



Mrs. Consolacion F. Mallonga
IJA Founder

Infant Jesus Academy is an inclusive learning community inspired by a living faith in Christ as it pursues a holistic development for 21st century learners.

*In all our undertakings we espouse these values:
Integrity, **R**esponsibility, **E**xcellence and **D**iscipline*

Our creed: “Do the right thing, at the right time, in the right place, with the right people, and everything will turn out right for you.”

PERSONAL DATA

Name: _____

Address: _____

Contact Number: _____

Birthday: _____

Grade & Section: _____

Class Adviser: _____

Father's Name: _____

Contact Information: _____

Mother's Name: _____

Contact Information: _____

Guardian's Name: _____

Contact Information: _____

In case of emergency, please notify:

Name: _____

Relation: _____

Contact Information: _____

INTRODUCTION

The primary concern of the members of the IJA administrators, faculty and staff is to ensure that students acquire the knowledge, skills, values and attitudes that will prepare them for college work. Ultimately, the goal of the school's curricular offerings is to be able to contribute to the development of God-loving, well-rounded, disciplined and responsible young Filipinos who shall become constructive, resourceful and effective members of society.

When students enroll in this school it is assumed that they and their parents do so with the understanding of and agreement with these goals, and the knowledge that they are subject to the policies and regulations promulgated by school authorities.

This **Student Handbook** is intended as a guide to students as well as their parents during their stay here at Infant Jesus Academy. It contains the goals of the school, an overview of how the people responsible for the attainment of these goals are organized, and policies regarding its academic and formative functions. Students are held responsible for familiarizing themselves with its contents and for observing the policies and regulations stated herein.

With the blessings and guidance of the Infant Jesus in the Manger, together with the cooperation of the entire IJA family: students, parents, staff, faculty and administrators, we are assured of reaching our collective goal — EXCELLENCE in education for the Filipinos of the future.

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THE SCHOOL

HISTORY OF INFANT JESUS ACADEMY

The Infant Jesus Academy (IJA) School System was established in response to a need for a co-educational school that offers excellent education to students of families of average means. It started as a small school in Marikina City offering classes for pre-school children and has expanded into a 3-campus school system that offers complete courses in basic education, including senior high school.

THE MARIKINA CAMPUS

In the late 1970's, Mrs. Consolacion Florentino-Mallonga, together with her husband, Dr. Alberto T. Mallonga, established a school in Rancho Estate Subdivision, part of the growing suburbs of Marikina. Mrs. Mallonga was a respected educator in the community with more than 30 years of experience in teaching and administration while Dr. Mallonga was a physician who decided to retire from medical practice to concentrate on helping his wife with her new endeavor. The school that they established was envisioned as an alternative for families who could not afford to send their children to exclusive schools that were known to offer quality education but who desire a comparable, excellent schooling for them. In addition, the founders also wanted to inculcate in the students positive values that will help them become effective citizens of the country. Of particular interest to the founders of the school is the spiritual formation of the students in the Catholic faith, an objective that they pursued without prejudice to the admission of students who have different religious affiliations. The plan to put up this school was conceived in December, the Christmas Season of 1978, thus its name, Infant Jesus Academy, to honor the Holy Infant in the Manger. The IJA Marikina Campus has been steadily growing through the years, with its mother campus extending to two sub-campus within its vicinity to accommodate students' need for wider and better facilities.

The Main Campus

The main campus, IJA-Marikina, is located in the residential community of Rancho Estate, bounded by SSS Village in Marikina City. Formal school operations began in June 1979 with the opening of classes for 127 Pre-elementary pupils. The corporate entity responsible for

the management of the school system, Infant Jesus Academy Inc., was formally organized and registered as a non-stock, non-profit corporation in February 1980. The following academic year, classes for Grades 1-4 started and the first batch of Grade 6 pupils graduated in March 1983. Government recognition for the Elementary Course was granted in the same year.

Many parents requested the school to organize a High School Department, and so in June 1983 the IJA High School started its operations, with the government recognition granted in 1986. The first batch of High School graduates received their diplomas in 1987.

The active involvement of the parents in the development of Infant Jesus Academy was evident since the school's beginnings with the IJA Family Council (IJAFc), the association of parents, teachers and guardians of the IJA students, formally organized in 1980. Since then, the IJAFc had been a steadfast partner of the school administration in improving the school's facilities and programs.

The early 1990's witnessed a rush of construction to improve the school's instructional facilities in this campus. Its three-storey building that currently houses the classrooms and offices was completed in 1993. More land was acquired by the school in 1995 which enabled the administration to build the area which is now occupied by the computer laboratory, the HE laboratory and canteen. A four-storey structure which houses among others, the school chapel was renovated in 1999. To mark the school's Silver Jubilee in 2004, its quadrangle was renovated and called the Jubilee Quadrangle. In 2006, its science laboratory was improved to enhance the Science instructional program. When the school celebrated its Pearl Anniversary in 2009, the school façade in the main campus was renovated to mark this event.

The Molave (CFM) Campus



The year 2001 witnessed the opening of a separate Pre-elementary campus along Gen. Ordonez St., in Marikina Heights which was called the IJA-Molave campus (because Gen. Ordonez St. was originally called Molave St.). The attractive classrooms and play areas provide a stimulating learning environment for children.

Between 2007 and 2008, the school was able to expand the IJA



-Molave campus, and the decision to put up a Primary Level campus was made in 2009. In December of that year, the construction of the new IJA Primary building was started. The building was completed in October 2010 and was named **Consolacion F. Mallonga Memorial (CFMM) Building** to honor the memory of the IJA founder and Directress who passed on September 17, 2010. In November 2010, after the semestral break, the primary pupils started enjoying their newly constructed building, with classrooms equipped with television sets for the teachers' technology integration and with built-in comfort rooms for primary boys' and girls' usage.

The Ipil (ATM) Campus

IJA was able to acquire another property close to the Molave Campus, along Ipil Street in Marikina Heights in December 2015. This move is in line with its commitment to continuously improve its facilities for existing and future students. This campus is intended to house the upper classmen of the High School and two levels of the Senior High School. This property has two existing buildings, which accommodate classrooms and laboratory facilities. In the early days of 2016, renovations of the two buildings started, and in July 2016 the first three classes of Grade 11 students moved in its building at the back (now called Building

B) while continuous renovations were being done in the front building (now called Building A). In June 2017, the campus was able to provide homerooms and facilities for the Grade 10, 11 and 12 students. Building A now houses, among others, the cafeteria, Physical and Biological Science Laboratories, Computer Laboratory and Library while Building B houses the faculty room and the home rooms of the students. This campus is called the ATM campus in honor of the other founder of the school, the late husband of Mrs. Consolacion F. Mallonga, **Dr. Alberto T. Mallonga (ATM)**.

To provide for the students' increasing need for facilities, in 2017, the school acquired the property owned by the former Celestial Village Academy, which has ceased operations. It is a property adjacent to the ATM Building hence the name **ATM Extension Building**. Beginning School Year 2018-2019, it accommodated the grades 9 and 10 students. The acquisition of the ATM extension made room for the provision of an exhibition hall for visual arts (the Sentro Leona Art Center) and the faculty room in Building A and a multi-purpose hall at the third floor of Building B, as the cafeteria from the Building A was transferred to the extension building.

The school's founder, Mrs. Consolacion F. Mallonga was formerly



a nun belonging to the Servants of the Holy Spirit congregation and so Catholic education was promoted in the school since its inception. Infant Jesus Academy was accepted as a member of the Catholic Education Association of the Philippines (CEAP) in 2006. In the same year, it underwent a certification program conducted by the Private Education Assistance Committee (PEAC) of the Department of Education (DepEd) thru its Fund for Assistance to Private Education (FAPE), which enable the school to secure tuition subsidy for its high school students under the Education Service Contracting (ESC) of the

Government Assistance to Students and Teachers in Private Education (GASTPE) program of the government. The school's participation in this program provided a much needed financial assistance to many students.

While continuously improving its facilities and services, the IJA system of schools always set as its utmost priority, the continuous development of its instructional programs by seeking accreditation from reputable accrediting organizations. In February 2005, the High School Department of IJA-Marikina was granted applicant status by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), making it the first co-educational school in Marikina to receive such a status. In 2008, it became an accredited member school with a Level I status. Its Elementary or Grade School Department underwent the consultancy visit and the preliminary survey in 2009 and 2010, respectively, and was granted applicant status in 2011. The year 2012 marked another milestone for IJA as its High School Department received its Level II accredited status from the PAASCU, valid for five years, while its Grade School Department got the endorsement for formal visit from the same accrediting association. Consequently, in 2013, the Grade School was given a Level I accreditation. IJA has relentlessly embraced its mission of advancing its programs and services by seeking consultancy and training from experts in education, both within the country and abroad. In 2016, IJA invited a team of consultants from the United States to train its teachers and personnel on the current trends in the teaching-learning process for 21st century learners. In the same year, IJA requested the PAASCU to revisit its Grade School which resulted in the Grade School being granted Level II Accredited Status with a five-year validity period. In December of 2017, the High School Department was awarded its Level II Re-Accredited Status, valid until November 2022.

As IJA's curricular programs steadily progress and as its status of being accredited gradually spreads, several foreign students started to express intent of enrolling and several even enrolled. Thus the school sought and was granted accreditation with the Bureau of Immigration in December 2018 for it to be authorized to admit foreign students and/or students born of Filipino parents abroad.

THE ANTIPOLO CAMPUS

In December 1995, a new campus with an area of close to one hectare was built to serve the needs of students residing in Cogeo and the nearby areas in Antipolo City. In June of the following year, classes opened for 27 pupils from Grades 1-3. They were enrolled in classes that were considered extension for the Marikina campus. In June 1997, IJA-Antipolo formally operated as a separate campus. In the year 2000 it was granted government recognition for courses in the Pre-elementary and Elementary levels and in 2003 the Secondary level course was granted government recognition. The original building was expanded in 1999 to accommodate the growing school population and to provide more facilities for the students.



In 1997, the IJA Antipolo Family Council was organized. The IJAFC had been a supportive presence in all the activities and programs of the school, conducting numerous fund-raising and training activities among the member parents.

In 2006, this campus was certified by PEAC to be an ESC participating school, making it facilitate tuition subsidy grants from the government for its high school students. The desire to continuously improve the quality of the school's educational services provided the impetus to seek accreditation from PAASCU for IJA-Antipolo. In October 15 – 16, 2015, the school underwent preliminary accreditation visit and was granted an applicant status in December of the same year. In 2016, the school worked on its Level I accreditation and was granted such status in the same year, valid for three years.

The improvement of the physical plant of the school is continuous. The construction of a covered court in June 2016 provided the much needed area for assemblies, programs and Physical

Education classes. Plans are also underway for the construction of additional classrooms and other facilities.

THE KALIBO CAMPUS

The school continued to grow with the establishment of IJA-Kalibo in 2003. Classes for about 35 Pre-elementary children were conducted in a rented building across the town plaza of Kalibo, Aklan. In December of the same year, negotiations for the acquisition of a half-hectare property were completed and the new IJA-Kalibo campus was built. The main building which houses classrooms and other academic facilities like the library and laboratories was named Dr. Alberto T. Mallonga Hall in honor of the school's founding president. The school was granted government recognition in 2006 for complete courses in the pre-elementary, elementary and secondary levels. In the same year, this campus was certified by PEAC as an ESC participating school and in 2009, it became a member of CEAP. The school has been serving as the testing center of the Ateneo de Manila University for its Ateneo College Entrance Test (ACET) since 2008. Likewise, the University of Santo Tomas (UST) has also established linkages with the school starting 2011 for its college admission test. IJA-Kalibo now serves as testing center in Aklan for the University of Santo Tomas Entrance Test (USTET).

As in the case of the other IJA schools, the IJA Kalibo Family Council was immediately organized upon the school's establishment in 2003. The IJAKFC is actively engaged in activities and programs that benefit the entire IJA community.

In 2011, a new building was constructed in the campus to address its growing population's needs. This building bears the name of the beloved directress and founder of the IJA School System, Mrs. Consolacion F. Mallonga.



The years 2017 to 2019 marked important years in the IJA Kalibo history as it prepared for its accreditation from PAASCU. On its 15th year of service to the Kalibo community in 2018, it received the approval from PAASCU to proceed with its formal survey visit. Subsequently, in May 2019, it was awarded accreditation (Level I), making it the first Basic Educational institution in Aklan to be granted accredited status.

SYSTEM-WIDE CONTINUOUS DEVELOPMENT

Today, the Infant Jesus Academy schools are recognized in the communities where they are located to be among the best educational institutions offering quality education. A distinct character of the IJA schools is their commitment to **integrity, responsibility, excellence** and **discipline** - values which serve as the foundation of all its policies and programs. A corps of dedicated and effective administrators is at the helm of the school's operations. Forming the backbone are faculty members who are honed in the craft of molding young children into becoming effective life-long learners and responsible citizens. The IJA Faculty undergo yearly in-service training and benefit from the occasional lectures/demonstrations conducted by highly respected educators from local academic institutions and also educators from abroad. The administrators and faculty members are supported in their tasks by other school personnel who attend to the many needs of the learning community.



Developments in information and communication technology had a positive impact in teaching and learning as well as administration at IJA. In 2006, the Marikina campus was able to automate the process of enrollment and issuing grades and other academic reports through the School Integrated Management System (SIMS) software that the

school commissioned to be developed. The same was done for administration tasks like cashiering and payroll preparations. The SIMS was adopted for use by the Antipolo campus in 2010. In all of its campuses, IJA teachers, students, administrators and the school staff are provided efficient access to the internet through broadband connections. Another milestone in the history of the school is the intensification of educational technology integration in instruction through the adoption of a learning management system and more extensive use of effective audio visual materials. All the classrooms of the three schools are equipped with big television screens, and the teachers extensively prepare and use audio visual materials in instruction using their laptops and other devices.



The impacts of the on-going educational reforms in the country have also affected the school system. The past years have witnessed the continuous review and revision of the school's curriculum to address the needs of 21st century learners and in preparation for the implementation of the Senior High School program. IJA strives to make the teaching-learning process more balanced, well-rounded and student-centered as it adopted several educational frameworks that help teachers prepare and facilitate lessons that would develop the students' socio-emotional skills alongside their intellectual competencies. Together with that, the school also strengthened its advocacy for Positive Discipline as it continuously trains its personnel in the field of Positive Discipline for Everyday Teaching and Parenting. From 2015 to 2017, three of its administrators have been trained by the **Save the Children Organization** to be official facilitators of teacher trainings for Positive Discipline. Within those years, the school became the first private school to be model of positive discipline in the National Capital Region and continues to be one up until these present days.

In 2016, all the campuses of the school system opened its Senior

High School, offering the academic track with all the strands: Science, Technology, Engineering and Mathematics (STEM); Humanities and Social Sciences (HUMSS); Accounting, Business and Management (ABM); and General Academic Strand (GAS). The first batch of students in the Senior High School program graduated in March of 2018.



In addition to the government-led educational reforms, another development that has created a felt impact on the IJA school system is the adoption by the CEAP of the Philippine Catholic Schools Standards (PCSS). In May of 2016, representatives of administrators, faculty members, staff, students, parents and alumni from the different campuses of IJA gathered to review the school's vision and mission statements to determine adherence to the standards and benchmarks of PCSS. The vision and mission statements of the school were consequently revised. In addition, the school system's five-year development plan for 2015-2020 was crafted using the PCSS as one of the references in setting goals and objectives.

In more than four decades of promoting excellence, Infant Jesus Academy continuously seeks to improve its programs and facilities to be able to provide quality education and character formation for the students. The firm commitment of the members of the school community to pursue the school's vision and mission provides the impetus for continued growth and development in the future years to come.





Promoting faith-enhanced quality education for 21st century learning

Vision

Infant Jesus Academy is an **inclusive learning community** inspired by a **living faith in Christ** as it nurtures learners to be **God-loving patriotic Filipinos**, imbued with the values of **integrity, responsibility, excellence, and discipline**.

Mission

We, the members of the Infant Jesus Academy community, **promote life-long learning** aimed at **the holistic development of the human person - mind, body and spirit**. We pursue a curriculum which fosters a culture of **excellence through 21st century learning**, strengthened by a desire to live our Christian faith and value our cultural heritage.

We draw inspiration from the Infant Jesus in the Manger as we look forward with our people to a society where peace arising from justice reigns, where man takes responsibility for the wise stewardship of God's creations, where Filipinos take pride and dignity in our national identity. He fills us with hope that by working towards the fulfillment of our vision, we shall be able to do our share in the realization of this dream.

We endeavor to develop and strengthen the students' faith and love in God, helping them to see themselves as members of a Christian community.

We desire to instill in the students love for our country and cultivate their being Filipino in a global community of nations.

We want them to be aware of humanity's responsibility towards the conservation of the earth's resources and the preservation of the environment.

We take every effort to prepare our students for tertiary education in the best universities and colleges. We believe that these institutions have the capability to develop the students' abilities to their full potential, at the same time, strengthen in them the values that would propel them to take an active role in transforming the global society.

We strive to develop in them a sense of integrity and self-discipline so that they are constantly guided by these words they have learned throughout their stay in IJA: " Do the right thing, at the right time, in the right place with the right people."

We aspire to develop their sense of responsibility, helping them become aware of their rights, duties and obligations and fulfill these in whatever situation they find themselves in.

We aim for the holistic development of the individual – physically fit, emotionally adjusted, academically outstanding, socially responsive, appreciative of the arts, and vocationally proficient.

These, we hope to achieve in a learning process and environment that foster communication and collaboration, develop critical thinking and problem-solving skills, and promote effective and ethical use of information, media and technological resources.

With our particular concern for children of working parents, we are committed to pursuing measures that will promote cooperation between the school and home in ensuring close attention to the personal welfare of the students.

Lastly, in view of the present Philippine reality where quality education is accessible only to those belonging to the upper classes, we commit ourselves to helping children of average means obtain excellent education and will ensure educational and financial policies that will fulfill this commitment.





THE IJA EDUCATIONAL OBJECTIVES

We desire to continuously strengthen the Christian faith and emotional maturity of the members of the IJA Community as we facilitate learning that will help them acquire practical, analytical and creative skills that will enable them to adapt to the needs of the changing times. Specifically we aim to:

1. help them develop a strong and abiding faith in God and be guided by sound Christian values;
2. enable them to see in their neighbors their counterparts as children of God, thus providing the basis for social awareness and involvement in a global community;
3. awaken in them love for country and pride in being Filipino;
4. develop in the students competence in oral and written communication in Filipino and English as well as mastery of core content in Social Studies, Mathematics, Science and other academic subjects that will enable them to cope with the demands of tertiary education in the best colleges and universities;
5. facilitate the students' acquisition of technology and life and career skills that will help them become effective learners and responsible citizens;
6. train them to make appropriate personal economic choices and use entrepreneurial skills to enhance productivity;
7. provide opportunities for appreciation of music and arts, and develop their creative abilities for self-expression in these areas;
8. engage them in activities that will develop their social and leadership skills;
9. promote health and well-being of the members of the IJA Community; and
10. guide students towards personal and academic development.

THE I J A THRUSTS IN DIFFERENT LEVELS

PRE-SCHOOL

I am an IJAian in the Pre-School Level. I am beginning to discover more things about God and simple ways of showing my love for Him. I am learning how to be a good friend to all and how to be an effective learner in Grade School.

During or at the end of my Pre-School education, I can say:

I Have Integrity . . . , I

- know more about God and show my love and respect for Him by praying while at home, in school, and in our church;
- ask permission to use or take something that belongs to others and return what I borrowed;
- always tell the truth;
- show love and respect for self by coming to school prepared; and
- am a friend to other children and older people.



I Am Responsible . . . , I

- help in making our classroom a clean, safe and happy place to learn;
- help in taking care of plants and animals in school and at home and I help in keeping our surroundings clean and safe;
- study/review my lessons and do my homework;
- regularly copy short notes and assignments from the board;
- use my toys and materials with care





and clean them up and keep them when finished; and

- help take care of the cleanliness and orderliness of my room in school and at home.

I Am Excellent . . . , I



- can follow my teacher and other people's simple instructions, and do things confidently;
- listen and respond to sounds around me and respond effectively to simple directions;



- can recite the Filipino and English alphabet, read and spell simple c-v-c and sight words, and read and write simple sentences containing c-v-c and sight words;



- can effectively use English and Filipino in talking about my family, what father, mother, brother and sister do, and some of the things we always do as a family like going to church on Sundays, celebrating Christmas, and other traditions;



- listen, understand and enjoy simple short stories and rhymes;
- understand simple patterns, relationships (matching), and classification;

- show understanding of the concept of quantities, time, numbers from 0 to 100 and recognize simple spatial concepts such as shapes and measurement;
- solve simple word problems that involve simple addition and subtraction;
- recognize the different external parts of my body, its five sense organs and their respective functions;



- demonstrate understanding of what my body needs in order to grow healthy and strong through activities like preparing simple, nutritious snacks;
- can explain simple concepts of change in both living and non-living things in the environment;
- ask and answer simple questions about the environment and other things/ events/people around me and perform simple experiments about things we see, feel, smell, hear and taste in our surroundings;
- demonstrate knowledge of family, neighborhood and community;
- know the importance of taking pride in my being Filipino for example by participating in celebrations like Independence Day, *Buwan ng Wika*, National Arts Month, etc.;

- have developed self-help skills such as putting blocks away, pouring juice, using soap when washing hands, brushing teeth, fixing my things at home and in school;
- can safely do simple body movements for play and other daily activities; and
- begin to know more about and enjoy performing arts like music, dance, and movements as well as visual arts like painting, molding and drawing.

I Am Disciplined . . . , I

- can sit properly and pay attention to my teacher;
- participate in group and school routines;
- move through the classroom routines and activities with minimal teacher direction;

- begin to channel feelings such as anger and impulse through specific techniques such as taking deep breaths and using “I feel” statements;
- show good manners at all times such as holding the door for a friend, saying polite words, “Good day”, “Thank you”, “Please”, “Excuse me”, “I’m sorry”, “May I” and others;
- practice desirable health habits at home and in school;
- use my toys and materials with care and clean them up and keep them when finished;
- help take care of the cleanliness and orderliness of my room in school and at home;
- express my needs verbally to my teacher, peers and all my family members without being aggressive; and
- can safely do simple body movements for play and other activities.

PRIMARY LEVEL

I am an IJAian in the Primary Level. I am learning more things about Jesus and my Christian faith and how I should care for God’s creations as well as how to become a more responsible Filipino. I am learning how to read, write, do simple calculations, and I begin to develop good habits of mind, body and spirit and other things that will prepare me to be an effective learner in the Intermediate Level.

During or at the end of my Primary Level education, I can say:

I Have Integrity . . . , I

- know more about my Christian faith and see myself as member of a Christian Community by praying to God for myself, my family members and other people;



- participate in Sunday/Holy days and community masses and prayers;
- begin to receive the sacraments of penance and communion;
- can tell and do what is right;
- show love and respect for self and other people; and speak well of others.

I Am Responsible . . . , I

- have learned the value of sharing and cooperation;
- exhibit leadership capabilities when given the opportunity through classroom and club activities;
- study/review my lesson, do homework and other assigned tasks;
- take care of God's creations – for example, I throw my trash in the proper place;
- behave properly by modeling good manners both inside and outside the campus; and
- feel glad about my successes and those of my friends and the members of my family.



I Am Excellent . . . , I

- acknowledge my actions and accomplishments verbally and non-verbally;
- demonstrate independence in using basic Filipino and English language structures to communicate ideas and feelings orally and in writing;
- show emergent skills in accessing, listening, reading and watching text/ audio-visual materials to get information for learning and other purposes;





- read, watch, listen to, comprehend with ease and enjoy literary and audio-visual materials appropriate for my age;
- have gained understanding of the concepts of the four basic mathematical operations of whole numbers, simple fractions, decimals, metric and local measurements, graphs, and money and apply these to practical problems based on activities in real life;
- begin to gain functional understanding of science concepts and principles, and how these may be used to help solve problems in the environment;
- can demonstrate what the body needs in order to grow healthy and strong, specifically the knowledge and skills necessary to choose and prepare simple nutritious food;
- manifest a sense of intellectual curiosity by conducting simple group experiments;
- have a basic understanding of my relationship to the community, my roles, duties and responsibilities, rights and privileges as a Filipino child;
- have a basic knowledge of the importance of taking pride in my national identity and cultural heritage and in preserving our country's natural resources;
- can identify community helpers who assist in maintaining a safe environment through community field trips;
- have developed an awareness and appreciation for visual arts (e.g., painting, sculpting and drawing) and manifest creativity and talent when I participate and/or am involved in activities related to arts;



- have more appreciation for music, dance and movement, and dramatic play and storytelling; and
- have developed competence and confidence in activities that require gross motor skills, for example, field demonstrations, sports fest and P.E. activities.

I Am Disciplined . . . I

- follow classroom rules and daily routines;
- behave appropriately inside the classroom and during school activities both inside and outside the campus;
- express my emotions appropriately;
- take care of my own needs with minimal assistance;
- practice good habits of personal hygiene and have developed self-help skills; and
- have self-confidence and self-control.

INTERMEDIATE LEVEL

I am an IJAian in the Intermediate Level. I am growing in my Christian faith and learning to show my love for Jesus through sharing my gifts with others and caring for God's creations. I am beginning to know more about my country and people and celebrate my being Filipino. I am learning how to learn independently, investigate and think critically, work in collaboration with others, and begin to be trained in the ethical use of technology. All these I do as part of my preparation for Junior High School.

During or at the end of my Intermediate Level education, I can say:

I Have Integrity . . . , I

- develop a strong and abiding faith in God and manifest love and respect for Him through my active participation in liturgical celebrations and my harmonious interactions with the members of my family, my school community and with other people;
- realize that my talents and resources are not for myself alone but must be shared with others especially with the marginalized;
- understand and reflect on what is right and make decisions based on what is good for all;
- recognize and accept my potentials and limitations; and
- accept and respect individual differences.

I Am Responsible . . . , I

- aim to accomplish the goals I set together with my teachers;
- allot time for prayer, study, work and play;
- establish good study habits and attitudes;
- write the lectures in my notes which will help me perform well in my tests;
- prepare and bring all the things I need for school;
- do my assignments well and on time;
- actively participate in all class activities;
- acknowledge my actions and accomplishments in words and in action;
- encourage others to do their best and lead them towards the accomplishment of their goals and their duties by being a role model;



and

- am a trustworthy member of my family, my school and my community.

I Am Excellent . . . , I

- begin to master the use of Filipino and English language structures to communicate my feelings and ideas orally and in writing;
- show more developed skills in accessing, reading, watching, and listening attentively to various text types and audio-visual materials for learning and other purposes;
- read, watch, listen to, comprehend with ease, and enjoy grade level-appropriate literary and audio-visual materials;
- show mastery of the four basic computational skills involving whole numbers, fractions, decimals, ratio, proportion, percent and integers;
- demonstrate analytical and creative skills to interpret word problems, graphs, tables, scales, measurement and simple geometric concepts;
- manifest evidence of understanding of science and health concepts and apply basic scientific skills in dealing with issues related to the integrity and wellness of the human person, protecting the environment and the conservation of resources;
- am aware of my rights, duties and responsibilities as a Filipino and as a member of a global community;
- exhibit an understanding of the basic concepts and issues related to the country's geography, history and civics by taking pride in my national identity and cultural heritage and by promoting the wise use of natural resources as reflected in simple





researches, critical analysis and informed opinion;

- acquire desirable work attitudes, basic work skills, and habits relevant to everyday chores at home, in school and in the community;
- possess general knowledge and skills in the ethical use of computers and its various applications and use these knowledge and skills as an aid in learning and in resolving day to day concerns;
- gain basic skills and appreciation of musical rhythm, melody, form, timbre, dynamics, tempo, texture and harmony;
- acquire basic skills and sense of aesthetic perception, creative expression and appreciation of our art heritage as well as the natural and man-made environment; and
- manifest competence and confidence in psychomotor coordination for a better performance and active involvement in sports and dance.

I Am Disciplined . . . , I

- come to school and to class punctually and regularly;
- wear the appropriate attire for school and other functions;
- observe proper behavior in and out of the classroom;
- follow class procedures effectively;
- use school and community facilities with care;
- submit quality homework, projects and other requirements on time;
- manage my time accordingly in moving from one task to another;
- have self-confidence and self-control;
- am well-mannered in expressing my ideas and emotions;



- promote a wholesome and healthy atmosphere at home, in school and in the community so that trust, cooperation and concern prevail; and
- practice good habits of personal hygiene and make wise food choices.



JUNIOR HIGH SCHOOL LEVEL

I am an IJAian in the Junior High School Level. I am able to deepen my Christian faith and my love for Jesus by actively sharing my gifts with others, by being a constructive and resourceful member of my community and by being a wise steward of God's creations. I am preparing for Senior High School education as I acquire practical, analytical and creative skills that enable me to become a more independent learner, who is ready to collaborate with others as we work toward achieving our goals for ourselves, for our family, for our country and for the global community.



During or at the end of my Junior High School Level education, I can say:

I Have Integrity . . . , I

- continuously strengthen my faith and love in God by actively participating in liturgical celebrations and receiving the sacrament of confirmation in addition to the sacraments I have already received;
- actively share my talents and resources with others especially with the marginalized;
- continuously acquire moral and spiritual values which equip me with strength as I face life's challenges;
- show refinement in language and manner as befitting a young

citizen;

- maximize my potentials and strive to overcome my limitations;
- accept and respect individual differences;
- make sound decisions based on what is good for all; and
- demonstrate honesty in communicating and presenting accurate, valid and reliable information.

I Am Responsible . . . , I

- am an effective member and molder of our ever-increasing diverse, globalized, complex, and media-saturated society;
- commit and dedicate myself to every task given to me as a member of a class, school, and community;
- set goals and manage time that will serve as foundation for success;
- develop the right attitude towards work;
- participate actively or even initiate/lead school and community projects for the marginalized and the environment;
- promote a wholesome and healthy atmosphere at home, in school and in the community so that trust, cooperation and concern prevail; and
- feel accountable for my actions and for the decisions I make.

I Am Excellent . . . , I

- demonstrate fluency in the use of Filipino and English language structures to communicate one's feelings and ideas orally and in writing;
- can readily access, read, watch, and listen effectively and critically to various text types and audio-visual materials to serve one's own learning needs;
- critically read, watch, listen to and



enjoy literary and audio-visual materials of various genres and origins as a means of attaining cultural literacy;

- show mastery of the basic key concepts and principles of Algebra, Geometry, Accounting, Statistics, Trigonometry as applied in problem solving, communicating, reasoning, making connections, representations, and decisions in real life;
- demonstrate understanding of fundamental concepts and processes in Physical and Biological Sciences in an integrative way to analyze and solve problems critically, think innovatively/ creatively, and make informed decisions in order to protect the environment, conserve resources, and sustain quality life;
- show deeper understanding of the basic concepts and issues related to History, Economics and other Social Sciences through the use of research skills, investigation, critical analysis, good judgment, wise use of natural resources and broadening of global perspective to become a socially responsible member of the country and the international community;
- actively take part in activities/ programs that promote the importance of taking pride in my national identity and cultural heritage and in preserving our country's natural resources;
- acquire basic skills in cooking, baking, entrepreneurship, drafting, electronic and electrical operations and their applications;
- actively participate in artistic, athletic and cultural performances for self-development, promotion of cultural identity and expansion of one's world vision;



- am a functionally literate and responsible user of computer and other forms of technology and their various applications in our rapidly changing world; and
- am aware of my vocational aptitude and have identified my choice of career which will help me become a constructive, resourceful, and effective member of my home and community.

I Am Disciplined . . . , I

- report to school punctually and regularly;
- observe proper grooming for school and other functions;
- maintain cleanliness and orderliness in the classroom, school, and community;
- use school and community facilities with care;
- show proper decorum when participating in assemblies and other school activities even without supervision;
- display appropriate behavior and desirable attitudes at all times;
- submit quality projects, assignments, and other requirements on time;
- consistently observe proper waste segregation and recycling; and
- religiously follow school's rules and regulations.



SENIOR HIGH SCHOOL LEVEL

I am an IJAian in the Senior High School Level. I am able to live my Christian faith and my love for Jesus by actively sharing my gifts with others, by being a constructive and resourceful member of my community and being a wise steward of God's creations. I am



preparing for tertiary education as I acquire practical, analytical and creative skills that enable me to adapt to the needs and challenges of the changing times. I have become an independent learner, practicing critical and analytical thinking, and fostering openness and collaboration, which are essential skills for me to thrive in the global community.

During or at the end of my Senior High School education, I can say:

I Have Integrity . . . , I

- continuously strengthen my faith and love in God by actively participating in liturgical and ecumenical celebrations and striving to constantly show spiritual and moral soundness as shown in my respect to other religious beliefs and practices;
- actively share my talents and resources with others, especially with the marginalized and inspire others to do the same;
- continuously acquire and practice moral and spiritual values which equip me with strength as I face life's challenges;
- show ethical consideration and refinement in language and manner as befitting a young citizen;
- maximize my competence and continuously strive to overcome my limitations;
- accept and respect individual differences;
- appreciate and respect diverse culture;
- make sound decisions based on what is good for all;
- demonstrate honesty in communicating and presenting accurate, valid and reliable information; and
- am a living example of a real IJAian with integrity.

I Am Responsible . . . , I

- am an effective member and molder of our ever-increasing diverse, globalized, complex, and media-saturated society;
- commit and dedicate myself to every task given to me as a member of a class, school, and community;
- set goals and manage time that will serve as foundation for success;
- exhibit the right attitude towards work;
- participate actively or even initiate/lead school and community projects for the marginalized and the environment;
- promote a wholesome and healthy atmosphere at home, in school and in the community so that trust, cooperation and concern prevail;
- can plan, implement and assess activities related to social action and community extension programs;
- feel accountable for my actions, for the tasks I am assigned with and for the decisions I make; and
- am a living example of areal responsible IJAian.

I Am Excellent . . . , I

- demonstrate fluency in the use of Filipino and English language structures to communicate my feelings and ideas orally and in writing;
- can readily access, read, watch, and listen effectively and critically to various text types and audio-visual materials to serve my own learning needs;
- critically read, watch, listen to and enjoy literary and audio-visual materials of various genres and origins



as a means of attaining cultural literacy;

- show mastery of the key concepts and principles of Algebra, Geometry, Accounting, Statistics, Trigonometry and Calculus as applied in problem solving, communicating, reasoning, making connections, representations, and decisions in real life;
- demonstrate understanding of fundamental concepts and processes in Physical and Biological Sciences in an integrative way to analyze and solve problems critically, think innovatively/ creatively, and make informed decisions in order to protect the environment, conserve resources, and sustain quality life;
- show deeper understanding of the basic concepts and issues related to the Sciences, History, Economics and other Social Sciences through the use of research skills, investigation, critical analysis, good judgment, wise use of natural resources and broadening of global perspective to become a socially responsible member of the country and the international community;
- can manage diverse views and beliefs to attain a consensus towards a workable solution in a multi-cultural environment;
- actively take part in activities/programs that promote the importance of taking pride in my national identity and cultural heritage and in preserving our country's natural resources;
- practice basic skills in cooking, baking, entrepreneurship, drafting, electronic and electrical operations and their applications
- actively participate in artistic, athletic and cultural performances for self-development, promotion of cultural identity and expansion of one's world vision;
- am a functionally literate and responsible user of computer and other forms of technology and their various applications in our rapidly changing world;



- am aware of my vocational aptitude and have identified my choice of career which will help me become a constructive, resourceful, and effective member of my home and community; and
- am a living example of an excellent IJAian both in words and in deeds.

I Am Disciplined . . . , I

- report to school punctually and regularly;
- observe proper grooming for school and other functions;
- use school and community facilities with care;
- maintain cleanliness and orderliness in the classroom, school, and community;
- display appropriate behavior and desirable attitude in and out of the school at all times;
- show proper decorum when participating in assemblies and other school activities even without supervision;
- submit quality projects, assignments, and other requirements on time;
- observe and advocate proper waste segregation and recycling;
- religiously follow school's rules and regulations even if no one is looking; and
- am a living example of a disciplined IJAian.

THE IJA SEAL

The IJA school seal features an escutcheon divided into four parts by a cross which symbolizes Jesus Christ who is the center of all the school's undertakings. On the upper left is the image of the Holy Spirit, representing the source of inspiration of the school's Founder, Mrs. Consolacion F. Mallonga who used to belong to the Servant Sisters of the Holy Spirit congregation. The image of the Holy Spirit also symbolizes that the members of the school community continuously seek guidance from Him in achieving the school's vision and mission. The torch and

open book represent enlightenment and knowledge. At the lower right is the image of Infant Jesus in the Manger, the guiding light when the school was being constructed in December 1978. Two parts of the heraldic shield bear the school colors—blue and silver. Blue is associated with the Virgin Mary, peace and service. Silver symbolizes the enduring light that continuously sparks the school's commitment to excellence and pursuit of relevant education for the youth. The 1979 on the curved edge of the escutcheon was the year when the first IJA School - IJA Marikina, opened its doors to students. The scroll below the escutcheon indicates the location of the campus and the year when it was established.



The seal of Infant Jesus Academy serves as a constant reminder of what IJA stands for.

THE IJA CORE VALUES

At Infant Jesus Academy, the four core values that best define our community are Integrity, Responsibility, Excellence and Discipline (IRED). These values are the very foundation of all the school's undertakings, and therefore the rules and regulations that students should follow will have to be based on these. It is an IJAian's task to follow school rules and to trust that these are designed to strengthen in them the values that would propel them to take an active role in transforming the global society.

Integrity

The consistent strength to adhere to a code of moral reasoning in spite of the personal discomfort this might bring. IJAians must show moral strength and consistency in matters personal, academic, social, and athletic.

Responsibility

The quality of being morally or legally accountable, reliable and worthy of trust. We must hold no one but ourselves responsible for our own actions or inactions, as we know we are free to choose them.

Excellence

The expectation that all will learn, and strive to learn to the best of their abilities with barriers to learning recognized and addressed, opportunities to extend academic ability being provided along with creativity and individuality being nurtured.

Discipline

There is time for everything: a time for rising in the early morning, a time for prayer, a time for work, a time for a little rest and nourishment needed by the body, a time for silence, a time for relaxing. In a society of pleasure-seeking, of instant gratification of needs, an IJAian is trained to observe discipline in everything: academic discipline of doing the assigned tasks, the discipline of orderliness, the discipline of listening and other things. These many little details in the school life of the students are meant to help them grow to be responsible, well-rounded members of society.

THE IJA CREED

“Do the right thing, at the right time, in the right place, with the right people, and everything will turn out right.”

ORGANIZATIONAL STRUCTURE

THE BOARD OF TRUSTEES

The Board of Trustees is the highest policy-making body of the Infant Jesus Academy School System. The members are mainly responsible for defining major thrusts and goals in relation to the school's vision and mission.

THE CHANCELLOR

The Chancellor is the chief operating officer of the IJA School System, responsible to the Board of Trustees for the execution of its

mandate(s) and for the over-all administration of all activities and programs of the different campuses including, but not limited to, academic, financial, student, and administrative affairs, and other support functions.

CAMPUS COORDINATOR

The Campus Coordinator is the chief executive and administrator of the specific school under his/her direction. The Coordinator is appointed by the Board of Trustees and is responsible for the general welfare of the school. He/She is responsible to the Chancellor for the effective governance of the campus, and the execution of all policies, rules, regulations, directives and memoranda issued by him/her. He/She is the official medium of communication between the Chancellor and all personnel on his/her assigned campus.

Business Office Staff. They are responsible for the efficient and effective collection, disbursement and accounting of school funds in support of the school's various programs and activities.

Management Information System Coordinator. The MIS Coordinator assists the Campus Coordinator in providing information and communication technology support to the various units and departments as well as administers the school local area network.

Health Personnel. They are responsible for providing emergency and basic health care for the school personnel and students enrolled at IJA. They are also responsible for developing a health program for the school community.

Physical Plant Officer. The Physical Plant Officer is responsible for ensuring that the physical plant of the school provides the students and personnel with a safe and pleasant environment conducive to work and study. He/She formulates a rational physical plant development program and supervises the proper care and maintenance of the facilities and recommends policies governing their use.

Auxiliary Services Unit Staff. Members of the auxiliary services unit are responsible for ensuring a safe and pleasant environment that is conducive to work and study by students and personnel of IJA as well as other people who visit the school. They are also responsible

for making sure that facilities and equipment are working properly in support of the academic, administrative and outreach functions of the school.

Food Service Personnel. They are tasked to ensure that the school personnel and students are served nutritious and appetizing food in the school cafeteria. They are also responsible for food preparation during meetings and other school activities.

THE SCHOOL PRINCIPAL

The School Principal is the chief academic leader responsible for planning, organizing, staffing and controlling the academic functions of the school. He/She formulates and recommends to the Campus Coordinator policies that pertain to his/her office, and is responsible for implementing them once they are approved. He/She is responsible for the effective and efficient functioning of the academic departments.

Asst. Principal for Instruction. He/She assists the Principal in developing, evaluating and enhancing the curricular as well as co-curricular programs of the school. He/She also assists in overseeing the implementation of the academic programs of the school and in developing the capability of the faculty in delivering quality classroom instruction and other related functions.

Asst. Principal for Student Development. He/She assists the Principal in designing and monitoring the effective functioning of programs and services which ensure the moral, personal, and physical well-being of the students. He/She is responsible for enforcing school policies on student discipline, specifically those involving serious disciplinary cases.

Executive Asst. to the Principal. The Executive Staff Assistant to the Principal serves as executive secretary to the Principal and coordinates/administers the activities of the Principal's Office.

Support Staff. Support personnel such as secretaries and other office personnel provide services that contribute to the smooth functioning of the academic department. They are responsible for providing clerical and duplication services, filing of records, coordinating the use of office equipment, and other similar tasks.

Subject Area Team Leader. A Subject Area Team Leader in each subject area is appointed to initiate the development of the syllabi in a particular subject area, ensuring that the subject matter is well-integrated across all grade levels and instructional standards/objectives for each grade level are met.

Cluster Leader. A Cluster Leader is assigned each for the Pre-School (Nursery to Kindergarten), Primary (Grades 1 to 3), Middle School (Grades 4 to 8) and High School (Grades 9 to 12) levels of the school. He/She assists the Principal in general organization, supervision and evaluation of academic functions of the level assigned to him/her. He/She also assists in enforcing school policies on student discipline.

Student Activities Coordinator. The Student Activities Coordinator is responsible for ensuring the smooth implementation of all out-of-classroom curricular and extra-curricular activities of students. He/She initiates the planning and supervision of all these activities in coordination with the other school personnel concerned. He/She sits as Co-chairperson of all special committees for curricular and extra-curricular school activities.

Guidance Coordinator. The Guidance Coordinator is responsible for ensuring the efficient and effective implementation of services pertaining to the academic and personal counseling of the students. He/She is also responsible for developing the school guidance program as well as organizing alumni-related activities.

Guidance Counselors / Student Development Advisors.

Guidance Counselors or Student Development Advisors provide academic, group and personal counseling services to the students, in close coordination with the class advisers.

School Librarian. The School Librarian is primarily responsible for the development of a collection of effective, creative and relevant instructional media (print, audio-visuals, etc.) and ensuring their efficient storage and retrieval. He/She is also responsible for recommending plans and policies for the improvement of the instructional media services and the dissemination of information on availability of resources.

School Library Personnel. The school library personnel assist the School Librarian in the development of a collection of effective, creative and relevant instructional media (print, audio-visuals, etc.) and ensuring their efficient classification, storage and retrieval. They also help in the dissemination of information on availability of resources.

Student Records Officer. The Student Records Officer is responsible for maintaining, updating and preserving the efficiency, confidentiality, integrity and security of the student information system and of the students' academic records. He/She evaluates and verifies student's eligibility for admission, promotion and graduation and supervises student admission, enrollment, registration and withdrawal. He/She also oversees the preparation and releasing of academic reports and conducts studies pertinent to enrollment and students' academic performance. He/She also serves as the school's main liaison officer to the Department of Education and other similar offices.

Class Advisers. The Class Advisers are generally responsible for the well being of the students assigned to their class and in monitoring their behavior inside and outside the classroom as well as for the effective organization of the homeroom. They coordinate with other subject teachers regarding the academic performance of the students in his/her advisory class. They prepare, consolidate and keep the academic and personal records of the students. They maintain close ties with the parents of the students, making them aware of the progress of their children. Through the homeroom program, they provide guidance and support to the students assigned to their class. Together with other class advisers and the concerned cluster leader, they carry out plans and programs that may concern the particular grade level they are handling (e.g. class days, field trips, recollection, first communion, parties, etc.).

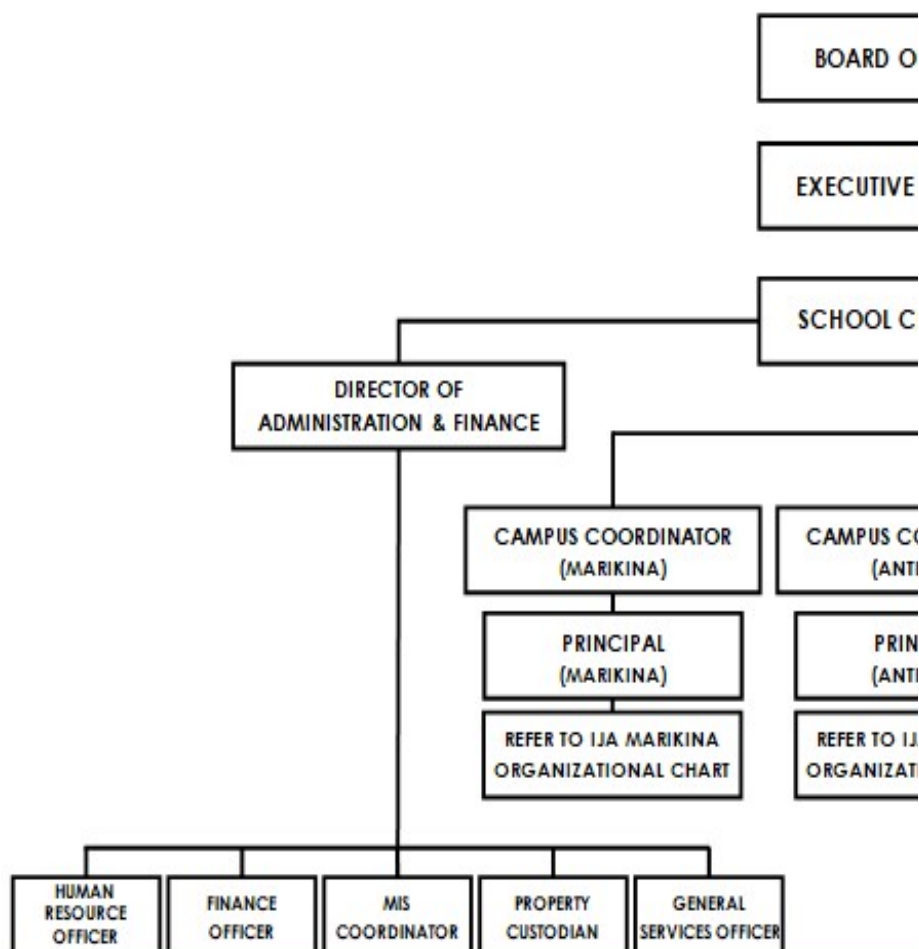
Club Moderators. The Club Moderators are responsible for the effective and efficient functioning of the clubs assigned to them. They report to the Student Activities Coordinator regarding the plans and programs of the club.

Classroom Teachers. The Classroom Teachers compose the main



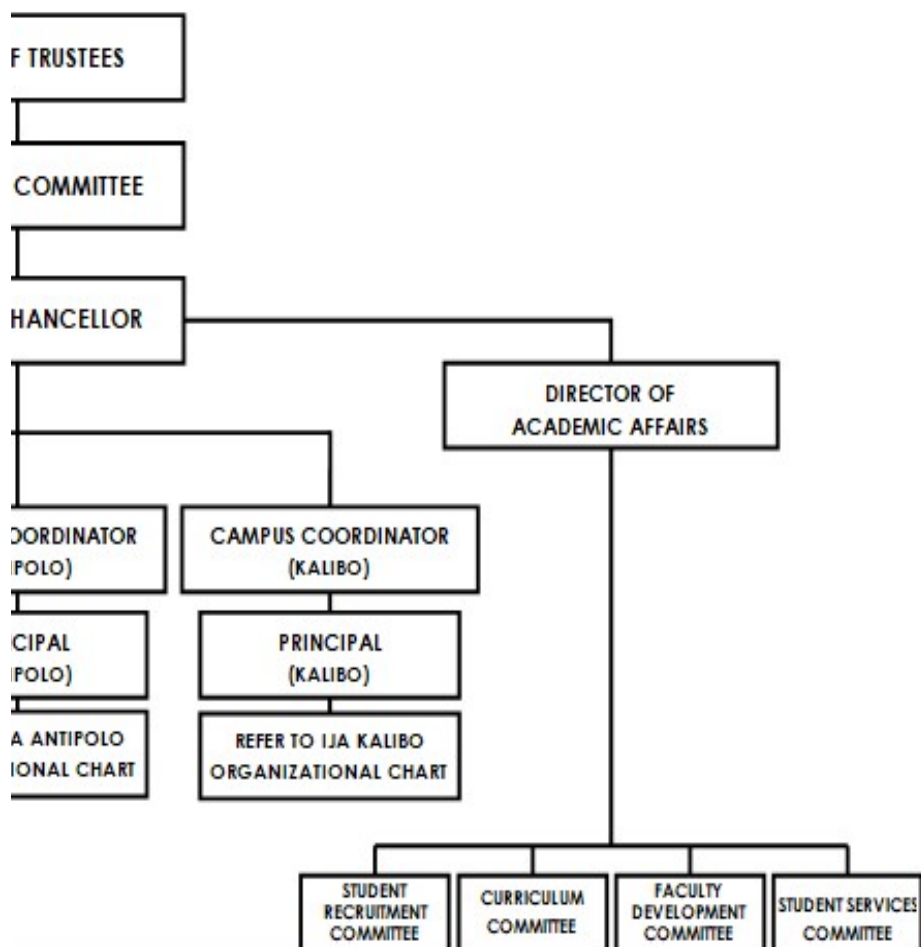
INFANTE DE ESPAÑA

IJA SCHOOL SYSTEM



IT JESUS ACADEMY

ORGANIZATIONAL CHART



teaching force of the school. They are responsible for a) inculcating in their students love for learning and passion for academic excellence; b) employing varied, relevant and creative methods of instruction and instructional materials to make learning more effective and enjoyable; c) keeping accurate and up-to-date records of their students' performance in the evaluation activities that they conduct; and d) continually upgrading their competence by participating in seminars/trainings and pursuing formal higher education relevant to teaching.

Assistant Teachers. They may be hired by the school to provide assistance to classroom teachers in the conduct of their functions. In general, they are assigned the following responsibilities: a) act as substitute teachers when needed; b) provide individual tutorials to students who request for such services; c) assist subject teachers inside the classroom; d) provide clerical and other forms of assistance to teachers and administrators; e) perform other functions that may be assigned by the Principal.

Laboratory Personnel. The Laboratory Personnel are tasked with organizing and supervising the use of the laboratory resources of the school (science laboratory, HE laboratory, computer rooms, etc.). They recommend policies regarding the use of these resources and enforce them once they are approved.

CURRICULAR STRUCTURE

HOMEROOM

The homeroom is the basic unit of the school. It is headed by the **Class Adviser** who ensures the well-being of the class members. The homeroom enables the Class Adviser to develop close contact with the students as well as provide guidance in their personal and academic problems. As the name implies, the room assigned to the class serves as the home of the students, in the physical sense, while they are in school. The students, led by the class officers and the Class Adviser, are responsible for making the atmosphere conducive to learning. The Class Advisers report to the Cluster Leaders.

SUBJECT AREA TEAM

The subject area team is composed of the subject teachers in a particular subject area both of the elementary and High School levels. This is a vertical structure aimed at integrating all academic subjects from Nursery to Grade 12. The primary objective of this group is to develop and implement well-defined, delineated and sequential curricula for all levels. The **Subject Area Team Leader** assigned in each subject area coordinates the activities of the teachers in the subject area team.

ACADEMIC CLUSTERS

Infant Jesus Academy is composed of four academic clusters: the **Pre-School, Primary, Middle School and High School Clusters**. The **Cluster Leaders** assume the responsibility of ensuring the smooth functioning of each cluster.

INSTRUCTIONAL POLICIES AND REGULATIONS

THE IJA CURRICULAR PROGRAM

As a college preparatory academic institution, Infant Jesus Academy offers a learning continuum that is designed to prepare the learner for college work in the leading colleges and universities. The curriculum is implemented through the:

1. Pre-School which covers Nursery to Kindergarten
2. Primary School which covers Grade 1 to Grade 3
3. Middle School which covers Grade 4 to Grade 8
4. High School which covers the upper classmen of the Junior High School (Grade 9 and Grade 10) and Senior High School (Grade 11 and Grade 12)

Aside from the curricular offerings in the different learning areas, the program also includes co-curricular as well as extra-curricular activities.

The Curricular Learning Areas

Communication Arts in English. This subject area is offered beginning Nursery and is taken up to Grade 12. It aims to develop competencies

on both spoken and written English with focus on the five macro skills: viewing, listening, speaking, reading and writing. Auditory and visual discrimination and comprehension are the viewing and listening skills enhanced in this area, while pronunciation and use of expressions and grammatical structures are developed as part of the learners' speaking skills. These skills are strengthened through the speech festivals (where both prepared and extemporaneous speeches are delivered by students) conducted by the school in support of the teachers' customary classroom activities. Vocabulary development, word recognition, comprehension and study skills are part of the reading skills which the school develops by introducing classical and contemporary literary works of both local and foreign authors. Penmanship, which is introduced in the Pre-School Level and further enhanced in Grades 1 to 6 forms part of writing skills of the learners in addition to the skills in composing essays and other literary or non-literary articles (composition writing). In the High School Level, enrichment courses related to Communication Arts in English are also offered.

Communication Arts in Filipino. Filipino as a separate area is introduced in Kinder. Its primary aim is to develop competencies in using the Filipino language in various communicative situations. It also aims to inculcate in the learner a sense of pride in one's cultural heritage and Filipino identity.

The development of the 5 macro skills of viewing, listening, speaking, reading and writing in this subject emphasizes enhancement of the critical thinking skills and communicative or interactive competence. These specific knowledge and skills are developed by introducing the students to materials such as themes, poems, jingles, stories, and dialogues suited to their level. These are further enhanced through the Timpalak Bigkasan done quarterly to augment the teacher's regular classroom activities.

In addition, some contents from Araling Panlipunan in the Primary and in the Intermediate Levels are used to develop the language skills.

Science and Technology. Science education aims to help learners gain functional understanding of science concepts and principles that will eventually prepare them to be conscientious individuals who make sound judgments and decisions about real life situations (social, health or

environmental) that require application of their scientific knowledge. It also aims to help the learners appreciate developments brought about by advances in technology as this is being considered part of everyday human affairs.

The IJA Science Education, which is offered as early as Nursery all the way up to high school, exposes the learners to the specific processes like observing, inferring, predicting and experimenting. Basic concepts about one's health and ideas about the environment and its conservation also form part of this curriculum. It is further enhanced in the higher levels with the integration of technology and its wise and ethical use. Through the IJA science curriculum, the learner's are expected to manifest deeper understanding of concepts that would eventually lead them to apply their learning in appropriate contexts in real life.

Mathematics. The study of mathematics is introduced as early as Nursery. The subject area specifically aims to develop the learners' skills and/or processes of knowing and understanding, estimating, computing and solving, visualizing and modeling, representing and communicating, conjecturing, reasoning, proving and decision-making, and applying and connecting, which are necessary for their day-to-day dealing with activities and problems in real life. In IJA, these skills and processes are developed through classic classroom activities augmented by the use of manipulative objects, measuring devices, calculators, computers and other forms of technology. In general, the IJA Math curriculum contributes to the fulfillment of one of IJA's goals of producing individuals who are critical thinkers and are equipped with problem solving skills that will make them cope with the challenges of the 21st century.

Social Studies (Araling Panlipunan). This is concerned with the study of man and his relationship to society. This deals with civics, geography, history, government, economics and the development of civilization and culture of the Philippines, Asia and the World.

In the Primary Level, this subject area develops competencies that are clustered around these three major values: national identity and self-esteem, national unity, and loyalty to the nation. In this area, the pupils engage in character-building activities, develop their good

behavior, and are taught values like love of country, good citizenship, respect for one's cultural heritage, and pagiging maka-Pilipino. In the Intermediate Level, Araling Panlipunan focuses on the following: the geographical features of the Philippines as part of Southeast Asia and the world, the culture, the history of the country from the prehistoric period down to our contemporary times, with some introduction about our democratic system of government and the rights, duties, and responsibilities of citizens in Philippine society.

Araling Panlipunan in the High School Level is a learning area designed to develop moral, spiritual and social values and pride in one's cultural heritage. The program aims to develop in the learners concern for the people and the government through regular discussion of social, political and moral issues, both in past and current; that are suited to the level of the students. The program also caters to the enhancement of the learners' knowledge about the Philippines as part of Southeast Asia and the world – its history and culture. The approach to this subject is more proactive to enable the learners to respond to social and historical issues better than simply memorizing names, dates or places in history.

Technology, Home Economics and Livelihood Education. This is a common learning area beginning in the Intermediate Level. It aims to develop desirable work attitudes, basic work skills and habits relevant to everyday chores at home, school and community. The subject area also provides practical work experiences with special emphasis on the use of technology that would develop awareness and interest in the occupational jobs.

The Edukasyong Pantahanan at Pangkabuhayan (EPP) in the Intermediate Level focuses on the development of responsible home membership to strengthen the family. It also includes computer literacy program to address the needs of the students to keep pace with the fast changing technology of the current times. The Technology and Livelihood Education (TLE) in the High School Level covers phases of work in home economics, retail trade, computer education, and other livelihood and entrepreneurial skills designed to develop awareness of and interest in productive work.

PE, Health, Music and Art. This Subject Area which is composed of different disciplines. The Physical Education component gives emphasis

on sports while providing activities to help the learner appreciate dance, rhythm, recreation and outdoor activities in the context of Philippine culture. At the same time, students are also introduced to the different aspects of Health Education such as personal and community health, health services, population education and others.

Music deals with such elements as rhythm, harmony and melody and provides opportunities for the students to be exposed to and appreciate Asian and World music from the classical to the contemporary. Art develops the basic skills and sense of aesthetic perception, creative expression, and appreciation of our heritage as well as the natural and man-made environment.

Edukasyon sa Pagpapahalaga (EP). The IJA EP program is composed of the following: Christian Living (CL)/Values Education (VE) and Revitalized Homeroom Guidance Program (RHGP). IJA integrates in its teachings and practices lessons in the Catholic faith and religious activities promoted by the Catholic Church. Its CL and VE Program facilitates the students' learning of religious, spiritual and moral truths that complete their being Christ-centered individuals.

The RHGP focuses on the strengthening of the learners' character so that they may truly realize that though they are unique, they are not separate from their family and from the Christian community of which they are members.

Co-Curricular and Extra-Curricular Activities

Student Paper. The student publication of the school published once every semester is called **The Blue Chronicle**. This mainly consists of news and feature articles, editorial and literary works written by students in English and/or Filipino. It serves as venue for the development of journalistic interest and skills of the students.

Student Government. The school provides its students with learning opportunities and first-hand experiences in leadership and exercising democratic procedures through the student government. In the Intermediate Level, their government is called **Coordinating Body** while in the High School Level, this is called the **Student Council**.

Clubs and Other Interest Groups. As part of the school's mission to provide opportunities for the well-rounded development of its students,

several clubs and other groups are formed by the school. These clubs help the students discover and nurture their talents and potentials.

Enrichment Program. Infant Jesus Academy caters to the development of both boys and girls of varied learning abilities. The school also recognizes the multiple intelligences that its students may possess and as much as possible, it constantly looks for possible measures that will ensure that these multiple intelligences are properly nurtured. It is for these reasons that the **IJA Enrichment Program** has been designed. This program is generally intended to enhance the potentials of each student. It specifically aims to discover giftedness among students, be it academic, artistic or sports-related, and nurture these gifts to the full.

Remedial Program. Infant Jesus Academy is a learning institution that accommodates students of varied learning potentials and abilities provided that they pass the school's entrance exams, the IJASAT (IJA Student Admission Test). However, there are cases when students who fail (failed in some areas but passed in other areas of the entrance exams) are admitted on academic probation status. This means that they should pass all subjects at the end of the academic year to be granted permanency, otherwise they shall be asked to transfer to another school. There are also instances when students who pass the entrance exams in the beginning fail to maintain good academic standing as they go over the rising ladder of learning.

It is for these reasons that the IJA Remedial Program has been designed. This program is intended to help students who have difficulty coping in some subject areas; and/or to correct attitudes of laxity in students who have failed to fulfill the subject's requirement at the end of the academic year.

Other Programs

Health and Nutrition Program. This program which is implemented by the school's health and food service personnel is composed basically of health education campaigns, promotion of healthy practices in school and home, and participation in activities that are initiated by community health groups.

Guidance and Counseling Program. This program is primarily aimed at helping the students develop their potential and adjust to their school

life's various stages. This is implemented through individual and group counseling activities, group dynamics, testing, information services, seminars, trainings, workshops, placement and follow-up services conducted by the Guidance Counselors.

School and Community Relations Program. The members of the IJA community are involved in a program that seeks to build better understanding of the conditions that affect the members of the bigger community to which the school belongs, and to build harmonious relationship among the different members. Some of the activities under this program are the **IJA Volunteer for the Over-all Integration of a Christian Education (VOICE) Program**, educational trips, immersion, experiential learning, researches, symposia and others.

The **IJA VOICE** is the community extension program of Infant Jesus Academy in which the members conduct outreach activities to neighboring communities, particularly the orphanage Meritxell's Children of the World Foundation and the Eucharistiana Center for children with special needs.

ADMISSION OF STUDENTS

General Requirements

1. The Student applicant should submit the following upon application:
 - Properly accomplished Student Admissions Test (SAT) application form (available at the Student Records Office)
 - Photocopy of birth (PSA copy) and baptismal certificates
 - Photocopy of most recent Report Card (applicable for those already in school at the time of application)
 - Accomplished Recommendation form authorities in school last attended (for Grades 4 to 12)
2. Transfer student should be of good academic standing in the school he/she is currently enrolled in.
3. The student must have paid the entrance examination fee. This fee is non-refundable and does not guarantee admission to the school.

4. The student must pass the written examination and/or interview.

Additional Requirements for Foreign Students

- For those who have already started studies abroad: Authenticated Academic/School Records /Documents with English translation
- Photocopy of photo, data and stamp of the latest arrival pages from the student's passport (present passport for verification)
- Photocopy of passport pages where name, photo, birthdate, birthplace and valid visa appear.
- Validated Alien Certificate of Registration (ACR)/I-CARD
- For dual citizen, photocopy of Philippine Passport & Certificate of Recognition as Filipino citizen

Requirements for Admission to Pre-School

Pupils applying for Nursery, Pre-Kindergarten and Kindergarten who have satisfactorily complied with the general requirements for admission will be accepted on a "first-come-first-served" basis provided that they have reached the following age requirement by June of the school year when the applicant is applying for admission:

NURSERY: 3 years old

PRE-KINDER: 4 years old

KINDER: 5 years old

Requirements for Admission to Grade School

Applicants for Grade One may be admitted upon complying with the general requirements for admission and upon complying with the general requirements for admission and upon passing the reading test and/or interview. He/She must be at least **6 years old** by June of the School Year of admission.

When slots are available, those applying for Grades 2 to 6 will be admitted upon passing the general requirements.

Requirements for Admission to High School and Senior High School

Applicants who have satisfactorily complied with the general requirements for admission may be admitted to Grade 7 or Grade 11

upon passing the written test and interview. Applications for admission to Grade 8 to Grade 10 and Grade 12 may be entertained on a case-to-case basis.

ENROLLMENT AND WITHDRAWAL

When a student is admitted to Infant Jesus Academy, he/she is admitted for the duration of the course applied for provided that he/she adheres to the rules and regulations set by the school.

A student who enrolls is subject to the academic, disciplinary and other rules, regulations and policies set by the school. When a student registers, **it is understood that he/she is enrolling for the entire school year.**

Requirements and Procedure for Enrollment

Students who are enrolling for the incoming school year must submit the following:

- Original Copy of the **Report Card** duly signed by the Principal or other school authorities; and
- The **Enrollment Permit** issued to new students or the **Admission Card** for returning students;
- The properly filled out **Registration Form** (for new students) or Updated Registration Form (for old students)

Withdrawal

A student may withdraw from the school during the academic year after the fulfillment of the following requirements:

1. a written request from the parents or guardian stating the reason for withdrawing from IJA;
2. approval of the Principal; and
3. completion of clearance.

Policies on Refund of Tuition Fees

A student who transfers or otherwise withdraws, within the first week of classes and who has already paid the pertinent tuition and other school fees in full may be charged ten percent (10%) of the total amount due for the term. If he/she withdraws within the second week of

classes, then twenty percent (20%) is charged. The student may be charged the fees in full if he/she withdraws any time after the second week of classes. However, if transfer or withdrawal is due to justifiable reason, the student shall be charged the pertinent fees only up and including the last month of attendance. A student who enrolls and transfers or withdraws before classes start shall be charged (10%) of the total tuition fee for the academic year.

Students who have withdrawn and who wish to obtain a refund must give a written notice to that effect to the Campus Coordinator. A copy of the receipts of payments made must accompany the request. If approved, the refund will be processed within one week upon approval.

Only the parents/guardians who enrolled the student and whose signature appears on the Registration Form shall be recognized as the one who have the right to withdraw the student from school. In case of withdrawal by a representative, the parents/official guardian must send a letter authorizing such withdrawal.

ACADEMIC POLICIES

Grading System

A. Curricular Subjects

1. The grading system is averaging.
2. The quarterly mark is based on the following: a) the quarterly examinations, which is given a weight of 1/3; and b) the class standing based on the quizzes, long tests and performance tasks, recitation, seatwork, projects, etc., which is given a weight of 2/3.
3. The weight given to each component of the class standing varies according to subject areas.
4. The final mark is the average of the four quarterly marks.
5. The passing mark is 75%. Any grade below 75% is reflected as an "F" in the report card.

B. Deportment

Students are given deportment rating as an indication of how they maintain self-discipline and how they contribute to maintaining proper order in class and inside the campus by observing the rules and regulations of the school.

Each subject teacher gives and records his/her observations in the class journal to determine the deportment grade of the students for the quarter. The adviser makes the final grade based on the recorded observations of the teachers. The following standards are observed:

Students are given deportment grades as an indication of how they maintain self-discipline and how they contribute to maintaining proper order in the class and inside the campus by observing the rules and regulations of the school.

The teacher reserves the right to assign grade or rating based on the progress and achievement of the student for the quarter.

RATING	DESCRIPTION / CRITERIA
E EXCELLENT	<ul style="list-style-type: none">• has generally observed the school's Code of Discipline• shows initiative and leadership skills• maintains exemplary attendance records and involvement in school activities.
HS HIGHLY SATISFAC- TORY	<ul style="list-style-type: none">• has generally observed the school's Code of Discipline• shows initiative• maintains good attendance records and has positive involvement in school activities.
S SATISFAC- TORY	<ul style="list-style-type: none">• may have incurred minor misbehavior as listed in the Code of Discipline,• maintains a satisfactory attendance records and participation in school activities
FS FAIRLY SATISFAC- TORY	<ul style="list-style-type: none">• may have incurred minor misbehavior as listed in the Code of Discipline• maintains satisfactory attendance records and has minimal participation in school activities

RATING	DESCRIPTION / CRITERIA
NI NEEDS IMPROVE- MENT	<ul style="list-style-type: none"> incurred serious misbehavior or has repeatedly incurred minor misbehavior as listed in the Code of Discipline and has been given interventions for such misbehavior needs to improve his/her general behavior in this case parents are encouraged to confer with the teachers and the class adviser regarding the behavior of the student
U UNSATIS- FACTORY	<ul style="list-style-type: none"> has incurred very serious misbehavior or has repeatedly done serious misbehaviors as listed in the Code of Discipline will no longer be allowed to continue his/her education at IJA or will not be readmitted to IJA for the following school year parents must confer with the Assistant Principal for Student Development and/or with the Principal regarding this matter

The rating will be reflected in the card as:

	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
Attendance & Punctuality				
Responsibility & Discipline				
Integrity & Honesty				
Courtesy & Respect				

C. Extra-Curricular Activities

All students from Grade 1 to Grade 12 are given grades in extra-curricular activities based on their performance in the clubs they join.

Rating for participation in extra-curricular activities follows the rating system used for Deportment.

Examinations, Unit Tests, Quizzes, and Other Class Work

A. Quarterly Examinations

Four quarterly examinations are given during the school year. Students should take the quarterly examinations as scheduled. They may be excused only for the following reasons: illness, death in the family or other valid and/or pre-approved absence.

The special examinations shall be different from the regular quarterly examinations. This shall be scheduled a week after the regular examination. Failure to take a special examination may mean a failing mark for that quarterly examination.

No student shall be allowed to take the quarterly examinations without presenting the **admission card**. If the student fails to secure the admission card because of an unpaid school account, the parents or guardians should write a promissory note to the Business Office **at least 3 days before the scheduled examination**.

Students with admission cards who fail to take the quarterly examination due to reasons aside from illness, death of a family or other valid and/or pre-approved absence shall not be given a special examination and shall be given a score of "0" in the quarterly examination missed.

B. Class Standing Evaluations

Unit tests (also called long tests) are given by the teachers within a given quarterly period. Likewise, the teachers may give announced and/or unannounced quizzes, assignments, seat work and projects for the students to submit.

A student who fails to take a long test due to illness or some other valid reasons may be given a make-up long test after presenting a letter of excuse (signed by the parents or guardian) to the teacher. Failure to take the special long test as scheduled by the teacher may mean a "0" for that particular long test.

Special examinations for students who fail to take the examinations for reasons of illness or some other valid reasons are given on a scheduled date after the student reports back to school.

Any student who has been absent from class for any reason is responsible for any lesson, seat work, assignment or activity given during his absence.

In general, no make-up quizzes are given. If a student misses a quiz, then the teacher applies the **correction factor** in computing the grades of the student. In case of prolonged absence due to illness or other valid reasons resulting to missing majority of the quizzes, the student may be given make-up quizzes or activities

upon presentation of a medical certificate.

Report Card or School Form 9 and Other School Documents

The report card or SF 9 reflects the academic performance and deportment of the student during a quarter. The card is issued to the parents usually three weeks after the quarterly examination. The attached acknowledgement slip should be signed by the parents / guardian and returned to the class adviser within two days after they have been distributed.

Upon receiving the report cards, parents/guardians are expected to confer with teachers or class advisers regarding failing marks or unsatisfactory deportment. An appointment should be made with the concerned teacher beforehand.

The report card is an official document. Any tampering with it is a serious misbehavior and it is therefore subject to **DISCIPLINARY ACTION**.

Once the original Report Card has been released to the student and/or parents/guardians, **no duplicate** Report Card will be released. In case of loss of Report Card, the student can only be given a **True Copy of Grades** upon presentation of an Affidavit of Loss.

The student's Permanent Records (School Form 10) can only be requested by the school where a student transfers. No record may be handed to the student/parents/guardians without the written request from the authorized school personnel where the student transferred.

Report Cards and other school documents (including certifications of enrollments, ranking, etc.) can only be released to the official guardian or the authorized representative who enrolled the student and whose signature appears on the student's Registration Form.

Report cards and other school documents may be withheld from students who have **not accomplished the required clearance form**.

Awards and Honors

Recognition is given to students who have shown excellent performance in academics and conduct/deportment. The following awards are given to deserving Grades 1 to 12 students during the recognition day at the end of each school year:

- Academic Excellence Award
- IJA Outstanding Pupil/Student Award
- Conduct/Department Award
- Perfect Attendance Award
- Outstanding Achievement Award in Specific Disciplines (for graduating students)

Academic Excellence Award (Based on DEPED order No. 36 s. 2016)

ACADEMIC EXCELLENCE AWARDS *(computed to two decimal places)	Ave. Grade per Qtr.*
With Highest Honors/ May Pinakamataas na Karangalan	98-100
With High Honors/ May Mataas na Karangalan	95-97
With Honors/ May Karangalan	90-94

To qualify for these awards, a student must have **no grade lower than 80** and must have a conduct/department grade of at least **Satisfactory**.

Learners who obtain the above-mentioned average during a quarter shall be recognized during parent-teacher conferences conducted in the classroom. A DepEd medal is awarded at the end of the school year to learners who obtain the above-mentioned general average.

IJA Outstanding Pupil/Student Award (for non-graduating pupil/student)

The avowed mission of IJA is the promotion of life-long learning aimed at the holistic development of the human person - mind, body and spirit. The school recognizes outstanding pupils/students who have endeavored to maintain a healthy balance between excellence in academics and active participation in extra-curricular activities while striving to behave in a manner expected of exemplary IJAians. The candidates for these awards are evaluated based on their academic performance; the extent to which they show adherence to the school's core values as indicated in their conduct marks; and their participation and achievement in

different extra-curricular activities.

An IJA medal is awarded at the end of the school year to Top 3 students in Grades 1 - 5 and Grades 7 - 11. To qualify for these awards, the pupil/student must be a recipient of the DepEd awards and must have obtained a grade of at **least 88** in all subject areas and at least **Satisfactory** in Extra-curricular activities.

The criteria in the succeeding table will be followed in choosing the top 3 pupils/students:

CRITERIA	WEIGHT
Academic Grade (computed up to 3 decimal places)	6
Conduct	2
Participation in Extra-curricular Activities	2

The third highest pupil/student will be awarded the **Distinguished IJA Pupil Award**; the second, the **Outstanding IJA Pupil/Student Award** and the first, the **Exemplary IJA Pupil/Student Award**.

Conduct or Deportment Award

Certificates are awarded to learners who have been observed to consistently demonstrate the IJA core values both inside and outside the school. The faculty members in each grade level will evaluate the conduct of the learners using adherence to the **IJA Code of Conduct** as the basis. To qualify, the student must have been given, by **all** of his/her teachers, a conduct rating of **E** for every quarter in **all** expected behaviors (Attendance & Punctuality, Responsibility & Discipline, Integrity & Honesty, and Courtesy & Discipline).

Perfect Attendance Award

A Perfect Attendance Award is given at the end of the school year to a student who has not been absent and has not incurred any tardiness for each quarter of the school year.

Outstanding Achievement Award in Specific Disciplines for Junior High School

These awards are given to recognize learners in grade 10 who

have shown consistent outstanding achievement in specific subject areas like English, Filipino, Mathematics, Science and others. The student who obtains the highest average academic grade (computed up to three decimal places) obtained from Grades 7-10 in the subject will be awarded a medal for the specific subject area. To qualify, the student must have taken these subjects in IJA and must have obtained a quarterly grade of at least 88 in each grade level (Grades 7-10).

PERFORMANCE AWARDS FOR PRE-SCHOOL

- In pre-school, the learners will be evaluated based on their performance in the different domains and/or learning competencies of the pre-school curriculum at the end of every quarter.
- A checklist of competencies for Academic Performance and Behavior is used to evaluate the pupils; no numerical grades are given.
- They may be recognized for their most evident and most prominent abilities.
- They may also be recognized for showing significant achievements in specific areas such as writing, speaking, art, and others.

Sample Awards for Pre-School:

Award	Description
Confident Kid	projects self-assurance, belief in one's ability by speaking and performing in front of an audience
Enthusiastic Learner	actively participates in class discussions
Courteous Child	greet people around, is respectful and uses polite words
Sporty Kid	actively participates in physical activities (e.g. action songs, P.E.)
Neat Kid	shows neatness in their work, has organized things

Award	Description
Well-groomed Child	shows neatness in appearance (wears complete and proper uniform, has neat hair cut, etc.)
Inquisitive Mind	shows interest in discovering and learning new things and asks relevant questions
Prudent Worker	shows perseverance (consistently finishes given tasks)
Other Awards: Creative Thinker, Young Singer, Graceful Dancer, Peace Keeper, Cheerful Child, Best in Penmanship, etc.	

Graduation or Moving Up

A. Graduation/Commencement Exercises

Commencement Exercises is a formal recognition given by the school to students who have **satisfactorily completed** the minimum requirements of the IJA Pre-School, Intermediate, Junior High School or Senior High School Level. It is also an occasion for the public recognition of the academic and non-academic achievement of the students during their stay at IJA.

Only students who have passed all their subjects and with **a deportment that is generally satisfactory** may be allowed to join the year-end ceremonies (graduation or moving up) prepared for their levels. (See p. 68 for additional information)

B. Graduation Awards and Honors

1. Criteria for the Selection of Honors and Awards

To qualify as the **Exemplary IJA Student Awardee** (equivalent to Gold Medalist or Valedictorian), the graduating student must have completed the Intermediate Level or the entire Junior High School Level at Infant Jesus Academy. In the Senior High School level, the student must have completed the entire academic year at Infant Jesus Academy.

To qualify for other honors and awards, the graduating student

must have residency of at least two years (Grades 5 & 6 for Intermediate, Grades 9 & 10 for Junior High School)

The student must have no quarterly grade lower than the equivalent of 88% in the last 2 years of the course. In case of subjects with composite grades (MSEPP, MAPEH, EPP, TLE), the grades for the component subjects shall be considered.

The student should have at least a satisfactory performance in conduct/deportment and extra-curricular activities in the last 2 years of the course.

- a. Top honor students moving up or graduating from Grade 6, Grade 10 and Grade 12 levels shall be designated the **Exemplary IJA Student** (Gold Medalist), **Outstanding IJA Student** (Silver Medalist), **Distinguished IJA Student** (Bronze Medalist) and **Honorable Mention**.
- b. The number of designated graduating medalists should not exceed 10% of the total number of graduating students. This number may increase in case of a tie.
- c. The number of graduating students awarded Honorable Mention should not exceed 1% of the total number of graduating students. This number may increase in case of a tie.

2. Procedure for Selection of Graduates with Honors

A committee composed of the subject teachers of the graduating class, the Principal, the Asst. Principals, and the Cluster Leader shall screen the candidates for honors.

- a. For the Kinder pupils, the checklist of competencies for Academic Performance and Behavior is considered. Pupils with the most evident and most prominent abilities based on the checklist, shall be given the corresponding awards.
- b. The candidates for the honors in Grade 6, Grade 10 and Grade 12 are ranked in terms of three factors with corresponding weights for each: academic performance (6), extra-curricular activities (2), and deportment (2).

Academic performance is measured by the general

weighted average of the grades in the previous and present levels, with weights of 40% and 60%, respectively. The candidate with the highest general weighted average is ranked 1st in Academics. For Grade 12, the academic performance is based on the general weighted average of the grades in the common courses (core & academic courses). The procedure for choosing the top 3 students stated previously shall be followed. In this case, the academic honors obtained in the present level will be used as basis for determining those who will qualify.

The candidates' performance in extra-curricular activities in the last 2 years is evaluated. The candidate with the most outstanding performance in extra-curricular activities will be ranked 1st. The criteria set by the Department of Education as contained in the Manual of Regulations for Private Schools (2010 edition) in evaluating the students' performance in extra-curricular activities will be followed.

Extra-curricular performance covers the achievements of the candidates in all levels (school, division, regional, national and international), active participation in authorized student organizations or clubs, outstanding awards in recognition of the actualization of what has been learned from school, travels in relation to school work and other civic activities.

The rating shall be based on the combined assessments of all the teachers of the candidate in the curriculum grade following the point system below:

For Official Contests sanctioned by the School				
LEVEL OF PARTICIPATION	POINTS GIVEN			
	1ST/ GOLD	2ND/ SILVER	3RD/ BRONZE	PARTICIPANT
International	15	10	8	6
National	10	8	6	4
Regional	8	6	4	2

For Official Contests sanctioned by the School				
LEVEL OF PARTICIPATION	POINTS GIVEN			
	1ST/ GOLD	2ND/ SILVER	3RD/ BRONZE	PARTICIPANT
Division	6	4	2	1.5
District	4	2	1	1
School	2	1	0.75	0.5

For Officership in Clubs / Organizations				
POSITION	POINTS GIVEN			
	Pres/ VP	Secretary/ Treasurer	Auditor/ Other Officers	Rep/ Member
International	10	8	6	4
National	8	6	4	3
Regional	6	4	3	2
Division	4	3	2	1.5
District	3	2	1.5	1
School	2	1.5	1	0.75

For Student Coordinating Body Officership				
POSITION	POINTS GIVEN			
	WINNER	2ND	3RD	CANDIDATE
President	15	12	10	8
Vice President	12	10	8	6
Secretary/ Treasurer	10	8	6	4
Auditor, Public Relations Officer	8	6	4	2
Representative	6	4	2	1
COMELEC / Committee Chair & Vice	4			

For Student Coordinating Body Officership				
POSITION	POINTS GIVEN			
	WINNER	2ND	3RD	CANDI- DATE
Committee Member	2			
Homeroom President	1			

For Campus Journalism	
POSITION	POINTS
Editor-In-Chief	6
Associate/Managing Editor	5
Section Editor	4
Contributor	3
Others	2

For Participation or Attendance in School-recognized Seminar, training, exchange programs, and the like	
LEVEL OF PARTICIPATION	POINTS
International	8
National	6
Regional	4
Division	3
District	2
School	1

The candidates' department in the last 2 years is evaluated. The candidate with the most exemplary department in the last 2 years will be ranked 1st.

The candidate who obtains the highest rank is the **Exemplary IJA Student** (Gold Medalist); the second is the **Outstanding IJA Student** (Silver Medalist); the third is the **Distinguished IJA Student** (Bronze Medalist); and the rest of the qualifiers are awarded the **Honorable Mention** medals.

3. Special Awards

The DepEd Academic Excellence Award (Based on DEPED

order No. 36 s. 2016)

ACADEMIC EXCELLENCE AWARD *(computed to two decimal places)	Ave. Grade per Qtr.*
With Highest Honors/ May Pinakamataas na Karangalan	98-100
With High Honors/ May Mataas na Karangalan	95-97
With Honors/ May Karangalan	90-94

To qualify for these awards, a student must have **no grade lower than 80** and must have a conduct/deportment grade of at least **Satisfactory**.

Learners who obtain the above-mentioned average during a quarter shall be recognized during parent-teacher conferences conducted in the classroom at the end of the quarter. A DepEd medal is awarded at the end of the school year to learners who obtained the above-mentioned general average.

Award for Outstanding Performance in Specific Disciplines (DepEd Order No. 36, s. 2016)

These awards are given to recognize learners in grade 12 who have exhibited exemplary skills and achievement in specific disciplines. These disciplines are Athletics, Arts, Communication Arts, Mathematics and Science, and Social Sciences. These awards also value the learner's achievement in a specific discipline that has contributed to the school and/or community. Table 4 specifies the criteria and weights for these awards.

There may be more than one category of awards under the following disciplines: Athletics, Arts, and Communication Arts. There will be no separate awards for special programs.

- **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.

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

This award is given to learners who have consistently demonstrated outstanding skills in the arts and above average creativity and craftsmanship exemplified through contribution to school's various functions and events.

The academic rating that will be considered for this award is the final grade in Contemporary Philippine Arts from the Regions for Senior High School (SHS).

- **Communication Arts**

This award is given to learners who have demonstrated proficiency in any language (Filipino, English, or other foreign languages), 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 in Senior High School specific to the award.

- **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 average rating for the two core Science subjects in SHS.

- **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 average rating for the core Mathematics subjects in SHS.

- **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 average rating for the core Social Science subjects Personal Development / *Pansariling Kaunlaran* and Understanding Culture, Society, and Politics) in SHS.

The following 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.

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: Output (oral or written work, projects, etc., if applicable) Membership in a club/team (if applicable) Class or school representation Winnings and awards	40%

Criteria	Weight
3. Attitude toward the Discipline Peer evaluation (if applicable) Commendation from coach/adviser	20%
4. Contribution to the School related to the Discipline In any of the following: Tutorials/Coaching Performance in school's various functions and events Products Projects Volunteer work	20%

Note: Peer evaluation is only applicable to disciplines that involve collaborative work. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their class or club advisers.

- **Award for Work Immersion**

Award for Work Immersion is specific to Senior High School (SHS) tracks. This award may be given to grade 12 graduating students who have exemplified outstanding performance, based on the terms of reference or engagement set by the school and evaluation of the direct supervisor and subject teacher. The awardee(s) must have received high efficiency rating for their diligence and consistency in performing their duties and responsibilities throughout the immersion program.

Only those learners who have received an outstanding academic rating in the Work Immersion subject (at least 90%) shall be awarded. This rating in the report card consists of the learner's performance and/or output during the Work Immersion.

- **Award for Research or Innovation**

Award for Research or Innovation is specific to the SHS tracks. Grade 12 graduating students—individuals, pairs, or groups of not more than four members—must have led the planning and execution of a research or innovation to advance

the potential applications of technology, or research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.

The succeeding tables show the set of criteria and weights that will be used in the evaluation and deliberation process for the Award for Research or Innovation, respectively. Only those learners who have received at least 90% of the criteria below shall be awarded.

Research criteria and weights

Criteria	Weight
1. Research Grade	20%
2. Output Usefulness / Significance of Research Usefulness to the school and/or community or contribution of the research to the existing body of information related to the study	35%
Rigor Soundness of methodology (research design, data collection, and data analysis)	30%
3. Research Presentation Presentation and defense of research output	15%

Innovation criteria and weights

Criteria	Weight
1. Output	
Originality or novelty of the product or service	15%
Relevance, applicability, replicability, sustainability and/or usefulness to the school and/or larger community	25%
Cost-effectiveness, efficiency, and/or practicality	20%
Environmentally safe	10%

Criteria	Weight
2. Delivery or Presentation	
Clarity of the product development process and the innovative features shown during presentation	10%
Acceptability of the innovation to the target beneficiaries	5%
Research basis of the service or product	15%

• 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.

The following table 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.

Criteria	Weight
1. Club/Organization Performance	
<ul style="list-style-type: none"> Plans and develops club/organization's objectives, projects, and activities Implements projects and activities, and delivers services based on the club/organization's objectives and plans Manages and/or uses resources wisely Shows teamwork and collaboration among its members 	50%
2. Exemplary Output	
<ul style="list-style-type: none"> Delivers a concrete output related to the objectives and purpose of the organization and the school 	30%
3. Contribution to the School or Community	
<ul style="list-style-type: none"> Benefits the members of the club/organization and the greater majority of the school population and/or community 	20%

- **Achievement Award**

A medal is given to the student moving up/graduating from Grade 6 and Grade 10 who excelled in a given subject area. To qualify, the candidate must not have obtained any quarterly grade lower than 88% in a particular subject area from Grade 4 to Grade 6 for the Grade 6 pupil and from Grade 7 to Grade 10 for the Grade 10 student. The candidate with the highest general average of the grades from Grades 4 – 6, or Grades 7 – 10 for a particular subject is given the Achievement Award for that subject. Achievement award for a strand in the Senior High School is given to the graduating student who has obtained the highest general average of the grades in all the subjects particular to the strand, with a grade of at least 88 in the said subjects and a department grade of at least Satisfactory.

- **Department Award**

A medal is awarded to a graduating student who, in the judgment of the selection committee, has shown exemplary conduct worthy of emulation by other IJAians.

- **Loyalty Award**

A medal is given to a Grade 12 student who has completed his/her entire basic education (Kinder to Grade 12) at any campus of Infant Jesus Academy.

- **Leadership Award**

The leadership medal is given to a student in grade 12 who has 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 graduation ceremony.

To qualify for this award, a learner must:

1. be a class officer or an active member/officer of any recognized school club, team, or organization.
2. have no failing grades in any subject.
3. not have been referred for any corrective intervention for behaviors not expected of an IJAian as stipulated in

the IJA Code of Conduct in this Student Handbook.

The succeeding table shows the set of criteria and weights that will be used by teachers and peers in the evaluation and deliberation process. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their class or club advisers. Only those learners who have met at least 90% of the criteria will be considered for the award.

Criteria	Weight	
	Teachers (70%)	Peers (30%)
Integrity <ul style="list-style-type: none">• Participates in worthwhile spiritual activities• Demonstrates honesty• Aspires to be fair and kind to all• States his/her beliefs and acts according to stated beliefs• Upholds and respects the dignity and equality of all• Accepts and respects individual differences• Makes sound decisions based on what is good for all.		
Responsibility and Excellence <ul style="list-style-type: none">• Communicates effectively• Commits and dedicates self to rendering services and/or implements activities relevant to the school population and/or community.• Initiates and facilitates planning of activities for the class, club and/or school• Motivates group to participate meaningfully in activities• Encourages collaborative relationships and facilitates resolution of conflicts• Leads and facilitates the effective and efficient implementation, monitoring, documentation and evaluation of planned activities		

Criteria	Weight	
	Teachers (70%)	Peers (30%)
Discipline <ul style="list-style-type: none"> Starts and ends activities, meetings, etc. on time Ensures the responsible use of school and community facilities Ensures the prompt submission of all deliverables 		

• The IJA Award

This is the highest award the school gives to a Grade 12 graduating student who, in the judgement of the selection committee, best exemplifies the ideals that the school holds up in its students. To qualify for this award, a learner must:

1. have outstanding performance in academics;
2. be an active participant in co-curricular and extra-curricular activities;
2. not have been referred for any corrective intervention for behaviors not expected of an IJAian as stipulated in the IJA Code of Conduct in the Student Handbook.

The following table shows the set of criteria that will be used by teachers and peers in the evaluation and deliberation process. Each of the criteria will have a weight of 1/3. Candidates will be evaluated by two representatives of their peers (nominated from the officers of the SCB) as well as the members of the awards committee designated by the Principal. Ratings given by peers will constitute 30% while ratings given by teachers will constitute 70%. Only those who have obtained a rating of at least 90% will be considered for the award.

Criteria	Weight	
	Teachers	Peers
Integrity <ul style="list-style-type: none"> Continually endeavors to strengthen his/her faith and love for God by expressing his/her faith while respecting 		

Criteria	Weight	
	Teachers	Peers
<p>the faith of others.</p> <ul style="list-style-type: none"> Shows adherence to ethical principles and values, especially the values of honesty and morality. 		
<p>Responsibility and Excellence</p> <ul style="list-style-type: none"> Displays the ability to think critically, as well as the capacity for creativity and imagination. Shows commitment and dedication to tasks assigned to him/her. Collaborates effectively with others in initiating/ leading school and community projects that help uplift the conditions of community members and promote the protection of the environment Is an effective communicator and problem solver. Shows awareness and concern for issues that affect our country and the global community while taking pride in his/her Filipino identity and heritage 		
<p>Discipline</p> <ul style="list-style-type: none"> Acts in an appropriate and socially acceptable manner in all circumstances he/she finds herself in. 		

Promotion and Failure

A student is promoted to the next grade level if he/she obtains a final mark of at least 75% in all his/her subjects.

A student who has deficiencies in one subject shall attend the summer remedial class to give him/her a chance to do make up work. Failure to take the summer remedial will mean a failing mark in the subject where the student has deficiencies.

Deficiencies in more than one subject shall mean automatic failing marks in those subjects. The student will not be qualified for summer remedial classes.

A student who has a final mark of less than 75% in any subject (regardless of a passing general average) may be re-admitted to IJA the following academic year only if he/she repeats the grade level.

Academic and Deportment Probation

New students may be placed on academic or deportment probation upon the discretion of the Admissions Committee. Old students may be placed on academic and/or deportment probation upon the recommendation of their teachers.

A new student placed on academic probation should take the IJA summer remedial classes upon admission and pass all his/her subjects for the school year. Failure to meet this requirement may mean that the student will be asked to withdraw from IJA.

A student who obtains a deportment grade of U will be placed on deportment probation. He/she should obtain at least a Satisfactory grade in his/her deportment the following school year. Failure to meet this requirement may mean that the student will be asked to withdraw from IJA.

A student who fails two or more subjects and obtains a deportment grade of U may be asked to withdraw from IJA.

SCHOOL POLICIES AND REGULATIONS

Class Attendance

All students are required to attend classes PUNCTUALLY AND REGULARLY.

A student who is not in the class line formation during the assembly will be considered tardy. A student who comes to school late must first secure an **admit-to-class slip** from the Cluster Leader. The slip must be given to the first period teacher upon entry.

A student who is absent for one-half day or more should first present, upon his/her return, a letter of excuse to the class adviser (see a sample of excuse letter among the appendices of this handbook). He/She should secure an admit-to-class slip from the Cluster Leader before being admitted to class.

A prolonged absence due to illness must be certified by a doctor.

A student who incurs absences of more than 20% of the prescribed number of school days may automatically be dropped from the roll.

General or Special Assemblies and Activities

Students are required to attend special school assemblies or activities which take the place or which are part of classroom activities.

Any student who is tardy or absent for these activities is considered tardy or absent from class.

School Uniforms

The school uniform is an outward identification of the school to which a student belongs. Therefore, the IJA uniform should be worn with dignity and pride.

Students are expected to come to school and in duly authorized school activities in CLEAN AND COMPLETE uniform. Official uniform is available at the school custodian.



PS & GS Daily Uniforms

GS Gala Uniforms

GS & JHS PE Uniforms



HS Daily Uniforms

HS Gala Uniforms

SHS Daily Uniforms

SHS PE Uniforms

BOYS / GENTLEMEN'S Uniforms

	Pre-school to Primary Levels	Intermediate to Junior High School	Senior High School
Uniform	Prescribed sky blue polo top with plain white undershirt (make sure the undershirt does not show) and prescribed dark blue pants		
Shoes	Black leather-type shoes		
Socks	Plain white socks at least 2 inches above the ankle	Plain black socks at least 2 inches above the ankle	

GIRLS / LADIES' Uniforms

	Pre-school to Primary Levels	Intermediate to Junior High School	Senior High School
Uniform	Prescribed sky blue dress (<i>should be till half the calf, not knee length or above the knees</i>)		Prescribed sky blue blouse and dark blue skirt (<i>till half the calf</i>)
Shoes	Black leather-type shoes (<i>no high heels</i>)		Ladies leather-type shoes (with at most 1-inch heels)
Socks	Knee-high IJA socks	short IJA socks worn at least 2 inches above the ankle	not necessary

Note: All students are **required** to wear the **prescribed PE shirt and pants with plain white rubber shoes/sneakers** during PE days.

Grades 1 to 10 students should wear the gala uniform every **1st Friday of the month** and on **special occasions** announced by the school.

As long as the student is in his/her IJA uniform, he/she is responsible for his/her off-campus behavior.

Grooming

Students are expected to come to school well groomed and in COMPLETE AND NEAT uniform. Uniforms that are short, tight, faded or torn should not be worn to school.

For special events or programs where students will be allowed to

come in civilian attire, students are to follow the proper dress code of the school. Thus, wearing of flip flops, slip-ons, high-heeled shoes as foot wear and sleeveless, body-hugging, revealing see-through tops, plunging necklines, shorts and mini-skirts are not allowed.



Boys must sport neat-looking haircuts. Very long hair (the hair touching the collar, covering the ears and eyebrows) pony tails, dyed hair and other unusual haircuts are not allowed. The student may be required to get proper haircut if present cut is found undesirable.

Girls are expected to keep their hair simple. Those with long hair are encouraged to tie them into a ponytail. Likewise, dyed hair and unusual hairdo are discouraged.

The girls are discouraged from using nail polish, rouge, lipstick, or the like. They are discouraged from using jewelry except simple earrings and bracelets. Boys are not allowed to wear earrings, necklace or bangles.

Students who have tattoos will not be allowed inside the school.

Bringing of Unnecessary Items to School

Students are not allowed to bring to school items such as toys, radios, camera, musical instruments, cell phones, music players and other expensive equipment unless these are to be used for some school activities.

If needed, the student must secure a letter from his/her parent/guardian explaining the reason for bringing any of the aforementioned items and present the letter together with the item to the teacher concerned.

Students are responsible for the items they bring to school. The school will not be held liable for any loss or damage to their belongings.

Unnecessary items brought to school for the first time without a letter of explanation from the parents, will be confiscated and only the parents or guardians may claim them. If bringing of unnecessary items is repeated, items will be confiscated and parents or guardians may claim them only at the end of the academic year.

Leaving the School Campus During School Hours

As a rule, students are not allowed to leave the school campus during school hours. Should there be a valid reason for the student to leave the campus, he/she (or the teacher in case of Pre-School to Grade 3 pupils) should:

1. present to the Cluster Leader a letter from the parents, legal guardian or nurse giving a reason for leaving the campus;
2. fill out the gate pass form (in duplicate) and submit to the Cluster Leader for approval and signature; and
3. leave one of the forms with the Cluster Leader and present the other to the security guard.

Suspension of Classes During Typhoons/Bad Weather

Only the DepEd or the local government officials are authorized to cancel classes during typhoons or bad weather. Parents are advised to listen to the radio or watch TV for announcements regarding this matter.

Classes may also be suspended by DepEd when there are floods or heavy rains. In the absence of any declaration from DepEd or other responsible government officials, the school leaves the attendance of the children to the discretion of the parents.

Classes in the Pre-School Level are automatically suspended when storm signal no. 1 is raised by the PAGASA. When signal no. 2 is raised, classes from the Pre-School Level to the High School Level are automatically suspended. In the absence of storm signal warnings, we shall rely on the DepEd's announcement of suspension.

In cases of suspension due to inclement weather or other circumstances when students are already in school, students are dismissed 30 minutes after the announcement is made and with a 15-minute interval per level to ensure an organized flow of traffic for our students. In the Consolacion F. Mallonga Memorial Building, the Pre-School Level is dismissed first then followed by the Primary Level. Likewise, in the Main Campus, the Intermediate Level is dismissed first followed by the High School Level.

In case of suspension of classes during quarterly examinations,

the tests on the affected day/s will be moved automatically to the next class day/s, following the same sequence. For example:

Monday	Tuesday	Wednesday	Thursday
Original Schedule			
Math Filipino	English AP	Science Values	
New Schedule Due to Suspension			
Classes Suspended	Math Filipino	English AP	Science Values

Likewise, we reiterate that parents have the ultimate responsibility to decide whether their children should go to school in case of bad weather.

Parent-Teacher Conference

Parents are encouraged to confer with teachers regarding their children’s performance and attitude in school. An appointment should be made beforehand so that the teacher concerned can arrange to see the parents during their vacant periods. The teacher may not see the parents during their classroom teaching periods or when doing other assigned tasks.

Circular to Parents

Circulars are issued to parents from time to time. These are to be presented by the students to their parents. The reply slips must be returned within two days after they have been distributed.

Security Measures

Only students and personnel are allowed to go to the classroom areas during school days. Visitors/parents are requested to limit themselves to the offices when they come to school for official transactions. (Department of Education Order under the Manual of Regulation for Private Schools, D.O. No. 88, s. 2010). Furthermore, all visitors must wear the **Visitor’s Pass** while inside the school campus. Any person with no official business with the school will not be allowed entry.

Teachers and other school authorities are around to supervise

students 10 minutes before the morning assembly time. Therefore, parents are advised not to send their children to school too early because students may be left unattended and any untoward incident may occur.

In the same manner, teachers will be around to supervise students within 10 minutes after dismissal time. Students who are not fetched from the school immediately or within the 10 minute period may be left unattended.

For security purposes, we do not allow any student to leave the campus during dismissal time without an authorized person fetching him/her. Students whose parents allow them to commute (applicable for Grade 4 up to Grade 12) may apply for a **Commuter's Pass** at the Principal's Office. This pass is presented to the Guard who may allow them to go home after classes.

Staying Beyond Class Hours

No student is allowed to stay in the campus **after class hours** without a teacher or school authority to supervise their activities and without a written permission from their parents/guardians. In case they have some official/authorized activities beyond their dismissal time or during weekends, the teacher in-charge would send the **Permit To Stay** slip to the students for their parents to sign. This slip also **signifies that the activity, though optional, is authorized** by the school and it serves as their permit to enter the campus on weekends. The students are allowed to stay in the campus only up to **5:30 PM**.

Lost and Found Articles

There are designated depository areas of all Lost and Found items in all campuses (usually near the Guard's Corner). Lost items must be reported as soon as possible to the Cluster Leader concerned.

Unclaimed items after the cut-off days of each quarter (last school day of the quarter) shall be forfeited in favor of the school and shall be donated to charity during its outreach activity.

School supplies lying around unattended in the corridors, canteen, etc. shall be considered LOST AND FOUND and shall be collected by the school authorities (faculty, staff or SCB officers). These

items shall be forfeited in favor of the school and shall be donated to charity anytime of the year.

Solicitations, Contributions and Donations

No solicitation, contribution or donation is allowed in the school without the approval of the Principal. All official business/financial transactions or payments must be done only in the Business Office. No other school personnel is allowed to receive or collect payments for any school requirements. Please call or see the principal in case of doubtful solicitations or financial transactions.

Parties in School

Parties to celebrate students' birthdays and other occasions are not allowed inside the school. However, class parties during Christmas or Family Days may be held subject to approval of the Principal.

Other School Policies

Parents and other care-givers are discouraged from staying inside the campus to wait for their children/wards.

In case parents/guardians need to be in school for some official business, they should come **properly dressed**. They should refrain from wearing shorts, plunging necklines, sleeveless tops, or slippers when they come to IJA. Furthermore, they should wear the **Visitor's Pass** while inside the campus.

Students should bring all their projects, books, PE uniforms, food and other things they need when they come to school. The school does not allow delivery of these items to the students.

The students are not called out of the classrooms unless there are emergencies. Parents/guardians are therefore discouraged from calling for their children for unimportant matters.

Students who are sick should stay home. Students who get sick in school may be asked to go home. Parents are informed to pick them up from school.

Parents are requested to make sure that their children are promptly fetched from school after class hours.

CODE OF CONDUCT

IJA is an advocate of **Positive Discipline**. Part of its Personnel Professional Development Program is a training for them to practice the balance between “warmth” and “structure” as important elements of Positive Discipline in Everyday Teaching. The school believes that any educational institution or organization can only function effectively if there is discipline and order among the members of its community. To attain this, students are expected to behave in a manner that shows **respect and consideration** for others, as well as to display the ability to follow rules and regulations set by the school, as agreed upon by all its stakeholders.

School officials and academic personnel have the right to impose appropriate and reasonable interventions in cases of minor misbehaviors or breach of good discipline committed in their presence. However, no cruel or physically harmful punishments shall be imposed or applied against any student (Manual of Regulations for Private Schools, 2010).

Some Expected Behaviors

Attendance and Punctuality

1. Students are expected to arrive on time for the morning assembly.
2. Students are expected to say the prayers reverently and participate in the flag ceremony.

Responsibility and Discipline

1. After the assembly, students are expected to proceed to their classroom in silence and in single file.
2. Silence should be maintained in the corridors and stairs at all times. When passing along the corridors and using the stairs, the students should always stay on the right side.
3. Prayers before and after classes should be said in reverence.
4. Unnecessary talking, giggling and other ways of distracting or disturbing the class should be avoided.
5. A permanent seat is assigned to the student for each quarter of

the year. Unless otherwise instructed, the student should stay in the seat assigned to him/her.

6. The student should bring all the required books/materials to the class. Borrowing these materials is discouraged.
7. The student is expected to be in the assigned classroom during class hours, unless given permission to be elsewhere. Students who are not in the classroom and who are not given permission to leave may incur a class cut.
8. Students who get sick and who need to go to the clinic should get a clinic slip from the class secretary. The clinic slip, together with the admit-to-class slip, should be returned to the class secretary with the signature of the nurse.
9. Students are discouraged from leaving the classroom during class hours. If a student has official business to attend to, he/she must secure an admit-to-class slip before returning to his/her classroom. The CR pass is necessary when a student needs to go to the bathroom.
10. Students (Grade 4 to Grade 12) are not allowed to eat inside the classroom.
11. Students are expected to maintain order and discipline (i.e., avoiding very loud conversations, rough horseplay, unnecessary running, pushing, shoving and similar behavior) in the library, canteen, and other learning areas within the campus.
12. The class is responsible for keeping the classroom attractive, neat, clean and orderly.
13. Students are responsible for the chairs assigned to them in the beginning of the year. They should be kept free from writings, etchings, or damage.
14. Students are expected to come in neat and complete uniform. Failure to comply with this is a minor misbehavior.

Integrity and Honesty

Honesty and integrity are the two most important values the school wishes to cultivate in the students. Thus, cheating shows a major defiance of these values and any student found to be doing such

behavior is given more intensive intervention. The following are examples of cheating: possession and/or use of *codigo* or crib notes, copying or looking at another's paper, allowing another to copy from one's paper, giving signals during tests which may be construed as asking for answers, plagiarism and other acts analogous to the above.

Other actions/behaviors before, during and after examinations may be interpreted as cheating, and are therefore, not allowed: getting and/or giving a copy of the test, giving and/or receiving vital information about the test, looking around even without copying, talking without the proctor's permission, and talking while the test papers are being passed or collected.

As a rule, students should take care of their things, money and other valuables so they do not get lost. In the same manner, students are also expected to show honesty with things that do not belong to them. Any student who is found to have been taking or in possession of items that are not his/her own will be dealt with intense intervention.

Courtesy and Respect

Students are expected to show courtesy and respect to fellow students, teachers and other school authorities. Disrespectful behaviors towards teachers and school authorities, insubordination or instigating others to insubordination are considered serious misbehaviors.

Moreover, respect and understanding for others should be a rule of one's deportment. Disagreements or conflicts among students can always be resolved peacefully and reasonably. Physical assault, fighting, injuring fellow student or instigating a fight shows disregard for the other. Name calling, teasing, and the like are affronts to one's person and may lead to fights and other misunderstanding.

Writing on the walls, defacing school property such as bulletin boards, damaging school facilities and the like are acts of vandalism that are considered serious misbehaviors. They show lack of courtesy and respect for the property of others. Any vandalism committed inside the school premises should be reported to the class adviser.

SAMPLE MISBEHAVIORS WITH THEIR CORRESPONDING INTERVENTIONS

Please note that there may be misbehaviors not listed in the succeeding tables. There is a **Positive Discipline Committee** (PDC) which

evaluates a reported alleged misbehavior and deliberates and decides on the matter .

MINOR MISBEHAVIORS		
Attendance & Punctuality	Responsibility & Discipline	Courtesy & Respect
Tardiness	Improper/Incomplete uniform/attire	Name Calling/ Teasing/Gossiping
Absences	No ID	Challenging some-one to a fight
	Improper haircut/ hairstyle	Use of unpleasant or vulgar words
	Littering	
	Loitering	
	Bringing of cell phone to school	
	Late/non-submission of excuse letter, reply slips, etc.	
	Shouting	
	Pushing another person	
	Violation of library or laboratory policies	
	No materials, no assignments, no projects	
	Long and dirty fingernails	
	Playing during assembly/ Angelus	
	Disturbing or disrupting a class or a school function without reasonable cause (e.g. unnecessary talking or making other noises, running in the hallways and staircases, and other similar behaviors)	
	Going in and out of classroom w/o permission	

MINOR MISBEHAVIORS		
Attendance & Punctuality	Responsibility & Discipline	Courtesy & Respect
	Eating in the classroom/ hallways during class hours	
	Late during recess, lunch & in between periods	

For Attendance & Punctuality

TARDINESS	INTERVENTION	DEPORTMENT
1 st time Tardy	Verbal Notice	E
2 times Tardy	Notice for Misbehavior Report	E
3 times Tardy	1 st Misbehavior Report (Follow-up at home)	HS
4 times Tardy	Verbal Notice for 2 nd Misbehavior Report	HS
5 times Tardy	2 nd Misbehavior Report (Follow-up at home)	S
6 times Tardy	Verbal Notice for Misbehavior Report	S
7 times Tardy	3 rd Misbehavior Report (See the Class Adviser)	FS
8 times Tardy	Verbal Notice for Intensive Intervention	FS
9 times Tardy	Intensive Intervention (See the Cluster Leader)	NI

For Other Minors Misbehaviors:

(Responsibility & Discipline / Courtesy & Respect)

MISBEHAVIORS	INTERVENTION	DEPORTMENT
1 st Minor Misbehavior	Verbal Notice	E
2 nd Minor Misbehavior	Notice for Misbehavior Report	E
3 rd Minor Misbehavior	1 st Misbehavior Report (Follow-up at home)	HS
4 th Minor Misbehavior	Verbal Notice for 2 nd Misbehavior Report	HS
5 th Minor Misbehavior	2 nd Misbehavior Report (Follow-up at home)	S

MISBEHAVIORS	INTERVENTION	DEPORTMENT
6 th Minor Misbehavior	Verbal Notice for Misbehavior Report	S
7 th Minor Misbehavior	3 rd Misbehavior Report (See the Class Adviser)	FS
8 th Minor Misbehavior	Verbal Notice for Intensive Intervention	FS
9 th Minor Misbehavior	Intensive Intervention (See the Cluster Leader)	NI

Intervention for Minor Misbehaviors:

- A student who has been found to have committed accumulated minor misbehaviors shall be given an intervention. A deportment grade of NI shall be automatically reflected in the report card.
- A student who has been found to have committed accumulated minor misbehaviors for the second time (on the same classification) shall be given an intensive intervention. A deportment grade of NI shall be automatically reflected in the report card.

A student who has been found to have committed accumulated minor misbehaviors for the third time (on the same classification) shall be given a more intensive intervention. A deportment grade of U shall be automatically reflected in the report card.

SERIOUS MISBEHAVIORS		
Responsibility & Discipline	Integrity & Honesty	Courtesy & Respect
Using cell phone in school	Forgery/Alteration/Misrepresentation	Offensive/Obscene language/Gestures
Intimate display of affection	Cheating and any form of dishonesty in schoolwork (in addition to the intervention, will be given zero in the particular test/schoolwork)	Vandalism (students will make reparations for damages in addition to the other interventions)
Class Cut	Plagiarism	Instigating and/or engaging in activities resulting in damage to IJA property

SERIOUS MISBEHAVIORS		
Responsibility & Discipline	Integrity & Honesty	Courtesy & Respect
Truancy		Minor physical assault
Lending/ Borrowing commuter's pass		
Leaving the school campus without permission		
Smoking		
Gambling		

Intervention for Serious Misbehaviors:

- A student who, after investigation, has been found to have committed a serious misbehavior for the first time depending on the gravity shall be given an intervention and a department grade of NI shall be automatically reflected in the report card.
- A student who, after investigation, has been found to have committed a serious misbehavior for the second time (on the same classification which may or may not be similar to the first misbehavior) depending on the gravity of the misbehavior shall be given an intensive intervention. A department of NI shall be reflected in the report card.
- A student who, after investigation, has been found to have committed a serious misbehavior for the third time (on the same classification which may or may not be similar to the other misbehaviors) shall be given a more intensive intervention. The third serious misbehavior committed by the student will be considered a very serious misbehavior. A department of U shall be reflected in the report card.

VERY SERIOUS MISBEHAVIORS		
Responsibility & Discipline	Integrity & Honesty	Courtesy & Respect
Use/possession of prohibited drugs	Bribing school personnel	Defiance to authority

VERY SERIOUS MISBEHAVIORS		
Responsibility & Discipline	Integrity & Honesty	Courtesy & Respect
Possession/ Consumption of alcoholic beverages	Theft/Stealing/ Shoplifting even outside school premises	Bullying/Harassment
Possession of pornographic materials/sexually suggestive materials		Mutilation of school emblem
Possession/use of deadly weapons		Discourtesy to school authorities
Inappropriate use of technology such as accessing pornographic sites, posting inappropriate, sexually provocative or lewd images, messages and videos		Grave physical assault
Immorality or indecent acts		
Affiliation with non- school recognized organization (fraternities/ sororities/secret organizations)		
Any deportment inside or outside the campus which brings the student, his/her family and the school in disrepute		

Intervention for Very Serious Misbehaviors:

- A student who, after investigation, has been found to have committed a very serious misbehavior shall be immediately dropped from the roll and/or will not be readmitted to IJA for the following academic year. A deportment grade of U shall be automatically reflected in the report card.

NOTE:

A student who obtains more than 2 NIs will be subject for deliberation any time. A warning will be done on the second NI entry to prevent a third NI. He/she may either be:

- (a) readmitted for the following academic year but will be placed on Conduct Probation*** or
- (b) not readmitted for the following academic year or
- (c) immediately dropped from the roll

***Under Conduct Probation (He/she should obtain at least a Satisfactory (S) grade in his/her conduct the following academic year. Failure to meet this requirement may mean that the student will not be readmitted for the next academic year.

Disciplinary Interventions

Interventions in IJA are approaches to correct or modify a student's misbehavior and are also reminders for the students to refrain from disobeying rules and regulations of the school. In lieu of sanctions, the school may allow students to choose to engage in voluntary productive activities, to make restitution for wrong-doings. These students may be allowed to help maintain the cleanliness inside the campus, assist in the offices or library, or assist during programs and activities, etc.

1. Misbehavior Report

A student who commits a minor misbehavior may be called by a teacher for counseling and/or may be issued a misbehavior report sent to the parents.

2. Restorative Justice

A student who has been found to have committed a serious misbehavior will be guided to channel his acts toward a more positive behavior. This will be done by asking him/her to do some meaningful tasks related to the misbehavior in the hope that he/she realizes the consequences of a negative action and eventually learns to be heedful of his future actions and decisions. This is upon the recommendation of the PDC and approval of the Principal. When this type of intervention needs to be done, parents will be

notified through a notice of decision, which shall be given by the APSD or the Cluster Leader concerned, after investigations and deliberations have been done.

3. Community Service

A student who has been found to be committing serious misbehaviors, despite reminders and behavior modification, may be required to render community service of varying forms as a means of corrective action for infractions of school rules.

4. Exclusion

When all positive means of corrections and behavior modification have been exhausted but seem to be not effective in helping a misbehaving student, the school will be constrained to recommend that the child be transferred to a new environment where he/she may be better helped. In this case, the student will be issued his/her transfer credentials upon accomplishment of clearance.

Exclusion from Graduation Ceremonies

Students sometimes commit serious misbehaviors fairly close to graduation. When the school wants to send a message of disapproval, without interfering with the student's post-graduation plans, it may exclude the student from graduation ceremonies. (***Education Law and the Private Schools 2009 Revised Expanded Edition p. 508***)

5. Expulsion

Being an advocate of positive discipline, Infant Jesus Academy makes every effort to help a misbehaving student change his/her behavior positively. However, it refuses to tolerate behaviors that may put others in danger or may be detrimental to the good order of the school. Students exhibiting such behaviors will be removed from the school system and will also be excluded from admission to any private or public school in the Philippines. This action will require the approval of the Secretary of the Department of Education. (Manual of Regulations for Private Schools, D.O. No. 88 s. 2010).

The Positive Discipline Committee (PDC)

The PDC shall deliberate and resolve all reported cases of

students committing serious and/or very serious misbehaviors. The Committee will be composed of the following:

1. Assistant Principal for Student Development
2. Guidance Coordinator
3. concerned Cluster Leader
4. concerned Class Adviser
5. concerned teacher/personnel

Resolution of Reported Cases of Serious or Very Serious Misbehaviors Committed by Students

A major misbehavior or accumulated minor misbehaviors is handled by the Assistant Principal for Student Development (APSD), ensuring and safeguarding the rights of all parties to due process.

1. The APSD conducts a preliminary investigation of a serious or very serious misbehavior formally reported to his/her office through an incident report.
2. If the results of the preliminary investigation show that a misbehavior may have been committed, the APSD instructs the class adviser to inform all parties, including the parents of the student involved, of the misbehavior possibly committed. The student(s) involved will be given 48 hours upon receipt of the notice of possible misbehavior to prepare an explanation which will be heard during a formal investigation.
3. If merited, the APSD conducts a formal investigation where evidences or witnesses may be presented by the offended and the offending parties.
4. The APSD prepares a report and immediately calls the Positive Discipline Committee (PDC) to review the case.
5. The PDC reviews all the facts of the case. Further investigation or a re-investigation is conducted when needed.
6. The PDC forwards (for review and approval) to the Principal its findings and recommendations for appropriate interventions.
7. The APSD formally informs, thru the Notice of Decision, all parties concerned including the parents regarding the decision.

8. The appropriate interventions are implemented.

In cases of misbehaviors where exclusion or expulsion may possibly be recommended, the **Child Protection Council (CPC)** will be convened to deliberate on the case. The procedures for this deliberation are stipulated in the **Child Protection Policy** of the school. The IJA Child Protection Council is composed of the following:

Chairman: Principal

Vice Chairman: APSD or any other designated school official

Members: Concerned Cluster Leader

Class Adviser

Parent Representative designated by the IJAFC

Student Representative designated by the Student Coordinating Body

The decision of the PDC or CPC may be appealed by the parents of the student involved to the Campus Coordinator for reconsideration.

FINANCIAL OBLIGATIONS

Schedule of School Fees

1. Annual – all school fees are paid upon enrollment of the student.
2. Semestral – Payment of fees are made in two installments: a) upon enrollment in June; and b) the first week of October.
3. Quarterly – Payment of fees made in four installments: a) upon enrollment in June; b) first week of August; c) first week of October; and d) first week of December.
4. Monthly – Payment of fees are made in monthly installments – due on the first week of the due month.

Financial Policies

1. All financial transactions should be made at the Business Office. Students and parents are advised to ask for a receipt for all

payments made. These receipts should be filed, and presented when required.

2. The Business Office accepts cash, dated check payments payable to the School's Account only and through BPI Family Bank. Those paying through checks need to sign the Business Office Form pertaining to Check Payments. For payment thru BPI, the account name and number are available at the Business office.
3. Fines are imposed on students who enroll late. Likewise, fees are imposed on late payment of tuition fees.
4. The Business Office may not issue notices of accounts to the students. The schedule of payment of fees is given out in the beginning of the school year. **Parents are responsible for ensuring that fees are paid on time.**
5. The admission card serves as an examination permit. The student must settle all accounts due up to the month during which the examination is given, before the admission card is released.
6. The Business Office may withhold the report card and other documents of students who have not settled their financial obligations.
7. Students who submit a promissory note should do so at least 3 days before the examinations. Only the signature of the parents will be considered valid.

Data Privacy Notice:

IJA adheres to the **Data Privacy Act of 2012** and is committed to ensuring the privacy, security, and confidentiality of student data (such as name and address, parents' information, and other data necessary for identifying students) while enabling the information to be used to improve student academic outcomes. It shares these data only with people authorized to see them such as the class adviser, the parents and/or recognized guardian of the student and the Department of Education (DepEd) thru its Learner Information System (LIS) for database purposes and general processing of academic records. Details of this statement are stipulated in the **IJA Data Privacy Policy** (accessible thru the IJA Website, www.ija.edu.ph). By signing the acknowledgment slip on the last page, parents/guardians agree to abide by such Policy.

REFERENCES (DepEd Orders)



Republic of the Philippines
Department of Education



Tanggapan ng Kalihim
Office of the Secretary

JAN 31 2006

DepED ORDER
No. 7, s. 2006

**REITERATING THE PROHIBITION OF THE PRACTICE OF HAZING AND THE
OPERATION OF FRATERNITIES AND SORORITIES IN ELEMENTARY AND
SECONDARY SCHOOLS**

To: Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. In the past years, the Department of Education has released issuances that provide measures for preventing the practice of hazing and prohibit fraternities and sororities in elementary and secondary schools. Department Order No. 6 s. of 1954 prohibits the practice of hazing in schools and imposed sanctions for violations. Department Order No. 20 s. 1991, meanwhile, prohibits the operation of fraternities and sororities in public and private elementary and secondary schools.

2. Furthermore, Republic Act No. 8049 (The Anti-Hazing Act) provides for strict penalties for the conduct of hazing and other initiation rites associated with fraternities, sororities and similar organizations.

3. In view of recent incidences of fraternity-related violence involving high school students and in view of the history of violence associated with these organizations, some of which have resulted to juvenile deaths, the Department of Education reiterates the abovementioned policies regarding fraternities and sororities and the use of hazing and other acts of violence in elementary and secondary schools.

4. School authorities are requested to take a more active role in the prevention of juvenile violence in their respective areas. They are further instructed to coordinate with local units of the Department of Interior and Local Government, the Department of Social Work and Development, and the Philippine National Police in order to monitor and control the proliferation of fraternities, sororities and similar organizations in elementary and secondary schools in their respective areas.

5. Moreover, school authorities are encouraged to promote co-curricular and extra-curricular organizations and activities that can serve as more wholesome and

6. Wide dissemination of and strict compliance with this Order is enjoined.


FE A. HIDALGO
Undersecretary
Officer-in-Charge

Reference: DECS Order: (No. 20, s. 1991)



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City



Tanggapan ng Kalihim
Office of the Secretary

Direct Line: 633-7208 / 7228
Fax: 636-4876
DEText: 0919-4560027
E-Mail Address: ossec@deped.gov.ph
Website: <http://www.deped.gov.ph>

NOV 20 2003

DepED ORDER
No. 83, s. 2003

REITERATION TO DECS ORDERS NOS. 70, S. 1999 AND 26, S. 2000
(Prohibiting Students of Elementary and Secondary Schools from Using Cellular Phones
and Pagers During Class Hours)

To: Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary and Secondary Schools

1. It has been noted that cell phones have been proliferated with lewd and obscene picture messages particularly those capable of Multi-Media Services (MMS). In view of this, the following policies regarding the prohibition on the use of cell phones are hereby reiterated:

- a. The Department of Education (DepED) strictly imposes a ban on the use of cellphones by the students during class hours; and
 - b. Teachers and parents should devise ways to educate students on the responsible use of cell phones to prevent them from engaging in misguided and immoral activities.
2. Immediate dissemination of and compliance with this Order is hereby directed.


EDILBERTO C. DE JESUS
Secretary



Department of Education

MAY 14, 2012

DepEd O R D E R

No. 4 0 , s. 2012

DEPED CHILD PROTECTION POLICY

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Unit
Regional Secretary, ARMM
Regional Directors
Schools Division/City Superintendents
Chiefs of Divisions
Heads, Public and Private Elementary and
Secondary Schools All Others Concerned

1. For the information and guidance of all concerned, the Department of Education (DepEd) issues the enclosed copy of the Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse entitled "**DepEd Child Protection Policy.**"

2. Pursuant to Section 26 thereof, this DepEd Order shall take effect immediately upon issuance.

3. All Orders, Memoranda and other related issuances inconsistent with these policy and guidelines are deemed amended accordingly upon its effectivity.

4. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LVISTRO FSC

Secretary

Encl.: As stated

Reference: DepEd Memorandum No. 297, s. 2006 To be indicated
in the Perpetual Index

under the following subjects:

LEGISLATIONS
POLICY
PUPILS

RULES & REGULATIONS
STUDENTS
TEACHERS

SMA, DO DepEd Child. Protection Policy

1190- April 23, 2012

DEPARTMENT OF EDUCATION

Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse

I. GENERAL PROVISIONS

Section 1. Short Title

This Department Order shall be known as the "DepEd Child Protection Policy."

Section 2. - Statement of Policy

Pursuant to the 1987 Constitution, the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3 [2]).

The Constitution further provides that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. (Article XIV, Section 3 [2]).

The Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges the government to take measures to encourage regular attendance in school and reduce drop-out rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child's human dignity, and in conformity with the CRC.

Towards this end, the Department of Education (DepEd), in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of children. The best interest of the child shall be the paramount consideration in all decisions and actions involving children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children, as enunciated in the CRC. Teachers and learning facilitators especially in learning centers are their substitute parents, and are expected to discharge their functions and duties with this in mind. In this connection, the Family Code empowers the school, its administrators and teachers, or the individual, entity or institution engaged in child care to exercise the special parental authority and responsibility over the child, while under their supervision, instruction or custody.

The Department recognizes that cases of abuse may arise as a result of the difficult situations faced by teachers and other officials within and outside school.

DepEd has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation.

Furthermore, this Department aims to ensure such special protection from all forms of abuse and exploitation and care as is necessary for the child's well-being, taking into account the primary rights and duties of parents, legal guardians, or other individuals who are legally responsible and exercise custody over the child. DepEd recognizes the participatory rights of the child in the formulation and implementation of policies, and in all proceedings affecting them, whether they be victims or aggressors, either directly, or through a representative. Accordingly, this Department reiterates a zero tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse, and hereby promulgates this Department Order.

Section 3. - Definition of Terms

"Bullying or Peer Abuse" - refers to willful aggressive behavior that is directed, towards a particular victim who may be out-numbered, younger, weak, with disability, less confident, or otherwise vulnerable. More particularly:

1. Bullying - is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:
 - a. Threats to inflict a wrong upon the person, honor or property of the person or on his or her family;
 - b. Stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention;
 - c. Taking of property;
 - d. Public humiliation, or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt;
 - e. Deliberate destruction or defacement of, or damage to the child's property;
 - f. Physical violence committed upon a student, which may or may not result to harm or injury, with or without the aid of a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;
 - g. Demanding or requiring sexual or monetary favors, or exacting money or property, from a pupil or student; and
 - h. Restraining the liberty and freedom of a pupil or student.
 2. Cyber-bullying - is any conduct defined in the preceding paragraph, as resulting in harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites or other platforms or formats.
- "Other acts of abuse by a pupil, student or learner"- refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, not falling under the definition of 'bullying' in the preceding provisions, including but not limited to acts of a physical, sexual or psychological nature.

PRAYERS

Each class period must start and end with a prayer. The first period class need not start with a prayer since the assembly includes the morning prayer.

Sign of the Cross

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Invocation

Daily commencement Prayer of Students and Teachers

For Grade 4 up to Grade 12:

HEAVENLY FATHER, Our Divine Teacher, from the beginning of life, it has been Your grand design to mold human beings according to Your loving image. You declared to make man and woman eternal like You, full of love like You and all-knowing like You. It bleeds Your heart to realize that we are not becoming the persons You want us to be.

Forgive us for our negligence and laziness, for our refusal and resistance, to grow and develop the way we ought to be: physically healthy, morally upright, mentally brilliant, socially sensitive and responsible, and spiritually solid and deep.

We make amends for our past mistakes by giving our best selves and best performance. Bless our efforts; make them fruitful and productive. Bless us – students, teachers, parents and administrators that we may not spoil Your gifts to us this day; the gifts of knowledge and wisdom, of goodness, beauty and truth, of friendship and guidance.

We pray to You with child-like faith and confidence in the HOLY NAME OF JESUS, Our Lord. Amen.

Mother Mary Seat of Wisdom, Pray for Us.

For Pre-School to Grade 3 Pupils:

Good Morning Heavenly Father. Oh my God we praise You for You are so good. We thank You for all the graces and favors You have given us. We are very sorry that sometimes we hurt You. We now beg of You to bless us and make us good, bright, and strong children. Bless our PAPA and MAMA and help them in their work. Bless our relatives and friends and even enemies. Bless our teachers and help them teach us and guide us in the right way. Bless our School Administrators and help them with our school problems. Bless our President and all government officials and employees and help them to do their job for the good of the people. Bless our Holy Father, all priests and nuns. Have mercy on the poor, the sick and the souls of the faithful departed.

Mother Mary, Pray for Us.

The Lord's Prayer

Our Father, who art in heaven, hallowed be thy name. Thy Kingdom come, thy will be done, on earth as it is in heaven.

Give us this day our daily bread. And forgive us our sins, as we forgive those who sinned against us. And lead us not into temptation, but deliver us from evil. Amen.

Hail Mary

Hail Mary, full of grace, the Lord is with thee. Blessed are thou among women, and blessed is the fruit of thy womb, Jesus.

Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Glory Be

Glory be to the Father and to the Son and to the Holy Spirit.

As it was in the beginning, is now and ever shall be, world without end. Amen.

Prayer Before a Day's Work

Direct, we beg You, O Lord, our actions by Your holy inspirations, and carry them on by Your gracious assistance, that every prayer and work of ours may begin always with You, and through You, be happily ended. Amen.

Prayer to Keep the Presence of God

Lord, God Almighty, you have brought us safely to this day. Defend us today by your mighty power, that we may not fall into any sin, but that all our words may so proceed and all our thoughts and actions be so directed, as to be always just in your sight. Through Christ our Lord, Amen.

The class before recess and lunch ends with the **Blessing Before Meals:**

For Pre-School

Let us in peace eat the food that God has provided for us. Praise be to God for all His gifts. Amen.

For Primary - High School

Bless us Oh Lord, and these thy gifts, which we are about to receive, from thy bounty, through Christ, Our Lord. Amen.

The class after recess and lunch starts with the **Grace After Meals:**

We give you thanks, Almighty Father for the food that we have received from thy bounty through Christ our Lord. Amen.

The last period class ends with a prayer to the **Guardian Angel:**

Angel of God, My Guardian Dear to whom God's love commits me here. Ever this day be at my side to light and guard to rule and guide. Amen.

The Angelus

V: The Angel of the Lord declared unto Mary.

R: And she conceived of the Holy Spirit. Hail Mary ...

V: Behold the handmaid of the Lord.

R: Be it done to me according to Thy word. Hail Mary...

V: And the Word was made Flesh.

R: And dwelt among us. Hail Mary...

V: Pray for us, O holy Mother of God.

R: That we may be made worthy of the promises of Christ.

Let Us Pray

Pour forth, we beseech you, O Lord, Your grace into our hearts, that we to whom the incarnation of Christ, Your Son was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection, through the same Christ, Our Lord. Amen.

Mysteries of the Holy Rosary

Joyful Mysteries (Monday and Saturday)

1. The Annunciation of Gabriel to Mary
2. The Visitation of Mary to Elizabeth
3. The Birth of Our Lord
4. The Presentation of Our Lord in the Temple
5. The Finding of Our Lord in the Temple

Sorrowful Mysteries (Tuesday and Friday)

1. The Agony of Our Lord in the Garden
2. The Lord is Scourged at the Pillar
3. Our Lord is Crowned with Thorns
4. Our Lord Carries the Cross to Calvary
5. The Crucifixion and Death of Our Lord

Glorious Mysteries (Wednesday and Sunday)

1. The Glorious Resurrection of Our Lord
2. The Ascension of Our Lord
3. The Decent of the Holy Spirit at Pentecost
4. The Assumption of Mary into Heaven
5. The Coronation of Mary as Queen of Heaven and Earth

Mysteries of Light (Thursday)

1. The Baptism of our Lord in the River Jordan
2. The Wedding in Cana, when Christ manifested Himself
3. The Proclamation of the Kingdom of God
4. The Transfiguration of Our Lord
5. The Last Supper, when our Lord gave us His Holy Eucharist

The Holy Rosary of the Virgin Mary

Make the sign of the cross.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Introductory Prayers

Leader: Hail Mary, full of grace, the Lord is you.

All: Blessed are you among women, and blessed is the fruit of your womb, Jesus.

L: O Lord, open my lips

A: And my mouth shall declare Your praise

L: O God, come to my assistance

A: O Lord, make haste to help me

L: Glory be to the Father and to the Son and to the Holy Spirit

A: As it was in the beginning, is now and ever shall be, world without end. Amen.

Recite the Apostle's Creed

I believe in God, the Father Almighty, creator of heaven and

earth; I believe in Jesus Christ, his only Son, our Lord. He was conceived by the power of the Holy Spirit and born of the Virgin Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended to the dead. On the third day He rose again. He ascended into heaven and is seated at the right hand of the Father. He will come again to judge the living and the dead. I believe in the Holy Spirit, the Holy Catholic Church, the Communion of Saints, the Forgiveness of sins, the resurrection of the body, and the life everlasting. Amen.

One (1) Our Father... Three (3) Hail Mary... One (1) Glory Be.

Start each decade by meditating on the Mysteries. On the large bead say the Our Father. On each of the ten small beads pray one Hail Mary. Then recite the Glory Be.

At the end of every decade, recite the **FATIMA PRAYER:**

O my Jesus, forgive us our sins, save us from the fires of hell, and bring all souls into heaven, especially those who most need Your mercy.

After all the decades, recite the **HAIL HOLY QUEEN:**

HAIL, HOLY QUEEN, Mother of mercy, hail our Life, our Sweetness and our Hope! To thee do we cry, poor banished children of Eve; to thee do we send up our sighs, mourning and weeping in this valley of tears. Turn then, most gracious Advocate, thine eyes of mercy toward us; and after this our exile, show unto us the blessed fruit of thy womb, Jesus; O clement, O loving, O sweet Virgin Mary.

V. Pray for us, O Holy Mother of God.

R. That we may be made worthy of the promises of Christ.

Let us pray. O GOD, whose only begotten Son, by His life, death, and resurrection, has purchased for us the rewards of eternal life, grant, we beseech Thee, that meditating upon these mysteries of the Most Holy Rosary of the Blessed Virgin Mary, we may imitate what they contain and obtain what they promise, through the same Christ Our Lord. Amen.

L: May the Divine Assistance remain always with us.

A: Amen

L: May the souls of the faithful departed through the mercy of God, rest in peace.

A: Amen.

L: May the blessing of Almighty God: Father, Son and Holy Spirit, descend upon us and remain with us always.

A: Amen

Litany of the Blessed Virgin

V. Lord, have mercy on us.

R. Christ, have mercy on us.

V. Lord, have mercy on us. Christ hear us.

R. Christ, graciously hear us.

God, the Father of Heaven: -- **Have mercy on us.** (repeat at end of each phrase.)

God, the Son, Redeemer of the world:

God, the Holy Spirit,

Holy Trinity, One God,

Holy Mary, -- **Pray for us.** (repeat at end of each phrase.)

Holy Mother of God,

Holy Virgin of virgins,

Mother of Christ,

Mother of divine grace,

Mother most pure,

Mother most chaste,

Mother inviolate,

Mother undefiled,

Mother most amiable,

Mother most admirable,

Mother of good counsel,

Mother of our Creator,

Mother of our Savior,

Virgin most prudent,

Virgin most venerable,

Virgin most renowned,



Virgin most powerful,
 Virgin most merciful,
 Virgin most faithful,
 Mirror of justice,
 Seat of wisdom,
 Cause of our joy,
 Spiritual vessel,
 Vessel of honor,
 Singular vessel of devotion,
 Mystical rose,
 Tower of David,
 Tower of ivory,
 House of gold,
 Ark of the covenant,
 Gate of Heaven,
 Morning star,
 Health of the sick,
 Refuge of sinners,
 Comforter of the afflicted,
 Help of Christians,
 Queen of Angels,
 Queen of Patriarchs,
 Queen of Prophets,
 Queen of Apostles,
 Queen of Martyrs,
 Queen of Confessors,
 Queen of Virgins,
 Queen of all Saints,
 Queen conceived without Original Sin,
 Queen assumed into Heaven,
 Queen of the most holy rosary,
 Queen of Peace.

Lamb of God, who takes away the sins of the world, **Spare us, O Lord.**
 Lamb of God, who takes away the sins of the world, **Graciously hear us O Lord.**

Lamb of God, who takes away the sins of the world, **Have mercy on us.**



HYMNS

Lupang Hinirang (Philippine National Anthem)

Bayang magiliw
Perlas ng silanganan
Alab ng puso
Sa dibdib mo'y buhay

Lupang Hinirang
Duyan ka nang magiting
Sa manlulupig
Di ka pasisiil

Sa dagat at bundok sa simoy
At sa langit mong bughaw
May dilag ang tula
At awit sa paglayang minamahal
Ang kislap ng watawat mo'y
tagumpay na nagniningning
Ang bituin at araw niyang
kailanpama'y di magdidilim

Lupa ng araw ng luwalhati't pagsinta
Buhay ay langit sa piling mo
Aming ligaya nang pag
May mang-aapi
Ang mamatay ng dahil sayo

Marikina Hymn

Marikina aking hirang
Bayang naming minamahal
Sa'yong puso ay may buhay
Ang paglaya't angking dangal.

Marikina, ika'y dakila
Hiyas na tangi nitong bansa
Marikina, idadambana
Ang giting mo'y di mawawala.

Infant Jesus Academy Hymn

Reign high above
The clouds and take our voice
Through countrywide.
Soar Spirit above
Throughout the mountainside.

Reign high and let bended knees
Spread out across the seas
Lift Thy gracious hands
You're the hope of our land.

Yes, Infant Jesus is the light of all
And His mission will rule
For your sons and daughters
With your spirit like that blue above
Shining, floating, whispering
Your love for us
Will carry on the might

Lyrics: Mr. Antonio Mortel
Music: Ms. Carmela Salazar

OATHS

Panunumpa sa Watawat ng Pilipinas

Ako ay Pilipino, buong katapatang nanunumpa sa watawat ng Pilipinas at sa bansang kanyang sinasagisag na may dangal, katarungan at kalayaan na pinakikilos ng sambayanang Maka-Diyos, Makakalikasan, Makatao, at Makabansa.

Panatang Makabayan

Iniibig ko ang Pilipinas. Aking lupang sinilangan. Tahanan ng aking lahi. Kinukupkop ako at tinutulungang maging malakas, masipag at marangal. Dahil mahal ko ang Pilipinas, diringgin ko ang payo ng aking magulang. Susundin ko ang tuntunin ng paaralan. Tutuparin ko ang tungkulin ng mamamayang makabayang naglilingkod, nag-aaral at nagdarasal nang buong katapatan. Iaalay ko ang aking buhay, pangarap, pagsisikap sa bansang Pilipinas.

Pledge of Peace

I will work towards peace through my own goals and initiatives, starting with my thoughts and actions.

I will promote a culture of non-violence in my daily life and contribute in developing a progressive country.

I will contribute in building a better future for Filipinos and I promise to do my best to achieve these goals through peaceful means.

I pledge to support peace in every way possible for I am and will always be a Filipino for a just and lasting peace.

APPENDICES

Mid-Quarter Assessment Report

IJA Form #3-90

INFANT JESUS ACADEMY

MID-QUARTER ASSESSMENT REPORT

Date: _____

Dear _____,

I wish to share with you my concern for your child
of _____
regarding his/her **class standing** in
_____ for the _____ quarter, affected by
the following:

	RS	HPS	PASSED	FAILED
[] quizzes	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
[] long tests	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
[] projects/requirements	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
[] experiments	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
[] composition	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
[] assignments	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
[] seatwork	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
[] recitation and participation in class activities	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Please extend to him/her your assistance and guidance. You may see me during my consultation time so we can talk about your child's strengths and areas for improvement. I hope that together we can help him/her progress before the quarter ends.

Thank you for your cooperation.

Subject Teacher

3<-----
REPLY SLIP

Name of Student: _____
Class No.: _____ Gr. & Section: _____

This is to acknowledge receipt of Mid-Quarter Report for
the _____ quarter in _____ (subject), school year
_____.

Printed Name & Signature of Parent/Guardian
Date Received: _____

Request for Tutorial

IJA FORM #S-11

INFANT JESUS ACADEMY

REQUEST FOR TUTORIAL

Dear _____, Date: _____
(Class Adviser)

I would like to request a tutor for my child, _____
of _____ in _____
(Grade & Section) (Subject/s)

I will settle his/her tutorial fee at the school's business office.

Signature over Printed Name of Parent/Guardian

Contact No.: _____

Notice of Misbehavior



Infant Jesus Academy

NOTICE TO PARENTS

(Misbehavior Report)

Date: _____

For the parents of:

Name: _____

Grade & Section: _____

Dear Mr. & Mrs. _____,

Please be informed that your child's attention was called
today because of _____
_____.

As a consequence, your child will be given

Notice: ____ 1st ____ 2nd ____ 3rd

____ Warning for intensive intervention

This letter is for your information and for the following

____ follow-up at home

____ see the Class Adviser on _____

____ see the Cluster Leader on _____

Please do not hesitate to come to school and discuss this
matter with us.

Class Adviser

Received by:

Noted by:

Cluster Leader

Permit to Stay after classes

IJA FORM #S-10



INFANT JESUS ACADEMY

PERMIT TO STAY

Dear _____ (Date) _____

I permit my child _____
of Grade & Section _____

- ☐ To stay in school after classes
- ☐ To come to school
- ☐ To go to _____

Date: _____

Time: _____

Reason/s: _____

I understand that this is an optional activity and my child may opt not to join. I take responsibility for the behavior of my child during the activity and its possible outcome.

Parent's Signature over Printed Name

Noted by:

Teacher-in-charge

Permit to Leave the Campus During Class Hours

IJA FORM #S-4

Infant Jesus Academy

PERMIT TO LEAVE THE CAMPUS

Date: _____

To: _____

Please allow _____ of
_____ to leave the school campus.

Reason: () Early dismissal _____

() Requested by _____

() Others _____

Time Out: _____

Cluster Leader

Late Exam Permit

IJA FORM #S-15

The Principal
Infant Jesus Academy

Date: _____

Dear Sir/Ma'am,

May I request permission for my son/daughter _____
of _____ to take the late _____ Quarterly Exam for the following
reason/s: _____

I understand that I have to pay a late exam fee of Php 100.00 for each test
that he/she missed.

Enclosed is P _____ for the following subjects

_____	_____
_____	_____
_____	_____

Signature Over Printed Name of Parent/Guardian

Notice of Quarterly Deficiency in Subject Areas

IJA FORM # S-7

INFANT JESUS ACADEMY

NOTICE TO PARENTS (End-of-Quarter Deficiencies)

Date

Dear Parents,

Your son / daughter _____ of _____ has
shown unsatisfactory progress during the _____ quarter in the following subjects and you are
advised to see his / her teacher during their free period:

Subject	Teacher	Day/Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Class Adviser

(Please bring this notice with you)

X _____

Date

Dear Mr./Mrs./Ms. _____,

I received your report today, I am coming on _____ at _____.

Parent's Signature over Printed Name

Name of Student

Grade & Section

Admit to Class Slip

IJA FORM # S-3

INFANT JESUS ACADEMY

ADMIT TO CLASS SLIP

Date: _____

To: Subject Teacher

Please admit _____ of

(Name of Student)

_____ to class.

(Grade & Section)

- ☐ Late (# of minutes: _____)
- ☐ Absent (Date/s Absent: _____)
 - ☐ with excuse letter
 - ☐ without excuse letter
- ☐ Others: _____

Time of Arrival: _____

Reason:

_____ Cluster Leader

ACTIVITY PICTURES





THE PHILIPPINE ACCREDITING ASSOCIATION
OF SCHOOLS, COLLEGES AND UNIVERSITIES

awards this

CERTIFICATE OF ACCREDITATION

to the

ELEMENTARY DEPARTMENT

of

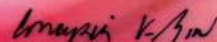
INFANT JESUS ACADEMY
Marikina City

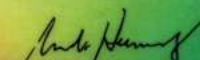
*for having satisfactorily met the standards and fulfilled
the requirements of the Association.*

*Given this 11th day of November 2016
in Quezon City, Philippines.*

This certificate is valid until November 2021.


FR. JOEL E. TABORA, SJ
President


CONCEPCION V. PUJANO
Executive Director


MARC V. HERNANDEZ
Commission Chair



THE FEDERATION OF ACCREDITING AGENCIES
OF THE PHILIPPINES (FAAP)

grants

LEVEL II RE-ACCREDITED STATUS

to the

GRADE SCHOOL PROGRAM

of

**INFANT JESUS ACADEMY
Marikina City**

*for having satisfactorily met the standards
and fulfilled all the requirements of the*


**Philippine Accrediting Association of Schools,
Colleges and Universities (PAASCU)**

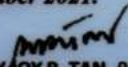
*in accordance with Memorandum Order Number 32, Series of 2006
of the Department of Education (DepEd).*

*Given this 9th day of December 2016
Quezon City, Philippines*

This certification is valid until November 2021.

Attested by:


CONCEPCION V. PIUANO
Executive Director, PAASCU


BETSY JOY B. TAN, Ph.D.
President, FAAP



THE PHILIPPINE ACCREDITING ASSOCIATION
OF SCHOOLS, COLLEGES AND UNIVERSITIES

awards this

CERTIFICATE OF ACCREDITATION

to the

HIGH SCHOOL DEPARTMENT

of


INFANT JESUS ACADEMY

Marikina City

*for having satisfactorily met the standards and fulfilled
the requirements of the Association.*

*Given this 27th day of November 2017
in Quezon City, Philippines.*

This certificate is valid until November 2022.


FR. JOEL E. TABORA, SJ

President


CONCEPCION V. PIJANO
Executive Director


DR. CARMELA C. ORACION
Commission Chair



THE FEDERATION OF ACCREDITING AGENCIES
OF THE PHILIPPINES (FAAP)

grants

LEVEL II RE-ACCREDITED STATUS

to the

HIGH SCHOOL PROGRAM

of

**INFANT JESUS ACADEMY
Marikina City**

*for having satisfactorily met the standards
and fulfilled all the requirements of the*

**Philippine Accrediting Association of Schools,
Colleges and Universities (PAASCU)**

*in accordance with Memorandum Order Number 32, Series of 2006
of the Department of Education (DepEd).*

*Given this 15th day of December 2017
Quezon City, Philippines*

This certification is valid until November 2022.

Attested by:

CONCEPCION V. PUJANO
Executive Director, PAASCU

CONRADO E. INIGO, JR., Ph.D.
President, FAAP

ACKNOWLEDGMENT FORM

Date

I have read the Student Handbook, containing the academic and disciplinary rules and regulations of Infant Jesus Academy. I acknowledge these rules and regulations and hereby agree to abide by them.

Parent's Signature Over Printed Name

Name of Child

Grade & Section



