - between and among schools with Philippine curriculum
  - c. Division - between and among schools with International curriculum
  - d. National -hosted/organized by the Qatar government, Qatar Foundation, or any other Qatar ministries
  - e. International – involved participants are from other countries, hosted within Qatar or abroad
2. For group contests, all members shall be given the same point.
3. In case, the contests/activity is outside school, the team or group must represent the school, PISQ. However, these activities/contests must be approved by the Principal and School Director to be counted as co-curricular or extra-curricular.
4. Contests/Activities part of the computation must include only those that are sanctioned by the school starting Day 1 of the school year up to the last Thursday, week before the Fourth Quarterly examinations.
5. Results released after the deliberation, or within a day after, may still be added and submitted. However, results released months prior and forgotten for submission will not be accepted.

### **VI. STEPS IN DETERMINING AWARDEES**

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

| <b>Table 8: Timeline in Determining Awardees</b> |   |                     |
|--|---|---------------------|
| <b>STEP</b>                                      | <b>PROCESS</b>  | <b>MONTH</b>        |
| 1  | Establish the processes and timelines for accepting applications and determining qualifiers for specific awards consistent with the policy guidelines                           | September           |
| 2  | Formulate rubrics specific to the grade-level awards  | September           |
| 3  | Seek approval from the Principal and/or School Director on processes, timelines, and rubrics  | September - October |
| 4  | Communicate the approved names of awards, processes, timelines, and rubrics to the school community.  | October             |
| 5  | Accept application forms for each award from the class/club advisers based on the minimum requirements set by the guidelines. Endorse the 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 the results of the evaluation and deliberation to the Principal and/or School Director 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                |

The AC shall use the report cards and permanent records from the Registrar’s Office as the main reference for the Academic Excellence Awards. For other awards, a portfolio of copies of all documents such as DepEd Advisories, written authorization from the Principal or School Director, certificates, medals, trophies, plaques, and accomplishment reports (verified through certifications by proper authorities) and others not stated shall be presented.

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

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

**VII. TIMELINE FOR FILING AND RESOLVING PROTESTS**

1. Cases of protest must be in writing and shall be filed by the student with his/her parents or legal guardian to the school head within three (3) working days from the announcement.
2. The Principal or School Director must decide and resolve the protest/s considering the recommendations of the AC within three (3) working days from filing.

**VIII. POLICY EXEMPTIONS AND DELIBERATION CLAUSE**

Any policies and scenarios not specifically addressed in the existing policy guidelines will be discussed and deliberated by the awards committee.

## **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.

### **3. 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. Leave of Absence**

In order to support parents in filing their children's leave of absence, especially in cases where families take annual leave from their companies, the school grants a maximum of **twenty (20) school days Leave of Absence (LOA)** per school year. This allocation is given **regardless of the reason for the request**, as part of the school's consideration for family needs and commitments.

#### **PROCEDURE:**

##### **i. Filing of Requirements**

- The LOA must be filed at least **two (2) weeks prior** to the intended leave.
- **Attachments:** The LOA Form must include the following documents: Plane ticket or travel itinerary, Formal letter from parents/guardians stating the reason for the absence, leave schedule issued by the parent's/guardian's company

##### **ii. Submission Process**

- Parents/guardians submit the LOA Form with attachments to the Class Adviser.
- The Class Adviser reviews and forwards the LOA to the Academic Department Head (ADH).
- The ADH endorses the LOA to the Principal for final approval.

iii. **Consequences for Non-Filing**

- Failure to file an LOA automatically forfeits the student's privilege to take any missed assessments (Summative, Performance Tasks, Quarterly Exams).

iv. **This provision applies to all reasons of absence (e.g., personal, family, medical, travel).**

**4. Make-Up Assessment Guidelines**

Students who return from an approved LOA are required to complete missed assessments under the following conditions:

- a. **1–4 missed assessments** → Must be completed within **1 day** of returning.
- b. **5–8 missed assessments** → Must be completed within **2 days** of returning.
- c. **More than 8 missed assessments** → Must be completed within **3 days** of returning.
  - **No remedial classes** shall be given for missed assessments.
  - If the LOA results in missed assessments that fall **two (2) days before card releasing**, the student's **report card will be released at a later date** after completion of all requirements.
  - If the student **exceeds the maximum of 20 school days LOA**, no consideration will be given for any missed assessments.

**5. Effectivity & Compliance**

- a. The LOA privilege is a **one-time allocation per school year** and may not be extended.
- b. This policy is binding on **all students, regardless of grade level or reason for absence**.
- c. Strict compliance is expected; violations will result in forfeiture of academic privileges related to missed assessments.

**6. Reminder to Parents**

While the school provides this policy to support parents, particularly in cases of company annual leave, it does not encourage the filing of a Leave of Absence (LOA). Students are strongly encouraged to maintain regular attendance to ensure consistent learning, active participation, and holistic development. Recognizing family needs and company leave schedules, the school grants a maximum of twenty (20) school days LOA; however, consistent school attendance remains essential, as each school day significantly contributes to the student's academic growth, social skills, and overall development. Accordingly, the filing of LOA should be reserved only for circumstances deemed truly necessary.

# 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. 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:

- a. establish clear learning targets and success criteria
- b. elicit useful evidence of learning
- c. provide timely and effective feedback
- d. engage learners in assessing and improving each other's work
- e. increase ownership of their own learning

## 2. Summative Assessment

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

- a. 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 using a combination of selected-response and constructed-response formats so that all are adequately covered.
- b. 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, 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. 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:
  - i. 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.
  - ii. 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.
  - iii. 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 thereof.

## 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;

- a. Writing feedback on the output
- b. Emailing feedback
- c. Recording student's evaluation results via Google shared drive, and
- d. 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**

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:

- a. Quality Assurance: Ensure and demonstrate that our school maintains high educational standards and quality.
- b. Objective Measurement: Provide an unbiased and objective measure of students' academic progress.
- c. Accountability: Hold both the school and educators accountable for delivering effective instruction.
- d. Personalized Instruction: Identify specific areas where students excel or require additional support, enabling tailored instruction.
- e. 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. In this way, student performance is assessed relative to their proficiency within the competencies (knowledge, skills, and abilities) across subject areas as set in the K-12 standards.

|   |  |
|---|--|
| <b>Career Occupational Preference Inventory (COPI)</b>  |  |
| Grade level: 9  | To be administered by: Guidance Office |
| Achievement- Readiness Test/Aptitude Test/Interest Inventory  |  |
| <p>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.</p> |  |

|   |                                    |
|---|------------------------------------|
| <b>Performance Assessment of Standards and Skills (PASS) (Pretest &amp; Post-test)</b>  |                                    |
| Grades 1 – 10   | To be administered by: GRACE, Inc. |
| <p>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.</p> <p>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.</p> |                                    |

|   |   |
|---|---|
| <b>Assessment of Readiness for College and Career (ARC)</b>   |   |
| Grade level: 12   | To be administered by: GRACE, Inc.  |
| Learning Areas/ Subjects  | Achievement (Readiness Test)/Aptitude Test/Interest and Occupational Test |
| <p>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.</p> |   |

## GRADING, PROMOTION AND RETENTION POLICY

### 1. Components of Summary Assessments

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 (6, 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 4-5 and 7-8, MAPEH grade will be from Music and Arts, and PE and Health.

| LEARNING AREAS   | WW                          | PT  | QA  | TOTAL |
|--|-----------------------------|-----|-----|-------|
| English / Filipino / GMRC / VE / AP (Social Studies) / 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.

## Grades 11-12

| ACADEMIC TRACKS (STEM & HUMSS) |               |                    |   |
|--------------------------------|---------------|--------------------|---|
|                                | Core Subjects | All Other Subjects | Work Immersion/ Research/ Exhibit/<br>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    | 30%   | TS                   | PS   | 30%  | 100%  |    |
| HPS       | 80            |      |       | 90               |       |       | 40                   |      |      |       |    |
| Student A | 75            | 93.7 | 28.13 | 90               | 100   | 50.00 | 35                   | 87.5 | 17.5 | 95.63 | 96 |
| Student B | 80            | 100  | 30.00 | 70               | 77.78 | 38.89 | 29                   | 72.5 | 14.5 | 83.39 | 86 |
| Student C | 50            | 62.5 | 18.75 | 50               | 55.56 | 27.78 | 0                    | 0    | 0    | 46.53 | 71 |

| Transmutation Table |       |    |      |       |    |      |       |     |
|---------------------|-------|----|------|-------|----|------|-------|-----|
| IG                  |       | QG | IG   |       | QG | IG   |       | QG  |
| FROM                | TO    |    | FROM | TO    |    | FROM | TO    |     |
| 0                   | 6.99  | 65 | 72.4 | 73.59 | 77 | 86.8 | 87.99 | 89  |
| 7                   | 13.99 | 66 | 73.6 | 74.79 | 78 | 88   | 89.19 | 90  |
| 14                  | 20.99 | 67 | 74.8 | 75.99 | 79 | 89.2 | 90.39 | 91  |
| 21                  | 27.99 | 68 | 76   | 77.19 | 80 | 90.4 | 91.59 | 92  |
| 28                  | 34.99 | 69 | 77.2 | 78.39 | 81 | 91.6 | 92.79 | 93  |
| 35                  | 41.99 | 70 | 78.4 | 79.59 | 82 | 92.8 | 93.99 | 94  |
| 42                  | 48.99 | 71 | 79.6 | 80.79 | 83 | 94   | 95.19 | 95  |
| 49                  | 55.99 | 72 | 80.8 | 81.99 | 84 | 95.2 | 96.39 | 96  |
| 56                  | 62.99 | 73 | 82   | 83.19 | 85 | 96.4 | 97.59 | 97  |
| 63                  | 69.99 | 74 | 83.2 | 84.39 | 86 | 97.6 | 98.79 | 98  |
| 70                  | 71.19 | 75 | 84.4 | 85.59 | 87 | 98.8 | 99.99 | 99  |
| 71.2                | 72.39 | 76 | 85.6 | 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

| 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.  |
| 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  |

# CONDUCT POLICY

## 1. POLICY STATEMENT

**Philippine International School Qatar (PISQ)** has rules and regulations that adhere to the following:

- Department of Education Child Protection (DO No. 40, s 2012)
- Anti- bullying policies (DO No. 55 s. 2013 with Revised IRR, 2025)
- Anti-Bullying Act – (Qatar Penal Code No.11, 2004)
- Ministry of Education & Higher Education Code of Ethics

To provide a 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 and fair feedback of the 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.
- b. Bullying - 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. (RA 10627, revised IRR 2025).
  - i. Bystander – any person who witnesses or has personal knowledge of any actual or perceived incidents of bullying or retaliation
  - ii. Upstander – a person who speaks, acts, or intervenes on behalf of a learner being bullied, including but not limited to getting help from a trusted adult.
- 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. (DepEd Order No. 40, s. 2012, Qatar Law No.14,2014).
- 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 - means guiding and teaching students through practice and reminders, so they learn good habits and especially how to control themselves.
- 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 - is the guidance teachers give to students about their behavior, performance or progress. It helps them understand what they are doing well and what they need to improve, especially in practicing self-control and following rules.
- 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 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. ROLES AND RESPONSIBILITIES**

##### **A. Principal**

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

##### **B. Academic Department Heads (ADH)**

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

##### **C. School Discipline Committee**

- 1. Examine and verify complaints, gather evidence, and prepare the necessary statements related to each submitted complaint.
- 2. Conduct interviews with the complainant within two working days from the date the complaint was submitted.
- 3. Ensure that each complaint is resolved and satisfactorily closed with the guardian no later than the third working day of its receipt.
- 4. Submit quarterly reports on the committee's performance, including the number of complaints resolved, closed, and those that remain unresolved.
- 5. Notify the guardian through a text message once a complaint has been officially closed.
- 6. Prepare and submit an annual survey to measure parents' satisfaction with the committee's work.

##### **D. Prefect of Discipline (POD)**

- 1. Oversees the implementation of school discipline/behavior policy.
- 2. Investigates discipline/behavior complaints and presents findings to the school discipline committee.
- 3. Coordinates with the Guidance Counselors and the Class Adviser regarding student's behavioral problem.

4. Submits periodic reports to the concerned Department Heads and to the School Principal regarding the student's discipline.
  5. Records incident reports, complaints letters and sanction notices.
  6. Serves as mediator between the offender and the aggrieved party.
  7. Collaborates with different department in the school and other staff with the aim of carrying out effective interventions.
  8. Promotes school discipline culture by maintaining strong partnership with parents in facilitating student support services.
  9. 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)
1. Following a respectful behavior.
    - a. Show positive behaviors, and take responsibility for the consequences of their actions.
    - b. Dealing with everyone in a manner of kindness and respect without showing discrimination or differentiation between persons.
    - c. 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.
    - d. 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.
  2. Adhere to the etiquette of dialogue in conversations
    - a. Not to bully others verbally, in writing, or even by gesturing.
  3. Commitment to adhering to appropriate clothing and a decent and modest appearance.
    - a. Adhere to the modest dress that is commensurate with the school's policy and the other activities).
    - b. Adherence to nail polishing and adherence to haircuts that commensurate with the school's policy and society's values and customs.
  4. Duties of students towards the school
    - a. Discipline in the dates of attendance and departure and the dates of the classes.
    - b. Not to be absent except for reasons that require so.
    - c. Helping the school in solving student problems and combating negative phenomena.
    - d. Respect school laws.
    - e. Preserving the school's property and ensuring the safety and cleanliness of its facilities, facilities and equipment.
    - f. Adhere to the Qatari identity and Islamic values, and stay away from everything that offends those values.
    - g. Adhere to the Qatari identity and Islamic values, and stay away from everything that offends those values.

5. The duties of students towards their schoolmates
    - a. Respecting his schoolmates and maintaining a friendly relationship with them in all school activities.
    - b. Interacting and sharing positively with schoolmates during the school's activities.
    - c. Adherence to the school's behavioral control policy.
  6. The duties of students towards their teachers
    - a. Interact with teachers positively, during the school's activities.
    - b. Carrying out the duties of study, work, research and other required of them.
  7. The duties of students towards their parents
    - a. Show respect in front of parents.
  8. Off-campus Behavior
    - a. Students are expected to conduct themselves in accordance with the law any time, at any place.
    - b. 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.
    - c. Loitering around in public places during and after school hours is strictly prohibited.
    - d. Wearing of school uniform in public places, inappropriately, is not allowed.
- F. Teachers
1. Practice positive and non-violent discipline approach in the classroom.
  2. Create a Positive Classroom Discipline Plan and to submit this to the ADH annually.
  3. Serve as liaison between the school and the parents/ guardians.
  4. Call the attention of parents or guardians to invite for a conference.
  5. Report offenses made by the student to the Academic Department Head and to the office of the Prefect of Discipline.
  6. Prepare the incident report and safeguard confidentiality.
- G. School Staff
1. Implements and monitors the discipline and behaviors of the students in the school by reporting students' behavior issues to the POD.
- H. Parents
1. Be aware of the existing behavioral policy of the school.
  2. Cooperate and support the implementation of good discipline to the students.
  3. Act as teammates of the school in developing a holistically developed individual.
  4. Respond promptly to any communication from teachers and the school.

## ESTABLISHMENT OF INTERNAL SCHOOL COMPLAINTS COMMITTEE

In adherence to **Circular No. (4) of 2023** issued by the **Ministry of Education and Higher Education (MOEHE)**, and as part of the compliance requirements for the academic year **2025–2026**, the school hereby constitutes the **Internal Complaints Committee (ICC)**.

The following members are appointed to serve in the committee:

| NAME                | DESIGNATION                       | ROLE        |
|---------------------|-----------------------------------|-------------|
| Phides Fay C. Jubac | School Principal                  | Chairperson |
| Sixto Paga Jr.      | Junior Highschool ADH             | Member      |
| Jojo L. Calague     | Senior Highschool ADH             | Member      |
| Wilma P. Domiciel   | Prefect of Discipline             | Member      |
| Kevin Mallari       | SHS Teacher                       | Member      |
| Daniel Paduit       | JHS Teacher                       | Member      |
| Jamil Dimaano       | 3CS ADH                           | Member      |
| Hossam Abdelnabi    | Director of School Administration | Member      |

# COMPLAINTS AND GRIEVANCES MECHANISM

## 1. POLICY STATEMENT

In full compliance with the Ministry of Education and Higher Education (MOEHE) Circular No. 17 of 2024, the Philippine International School – Qatar (PISQ) shall strictly implement the official Policy and Procedures for Verifying Complaints and Violations in Private Schools and Kindergartens. The school ensures that the complaint and grievance process is transparent, fair, confidential, and timely, and promotes due process in all cases.

## 2. SCOPE

This mechanism covers:

- Complaints against students, teachers, staff, or school administration
- Violations of school policies, rules, or regulations
- Any conduct violating ethical, academic, or safety standards
- Issues relating to educational services or facilities

All complaints shall be addressed solely in accordance with Circular 17 of 2024.

## 3. GUIDING PRINCIPLES

The school upholds the following core principles when processing complaints:

- Confidentiality: All complaints shall be handled with the highest degree of confidentiality and sensitivity
- Impartiality: Complaints are verified in a neutral and objective manner
- Due Process: All parties involved shall be given the right to be heard, to explain, and to appeal within the procedures provided
- Documentation: Every complaint must be officially recorded using MOEHE-prescribed forms.

## 4. PROCEDURE FOR FILING COMPLAINTS

### a. Submission of Complaint

- Complaints must be submitted using the official MOEHE Complaint Form available at the Administration Office or via official school communication channels
- Anonymous complaints will only be entertained if supported by substantial evidence
- All submissions must include specific details and supporting documentation if applicable

### b. Receiving Office

- The Office of the Prefect of Discipline (POD) shall serve as the primary receiving office for student-related complaints
- The Academic Department Head (ADH) or the Principal's Office may also receive and redirect complaints to the appropriate authority for verification.

### c. Initial Review and Registration

- Upon receipt, the complaint will be logged in the school's Complaint and Violation Registry, as prescribed by MOEHE.

- The Administration Office will consolidate all complaint reports for submission to the School Principal and, if required, to the MOEHE
- d. Investigation and Verification
- The School Verification Committee, as constituted under MOEHE Circular 17 guidelines, shall investigate the complaint following MOEHE’s procedures for verification
  - All parties will be provided with the opportunity to respond and submit evidence
- e. Resolution and Sanctioning
- If a violation is verified, the appropriate disciplinary action shall be imposed based on the MOEHE Sanctions Matrix
  - Parties will be informed of the decision in writing, and the final report will be kept on record
- f. Appeal Process
- Appeals must be filed within five (5) working days from receipt of the decision, addressed to the Principal and processed in accordance with MOEHE escalation protocols.

## **5. ROLES AND RESPONSIBILITIES**

- Complainant: Must provide complete, truthful information and cooperate during the verification Process
- POD/ADH/Principal: Shall coordinate complaint intake, documentation, and initial resolution efforts
- Verification Committee: Shall verify complaints, gather evidence, conduct interviews, and recommend appropriate actions
- Administration Office: Shall consolidate all verified reports, oversee compliance with MOEHE timelines, and submit official summaries as required.

## **6. REPORTING TO THE MINISTRY**

All verified complaints, resolutions, and sanctions must be reported using the MOEHE’s official tracking system and documentation templates. Non-compliance may result in administrative penalties to the school.

## **7. COMMUNICATION PROTOCOL**

All updates, clarifications, or procedural revisions related to complaints and violations must be coordinated with and communicated through the Administration Office, as instructed by the Head of Administration.

## **ARRIVAL & DISMISSAL**

### **1. During Arrival**

- It is particularly important for students to arrive at school on time. The gate will be opened at 6:30 AM.
- Students are expected to attend all scheduled classes from 7:00 AM until their scheduled dismissal.

### **2. Dismissal Procedure**

- The class adviser will usher the class towards Gates 1 & 2. 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, however in the event that the students are fetched late, they will be ushered to B111 while waiting for their fetchers.
- 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.

## **LATE MORNING & EARLY DEPARTURE PROVISION**

### **1. Late Morning Arrival**

- Students arriving at 7:16 are considered “Late.”
- Repeated late arrivals three 3 times in a month will merit a written reminder to parents/guardians and may affect conduct/attendance records.
- A student arriving at 7:16 must secure an Admission Slip from the Prefect of Discipline before entering class.
- This will be recorded by the receiving teacher in the class.

### **2. Early Departure**

- Students who need to leave school before official dismissal time must present a written request from parents/guardians in advance.
- The request must be approved by the Class Adviser and the Prefect of Discipline.
- A record of early departures will be recorded by the class advisers.
- Unauthorized early departure is considered an Unexcused Absence for the classes missed.
  - a. **Conditions for Approval**
    - Medical appointments (with doctor’s note if frequent).
    - Family emergencies (with parent communication).
    - Special activities/events officially communicated and approved by the school.
    - Any other valid reason as deemed acceptable by the school administration.
  - b. **Accountability and Records**
    - All late arrivals and early departures will be logged in the Attendance log book by the security officers.
    - Persistent cases may lead to parent conferences and further disciplinary action.

### **3. Final Provisions**

The school does not encourage late arrivals or early departures as these compromise instructional continuity and student performance. Parents/guardians are strongly encouraged to ensure that students are in school on time and remain until dismissal, except in unavoidable circumstances.

## INDIVIDUAL TREATMENT PLANS FOR UNWANTED BEHAVIOR

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.

### 1. DISCIPLINARY MEASURES

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

| Levels of Disciplinary Measures      | Course of Action  |
|--------------------------------------|---|
| <b>Reprimand and Warning (RW)</b>    | 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.   |
| <b>School Community Service (CS)</b> | A student is required to render work assistance in the maintenance of order and cleanliness in the school.  |
| <b>Probation (P)</b>                 | 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. Parents must sign the agreement. During probation, the student is barred from joining extracurricular activities, including varsity teams and clubs. Failure to improve may lead to further disciplinary action. |
| <b>Suspension (S)</b>                | The disciplinary measure that temporarily disconnects the student from school. <b>A student may be given one to five days suspension depending on the gravity of the offense.</b>   |
| <b>Dismissal (D)</b>                 | It is the ultimate sanction wherein the student will be excluded from the school.   |

### 2. PROCEDURES FOR DISCIPLINARY ACTIONS

**A. 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:
  - a. 1<sup>st</sup> – 2<sup>nd</sup> Offense: Parent (in-person/virtual or phone calls)
  - b. 3<sup>rd</sup> Offense: Parent and Department Head (in-person/virtual)
  - c. 4<sup>th</sup> 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.

| <b>MINOR OFFENSES</b>   |
|---|
| 1. Bringing of materials such as toys, playing cards, computer games (PSP and the likes), skateboard, musical instrument, sports equipment and other devices that interrupt the classes and activities are not allowed inside the school <b>unless the student secured an approval to bring/use the said item by the subject teacher and Academic Department Head (ADH)</b> . If found, these materials will be confiscated and may be claimed by the parents at the ADH office. Furthermore, DepEd Order No. 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 in the hallways 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. Laughing boisterously, shouting along corridors, playing inside the building and other activities that may disturb classes or destroy/damage school properties.   |
| 11. Tardiness without justifiable reasons.  |
| 12. Unexcused absences  |
| 13. Using of mobile phones or laptops without permission from the teacher.  |

**B. Major Offense** - Major Offenses are handled by the Prefect of Discipline for proper investigation and action.

- The teacher will make an Incident Report and submit to the office of Academic Department Head (ADH) within 24 hours after the incident.
- The Academic Department Head (ADH) notes the complaint and endorses the case to the Prefect of Discipline.
- 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.
- The POD investigates the incident within 48 hours.
- 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.
- The POD will schedule a conference with the parents.
- All parties concerned must be informed about the disciplinary sanction approved by the School Principal.

### 3. LEVELS OF DISCIPLINARY MEASURES

| MAJOR OFFENSES   | Frequency |     |     |     |     |
|--|-----------|-----|-----|-----|-----|
| LEVEL 1  | 1st       | 2nd | 3rd | 4th | 5th |
| 1. Accumulation of minor offenses of different nature (committed thrice).  | RW        | P   | CS  | S   | 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. <b>(Restitution)</b>   | 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 |
|--|-----|---------------------|-----|-----|
| 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. <b>(Restitution)</b>                                | CS  | S                   | S   | D   |
| 6. Fighting (physical and verbal violence)   | 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. <b>(Restitution)</b>                          | P   | CS +<br>Restitution | S   | D   |

| LEVEL II  | 1st | 2nd                 | 3rd | 4th                                  |
|---|-----|---------------------|-----|--------------------------------------|
| 9. Destroying school property and vandalism:<br>A. Writing on walls, desks, library books, magazines, and school uniform.<br>B. Breaking of walls, tables, chair, light, fire alarms<br>C. Tampering with bulletin displays and notice.<br><b>(Restitution or forfeiture of the safety deposit)</b> | CS  | CS +<br>Restitution | S   | D                                    |
| 10. Destroying someone's properties/things <b>(Restitution)</b>   | P   | CS +<br>Restitution | 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.   | RW  | CS                  | P   | S                                    |
| 13. Possession of smoking/vaping paraphernalia.   | CS  | S                   | S   | Contract,<br>Dismissal<br>if defiant |

| 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. <b>(Restitution)</b>  | 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:<br>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:<br>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:<br>a. Harassing or threatening someone or sending mean messages in SMS (Short Message System), Direct Message (DM), 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   |

| LEVEL III  | 1st   | 2nd | 3rd |
|--|---|-----|-----|
| 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 in, but NOT limited to ridicule, embarrassment, humiliation, 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   |     |
| <p>11. Cheating during quizzes, exams and the likes but NOT limited to the following:</p> <ul style="list-style-type: none"> <li>a. Possession of notes/reviewer related to the test during quizzes/exams.</li> <li>b. Intentionally glancing/looking at other's paper.</li> <li>c. Allowing other students to look at his/her paper.</li> <li>d. Using phone/devices during the test.</li> <li>e. Copying the answer.</li> <li>f. Giving of notes/answers during quizzes/exams</li> </ul> <p>* Aside from the sanction to be given, the student is marked zero (0) for the exam/quiz. Furthermore, DepEd Order No. 92 s. 2009 "Revised Guidelines on the Selection for Honors will be enforced.</p> <p><b>"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".</b></p> | S   | S   | D   |
| 12. Possession of firearms and deadly weapons, poisonous substance and chemicals like tear gas, acids, and the like.   | Immediate Suspension to Dismissal + Police referral |     |     |
| 13. Arson – intentional setting of fire to school properties will be subjected to criminal investigation.  | Dismissal + Police referral                         |     |     |
| 14. Possessing/using/pushing of prohibited drugs.  | Immediate Suspension to Dismissal + Police referral |     |     |

## **STUDENT SUPPORT POLICY**

At the Philippine International School – Qatar (PISQ), we are committed to supporting every learner according to their individual needs. We recognize that students may require varying levels of assistance, whether through targeted interventions for those who need additional help or through enrichment opportunities for those who are ready to be challenged further. This policy outlines the range of interventions and support mechanisms available to ensure that all learners are given equitable opportunities to succeed academically, socially, and emotionally. It also defines the roles and responsibilities of teachers, parents, and support staff in implementing these interventions effectively.

### **1. Definitions**

- a. Remedial Intervention – Extra academic support for students who are struggling, helping them meet grade-level standards.
- b. Enrichment Intervention – Advanced learning activities for students who are excelling, to deepen their skills and knowledge.
- c. Summer Classes – Special classes offered during summer for students who need to improve failing subjects, based on DepEd guidelines.
- d. One-on-One Tutorial – Individual support for transferees who have not completed prerequisite subjects, ensuring they can keep up with their current grade.

### **2. Support Programs**

- a. Remedial Intervention (Low/Struggling Achievers)

Purpose: To help students achieve the required competencies for their grade.

Process:

1. Students performing below expectations are identified through assessments.
2. Parents/guardians are informed in writing.
3. Teachers create and implement a remedial plan.
4. Student progress is monitored and assessed.
5. Results are documented in the student's records.

- b. Enrichment Intervention (High/Advanced Achievers)

Purpose: To provide advanced learning opportunities for students who exceed grade-level expectations.

Process:

1. High-achieving students are identified by teachers.
2. Parents/guardians are notified.
3. Teachers design enrichment activities (e.g., projects, research, leadership tasks).
4. Activities are implemented during class or special sessions.
5. Achievements and progress are monitored and recorded.

c. Summer Classes (DepEd Guidelines)

Purpose: To help students who failed up to two subjects meet minimum standards for promotion.

Process:

1. Eligible students are identified at the end of the school year.
2. Parents/guardians are informed.
3. Classes are scheduled according to MoEHE and DepEd timelines.
4. Students attend summer classes for the required period.
5. Learning outcomes are assessed.
6. Results are documented, and students are promoted or retained accordingly.

d. One-on-One Tutorial (For Transferees Without Prerequisites)

Purpose: To provide individualized instruction that helps transferees catch up on subjects or competencies they missed in their previous schools, ensuring a smoother transition into the PISQ curriculum.

Process:

1. The student's previous academic performance and assessment results are carefully reviewed to identify specific gaps in learning.
2. Parents or guardians are formally informed about the tutorial plan, including objectives, schedule, and expected outcomes.
3. A qualified teacher is designated to provide individualized instruction tailored to the student's learning needs.
4. Once the required competencies are satisfactorily achieved, clearance is granted, indicating readiness to move forward.

## **MOBILE PHONE AND LAPTOP USE POLICY**

### **1. Use of Mobile Phones for KG – Grade 8**

- a. Cell phones are not permitted for use during the school day.
- b. Phones must be turned off and stored in backpacks at the beginning of the day (if brought to school).
- c. Use is only allowed after school hours and outside the school grounds.

#### **Consequences for misuse:**

- First Offense: Phone is taken and returned at the end of the day.
- Second Offense: Parent/Guardian must pick up the phone.
- Third Offense: Student may lose the privilege to bring a phone to school.

### **2. Use of Mobile Phones for Grade 9 – Grade 12**

- a. Phones maybe used before and after school, PRE-APPROVAL is needed
- b. In-class use is strictly prohibited unless permitted by the teacher for educational purpose.
- c. Phones must be switch off during instructional times unless approved

#### **Consequences for misuse:**

- First Offense: Verbal Warning and phone held until end of the day
- Second Offense: Parent/Guardian contacted and phone confiscated for multiple days
- Third Offense: Disciplinary action and loss of phone privileges during school hours

### **3. Prohibited Actions (All Levels)**

- a. Recording or photographing others without permission
- b. Cyberbullying or in appropriate online behavior
- c. Using phones during tests or assessments.

### **4. Use of Laptops**

- a. Laptops may be used only for educational purposes and with prior teacher approval.
- b. Laptops must not disrupt class activities and should be used according to the teacher's instructions.
- c. 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.
- d. Students are prohibited from using the teacher's desktop inside the classroom in any way without written consent from the adviser.
- e. Students are responsible for their laptops; the school is not liable for any loss or damage.
- f. 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.

## SCHOOL UNIFORM AND GROOMING POLICY

1. 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.
2. 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.”**

### 3. Boys’ School Uniform

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

### 4. Girls’ School Uniform

| KG1-Grade 3  | Grade 4 - Grade 6   |
|--|---|
| <ul style="list-style-type: none"> <li>* White short sleeves baby collar blouse with navy blue ribbon tie</li> <li>* blue jumper box-type pleats (3 inches below the knee) with school patch (left side)</li> <li>* Plain white undershirt and petti pants</li> <li>* White socks Well-shined black leather school shoes (not more than 1 inch)</li> </ul> | <ul style="list-style-type: none"> <li>* Navy blue pleated skirt (3 inches below the knee)</li> <li>* Plain white undershirt and petti pants</li> <li>* White socks</li> <li>* Well-shined black leather school shoes (not more than 1 inch)</li> <li>* White short sleeves baby collar blouse with navy blue ribbon tie and</li> <li>* school patch (left side)</li> </ul> |

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

5. 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.

6. 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.**

# PRECAUTIONARY MEASURES POLICY IN THE EVENT OF A PANDEMIC

## 1. 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.*

## 2. 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.

## 3. 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.

# **SAFETY AND SECURITY POLICY**

## **1. 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.

## **2. Emergency Response and Preparedness**

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

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

## **3. Waste management**

- a. Domestic Solid Waste
  1. After the cleaning of the classrooms and different offices, garbage are collected and properly disposed of in the dump area;
  2. The Property Custodian monitors the bin/garbage container and contact the Garbage Collector/company to collect the garbage before the bin is filled.
- b. Medical/Toxic Waste
  1. 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.
  2. All trash is to be collected once every month by Boom Waste Treatment Company.

## **4. 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:

- a. Increase personal safety and reduce the fear of crime
- b. Protect the school buildings and their assets
- c. Support the police in detecting and preventing crime
- d. Assist in identifying, apprehending, and punish offenders
- e. Assist in the management of the school

## **5. Restricted Areas**

The following areas are off-limits for learners

- a. Pantry or Faculty room, unless permitted by the teacher
- b. Admin offices, unless with the necessary authorization and purpose
- c. Laboratories, unless with the presence of the subject teacher
- d. Other areas that are enclosed (storage areas, carpentry/workshop area, and the like)

## **6. Visits by parents or other persons**

- a. Parents or any other stakeholders in the school community are entitled to visit the school, but such visits must not disrupt any school activity.
- b. 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.
- c. All visitors must log in to the record book of the Security Guard and present their approved appointment upon entering the school.
- d. 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.
- e. 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.

## EMERGENCY RESPONSE POLICY

Reference: Emergency Crises Guide provided by the Civil Defense

| EMERGENCY   | CONCERNED STAFF RESPONSE/ GUIDE   |
|---|---|
| <b>Unidentified Person inside the school building</b> | <ol style="list-style-type: none"> <li>1. Identify the issue of the unknown person and his location.</li> <li>2. Identify the nature of his/her work.</li> <li>3. Ask him/her to show you his/her identification card</li> <li>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.</li> <li>5. If there is no acceptable reason for such a person's presence in the building, ask him/her to leave.</li> <li>6. If he/she refuses to leave call 999</li> <li>7. Describe the suspect.</li> </ol>  |
| <b>Electrical Fault/ Water Leakage</b>                | <ol style="list-style-type: none"> <li>1. Contact the maintenance company/office to solve the problem</li> <li>2. Call the Civil Defense Department 999 if necessary</li> <li>3. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education, if necessary</li> <li>4. Teachers and students should remain inside their class- rooms and keep calm and continue lessons unless ask to evacuate</li> </ol>  |
| <b>Gas Leakage</b>                                    | <ol style="list-style-type: none"> <li>1. Follow evacuation procedures</li> <li>2. Call the Civil Defense department 999 if necessary.</li> <li>3. Do not turn on any light switches, electrical outlets, or appliances.</li> <li>4. Do not re-enter the building without permission from the Civil Defense Department of Health and Safety Commit- tee.</li> <li>5. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education, if necessary.</li> </ol>   |
| <b>Earthquakes/ Landslides (Partial- Full)</b>        | <ol style="list-style-type: none"> <li>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.</li> <li>2. Emphasize staying away from walls, mirrors, closets, and windows.</li> <li>3. Emphasize staying at the beginning of the stairwell in multi-floor buildings.</li> <li>4. Emphasize staying as much away as possible from electrical cables and not touching such cables</li> <li>5. Call the police, Civil Defense, and ambulance 999, and provide them with available information</li> <li>6. Call the clinic nurse and individuals with first aid training</li> <li>7. Ask for help from neighboring schools if needed</li> <li>8. Cut the main power supply of electricity.</li> <li>9. Try to calm down students and employees and separate them from injured cases</li> <li>10. Ensure the school's exits and entrances are clear for ambulance access.</li> </ol> |

| EMERGENCY                                       | CONCERNED STAFF RESPONSE/ GUIDE  |
|---|--|
| <p><b>Severe Storm (Internal Isolation)</b></p> | <ol style="list-style-type: none"> <li>1. Prevent the students from leaving the school building.</li> <li>2. Bring all employees and students inside the school building if they are outside</li> <li>3. Confine activities and physical education classes inside the classrooms.</li> <li>4. Make sure that the doors and windows are firmly shut.</li> <li>5. Partially switch off air conditioners and monitor the dispersal of dust and ventilation filters.</li> <li>6. Communicate with the clinic to check students with respiratory diseases and distribute masks to them.</li> <li>7. Communicate with the staff at the science labs or places where masks are likely to be available to use when needed.</li> <li>8. Communicate with the competent authorities to get information about the storm and its ramifications</li> <li>9. Shut the school gates and prevent vehicles from moving in case of reduced visibility to prevent accidents of running over pedestrians</li> <li>10. Remove furniture/equipment from the rooftops that might be lifted off by the wind and dropped from the top.</li> <li>11. Call the nurses and individuals with first aid training</li> <li>12. Try to calm down students and employees and separate them from injured cases if any.</li> <li>13. Ensure the school's exits and entrances are clear for ambulance access.</li> </ol> |
| <p><b>Heavy Rains</b></p>                       | <ol style="list-style-type: none"> <li>1. Call the Civil Defense by dialing 999</li> <li>2. Activate evacuation plan immediately.</li> <li>3. Transfer students to the nearest safe school or location near the school or building.</li> <li>4. Take attendance</li> <li>5. Call the Crisis and Management Committee of the Ministry of Education and Higher Education</li> <li>6. Wait until you receive further instructions</li> <li>7. Call the Civil Defense by dialing 999</li> <li>8. Activate evacuation plan immediately.</li> <li>9. Transfer students to the nearest safe school or location near the school or building.</li> <li>10. Take attendance</li> <li>11. Call the Crisis and Management Committee of the Ministry of Education and Higher Education</li> <li>12. Wait until you receive further instructions</li> </ol> <p>In case of damage of external environment surrounding the school:</p> <ul style="list-style-type: none"> <li>▪ Keep the students inside the classroom and continue classes and activities</li> <li>▪ Raise alert level</li> <li>▪ Be calm</li> </ul> <ol style="list-style-type: none"> <li>13. Contact the Crisis Emergency Management Committee of the Ministry of Education and Higher Education. Wait until you received further instructions</li> </ol>  |

| EMERGENCY                                  | CONCERNED STAFF RESPONSE/ GUIDE  |
|--|--|
| <b>Medical Emergencies</b>                 | <ol style="list-style-type: none"> <li>1. Notify school principal immediately</li> <li>2. Call the school nurse</li> <li>3. The principal, nurse, or his/her assistant shall write a report on the incident</li> <li>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)</li> <li>5. Notify the parents and guardians</li> <li>6. Send a school employee to escort the injured student(s) to the hospital</li> <li>7. Send the person escorting the student a document that shows the procedures that have been followed.</li> </ol>  |
| <b>Sudden Epidemic or Disease Breakout</b> | <ol style="list-style-type: none"> <li>1. Call an ambulance 999 providing them with the number of cases and with their information.</li> <li>2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education</li> <li>3. Call the clinic nurse and individuals with first-aid training. Seek support from neighboring schools if needed.</li> <li>4. Try to calm down students and employees and separate them from infected cases.</li> <li>5. Ensure the school's exits and entrances are clear for ambulance access</li> <li>6. Investigate cooperation with the concerned authorities and report to the Management of Emergency Team in the Ministry of Education and Higher Education.</li> </ol>   |
| <b>Mass Poisoning</b>                      | <ol style="list-style-type: none"> <li>1. Call an ambulance 999 providing them with the number of cases and the type of poisoning case if possible.</li> <li>2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education</li> <li>3. Call the clinic nurse and individuals with first-aid training. Seek support from neighboring schools if needed.</li> <li>4. Close and seize the source of poisoning; Make sure the source is NOT used across the school.</li> <li>5. Confiscate and provide samples of poisoned food/water to the competent authorities and request an examination report.</li> <li>6. Try to calm down students and employees and separate them from infected cases.</li> <li>7. Ensure the school's exits and entrances are clear for ambulance access.</li> <li>8. Investigate cooperation with the concerned authorities and report to the Management of Emergency Team in the Ministry of Education and Higher Education.</li> </ol> |
| <b>Big Brawl Inside the School</b>         | <ol style="list-style-type: none"> <li>1. Call the police, 999 providing them with the number of fighting individuals and the weapons used if any.</li> <li>2. Call an ambulance providing them with the number of cases and the type of injury.</li> <li>3. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education</li> <li>4. Seek the help of teachers who can control students if possible</li> <li>5. Try to calm down students and employees and separate them from injured cases.</li> <li>6. Identify and evaluate injured cases by the nurse and para- medic.</li> <li>7. Ensure the school's exits and entrances are clear for an ambulance and police access.</li> <li>8. Estimate Losses, ascertain damages and report to the Management of Emergency Team in the Ministry of Education and Higher Education.</li> </ol>   |

| EMERGENCY   | CONCERNED STAFF RESPONSE/ GUIDE  |
|---|--|
| <b>Workplace Violence</b><br>▪ Telephone Threats            | <ol style="list-style-type: none"> <li>1. Call the police at 999</li> <li>2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> <li>3. Call the security</li> </ol>  |
| ▪ Physical Threats  | <ol style="list-style-type: none"> <li>1. Call the police at 999</li> <li>2. Call the Security</li> <li>3. Cooperate with the police investigation.</li> <li>4. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> <li>5. Make necessary arrangements to ensure site security.</li> </ol>  |
| <b>Acts of Sabotage / Terrorist Acts</b>                    | <ol style="list-style-type: none"> <li>1. Call the police immediately 999 assessing the situation to determine the method of intervention and action</li> <li>2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> <li>3. Evacuate the building completely or isolate students from places of riots and terrorism.</li> <li>4. Try to calm down students and employees and separate them from injured cases to avoid psychological trauma.</li> <li>5. Seek protection on the opposite side of the school or building.</li> <li>6. Internal security should control the situation as much as possible.</li> <li>7. Evacuate all individuals in places even though not crossing the scene for safety purposes.</li> <li>8. Ensure the school's exits and entrances are clear for the ambulance and police access</li> <li>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.</li> </ol> |
| <b>Abduction/Child Missing</b>                              | <ol style="list-style-type: none"> <li>1. Call the police at 999 and be ready to describe the child/ abductor including a description of the child's/abductor's attire.</li> <li>2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> <li>3. Call the security.</li> <li>4. Notify teachers and instruct them to take attendance.</li> <li>5. Cooperate with the police investigations</li> <li>6. Call the parents of the abducted/missing child by the authorized person.</li> </ol>  |
| <b>Death of a School member</b><br>▪ Staff Responsibilities | <ol style="list-style-type: none"> <li>1. Call police at 999</li> <li>2. Identify the problem and its location.</li> <li>3. Notify the school principal.</li> <li>4. Move students quietly away from the area.</li> <li>5. Discourage discussions.</li> <li>6. Wait for the police and Environmental Management system to arrive</li> <li>7. Identify students in need of immediate support</li> </ol>   |

| EMERGENCY   | CONCERNED STAFF RESPONSE/ GUIDE  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ <b>Principal's Responsibilities</b></li> </ul> | <ol style="list-style-type: none"> <li>1. Call the police at 999</li> <li>2. Identify the problem and its location.</li> <li>3. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education</li> <li>4. Assist the police in locating and identifying the possible suspect (if any) and the casualty of the dead person.</li> <li>5. Assess the situation and cause of death</li> </ol>   |
| <p style="text-align: center;"><b>Fire Incidents</b></p>                                | <p><b>Fire in Multiple Rooms</b></p> <ol style="list-style-type: none"> <li>1. Call the Civil Defense Department at 999.</li> <li>2. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> <li>3. Evacuate the floor where the fire is located and the floor above. Cut the power supply to the building</li> <li>4. Cut the power supply to air conditioners.</li> <li>5. Direct the fire brigade teams to deal with the incident.</li> <li>6. Provide medical assistance to the injured if needed.</li> <li>7. Reassure students and employees at the educational establishment.</li> <li>8. Report to the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> </ol> <p><b>Large Fire in the Building/Fire at an Adjacent building posing a threat of spreading to the school / educational establishment</b></p> <ol style="list-style-type: none"> <li>1. Call the Civil Defense Department at 999</li> <li>2. Cut the power supply to the building</li> <li>3. Cut the power supply to the air conditioners.</li> <li>4. Reassure students and employees at school.</li> <li>5. Follow the Civil Defense instructions and recommendations. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> </ol> <p><b>Fire at an adjacent posing threat of spreading to the school/ educational establishment</b></p> <ol style="list-style-type: none"> <li>1. Call the Civil Defense Department at 999 - Cut the power supply to the building</li> <li>2. Cut the power supply to the air conditioners.</li> <li>3. Reassure students and employees at school.</li> <li>4. Follow the Civil Defense instructions and recommendations.</li> <li>5. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education</li> </ol> <p><b>Limited fire at the / educational establishment</b></p> <ol style="list-style-type: none"> <li>1. Evacuate the room and two other rooms on each side on the same floor as well as the room located above.</li> <li>2. Cut the power supply to the entire floor.</li> <li>3. Cut the power supply to the air conditioners.</li> <li>4. Direct emergency teams to tackle the incident.</li> <li>5. Provide medical assistance to the injured if needed.</li> <li>6. Reassure students and employees at the school.</li> <li>7. Follow the Civil Defense instructions and recommendations.</li> <li>8. Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> <li>9. Report the incident to the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.</li> <li>10. Call the Civil Defense Department at 999</li> </ol> |

**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. ·

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.

### **1. 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)

### **2. 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.

### **3. 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.

### **4. Evacuation Assembly Locations**

#### **a. 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.

# 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

## 1. 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

## 2. 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.

## **AWARENESS PLAN TO COMBAT BULLYING**

The school affirms its commitment to providing a safe, inclusive, and supportive learning environment where all students are free from any form of bullying, or discrimination. This plan applies to all students from KG1 – Grade 12. Bullying in any form, whether physical, verbal, psychological, or cyber, is strictly prohibited and will be addressed promptly and fairly.

### **1. Policy Alignment and Legal Framework**

#### **a. Philippine Department of Education (DepEd):**

- Child Protection Policy (DepEd Order No. 40, s. 2012): Emphasizes the creation of a child-friendly environment and outlines the roles of school personnel in protecting students from abuse and bullying.
- Revised Implementing Rules and Regulations (IRR) s.2025 of RA 10627 (Anti-Bullying Act of 2013): Updates to the anti-bullying policies to address modern challenges like online harassment and peer violence.
- RA 12080 – Basic Education Mental Health and Well-Being Promotion Act (2024): Promotes mental health support in schools, linked with anti-bullying interventions.

#### **b. Qatar Ministry of Education and Higher Education (MoEHE):**

- "My School, My Community" Program: A strategic initiative to combat bullying through educational, awareness, and guidance programs aimed at students, parents, and the community.
- Code of Ethics for Private Schools (2022): Promotes respect, integrity, and responsibility in private schools and kindergartens.

### **2. Objectives**

- a. Educate students, teachers, staff, and parents about the forms, effects, and consequences of bullying.
- b. Create a safe and supportive school culture where respect, kindness, and empathy are practiced daily.
- c. Offer guidance and counseling services for victims and appropriate intervention for perpetrators.
- d. Reinforce character development, peer support, and responsible use of technology.

### **3. Prevention & Awareness Programs**

- a. Orientation sessions on bullying, cyberbullying, and reporting channels.
- b. Monthly homeroom/advisory talks on empathy, respect, and digital citizenship.
- c. Peer-mentoring and student-led advocacy campaigns such as poster-making, role-plays, short films, and kindness drives

### **4. Reporting and Response Protocol**

- a. Immediate Response – Any administrative, staff, and teachers intervene to stop the bullying and secure safety.
- b. Documentation – Incident is recorded
- c. Investigation – Prefect of Discipline investigates the case within 48 hours.
- d. Support and Counseling – Victim and aggressor are referred for counseling and guided interventions.
- e. Resolution & Consequences – Corrective and disciplinary measures implemented per school rules.
- f. Monitoring & Follow-up – Regular monitoring of involved students, with progress updates to parents.

### **5. Monitoring and Evaluation**

- a. Incident Tracking: Maintain records of reported bullying incidents to identify patterns and areas for intervention.
- b. Feedback Mechanisms: Regularly solicit feedback from students, staff, and parents to assess the effectiveness of anti-bullying initiatives.

## **TREATMENT PLANS TO COMBAT BULLYING**

In alignment with its Vision and Mission, the directives of the MoEHE of Qatar, and the revised IRR of the Philippine Anti-Bullying Act (RA 10627), the Philippine International School Qatar (PISQ) maintains a zero-tolerance policy against bullying. Hence, the Guidance Office supports this policy by implementing programs that prevent bullying, promote mental health, and foster a safe, respectful, and compassionate school environment for all students.

### **1. Objectives**

- a. Promote and safeguard for the physical and emotional well-being of all students.
- b. Provide immediate support and intervention for both the victim and the bully.
- c. Strengthen awareness, preventive measures, and reporting systems.

### **2. Scope**

- a. Applies to all students, teachers, non-teaching staff, parents, and visitors within the school premises, during school-related activities, and in online platforms connected to the school.
- b. Covers peer-to-peer, teacher-student, and online bullying cases.

### **3. Treatment & Intervention Procedures**

- a. Immediate Response
- b. Secure the safety of the victim (separate from bully)
- c. Report incident immediately to Class Adviser, Guidance Counselor, and POD
- d. Document the incident in a Bullying Incident Report

### **4. Assessment**

- a. Guidance Counselor conducts confidential interviews with victim, bully, and witnesses.
- b. Psychological/emotional impact is assessed; parents are notified within 24 hours.

### **5. Support for Victim**

- a. Provide counseling sessions (individual and group, if needed).
- b. Continuous monitoring

### **6. Intervention for Bully**

- a. Counseling to address root causes (aggression, self-esteem, family issues).
- b. Behavioral contract signed by student and parents.

### **7. Rehabilitation & Reintegration**

- a. Both victim and bully undergo follow-up counseling.
- b. Restore relationships.
- c. Teachers monitor classroom behavior and provide feedback.

## **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

## ACKNOWLEDGMENTS

The **PISQ Handbook** stands as a collective achievement, shaped by the dedication and commitment of those who uphold the highest standards of education and community building. It is with deep respect and appreciation that we acknowledge:

- **Our students**, whose curiosity, diligence, and commitment to learning embody the future we strive to nurture.
- **Our parents and guardians**, whose trust, partnership, and active engagement form a vital foundation of our educational endeavors.
- **Our faculty and staff**, whose professional excellence, dedication, and passion remain central to our mission.
- **Our administrators and support personnel**, whose expertise and steady guidance ensure the smooth and effective operation of the school.
- **The Ministry of Education and Higher Education of the State of Qatar**, for their steadfast leadership and vision in advancing education to the highest levels of excellence.
- **Our community partners and volunteers**, whose collaboration strengthens the realization of our goals.
- **Every contributor**, whose effort—whether great or small—has been instrumental in bringing this handbook into existence.

We also honor the **Department of Education of the Republic of the Philippines**, our home country's foundation, for instilling in us the values of unity, resilience, and excellence that continue to shape our community here at PISQ.

Together, we have created more than just a handbook—we have created a shared commitment. May this spirit of support, inspiration, and collaboration continue to guide us as one PISQ family.

With deep appreciation, PISQ Management

SY 2025-2026



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