



**UNIVERSAL
PHILIPPINE
SCHOOL**

First Filipino School in Al Ain

STUDENT HANDBOOK

AY 2025-2026

#UIS #THESCHOOL OF INNOVATION



**UNIVERSAL
PHILIPPINE
SCHOOL**

First Filipino School in Al Ain

LEARNER'S HANDBOOK

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Universal Philippine School-Al Ain



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P R E F A C E

The Universal Philippine School Learner's Handbook serves as a comprehensive guide for students and parents/guardians, outlining the school's rules, policies, and procedures. It is designed to promote a harmonious and respectful relationship among all members of the school community. This handbook also provides detailed information on the various services and support available to students.

We hope that this handbook will serve as a valuable resource to help everyone navigate the academic year with clarity and confidence.

Dear Students,

Welcome to Universal Philippine School. We are delighted to present to you the Students' Handbook, a valuable guide that contains everything you need to know about our school and the expectations we have for you.

We encourage you to read and familiarize yourself with the information in this handbook. Doing so will help you and your parents/guardians better understand how school life a pleasant, meaningful, and fulfilling experience can be—one that will pave the way for your success in the future.

Always remember that the administration and teachers are here to support and guide you as you strive to become the best version of yourself.

We also expect you to always carry this handbook with you as it will serve as your constant reference throughout the school year.

Dream big, work hard, and make the most of every opportunity.

Important Information for parents

As partners in the education of your children, we thereby request you to:

- *Make full use of this handbook for correspondence with the school. When writing letters always write your child's name, class, and section.*
- *Cooperate with and support the school in the proper implementation of all school co-curricular programs*
- *Carry-out your primary task in the spiritual and value formation of your child/children; and*
- *Come on the designated dates and time for the distribution of your child/children's progress report.*

CE6FINEfi INFOfiM6"ION SHEE"

_____ LAST NAME	_____ FIRST NAME	_____ MIDDLE NAME
_____ GRADE	_____ SECTION	_____ ACADEMIC YEAR
_____ DATE OF BIRTH	_____ AGE	_____ PLACE OF BIRTH
BUS RIDER: _____	_____	_____
PICK-UP	DROP-OFF	PRIVATE
ADDRESS IN UAE _____		

ADDRESS IN THE PHILIPPINES _____

_____ FATHER'S NAME	_____ MOTHER'S NAME
_____ COMPANY	_____ COMPANY
_____ OCCUPATION	_____ OCCUPATION
_____ OFFICE ADDRESS	_____ OFFICE ADDRESS
_____ OFFICE NUMBER	_____ OFFICE NUMBER
_____ MOBILE NUMBER	_____ MOBILE NUMBER

PARTICULARS OF BROTHERS/SISTERS IN THE SCHOOL

NAME	GRADE
_____	_____
_____	_____

SPECIMEN SIGNATURE OF GUARDIANS

_____ FATHER/GUARDIAN	_____ MOTHER/GUARDIAN
CONTACT PERSON IN CASE OF EMERGENCY:	
_____ NAME	_____ RELATIONSHIP
_____	_____

ACKNOWLEDGEMENT

I/We hereby acknowledge that my/our child, _____ of Grade _____, has received a copy of the **Universal Philippine School Learner’s Handbook**. I/We understand that it is our responsibility to read and familiarize ourselves with the policies, guidelines, and information contained in this handbook.

I/We further understand that the handbook must be kept in good condition and will be included as part of the student’s clearance at the end of the academic year.

By signing this acknowledgment, I/We commit to abide by the school’s policies and to cooperate with the school in promoting and supporting the intellectual, emotional, and social development of my/our child, for his/her benefit and that of the school community.

I/We also understand that this handbook may be updated periodically, particularly regarding school policies. Should any revisions occur prior to the release of the next edition, the Universal Philippine School Administration will communicate these changes through official circulars.

(Mother’s signature over printed name)

(Father’s signature over printed name)

Mobile number

Mobile Number

Email address

Email address

Date signed

Date signed

CE6fiNEfi INFOfiM6"ION SHEE"

_____ LAST NAME	_____ FIRST NAME	_____ MIDDLE NAME
_____ GRADE	_____ SECTION	_____ ACADEMIC YEAR
_____ DATE OF BIRTH	_____ AGE	_____ PLACE OF BIRTH
BUS RIDER: _____	_____ DROP-OFF	_____ PRIVATE
PICK-UP		
ADDRESS IN UAE _____		
ADDRESS IN THE PHILIPPINES _____		
_____ FATHER'S NAME	_____ MOTHER'S NAME	
_____ COMPANY	_____ COMPANY	
_____ OCCUPATION	_____ OCCUPATION	
_____ OFFICE ADDRESS	_____ OFFICE ADDRESS	
_____ OFFICE NUMBER	_____ OFFICE NUMBER	
_____ MOBILE NUMBER	_____ MOBILE NUMBER	
PARTICULARS OF BROTHERS/SISTERS IN THE SCHOOL		
NAME	GRADE	
_____	_____	
_____	_____	
SPECIMEN SIGNATURE OF GUARDIANS		
_____	_____	
FATHER/GUARDIAN	MOTHER/GUARDIAN	
CONTACT PERSON IN CASE OF EMERGENCY:		
_____	_____	
NAME	RELATIONSHIP	
_____	_____	

MONTHLY HAIRCUT INSPECTION RECORD

DATE	INSPECTOR'S COMMENT	INSPECTOR'S SIGNATURE	PARENT'S SIGNATURE

GUIDANCE COUNSELLOR

PREFECT OF DISCIPLINE

I. SCHOOL LOGO



Purple reflects ambition, wisdom, and individuality at the core of our identity, while gold accents represent excellence, integrity, and the legacy of values that guide our mission.

II. BRIEF HISTORY

The Universal Philippine School (UPS) was founded in 2022 with the vision of providing quality education that bridges both the UAE and Philippine educational standards. Established to cater to the growing Filipino and international community in the UAE, the school was built on a foundation of academic excellence, innovation, and strong values formation.

From its humble beginnings, UPS has steadily grown into a learning community that shapes global learners equipped with essential skills, strong character, faith, and responsibility, while nurturing deep respect for the culture and heritage of the UAE. Guided by its mission, the school continues to prepare students to become resilient and culturally aware individuals ready to contribute meaningfully both in the UAE and the wider world.

III. VISION:

The Universal Philippine School shapes global learners with strong values, essential skills, and a deep sense of character, faith, responsibility, and respect for UAE's culture and heritage.

IV. MISSION:

The Universal Philippine School is committed to deliver quality education aligned with UAE and Philippine standards – fostering excellence, innovation, and strong values to prepare resilient, culturally aware individuals for the UAE and the world.

V. OBJECTIVES:

Universal Philippine School is committed:

- To nurture students to become intellectually capable, emotionally balanced, and spiritually grounded individuals of strong character.
- To equip learners with confidence, resilience, and clear principles that guide them to act responsibly and respect others.

- To provide a holistic and integrative education that develops the mind, body, and spirit while promoting academic, social, emotional, and moral growth.
- To instill in students the understanding that learning extends beyond the classroom and continues through everyday life experiences.
- To encourage students to value their cultural heritage while appreciating the traditions of the host country and the global community.
- To inspire learners to strive for excellence in academics, arts, sports, and other personal endeavors.
- To prepare students with a strong academic foundation that equips them for higher education, future careers, and lifelong aspirations.
- To develop character by promoting commitment, initiative, teamwork, integrity, and service to others.
- To instill responsibility for protecting and sustaining the environment to ensure a better world for future generations.
- To prepare students to become compassionate, ethical, and socially responsible global citizens who contribute positively to society.

VI. SCHOOL PERSONNEL

1. **Principal** – directly responsible for planning, delivery, evaluation and improvement of the education of all students as well as the implementation of the instructions of the Abu Dhabi Department of Education and Knowledge (ADEK) decisions and directives made by the School Governing Board.
2. **Academic Supervisor** – provides leadership in planning, implementing, and evaluating instructional programs in the specific academic program assigned.
3. **Human Resource Manager** – responsible for recruitment of new staff members. He/she evaluates personnel to improve performance.
4. **School Supervisor** – oversees teachers and staff to ensure effective teaching, adherence to curriculum, and overall school improvement
5. **Accounts Officer** – responsible for providing support in the implementation of financial and accounting policies.
6. **Registrar**– plans, coordinates, directs, and supervises all activities pertaining to students' records.
7. **Guidance Counselor** – plans and implements the school's guidance program and collaborates with teachers to support students' academic and behavioral needs.
8. **Arabic Secretary** – responsible in dealing with the school's official business to the Ministry of Education and vice –versa.

9. **Student Activity Coordinator**- responsible for planning and coordinating various student activities and school functions.
10. **Club Moderator**– develops the talents and interests of learners by advising and directing their performance in co-curricular activities.
11. **Assessment Coordinator** - guides and assists in the development, implementation, and improvement of the school's assessment program in accordance with the school's evaluation requirements
12. **Prefect of Discipline**– oversees and monitors the effective implementation of the school rules and regulations, proper conduct, and discipline among learners.
13. **Subject Area Coordinator**– assists the vice-principal in the planning, supervision, execution, and evaluation of academic policies and academic program.
14. **Class Adviser** – takes good care of all pupils/students in all activities under their custody with emphasis on general behavior/conduct and academic achievement.
15. **Subject Teacher** – develops the learners' abilities and interests in the different areas of instruction and closely works with class advisers to monitor and evaluate learners' progress
16. **School Physician** – in-charge of the overall School Health program.
17. **School Nurse** – responsible in administering first aid measures to learners, teachers, and admin staff in cases of illness, accident or in emergency cases. He/she monitors daily sanitation and hygiene of the school and its facilities.
18. **Librarian** – responsible for the management of the Learning Resource Center and ensures that instructional materials are available and accessible to students and teachers in order to develop positive reading and study habits.
19. **IT Technician** – takes the lead role in the development and maintenance of school's information systems.
20. **Maintenance In-charge** - in-charge of the maintenance of all physical facilities of the school.

VII. STUDENT SERVICE FACILITIES:

A. Learning Resource Center

The LRC has a collection of updated, varied, and a minimum number of books and other materials in accordance with standards for kindergarten, elementary and secondary education levels. It is professionally managed by a librarian and contains, among others, general references, dictionaries, encyclopedias, subscription to relevant journals or periodicals as well as professional references for faculty development.

B. School Clinic

The school clinic provides basic health care service to all learners supervised by the DOH-licensed physician and assisted by a licensed/registered nurse. The school clinic has all the necessary equipment needed to provide immediate medical attention to address student illness.

C. Computer Laboratory

The computer laboratory serves as the center for teaching computer use to all learners by a specialist computer teacher. Classroom teachers also use the lab with their classes for research, or for creating technology-based projects.

D. Science Laboratory

The school is equipped with three Science Laboratories, namely: Biology Laboratory, Chemistry Laboratory and Physics Laboratory. These serve as the venue for investigative science projects, experimental research and the exploration / discovery on the wonders of science.

E. Activity Rooms

Serve as hub and venue for students to work on their art, craft, music, dance, and other indoor activities that will enhance their skills and develop their talents.

F. Indoor and Outdoor Play Areas

The school provides indoor and outdoor play areas for the learners to be used during their Physical Education activities that will develop their motor skills as well as their social skills in dealing with their classmates.

G. Multi-Purpose Courts

UPS has multi-purpose courts located at the main ground, girls block and boys block areas for sports activities, cultural events and other school programs and activities.

H. Guidance Office

Provides counseling services, administers entrance examination and other assessments, and designs developmental programs such as career talks, leadership training, and self-development activities.

I. SEND Resource Room

It is a learning space where a special education teacher instructs and assists students identified with learning disability.

J. TLE/HELE Room. This serves as laboratories for practical applications such as cooking, baking, and other food preparation.

K. Canteen

This provides affordable and well-balanced meals and snacks for pupils/students and school personnel.

VIII. ADMISSION POLICIES AND PROCEDURES

Admission to Universal Philippine School is open to all eligible students, except Emirati students who satisfy the requirements set forth by the Department of Education, Philippines and the Abu Dhabi Department of Education and Knowledge, UAE in terms of the learner's academic records, assessment results, and character evaluation together with the parents and learner's acceptance of the rules and regulations as stated in this learner's handbook.

A. Admission Requirements

▪ Kindergarten 1 and 2

1. Photocopy of passport with valid residence visa (student and parent)
2. Photocopy of Birth Certificate
3. Photocopy of student's vaccination record/ health record
4. Five (5) recent passport size photo
5. Original student's Emirates ID (to be presented during the online registration)

▪ Old Students

1. Original Report Card
2. Duly accomplished Enrolment Form
3. Copy of Student's Emirates ID (if renewed)
4. Copy of latest Passport (ID page)

▪ New Students/Transferees from Schools within the UAE

1. Photocopy of passport with valid residence visa (student and parent)
2. Original Report Card
3. Original Transfer Certificate issued by the last school attended
4. Photocopy of Birth Certificate
5. Good Moral Character Certificate
6. Original FS10/F-137 (if coming from Philippine Schools Overseas)
7. Photocopy of student's vaccination record/health record
8. Five (5) recent passport size photo
9. Original student's Emirates ID (to be presented during online registration)

▪ New Students/Transferees from Schools in the Philippines

1. Original copy of duly authenticated Learner's Permanent Record (SF10/F137) from Department of Education (DepEd Regional), Department of Foreign Affairs (DFA), and UAE Embassy in Manila
2. Photocopy of passport with valid residence visa (student and parent)
3. Original Report Card
4. Good Moral Character Certificate
5. Photocopy of Birth Certificate
6. Photocopy of Student's Vaccination Record / Health Record
7. Five (5) recent passport size photo
8. Original Student's Emirates ID (to be presented during the online registration)

▪ New Students/Transferees from Schools Abroad

1. Original authenticated Mark Sheet or Transfer Certificate by the Ministry of Education (from previous country) and Ministry of Foreign Affairs in UAE
2. Photocopy of Passport with Valid Residence Visa (student and parent)
3. Good Moral Character Certificate

4. Photocopy of Birth Certificate
5. Photocopy of Student's Vaccination Record/Health Record
6. Five (5) recent passport size photo
7. Original Student's Emirates ID (to be presented during the online registration)

▪ **Returning Students**

Transferred out students who wish to re-enroll at UPS are treated as new students; hence, they should abide by the admissions policies and procedures intended for new students.

B. Admission of Learners with Special Educational Needs and Disabilities (SEND)

The policy is in line with the Federal Law 29 (2006) regarding the guidelines of students with Special Educational Needs & Disabilities. Applicants with Special Needs will be assessed by the Guidance Counselor / Head of Inclusion and make recommendations to the principal based on the needs of the learner.

The parent / guardian will submit appropriate documentation from a developmental pediatrician or medical specialist such as:

1. Photocopy of attested birth certificate
2. Photocopy of Medical Certificate of the child
3. Assessment results with recommendations from the Developmental Pediatrician or Medical Specialist
4. Medical Evaluation (with Arabic translation)

The parents/guardians must conform to the recommendation of the specialist (if there's any) in providing a Learning Support Assistant (LSA) to support learning inside the classroom. The cost of this will be shouldered by the parents as per the school's terms and conditions in accepting students with special needs.

C. Age Cut Off for Admission to Kindergarten and Grade 1

- KG 1 : must be at least four (4) years old at the time of admission
KG 2 : must be at least five (5) years old at the time of admission
Grade 1 : must be at least six (6) years old and above at the time of admission.

D. Admission Procedures

New Students/Transferees must undergo initial interview regarding the students' mental, physical, psychological, social, behavioral and school readiness (for kindergarten) of which all these shall be validated from the parents by the Guidance Office.

Step 1: Proceed to the Registrar's Office and secure an Application Form for reservation and attach the initial list of required documents.

Step 2: Pay the Reservation Fee and Assessment Fee at the Accounts Office.

Step 3: Present the official receipt to the Registrar's Office and secure the schedule for the Assessment Test.

Step 4: Applicants will be scheduled for interview at the Principal's Office. The result of the assessment shall be discussed to the parents/guardians.

Step 5: Present the required documents to the Registrar's Office and fill out the Enrollment Form.

Step 6: Proceed to the Accounts Office for payment of tuition and other fees.

IX. SCHOOL FEES

The school offers cash and monthly payment schedule as options to choose from. All fees (tuition and registration) specified in each plan should be paid upon enrolment.

A. Payment Scheme

Cash – All fees are paid upon enrollment. Discount is given for cash payments.

Monthly – An initial payment should be paid upon enrollment, while the balance is subsequently paid in monthly installment from September to May of the given school year.

B. Guidelines

1. Tuition Fees should be paid on or before the exams set.
2. Accounts must be settled on time to avoid inconvenience.
3. An alternative payment plan, and/or a promissory note can be arranged at the Accounts Office. This should be done at least one (1) week before the examination period and NOT during the day of the examination.
4. All students must be cleared of all monetary obligations before the release of their pertinent school documents. As per MOE regulations, the final report card, transcript of records and graduation certificates may not be released unless all financial obligations have been settled.

C. Sibling Discount Policy

Parents who have two or more children concurrently enrolled at FEPS shall be given the following discounts:

2 children	-	5% on the second child
3 children	-	10% on the third child
4 children	-	15% on the fourth child
5 children	-	100% free on the fifth child

D. Withdrawal and Refunds

1. All fees other than tuition fee are non-refundable.
2. Fees paid for registration, reservation, and assessment examination are non-refundable.
3. Refund of tuition fees is based on the total tuition fee paid for the term.
4. The schedule below shall be followed in granting refunds:

5. A student who transfers or otherwise withdraws within the following periods and who has already paid tuition and other school fees in full or for any length longer than one(1) month shall be charged:

Before the 1st week of classes - one month fee will be deducted

Within the 1st week of classes - two months fee will be deducted

Within the 2nd week of classes - three months fee will be deducted

6. The forgoing rules shall apply whether the student has attended his/her class.
7. No refund shall be made after the second week of classes. However, if the withdrawal is due to justifiable reasons, the student shall be charged the pertinent fees to and including the last month of attendance.
8. Once the student is admitted for enrollment, the school assumes that he / she intends to pursue his/her studies for the entirety of the school year. His / Her admission, therefore, helps the school meet its student quota set for the period. If a student is admitted but eventually withdraws his / her enrollment, the school is likely to lose the opportunity to accept other enrollees.
9. In case of overpayment, a refund application must be made within the school year; otherwise, it will be forfeited in favor of the school.

E. Card Payments

The Accounts Office accepts payments through debit and/or credit card

F. Cheque Payments

1. Payments of tuition and other school fees could be made in cheque (dated) except for the new enrolees. The minimum accepted amount for cheque payment is Five Hundred Dirhams (500AED). If paying in cheque, official receipt shall be issued only upon clearing. Post dated cheques are not accepted.
2. Please note that the school implements the following rules for bounced cheques if it is accepted as payment for fees:
 - Non-acceptance of cheque for future payment.
 - Cancellation of enrollment, if the cheque was issued to pay for enrollment fees; or
 - Cancellation of the student's registration chances for the following school year.

X. SCHOOL TRANSPORTATION TERMS AND CONDITIONS

A. Payment

1. Full payment shall be paid for ten (10) months (September to June).
2. Payment shall be made every 1st week of the month.
3. Bus service will be discontinued to those who are non-payers.

B. Pick up and Drop Off Conditions

1. Parent should clarify with the Transport Coordinator the pick-up and drop off time as well as the designated pick-up and drop off points of the child. However, it must be clearly understood that the first child to be picked up will not necessarily be the first to be dropped off.
2. The child should be at the pick-up point five (5) minutes before the designated pick up time. Due to traffic concerns, buses cannot wait beyond the agreed pick-up time. Calls are only to be made if the bus arrives earlier than given time.
3. The child's fetcher should be at the drop off point five (5) minutes earlier.
4. Note that the bus in charge will not be allowed to leave the bus except in emergency cases. Under no circumstance will the bus in-charge escort a student from the bus to the front door of the student's house. Parents or guardians must do so.
5. Kindergarten pupils must have fetcher or guardian at the drop off points. If nobody is available, the pupil will be brought back to the school, and it would be the responsibility of the parents to fetch the pupil thereat.
6. For students to be dropped off without the presence of an adult/guardian; parents must sign a consent form allowing their child/ren to walk home on their own.

C. Student Behavior and Bus Safety Rules

1. To behave properly on the bus. Misbehavior will not be tolerated and may lead to suspension or withdrawal of bus service.
2. To take care of personal belongings. Students must check their bags and items before leaving the bus. Lost and found items will be given to the reception.
3. To respect the bus and its property. Any damage caused will be the responsibility of the student and their parents.
4. To follow the bus driver and nanny's instructions. Cooperation is always required for safety and order.
5. To keep the bus safe and orderly. Students must board and exit calmly and treat others with courtesy.

D. Other Rules and Regulations

1. During the first day of classes, parents must bring their child to school. There will be no pickup, however there is drop-off after class hours.
2. If your child will be absent, parents should notify the bus in-charge/nanny through SMS one hour before the scheduled pick-up time.
3. For early dismissal requests, parents/fetchers must secure the Early Dismissal Form before 2:00 PM.
4. In case a student desires to be dropped off to another place, a written request from the parent must be forwarded to the Office of the Principal for approval.

5. In case of mechanical failure, a new bus will be provided to transport students.
6. Parents should notify the Transport Coordinator of any changes of contact details.
7. For the change of location, parents must provide at least 3 days' notice (written) with the new location map (Google Map) to the Transport Coordinator.
8. As per ITC rules, only registered bus riders are allowed to ride in the school bus.

XI. CURRICULUM

Universal Philippine School implements the Enhanced K to 12 Curriculum which covers Kindergarten and 12 years of Basic Education six (6) years of Elementary Education, four (4) years of Junior High School to provide sufficient time for mastery of concepts, develop lifelong skills, and prepare graduates for tertiary education.

The Grades 1 – 10 curriculum follows the spiral approach across subjects by building on the same concepts developed in increasing complexity and sophistication. Teachers are expected to use spiral progression approach in teaching competencies which will result to students (1) demonstrating communicative competence; (2) thinking intelligently, critically and creatively in life situations; (3) making informed and values-based decisions; (4) performing their civic duties; (5) using resources sustainably; and (6) participating actively in artistic and cultural activities and promoting wellness and lifelong fitness.

The desired outcomes of Grades 1 to 10 are defined in terms of expectancies as articulated in the learning standards. In general terms, students are expected at the end of Grade 10 to demonstrate communicative competence; think intelligently, critically and creatively in life situations; make informed and values-based decisions; perform their civic duties; use sustainably; and participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.

A. Kindergarten

Kindergarten curriculum features child-centered approach to teaching. It is designed to provide an active experiential learning environment that builds the pupils' thinking and understandings. It also enhances their independence and confidence necessary for their total development to slowly adjust to formal education. This education for children in the early years lays the foundation for lifelong learning which provides children with an opportunity to learn by doing.

Central to the kindergarten curriculum is the child who is envisioned to be prepared for life. It is anchored on the developmental practices and leading early childhood education principles and approaches. The following subjects are offered: Filipino, Language and Reading, Mathematics, Science, MAPEH, wherein the six developmental domains are infused to wit:

1. Character/values development.
2. Physical health and motor development.
3. Social and emotional development.
4. Cognitive/intellectual development.
5. Creative/aesthetic development, and
6. Language literacy and communication.

Based on the above domains, learning areas are identified. These domain-based learning areas are designed for the smooth transition into content-based curriculum of Grades 1 to 10. Thus, education from kindergarten, elementary, and secondary school is seamless. Curricular themes integrate the learning and developmental domains. There are five curricular themes, namely:

1. Me – concepts and ideas that help the learner understand himself/herself better so that he/she will develop as an individual
2. My Family – concepts, ideas, practices that guide the child to be responsible and proud of himself/herself and his/her family
3. My School – concepts, ideas, practices, and situations that help the child understand how to be an individual and how to socialize with other learners, teachers, school personnel, and other members of the school
4. My Community– concepts, ideas, practices, situations, and responsibilities that the learner should acquire and understand so that he/she will become a functional and responsive member of the community
5. More Things Around Me – all other concepts, ideas, practices, situations, and responsibilities not covered by themes 1 to 4 but which may be relevant to the community, culture, and interest of the learner

Subjects offered:

Language and Reading (English & Filipino)

Children are introduced to letters, sounds, pre-writing, speaking, listening and viewing skills. They are exposed to reading, songs, art, motor activities, and meaningful play.

Mathematics

The critical thinking skills of children are developed. Number concepts are learned using games and concrete objects.

Science

Learners will be introduced to basic science concepts that build upon the knowledge and experiences that they already have, which enables them to connect to new concepts and skills.

Music

Promotes the importance of music in early childhood development to stimulate child's creativity.

Arts

Creative work is developed among children through the use of media such as crayons, watercolor, clay and building blocks suited to their age.

Physical Education

Children express themselves freely with outdoor and indoor activities.

B. Elementary (Grades 1 to 6)

Integrated Language Arts – Filipino, English, and Arabic

Development is focused on literacy and numeracy skills and learning concepts. This includes the macro skills: listening, speaking, reading, writing and viewing spiral across grade levels and across languages. The goal is to achieve communicative competence in both oral and written in three languages.

Note: All students of other nationality are required to take up Filipino subject. Likewise, Filipino students are mandated to study Arabic language as integral part of the curriculum.

Mathematics

Learners acquire the basic concepts, ideas, skills and process on numbers and number sense-geometry, measurement, patterns, algebra, probability and statistics as applied, using appropriate technology in critical thinking, problem solving, reasoning, making connections, representations and decisions in real life.

Science

Aims to develop scientific literacy among learners to become informed and participative citizens in making judgments and decisions by applying scientific knowledge and skills that may have social, health, and environmental impacts.

Social Studies

Learners are introduced to basic concepts of geography, culture, history and civics to equip them with relevant skills in becoming responsible citizens and residents of the UAE and the world.

Home Economics and Livelihood Education (HELE)

Learners apply knowledge, skills, values and attitudes in home economics and livelihood education that can improve self, family and the community lives.

Computer Education

It aims to equip the learners with relevant computer skills and technological competence in information and communication.

Music

It focuses on the learner as the recipient of knowledge, skills, and values necessary for aesthetic expression and cultural literacy.

Arts

Provide learners with art experiences that include recognizing, creating, appreciating and critiquing their own artistic works and the work of others.

Physical Education

It is anchored on the tenet “Move to Learn and Learn to Move” with ultimate goal of achieving lifelong fitness where learners are involved in rich and challenging physical activities to achieve lifelong fitness, health and wellness.

Moral Education

Learners develop understanding, reflection, decision making and acting responsibly for the common good.

Islamic Education (for Muslim Students)

It aims to develop and improve the student's awareness, knowledge and attitude in Islamic belief, culture, and traditions.

Araling Panlipunan

Develops students' understanding of history, geography, society, and culture while fostering critical thinking and social responsibility.

Makabansa

Instills patriotism, respect for national identity, and civic values through activities that nurture love for country and community.

C. Junior High School (Grades 7 to 10)**Integrated Language Arts – Filipino, English, and Arabic (for Non-Arabs)**

Development is focused on literacy, numeracy skills and learning of concepts. This includes the macro skills: listening, speaking, reading, writing and viewing spiral across grade levels and across languages. The ultimate goal is to achieve communicative competence in both oral and written in three languages.

Note: All students of other nationality are required to take up Filipino subject; likewise, Filipino students are mandated to study Arabic language as integral part of the curriculum.

Mathematics

It includes key concepts and principles of number sense, measurement, algebra, geometry, probability and statistics as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.

Science

This course deals with the basic concepts in Biology, Chemistry, Physics and Earth/Space Science. It focuses on the development of awareness and understanding of practical everyday problems that affect the learners' lives and those around them.

Social Studies

It is an interdisciplinary subject that includes the study of culture, history, government and economy. It emphasizes links and relationships between groups of people through change, communications, diversity, science and society. Encourages students to be responsible citizens and residents of the UAE and the world.

Technology and Livelihood Education (TLE)

This course provides an enriched general education that prepares our graduates for higher education, world of work and lifelong learning. It prepares students for gainful employment with the integration of Entrepreneurship concepts such as Personal Entrepreneurial Competencies, Environment and Market, and Process and Delivery.

Music and Arts

Students study man's aesthetic expression through sounds (Music) and visuals (Art) mirroring the sentiments and ideas of society and culture, and contributing to the development of individual and collective identity.

Physical Education

Physical Education and Health promote the development of active and healthy life style. It focuses on five strands namely: body management, movement skills, games and sports rhythm and dance and physical fitness.

Moral Education

It aims to develop and improve the capability of the students in making decisions based on what the right conscience dictates. The content and structure of Character Education are anchored on two fields of disciplines:

Islamic Education (for Muslim Students)

It aims to develop and improve the student's awareness, knowledge and attitude in Islamic belief, culture, and traditions.

Computer Education

It aims to enhance the student's ICT skills and competence.

Araling Panlipunan

Develops students' understanding of history, geography, society, and culture while fostering critical thinking and social responsibility.

D. SEND PROVISION: SEND (Special Education Needs)

The school provides support for all students with Special Education Needs and Disabilities (SEND), including the gifted and/or talented.

SEND students are identified through assessment given before registration, the school uses standardized test to identify students with learning disability, ADHD, Autism, fine motors, and general disability, etc.

Likewise, SEND students are identified by the class teachers and recommended for further assessment by the Guidance Office through observation, interview, and various tests.

Multi-disciplinary teams composed of Learning Support Assistant (LSA) or the shadow teacher, classroom teacher, SEN teacher, Psychologist, SEN coordinator and parents are created to address the needs of the SEND students. Internal assessment is used to monitor the progress and development of the SEND students and to support education instruction, Individualized Education Program (IEP) is provided.

All declared SEND students are provided with Individualized Educational Program (IEP), done and checked by the multidisciplinary team and executed by the classroom teachers and monitored by the SENCO.

XII. GRADING SYSTEM

The school adopts the Grading System prescribed by the Department of Education in the Philippines as per DepEd Order No. 8, s. 2015 - Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program with some modifications. All grades will be based on the weighted raw score of the learner's summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card.

Learners from KG 1 to Grade 10 are graded on Written Works, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area as shown in the table below.

Table 1. Weight of the Components for KG 1 to Grade 10

COMPONENTS	WEIGHT		
	Languages, Social Studies, and Values /Islamic /Moral Education	Science and Mathematics	HELE/TLE, Computer, and MAPEH
1. Written Works	30%	40%	20%
A. Mastery Test	10%	15%	15%
B. Written Output	20%	25%	5%
2. Performance Tasks	50%	40%	60%
A. Product	15%	15%	25%
B. Performance-Based Tasks	35%	25%	35%
3. Quarterly Assessment	20%	20%	20%

A. Grade of the student is computed in the following manner:

1. Grades from all students work in each component are added up. This results in the total score for each component, namely, Written Works, Performance Tasks, and Quarterly Assessment.

The sum for each component is converted to the percentage score by dividing it by the highest possible score and multiplying the quotient by 100 % as shown below:

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

2. Percentage Scores are then converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects.
3. To do this, Percentage Score is multiplied by the weight of the component found in Table 1 for KG 1 to 10 . The product is known as the Weighted Score.

$$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of the Component}$$

4. The sum of the Weighted Scores in each component is the Initial Grade. This Initial Grade will be transmuted using the Transmutation Table as per DepEd Order No. 8, s. 2015 to get the Quarterly Grade.
5. The Quarterly Grade for each learning area is written in the report card of the student. For MAPEH, individual grades are given to each area namely: Music, Arts, Physical Education, and Health. The quarterly grade for MAPEH is the average of the quarterly grades in the four areas.

$$\text{Quarterly Grade for MAPEH} = \frac{\text{QG for Music} + \text{QG for Arts} + \text{QG for P.E.}}{3}$$

6. For Grades 1-10, the average of the Quarterly Grades produces the Final Grade in a certain subject.
- 7.

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

8. The General Average is computed by dividing the sum of the Final Grades in all the learning areas by the total number of learning areas. Each learning area has equal weight.

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

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

B. Reporting Student Progress and Achievement

The summary of learner progress is shown quarterly to parents and guardian through a parent-teacher conference, in which the report card is discussed. The grading scale, with its corresponding descriptors, are shown in the table 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	60 – 74	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.

C. Promotion and Retention of Students at the End of the School Year

A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. The table below specifies the guidelines to be followed for learner promotion and retention.

	Requirements	Decision
For Grades 1 to 3	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 4 to 10	Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	Did Not Meet Expectations in not more than two 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
	Must pass all learning areas in the Elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School
	Must pass all learning areas in the Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School

For Grades 1 – 10, 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 class 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 and from having back subjects in Senior High School (SHS). However, if the learner still fails the remedial classes, she/he must retake the subject/s failed as a back subject.

D. Reflecting the Learner’s Core Values in the Report Card

The learner’s manifestation of the Core Values of the Department of Education will also be reflected in their report card following DepEd Order No. 8, s. 2015.

E. Descriptors and Indicators of Observed Values

Core Values	Behavior Statements	Indicators
Maka-Diyos (Godliness)	Expresses one’s spiritual beliefs while respecting the spiritual beliefs of others	<ol style="list-style-type: none"> 1. Engages oneself in worthwhile spiritual activities 2. Respecting sacred places 3. Respects religious beliefs of others 4. Demonstrates curiosity and willingness to learn about other ways to express spiritual life
	Shows adherence to ethical principles by upholding truth	<ol style="list-style-type: none"> 1. Tells the truth 2. Returns borrowed things in good condition 3. Demonstrates intellectual honesty 4. Expects honesty from others 5. Aspires to be fair and kind to all 6. Identifies personal biases 7. Recognizes and respects one’s feelings and those of others
Makatao (Humanitarianism)	Is sensitive to individual, social, and cultural differences	<ol style="list-style-type: none"> 1. Shows respect for all 2. Waits for one’s turn 3. Takes good care of borrowed things 4. Views mistakes as learning opportunities 5. Upholds and respects the dignity and equality of all including those with special needs 6. Volunteers to assist others in times of need 7. Recognizes and respects people from different economic, social, and cultural backgrounds
	Demonstrate contributions toward solidarity	<ol style="list-style-type: none"> 1. Cooperates during activities 2. Recognizes and accepts the contribution of others toward a goal 3. Considers diverse views 4. Communicates respectfully 5. Accepts defeat and celebrates other’s success 6. Enables others to succeed

		7. Speaks out against and prevents bullying
Makakalikasan (Environmentalism)	Cares for the environment and utilizes resources wisely, judiciously, and economically	<ol style="list-style-type: none"> 1. Shows a caring attitude toward the environment 2. Practices waste management 3. Conserves energy and resources 4. Takes care of school materials, facilities, and equipment 5. Keeps work area in order during and after work 6. Keeps one's work neat and orderly
Makabansa (Nationalism)	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen	<ol style="list-style-type: none"> 1. Identifies oneself as a Filipino 2. Respects the flag and national anthem 3. Takes pride in diverse Filipino cultural expressions, practices, and traditions 4. Promotes the appreciation and enhancement of Filipino languages 5. Abides by the rules of the school, community, and country 6. Enhances others to develop interest and pride in being a Filipino
	Demonstrate appropriate behavior in carrying out activities in the school, community, and country	<ol style="list-style-type: none"> 7. Manages time and personal resources efficiently and effectively 8. Perseveres to achieve goals despite difficult circumstances 9. Conducts oneself appropriately in various situations

A non-numerical rating scale will be used to report on learner's behavior demonstrating the Core Values.

F. Marking for the Observed Values

Marking	Non-Numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

XIII. POLICY GUIDELINES ON AWARDS AND RECOGNITION

The school adopts the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program as stipulated in DepEd Order No. 36, s. 2016.

The awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility.

In addition to acknowledging and promoting the development of the learners' unique cognitive and other skills that underpin success in school and at work, the awards also aim to nurture the formation of the learners' values and attitudes anchored on the core values of the Department of Education.

A. Classroom Awards

This award is given to deserving students in each class at the end of each quarter. Students from each class who qualify for the award will be given a Certificate of Recognition.

1. Academic Excellence Award

The Award for Academic Excellence within the quarter is given to learners from Grade 1 to 10 who have attained an average of at least 90 and passed all learning areas. The Average Grade per Quarter is reported as a whole number following DepEd Order No. 8, s. 2015. Table 1 shows the specific Academic Excellence Award given to learners who meet the following cut-off grades.

Table 1. Academic Excellence Award

Academic Excellence Award	General Average
1. With Highest Honors/ <i>May Pinakamataas na Karangalan</i>	98–100
2. With High Honors/ <i>May Mataas na Karangalan</i>	95–97
3. With Honors/ <i>May Karangalan</i>	90–94

2. Recognition for Perfect Attendance

This award is given at the end of every quarter to encourage learners to attend and actively participate in class. Perfect attendance means that a learner must be present in all of his/her classes, and must have no absences for the entire quarter. Learners who are representing the school for various purposes (e.g., in-school or off-campus activities) may also qualify for this award. However, students who commit any of the following conditions will not be given said award, to wit;

- a. students who incurred 3 tardiness during the time duration such award is being considered;
- b. students who went for vacation; and
- c. students who enrolled late.

B. Grade Level Awards

1. Academic Excellence Award

At the end of the school year, the Academic Excellence Award is given to learners from Grade 1 to Grade 10 who have attained a General Average of at least 90 and a passing Final Grade in all learning areas. (Please refer to Table 1 for the cut-off grade)

2. Leadership Award

The leadership award is given to learners in Grades 6 & 10 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during the recognition, completion or graduation ceremony.

To qualify for this award, a learner must:

- a. Have no failing grades in any of the learning areas.
- b. Have not committed any offense punishable by suspension or higher sanction in the current school year.
- c. Be a class officer or an active member/officer of any recognized school club, team, or organization.

Table 2. Criteria for Leadership Award

CRITERIA	WEIGHT
1. Motivational Skills (40%) a. Communicates effectively b. Shows initiative and responsibility c. Engages group and/or club mates to participate actively d. Establishes collaborative relationships e. Resolves conflicts	40%
2. Planning and Organizational Skills (40%) a. Plans and designs relevant activities for the class, club and/or school b. Implements planned activities effectively and efficiently c. Monitors implementation of plans and tasks d. Manages and/or uses resources wisely	40%
3. Contribution to the School and/or Community (20%) Renders service and/or implements activities relevant to the school population and/or community	20%
TOTAL	100%

3. Award for Outstanding Performance in Specific Disciplines

These awards are given to recognize learners in grades 1 to 10 who have exhibited exemplary skills and achievement in specific disciplines. Table 3 specifies the criteria and weights for these awards.

3.1 Outstanding Performance in 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.

3.2 Outstanding Performance in Arts (e.g., visual, media, music/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 contribution to 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 Senior High School (SHS).

3.3 Outstanding Performance in Filipino, English, and Arabic

This award is given to learners who have demonstrated proficiency in any language (Filipino, English, or other foreign languages), 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, English, or other foreign-language subjects and related learning areas specific to the award.

3.4 Outstanding Performance in 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 which 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 for grades 1 to 10.

3.5 Outstanding Performance in 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 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 for grades 1 to 10.

3.6 Outstanding Performance in 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 Social Studies for grades 1 to 10, or the average rating for the core Social Science subjects Personal Development and Understanding Culture, Society, and Politics) in SHS.

3.7 Outstanding Performance in Technical-Vocational Education

This award is given to learners 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 final grade in Home Economics and Livelihood Education (HELE) for grades 4 to 6, Technology and Livelihood Education (TLE) for grades 7 to 10.

3.8 Outstanding Performance in Computer

This award is given to learners who have consistently exhibited exemplary skills and achievement in Computer subjects. They have applied their knowledge and skills in Computer 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 final grade in Computer.

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% (outstanding rating) of the criteria.

Table 3. Criteria for awards for outstanding performance in specific disciplines

CRITERIA	WEIGHT
1. Academic Rating 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 As shown through: a. Output (oral or written work, projects, etc., if applicable) b. Membership in a club/team (if applicable) c. Class or school representation d. Winnings and awards	40%
3. Attitude toward the Discipline a. Peer evaluation (if applicable) b. Commendation from coach/adviser	20%
4. Contribution to the School related to the Discipline	20%

In any of the following: a. Tutorials/Coaching b. Performance in school's various functions and events c. Products d. Projects e. Volunteer work	
TOTAL	100%

4. Performance Award 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. Table 4 specifies the Performance Award for Kindergarten.

Table 4. Performance Award for Kindergarten

PERFORMANCE AWARD	AWARD TITLE
1. Award in Communication /Self Expression	Good Communicator Award
2. Award in Literacy(Reading, Composing, Writing)	The Star Reader Award
	Writing Wizard Award
3. Award in Numeracy	Budding Mathematician Award
4. Award in Performing Arts (Singing, Dancing)	The Little Star Award
5. Award in Physical Agility	The Athletic Kid Award
6. Award in Self-care	Self-care Star Award
7. Award in Visual Arts (Coloring/Drawing)	Artistic Hands Award

5. Award for Club or Organization Achievement

This award is given to a duly recognized club or organization that has created positive impact on the school and/or community it serves through the implementation of all its planned projects and activities, provided strong support to the implementation of the school activities and attainment of the school's objectives, and taken great strides to help its members develop their potentials.

Table 5 shows the set of criteria and weights that will be used in the evaluation and deliberation process for this award. Only those clubs or organizations that have received at least 90% of the criteria below shall be awarded.

Table 5. Criteria and weights for awards for Club or Organization Achievement

CRITERIA	WEIGHT
1. Club/Organization Performance a. Plans and develops club/organization’s objectives, projects, and activities b. Implements projects and activities, and delivers services based on the club/organization’s objectives and plans c. Manages and/or uses resources wisely d. Shows teamwork and collaboration among its members	50%
2. Exemplary Output Delivers a concrete output related to the objectives and purpose of the organization and the school	30%
3. Contribution to the School or Community Benefits the members of the club/organization and the greater majority of the school population and/or community	20%
TOTAL	100%

6. Conduct Awards

These awards are given to learners who have been observed to consistently demonstrate the DepEd core values (*Maka-Diyos, Makatao, Makakalikasan, Makabansa*).

This will be based on the evaluation of the adviser and subject teachers, using the guidelines stipulated in Section VI of DepEd Order No. 8, s. 2015. Awardees must have consistently and dutifully carried out the core values of the Department as indicated in the report card. They must have obtained a rating of at least 75% “Always Observed” (AO) at the end of the school year (with at least 21 out of 28 AO rating in the report card). They also must not have been sanctioned with offenses punishable by suspension or higher sanction within the school year.

CHARACTER TRAITS TO BE CONSIDERED	AWARD TITLE	
	Kindergarten to Grade 3	Grade 4 to Grade 10
1. Active Participation/ Motivation/Enthusiasm	Most Active Award	Most Active Award
2. Cheerfulness	Exuberant Heart Award	Exuberant Heart Award
3. Cooperation/Team Player	Team Player Award	Team Player Award

4. Friendliness	Kinder Buddy Award	Good Friend Award
5. Gentleness	Peace Maker Award	Peace Maker Award
6. Hardworking/Diligence/ Perseverance/Persistence	Extra Miler Award	Extra Miler Award
7. Helpfulness	Happy Helper Award	Happy Helper Award
8. Honesty	Honest Kid Award	Most Honest
9. Initiative	Sparkler Award	Initiative Award
10. Kindness	Golden Heart Award	Golden Heart Award
11. Motivation/Enthusiasm	Eager Beaver Award	Enthusiastic Learner Award
12. Patience	Patience Advocate Award	Patience Advocate Award
13. Perseverance	Determined Kid Award	Dedicated Learner Award
14. Persistence	Persistent Kid Award	Steadfast Award
15. Politeness/Courtesy	Courteous Kid Award	Outstanding Politeness Award
16. Responsibility	Responsible Kid Award	Most Dependable Award
17. Risk taking	Brave Soul Award	Courageous Effort Award
18. Self-discipline	Good Citizen Award	Good Citizen Award
19. Sharing	Great Giver Award	Great Giver Award
20. Sportsmanship	Good Sport Award	Great Sportsmanship Award

The grade-level awardees shall receive medals and/or certificates from the school. Certificates indicating the specific awards shall be given to all awardees.

C. Special Award

Learners who have represented and/or won in different off-campus competitions will be recognized. These awardees have demonstrated their exemplary performance in academics, athletics, and the arts, and/or represented the school in different activities.

In addition to the above awards, the school will give due recognition to 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 award ceremony.

D. Conferment of Academic Excellence Awards. In the Conferment of Academic Excellence Awards, the announcement of the names of awardees in each category (i.e., With Honors, With High Honors, With Highest Honors) shall be done in alphabetical order to observe fair, impartial, and non-hierarchical manner of presenting the awardees

E. Guidelines in Determining the Awardees are based on the DepEd Order No. 36, s. 2016 or Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program.

XIV. ATTENDANCE AND PUNCTUALITY

Attendance and punctuality are vital factors in the learner's academic performance and character formation; henceforth, the habit of being punctual in all classes, assemblies and meetings is expected from all UPSians.

A. Tardiness

- A learner is considered late if he/she arrives after the school's official time (8:00 A.M.) Three (3) recorded tardiness in class shall be considered one absence.
- In case of repeated tardiness, parents will be notified by the class adviser through the Learners Handbook.
- Learners who arrive late after the official time must fill out a Tardy Slip Form in triplicate copy at the Reception/School Guard/Prefect of Discipline. All Learners, including KG pupils, will be marked late if they arrive in school after 8:00 AM. All students who arrive late can't enter their classroom, rather they will be asked to go the prefect of discipline and sign slips. After signing up, the student will be allowed to enter his / her class.
- The parent's copy must be attached in the Student Handbook while the teacher's copy must be presented to the class adviser/subject teacher. He/she must accomplish also the Excuse Slip (Tardiness) in the Learner's Handbook. Learners from KG to grade 3 should be accompanied by their parents / guardians to go to the Reception/School Guard/Prefect of Discipline

B. Absences

Absences are only excused for serious reasons such as illness, other family emergencies, and leave of absence sanctioned by the Ministry of Education. Students who will go on leave must submit an email to the school principal. Subject: Leave of Absence (LOA), indicate child's name, Grade and Section, Adviser's Name, reasons, date of leave and attach supporting documents.

Excuse slips (Absences) must be accomplished upon returning of the child in school.

As per DepEd and MOE regulations, a student who is absent more than 20% of the total number of school days shall be dropped from the official list. Absence of up to 3 consecutive days, parents must inform the school on the first day of absence and submit a parent-written sick note (daily), or the absence will be recorded as an authorized absence.

Parents shall submit a sick-leave certificate from DOH licensed physician on the fourth consecutive day (including weekends), or the absence will be recorded as an unauthorized absence.

C. School Attendance

Attendance in class is regularly checked at the start of every period. Learners who are not in their classes are marked absent. The daily report of attendance is submitted to the Principal's Office for monitoring purposes. The receptionist will call the parents/guardians to find out/verify the reason of the student's absence.

A learner may be excused from the class only when he/she is called by the principal and/or Guidance Counselor, Class Adviser and concerned subject teacher during class hours if there are urgent concerns and matters that need to be addressed. Wearing Class Pass is a must and Classroom Pass (in Learner's Handbook) must be accomplished.

In case of emergency where the learner needs to go out of the school, parents/fetchers must notify the principal through email and must secure the Early Dismissal Form at the Reception Area.

XV. CHILD PROTECTION POLICY

As a child friendly school, UPS adheres to the protection of the students' welfare by following the: (1) Department of Education Order No. 40, s. 2012, otherwise known as Policy and Guidelines in Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and other forms of Abuse; (2) Federal Law No. 3, s. 2016 concerning Law of Child's Rights and the WADEEMA LAW

Child Protection Statement

Universal Philippine School is committed to the safety and well-being of all pupils and students accessing our service. We support the rights of the child and will act without hesitation to ensure a child-safe environment is always maintained. We also support the rights and wellbeing of our staff and volunteers and encourage their active participation in building and maintaining a secure environment for all participants. Also, the school values its pupils and students as a vital part of the school community and desires to see them grow, mature and be challenged in a healthy and safe environment by providing programs that ensure safe and welcoming environment with fun activities to all pupils and students where they can grow and learn.

AIMS

- To provide activities for children and young people to help them develop from childhood into adulthood and to provide support for them.
- To enable the children to express themselves.
- To assist the children in integrating into the community.
- To help children/young people appreciate the diversity of their cultures, race, ethnicity and religion.
- Raise awareness about child abuse.
- Ensure effective communication among staff and parents when dealing with child protection issues.

POLICY COVERAGE

This policy applies to all individuals involved with Universal Philippine School, including:

- paid and volunteer staff
- children and young people who are enrolled in the school
- visitors including parents and family members, program partners, etc.

Universal Philippine School expects that all those involved with the program will follow the policies and procedures outlined in this document. If breaches of these policies and procedures occur, they will be dealt with by our Child Safety Officer/ Guidance Counselor / Social Worker.

The school promotes a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse.

1. Schools shall be conducive to learning and children shall have the right to education free from fear.
2. All children shall be protected from all forms of abuse and bullying to develop self-esteem and self-confidence.
3. Schools shall advocate a positive and non-violent mode of disciplining children to foster self-discipline and to improve self-esteem.
4. Corporal punishment shall not be imposed on any child in school for the purpose of discipline, training or control.
5. School Heads shall take steps to prevent bullying and ensure that the appropriate interventions, counseling and other services, are provided for the victims of abuse, violence, exploitation, discrimination and bullying.
6. Pupils, students or learners should respect the rights of others and refrain from committing acts of bullying and peer violence.
7. Parents shall be actively involved in all school activities or events that raise awareness on children's rights, positive discipline, and the prevention of bullying.

To be able to recognize and provide proper handling and protection of any forms the following definitions are provided for reference:

- I. CHILD ABUSE - It is when a parent or caregiver, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child.

The following forms of maltreatment to the child:

- a. PHYSICAL ABUSE - A deliberate physical injury inflicted to a child / student such as hitting, shaking, throwing poisoning burning or scalding drowning, suffocating or other acts that cause physical harm to the child / student.
- b. SEXUAL ABUSE – It occurs when an adult uses a child for sexual purposes or involves child sexual acts. It also includes when a child who is older or more powerful uses another child for sexual gratification or excitement.
- c. EMOTIONAL ABUSE - Persistent rejection and maltreatment affecting the total behavioral, physical and emotional development of a child/student. Emotional abuse includes but is not limited to verbal abuse, neglect and exposure to domestic violence.
- d. NEGLECT – It is when an adult does not give the care, supervisor, affection and support needed for a child’s health, safety and well-being
- II. DISCRIMINATION AGAINST CHILDREN – Refers to an act of exclusion, distinction, restriction or preference which impairs the recognition, enjoyment or exercise by all pupils or students on an equal footing, of all rights and freedoms.
- III. CHILD EXPLOITATION - Refers to the use of children for someone else’s advantage, gratification or profit resulting in unjust, cruel and harmful treatment of the child.

The following forms of Child Exploitation:

- a. Sexual Exploitation – refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes.
- b. Economic exploitation – refers to the use of the child in work or other activities for the benefit of others.
- IV. CORPORAL PUNISHMENT - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline.
- V. BULLYING - is a distressing and deliberately hurtful behavior, usually repeated over a period which in most cases, victims usually have difficulties defending themselves and sometimes may not be able to recover from physical harm (i.e. hitting, kicking, theft, verbal abuse, inappropriate remarks / racism, threats, etc.) and emotional trauma (seclusion/isolation from school related activities, fear of rejection, etc.) caused by bullying behavior or the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature (CYBERBULLYING).

CHILD PROTECTION TEAM - a specialized group of professionals or individuals created to help identify, investigate and prevent cases of child abuse/maltreatment and neglect among others. Its activities are coordinated with the school management, proper government and non-government authorities that provide necessary tools, facilities and medical treatment for the victims and their families.

The Child Protection Team (CPT) is headed by the PRINCIPAL, to be assisted by the following:

- a. Principal
- b. Guidance Counselor / Psycho-Social Expert
- c. Prefect of Discipline
- d. Doctor / Nurse
- e. Parent/s (on case-to-case basis)
- f. Student (on case-to-case basis)

- g. Health and Safety Officer

Functions of the CPT:

- Ensure that children are aware of the school's Child Protection Policy / Child Protection Team and support program in handling cases of child abuse
- Initiate information dissemination programs to be included in the curriculum and organize activities for the protection of children
- All records in connection to the cases must be kept separately in a safe place and must be dealt with confidentiality.
- Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs
- Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child
- Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare
- Monitor and follow-up cases of all concerns of members of the schools.

REPORTING PROCEDURES A protocol for identifying a victim of abuse, establishment and gathering of evidence, recording of facts of the case, and formally informing the authorities about the case.

REPORTING PROCESS

- a. The Principal, Guidance Counselor and Prefect of Discipline will conduct preliminary investigation if there are reports of suspected cases of abuse / maltreatment to any students. The abuse shall have a sworn statement of the complaint and will be kept private and confidential in the process of investigation. It will be forwarded to the principal for necessary actions.
- b. After receiving the report, the principal immediately convenes CPT to determine the appropriate action on the report, to commence an investigation, and file a case if warranted. In case the principal or any school official is the suspected offender; the principal is automatically authorized to convene the CPT and sits as Chair for all matters pertaining to the case
- c. The reports to the Chair of CPT must include the following information: name and address of the reporter or complainant; name address and age of the victim; name and address of parents or guardians of the victim; name and address of the suspected offender; facts of the case, supporting evidences; and, any other information that may be useful in filing a formal administrative, civil or criminal case against the offender.
- d. The CPT will call for a conference to all the people concerned, including the parents regarding the details and gravity of the case. They will make necessary actions based on the School Policy or if there is a need to elevate to higher authorities. After the final verdict was decided upon, it will be final and executor.
- e. The Principal will notify ADEK and Authorities regarding the gravity of the case and present all necessary documents if required for validity to support the final decision of the school.

The school recognizes that children who are abused or maltreated or who witness such may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and tend to blame themselves easily. The children's attitudes change: some are defiant, and others are withdrawn due to varying degrees of family orientation/background. In response to this, the school will implement the following:

School responsibilities:

- a. Ensure that the learning environment is healthy and safe.
- b. Develop and implement policies and procedures that assist all staff and administrators in creating safe and healthy learning environment that address the needs of every student
- c. Monitor and supervise all areas of the school by putting up CCTV on the entire campus
- d. Recruiting highly professional teachers, counselor and staff whose qualifications and documentation have been thoroughly checked
- e. Use academic subjects as methods for examining and reflecting upon respect and responsibility towards self and others
- f. Providing assistance to the victims of child abuse of maltreatment.
- g. Provide opportunities for students to engage in activities that promote a positive school climate and benefit the greater community

School Management and Personnel responsibilities:

- a. Actively participate in Professional Development training that addresses health and safety concerns of all students.
- b. Communicate and collaborate with the families regarding the issues concerning the students
- c. Protect the confidentiality of students' personal data, reports and investigations related to any kind of abuse
- d. Model respectful and appropriate treatment of others
- e. Apply school policies and classroom rules consistently and fairly
- f. Ensure the supervision of students while in school hours
- g. Recognize students' uniqueness and strength
- h. Monitoring individual differences of all students
- i. Report procedures in respect of any incident affecting the security of students within the School to Parents/Guardians, CPT and other related government entities.
- j. Provide counseling and School support services, enabling students to have access to a trusted professional counselor or someone in an equivalent position.
- k. Be aware of the indicators when a child may be at risk of harm or significant harm

Students' responsibilities:

- a. Follow the school policies and procedures of the classroom
- b. Respect other children and adults at the service.
- c. Contribute in creating and sustaining safe and healthy learning environment
- d. Recognize individual differences and demonstrate respect toward all people

- e. Report to Prefect of Discipline / Guidance Counselor or any school personnel any unusual behavior of fellow students
- f. Actively participate in any school activities
- g. Serve as positive role models toward others in school and at home
- h. Approach the Guidance Counselor or any school personnel whom you trust for advises

Parents / Families responsibilities:

- a. Treat all the children equally and respectfully
- b. Communicate with the Principal or other relevant school personnel
- c. Be involved and engaged in school programs, practices and activities
- d. Serve as positive role models towards others in school, home and in the community
- e. Report any information that might be of help on solving cases of child abuse / maltreatment
- f. Give time to your child to discuss things that is happening in the school

XVI. STUDENT DISCIPLINE

To realize the school’s vision, it seeks to develop self-discipline through the observance of good manners and right conduct and compliance with the rules and regulations among its students.

A. Prescribed Uniform

KINDERGARTEN	
BOYS	GIRLS
<ul style="list-style-type: none"> • Dark Blue Pants • White Polo Shirt with school patch on the left pocket • White undershirt • Black leather shoes and plain white socks 	<ul style="list-style-type: none"> • White blouse with school patch on the left side • Purple checkered jumper with school patch on the left side • White chemise underneath the uniform • Black flat leather shoes and plain white socks
ELEMENTARY & HIGH SCHOOL	
BOYS	GIRLS
<ul style="list-style-type: none"> • Dark Blue Pants • White Polo Shirt with school patch on the left pocket • White undershirt • Black leather shoes and plain white socks 	<ul style="list-style-type: none"> • White blouse with school patch on the left side • Purple checkered skirt • White chemise underneath the uniform • Black flat leather shoes and plain white socks

A. PE Uniform

The PE uniform consists of PE T-shirt with school logo and prescribed purple jogging pants with white rubber shoes. PE uniform should be worn during PE day only.

B. Grooming

Boys

- Outlandish fancy haircut such as undercut, skinhead, dyed hair, punk standing hair styles are not tolerated.
- Hair must be cut 1 inch above the ears and 2 inches from the nape. Hair should never fall on the ears nor touch the collar of the shirt.
- Hair cut must be done monthly.
- Bangs should not reach the eyebrow.
- Wearing earrings and costume jewelry are not allowed. Accessories that are vulgar in nature or design shall be confiscated. Confiscated items will be returned to the parent/guardian after the parent-teacher conference.
- No wearing of tattoos on any part of the body.
- Moustache and goatee must be trimmed and properly shaved.
- Fingernails must be cleaned, regularly cut or trimmed. No nail polish.

Girls

- Girls with long hair should wear ribbons, headbands or hairpins.
- No barber cut or hair dye.
- Bangs should not reach the eyebrow.
- Fingernails should be short, clean and unpolished.
- Wearing dangling and multiple earrings, bracelets, anklets and other accessories are not allowed. Accessories that are vulgar in nature or design shall be confiscated. Confiscated items will be returned to the parent/guardian after the parent-teacher conference.
- Wearing colored contact lenses, lipstick, make-up, eyeliner, mascara and tattoos are prohibited.

C. Identification Card

All students are required to always wear their school ID while inside the school premises. A damaged or lost identification card must be replaced. Lost ID or worn-out ID may be replaced upon presentation of written letter of request signed by the parent or guardian. Application for ID replacement can be made through the Accounts Office. Identification card should not be marked/tampered or defaced with stickers or in any other manner.

D. Use of Mobile Phones and Other Electronic Gadgets

As per ADEK guidelines, all students are NOT allowed to bring their mobile phones to school. Bringing and/or unauthorized use of mobile phones/electronic gadgets shall be dealt with accordingly.

E. Respect and Care for Property

All learners are expected to take care of school properties, fixtures and furniture. Damage done to the school properties should be reported immediately by any learner whether he/she is responsible for such. As per school policy, learners should be held responsible for any damage or loss incurred.

XVII. DISCIPLINARY MEASURES AND GUIDELINES

(As per Ministerial Decree No. 916 s. 2017 on the Regulation of Students Behavior)

The school rules and regulations are simple guidelines which aim to instill discipline to the students and to ensure that an atmosphere conducive to learning is always maintained. Disciplinary measures will be imposed on actions that are contrary to the school rules and regulations.

A. Behavior Scores

The total behavior score is the total of the estimates that monitor the general positive and outstanding behavior of the student, distinguished by a numerical value of 100 points at the end of the school year. It consists of:

1. Twenty (20) points for outstanding behavior
This will be given after assessing the learners' personal qualities based on the following areas:
 - a. Personal Development
 - b. Appreciation of the values of Islam; respect for the identity, heritage, and culture of UAE and the culture of other countries
 - c. Social Responsibility, leadership skills and innovation
2. Eighty (80) points for positive behavior shall be given to each learner.
The following points will be deducted for every infraction of school discipline:
 - a. First Degree or Minor Offenses = 4 points
 - b. Second Degree or Less Serious Offenses = 8 points
 - c. Third Degree or Serious Offenses = 12 points
 - d. Fourth Degree or Very Serious Offenses = 20 points
3. The 60 % grade is the minimum expected grade for behavior. A learner is given opportunities to rectify his actions and improve his/her quarterly behavioral scores/grades by observing the school rules on discipline.
4. The school reserves the right to deny admission to a learner who incurred an average grade of 60 in behavior.
5. Students with repeated behavior problems with a grade of 60 are placed under probationary to improve positive behavior
6. Qualified students with outstanding behavior shall be recognized in order to motivate them to ensure continuity of their outstanding behavior
7. Learners will not receive conduct awards for the rest of the school year if he / she receives deduction points, however, the learner can still receive awards such as extra miler awards and other awards related to academics.

B. First Degree Offenses or Minor Violations

1. Late or not participating in the morning assembly
2. Unexcused absences
3. Not securing excuse slips when absent
4. Leaving the classroom (during class hour) without permission, using the Class Pass and not accomplishing the Classroom Pass
5. Not attending school or school activities without valid reason
6. Non-observance of the rules on uniform (including PE uniform and wearing jackets)
7. Not wearing the school ID
8. Refusing to bring school materials and textbooks
9. Failure to follow the positive behavior inside and outside the classroom
10. Sleeping during class hour
11. Eating during the morning assembly; eating in the classroom during class hours
12. Non-compliance of the task assigned to him/her
13. Bringing mobile phones and other electronic devices including smart watches
14. Unauthorized use of electronic devices (laptop, tablet, computer games, speaker)
15. Loitering
16. Misbehaving in the classroom, prayer room, canteen, library, corridors, and stairways
17. Misbehaving during Morning assembly
18. Wearing of printed/colored T-Shirt
19. Staying in the School within the prescribed curfew time without permission
20. Wearing of Jewellery (necklace, ring, earrings, anklets), body accessories (ballers, headsets) and using Tote bags (boys).
21. Any similar offenses

* *Non-observance of the rules on uniform (including PE uniform. For TYPE A (Monday-Thursday): shoes should be **black leather school shoes**, white socks, Type B (Friday) PE / Scouting) White Rubber Shoes and white socks. For the second time, the student will receive a deduction of two points from his behavior grade.*

Note: Intramurals Shirt is not a school uniform.

If the learner enters the school wearing intramurals shirt, wrong Jogging pants, wrong type A pants for boys and wrong shoes (wearing rubber shoes on non-PE days), the learner will not be allowed to attend his/ her classes but rather will stay in the Prefect of Discipline's office. The Learner will be responsible to do all his / her missed schoolwork. The Learner will continue to stay in the Prefect of Discipline's office until he / she complies with the prescribed school uniform. The learner has the option to call his parents and ask them to bring the prescribed uniform so he / she can attend his/ her classes.

For Learners who are not wearing official school jackets, the student will be asked to put the jacket inside his / her bag once he / she enters the school premises. If by any chance a student wears a non-official school jacket inside the school campus, the jacket will be confiscated and will be surrendered to the prefect of discipline. The jacket will be kept for 1 month.

2nd time - jacket will be confiscated for 2 months.

3rd time - jacket will be confiscated for 3 months.

4th time – jacket will be returned to the student on the last day of the school year.

Not surrendering mobile phone including unauthorized use of electronic device inside the school.

1. *1st time – letter will be sent to the parents warning them not to repeat the behavior of their son / daughter. Two copies of the letter will be sent to the parents. (1 copy for the prefect of discipline and 1 copy for the parents with signature as acknowledgement).
Phone will be confiscated for 1 week (7 days including Friday, Saturday and Sunday). On the 8th day, the parents should collect the phone of their son / daughter.*
2. *2nd time – deduction of 2 points from behavior grade. Phone will be confiscated for 1 month. The parents should collect the phone of their son / daughter after 1 month.*
3. *3rd time – deduction of 4 points from behavior grade. Phone will be confiscated for 2 months. On The parents should collect the phone of their son / daughter after 2 months.*
4. *4th time – deduction of 8 points from behavior grade. Phone will be confiscated until the end of the school year. The parents should collect the phone of their son / daughter on the last day of the school year.*
**** for confiscated phones and electronic devices, only the parents can claim it.*

C. Second Degree Offenses or Less Serious Violations

1. Repeated violation of the first-degree offenses
2. Absenteeism/truancy
3. Cutting Classes and not attending classes during class hours
4. Threatening, intimidating, provoking, or coercing a schoolmate, and school staff;
5. Improper haircut, outlandish haircut and hairstyle, coloring of hair; use of cosmetics and nail polish
6. Wearing inappropriate attire (during school activities)
7. Vandalism or willful destruction of any school property
8. Taking/possessing/circulating/uploading photographs of school staff without consent
9. Posting, sharing, circulating, slanderous statements or false statements against the student, staff, and the institution
10. Unauthorized use of school name, seal and logo
11. Using abusive language and indecent gestures
12. Possession of cigarettes/smoking in the school premises (including the use of E-Vapes)
13. Littering
14. Buying or selling any goods
15. Any other offenses that is similar in nature

For improper haircuts, outlandish haircut and hairstyle, coloring of hair, the learner will be given a day to cut his hair or change the color of his / her hair. If the learner enters the school for the following day without complying with the prescribed haircut (including changing hair color), he / she will not be allowed to attend his / her classes but rather will stay in the Prefect of Discipline's office. The Learner will be responsible to do all his / her missed schoolwork.

The Learner will continue to stay in the Prefect of Discipline's office until he complies with the prescribed haircut or hair color.

Wearing make – ups and or cosmetics such as nail polish, fake nails, lip shiner and lip tints, mascara, eye shadows, foundations and all types of cosmetics are not allowed. If a student is caught bringing such cosmetics, the item will be confiscated and will be returned at the end of the school year. Lip balm is allowed only for those who have chapped lips, but it should be colorless.

D. Third Degree Offenses or Serious Violations

1. Repeated violation of second-degree offenses
2. Bringing, possession, display, downloading, and circulating unauthorized materials, information or electronic materials that is not in conformity with the values, morals, and etiquette which undermine public morals.
3. Sexual harassment within the school
4. Physical assault to fellow student and/or school staff
5. Intentional obliteration of school equipment/tools/facilities
6. Provocation and insulting other religions that may cause sectarian strife
7. Damaging school bus
8. Tampering with fire safety equipment
9. Collecting money from other pupils/students, organizing events and using the school's name without permission or proper authorization
10. Gambling and engaging in money deals in campus at any time
11. Cheating or academic dishonesty; possession of crib notes during quizzes/exams
12. Inappropriate public display of affection (PDA), exclusive pairing
13. Bullying and Cyber-bullying
14. Leaving the campus during class hours without permission/exit pass
15. Any other offenses that is similar in nature

E. Fourth Degree Offenses or Very Serious Violations

1. Repeated violation of the Third-degree Offenses
2. Defaming and insulting other students or school staff in the social media
3. Bringing and possession of bladed/dangerous weapons/firearms
4. Sexual assault within the school premises and in the school bus
5. Physical assault causing injury to a student or school staff
6. Theft (stealing or shop lifting in and outside)
7. Participation and/or leaking exam questions
8. Causing fire within the campus
9. Impersonating others in school transactions, or tampering with school records, signatures and all other official forms
10. Abuse/disrespect to the political, religious, and social symbols of the state
11. Possession, collection, promotion or use of narcotic drugs and psychotropic substances
12. Promotion of extremist, atheistic ideas or beliefs against social and political systems of society
13. Any other offenses that is similar in nature

F. Disciplinary Procedures

DEGREE OF OFFENSE	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Minor Offense Level 1 (-4 points)	Verbal Reprimand Document the offense and inform the parent through SMS -Discuss the inappropriate behavior with the student	Document the offense and inform the parent in writing -issue a first written warning to be signed/acknowledged by the parent -Deduction of 2 points in behavior Learner will not be allowed to enter the school unless he brings his parents for a conference with the Prefect of Discipline	-Deduction of 4 points in behavior -call the parent -issue a second written warning to be signed/acknowledged by the parent Learner will not be allowed to enter the school unless he brings his parents for a conference with the Prefect of Discipline	-Call the parent, the student will not be allowed to enter the school unless he brings his parents for a parent conference with the Prefect of Discipline -issuance of final written warning -deduct the whole score -study the case by the guidance -implement a set of strategies to reduce negative behavior

DEGREE OF OFFENSE	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Less Serious Offense	Call the parent/guardian -issuing a	-Suspend the student for 1 to 2 days at school	-Suspend the student for 1 to 3 days at school -Issue a final	-Immediately suspend the student offsite until the end of the

Level 2 (-8 points)	<p>first written warning to be signed/acknowledged by the parent</p> <p>-Deduct half of the score (4 points)</p> <p>Learner will not be allowed to enter the school unless he brings his parents for a conference with the Prefect of Discipline</p>	<p>-Deduct 8 points</p> <p>- Learner will not be allowed to enter the school unless he brings his parents for a conference with the Prefect of Discipline</p>	<p>written warning to be signed/acknowledged by the parent</p> <p>Learner will not be allowed to enter the school unless he brings his parents for a conference with the Prefect of Discipline</p>	<p>investigation for a maximum of 5 days with a notification to parents.</p> <p>-Guidance will Study the case and refer the student to the School Behavior Management Committee</p> <p>-Implement a set of actions that contribute to the improvement of behavior</p> <p>-If repeated violations continue, the Committee may submit a formal application to ADEK to request student expulsion</p>
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DEGREE OF OFFENSE	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<p>Serious Offense</p> <p>Level 3</p> <p>(-12 marks)</p>	<p>-Impose onsite suspension for 2-3 days, effectively immediately</p> <p>-Hold an immediate meeting of the educational (Discipline Committee) committee</p>	<p>-Impose offsite suspension for a maximum of 5 school days until the end of the investigation with notification to the parent</p> <p>-Behavior</p>	<p>-Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent</p> <p>-Behavior</p>

	<p>to take a decision.</p> <ul style="list-style-type: none"> -Call the parent to sign the decision -Deduct the whole score -Learner will not be allowed to enter the school unless he brings his parents for a conference with the Prefect of Discipline 	<p>Management Committee will evaluate the evidence and agree on a set of final disciplinary actions.</p> <ul style="list-style-type: none"> -Issue a final written warning to be signed/acknowledged by the parent -Deduct 14 points <p>Learner will not be allowed to enter the school unless he brings his parents for a conference with the Behavior Management Committee.</p>	<p>Management Committee will evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <ul style="list-style-type: none"> -Issue a decision by the Student Behavior Management Committee to drop/exclude the student -Advise the parent to seek transfer to another school -In case of appeal, the case will be referred to the Office of Managing Director for final decision -The erring student will be referred to centers for the treatment of behavior
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Very Serious Offense (Level 4)	First Offense	Second Offense
(-20 marks)	<ul style="list-style-type: none"> -Immediate call to the parent -Learner will not be allowed to enter the school unless he / she brings his parents for a conference with the Prefect of Discipline -Suspension of students until the completion of the investigation -Hold the Student Conduct 	<ul style="list-style-type: none"> -Immediate suspension of students until the completion of the investigation with a notification to the parents -Take immediate action on the violation with the help of the parties concerned -The Behavior Management Committee will evaluate the evidence and issue its final decision which may include

	<p>Management Committee to issue its decision and inform the Guidance Department of the necessary action</p> <p>-The student and his/her parents shall be held responsible for any damage resulting from the violation</p> <p>-The student shall be placed under preventive suspension. He/ She undergo homeschooling program.</p>	<p>expulsion.</p> <p>-The student and his/her parents shall be held responsible for any damage resulting from the violation</p> <p>-The student will no longer be allowed to continue his/her studies. He/ She will be referred to the special centers for corrective and behavioral reformation</p>
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G. Behavioral Violations Involving Students of Self-Determination (SEND)

If a student of self-determination commits a behavioral violation, coordination shall be made between the School Behavior Management Committee and the School Support Team in cooperation with the Special Education Support Center to study the behavior of the student to determine the relationship between the violation and the disability.

1. If the violation is not related to the nature of the disability, the procedures of Article 9 shall be applied.
2. If the violation is related to the nature of disability.
 - a behavior correction plan relating to the violation shall be developed and implemented
 - If there is a behavior correction plan, it shall be reviewed and modified to address the behavior leading to the violation.
3. If it is found that the behavior modification plan of the student of self-determination links their behavioral violation to the nature of their disability; the school shall continue to support and integrate the student, unless it is agreed with the parent and the Department of Special Education on the need to transfer the student to another school or to complete the study through an alternative environment.

XVIII. SCHOOL POLICIES FOR PARENTS / GUARDIANS / VISITORS

1. Visitors are required to obtain visitor’s pass ID from the security guard upon entry to the school premises.
2. Parents and visitors are expected to observe proper dress codes in entering the campus. Wearing shorts, backless / cropped tops, undershirts, mini -skirts and other revealing attire are strictly prohibited, non-compliance of these rules will be denied entry.
3. It is the responsibility of the parents or guardians to check their child/children’s Handbook regularly for communications/announcements/reminders. Likewise, parents/guardians must acknowledge it by affixing their signature.

4. In the school's efforts to promote a healthy work-life balance, parents or guardians are encouraged to respect the working hours of any school personnel and teachers and should not expect communication after 6:00 PM or during weekends/public holidays.
5. Parents or guardians who wish to confer with any school personnel may arrange an appointment at the reception area. Scheduled conferences with teachers shall be held only during break time or after school hours.
6. Parents / Guardians who wish to give stuff/items to their child must coordinate with the reception area. It is discouraged to go directly to their child's classroom.
7. Parents/Guardians as valued partners in education are expected to observe courtesy in dealing with school personnel.

XIX. AMENDMENTS

The Learner's Handbook may be amended, modified, or changed in the interest of academic excellence and /or discipline or as changing circumstances required.

XX. EFFECTIVITY

This Learner's Handbook shall take effect starting School Year 2025-2026 until required to be amended by new policies from the Department of Education, Philippines and the Abu Dhabi Department of Education and Knowledge, United Arab Emirates.

ACKNOWLEDGEMENT

This is to acknowledge that my child _____ of Grade _____ Section _____ received the learner's handbook of Universal Philippine School. I / We understand that it is our responsibility to read and become familiar with the policies, practices, and information contained within this learner's handbook.

I / We promise to abide by the policies of the school and to cooperate in any way we can to achieve the goals and objectives, particularly in the promotion and development of our child's intellectual and social well-being for the mutual benefit of both my/our child and that of UPS.

I / We also understand that this document is updated regularly, especially in matters of school policies. Likewise, if there are changes in policies before the next revision of this handbook, these will be communicated by the UPS Management through circulars.

(Mother's Signature over Printed Name)

(Father's Signature over Printed Name)

Mobile Number: _____

Mobile Number: _____

Email address: _____

Email address: _____

Date signed: _____

Date signed: _____

EXCUSE SLIP (ABSENCES)

_____ Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

EXCUSE SLIP (ABSENCES)

_____ Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

EXCUSE SLIP (ABSENCES)

_____ Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

_____ Parent

Acknowledged by:

Subject teachers:

_____ Adviser

EXCUSE SLIP (ABSENCES)

_____ Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

_____ Parent

Acknowledged by:

Subject teachers:

_____ Adviser

EXCUSE SLIP (ABSENCES)

_____ Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

EXCUSE SLIP (ABSENCES)

_____ Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

EXCUSE SLIP (ABSENCES)

Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

EXCUSE SLIP (ABSENCES)

Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

EXCUSE SLIP (ABSENCES)

Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

EXCUSE SLIP (ABSENCES)

Date

Dear _____,

Kindly excuse my son/daughter, _____
of Grade _____ Section _____ for being absent on
_____ because

Thank you for your understanding.

Sincerely yours,

Parent

Acknowledged by:

Subject teachers:

Adviser

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature Adviser's Signature Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature Adviser's Signature Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official; Time: _____

I am late because _____

Student's Signature Adviser's Signature Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature

Adviser's Signature

Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature

Adviser's Signature

Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature

Adviser's Signature

Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature Adviser's Signature Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature Adviser's Signature Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature Adviser's Signature Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature

Adviser's Signature

Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature

Adviser's Signature

Subject Teacher

Parent's Remarks: _____

Parent's signature

TARDINESS

Date: _____ Arrival _____ Official Time: _____

I am late because _____

Student's Signature

Adviser's Signature

Subject Teacher

Parent's Remarks: _____

Parent's signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

_____ Date

Dear _____,

_____ Parent's Signature

PARENT-TEACHER COMMUNICATION

_____ Date

Dear _____,

_____ Parent's Signature

PARENT-TEACHER COMMUNICATION

_____ Date

Dear _____,

_____ Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

_____ Date

Dear _____,

_____ Parent's Signature

PARENT-TEACHER COMMUNICATION

_____ Date

Dear _____,

_____ Parent's Signature

PARENT-TEACHER COMMUNICATION

_____ Date

Dear _____,

_____ Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

PARENT-TEACHER COMMUNICATION

Date

Dear _____,

Parent's Signature

CLASSROOM PASS

Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____

CLASSROOM PASS

Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____

CLASSROOM PASS

Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____

CLASSROOM PASS

Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____
Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____	Date: _____ Destination: _____ Time Out: _____ Time In: _____ Reason: _____ _____ Subject: _____ Teacher's Signature: _____

SCHOOL CALENDAR

AUGUST							DATES TO REMEMBER	FEBRUARY						
S	M	T	W	T H	F	S	<p>August 25, 2025: Academic Year</p> <p>September 4, 2025: Moulad Nabi</p> <p>October 13-17, 2025: Midterm Break</p> <p>November 17: Term 2 for Student Starts</p> <p>December 2,3, 2025: Eid Al Etihad</p> <p>December 8, 2025: Winter Break</p> <p>January 1, 2026: New Year</p> <p>February 9, 2026: Term 3 for Students</p> <p>March 16, 2026: Spring Break</p> <p>March 18, 2026: EID Al-Fit'r</p> <p>March 30, 2026: Resumption of Classes</p> <p>April 20, 2026: Term 4 for Students</p> <p>May 26, 2026: Day of Arafat</p> <p>May 27, 2026: Eid Al-Adha</p> <p>June 16, 2026: Islamic New Year</p> <p>July 3, 2026: End of Academic Year</p>	S	M	T	W	T H	F	S
		1	2	3	4	5		4	5	6	7	8	9	10
6	7	8	9	10	11	12		1	1	1	1	15	1	1
13	14	15	16	17	18	19		1	2	3	4	22	2	2
20	21	22	23	24	25	26		2	2	2	2	29		
27	28	29	30	31				5	6	7	8			
SEPTEMBER								MARCH						
S	M	T	W	T H	F	S		S	M	T	W	T H	F	S
					1	2							1	2
3	4	5	6	7	8	9		3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	
1	1	1	2	21	2	2	24	25	26	27	28	29	30	
7	8	9	0		2	3	/3							
2	2	2	2	28	2	3	1							
4	5	6	7		9	0								
OCTOBER							APRIL							
S	M	T	W	T H	F	S	S	M	T	W	T H	F	S	
1	2	3	4	5	6	7		1	2	3	4	5	6	
8	9	10	11	12	13	14	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	14	15	16	17	18	19	20	
22	23	24	25	26	27	28	21	22	23	24	25	26	27	
29	30						28	29	30					
NOVEMBER							MAY							
S	M	T	W	T H	F	S	S	M	T	W	T H	F	S	
			1	2	3	4				1	2	3	4	
5	6	7	8	9	10	11	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	12	13	14	15	16	17	18	
19	20	21	22	23	24	25	19	20	21	22	23	24	25	
26	27	28	29	30			26	27	28	29	30	31		

DECEMBER						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/3 1	25	26	27	28	29	30

JANUARY						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/3 0	24	25	26	27	28	29

JULY						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

QUARTER TEST DATES

FIRST QUARTER	
SECOND QUARTER	
THIRD QUARTER	
FOURTH QUARTER	

SUBJECTS

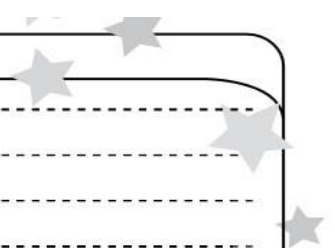
ASSIGNMENTS

2

Notes:

SUBJECTS

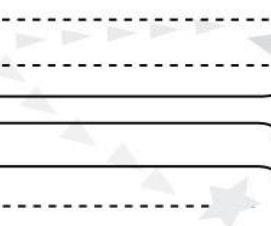
ASSIGNMENTS



2

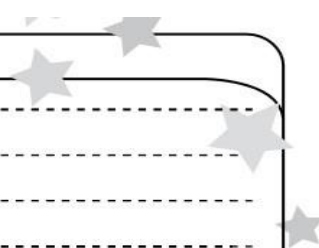


Notes:



SUBJECTS

ASSIGNMENTS



2

Notes:



SUBJECTS

ASSIGNMENTS

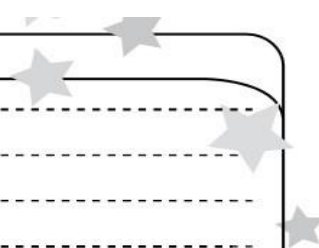
A large grid with two columns: 'SUBJECTS' (shaded) and 'ASSIGNMENTS'. Both columns have horizontal dashed lines for writing.

Notes:

Four horizontal dashed lines for notes.

SUBJECTS

ASSIGNMENTS



2

Notes:



SUBJECTS

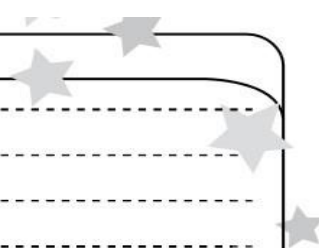
ASSIGNMENTS

--	--

Notes:

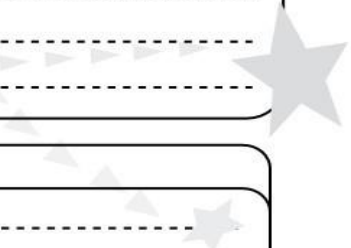
SUBJECTS

ASSIGNMENTS

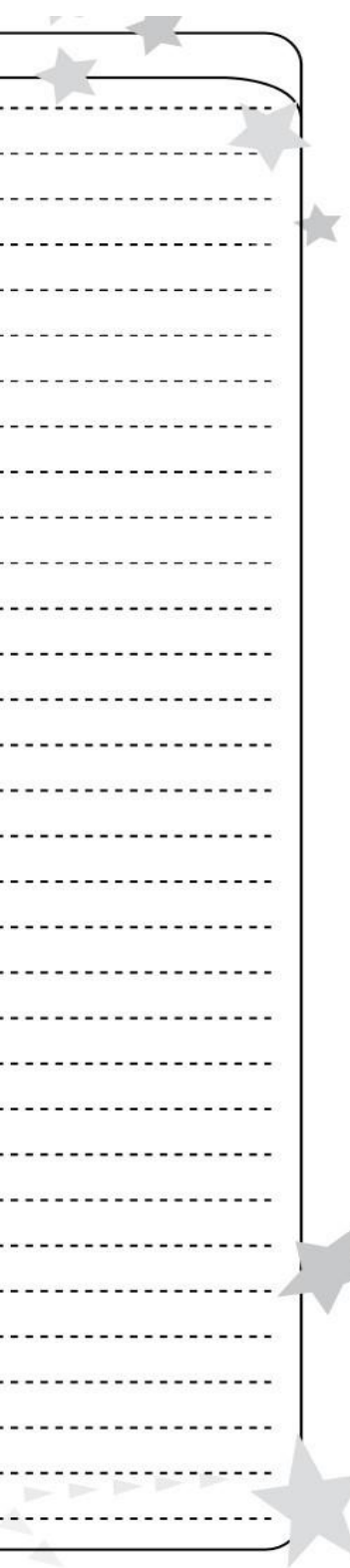


2

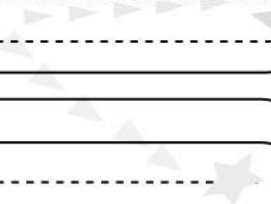
Notes:



SUBJECTS	ASSIGNMENTS



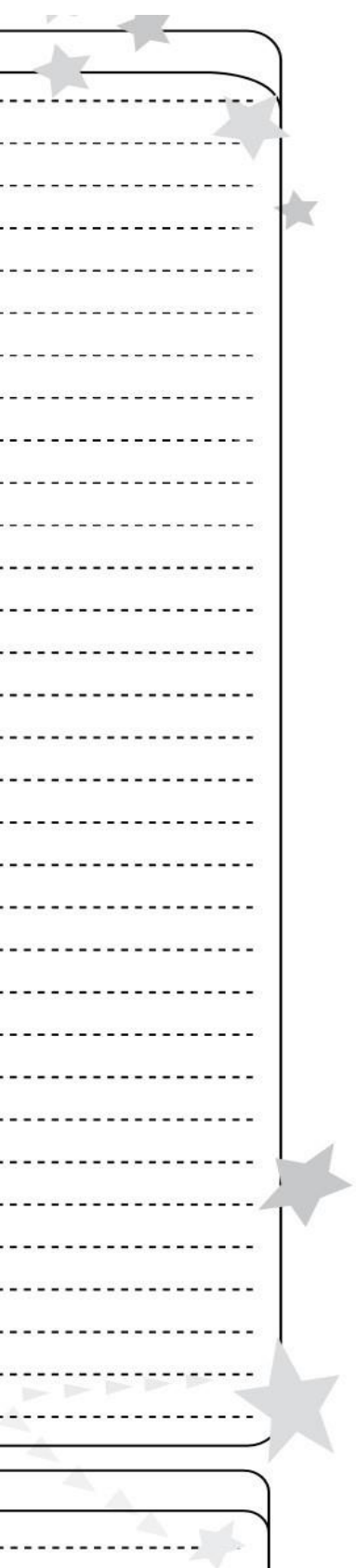
Notes:



SUBJECTS

ASSIGNMENTS

Dotted lines for writing in the SUBJECTS and ASSIGNMENTS columns.



Notes:

Dotted lines for writing in the Notes section.

SUBJECTS

ASSIGNMENTS

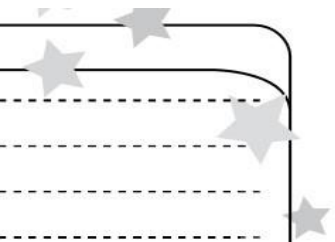
A grid for notes with a shaded 'SUBJECTS' column on the left and a 'ASSIGNMENTS' column on the right. The grid contains 25 rows of horizontal dashed lines for writing.

Notes:

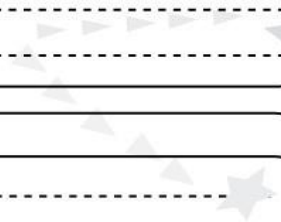
A section for notes with four horizontal dashed lines for writing.

SUBJECTS

ASSIGNMENTS



Notes:

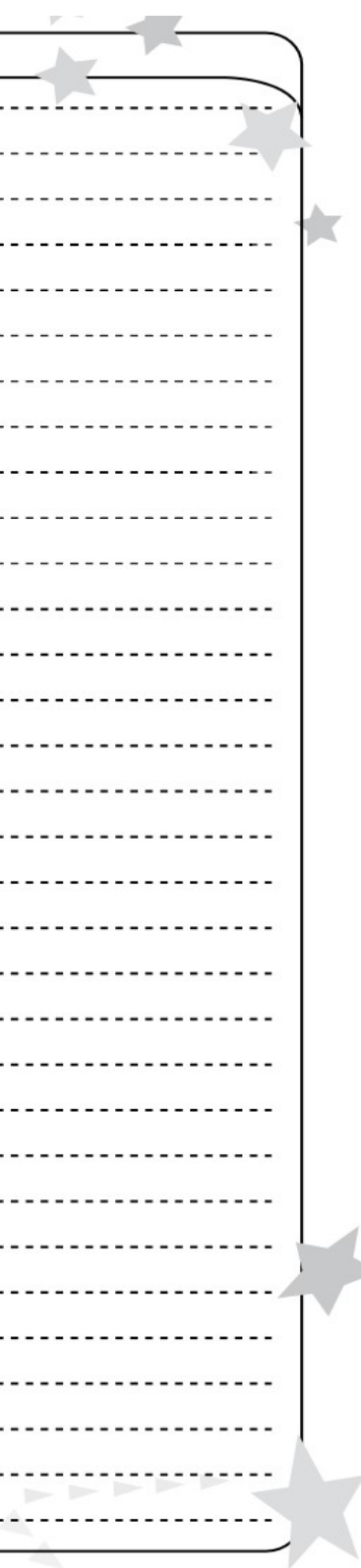


SUBJECTS

ASSIGNMENTS

(Shaded vertical column)

(Dotted writing area)



Notes:

(Dotted writing area for notes)

SUBJECTS


ASSIGNMENTS

Lined area for writing subjects and assignments, featuring a shaded vertical column on the left and horizontal dashed lines.

Notes:

Lined area for writing notes, featuring horizontal dashed lines.


SUBJECTS **ASSIGNMENTS**



SUBJECTS	ASSIGNMENTS



Notes:



SUBJECTS

ASSIGNMENTS

--	--

Notes:

.....

.....

.....

.....

SUBJECTS

ASSIGNMENTS

A large table with two columns: 'SUBJECTS' and 'ASSIGNMENTS'. The 'SUBJECTS' column is shaded grey and contains 20 horizontal dashed lines. The 'ASSIGNMENTS' column contains 20 horizontal dashed lines. The table has a decorative scroll effect on the top-left and bottom-left corners.

Notes:

A rectangular box containing five horizontal dashed lines for writing notes.

SUBJECTS

ASSIGNMENTS

Lined writing area for subjects, shaded gray.

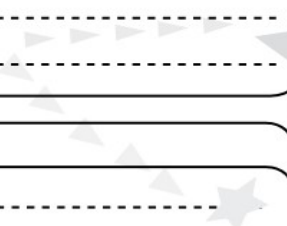
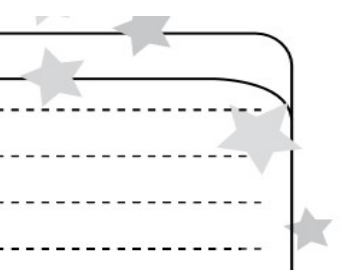
Lined writing area for assignments.

Notes:

Lined writing area for notes.

SUBJECTS

ASSIGNMENTS



Handwriting practice lines for the 'SUBJECTS' column, consisting of a solid top line, a dashed middle line, and a solid bottom line. The column is shaded light gray.

Handwriting practice lines for the 'ASSIGNMENTS' column, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Notes:

Handwriting practice lines for the 'Notes' section, consisting of a solid top line, a dashed middle line, and a solid bottom line.

SUBJECTS

ASSIGNMENTS

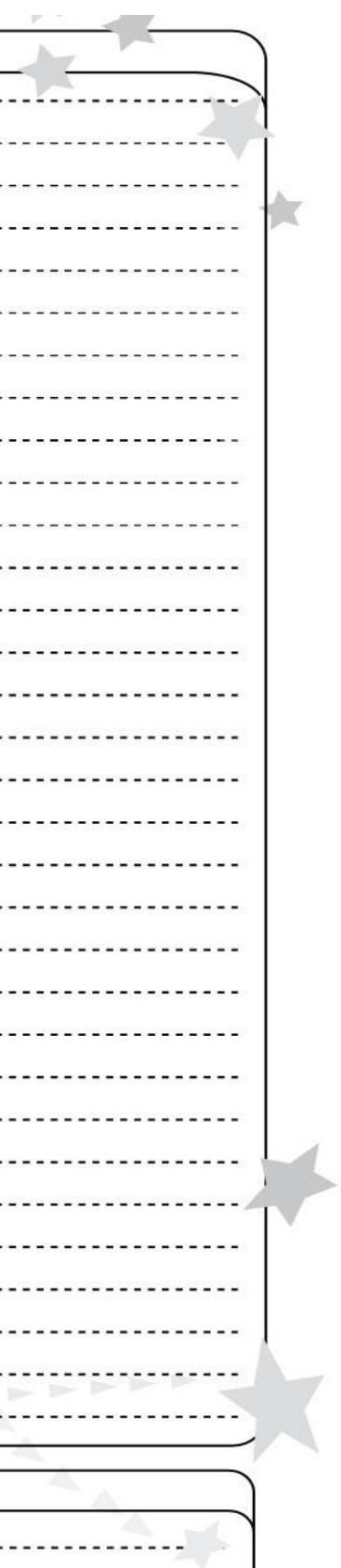
Dotted lines for writing in the SUBJECTS and ASSIGNMENTS columns.

Notes:

Dotted lines for writing in the Notes section.

SUBJECTS

ASSIGNMENTS



Notes:

SUBJECTS

ASSIGNMENTS

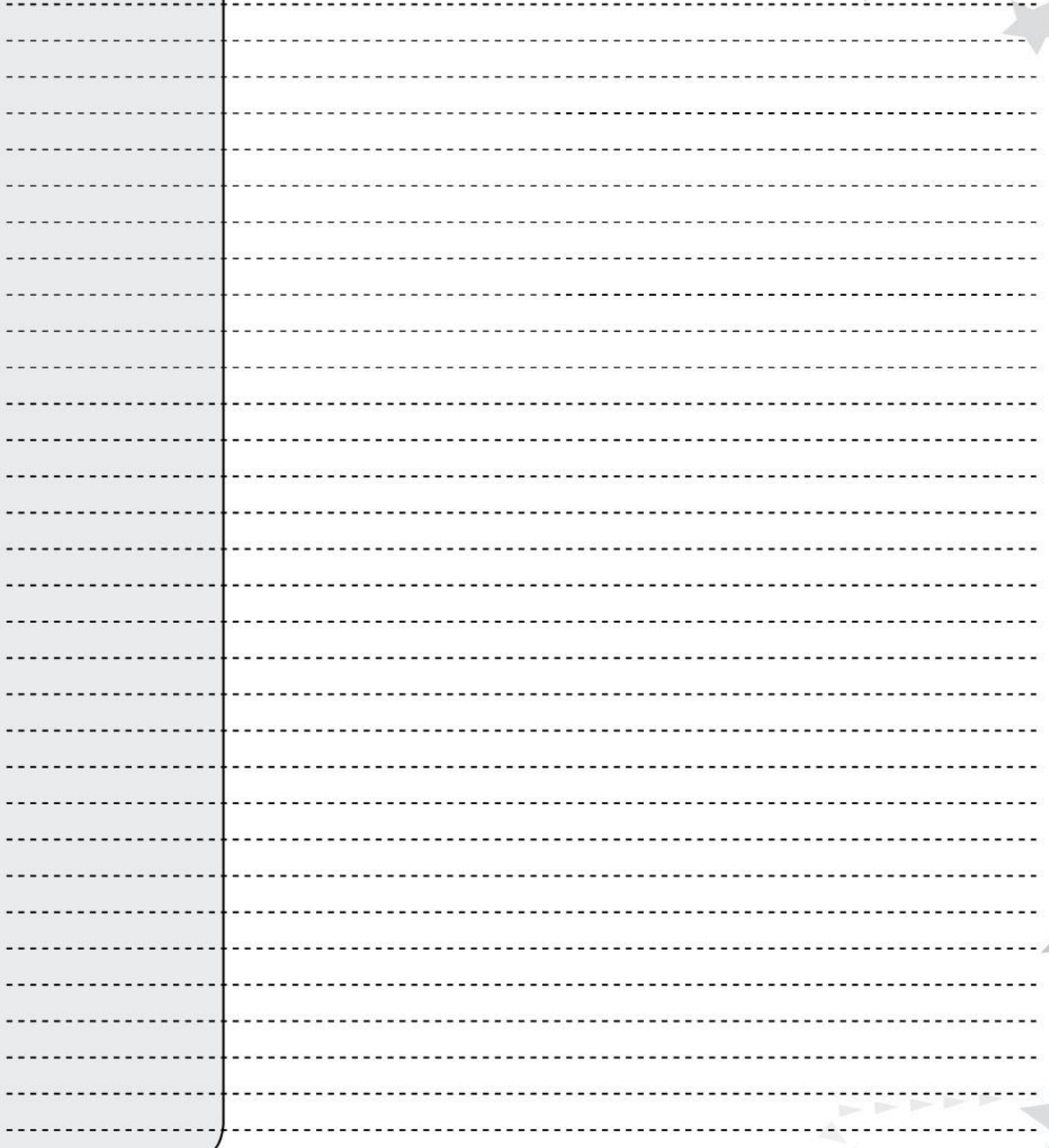
A large rectangular area with a light gray vertical background on the left and a white background on the right. The right side contains horizontal dashed lines for writing. The entire area is bordered by a black line with decorative curved corners and small star icons in the top right and bottom right.

Notes:

A rectangular area with a white background and horizontal dashed lines for writing. It is bordered by a black line with rounded corners and a star icon in the bottom right.

SUBJECTS

ASSIGNMENTS



Notes:

Dotted lines for writing notes.

SUBJECTS

ASSIGNMENTS

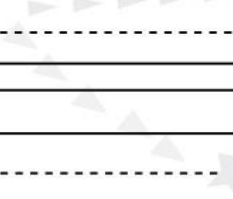
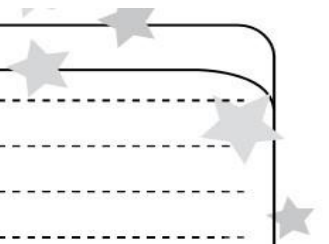
A large handwriting practice area consisting of a grid of horizontal dashed lines. The left portion of the grid is a shaded gray column labeled 'SUBJECTS', while the right portion is labeled 'ASSIGNMENTS'. The entire grid is enclosed in a rounded rectangular border with decorative stars in the top right and bottom right corners.

Notes:

A smaller handwriting practice area for notes, featuring a set of horizontal dashed lines within a rounded rectangular border. It includes a decorative star in the bottom right corner.

SUBJECTS

ASSIGNMENTS



Notes:


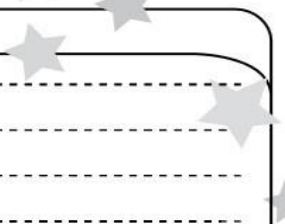
SUBJECTS**ASSIGNMENTS**

SUBJECTS	ASSIGNMENTS

Notes:


SUBJECTS

ASSIGNMENTS



Dotted lines for writing subjects	Dotted lines for writing assignments
-----------------------------------	--------------------------------------

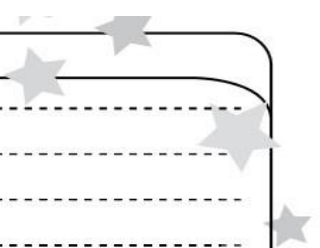
Notes:



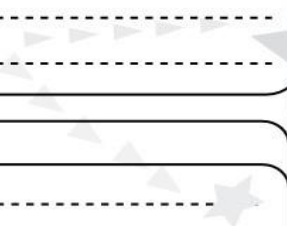
Dotted lines for writing notes

SUBJECTS

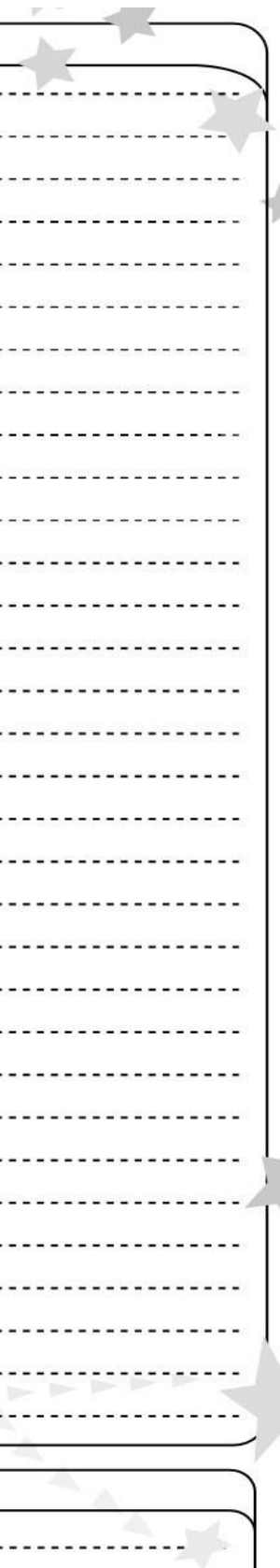
ASSIGNMENTS



Notes:



SUBJECTS	ASSIGNMENTS
Notes:	



SUBJECTS

ASSIGNMENTS

Dotted lines for writing in the Subjects and Assignments columns.

Notes:

Dotted lines for writing in the Notes section.

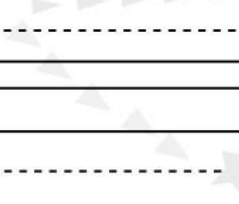
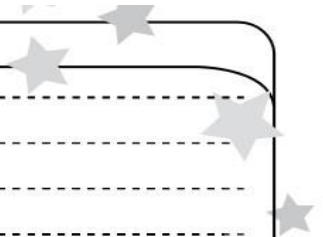
SUBJECTS

ASSIGNMENTS

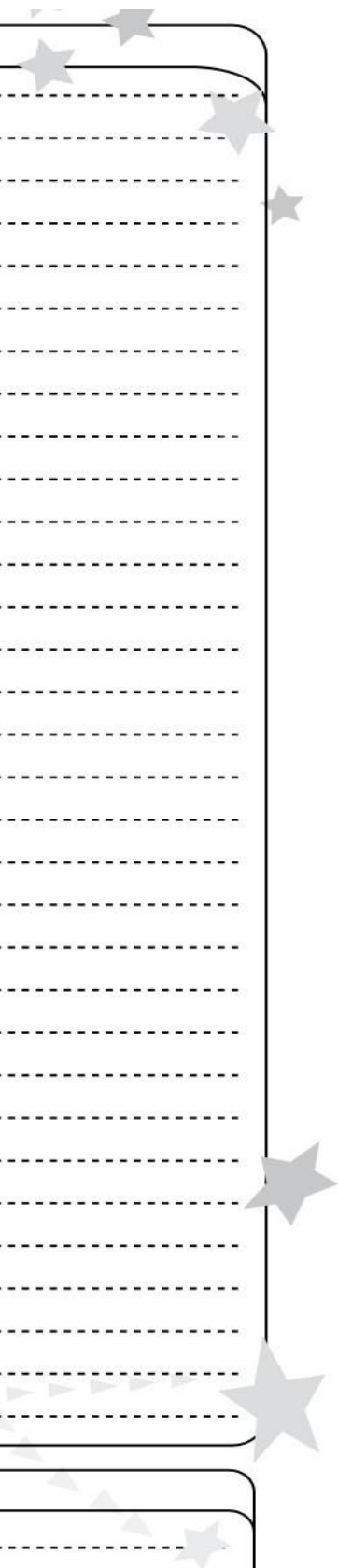
A large table with two columns: 'SUBJECTS' (shaded) and 'ASSIGNMENTS'. The 'ASSIGNMENTS' column contains horizontal dashed lines for writing. The table has rounded corners and decorative stars in the top right.

Notes:
A section with horizontal dashed lines for writing. It has rounded corners and a decorative star on the right side.

SUBJECTS	ASSIGNMENTS
Notes: <hr/> <hr/> <hr/> <hr/> <hr/>	

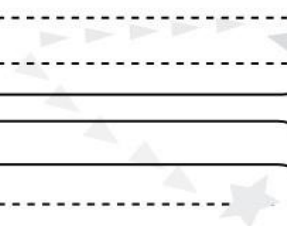
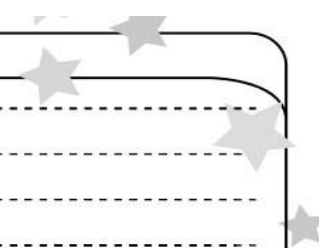
SUBJECTS**ASSIGNMENTS****Notes:**

SUBJECTS	ASSIGNMENTS
Notes:	



SUBJECTS

ASSIGNMENTS



Vertical column for SUBJECTS with 28 horizontal dashed lines for writing.

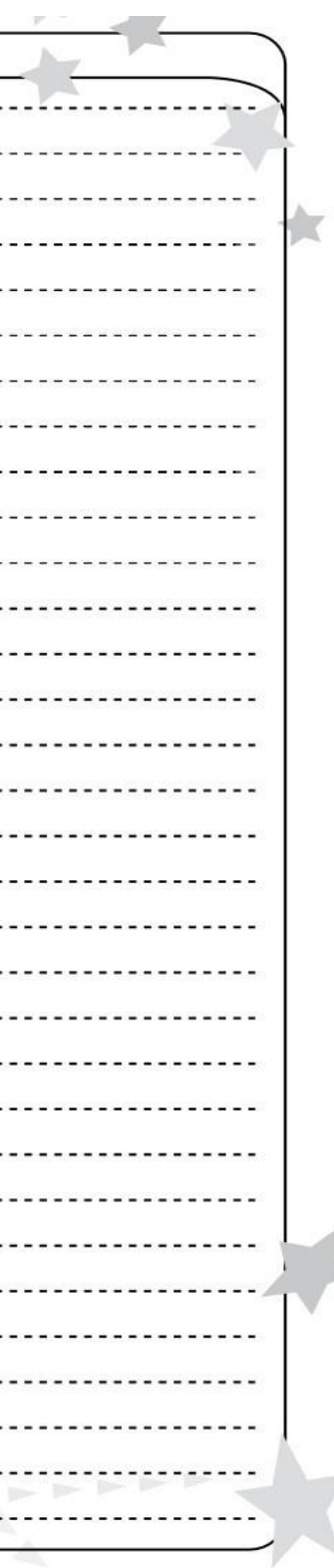
Main area for ASSIGNMENTS with 28 horizontal dashed lines for writing.

Notes:

Notes section with 5 horizontal dashed lines for writing.

SUBJECTS

ASSIGNMENTS

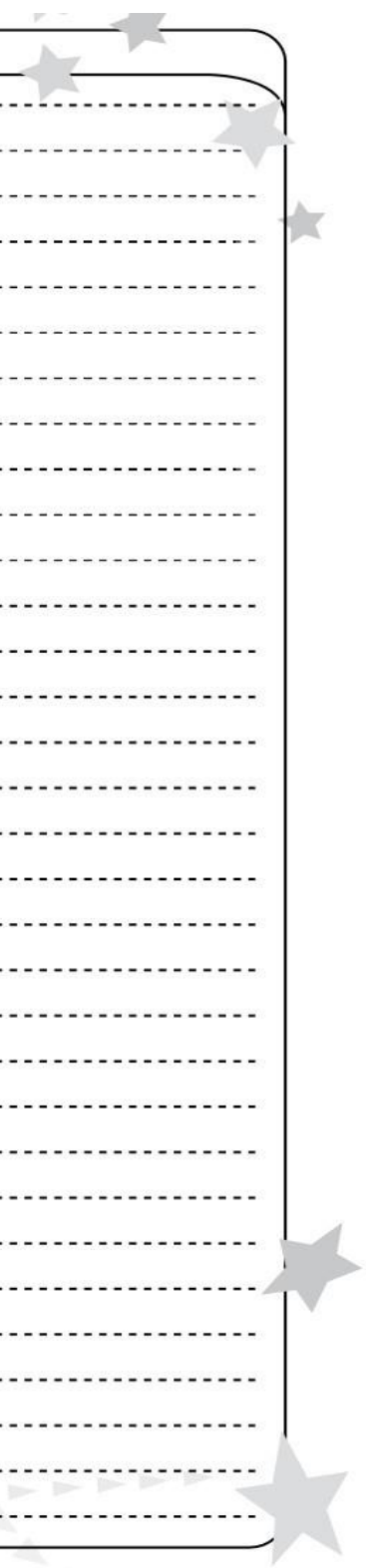


Notes:



SUBJECTS

ASSIGNMENTS



Notes:



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STUDENT
HANDBOOK