**I. INTRODUCTION**

 **1.1 History**

San Jose del Monte Central School is situated between the boundaries of Barangay Poblacion and Poblacion 1 with the total square meters of 9,901. This was donated by the late Mrs. Maxima Gilles Villano. According to the local historian, the school existed in 1930s with less than a hundred of enrolment, 6 teachers all are native of san Jose del Monte, the first principal was Mr. Julian Lopez Sr.. School’s program was focused on Agriculture as the main source of income of all San Joseños. Education was on modern style and methods of farming. It was a good result particularly to the local economy.

 During the Japanese regime, the school became the camp of Japanese force in the south-eastern of Bulacan. The school was stopped of its operation for several years. In January 1945, Poblacion was bombed by the U.S. and eventually the school has fallen and there was a great destruction, physical structure and facilities of the school were ruined to ashes. It was in the period of liberation that the school was rebuilt and rehabilitated.

 Gabaldon building was built to serve the growing enrolment and the oldest educational institution in the history of San Jose del Monte. The increment of enrolment and acquiring of classrooms buildings were continuously experienced up to the present time.

 **1.2 VISION AND MISSION**

 **Vision:**

We dream of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation.

 As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

**Mission:**

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

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment

- Teachers facilitate learning and constantly nurture every learner

- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen

- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

**1.3 MANDATE**

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

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

**1.4 CORE VALUES**

 Maka-Diyos, Makatao, Makabayan, Makalikasan

**1.5 TYPE OF SCHOOL**

Complete and officially registered as its name Central and Elementary School

**1.6 CURRICULUM**

 San Jose del Monte Central School adheres and implement the K to 12 Curriculum from **Kinder to Grade VI.**

**2. GOALS AND OBJECTIVES**

 **2.1** To provide the knowledge and develop the skills, attitudes and values essential to personal development and necessary for living in, contributing to a developing and changing social milieu;

 **2.2** To promote experiences which develop the learner’s orientation to the world of work and creativity and prepare him/her to engage in honest and gainful work.

 **2.3** To provide learning experiences which increase the learner’s awareness of, and responsiveness to the changes and demands of society and prepare him/her for constructive and effective involvement;

 **2.4** To promote and intensify the learner’s knowledge of, identification with, and love for the nation and the people to which he/she belongs.

**3. SCHOOL MANAGEMENT**

 ***3.1. Planning and Development Process***

Planning involves the different school working committees, as well as the study and research groups organized by the school. It also involves the parents, pupil representatives and LGU and NGO representatives.

 In planning, the following are its priorities;

 a. *Pupils Learning Outcomes* - Since the school is accountable to the learning outcomes of the school children, the first priority considered is learning outcomes of the pupils. So that different programs for pupil development are organized such as the privileged classes and the reading recovery program.

 *b. Faculty Development* – Trainings, seminars and team building activities are prepared for the teachers. This is to equip them with the knowledge, skills and values needed in delivering the quality instruction for the school children.

 ***c.*** *Instructional Aides and Devices*– In order that pupils will be more motivated and interested in attending to their classes, well planned preparation of teaching aides and devices must also be considered.

*d. Resource Generation*– A public elementary school cannot operate without funds and resources needed in attaining its goals and objectives. So that planning on how to acquire needed resources must also be included. Networking to potential sponsors and donors in terms of material and financial assistance is very important.

***4. SYSTEM AND PROCEDURES***

 ***4.1* BEIS/SBM**

 The Basic Education Information System provides information to education Administrators/School Principal in the planning and delivery of educational services. School Based Management (SBM) revised into 4 dimensions and each has assigned 1 chairman and members. All of them work , gather information and data in accordance to what assigned task are given. All information and data are updated annually.

 **4.2** **Monitoring and Evaluation**

Monitoring and Evaluation is quite significant in assessing its annual Vision Mission Goals. Several M & E forms are used to rate if it is going on effectively or not. It is also a device to ensure the accuracy of its result.

**4. 3 Fiscal**

 All designated treasurers for resource generated such as MOOE, Canteen fund, PTA fund are properly liquidated, audited and reported to stakeholders.

**4.4 Rewards**

 The school head with the potential stakeholders recognized the invaluable performance of teaching and non-teaching. Due recognition is given thru certificates, medals and token.

 Pupils who excel in their classes and parents who actively support the school year round are also being recognized through giving of certificates and medals.

 **4.5 Communications**

 School memorandum, letters, notes are made to communicate with the teachers , pupils and parents as well as to external stakeholders. Consultative meeting is also one way to get in touch with the. At the end of the school year and 1st month of the school year report card in the current year is being presented.

**5. THE ADMINISTRATION**

 The School Organization is composed of School Principal, Teaching/Academic Staff, Non-Teaching Personnel, Maintenance Staff and Support Groups.

 The School Personnel works together to provide students with the proper atmosphere for their total growth as persons. They plan, coordinate, implement, supervise and evaluate the school’s total program in accordance with its vision, mission and objectives.

 **5.1 The Principals**

 He/she is the administrative and supervisor head of the school and is responsible for its operation in the light of the institutional philosophy and objectives of the school. He/she is responsible in the planning, implementation and enrichment of the academic curriculum of the school.

 **5.2 Academic/Non-academic Coordinators**

He/she is a member of the faculty and responsible for the coordination of the academic/non-academic work of the teachers.

 **5.3 Faculty**

They refer to the group of professional educators who are directly responsible for facilitating the learning process and growth of the students.

 **5.4 Class Adviser**

He/she takes charge of the class with regard to attendance, discipline, management, scholastic program and co-curricular activities.

 **5.5 Guidance Coordinator**

 He/she is vested with the authority of coordinating and directing the operations of the Guidance in accordance with the ibjectives of the school.

 **5.6 Property Custodian**

 He/she plans, organizes, coordinates and supervises the school activities that are concerned with the proper upkeep, maintenance and repairs of buildings, installations, equipments and facilities.

 **5.7 Librarian**

 He/she plans the development programs for the library and provides direction, control and supervision over the activities of the school library.

 **5.8 Maintenance Personnel/Utility**

 He/she is the working staff, janitress/janitors, security guards as well as the canteen personnel who regularly and responsibly perform their duty with utmost care, honesty and integrity.

**6. ENROLMENT**

 **6.1** Pupils/Students who are promoted to the next grade level are considered automatically enrolled for the coming school year in the same school. Only pupils entering first grade and transferees from another public school or from a private school need to enroll during the enrolment period. Returning pupils/students shall report to school only for sectioning purposes or any other pre-opening preparations as determined by the school administrators.

 **6.2** Children who will be five year old by the opening of classes are eligible for enrolment in Kinder and six year old for Grade 1. The birth certificate of the child shall be the documentary basis for admission. However, under no circumstance shall a child be denied admission due to the absence of birth certificate. In case this is not available a joint affidavit attesting to the birth of the child executed by two disinterested persons maybe submitted, subject to submission of his/her birth certificate thereafter;

 **6.3** Pupils/students who wish to transfer to a public school from another public school or from a private school should bring Form 138 (Report Card) to the school where they intend to transfer. If this document is not available, the child ca be admitted on condition that the Report Card shall be admitted not later than the end of the First Grading Period.

**7. STUDENT UNIFORM AND ID CARDS**

 **7.1** The wearing of a school uniform shall not be required in public schools. Students with existing uniforms may continue using these uniforms, if they so desire, in order to avoid incurring additional costs for new attire.

**7.2** Identification (ID) Cards shall be provided to students at no cost on their part. The school administration shall fund these from its Maintenance and Other Operating Expenses (MOOE).

**8. COLLECTION OF SCHOOL CONTRIBUTIONS**

 **8.1** No fees shall be collected from school children enrolling in pre-school up to Grade 4 during the enrolment period and at any time during the school year. This prohibition shall cover the authorized but voluntary contributions such as Boy Scouts of the Philippines (BSP), Girl Scouts of the Philippines (GSP), Red Cross, Anti-Tuberculosis (TB) Fund and Parents-Teachers Association (PTA), among others;

 **8.2**  For grade and year levels beyond Grade 4, no collection of any type should be undertaken during the enrolment period and the first month of classes. Starting on the month of August, contributions may be collected, but only on a voluntary basis.

 **8.3**  PTAs may start their collection only after presenting a report on the utilization of the previous school year’s collection to their members and to the school administration. The amount of contributions to the PTA shall be agreed upon in a general assembly of the PTA (DepEd Order No. 54, s. 2009).

 **8.4** The school publication fee shall be set at the school level but it shall not be more than sixty pesos. The Publication of a school newspaper, while not mandatory, is strongly encouraged in line with the campus journalism program.

 **8.5** The membership fees for student organization shall be set by the organization subject to existing school policies on student organizations.

**9. REPORT CARDS (FORM 138)**

 **9.1** Report Cards are issued personally to the parents or guardians on scheduled dates. They are issued after every quarter.

 **9.2** Report Cards should be closely studied, acknowledge and signed by the parents or guardians and must be returned to the class adviser.

 **9.3** Report Cards should be kept neat and clean. Tampering and forging the signature are strictly probihited.

**10.**  **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 grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for Quarterly Grades and Final Grades.

 For these guidelines, the Department will use a floor grade considered as the lowest possible grade that will appear in a learner’s report card.

 Learners from Grades 1 to 12 are graded on Written Work, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

There are four grading periods. The average system of computing grades is used in the Kindergarten and Grades 1 to 6.

 **10.1 Kindergarten**

For Kindergarten, checklists and anecdotal records are used instead of numerical grades. These are based on learning standards found in the Kindergarten curriculum guide. It is important for teachers to keep a portfolio, which is a record or compilation of the learner’s output, such as writing samples, accomplished activity sheets, and artwork. The portfolio can provide concrete evidence of how much or how well the learner is able to accomplish the skills and competencies. Through checklists, the teacher will be able to indicate whether or not the child is able to demonstrate knowledge and/or perform the tasks expected of Kindergarten learners. Through anecdotal records or narrative reports, teachers will be able to describe learners’ behavior, attitude, and effort in school work.

**10.2 Grades 1 to 6**

In a grading period, there is one Quarterly Assessment but there should be instances for students to produce Written Work and to demonstrate what they know and can do through Performance Tasks. There is no required number of Written Work and Performance Tasks, but these must be spread out over the quarter and used to assess learners’ skills after each unit has been taught.

 **10. 3 How is the learner’s progress reported?**

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

 Descriptors, Grading Scale, and Remarks

|  |  |  |
| --- | --- | --- |
| Descriptors | 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 |

When a learner’s raw scores are consistently below expectations in Written Work and Performance Tasks, the learner’s parents or guardians must be informed not later than the fifth week of that quarter. This will enable them to help and guide their child to improve and prepare for the Quarterly Assessment. A learner who receives a grade below 75 in any subject in a quarter must be given intervention through remediation and extra lessons from the teacher/s of that subject.

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

This section provides the bases for promoting a learner to the next grade level or for retaining a learner in the same grade level. These decisions must be applied based on evidence and judiciously.

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

 10.4.1 For Grades 1 to 3 Learners

* 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 learning areas - Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
* Did Not Meet Expectations in three or more learning areas - Retained in the same grade level

 10.4.2 For Grades 4 to 6 Learners

* 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 learning areas - Must pass remedial classes for

 learning areas with failing mark to be promoted to the next

 grade level. Otherwise the learner is retained in the same grade

 level.

* Did Not Meet Expectations in three or more learning areas - Retained in the same grade level

 For Grades 1-6, a learner who Did Not Meet Expectations in at most two learning areas must take remedial classes. Remedial classes are conducted after the Final Grades have been computed. The learner must pass the remedial classes to be promoted to the next grade level. However, teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Work and Performance Tasks by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year.

 **10.5 How are the Core Values of the Filipino child reflected in the Report Card?**

The goal of the K to 12 curriculum is to holistically develop Filipinos with 21st-century skills. The development of learners’ cognitive competencies and skills must be complemented by the formation of their values and attitudes anchored on the Vision, Mission, and Core Values of the Department of Education (DepEd Order No. 36, s.2013).

 The Core Values have been translated into behavior statements. In addition, indicators have been formulated for each behavior statement. A non-numerical rating scale will be used to report on learners’ behavior demonstrating the Core Values.

 Marking for the Observed Values

 1. AO – Always Observed

 2. SO – Sometimes Observed

 3. RO – Rarely Observed

 4. NO – Not Observed

 Learners who demonstrate behaviors that are not consistent with or do not reflect the core values may need additional psychosocial support from the school. The class adviser should discuss these observations with the parents/guardians to promote the child’s affective development. Further probing may be needed to better understand the learner’s situation and context.

**10. 6 How is attendance reported?**

It is important for learners to be in school every day. Learners’ class attendance shall be recorded by teachers daily. At the end of each quarter, the attendance is reflected in the report card.

 The number of school days in each month is presented, which is based on the school calendar for a given school year. The number of days that each learner is present and absent is indicated. Recording of attendance is done from Kindergarten to Grade 6.

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

 Such discretion shall not excuse the learner from the responsibility of keeping up with lessons and taking assessments. When absences cannot be avoided, the school must give the learner alternative methods and materials that correspond to the topics/competencies that were or will be missed. These include modules and materials for the Alternative Delivery Mode, and/or Alternative Learning System as well as those that are found on the Learning Resources Management and Development System (LRMDS). When students successfully accomplish the learning activities through these materials, they shall be exempted. However, the report card should still reflect the number of absences. Parents of learners who are accumulating

 many absences must be immediately informed through a meeting to

discuss how to prevent further absences.

 Habitual tardiness, especially during the first period in the morning and in the afternoon, is discouraged. Teachers shall inform the parents/guardians through a meeting if a learner has incurred 5 consecutive days of tardiness.

**10.7 To whom is classroom assessment reported?**

Classroom assessment serves to help teachers and parents understand the learners’ progress on curriculum standards. The results of assessment are reported to the child, the child’s remedial class teacher, if any, and the teacher of the next grade level, as well as the child’s parents/guardians.

**11. AWARDS AND RECOGNITION**

 **11.1 What awards do we give?**

 **11.1.1 Classroom Awards** are recognition given to learners in each class or section.

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

* Performance Awards for Kindergarten
* **Conduct Awards**
* **Academic Excellence Award Average Grade per Quarter**

1. With Highest Honors/*May Pinakamataas na Karangalan -* 98–100

2. With High Honors/*May Mataas na Karangalan -* 95–97

3. With Honors/*May Karangalan -* 90–94

* Recognition for Perfect Attendance

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

* **Academic Excellence Award**
* **Academic Excellence Award**
* **Leadership Award**

 **11.1.3 Special Recognition** is given by the school to the learners who have represented and/or won in competitions at the district, division, regional, national, or international levels. This is to publicly affirm learners who have brought honor to the school.

 The actual certificates, medals, trophies and/or plaques received by the learners from the various activities or competitions shall be used to publicly affirm and acknowledge the contribution of the awardees in giving honor to the school. This will be done during a flag ceremony or in a school-awarding ceremony.

**11.2 What do awardees receive?**

 The grade-level awardees shall receive certificates, medals, and/or plaques from the school, bearing the official seal of the Department (DepEd Order No. 63, s.2011). Schools are required to follow the specifications to ensure the quality of awards, certificates, and medals and uphold the prestige of the awards.

**11.3 When to file and settle protests?**

 Cases of protest shall be filed by the candidate with his/her parent or guardian to the School Head within three (3) working days from the announcementand shall be decided on by the school head or principal, considering the recommendations of the AC within three (3) working days from filing.

**12. PROCEDURES IN HANDLING BULLYING INCIDENTS IN SCHOOLS**

 A complaint for bullying or peer abuse shall be acted upon by the School Head following the procedures herein set forth:

a. Bullying - Upon the filing of a complaint or upon notice by a school personnel or official of any bullying or peer abuse incident, the same shall be immediately reported to the School Head, who shall inform the parents or guardian of the victim and the offending child, in a meeting called for the purpose. The victim and the offending child shall be referred to the Child Protection Committee for counseling and other interventions. The penalty of reprimand, if warranted, may be imposed by the School Head in the presence of the parents or guardians.

 If bullying is committed for a second or subsequent time, after the offending child has received counseling or other interventions, the penalty of suspension for not more than one (1) week may be imposed by the School Head, if such is warranted. During the period of suspension, the offending child and the parents or guardians may be required to attend further seminars and counseling. The School Head shall likewise ensure that the appropriate interventions, counseling and other services, are provided for the victim or victims of bullying.

b. Bullying that results in serious physical injuries or death – If the bullying or peer abuse resulted in serious physical injuries or death, whenever appropriate, the case shall be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.

c. Procedure - In all cases where the imposable penalty on the offending child is suspension, exclusion or expulsion, the following minimum requirements of due process shall be complied with:

 1. The child and the parents or guardians must be informed of the complaint in writing;

 2. The child shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;

 3. The decision of the school head must be in writing, stating the facts and the reasons for the decision;

 4. The decision of the school head may be appealed, as provided in existing rules of the Department.

 **12.1 Implementation of Non-punitive Measures**

Depending on the gravity of the bullying committed by any pupil, student or learner, the school may impose other non-punitive measures, in lieu of punitive measures, in accordance with the principles of Positive and Non-Violent Discipline.

**12. 2 Other Acts of Violence or Abuse**

 Other serious acts of violence or abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, shall, and whenever appropriate, be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.

**13. SCHOOL SERVICES**

 **13.1 Student Activities**

San Jose del Monte Central School encourages the additional activities to enhance academic and spiritual growth – field trips, competitions, sports and other extracurricular activities to help the pupils attain a well-balanced education.

 Co-curricular activities are formed to foster social attitudes, cooperation, unity, initiative, responsibility, creativity and to apply knowledge and skills into day today reality. Some of the co-curricular organizations are Class Organizations, SPG (Supreme Pupil Government, Journalism, Drum and Lyre Band, Math Club, Science Club and etc…

 **13.2 Office**

The school office offers its services to students and parents from Monday to Friday, 8:00 – 5:00PM.

 **13.3 Guidance and counseling Services**

The Guidance coordinator together with the teacher-in charge helps the students develop his whole personality that is cultured, virtuous and ready to face the challenges of the present times. The guidance office assists the students achieve maximum development of their potential both in academic and non-academic aspects and as self-directing individuals. The Office helps them better understand their strength and limitations and enable them to adjust to their social and

emotional life.

 Services offered include group and individual counseling.

**13.4 Library/ICT Room**

The school provides adequate references and various interactive materials in the library and in ICT Room.

**13.5 Health Services**

Nutritional Health Status (Height and Weight) are administered to every pupils twice the school year.

 The teacher-in-charge takes care of all minor ailments of the pupils during class hours.

 Pupils with serious illness are sent home upon the advice of school head.

**13.5 Canteen**

Pupils are served with snacks, meals, cold drinks, hot dishes, sandwiches and biscuits at the canteen at reasonable prices.

 Pupils should then keep the canteen clean and orderly. Empty bottles, wrappers and spoiled dishes should be disposed at their proper places.

 Pupils should show courtesy and politeness when buying. You should follow the line when buying.

 Pupils are not allowed to buy in the canteen during their class hours.

 Parents are not allowed to stay in the canteen area.

**13.6 Security Services**

 Security guards help the administration to safeguard the life and property of the school population and responsible for the safety and security of school property within their working hour of duty.

**14. DISCIPLINARY MEASURES**

 **14.1 On Behavioral Offenses**

 A student who commits minor and major offenses shall be subject to the following disciplinary measures.

 • Warning / Reminder

 • Written warning to the students to be signed by the parent

 • Conference with Parents in the office

**15. OTHER RULES AND REGULATIONS ON DISCIPLINE**

 To help develop the highest standards of discipline among the students and to maintain a pleasant atmosphere for their development, the following rules and regulations has to be followed:

 **15.1 Identification Card**

* All students are required to wear their identification card properly (picture in front) within school premises at all times.
* The identification card should be kept free from trimming or tampering.
* Identification card is non-transferable and as such should never be borrowed or lent to anyone.
* In case of loss, the student is given a maximum of 3 days to secure a new one from the office or to secure a Temporary I.D from the office.

 **15. 2 Cutting Classes**

* A student who is present in some subjects but absent in other/s is considered cutting classes.
* A student who cuts classes should bring his/her parent or guardian for an immediate conference with his teacher-in-charge.

**15. 3 Leaving the Room during Class Hours**

* Students are discouraged from going out of the classroom during class hours. In case it is very necessary, students are given door pass.
* Students must ask permission from the teachers or adviser before leaving the classroom during class hours.
* Students may not be called out of the classroom with the permission of the teacher but remains outside for more than five minutes unless necessary will be marked absent.

**15. 4 On going out of the School Premises during Class Hours**

* Students are not allowed to leave the school premises during class hours.
* Permission to go out for urgent reasons must be secured from the office of the Principal upon presentation of written note from the parent or guardian and teacher.
* Attendance in school activities which require presence of the students should be followed. Going out of the school premises during such activities will mean absence for the period of one day.

**15.5 Bells**

* The pupils are expected to respond to the bells promptly.

**15.6 Suspension of Classes**

* As a general rule, classes on regular days will proceed as usual.
* In case of typhoons, the school abides by the rules and regulations issued by the Department of Education.
* Regardless of typhoon signal, classes may be suspended at the discretion of the City Mayor when the situation endangers life and property.

 **15. 7 Parents and Visitors**

 Parents are most welcome to school however, in order to facilitate transactions with school personnel and to maintain order, please take note:

 Parents or guardians who wish to see their children during class hours are requested to wait. Parents are discouraged to go directly to the child’s classroom.

 Parents or guardians who wish to confer with school administrators or teachers are requested to make an appointment if possible.

 Teachers may not be disturbed for conference during class hours.

 **15. 8 Social Norms/Dress Code**

* Students, teachers, staff, parents, and visitors are expected to conduct themselves with politeness, respectfulness, and etiquette at all times, within the school premises and outside of school premises.
* SJDMCS recognizes the right of students, teachers, staffs, parents, visitors and other members of the community to come to school dressed according to their individual personality and preference. However, they are encouraged to use clothes/attires that consider the educational character of SJDMCS and San Jose del Monte community’s sense of moral decency.

**16. BEHAVIOR**

Every pupil must strive to cultivate the core values that is manifested in good manners and right conduct.

**16. 1 Flag Ceremony/Flag Retreat**

* The flag is the symbol of our country hence due respect and proper conduct should be shown during the whole ceremony.
* Be punctual in the formation.
* Observe silence after the bell rung.
* Pray and sing aloud together with the community.
* Every pupil is expected to know the following:

- Pambansang Awit: Lupang Hinirang

 - Panatang Makabayan

 - Arya San Joseno

 - DEPED Hymn

 - Awit ng Rehiyon III

 - SJDM Hymn

* The flag ceremony starts at 7:00 A.M.

**16. 2 On Campus**

* Wear school I.D. properly at all times.
* Keep the school and its surroundings clean. Throw rubbish in the trash cans.

 **16. 3 Off Campus**

* Pupils are expected to conduct themselves in manner that benefits a well-bred pupils.
* Wear clothes that fit the occasion in and out of the school.
* Attend or be part of decent out-of-school activities and projects.
* Do not use the name of the school in publicity contests or social networking sites (Facebook, Twitter, and the likes) unless with due approval from the authorities.

**16. 4 Classroom**

* Pupils must show respect to the teacher when he/she enters the classroom by standing.
* Wait quietly in the classroom.
* Student must stay on their permanent seat assigned to them. Transferring of seat is discouraged.
* Refrain from using the teacher’s table and getting anything placed on it except when requested by the teacher.
* Avoid bringing comics, magazines, other printed materials and toys other than those required by the teacher in the classroom, otherwise these will be confiscated.
* Bulletin boards and classroom displays are exclusive for school and class use. Writing, tampering and destruction of these materials are strictly prohibited.
* Maintain the cleanliness and orderliness of the classroom.
* Eating inside the classroom is not allowed during class hours.
* No student is permitted to go in and out of the classroom without the permission from the teachers.
* Things not required in school for studies should not be brought into the classroom.

**16. 5 Corridors and Stairways**

* Silence must be observed in going up and down the school building.
* Take safety precautions in going up and down the stairs. Racing or running up and down the stairs is not allowed.
* Avoid loitering during class hours and in between periods.
* Refrain from eating and playing along corridors to keep them clean at all times and so as not to destruct classes.

**16. 6 Comfort Rooms**

* Students are expected to use the comfort rooms assigned to them properly.
* Flush or pour water in the toilet bowl after use.
* Avoid squatting or stepping on the toilet bowls.
* Always keep comfort rooms clean. Walls and doors should be kept free from writings. Any form of vandalism will be dealt with accordingly.
* Help conserve light and water. Turn off the light and close the faucet after use.