



ATENEO DE MANILA UNIVERSITY  
HIGH SCHOOL

# STUDENT HANDBOOK

2018 Revised Edition



# TABLE OF CONTENTS

## GENERAL INFORMATION

1. About the School . . . . .	1
1.1. Ateneo de Manila . . . . .	1
1.2. Ateneo de Manila Junior High School . . . . .	2
1.3. Goal of an Ateneo Education. . . . .	3
1.4. Profile of the Graduate . . . . .	3
1.5. Ateneo Junior High School Vision . . . . .	4
1.6. Ateneo High School Mission . . . . .	4
2. Student Rights, Responsibilities and Social Obligations . . . . .	5
2.1. Student Rights. . . . .	5
2.2. Student Responsibilities . . . . .	6
2.3. Student's Social Obligations. . . . .	7
2.4. Purpose of Rules and Regulations . . . . .	7
2.5. Purpose of the Student Handbook . . . . .	8

## ORGANIZATIONAL STRUCTURE OF THE SCHOOL

1. Administrators . . . . .	9
1.1. Principal . . . . .	9
1.2. Assistant Principal for Academic Affairs (APAA) . . . . .	9
1.3. Assistant Principal for Student Affairs and Formation (APSAF) . . . . .	9
3. Council of Academic Supervisors . . . . .	10
2.1. Subject Area Coordinator . . . . .	10
2.2. Educational Media Center Coordinator . . . . .	10
4. APSAF Council. . . . .	10
3.1. Cluster Coordinator . . . . .	10
3.2. Christian Service and Involvement Program Head . . . . .	10
3.3. Head Counselor . . . . .	11

- 3.4. Student Activities Coordinator . . . . . 11
- 3.5. Athletics Coordinator . . . . . 11
- 4. Office Supervisors . . . . . 11
  - 4.1. Head Campus Minister . . . . . 11
  - 4.2. Director for Scholarship and Financial Aid. . . . . 11
  - 4.3. Parent Relations and Programs Director . . . . . 11
  - 4.4. Facilities Management Office Supervisor . . . . . 12
  - 4.5. Testing and Research Office Director . . . . . 12
  - 4.6. Registrar . . . . . 12
- 5. Student Services. . . . . 12
  - 5.1. Cashier’s Office . . . . . 12
  - 5.2. Educational Media Center . . . . . 13
  - 5.3. Guidance Program . . . . . 14
  - 5.4. Health Service Office . . . . . 15
    - 5.4.1 Medical Service Protocol . . . . . 15
  - 5.5. Office of Scholarship and Financial Aid . . . . . 16
  - 5.6. Records Office. . . . . 16
  - 5.7. Textbook Office . . . . . 16
  - 5.8. Cafeteria. . . . . 16
  - 5.9. School Transport Service . . . . . 16

**ACADEMIC CODE**

- 1. Academic Program . . . . . 17
  - 1.1. Curriculum . . . . . 17
  - 1.2. Special Programs . . . . . 22
- 2. Academic Duties and Responsibilities of a Student . . . . . 22
- 3. Report Cards . . . . . 23
- 4. Grading System . . . . . 23
- 5. Academic Honors for the Grading Period . . . . . 30

6. Final Mark . . . . .	31
7. Final QPI . . . . .	31
8. Deliberations . . . . .	31
9. Promotion to the Next Year Level . . . . .	31
10. Non-Promotion . . . . .	32
11. Appeals . . . . .	34
12. Academic Probation. . . . .	34
14. Leave of Absence . . . . .	35
15. Closing Ceremony. . . . .	36

## **STUDENT ACTIVITIES**

1. What is the Student Activities Program? . . . . .	39
2. Principles that Guide the Student Activities Program . . .	39
3. Student Activities and the Ateneo Mission . . . . .	39
4. Program Objectives . . . . .	40
5. Program Scope . . . . .	41
6. Student Government . . . . .	42
7. The ACTIVE Thrust for Student Groups. . . . .	45
8. Basic Policies . . . . .	47

## **CODE OF DISCIPLINE**

1. Preamble of the Code of Discipline . . . . .	49
2. Rules, Guidelines and Procedures . . . . .	50
2.1. School Attendance . . . . .	50
2.2. School Attire and Grooming . . . . .	55
2.3. Moderator’s Inspection Period . . . . .	58
2.4. Classroom Discipline . . . . .	58
2.5. Use of Facilities . . . . .	62
2.6. Notices . . . . .	70

2.7. Business Transactions . . . . .	70
2.8 The Electronic Gadgets Rule . . . . .	71
3. Formative Interventions . . . . .	71
3.1. Purpose of Disciplinary Interventions . . . . .	71
3.2. Kinds of Disciplinary Interventions. . . . .	72
4. Probation . . . . .	84
4.1. Length of Probation. . . . .	84
4.2. Procedure for Placing a Student on Probation . . . . .	85
5. Putting On Probation or Suspending or Dismissing a Student Under Certain Circumstances . . . . .	85
6. Unserved Disciplinary Interventions . . . . .	86
7. Conduct Marks . . . . .	86
7.1. Subject and Homeroom Conduct Marks . . . . .	86
7.2. APSAF Conduct Mark . . . . .	87
8. St. Stanislaus Kostka Award . . . . .	87
9. Committee on Discipline and The Disciplinary Board. . . . .	88
9.1. Committee on Discipline . . . . .	88
9.2. Disciplinary Board . . . . .	88
APPENDIX 1	
Dangerous Drugs Act of Republic Act 9165, Article IV, Section 44 . . . . .	89
APPENDIX 2	
Summary of Offenses and Maximum Penalties . . . . .	90

## GENERAL INFORMATION

### 1. ABOUT THE SCHOOL

#### 1.1. Ateneo de Manila

The ATENEO DE MANILA started in 1859 as a government-sponsored primary school called *Escuela Municipal*. It was located near the old Sta. Lucia gate in Intramuros at the corner of Anda and Arzobispo streets. Its first director was Fr. Jose Fernandez Cuevas, S.J.

Six years later, in 1865, the Jesuits added a secondary school and changed its name to *Ateneo Municipal de Manila*. In time, it became a full-fledged *colegio* in the full sense of the European scheme of education. An AB degree meant a two-year humanities course after grade school and high school.

The revolution against Spain in 1898 and the arrival of the Americans introduced significant changes in the Ateneo. In 1902, when the traditional subsidy from the city of Manila was discontinued, the name *Ateneo Municipal de Manila* was changed to Ateneo de Manila. The American Jesuits of the Maryland- New York Province, under the leadership of Father Francis Byrne, S.J., took over the administration of the Ateneo from the Spanish Jesuits of the Aragon Province. It was also during this period that Father John Hurley, S.J., introduced the military drill and POST as a form of discipline for students.

In the evening of August 13, 1932, a fire destroyed the Ateneo de Manila buildings in Intramuros. The school moved to Padre Faura in Ermita where the Manila Observatory, the San Jose Seminary and the Jesuit Novitiate were located.

During the Second World War, classes were suspended until July 1946, when high school classes were resumed at the Hijas de Jesus Retreat House at Plaza Guipit, Sampaloc. School year 1946-47 saw the transfer of the Ateneo to the old Padre Faura campus, where classes were held in provisional quonsethuts.

On January 1, 1952, the Ateneo de Manila High School moved to the new campus in Loyola Heights, Quezon City together with the college department. In 1959, the Ateneo became a University.

The Enhanced Basic Education Act of 2013, commonly known as the K-12 Reform, prompted the re-organization of Basic Education in the Ateneo de Manila. Before the K-12 Reform, the Ateneo de Manila Grade School consisted of Prep and Grades 1 – 7 while the Ateneo de Manila High School consisted of 1st – 4th year levels. In SY 2013-2014, the Junior High School was created. It was envisioned to be a transition stage towards a 6-year high school program. The intended restructuring for the Ateneo de Manila Basic Education program was completed in SY 2016-2017. The completed structure consists of 6 grade levels in the elementary years known as the Ateneo Grade School, 4 grade levels in the junior high school years known as the Ateneo Junior High School and 2 grade levels in the Senior High School.

The Grade School, Junior High School, Senior High School and Loyola Schools are integral parts of the Ateneo de Manila University.

## **1.2. Goal of an Ateneo Education**

The general goal of an Ateneo education is the formation of a young man in to a “well- honed instrument in the hands of God.” Through *cura personalis*, Ateneo education aims for the total formation of its students, a formation that begins with the students’ life and developmental context. The goal of this total formation is expressed in the *Profile of the Ateneo de Manila Basic Ed Graduate*.

## **1.3. Profile of the Ateneo de Manila Basic Ed Graduate**

The Ateneo de Manila Basic Education graduate is a young individual who was molded by Ignatian tradition and pedagogy into a future leader, a nation builder, and a catalyst of progress in the global community.



Upon the student's graduation from Basic Education, the student would have been formed into a person who:

- is CHRIST-CENTERED;
- is COMPETENT in all areas of one's life;
- has a well-formed CONSCIENCE, with the courage to defend what is right and to right what is wrong;
- has COMPASSION for others, especially the poor and disadvantaged, a compassion that leads to a life of service and work for justice and peace; and
- lives out one's COMMITMENT to God, and to society as a steward of creation.

*Per intercessionem Sanctae Virginis Mariae*

#### **1.4. Ateneo de Manila Basic Education Vision**

The Ateneo de Manila Basic Education unit is a premier Filipino, Catholic and Jesuit educational institution that forms servant-leaders who have an intimate and faithful relationship with Christ, are competent in every aspect, compassionate with others, with a well-formed conscience, and a commitment to serve the country and the global community.

#### **1.5. Ateneo de Manila Basic Education Mission**

As a premier Filipino, Catholic and Jesuit educational institution, the Ateneo de Manila Basic Education unit aims to hone and enrich one's talents and character through structures and age-appropriate opportunities guided by the Ignatian tradition and pedagogy.

In Grade School, the child opens to fullness of life in Christ by experiencing God's love and sharing God's love with others. He, together with other members of the community grows as friends- in-the Lord: persons for others who love Christ, love country and love creation.

In Junior High School, the young man discovers himself, hones his talents and abilities and develops his leadership skills. As he matures in faith, he grows in understanding

that he is part of a larger community called to deepen his love for country and to contribute as a steward of God's creation.

In Senior High School, the student nurtures the ability to grasp abstract ideas in the classroom in order to deal with concrete and practical issues that are presented in life. In view of the challenge to hone one's skills further, the student discerns what can be done as a soldier of Christ and as a committed compatriot of the Filipino nation. Responding to the greater call to be a positive transforming difference can only be heeded by being Christ-centered, compassionate, committed, competent and having a well-formed conscience.

*Ad majorem Dei gloriam!*

### **1.6. Ateneo de Manila Junior High School**

The Ateneo de Manila Junior High School is a **Filipino** school which seeks to prepare its students not only to live as responsible and productive members of Filipino society but to make a critical difference in the currents and ideas that can direct the growth of Filipino life. Faced with the challenges of a developing nation in a world open to diverse cultural influences, the student must be prepared to appreciate the richness of his cultural heritage and be challenged to contribute to its enrichment.

Above all, the Atenean needs an understanding of his world from the perspective of his **Catholic** faith and its teachings.

As a **Jesuit** school, the Ateneo is guided by the Jesuit philosophy of education. The Ateneo's distinctive quality is its Jesuit or Ignatian identity. As a Jesuit or Ignatian inspired school, its thrust is the formation of its students into "well-honed instruments in the hands of God." Central to this thrust or formation is *Cura personalis*, the personal care and concern for the individual person. *Cura personalis* aims to lead a person to a realistic knowledge of self, realizing one's strengths and talents and also accepting one's weaknesses and shortcomings. Ultimately, though,

this knowledge leads to a freedom of self, a freedom to commit. In Ignatian tradition this means committing to Christ- “to see Christ more clearly, to love him more dearly and to follow him more nearly.”

Importantly, the Ateneo de Manila Junior High School is a Catholic school which emphasizes an understanding of the world from the perspective of the Catholic faith and its teachings.

## **2. STUDENTS RIGHTS, RESPONSIBILITIES, AND SOCIAL OBLIGATION**

Responsibility is inherent in all rights, especially the basic responsibility and duty to respect and secure the rights of others. No one can realize his rights unless he also exercises the self-discipline and care to afford all others the same rights and not allow his own actions to infringe upon the rights of others.

### **2.1. Student Rights**

- Students have the right to a meaningful education, the maintenance of high educational standards, and an education which adequately meets the needs of the individual student within the capabilities of the Ateneo de Manila Junior High School.
- Students have the right to a meaningful curriculum and the right to voice their opinions and provide input in to the development of the curriculum of the school.
- Students have the right to express their views on matters that affect the quality and content of their education.
- Students have the right to adequate and timely notice of all rules, regulations, policies, and formative interventions to which they are subject. All such rules and regulations must be made available in writing and be accessible to all students.
- Students have the right to physical safety and protection of their personal property, including the right to safe and sanitary school buildings and facilities.

- Students have the right to adequate consultation with teachers, counselors, administrators, and other school personnel.
- Students have the right to free election of their peers in student organizations.
- Students have the right to present petitions, complaints or grievances to school authorities and the right to receive prompt official replies from school authorities regarding the disposition of their petitions, complaints or grievances.

## **2.2. Student Responsibilities**

Each student shall be responsible for his own conduct and for providing a positive and healthy environment for others by maintaining good order, self-discipline, and consideration for the rights and property of others including, but not limited to, the following particular guidelines for conduct:

- obedience to all the rules and regulations of the school;
- neatness and cleanliness of personal attire and hygiene;
- respect for the property of others, including keeping all books, facilities, and materials used in the school in good condition;
- refrain from fighting, creating disturbances, denying others the use of school facilities or buildings, using or carrying any weapon on the premises, intentionally injuring another person or acting in such a manner as to expose others to risk or danger of harm or injury, or using threats or intimidation against any other person;
- concern for the health and safety of others by refraining from using, possessing, transmitting or acting under the influence of any alcoholic beverage, narcotic, illegal or prohibited drug or substance, or by engaging in gambling, extortion, theft, excessive noise, or any other unlawful activity; and
- respect for the educational process and learning environment of others by refraining from intentional or habitual tardiness, unexcused absence, or other activities such as

inappropriate classroom behavior which affect the rights and opportunities of others to receive a good education.

### **2.3. Student's Social Obligations**

It may sometimes happen that a serious threat to the name of the school or to the well-being of someone connected with the school fails to come to the attention of persons who can prevent the harm. In such a case, the student who comes to know of such threat should try his best to prevent the harm through his own efforts and with the help or advice of competent persons. He should do his best to correct the injuring party. If his personal efforts cannot possibly avert the harm, the student should bring the matter to the attention of other competent school personnel who might be in a better position to protect the interest of the school. Examples of harmful situations that should be regulated by this social-mindedness are the following:

- a bad moral influence on fellow students;
- a definite threat to the health or physical well-being of others;
- a serious undermining of class progress in studies or in spiritual life;
- a grave threat to school property or the property of others;
- a deliberate undermining of authority and clear opposition toward those students who are willing to obey legitimate authority; and
- a serious threat to the good name of the school because of known unbecoming acts or associations inside or outside the Ateneo campus.

The Atenean should keep in mind the rightful interest of the student population in general and the good name of the school, rather than misdirect his loyalty toward a few who may be harmful to those interests.

### **2.4. Purpose of Rules and Regulations**

The rules and regulations of the school are meant to help the students attain the goal of an Ateneo education.

They serve a very definite purpose - to ensure that the environment in the classroom and in the school in general will make learning possible and to strengthen the students' character through discipline. Students are encouraged to look upon the observance of school regulations in this light.

Compliance with school rules and regulations is not the sole responsibility of the student but also of his/her parents. The Supreme Court has ruled that parents' refusal to follow the rules and regulations of their child's school may be a legal ground for denying their children admission (Tan vs. Court of Appeals, 199 SCRA 212, as cited in p. 420 of Education law and the Private Schools, Revised Expanded Ed., Sarmiento 2009)

## **2.5. Purpose of the Student Handbook**

The Student Handbook serves to orient the Ateneo de Manila Junior High School student and his parents about the organization, programs and policies of the school. As a codification of the school's policies, rules and regulations it assists in maintaining order in the school.

This handbook contains all the important things the students should know about the Ateneo de Manila Junior High School. It has a summary of important rules and regulations. When a student registers in the Ateneo de Manila Junior High School, he expresses his willingness and determination to abide by all the regulations of the school. They, therefore, must know the rules thoroughly and follow them faithfully. By registering their son in the Ateneo de Manila Junior High School, parents similarly express their willingness to abide by all the regulations of the school.

It is important that parents read and understand the provisions in this handbook so that they may work with the school in helping form young men who can live up to their responsibilities and commitments as a student of the Ateneo.

## **ORGANIZATIONAL STRUCTURE OF THE SCHOOL**

The ATENEO DE MANILA JUNIOR HIGH SCHOOL, as a unit of the Ateneo de Manila University, operates under the Statutes of the University and the By-Laws of the High School.

### **1. ADMINISTRATION**

#### **1.1. Principal**

The Principal is the chief executive officer of the Junior High School and is responsible for the attainment of the school's mission and goals through the supervision of day-to-day operations and long-and-short range budgeting and planning. The Principal implements the policies of the school and establishes procedures needed in the smooth functioning of the school.

#### **1.2. Assistant Principal for Academic Affairs (APAA)**

The Assistant Principal for Academic Affairs exercises general academic supervision over curriculum and instruction and is responsible for planning, developing and upgrading the school's academic and instructional programs and monitoring the performance of the school's teaching personnel.

#### **1.3. Assistant Principal for Student Affairs and Formation (APSAF)**

The Assistant Principal for Student Affairs and Formation exercises general supervision over the external order and discipline of the school and the student activities and programs.

He is responsible for promoting student welfare through maintenance of order and discipline among students, and through leadership formation in student activities, including athletics.

He exercises general supervision over the spiritual and character development programs of the school and is

responsible for the promotion of the spiritual, moral and psychological well-being of the students, faculty and staff through a well-planned and articulated spiritual development, guidance and social involvement program.

## **2. COUNCIL OF ACADEMIC SUPERVISORS**

### **2.1. Subject Area Coordinator**

The Subject Area Coordinator oversees the general organization, development, supervision and evaluation of the subject area assigned to him.

### **2.2. Educational Media Center Coordinator**

The Educational Media Center Coordinator exercises general supervision over the delivery of the programs and services of the Library and Instructional Technology Center (ITC).

## **3. APSAF COUNCIL**

### **3.1. Cluster Coordinator**

The Cluster Coordinator provides guidance to the class moderators and serves as a liaison between the class moderators and the various offices.

The Cluster Coordinator also promotes and maintains external order and student discipline, which is necessary for the smooth and efficient running of the school, by supervising the teachers of the cluster in the implementation of discipline and order.

The Cluster Coordinator ensures that the teacher manifests interest and concern in the welfare of the students and that teachers cooperate with Faculty and Staff for the smooth functioning of the school.

### **3.2. Christian Service and Involvement Program Head**

The Christian Service and Involvement Program Head oversees the general organization, development, supervision and evaluation of the Christian Service & Involvement Program.



### **3.3. Head Counselor**

The Head Counselor supervises the general organization, development, supervision and evaluation of the Guidance Program.

### **3.4. Student Activities Coordinator**

The Student Activities Coordinator oversees the effective planning, implementation, monitoring, and evaluation of the Ateneo de Manila Junior High School Student Activities Program, which includes the Student Organizations, the Student Committees and the Student Government (or the Sanggu-JHS).

### **3.5. Athletics Coordinator**

The Athletics Coordinator oversees the varsity athletics program of the school, including the scheduling of athletic events, the supervision of coaches and handling the inventory and purchase of athletic supplies and equipment.

## **4. OFFICE SUPERVISORS**

### **4.1. Head Campus Minister**

The Head Campus Minister serves as an overall coordinator of the Campus Ministry program which is designed to enhance the spiritual development of the community.

### **4.2. Director for Scholarship and Financial Aid**

The Director for Scholarship and Financial Aid is responsible for administering the financial aid and scholarship program in the Junior High School with the help of the Committee on Admission and Aid.

### **4.3. Parent Relations and Programs Director**

The Parent Relations and Programs Director is responsible for programs that help develop a family environment conducive to the total formation of the students. He acts as adviser to the Parent's Union for School and Home. He promotes communication and cooperation between

the parents, on one hand, and the school, on the other, giving substance to home-school partnership in the total formation of the students.

#### **4.4. Facilities Management Office Supervisor**

The Facilities Management Office Supervisor exercises general supervision over the school's physical plant facilities and supervises the maintenance personnel.

#### **4.5. Testing and Research Office Director**

The Testing and Research Office Director supervises the administration of various guidance and psychological tests to the students as well as provides offices with information that is relevant to the development of the school and its various programs. The TRO Director also oversees the conduct of various research studies that can help improve teaching and learning.

#### **4.6. Registrar**

The Registrar supervises the preparation, updating, release and safe keeping of student records and manages the school's daily class schedules. He also supervises the operations of the Records Office, Textbook Office and the Secretaria.

### **5. STUDENT SERVICES**

#### **5.1. Cashier's Office**

All payments must be made at the Cashier's Office located at the Junior High School Administration Building. Receipts for all payments will be issued by the Cashier.

***Tuition and Basic Fees.*** Tuition and basic fees as approved by the Department of Education are payable upon registration. Enrollment is for one year.

***Installment Payment.*** For convenience, semestral, quarterly, and eight installment plans are available. A detailed schedule of payment for these installment plans is available at the Cashier's Office. Installment payments must be settled on or before the specified dates. Fines are imposed for late payments.

**Check Payments.** Payments by check are accepted. A service fee is charged for checks returned by the bank for whatever reason. Payments made due to the returned checks are subject to the usual fines if after the set deadline.

Checks should be made out to the ATENEO DE MANILA.

**Withdrawal and Refund.** Enrollment is for the whole school year. A student who withdraws from the Ateneo after the start of classes will be charged ten percent of the total amount due if the withdrawal is within the first 2 weeks of classes, twenty percent if within the third and sixth week of classes, and forty percent if within the seventh and eighteenth week of classes. This policy will apply regardless of whether or not the student actually attended classes. Where the total tuition fee has been paid, a proportionate amount of the total tuition and pertinent fees will be refunded as follows:

<i>Period of Withdrawal</i>	<i>Rate of Refund</i>
First and second week of classes	90% of Tuition and Fees
Third and Sixth week of classes	80% of Tuition and Fees
Seventh and Eighteenth week of classes	60% of Tuition and Fees

The student will be charged the full amount of all school tuition and fees if he withdraws any time after the eighteenth week of classes. However, if the transfer or withdrawal is due to meritorious reasons, the student may be charged the tuition and pertinent fees only up to and including his last month of attendance.

Students who withdraw from the school are required to go through the clearance process. A student is liable for payment of tuition until the date the official withdrawal is filed.

## **5.2. Educational Media Center**

The Educational Media Center is made up of the JHS Library, the Instructional Technology Center (ITC) and the various projection rooms. The JHS Library contains a collection of books, e-books, periodicals, magazines, newspapers, online databases and other materials that

students and faculty may use for reference and research. The ITC is equipped with the latest technology and equipment for projection, audio/video editing, recording and photo/video documentation. Other instructional materials in various formats are also part of the resources of the ITC. These include video/audio discs, globes, models, as well as digital and digitized resources that are currently stored and organized in an online repository.

<b>Library Hours:</b>	
Monday-Friday	7:00 a.m. - 5:30 p.m.
Saturday	8:00 a.m. - 12:00 nn.

### **5.3. Guidance Program**

The Guidance and Counseling Program aims to help form responsible lifelong learners by enriching their integral development as they journey in their transition to becoming young adolescents through effective counseling intervention and well-planned guidance services in collaboration with a community of formators.

In support of the mission of the Ateneo de Manila Junior High School, the Guidance and Counseling Program is committed to provide the students with carefully planned guidance programs and services, inspired by the Ignatian values of *magis* and *cura personalis*, towards the development of well-rounded individuals.

These objectives are carried out through the following programs and services:

1. Counseling Service (Routine Interview, Individual Counseling, Group Counseling)
2. Guidance Formation Program (Guidance Formation Period, Grade Level Programs)
3. Individual Inventory
4. Consultation Services
5. Referral Service
6. Guidance Testing Service

## **5.4. Health Services Office**

The school has a Main Medical and Dental Clinic and a Satellite Clinic primarily responsible for safeguarding the health of students and school personnel on campus.

The Clinics are staffed by physicians, a dentist and nurses. The Main Clinic is open from 7:00 a.m. to 5:30 p.m. while the Satellite Clinic is open from 8:00 a.m. to 5:00 p.m., Monday to Friday.

### **5.4.1. Medical Service Protocol**

1. In case of emergency, a student is brought either to the Main Clinic or Satellite Clinic.
2. For cases which may need assistance from other medical personnel on campus based on the evaluation of the Junior High School Clinic personnel, the Senior High School, Grade School and Loyola School Clinics may also be contacted.
3. For emergency cases, upon the consent of the parents, the patient is brought to either The Medical City, Quirino Memorial Medical Center or the UP Health Services depending on the urgency of the case or the preference of the parents. This is done through the coordination of the Clinic and the assistance of the Ateneo Risk Management Unit (ARMU).
4. The parents of an injured student are contacted by phone whenever their son is asked by the school physician to have a medical/surgical condition that needs immediate intervention (further evaluation and management) that is beyond the school clinic's capabilities.
5. The school physician also issues a duly accomplished referral slip the parents can present to the appropriate health institution or medical specialist the patient will be taken to. To be indicated in the form are the patient's name, working diagnosis, the reason for referring, and any first aid measure done at the Junior High School Clinic.
6. All medico-legal cases (e.g. vehicular accidents) involving students, however slight the injury maybe, are promptly

reported to the parents. The Junior High School infirmary sees to the proper documentation of the injuries sustained for record purposes but patients are referred to tertiary hospitals for further management and for issuance of medical certificates.

7. In the case of a student with injury inflicted by a fellow student during an assault, the clinic informs the APSAF Office of the incident and the particular details of the injury. It is then up to the APSAF or the Cluster Coordinator to interview the patient to determine the circumstances surrounding the incident, to identify the other students involved, and to contact the parents of all parties involved.

#### **5.5. Office of Scholarship and Financial Aid**

The Office of Scholarship and Financial Aid is responsible for the administration of the scholarship and financial aid program of the Junior High School with the help of the Committee on Scholarship and Financial Aid.

#### **5.6. Records Office**

The Records Office prepares the report cards of the students. It makes available to students their Transcript of Records upon request. It also handles requests for letters of recommendation, application forms for Senior HS, certificates of enrollment and completion as well as other documents related to student records.

#### **5.7. Textbook Office**

The Textbook Office handles the procurement and distribution of textbooks and other instructional materials that students will need for the school year.

#### **5.8. Cafeteria**

The school cafeteria serves snacks and regular meals from 7:00 a.m. to 4:30 p.m.

#### **5.9. School Transport Service**

School Transport Services are extended to students. Arrangements are made with school transport service operators.

# ACADEMIC CODE

## 1. ACADEMIC PROGRAM

The various disciplines that constitute the academic program are designed to produce at the end of four years, the graduate who is not only “intellectually and academically COMPETENT”, but also has a “well-formed CONSCIENCE, with the courage to defend what is right, and to right what is wrong, has COMPASSION for others, especially the poor and disadvantaged and will live out his COMMITMENT to his mission in life, to God and to society” because basically he is a CHRIST-CENTERED person. This program includes his mastery of basic humanistic and scientific disciplines, the growth in his ability to reason reflectively, logically and critically, and the development of the imaginative, the affective and the creative aspects of his person.

The teaching strategies put premium on the active participation of the learner where the student is allowed to question, discover, reflect on and apply his learning to the enhancement of his personal growth so that he may ultimately learn to become an independent and a life-long learner.

### 1.1. Curriculum

#### 1.1.1. Araling Panlipunan

Nilalayon ng Kagawaran ng Araling Panlipunan na hubugin sa bawat mag-aaral ang damdamin ng pagiging “mamamayan para sa kapwa”, mga mamamayang nagtataglay ng mga sumusunod na katangian: panlipunang kamulatan, panlipunang kamalayan at panlipunang pakikisangkot.

Upang bigyang-buhay ang pananaw na ito, sinusuri ng mag-aaral ang Kasaysayan at Lipunan at inilalapat dito ang mga kasalukuyang pangyayari sa pamamagitan ng Balitaan. Sa pamamagitan ng kritikal na pag-unawa at pag-aaral na ito ng ating lipunan, inaasahang

mabigyan ng lakas ng loob ang bawat mag-aaral na higit na maging mulat, malay at sangkot sa mga isyung kinahaharap ng bayan.

### **1.1.2. Arts**

Rooted in the Jesuit tradition of the humanities, the Art Subject Area focuses on providing a venue for a deeper understanding and application of Visual Art concepts. These concepts are turned into an actual body of artwork using a variety of appropriate techniques and different medium that would effectively translate and convey students' ideas and feelings. Moreover, these creative expressions lend itself an opportunity for our students to become more socially aware and in touch with their community. Aside from art production, students will acquire knowledge in art history, art criticism and art theory.

The course offerings in each grade level are:

Grade 7	Philippine Art
Grade 8	Asian Art
Grade 9	Western Art
Grade 10	Media Art

These courses are designed to foster students' abilities to think creatively, think responsibly and, think critically, AMDG.

### **1.1.3. Christian Life Education**

The CLE Program envisions to develop in the students a “living, conscious and active Faith through the light of instruction.” Through this instruction, we hope to bring them to a personal relationship with Jesus Christ. Thus, it is a regular academic religious education program but at the same time a trans-academic one as it collaborates with the goals and programs of the Christian Service and Involvement Program (CSIP) and the Campus Ministry Office (CMO) towards an



integrated and effective spiritual formation of our high school students.

#### **1.1.4. Computer Education**

The AJHS Computer Education Program equips students with essential skills that will prepare them to serve God, country, and society by keeping them abreast with the evolving information and communications technologies, and by developing their creativity, critical thinking, and problem-solving skills.

It covers office productivity, multimedia, web development, programming, robotics, and a deeper understanding of the ethical issues involved in the use of the different information and communications technologies

#### **1.1.5. English**

The English Program aims to develop Christ-centered young men of eloquence and wisdom for social transformation.

The English Program strives to awaken a love for Christ and a desire for truth, justice, and honor through various learning experiences. The program aims to empower the students to live out these ideals by honing their critical, creative and communicative skills.

#### **1.1.6. Filipino**

Nilalayan ng asignaturang Filipino na makahubog ng mga mamamayang Hiyang at Matatas sa Filipino upang maging biyaya sa ating lipunang mapaghamon at maselan.

Ang Programang Filipino ay isang palalim na pakikipagtagpo sa ating Wika at Panitikan upang makapagpahayag ng sarili at makaunawa sa kapwa, sa lipunan at sa Diyos sa paraang katangi-tangi sa isang Pilipino. Ang prosesong ito ay nagsisimula sa Paglusong at Pagkagiliw sa Baitang 7, na tumutuloy sa Pagbabad

at Pagkabihasa sa Baitang 8, na naghahanda sa kanila sa Pagsisid at Pagkamulat sa Baitang 9, na nagtutulak naman sa kanila upang Maglapat, Magsilang at Makaambag sa kanilang Pag-ahon sa Baitang 10.

Upang maisakatuparan ito, titiyakin ng mga guro na ang mga mag-aaral ay nakapagsusuri ng iba't ibang akdang pampanitikan ayon sa pamantayang sinusunod, nakapaglalat ng mensaheng akda sa karanasang pansarili't panlipunan, at sa iba pang larangan , nakapagsusulat ng wasto at malinaw na pagpapahayag, nakagagamit ng Wikang Filipino nang mahusay at naiaangkop ang antas sa hinihingi ng pagkakataon.

Sa pamamagitan ng mga kasanayang ito, harinawang kumintal sa mga mag-aaral ang kalinangang Pilipino na may masidhing pagmamahal, paggalang at pagkabilib sa Wikang Filipino at kakayahang Pilipino.

### 1.1.7. Mathematics

The Mathematics Program is designed to equip the students with the discipline and fundamental skills that will help them prepare for the math courses in the different strands of the Senior High School.

Guided by the K-12 curriculum, each grade level contains the following topics at increasing levels of learning competencies:

Grade 7	Numbers and Number Sense, Measurements, Statistics, Geometry and Algebra
Grade 8	Elementary and Intermediate Algebra, Geometry and Statistics
Grade 9	Elementary and Intermediate Algebra, Geometry and Statistics
Grade 10	Advanced Algebra, Geometry, Statistics and Probability

### 1.1.8. Music

The Music Program is based on the Kodaly Concept which aims to develop a love for music supported by the understanding and knowledge of basic musical skills including reading and writing. The method is developmental, experiential and highly sequential in approach. It focuses on singing as the basis of learning.

In order to develop a deeper appreciation and love for music, concepts are discussed according to the following cultures:

Grade 7	Philippine Music
Grade 8	Asian Music
Grade 9	Western Music
Grade 10	African, North and South American Music

### 1.1.9. Science

The Science Program of the AJHS is a holistic package carefully designed for Grades 7 to 10 students that is aligned with the Dep-Ed K-12 Curriculum. Its purposeful implementation, with the Ignatian Pedagogical Paradigm as framework, begins with the context of the students and leads them to think critically and reflectively about the world around them and to decide and act responsibly. The program equally emphasizes the importance of knowing and understanding science concepts and the learning and application of scientific skills.

With the use of various learning approaches and models (e.g. Inquiry approach and the 5Es Learning Cycle Model) and different appropriate technologies aimed at increasing the level of student engagement in the learning process, the teachers are able to guide and facilitate the students’:

- Understanding and application of scientific knowledge and skills in local and global settings

- Development and demonstration of scientific attitudes and process skills in preparation for more complex lessons in science
- Inculcation of love of country, care for the environment, and respect for life
- Development of leadership skills

#### 1.1.10. Physical Education (P.E.)

In line with the school’s thrust of forming well-rounded and well-adjusted young men of Philippine society, the P.E. Program focuses on team sports to foster a sense of community building and teamwork.

Students participate in team sports to enhance their skills in playing, organizing and cooperating with one another in order to achieve a common goal.

The program also aims to help students discover their interests and athletic potential through sports education and discovery play. The subject area hopes to achieve the goal of equipping the students with the basic knowledge of sports and more importantly, develop the habits and values associated with living a healthy lifestyle.

Grade 7	Basic Motor Skills, Handball 1 and Ultimate 1
Grade 8	Motor Skills (Philippine Games), Basketball and Football
Grade 9	Motor Skills (Catch and Throw), Handball 2 and Ultimate 2
Grade 10	Motor Skills (Badminton and Volleyball), Volleyball, Touch Rugby

#### 1.2. Special Programs

The Ateneo de Manila Junior High School recognizes the individual’s unique talents and needs in the various areas of study. For this reason, special programs for capable students are offered through the Advanced Programs in English, Filipino, Mathematics and Science.

## **2. ACADEMIC DUTIES AND RESPONSIBILITIES OF A STUDENT**

Because learning is ultimately the student's responsibility, it is important that the Ateneo de Manila Junior High School student:

- is present daily in classes and actively participates in learning activities in and out of the classroom;
- plays an active role in school activities and functions;
- develops in himself a positive attitude and desire to continue learning;
- willingly rises to the challenge of hard work;
- strives for a better performance towards excellence every year; and
- motivated by his commitment to Christ, exercises honesty and moral uprightness in all his academic pursuits.

## **3. REPORT CARDS**

Form 138, commonly known as the report card, is a document used by the school to communicate officially the academic performance of a student to himself, his parents and the public. Report cards are issued every grading period, usually two weeks after the last periodical examination. Each student is required to show his report card to his parents. The student is supposed to return the Report Card Acknowledgement Receipt through his class moderator one week after the report card is released.

Tampering with the report card is considered a very serious infraction by the school (cf. Code of Discipline).

## **4. GRADING SYSTEM**

### **4.1. Purpose of Marks**

Marks serve as indicators of a student's academic performance. They reflect a student's progress and level of achievement in a subject. For this reason, a mark is

based not only on formal examinations but also on other evidences of learning which reflect the attainment of the objectives of a subject such as recitation, quizzes, long tests, reports, assignments, projects, experiments, written compositions and the like.

Marks are used as basis for promotion and academic honors and awards. The school also uses marks to advise students and their parents regarding the students' progress and achievement.

#### 4.2. Letter Mark and QPI Grading System

The school has adopted the use of letter marks primarily because this is viewed as a system that will encourage both teachers and students to focus on the meaning of the mark rather than the exact value of the grades based on the student's scores in the different requirements. This structure hopes to prepare the students for the grading system in the higher levels and will provide a more holistic way of grading the performance of the students.

The use of the Quality Point Index (QPI) is intended to give students feedback about their over-all performance during each grading period and at the end of the year. The QPI is used as basis for decisions on promotion and honors. The QPI system also supports the school in its efforts to encourage the students to strive for a better performance towards excellence every year.

LETTER MARK	NUMERICAL GRADES	MEANING	QUALITY POINT
A+	99 - 100	Outstanding	4
A	92 – 98	Excellent	4
B+	87 – 91	Very Good	3.5
B	83 – 86	Good	3
C+	79 – 82	Satisfactory	2.5
C	75 – 78	Needs Improvement	2
D	70 – 74	Fail	1
F	60 – 69	Fail	0.5

In computing the QPI, subjects that are given 3 or more periods per week will be allotted 1 weight while those with less than 3 periods per week will be allotted 0.5 weight. The summary of weight assigned per subject is shown in the following table.

SUBJECT	WEIGHT	
AP	1	
Art	0.5	
CLE	1	
Computer	0.5 for Grades 7 and 10	1 for Grades 8 and 9
English	1	
Filipino	1	
Math	1	
Music	0.5	
Science	1	

### 4.3. Periodical Mark

The periodical mark is the assessment of student performance per grading period. This mark consists of three-fourths ( $\frac{3}{4}$ ) of the class standing mark and one-fourth ( $\frac{1}{4}$ ) of the periodical examination mark.

### 4.4. Class Standing Mark

The class standing mark is based on the student's performance in quizzes, long tests, reports, projects, homework, experiments, written compositions, research papers, and the like. The weights of these components vary per subject area.

#### 4.4.1. Homework Guidelines

##### Definition and Types of Homework

**Homework** is defined as any activity where learning is extended after school. This is, in general, not teacher-directed. Homework does not simply cover additional drills or reading assignments but also projects designed

to either reinforce or extend concepts. More specifically, homework may be broken into the following types:

**Practice Homework** reinforces newly acquired skills or concepts. Such assignments are most effective when carefully evaluated by the teacher, when matched to the ability and background of the individual student, and when the students are asked to apply recent learning directly and personally.

**Preparation Homework** is intended to provide background information in preparation for the next lesson. Such assignments include readings from the text book, research and collection of facts for a classroom discussion, or gathering and organization of information to be processed in the next session.

**Extension Homework** encourages individualized and creative learning by emphasizing student initiative and research. Such assignments are normally spread over a period of time and are parallel to class work. Such tasks require the students to synthesize previous skills and concepts learned.

### **Objectives of Homework**

The following are some of the general objectives of homework:

- to encourage the students to develop the practice of independent study;
- to develop perseverance and self-discipline among the students;
- to permit more matter to be covered and more rapid progress to be made;
- to enable class work to concentrate on those activities requiring the teacher's presence; and
- to open up areas of study and to make possible the use of materials and resources of information that are not accessible in the classroom.



More specifically, homework, should achieve the following:

- to reinforce skills through well-selected exercises;
- to assist the student in identifying the focus of a lesson through guide questions;
- to motivate the student to discover other sources of information and gain a deeper understanding of the topic being studied; and
- to allow the student to evaluate the success of his independent study by comparing what he has learned or prepared by himself against what the teacher will explain or elaborate in class.

#### **4.4.2. Long Test Guidelines**

A Long Test is defined as an evaluation test that is longer than a quiz and shorter than a Periodical Exam (about 40-60 points). While most long tests are written tests, some subject areas give alternative forms of this test such as a special project, presentation or report. The conditions regarding Long Tests are the following: At least two long tests are given per grading period. No more than two long tests may be given to a class in one day.

Long test schedules are posted on the classroom bulletin board no later than three weeks into the grading period. A copy of this is also posted on the Ateneo de Manila Junior High School website. This schedule is updated when necessary.

Make-up tests are given for missed long tests and rescheduled on a date and time designated by the teacher (usually after dismissal). If a student does not show up for a make-up test, he automatically gets a zero for the exam. Only a maximum of two make-up long tests per subject may be given to a student per year.

#### **4.4.3. Grading Procedures in Case of Absence**

1. If a student is absent due to official reasons (participation in contests, competition, and seminars

- approved by the school), he is excused from quizzes and seatwork given that day.
2. If a student is absent due to illness or other personal reasons, no make-up quiz is given. The correction factor is applied.
  3. If an individual project or requirement is due on the day the student is absent, then it should be submitted on the first day the student reports back to school.

#### **4.5. Periodical Examinations**

The periodical examination is a comprehensive evaluation of the concepts and skills a student is expected to have learned during the grading period. The Office of the Assistant Principal for Academic Affairs (APAA) schedules the periodical examinations. Should the schedule of periodical examinations be interrupted by the unexpected cancellation of classes, the examinations scheduled on the first day classes are cancelled are automatically reset on the first day classes resume. All the other examinations that follow are also postponed and automatically reset on the following school days.

##### **4.5.1. Exemptions from Periodical Examinations**

A student who obtains a class standing mark of A or A+ for the grading period may be exempted from the periodical exams.

##### **4.5.2. Absence from a Periodical Examination**

A student who is absent from a periodical examination must present to the Assistant Principal for Student Affairs and Formation (APSAF) an excuse letter from his parents or a medical certificate, if the absence is due to illness. Only a student with an excuse certified as valid by the APSAF will be given a late periodical examination. A grade of F for the periodical examination is given to a student whose excuse is not certified as valid by the APSAF or to one who fails to take the late examination on the scheduled day and time.

## 4.6. Effort & Subject Area Conduct Marks

### 4.6.1. Effort Mark

The EFFORT MARK is an indicator of the student's "attitude towards schoolwork" **in a particular subject**. This attitude is manifested in the care and interest he has shown in classwork and homework, the harmonious and cooperative working relationship he establishes with his classmates and teachers, and the readiness and regularity that he contributes to class activities. As such, the EFFORT MARK is not a measure of academic achievement but a gauge of how serious and diligent a student is in his studies.

The Effort Mark for a quarter in each of the subjects informs all concerned that the student has met the following conditions:

- i. brought necessary materials and requirements to school
- ii. exhibited best effort (**care and promptness**) in doing schoolwork
- iii. participated actively & attentively during class proceedings
- iv. readily performed class activities without prodding

A student is assigned an effort mark according to the following guide:

Effort Mark	Description
Outstanding or "O"	The student has met all 4 of the conditions mentioned above.
Satisfactory or "S"	The student has met 3 of the 4 conditions mentioned above.
Needs Improvement or "NI"	The student has met less than 3 of the conditions mentioned above.

### 4.6.2. Subject Area Conduct Mark

A student is expected to manifest self-discipline to a very high degree almost all the time. Self-discipline is

based on the following observable descriptors:

- active listening
- well behaved (not disruptive)
- observes school regulations

Conduct Mark	Description
A	The student manifests all of the observable behaviors mentioned above.
B	The student manifests two of the observable behaviors mentioned above.
C	The student manifests only one of the observable behaviors mentioned above.

## 5. ACADEMIC HONORS FOR THE GRADING PERIOD

Every grading period, the school awards academic honors to students who, in the opinion of the Ateneo, have achieved excellence in their studies. A Magis medal, First Honors card, Second Honors card or an Honorable Mention card is given to each student who makes it to the honor roll.

The criteria for determining the awardees are as follows:

1. **Magis** - This award is given to a student who obtains a QPI of 4.00 with no grade lower than A in any subject and no conduct mark lower than B.
2. **First Honor** - This award is given to a student who receives a QPI of at least 3.67 with no grade lower than B+ in any subject and no conduct mark lower than B.
3. **Second Honor** - This award is given to a student who receives a QPI of at least 3.33 with no grade lower than B in any subject and no conduct mark lower than B.
4. **Honorable Mention** - This award is given to a student who receives a QPI of at least 3.00 with no grade lower than B in any subject and no conduct mark lower than B.

## **6. FINAL MARK**

The Final Mark per subject will be determined using the QPIs for each grading period in that particular subject.

## **7. FINAL QPI**

The Final QPI is computed based on the weighted average of the final marks.

## **8. DELIBERATIONS**

A Deliberations Board is a body convened at the end of the school year to discuss and facilitate decisions regarding students' promotion, repetition or non-repetition in the Ateneo Junior High School, eligibility for graduation, Summer Remedial Class, Student Mentoring Program, re-sectioning and recommendations for Summer Enrichment Program. The Board is composed of the Principal, the Assistant Principals, Guidance Counselors, Class Moderators and Subject Teachers.

As another concrete manifestation of *cura personalis* for the students, the deliberations board discusses the students' general performance, context and difficulties. When the case of a particular student has been discussed thoroughly, the board comes to a consensus and makes a recommendation to the Principal on which course of action would be best for the student.

The deliberations are confidential in order to safeguard the rights of the students of Ateneo Junior High School.

## **9. PROMOTION TO THE NEXT YEAR LEVEL**

A student is promoted to the next grade level if he has no Final Mark below C and meets the QPI requirement for that level.

- A student in GRADE 7 will be promoted to Grade 8 if he has a QPI of at least 2.00 and no final mark below C.
- A student in GRADE 8 will be promoted to Grade 9 if he has a QPI of at least 2.06 and no final mark below C.

- A student in GRADE 9 will be promoted to Grade 10 if he has a QPI of at least 2.13 and no final mark below C.
- A student in Grade 10 will be promoted to Grade 11 if he has a QPI of at least 2.20 and no final mark below C.

## 10. NON-PROMOTION

A student is not promoted to the next grade level if:

- He has one or more Final Mark below C at the end of the school year.
- He was required to take the Summer Remedial Program but failed to attend it.
- He was required to take the Summer Remedial Program but failed to meet the required grade in the program.
- He obtains a final Activity Mark of D.

**A student in Grade 7 may take the Summer Remedial Program** in 3 or less subjects total- ling 2 units if he has a QPI of at least 1.75 at the end of the school year (ie. 1 Cat A and 2 Cat B subjects, 3 Cat B subjects or 1 Cat A and 1 Cat B subjects or 2 Cat A subjects)

**A student in Grade 8 may take the Summer Remedial Program** in one or two subjects totalling 1.5 units if he has a QPI of at least 1.81 at the end of the school year (ie. 1 Cat A and 1 Cat B subjects or 2 Cat B subjects)

**A student in Grade 10 may take the Summer Remedial Program** in one or two subjects totalling 1.5 units if he has a QPI of at least 1.93 at the end of the school year (ie. 1 Cat A and 1 Cat B subjects or 2 Cat B subjects)

Category A	Category B
AP, CLE, English, Filipino, Math & Science	Arts and Music
Computer for Grades 8 & 9	Computer for Grades 7 & 10

## **10.1.Repetition in the Ateneo**

Repetition in the Ateneo Junior High School is not automatic. Only students who in the judgement of the school can profit from such repetition are allowed to repeat in the Ateneo Junior High School.

Students who are permitted by the school to repeat a year level in the Ateneo Junior High School are automatically put under academic probation.

### **Maximum Residence Limit**

A student who has previously repeated in the Ateneo Junior High School is disqualified repeating a second time. The maximum residence limit in the Ateneo Junior High School is five (5) school years. Failing twice is viewed by the school as lack of seriousness on the part of the student to benefit from an Ateneo Junior High School education.

## **10.2. Separation from School**

Students may be separated from the school for the following reasons:

- when he does not meet the requirements for promotion and for valid reasons he is not allowed to repeat in the Ateneo Junior High School;
- when as a current repeater he fails in any subject at the end of the school year;
- when a student exceeds the allowable number of absences in a school year;
- when a student fails to enroll on time without the permission of the Principal; and
- when a student voluntarily withdraws from school.

### **10.2.1. Obligation of Students Who Are Separated from the School**

Students who withdraw from school or who are separated from the school are expected to secure clearance from all offices as indicated in the withdrawal/ clearance form.

## **11. APPEALS**

On a set date after the end of classes, parents are informed if a student is promoted to the next grade level or not. A student who is not promoted may be asked to take summer remedial classes, repeat the year or move to another school.

In cases where there is a serious and meritorious reason, a decision on a student's status may be appealed. Appeal Forms are available at the Office of the Principal. The accomplished forms are to be submitted to the same office on or before the designated deadline. No appeal will be entertained after this deadline.

A student in Grade 9 may take the Summer Remedial Program in one or two subjects totalling 1.5 units if he has a QPI of at least 1.88 at the end of the school year (ie. 1 Cat A and 1 Cat B subjects or 2 Cat B subjects)

The Appeal Form is then forwarded to the Academic Standards Committee which makes recommendations to the Principal over matters like change of marks, appeals to take summer remedial classes, promotion to the next year level, repetition in the Ateneo Junior High School, and other appeals which may be exceptions to the normal academic regulations.

All recommendations of the Academic Standards Committee are subject to the approval of the Principal whose decision is final. No other appeal or request will be entertained.

## **12. ACADEMIC PROBATION**

Academic Probation is a status given for a period of one year to a student with serious academic deficiency. Putting students in academic probation status serves as a warning that academic consequences (like separation from the school, disqualification to take summer remedial class, or losing the right to appeal a failure) may result if he incurs a failure in one subject at the end of a school year. A student who is placed on academic probation is given special attention by the school through the class moderator, guidance counselor or Office of the APAA to help him address his academic difficulties.

The following students are on Academic Probation:



**Current Repeaters** - students who are repeating the year level during the current school year.

Failure in any subject at the end of the school year means being automatically dropped from the school roster. This decision is unappealable, except in cases of clear technical or computational error in the computation of the grade.

**Admissions Appeal Students** - students admitted to Grade 7 on the basis of an appeal.

**Summer Appeal Students** - students who failed the year but on the basis of their appeal were allowed to take summer remedial classes.

### 13. LEAVE OF ABSENCE

Leave of absence means a temporary separation of the student from the school for reasons which are not due to academic or disciplinary deficiencies. (e.g. sickness, studies abroad and the like)

A leave of absence may be granted only on the following conditions:

- the student is in good academic standing at the time the request is made;
- the student has a good disciplinary record;
- the leave of absence does not exceed one academic year; and
- the student has not gone on leave of absence prior to the current request (a student can normally secure a leave of absence only once during his entire stay in the Junior High School).

The school is obliged to re-admit a student who has been allowed to go on leave of absence. If a student is not granted a leave of absence by the school, the school has no obligation to accept him back.

The student who is permitted to go on leave of absence is obliged to:

1. Go through the clearance process;
2. Notify the school of his intention to return at least six (6) months before the start of the next school year;
3. Take up and pass all courses stipulated in the letter granting his leave of absence if the reason is to study abroad; and
4. Have his subjects evaluated by the Department of Education upon his return in case he studies abroad.

## **14. CLOSING CEREMONY**

The Closing Ceremony is a formal and public recognition by the school that a student has fulfilled the minimum requirements of the Junior High School program of the Ateneo de Manila. It is also an occasion where the school presents academic awards to deserving students.

Only students who have met the requirements for promotion to Grade 11 and with a deportment that is satisfactory may be allowed to join the closing ceremony.

### **14.1 Closing Ceremony Honors and Awards**

At the end of their four years of education in the Junior High School of the Ateneo de Manila, deserving students may be given awards during the Closing Ceremony.

#### **A. Honors and Awards Process**

Awards for Academic Excellence and Subject Area Awards are given based on a student's cumulative grades for his entire stay at the Ateneo de Manila Junior High School. These awards given during the Closing Ceremony are deliberated upon by the Honors and Awards Committee whose recommendations are subject to the approval of the Principal. Any student or teacher may nominate a student for these awards by filling out the appropriate forms.

#### **B. Awards for Academic Excellence**

Students who have consistently maintained an outstanding level of academic performance in their four-year stay in the

Ateneo de Manila Junior High School are awarded medals for academic excellence.

The Gold Medal for First Honors is awarded to Grade 10 students who in their four-year stay in the Ateneo de Manila Junior High School have obtained an over-all QPI of at least 3.67 with no final mark lower than B+ in any subject and a conduct mark of at least B.

The Silver Medal for Second Honors is awarded to Grade 10 students who in their four-year stay in the Ateneo de Manila Junior High School have obtained an over-all QPI of at least 3.33 with no final mark lower than B in any subject and a conduct mark of at least B.

The Bronze Medal for Second Honors is awarded to Grade 10 students who in their four-year stay in the Ateneo de Manila Junior High School have obtained an over-all QPI of at least 3.00 with no final mark lower than B in any subject and a conduct mark of at least B.

Transferees and students who have gone on leave of absence are eligible to receive awards of academic excellence only if:

- a. they have stayed at the Ateneo de Manila Junior High School for at least three years
- b. their academic record during the year that they spent in another school is commendable or exemplary; and
- c. the over-all grades obtained during their stay in the Ateneo de Manila Junior High School qualify them for First or Second Honors.

#### *Guidelines for Awards for Academic Excellence*

To determine the student's over-all QPI for his four-year stay in the Ateneo de Manila Junior High School, the following guidelines will be used:

- a student shall be given 3 points for the school year if he has a final QPI of at least 3.00 with no final mark lower than B in any subject and a conduct mark of at least B;

- a student shall be given 2 points for the school year if he has a final QPI of at least 3.33 with no final mark lower than B in any subject and a conduct mark of at least B;
- a student shall be given 1 point for the school year if he has a final QPI of at least 3.67 with no final mark lower than B+ in any subject and a conduct mark of at least a B.

The points earned for each of the four school years are to be averaged. The specific Academic Excellence Award that a student will receive during the Junior High School Closing Ceremony will be based on the following:

Average Points	Academic Excellence Award
1.0, 1.25	FIRST HONORS
1.5, 1.75, 2.0, 2.25	SECOND HONORS
2.5, 2.75, 3.0	HONORABLE MENTION

### C. Subject Area Award

The Subject Area Award is given to a Grade 10 student who obtained the highest average final mark in a particular subject during his four-year stay in the Ateneo de Manila Junior High School

# STUDENT ACTIVITIES PROGRAM

## 1. WHAT IS THE STUDENT ACTIVITIES PROGRAM?

The Student Activities Program is the program that provides direction to and oversees the effective functioning of the various co-curricular activities of the Ateneo de Manila Junior High School. This program is developed, executed, monitored, and evaluated by the Office of Student Activities (OSA), headed by the Student Activities Coordinator (StAC), under the Office of the Associate Principal for Student Affairs and Formation (APSAF).

## 2. PRINCIPLES THAT GUIDE THE STUDENT ACTIVITIES PROGRAM

- A. Formation in the Student Activities is indispensable.
- B. Premium on Self-Actualization must be reinforced.
- C. Student Activities must be aligned to the Mission-Vision-Values and current strategic plans of the school.
- D. Formation in Student Activities is for all (not just a few) students.

## 3. STUDENT ACTIVITIES AND THE ATENEO MISSION

The Student Activities Program distinctly contributes to the attainment of the school's vision, mission and goals by providing opportunities, facilities, systems and peripherals that encourage activities that are preferred, initiated, lead and/or run by students, and will allow every student to participate in the school's pursuit of **“the fullest possible development of all (his) God-given talents (as an) individual person”** (CJE, #25) and become a **“Christ-centered young man of competence, conscience, compassion and commitment who will be a positive transforming difference in the life of the nation and the global community”** (AJHS Mission).

The Student Activities Program, along with the Academic and Psycho-Spiritual programs of the Ateneo de Manila Junior High School, aims to provide every student **various gateways**

**for self-actualization** (Person) and servant-leadership formation (-for-Others).

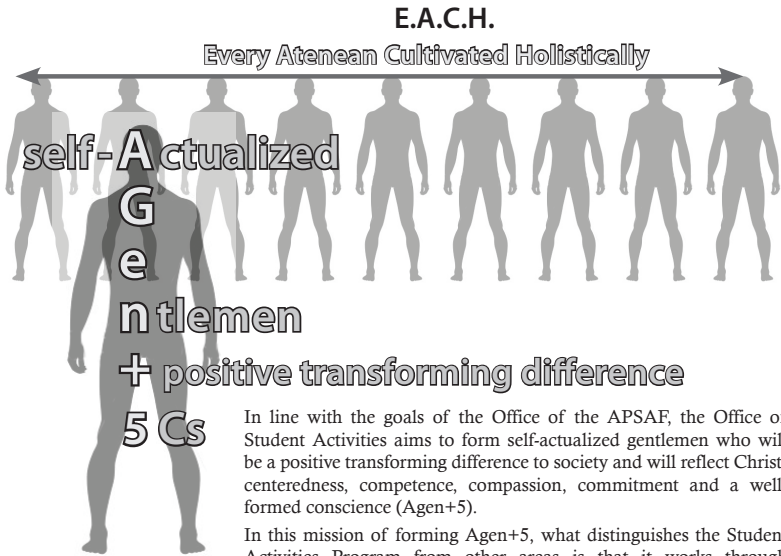
The Student Activities Program accomplishes its general mission by ensuring that students actively participate in student government, student organizations, athletics, student committees and/or other student occupations (on top of all those already directed by the Academic and Psycho-Spiritual areas).

#### 4. PROGRAM OBJECTIVES

The objectives of the Student Activities Program flow from the school's vision, mission, and goals (Cf. The revised Vision and Mission Statements of the Ateneo de Manila Junior High School, etc.) as well as the documents that clarify the nature and goals of Jesuit education (i.e., "Characteristics of Jesuit Education", etc.)

In alignment to our school's Catholic, Jesuit, and Filipino nature, as well as to its role to prepare a student for college life and adulthood, the Student Activities Program aims to:

- Make every effort to ensure **effective and efficient representation of the student body** to the school community and beyond.
- Provide and promote to the community **easy access to the OSA and Sanggu-JHS**, and offer venues where they can voice out opinions, suggestions, and questions about anything in the school.
- Strive to holistically form student-AGen+5 by **creating and offering many opportunities** for them to be constantly engaged in enjoyable, worthwhile, and formative activities.
- Make every effort to **leave no student behind** in every area of holistic formation. (E.A.C.H. — Every Atenean Cultivated Holistically)
- Make every effort to **help the students appreciate** the implementations and activities of the school.
- Make every effort to **cultivate student groups** towards the ideal of ACTIVE.



In line with the goals of the Office of the APSAF, the Office of Student Activities aims to form self-actualized gentlemen who will be a positive transforming difference to society and will reflect Christ-centeredness, competence, compassion, commitment and a well-formed conscience (Agen+5).

In this mission of forming Agen+5, what distinguishes the Student Activities Program from other areas is that it works through formation programs initiated and/or run by AJHS students, under the supervision of activity moderators. Therefore, as long as they are led by students, co-curricular activities may include efforts to cultivate leadership, teamwork, social responsibility and even academic, physical and psycho-spiritual development, among other forms.

The Agen+5 formation is aimed at as many AJHS students as possible, if not all (E.A.C.H.), and is carried out through an ardent accordance to the Ignatian Pedagogical Paradigm and school objectives.

## 5. PROGRAM SCOPE

The Student Activities Program aims to comprehensively implement the AGen+5 formation of the school through the following:

### A. Opportunities (Student Groups)

- **Student Government** (Sangggunian ng mga Mag-aaral ng Ateneo de Manila Junior High School, or Sanggu-JHS)
- **Student Organizations** (interest-based groups)
- **Student Committees** (ad hoc and project-based groups)

**B. Physical Structures and Facilities** (provisions for play and activity that will thwart idleness and that will foster self-discovery, self-awareness and self-actualization, and servant- leadership)

- play areas (courts, fields), activity venues (activity area/leisure-interest room, publications room, band room, crafts room, etc.), physical development venues, training venues, interaction venues (parks, loiter areas, etc.) performance venues, conference rooms for student servant-leadership pursuits, materials and equipment for student activities, etc.

**C. Systems (policies and procedures that foster student activities)**

- calendared student activities, calendared leadership formation trainings, activity attire, activity period, Sanggu-JHS projects that affect the whole school (MAKIBAKA, BOSES-AJHS, PagtatagPo, etc.), rubber shoes implementation, open courts during breaks, sports/ activity equipment for lending, rewards and recognitions, etc.

**D. Peripherals – OSA and Sanggu-JHS information-dissemination and promotions of activities, advocacies, campaigns and movements, reflection points, etc.**

- via tarpaulins, posters, bulletin boards, exhibits, publications, PA system, videos, internet, etc.

**E. Partners in Student Activities Formation**

- Collaboration with and Training for **Moderators of Student Councils, Organizations and Committees**
- Support from the PUSH (Parents Union for School and Home), AAA (Ateneo Alumni Association), ACED, AJHS Offices, AdMU Offices, external and outsourced persons and companies/groups, etc.

Each **AGen+5 Opportunity** is described in the succeeding parts.

**6. STUDENT GOVERNMENT**

The Sanggunian ng mga Mag-aaral ng Ateneo De Manila Junior High School (Sanggu-JHS) is the official student government of the Ateneo De Manila Junior High School.



- **The Executive Board (E-Board)**

In-charge of the whole student government is the **Executive Board (E-Board)**, the top leaders of the student body. The E-Board is responsible for planning, implementing, and evaluating all the activities of the Sanggu-JHS that lead to the achievement and attainment of the objectives and goals of the Student Activities Program.

The Sanggu-JHS has sub-councils (three) and sub-committees (number varies every year), each representing a different area of student life. Through these sub-councils and sub-committees, the Sanggu-JHS addresses the different needs and concerns of all students in their various involvements in the Ateneo Junior High School.

- **The Assembly of Class Officers (ACO)** is the branch of the Sanggu-JHS that caters to the optimum formation of the students in their role as members of a particular class in a particular batch. It reaches out to all students through their Batch Representatives and Class Officers who have acquired a sense of servant-leadership through workshops and consultation meetings.

- **The Athletes' Council (AthC)** is the branch of the Sanggu-JHS that caters to the optimum formation of the students through sports, games and physical development. It reaches out to all students through the School Athletes and Sports Beadles who have gone through trainings and planning seminars for servant-leaders.

The AthC passionately makes available to all students the character formation that athletes have witnessed and undergone in Athletics. It attracts students to sports by providing more opportunities for students to play and by imparting the knowledge, skills and values uniquely obtained from various athletic disciplines.

- **The Council of Student Organizations (CSO)** is the branch of the Sanggu-JHS that caters to the optimum formation of the students in the area of their individual interests. It reaches out to all students through the Village

Heads and Org Heads who have been through seminars and consultation meetings on servant-leadership. To instill a sense of identity and unique contribution to all students, the CSO promotes and supplements openings for self-actualization through the over-sixty (60+) official student organizations. These organizations are subdivided into seven groups (villages) that share a similar nature, interest, or program of activities. Moreover, the CSO initiates opportunities for student organizations to integrate with other groups, enhances camaraderie among members of different orgs within a cluster, and keeps alive the different clusters within and beyond the AJHS.

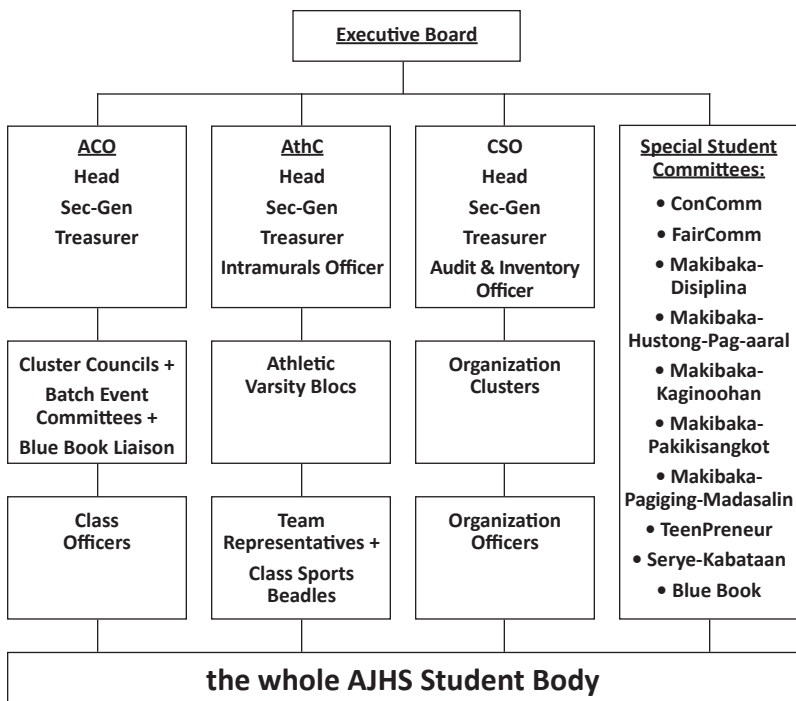
- **Sanggu-JHS Special Student Committees** may be formed in order to pursue special projects.

The **Fair Committee (FairCom)** is in charge of planning, implementing, monitoring, and evaluating the annual fair, a fund-raising event for the benefit of the Tulong-Dunong Scholarship Fund. Likewise, the **Blue Book Committee** is in charge of designing and realizing the year's yearbook. Periodically, a **Constitution Committee** can be convened to propose amendments to and work for the ratification of the Sanggu-JHS Constitution.

The different **Makibaka** Campaigns (Disiplina, Hustong Pag-aaral, Kaginoohan, Pakikisangkot, Pagiging Madasalin) promote campus-wide positive cultures consistent to the School Mission-Vision and address negative realities of student life, detrimental student habits and debilitating obstacles to students' holistic formation.

Other ad-hoc projects like Teenpreneur, Serye-Kabataan and Kids@Work may merit the formation of new groups to meet the high demands and standards of external competitions and movements in which the AJHS has chosen to participate. Other student committees may also be formed according to the perceived needs of the OSA and/or Sanggu-JHS.

Below is the organizational structure of the STUDENT GOVERNMENT (Sanggu-JHS):



## 7. THE ACTIVE THRUST FOR STUDENT GROUPS

All student groups under the OSA (councils, organizations and committees) are guided by the ACTIVE Thrust for Student Groups. The ACTIVE Thrust reiterates the vertical (AGen+5) and horizontal (EACH) Mission of the SAP (essentially the same as the school Mission), and also points out the other necessary qualities essential to the attainment of this mission in the area of Student Activities.

- **A.C.T.I.V.E.** is an acronym for **Alignment, Commitment, Tautness, Individual-attentiveness, Vigor and Empowerment** – elements that will make an organization effective.
- Alignment refers to the conscientious alliance of the group’s programs with the school’s stated vision-mission-values, and current pursuits/ strategic plan, as manifested by the group’s stated goals and its intended, implemented

and achieved plans, as well as by its way of proceeding, routines and culture.

**Alignment** therefore, is the passionate adherence to the school's vision to "form servant-leaders who are nurtured in the spirit of the magis", the school's mission "to form Christ-centered young men of competence, conscience, compassion and commitment who will be a positive transforming difference in the life of the nation and the global community", the school's Think Philippines advocacy, the school's strategic goals, and the Ignatian Pedagogical Paradigm (IPP).

- **Commitment** refers to the capacity and willingness of the group's members to generously give their time, talent, and effort to help the group attain its vision, mission, and goals, even in the midst of challenges and difficulties.
- **Tautness/Together-ness** refers to the group's strong sense of camaraderie, harmony and solidity that allow members, despite their dissimilarities, to work together effectively in pursuing their common vision and goals as a group. This deep sense of belonging and acceptance felt by each of all its members heightens the group's capacity to work together.
- **Individual-attentiveness** refers to the group's ability to provide for the highest human needs for self-esteem and self-actualization of each of all its members. A group must effectively use each member's on-hand capabilities, contribute to his growth and progress, and enable him to actively share leadership responsibilities and accountabilities by equipping him with the necessary competencies to carry out these roles and duties.
- **Vigor, Vivacity and Verve** refers to the group's dynamism and enthusiasm as manifested by the consistent activity and energy of each of all its members. The group members are almost never idle and are purposefully and progressively preoccupied.

- **Empowerment Beyond** refers to the capacity of the group to form and enable students outside the group, especially the disadvantaged (and unattended to). The group significantly contributes to the holistic cultivation of the student body in general, and not just of its members.

## 8. BASIC POLICIES

1. Because of the importance of student activities in student formation, all students are required to join one organization and/or varsity team.
2. All students who join student organizations/ committees/ councils are subject to the policies on absences and tardiness set and communicated by the OSA. All organizations/ committees/ councils members and officers are required to attend all Organization Periods and other activities set by the head, officers and/ or moderator.
3. Because of the value of student activities in student formation, the Org Period shall be treated like any class period. As such, medical, dental, or other personal appointments shall not be scheduled at this time.
4. At the end of each grading period, the Organization Moderator gives Activity Marks to all his/her members, reflecting each student's level and quality of participation in the organization. Because of the diverse nature and goals of each student organization, the Organization Moderator shall discuss at the start of the school year the components of the grading system as well as the requirements from every member. Based on the student's performance, the following Activity Marks may be given:
  - A student is given an Activity Mark of A when he has shown an outstanding or high degree of participation and involvement in all the activities of the organization.
  - A student is given an Activity Mark of B when he has generally shown a satisfactory degree of participation and involvement in the activities of the organization.

- A student is given an Activity Mark of C when he has fulfilled the minimum requirements of the organization but needs some improvement in participating in and contributing to the goals of the organization.
- A student is given an Activity Mark of D when he has failed to meet the minimum requirements of the organization.

The final Activity Mark is the average of the periodical Activity Marks. To be eligible for promotion to the next year level or graduation, a student should have a Final Activity Mark of C or higher. A student who receives a final Activity Mark of D must take a Summer Activity Program to complete the requirements for promotion or graduation. The specific requirements of the Summer Activity Program shall be set by the OSA.

**5. ALL STUDENTS WHO JOIN ORGANIZATIONS SHALL COMPLY WITH ALL OTHER OFFICIAL POLICIES, PROCEDURES, AND GUIDELINES SET BY THE OSA AND AS STIPULATED IN THE STUDENT ACTIVITIES MANUAL.**

# CODE OF DISCIPLINE

## 1. PREAMBLE OF THE CODE OF DISCIPLINE

The creation of a Code of Discipline aids the Ateneo de Manila Junior High School to form physically and mentally able and spiritually upright individuals, men for others and agents of positive transforming difference in society.

The Code of Discipline is viewed in light of respect for self, school, property, human dignity, and God's creation.

The Code of Discipline does not limit the students' freedom but, rather, empowers them and promotes reflection and responsibility in making choices. Students become contributors to an orderly learning environment and help the school in promoting order.

The nature of the Code of Discipline is not punitive but formative. Discipline should not be identified as punishment, but with the holistic formation of the students.

The Code of Discipline involves the systematic training of the mental, moral, and physical powers by instruction and exercise. The end result of this process is orderly conduct flowing from internal self-control. Discipline, therefore, strongly implies commitment of one's effort towards developing orderly behavior in oneself.

It is understood that discipline is needed to become the ideal Atenean: Christ-centered persons of competence, conscience, and compassionate commitment. It is through self-discipline that the lessons learned in class can begin to shape and influence one's personal and social behavior. Effective discipline, therefore, is achieved when an individual transforms the moral norms of discipline and proper conduct into an internal code of personal gentlemanly behavior.

To sum up, the Code of Discipline seeks to inspire and guide students to become excellent in academics and strong in character as they work for the GREATER GLORY OF GOD.

*Ad majorem Dei gloriam.*

## **2. RULES, GUIDELINES AND PROCEDURES**

The Ateneo de Manila Junior High School (JHS) recognizes the fact that most students in their present stage of development do not yet have the self-control of a mature adult. Consequently, the school authorities, using their special parental authority, have set up these norms to help students develop into self-motivated, self-disciplined gentlemen.

### **2.1. School Attendance**

#### **2.1.1. Class Attendance**

Students must be present on every scheduled class day. Absence from or tardiness in class due to illness, accident or emergency reasons is excused only when confirmed by the parents and approved by the Cluster Coordinator.

Permission for all foreseen absences or tardiness must be requested in writing and in advance from the Office of the Cluster Coordinator. The right to make up for whatever is missed in class may be denied for unexcused absences.

Students who are absent for more than three (3) consecutive days due to sickness may be required to bring a doctor's certificate indicating that treatment has been administered and that the student is fit to return to school.

A student who comes to JHS late will only be admitted to class upon presentation to the Class Beadle of an ADMIT-TO-CLASS slip signed by the Cluster Coordinator. A student who has been absent will have to present an excuse letter to the Cluster Coordinator in order to be issued an ADMIT-TO-CLASS slip.

A student who is sent home due to meritorious reason will only be admitted to his class upon his presentation to his class beadle of an ADMIT-TO-CLASS slip signed by the Cluster Coordinator. A student who has been sent home will have to present to the Cluster



Coordinator an excuse letter or any other requirement that the Cluster Coordinator will ask him to bring after his absence in order to be issued an ADMIT-TO-CLASS slip.

A student who arrives at the JHS and reports to the Cluster Coordinator office after 10:00 a.m. is considered absent and will be required to stay in the Cluster Coordinator office until Dismissal time. He will be allowed to go home before dismissal time provided that his parents or someone authorized by his parents will fetch him from the JHS.

The student, although marked absent, may be allowed to attend the day's next class session if the student's legal guardian informs the Cluster Coordinator of his or her knowledge of the significant lateness of the student and of his or her desire to let the student attend the remaining sessions of the day in spite of being marked absent.

Exceptions will be allowed on a case-to-case basis upon the discretion of the Cluster Coordinator.

### ***Class Cut***

A student who comes to JHS but is not in class five (5) minutes after the start of class incurs a CLASS CUT, except when his absence within that period is with due permission from a school official.

The same rule applies when, without permission, a student leaves the classroom or leaves a school function. Hence, any student who is seen outside his classroom during class hours or outside the place of assembly during a school function, without legitimate reason, is liable for a class cut.

## **2.1.2. Attendance in School Functions/Activities**

All students must attend all official school functions and activities which take the place of classroom activities (e.g. Masses, contests, reading of honors, cultural presentations, athletic meets, field trips, and

others). Students who fail to attend these activities or arrive late for these activities may be considered absent from or late for the said functions.

### **2.1.3. Absences**

A student “who incurs absences of more than twenty percent of the prescribed number of class or laboratory periods during the school year should be given a failing grade or given no credit for the year.” (As amended by DECS Order No. 35, series of 1993; 07 June 1993)

### **2.1.4. Truancy**

A student whose absence is NOT authorized by his parents or legal guardian is considered TRUANT. This includes those who are absent from official school activities (e.g. cluster nights, field trips, etc.) without permission from the school authorities, his parents or legal guardian.

### **2.1.5. Tardiness**

A student who is not yet inside his classroom at 7:45 a.m. will no longer be allowed to enter his classroom. He will be required to stay at a designated waiting area for latecomers, fill up an Acknowledgment of Tardiness Form, and submit this form to the Cluster Coordinator.

The student’s tardiness record will be monitored closely by the Cluster Coordinator Office.

#### ***A student who is late on the:***

- 5th instance will receive a warning and a letter to the parents about the next consequence;
- 9th and succeeding tardiness will be given a Formative Intervention 1 for every tardiness for Defiance of School Rules;
- 12th instance will have his parents be reminded of the consequence of their son’s tardiness in school;

- 15th instance will be given Formative Intervention 3 for Defiance of School Rules; and
- 18th instance will be placed on Disciplinary Probation for the rest of the year for Defiance of School Rules.

### **2.1.6. Procedure for Clearing Absence**

A student who has been absent or sent home from school, upon returning to the JHS, should immediately present to the Cluster Coordinator office an excuse letter or medical certificate stating the reason for his absence. The medical certificate should also be presented to the Clinic who gives him clearance if he is fit to go back to his class.

A student who enters his classroom without an ADMIT-TO-CLASS slip after being absent in or sent home from school, will incur a one-hour Formative Intervention 2.

### **2.1.7. Leaving the School Campus**

#### **General Rule**

The Ateneo JHS is responsible for the student's whereabouts during school days. Hence, no student may leave the JHS campus between the student's time of arrival and time of dismissal without a written permission from the Cluster Coordinator Office.

Should there be a valid reason to leave the JHS campus, the student should comply with the following procedure:

1. Submit to the Cluster Coordinator Office the parent's or guardian's letter requesting permission for the student to leave the JHS campus, or present the Infirmary Slip advising him to go home.
2. When the Clinic advises a student to go home, the Cluster Coordinator office or the Health Services office duly notifies the student's parents or legal guardian.

3. Secure the proper form from the Cluster Coordinator office and fill it out in duplicate;
4. Submit the accomplished form in duplicate to the Cluster Coordinator office for validation.
5. Leave the original form with the parent's letter at the Cluster Coordinator office and retain the duplicate. The duplicate will serve as a gate pass and excuse letter when the student reports back to JHS.
6. Present the duplicate to the JHS guard on duty to allow him to leave the JHS campus.
7. Have the Cluster Coordinator duplicate slip and/or the Clinic slip signed by the parent or guardian and present it to the Cluster Coordinator office and/or Health Services office upon returning to JHS.
8. Secure an ADMIT-TO-CLASS slip from the Cluster Coordinator office.

#### **2.1.8. Suspension of Classes**

Unless any official announcement is made, it is assumed that there are classes and that these will start at the usual time. Classes may be suspended due to inclement weather, transportation strikes, or other valid reasons. In the event that classes are suspended, the Principal makes the official announcement for the JHS.

In case of inclement weather, the following guidelines are observed:

1. Classes in the Ateneo de Manila Junior High School are automatically suspended when PAGASA declares that storm signal #2 is up in Metro Manila or upon the announcement by the Department of Education (DepEd) or the Quezon City Mayor.
2. Suspension of classes may be verified by calling the Ateneo trunk line (tel. no. 426-6001).
3. The community is also advised to tune in to the following radio stations for announcements regarding

suspension of classes by the government: DZMM 630 (AM), DZBB 594 (AM), and DZRH 666 (AM).

4. The community is also advised to visit or follow the official social networking sites specifically the Facebook and Twitter accounts of the Ateneo Junior High School.
5. When the students are already in school and classes are suspended, the Principal releases an official statement regarding the dismissal time, in coordination with the Grade School, the Senior High School, and the Loyola Schools. Telephone lines in the different offices will be made available so that students can call their homes for pick-up. If a parent or guardian comes to pick-up a student before the dismissal time, the student will be allowed to go home.
6. In the event that classes are suspended on an exam day, the scheduled exams are automatically moved to the first day that classes resume. The order of exams in the original schedule will be followed.
7. As a general guideline, there is no suspension of classes without any official announcement of suspension of classes.

## **2.2. School Attire and Grooming**

Every Atenean should uphold the good name of the Ateneo by promoting a respectable image of himself. Proper wearing of uniform and proper grooming aim to develop in every Atenean a sense of self-worth and identity, thus promoting respect for oneself and for others and taking pride in the Ateneo. These enable students to develop a positive personality with high morals, good attitudes, and right behavior.

Thus, all students are expected to wear their complete uniform (e.g. regular uniform, PE uniform, and org. uniform) properly during schooldays and on prescribed occasions.

## **2.2.1. School Uniforms**

**A student is required to wear the prescribed school uniform.**

### **A. Prescribed Regular Uniform**

- Light blue polo shirts with JHS seal and blue embroidered letters under the seal on the left side of the chest
- Plain white t-shirt (as under shirt)
- Khaki slacks
- Black shoes
- Plain white or plain black socks

### **B. Guidelines in Wearing the Regular Uniform**

- Polo shirts should be clean, tidy, and properly buttoned at all times.
- Under shirt must be tucked at all times, and its sleeves should not be longer than the polo shirt sleeves.
- Shoes should be clean and properly polished at all times.
- All students are expected to wear a uniform sewn by accredited seamstresses according to specified school design.

### **C. Uniform should be worn properly on or off campus.**

- All students are expected to wear their IDs properly at all times inside the JHS campus.
- Students who come to school on non-class days are required to wear decent attire.
- Uniform Guidelines on Off-campus Activities:

During off-campus activities, sponsored or participated in by JHS, a student representing JHS is expected to properly wear his complete uniform, and should be mindful of the above provisions (refer to no. 2.2 above).

## **D. Physical Education (PE) Uniform**

The prescribed PE uniform should be worn during PE classes. All students are required to bring the following necessary materials for their PE class:

- Official PE uniform;
- Blue PE Shorts;
- Rubber shoes with socks;
- Intramurals jersey.

Students may come to school in their official PE uniform during their scheduled PE day. PE uniform should be worn properly at all times inside the campus. However, right after their respective PE classes, the students are expected to be in their regular uniform.

### **2.2.2. Identification Cards**

Students are required to wear their identification cards (ID) in the customary way at all times when they are in school.

Tampering with the ID card or misuse of the ID card including the official strap is considered a serious violation.

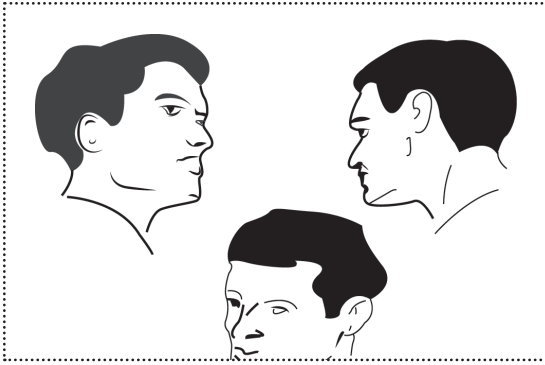
### **2.2.3. Grooming and The Haircut Rule**

Students are expected to come to school with a general appearance of cleanliness and neatness. Hair must be properly groomed. A student is required to wear the prescribed uniform while in campus during school days. Fancy hairdo and colored hair are not allowed.

Facial hair must be always trimmed.

#### **Haircut Policy**

Hair must be properly groomed at all times. Hair should not touch the eyebrows, the ears, and the nape.



**Class moderators and other members of the faculty have the right to call the attention of a student who violates the haircut policy.**

**Class moderators and other members of the faculty are expected to report to the Cluster Coordinator only the student who violates the haircut rule.**

**Only the Cluster Coordinators may impose the official formative intervention upon students who violate the haircut rule.**

### **2.3. Moderator's Inspection Period**

Classes begin with the Moderator's Inspection Period. The class moderator indicates in the Moderator's Inspection Form the names of the students who violate the Code of Discipline's provisions on school attire and grooming. The Cluster Coordinator collects the Moderator's Inspection form after the Reflection/Homeroom Period. The Office of the Cluster Coordinator gives the necessary and official formative intervention to any student who violates the provisions on school attire and grooming.

### **2.4. Classroom Discipline**

#### **2.4.1. Silence Bell**

During the Silence Period, all the students in the classroom have to prepare themselves for the opening prayer and for the class. Thus, all students must be



seated in their proper places during the one-minute Silence Period.

#### **2.4.2. Informing Office of the Absence of a Teacher**

If a teacher is not present in the classroom after the bell rings signaling the start of the class period, the class beadle or any class officer must immediately inform the Cluster Coordinator of the teacher's absence. The absence or tardiness of the teacher should be noted in the Beadle's report. The other class officers shall be responsible for class discipline until a teacher arrives.

#### **2.4.3. Classroom Behavior**

Attention and active participation in classroom activities are necessary to create an atmosphere conducive to learning. Focused attention will help the student develop self-control, which is a necessary ingredient in the formation of his character.

Proper behavior is expected of each student. He should not talk, stand, or leave his seat unless the teacher allows and instructs him or the class to do so, and/or grants such a request by the student.

#### **2.4.4. Leaving the Classroom**

No student is allowed to leave the room during class time except when he is given a CALL SLIP signed by any of the following: the Principal, an Assistant Principal, Cluster Coordinator, or a Guidance Counselor. A student may leave during a test only when given a slip marked URGENT and signed by the Principal, any of the Assistant Principals, or Cluster Coordinator.

A student is advised to go to the Clinic during break time when he feels sick so as not to miss any lessons. However, for an urgent or emergency case, a student may proceed to the Clinic during class hours after informing his teacher of his condition. At either one of the Clinics, he is asked to fill up a Clinic slip to be

shown to his Class Beadle when he returns to his class after he is released from the Clinic. The slip's reply slip should also be returned to the Clinic after it has been shown to his parents.

As a general rule, no student should be sent out of class. However, for continued misbehavior or serious violations, a student may be sent out of class by the teacher. When a student is sent out of class for any reason, the procedure below should be followed:

1. The teacher fills out a SENT-OUT SLIP and gives it to the student.
2. The student reports immediately to the Office of the Cluster Coordinator and presents the SENT-OUT SLIP. He will be asked to write down his statement regarding the case.
3. The student stays in the Office of the Cluster Coordinator for the duration of the period and works on the assigned lesson of that subject. He goes back to the next period with an ADMIT-TO-CLASS SLIP.

#### **2.4.5. Care of Classroom and School Facilities**

All students are expected to show concern and respect for all school property, and to keep the buildings and the campus neat and clean. Any damage done by a student to any property of the school or of other students shall result in the following:

- he shall have the damaged property repaired or replaced at his expense; and
- he may be subjected to an appropriate formative intervention.

#### **2.4.6. Cleanliness Inside and Outside the Classroom**

##### **A. The Classroom**

The classroom is a place for study and its facilities should be used properly. Outside class hours, students

who wish to engage in serious study and quiet preparation for class should go to the library.

During Recess or Lunch time, students may eat inside the classroom provided that cleanliness and good order are observed. Forfeiture of the privilege of using the classrooms outside of class time may be imposed for any abuse in the use of classroom facilities or use in violation/disregard of the above regulation.

## **B. Lockers, Desks, and Chairs**

Lockers, desks, and chairs are assigned by the Class Moderator to each student at the beginning of the school year. No student may change his locker, desk, or chair without the permission of his Class Moderator. Each student is personally responsible for the locker, desk, and chair assigned to him. A commensurate payment and appropriate disciplinary intervention will be imposed for any misuse or damage to any of these facilities.

The class moderator should monitor the cleanliness inside and outside the classroom. The Facilities Management Beadle should assist the class moderator in monitoring the proper use and maintenance of the lockers, desks, and chairs.

Tampering with the lockers of other students such as posting of pictures that are contrary to the values of the school is considered a serious violation.

Whenever the class leaves the classroom for some length of time, the Facilities Management Officer should switch off the lights and the electric fans, and lock all the classroom doors. **All lockers should be locked at all times.** Students must put all their valuables in their lockers if they have to leave their classroom. Bags, books, or other things should not be left on the benches outside the room or on the corridors.

## **C. Hallways**

Students should behave properly in the hallways/ corridors. The school encourages the students to avoid loitering, shouting, playing, running, and exhibiting any destructive behavior in these areas especially during class periods. The students should strictly observe silence and cleanliness in the hallways/ corridors.

## **D. Comfort Rooms**

The school expects the students to exhibit **proper behavior** in the comfort rooms. They should also take good care of these facilities. They should always practice the following: flushing the toilet, putting trash in the proper receptacles, conserving water, and observing the “NO VANDALISM” policy.

## **E. Chapel**

The school gives premium to the spiritual formation of the students. The school Chapel is the most important venue for practicing the Catholic faith; thus, everyone is expected to observe silence and show respect while inside.

## **F. Covered Courts/Football Field**

Covered courts and football fields are used only for university occasions and Physical Education classes. Should any class or organization need to use these facilities during class hours, it has to get permission from the Facilities Management Office. Anyone can stay in the mentioned areas after class hours, but not beyond 7 o'clock in the evening.

### **2.5. Use of Facilities**

#### **2.5.1. Extension Facilities**

School rules and regulations are applicable in all extension facilities such as school buses, cafeteria, gym, etc.

## **A. Transport Services**

Whether a student is riding a private, public, or school transportation, he must bear in his mind that an Atenean is expected to maintain proper behavior everywhere.

Loud conversations, shouting, yelling, and any act of insensitivity to others are highly discouraged in the private or school transport service. To those students who would like to bring their own cars, he must be aware of the Traffic and Parking Violations memorandum from the Office of Campus Safety and Mobility Office.

**The University also allows some tricycles with Ateneo stickers to bring and fetch students. Students should treat the tricycle drivers with respect.**

## **B. Cafeteria**

In the cafeteria, the Clean As You Go (CLAYGO) policy should be strictly observed. It is the students' responsibility to dispose of their dishes or any trash properly. Each student is expected to put back the things that they borrowed or used, such as tables, chairs, and eating utensils to their proper places. Students should also be mindful of their language and actions in this area. Boisterous laughter, playing any game, shouting, and the like are highly discouraged.

During school functions such as Masses, reading of honors, and graduations, students are not allowed to go to the cafeteria. The students should only stay in this area during recess, lunch, the period before the flag ceremony, and dismissal time.

Breakage or damage to dinnerware will be charged to the student responsible for such damage or breakage. All cafeteria dinnerware, utensils, tables, and equipment should not be taken out of the cafeteria without proper authorization.

## **2.5.2. Resource Areas**

### **A. Multi-Purpose Room (MPR)**

The MPR can be reserved for the following purposes:

- individual/small group viewing/pre-viewing (max. of 20);
- individual/small group listening;
- copying of discs (both audio and video);
- video recording and class editing of video production;
- audio recording – for background music, narration of radio plays, and other productions;
- forum/symposium for supervisors or small group of faculty, staff, and other members of the school community;
- listening tests (make-up) or film appreciation exams involving equipment for a limited number of students (1-15).

Students who will be editing/recording on a Saturday in relation to their class sked to pay provided it is within the working hours of the staff.

For the use of any facilities at the MPR, a time limit of two periods (maximum) will be imposed to all users per request.

Only final recording of projects and/or group productions will be accommodated. Rehearsals/practice sessions should be done outside.

Requests should be accompanied by a form and should be coursed through the Non-Print Librarian for the purpose of control and evaluation.

### **B. Projection Rooms**

The Projection Rooms may be used on a “first-come, first-served” basis.

Neither student nor faculty is allowed to use the rooms for any purpose without prior reservation and authorization.

Food and drinks are not allowed inside the projection rooms.

The requesting party shall be responsible for the proper care, order, and use of material/s, equipment, and facilities while they are using the room.

### **C. Hayes Hall and Other ITC Satellites**

These facilities should only be used for any of the following:

- Performances by class or student activity group/s;
- Inter-class academic activities (i.e. ‘Sabayang Pagbigkas’, radio play presentation, debates, symposia, fora);
- Film-viewing (only when the classroom equipment malfunctions).

Food and drinks are not allowed inside the hall nor in the technician’s booth.

The use of water, candles, huge props, and other hazardous materials during play presentation is discouraged.

Touching and mounting anything on the cyclorama are strictly prohibited.

Fire exits should not be used as entrance or exit points by the audience or by the participants.

A maximum of 5 persons, including the technician, are allowed in the control booth.

The use of sound and special lighting equipment will be allowed only with the presence of an ITC technician and/or his assistant.

Students should be under the supervision of a subject teacher.

For practices/dress rehearsals, the following guidelines should be followed:

- Group and/or class practices/dry-runs/dress rehearsals for graded projects or presentations during class hours will be accommodated. The subject area will have to make a reservation in writing one month before giving the schedule of practices of each group/class. The service form will not be required.
- Only one period of practice will be allowed per group and/or class. However, on special circumstances, another period can be reserved by the subject teacher.

#### **D. Educational Media Center: Library**

To maintain the good atmosphere of this learning area, all students must be mindful of their behavior and always be sensitive to others. The guidelines in using the library as stated in the Opening Day Kit must be strictly followed.

#### **2.5.3. Off-Limits Areas**

The following areas are declared OFF-LIMITS to all Junior High School students except to those on official business:

- Fire escapes in Junior High School multi-level buildings;
- Wings of clusters other than their own;
- Playing fields during class hours;
- Cafeteria during class hours;
- Junior High School faculty workroom, lounge, and coffee room;
- Murphy's Walk;
- Moro Lorenzo Sports Complex;
- Parking area during class hours;



- Behind the science laboratories, covered courts, and classroom buildings;
- A Classroom assigned to be used only by a specific class of students;
- All buildings in the University campus except the Junior High School buildings.

The school may also designate other areas of the school as off-limits.

#### **2.5.4. Ethics and Guidelines on the Use of Information and Communication Technology (ICT)**

An Ateneo Junior High School student bears the values and ideals of the school. Hence, he strives to protect the school's reputation at all times, even when using technology and communication interfaces.

The Ateneo Junior High School allows, but DOES NOT encourage, students to bring their gadgets to school. However, the school will not be held responsible for the damage or loss of personal gadgets. Any school authority may confiscate gadgets inappropriately used by students.

Students should be responsible in using ICT, especially when engaging in any action that may impact on the privacy, dignity, and/or rights of institutions, groups, or individuals, including themselves.

Misuse and/or abuse of ICT resources is a serious violation. Its misuse and/or abuse includes, but is not limited to, any of the following:

- accessing a university computer server, workstation, associated peripheral computer network without proper authorization;
- disclosing passwords or similar information that allow access to the university's computer system;
- altering information such as changing the password of someone else's account;

- introducing viruses, and other such programs, applications, or file as that may endanger and/or degrade the performance of the school’s ICT resources;
- accessing, participating, producing, and/or transmitting pornographic materials and images that bring or cause dishonor or disrepute to self, to others, and to the name of the school;
- using ICT to threaten, malign, or extort from other persons;
- unauthorized use of the name of the school or of others for any purpose;
- any other activity analogous to the aforementioned.

Cyber-bullying is performed when a student, through the use of ICT, keeps doing or saying things to exercise power over another person. This is a deliberate, repeated, and hurtful behavior. It may be verbal, like name-calling, insulting, or giving racist remarks. It may be indirect or emotional, like spreading nasty stories and excluding the victim from groups.

ICT equipment cannot be used in the classroom without an explicit permission from a school authority.

Students are required to keep their contact and personal information on school records up-to-date, especially the contact information of their parents/guardians. Students will be held responsible for instances where they cannot be contacted for this reason.

Students are encouraged to familiarize themselves with the Cybercrime Act of 2012 and the Anti-Photo and Video Voyeurism Act of 2009. This is to ensure awareness that their rights are protected, and that they are empowered to act.

### **2.5.5. Guidelines in Support of the School’s Sustainability Efforts**

The school recognizes that each individual has the

responsibility of stewardship over God’s creation. As such, students are expected to do the following:

**A. Observe CLAYGO in all areas of the campus.**

After eating, students are expected to clean their area and dispose of utensils, trash, and leftovers in designated areas. After their last period class, students are expected to make sure that their classroom is clean, neat, and orderly.

**B. Observe correct waste segregation.**

Trash bins in the campus are labeled. Students are expected to follow the waste segregation scheme.

Students are expected to help in maintaining the good condition of these trash bins.

**C. Be conscious of the conservation of resources.**

Faucets should be closed when not in use. All appliances should be turned off when not in use.

**D. Support the school’s sustainability practices and activities.**

**2.5.6. Paging System**

A Paging System, which is controlled in the Cluster Coordinator Office, has been put in place to allow students to call their teachers from the Faculty Workroom.

A student who needs to see a particular teacher should go to the Cluster Coordinator Office and request the Office staff to page for the teacher.

Any student may page a teacher/s only within any of the following time periods:

- From 7:00 a.m. to 7:35 a.m.
- Recess time
- Lunch time
- Dismissal time up to 4:30 p.m.

The paging system is also a public-address system.

Important announcements can be made to the faculty and the student body through this public-address system.

## **2.6. Notices**

School memoranda and notices are posted on various bulletin boards. It is the student's responsibility to read these memoranda and notices. Bulletin boards are for official use only. Tampering with any of these bulletin boards is considered a serious violation.

For student organizations, announcements and notices are placed in their respective bulletin boards located along the school's main corridor. These announcements must be brought to the Office of Student Activities (OSA) for approval before posting.

No student may post any notice or poster in the school premises without permission from the APSAF Office. All other announcements, notices, and posters, including those from outside the Junior High School campus pass through the APSAF Office for approval and signature. These announcements are posted in general bulletin boards

located along the main corridor and the corridor along the main driveway in front of the administration building.

As a general rule, posting is not allowed on concrete walls.

Parties responsible for putting up these announcements must ensure that these are taken down after the duration of the activity.

## **2.7. Business Transactions**

Only persons authorized by the Principal or the school officials may initiate or undertake any business transaction with any student or organization in school. Such business transactions may include the following: the sale or purchase of team jackets and uniforms, intramural uniforms, class rings and other similar goods, contracts with hotels,

printing presses, catering groups, tailoring shops, and other similar organizations.

Restitution or reparation shall be made by any person who has caused damage due to an unauthorized transaction.

## **2.8. The Electronic Gadget Rule**

Students may use their mobile phones and gadgets in school without permission from the Cluster Coordinator office, with the following conditions:

- The teacher of the session has explicitly instructed or allowed the students to use gadgets for educational purposes; and
- Students may use their mobile phones and gadgets during breaks for urgent purposes only within specific designated areas.

The safekeeping of the gadgets brought to school is the student owners' responsibility. The school will not be liable for any loss of gadgets.

## **3. FORMATIVE INTERVENTIONS**

When a student commits an infraction, there are appropriate formative interventions that school authorities can carry out. Each formative intervention is determined by the gravity of a violation. Where each violation corresponds to a minimum and maximum formative intervention, the Cluster Coordinator has the discretion to lower a certain formative intervention one degree down depending upon the circumstances of the case.

### **3.1. Purpose of Formative Interventions**

Formative interventions are applied for the violation of rules and regulations of the school and are designed to:

- help the students reflect and realign themselves to the objectives, thrusts, and teachings of the school
- teach the students the ideals of justice;

- develop in the students a healthy respect for rules and authority;
- impress on the minds of the students the importance of rules and regulations;
- correct unacceptable behavior;
- help strengthen the character of students; and
- protect the students and the good name of the school from the corrupting influence of law breakers.

Formative interventions imposed range from the most minor form, Level 1 Disciplinary Intervention, to the most serious form, expulsion.

## **3.2. Kinds of Formative Interventions**

### **3.2.1. Formative Intervention 1**

Formative Intervention 1 is a corrective measure for infraction of class rules and violations of certain school rules. It may take the form of writing or copying materials assigned by the Cluster Coordinator. Formative Intervention 1 is supposed to be done by the student during his or her free time, in school or at home.

#### **A. Infractions that Merit Formative Intervention 1**

- Classroom misbehavior
- Disturbance of classes
- Failure to perform assigned task. Failure to perform assigned task means neglecting to do an assigned work for the first time. However, if the task is a widely known regulation, then the violation may already be considered as defiance of school authority/rules.

The unauthorized use of a cellular or mobile phone or any other electronic gadget is classified as a failure to perform assigned task for the first violation, and defiance of school authority for succeeding violations. Furthermore, these gadgets may be confiscated.

Confiscated gadgets may be claimed at the end of the school day upon the approval of the Cluster Coordinator.

- Improper decorum during flag ceremony, morning prayer, reflection period, etc.
- Improper use of classroom or school facilities. A second violation merits a Formative Intervention 2. Reparation shall also be made for any damage caused.
- Littering
- No excuse slip after an absence or tardiness. Failure to bring the excuse slip on the second day after the student reports to class will merit a Formative Intervention 2. Should he still fail to clear his absence or tardiness on the third day, he shall be given another Formative Intervention 2.
- Violation of dress code
- Violation of silence bell

### **B. Failure to Serve Formative Intervention 1**

An additional Formative Intervention 1 shall be given each time a student fails to serve his Formative Intervention 1 without valid excuse. Should a student accumulate three “failures to serve Formative Intervention 1” aside from his original disciplinary intervention, he will have to serve an additional Formative Intervention 2.

#### **3.2.2. Formative Intervention 2**

Formative Intervention 2 is a measure imposed by the Cluster Coordinator Office for serious violations of school rules and classroom discipline. A Formative Intervention 2 consists of performing community service for a definite time designed and supervised by the Cluster Coordinator Office.

## A. Violations that Merit Formative Intervention 2

- **Bullying.** According to RA No. 10627, “bullying” shall refer to any severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his or her property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:
  - Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting, and the use of available objects as weapons;
  - Any act that causes damage to a victim’s psyche and/or emotional well-being;
  - Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting, and commenting negatively on victim’s looks, clothes and body; and
  - Cyber-bullying or any bullying done through the use of technology or any electronic means.

The range of disciplinary intervention for bullying is from Formative Intervention 2 to dismissal.

- **Class Cut.** A student must be with his respective class and teacher during class sessions. A student who misses any of his classes including his org periods and other official school sessions that he is expected to attend may be given a formative intervention for cutting class. The first violation will merit a Formative Intervention 2 and succeeding violations lead to Formative Intervention 2.



• **Conduct unbecoming of a gentleman.** An Atenean should demonstrate gentlemanly behavior at all times. Therefore, acts contrary to this merit disciplinary intervention. The following are examples of ungentlemanly behavior:

- use of foul language
- inappropriate screaming, yelling, or cajoling
- making false statements, and conspiring with others to lie
- disrespect of any person in the school community
- any significant departure from the prescribed school uniform

The intervention may be raised to dismissal depending upon the circumstances and gravity of the violation.

• **Defiance of school authority/rules.** A student is considered in DEFIANCE OF SCHOOL AUTHORITY/ RULES in the following cases:

- the student has refused to follow the prescribed rules in the student handbook more than once (second violation and onward)
- the student has refused to carry out an order or command (presumed reasonable) of a school authority more than once (second violation and onward). School authority includes administrators, faculty members, and other persons vested with such authority
- the student has been properly warned and notified of the consequences of his defiance and has refused to obey.

The intervention may be raised to dismissal depending on the circumstances and gravity of violation.

- **Fighting.** A second violation shall merit Formative Intervention 3 or dismissal where injury is suffered by the offended party. Reparation will also be required.

- **Gambling.** Gambling for money or its equivalent is contrary to the academic values espoused by the school. Similarly, card games or card trading are also banned. The intervention may be raised to dismissal depending on the circumstances and gravity of violation.
- **Immorality.** Acts of immorality such as public sexual acts which are not only in bad taste but cause public scandal, have no place in the Atenean's public behavior. Such acts are subject to grave sanction of the school. The intervention may be raised to dismissal depending on the circumstances and gravity of violation.
- **Leaving school campus without permission.** A second violation merits Formative Intervention 3.
- **Misuse of I.D. card.** The intervention may be raised to dismissal depending on the circumstances and gravity of violation.
- **Playing cards (including Magic and other versions of game cards)**
- **Possession/ownership of firecrackers.** Exploding firecrackers is banned. Where the explosion causes damage or injury, restitution or reparation shall also be made. The intervention may be raised to dismissal depending upon the circumstances and/or the gravity of the damage or injury caused.
- **Possession/ownership of indecent/pornographic materials.** The intervention may be raised to dismissal depending on the circumstances and gravity of the violation.
- **Tampering with notices, I.D. card, Report card.** The intervention may be raised to Formative Intervention 3 depending on the circumstances and gravity of the violation.

- **Unexcused Tardiness.** A student who is already in school and is late for a class is considered guilty of unexcused tardiness.
- **Vandalism.** Intervention may go to dismissal depending upon the gravity of the violation and the extent of the damage caused. Reparation will also be required.
- **Violation of curfew.**
- **Violation of off-limits premises.**
- **Violation of test/exam protocol.** Test/exam regulations are given to safeguard the validity and reliability of a test. Although a violation of these regulations does not necessarily constitute academic dishonesty, it may, however, be construed as such.

The following are prohibited from the start up to the end of a test/exam:

- looking around even without actual copying;
- talking without permission;
- continuing to write after the signal for the end of the test/exam has been given;
- infraction of any other instruction given by the teacher/proctor.

### 3.2.3. Formative Intervention 3

A Formative Intervention 3 is the disciplinary intervention that the APSAF Office administers to a student who has committed a major violation or who has habitually violated certain school rules and classroom discipline. Ordinarily, the cause is a serious infraction of external discipline in which a grave moral consideration does not enter.

A student who has been given a Formative Intervention 3 is separated from his classes and classmates and is barred from entering the classroom for a period of one

or two days depending on the reason for the Formative Intervention 3. During this time, the student will be processed on what he did, and be required to do a set of activities to help him learn from his experience. This will include a requisite number of community service hours, to be served during this period.

Formative Interventions 3 exceeding two days are reserved for special conditions, such as when a student is under preventive Formative Intervention 3 while a disciplinary board convenes about his case, or other situations as deemed by the APSAF and the Principal. The parents or guardian of the suspended student may be called to confer with the APSAF. The conference is intended to impress upon the parents or guardian the gravity of the situation and to set the stage for a change of attitude and for earnest reform on the part of the student.

#### **A. Violations that Merit Formative Intervention 3**

- **Academic dishonesty.** The Ateneo regards honesty and integrity as two values which are very important in the development of the adolescent's character. Acts of academic dishonesty are regarded as very serious violations and are subject to academic and disciplinary sanctions. The sanction includes an additional consequence of non-transmutable zero for the test or examination.

The following are examples of acts of academic dishonesty:

- possession or use of crib notes which may be written on paper, on one's person, or on the student's desk or of instruments which have been banned from the exam;
- copying or looking at another student's paper;
- holding up one's test paper or allowing another student to copy from his paper, or writing on another student's paper;

- giving signals or any form of communication which may be interpreted as giving or soliciting help during tests;
  - stealing, giving or receiving test papers;
  - plagiarism;
  - anything analogous to the foregoing.
- **Coming to school or entering the University premises and its extensions under the influence of alcohol.** Formative Intervention 3 may be raised to Dismissal depending on the circumstances and gravity of violation.
  - **Taking of or possession of alcoholic beverages in the Ateneo University premises, extension facilities, or school functions.** Formative Intervention 3 may be raised to Dismissal depending on the circumstances and gravity of violation.
  - **Driving without a license** or with an illegal license. A vehicle driven by one who has no license or has an illegal license will be impounded and can be taken out only by the parents or the guardian of the student driving the vehicle or the owner of the vehicle as shown in the registration with the Campus Safety and Mobility Office. Vehicles bringing students to the campus should have the required sticker from the Campus Safety and Mobility Office. Anyone caught violating campus traffic regulations shall be subject to appropriate Formative Intervention.
  - **Forgery.** The act of presenting a document with a forged signature is considered as forgery.
  - **Physical Assault.** It is the physical harassment of another person by the use of superior strength, treachery, or surprise. This is to be differentiated from fighting where two or more students physically attack each other. Formative Intervention 3 may be raised to dismissal depending on the circumstances and gravity of the violation. Reparation will also be required.

- **Possession/ownership of deadly weapon(s).** Formative Intervention 3 may be raised to dismissal depending on the circumstances and gravity of violation.
- **Theft.** Theft consists of the actual taking, assisting in taking or participating in any manner in the acquisition of materials belonging to someone else without the owner's consent. Reparation shall be made for the damage caused. Formative Intervention 3 may be raised to Dismissal depending upon the circumstances and/or gravity of the damage or injury caused.

Duly authorized school personnel have the right to search students, their personal belongings, and lockers. Searches shall be conducted with the permission and in the presence of the Principal or the APSAF.

- **Truancy.**
- Unauthorized business transactions. Reparation shall be made for the damage caused.

### 3.2.4. Dismissal

#### A. Violations that Merit Dismissal

- **Hazing.** Hazing is an initiation rite or practice that serves as a prerequisite for membership in a fraternity or organization by placing the recruit, neophyte, or applicant in some embarrassing or humiliating situations such as forcing him to do menial, silly, foolish, and similar tasks or activities or otherwise subjecting him to physical or psychological suffering or injury. It is a serious violation of the Christian value of the sacredness of the human person. Hence, participation in such activities done in or out of University premises is a cause for dismissal. (See Anti-Hazing Law)
- **Illegal Possession/Ownership/Use of Dangerous Drugs.** Any student found in the University premises, extension facilities, or school activities to be unlawfully in possession of, taking or using, buying or selling, giving or trafficking of dangerous drugs is subject to dismissal

from school.

All students will be subjected to a random drug test (RDT). The parents of all students who are randomly selected to take the drug testing shall be given due notice. Furthermore, all students may also be subjected to a search of their person, possessions, or lockers at any time. The RDT and the search shall be conducted under the supervision of the school administration.

The policy and rules relating to drug use infractions are deliberately stringent and were designed to preserve the welfare of the student body and to conform to the laws of the country. The school expects parents and students to make themselves aware of the policy, procedures, and serious implications these infractions may have on the student's family and his future academic career.

• **Membership in Fraternities and secret societies.**

Fraternities and societies which are secret in nature and foster loyalty to the fraternity or society, right or wrong, are in principle, contrary to moral values and school order. Consequently, membership in such organization is cause for dismissal from the school.

• **Violation of the terms of probation**

• **Other Violations which may be cause for Dismissal depending on the circumstances and gravity of violation:**

- Conduct unbecoming of a gentleman
- Defiance of school authority/rules
- Fighting
- Gambling
- Immorality
- Misuse of I.D. card
- Possession/ownership of fire crackers
- Possession/ownership of indecent pornographic materials
- Vandalism

- Coming to school or entering University premises and its extensions under the influence of alcohol
- Taking of or possession of alcoholic beverages
- Physical Assault
- Possession/ownership of deadly weapons
- Theft
- **Procedure in Dismissal Cases**

In the investigation of possible Dismissal cases, due process is observed according to established school procedures. Due process exists for the protection of the student and the school. The procedure is as follows:

1. A report is submitted in writing to the APSAF Office stating the nature and the circumstances of the violation, including any evidence or other materials relevant to the case.
2. Parents of the student are duly notified of the case.
3. The APSAF schedules, then conducts, a formal investigation conference. In the formal investigation conference, the student is asked to explain his or her alleged involvement in the disciplinary case in the presence of his parent/s who act as counsel. Only the student is allowed to speak, and only the APSAF asks questions. Proper documentation of the proceedings is ensured. (If the APSAF was the one who “caught” the offender, APAA will conduct the investigation conference.)
4. If the APSAF finds evidence for Dismissal, a recommendation is made to the Principal to convene a Disciplinary Board.
5. The Principal convenes a Disciplinary Board to review the case and informs the parents through a formal letter that such a board was convened. The letter also indicates that the student is placed on preventive Level 3 Disciplinary Intervention.



The Disciplinary Board's role is to review the facts of the case and to make a final recommendation to the Principal. (If the Principal was the one who "caught" the offender, the Principal appoints the APAA to convene the Disciplinary Board.)

6. The Disciplinary Board reviews the facts of the case as presented by the APSAF. The Disciplinary Board is given five days to submit a recommendation to the Principal.
7. The Principal makes a decision on the case after a careful review of the recommendations of the Disciplinary Board.
8. The Principal meets with the parents to inform them of the decision. If the decision is dismissal, effectivity is immediate.
9. The Principal submits a full report of the proceedings to the University President.
10. The student may appeal his case to the University President whose decision is final.

### **3.2.5. Expulsion**

Re-amendment to paragraph 146, sub-paragraphs a and c of the Manual of Regulations for Private Schools, Seventh Edition, 1970 as contained in Circular No. 16, 1970

The decision of expulsion is an extreme form of administrative sanction WHICH DEBARS THE STUDENT FROM ALL PRIVATE AND PUBLIC SCHOOLS.

To be valid and effective, the verdict of expulsion requires the approval of the Secretary of Education. Expulsion is usually considered proper intervention for gross misconduct or dishonesty and/or such violations as hazing, carrying deadly weapons, immorality, drunkenness, vandalism, hooliganism, assaulting a teacher, or any other school authority or his or her agent or a student, INSTIGATING, ENGAGING IN ACTIVITIES RESULTING IN DAMAGE TO CAMPUS OR SCHOOL FACILITIES, PROPERTY OR

INJURY TO PERSONS, PREVENTING OR THREATENING STUDENTS OR FACULTY MEMBERS OR SCHOOL AUTHORITIES FROM DISCHARGING THEIR DUTIES OR FROM ATTENDING CLASSES OR ENTERING THE SCHOOL PREMISES, forging or tampering with school records or transfer forms, or securing or using such forged transfer credentials.

#### **4. PROBATION**

Disciplinary probation is a disciplinary measure short of Dismissal given to a student whose action and/or behavior merits separation from school.

A student incurs this status by committing a major violation or through an accumulation of small or minor violations which are consistently repeated without noticeable improvement. These repeated infractions are indicative of a lack of seriousness of purpose or non- acceptance of the school's code of discipline.

##### **4.1. Length of Probation**

Disciplinary probation is imposed for a minimum of thirty days and a maximum of an entire school year. During the period of probation, the student is given the chance to prove that he can change for the better and thus merit retention in the school.

A student can be placed on Disciplinary Probation only twice during his stay in the school. Beyond this, he is subject to dismissal.

Assisted by the Committee on Discipline, the student's disciplinary records will be examined periodically by the APSAF to find out who will be placed under probation for failing to give satisfactory evidence of earnestness of purpose and active cooperation in all regulations of conduct and proper behavior. The Committee shall examine the records at least twice a year.

During the Probationary Period, the student may not be eligible to become an officer in his class or in any

organization. If he is already an officer, he ceases to be one.

#### **4.2. Procedure for Placing a Student on Probation**

The procedure for placing a student on probation is as follows:

1. The cause for probation is reviewed by the APSAF and the Committee on Discipline. The terms of probation are set and a formal document is prepared.
2. The parents or guardian are called for a conference with the APSAF.
3. The document is subsequently read to the student and parents or guardian and the agreement is signed by them and the APSAF.
4. For the duration of the probationary period, the student is to report periodically to the APSAF or a designated member of the Committee on Discipline. Any violation of the terms of probation by the student will warrant dismissal from the school.
5. At the end of the probationary period the APSA informs the student and his parents/guardian whether or not the student has passed the probation.
6. PUTTING ON PROBATION OR SUSPENDING OR DISMISSING A STUDENT UNDER CERTAIN CIRCUMSTANCES.

THE SCHOOL RESERVES THE RIGHT TO PLACE UNDER PROBATION, TO SUSPEND, OR TO DISMISS ANY STUDENT WHO FAILS TO GIVE SATISFACTORY EVIDENCE OF EARNESTNESS OF PURPOSE AND ACTIVE COOPERATION IN ALL THE REGULATIONS ON CONDUCT AND PROPER BEHAVIOR.

THE SCHOOL ALSO RESERVES THE RIGHT TO PENALIZE STUDENTS WHO ARE ENGAGED IN PRACTICES OR ACTIVITIES WHICH ARE CONTRARY TO THE GOALS, OBJECTIVES, AND PHILOSOPHY OF AN ATENEO EDUCATION.

## 7. UNSERVED FORMATIVE INTERVENTIONS

A student who has an unserved formative intervention at the end of the school year will not be given clearance to join the Closing ceremonies, enroll for summer remedial classes, or receive his or her report card.

## 8. CONDUCT MARKS

A conduct mark in each subject, homeroom period, and from the APSAF Office is given at the end of each grading period to indicate the student's growth in self-discipline, his contribution to the order of his class, and his observance of school regulations.

### 8.1. Subject and Homeroom Conduct Marks

A periodical conduct mark is given every grading period. This is used as basis for determining honors, eligibility for summer remedial, repeating the year, re-sectioning, and other similar situations where a minimum conduct grade is required.

- A student is given an A in conduct for a subject, if he manifests self-discipline to a very high degree, contributes to the order of his class, and observes school regulations almost all the time.
- A student is given a B in conduct for a subject, if he manifests self-discipline to a satisfactory degree, generally contributes to the order of his class, and observes school regulations most of the time.
- A student is given a C in conduct for a subject, if he manifests self-discipline to a low degree, needs improvement in his contribution to the order of his class and observance of school regulations.
- A student is given a D in conduct for a subject, if he manifests self-discipline to a very low degree, rarely contributes to the order of his class, and seldom observes school regulations or has incurred a serious violation of school regulation.

A student who receives a conduct mark of D in any

subject may be asked, together with his parents, to report to the APSAF.

## **8.2. APSAF Conduct Mark**

The office of the Associate Principal for Student Affairs and Formation gives an APSAF Conduct Mark for each student for every grading period to systematically and objectively monitor students' deportment. The basis for the APSAF Conduct Mark is the student's disciplinary record as it is reflected in the number and type of violations he has committed in violation of the Code of Discipline contained in the Student Handbook. A demerit point system is used to determine the APSAF Conduct Mark.

Each Formative Intervention 1 is assigned 3 demerit points. A Formative Intervention 2 is equivalent to 6 demerit points. A Formative Intervention 3 is equivalent to 9 demerit points.

The APSAF Conduct Mark is assigned using the following table:

A	0 – 9 demerit points
B	10 – 19 demerit points
C	20 – 29 demerit points
D	30 or more demerit points

The highest conduct mark that may be given to a student placed on Formative Intervention 3 is "B." A student who gets a "D" may be placed on Disciplinary Probation.

## **8. ST. STANISLAUS KOSTKA AWARD**

The St. Stanislaus Kostka Award is given every grading period to a student who:

- Receives a grade of "A" in Conduct in all subjects including the Homeroom and APSAF Conduct Mark and
- Does not incur any infraction (Formative Interventions 1, 2 and 3) during the grading period.

A student who is on disciplinary probation during the grading period is disqualified from receiving the award.

## **9. COMMITTEE ON DISCIPLINE AND THE DISCIPLINARY BOARD**

### **9.1. Committee on Discipline**

The Committee on Discipline is a body constituted by the Principal at the beginning of each school year to assist the APSAF in monitoring the level of discipline in the school, in reviewing the disciplinary policies of the school, and in finding out who among the students should be placed on disciplinary probation. The members of the Committee on Discipline are appointed for a period of one year. The Committee shall meet at least once every grading period.

### **9.2. Disciplinary Board**

The Disciplinary Board is an ad hoc body constituted by the Principal whenever there is a disciplinary case involving serious interventions like expulsion, dismissal of a student from the school. It performs the following functions:

- reviews the facts of the case as presented by the APSAF;
- ensures that due process has been observed in the investigation of the case;
- affirms whether or not there has been a serious violation of the Code of Discipline of the school; and
- recommends appropriate action to the Principal.

The Disciplinary Board is an administrative body exercising a recommendatory function. It submits a full report of its proceedings to the Principal and the latter's decision is forwarded to the University President

## APPENDIX 1

### **DANGEROUS DRUGS ACT OF REPUBLIC ACT 9165, ARTICLE IV, SECTION 44**

Head, Supervisors, and Teachers of Schools. For the purpose of enforcing the provisions of Article II of this or her Act, all school heads, supervisors and teachers shall be deemed persons in authority and, as such, are hereby empowered to apprehend, arrest or cause the apprehension or arrest of any person who shall violate any of the said provisions, pursuant to Section 5, Rule 113 of the Rules of Court.

They shall be deemed persons in authority if they are in the school or within its immediate vicinity, or even beyond such immediate vicinity if they are in attendance at any school or class function in their official capacity as school heads, supervisors, and teachers.

Any teacher or school employee, who discovers or finds that any person in the school or within its immediate vicinity is liable for violating any of said provisions, shall have the duty to report the same to the school head or immediate superior who shall, in turn, report the matter to the proper authorities. Failure to do so in either case, within a reasonable period from the time of discovery of the violation shall, after due hearing, constitute sufficient cause for disciplinary action by the school authorities.

## Appendix 2: SUMMARY OF INFRACTIONS AND MAXIMUM INTERVENTIONS

Infractions	Disciplinary Interventions					Dismissal
	Level 1	Level 2	Level 3	Level 3	Level 3	
	1 Hour	2 Hours	1 Day	2 Days or More	Plus Non-transmutable Zero	
Academic Dishonesty						
Class Cut		1st Infraction	2nd Infraction			
Classroom Misbehavior	✓					
Coming to school or entering University premises and its extensions while under the influence of alcohol**			✓	✓		✓
Possession of or taking of alcoholic beverage in the Ateneo University premises, extension facilities or school activities**			✓	✓		✓
Conduct Unbecoming of a Gentleman / Lady**	✓	✓	✓	✓		✓
Defiance of School Authority / Rules**	✓	✓	✓	✓		✓
Disturbance of Classes	✓					
Doggpile, flinching or any form of rough play	✓	✓	✓	✓		
Driving without License or with Illegal License				✓ plus fine and impounding of vehicle		
Entering Class without Admit-to-Class Slip	✓					
Failure to serve Formative Intervention 1	✓					
Failure to serve Formative Intervention 2	✓					
Failure to perform Assigned Task	✓					
Failure to Return Acknowledgement Receipt of Report Card	✓					
Fighting		1st Infraction plus reparation	2nd Infraction plus reparation			✓ plus reparation

\* Subsequent infractions merit the same intervention.

\*\* Intervention is determined by the circumstances and the gravity of the infraction.



Infractions	Disciplinary Interventions					Dismissal
	Level 1	Level 2	Level 3	Level 3	Level 3	
	1 Hour	2 Hour2	1 Day	2 Days or More		
Forgery**			✓	✓		
Gambling**	✓	✓	✓	✓	✓	✓
Hazing						✓ plus reparation
Illegal Possession/ Ownership/ Use of Dangerous Drugs						✓
Immorality**	✓	✓	✓	✓	✓	✓
Improper Decorum During Flag Ceremony/ Class Period	✓					
Improper Use of Classroom and School Facilities	1st Infraction plus reparation	2nd Infraction plus reparation				
Leaving the Classroom Without Permission		1st Infraction		2nd Infraction		
Leaving the School Campus Without Permission				1st Infraction	2nd Infraction	
Littering	✓					
Membership in Prohibited Fraternities and Secret Societies						✓
Misuse of ID Card		✓	✓	✓	✓	
No Excuse Slip After Absence/ Tardiness #	1st Day	2nd Day	3rd Day			
No ID Card, Not Wearing ID Card, etc. ##		1st Infraction	2nd Infraction			
Physical Assault**	✓ plus reparation	✓ plus reparation	✓ plus reparation	✓ plus reparation	✓ plus reparation	✓ plus reparation

\* Subsequent infractions merit the same intervention.

\*\* Intervention is determined by the circumstances and the gravity of the infraction.

N.B. Where the infraction has a minimum and a maximum intervention, the APSAF has no discretion over intervention one degree down depending on the circumstances. One degree means two days suspension to one day ;suonspeednasyiosuspension to two hours level 2 intervention; two hours level 2 intervention and one hour level 2 intervention to level 1 intervention.

Infractions	Disciplinary Interventions					Dismissal
	Level 1	Level 2		Level 3		
	1 Hour	2 Hour2	1 Day	2 Days or More		
Forgery**			✓		✓	
Gambling**	✓	✓	✓		✓	✓
Hazing						✓plus reparation
Illegal Possession/ Ownership/ Use of Dangerous Drugs						✓
Immorality**		✓	✓		✓	✓
Improper Decorum During Flag Ceremony/ Class Period	✓					
Improper Use of Classroom and School Facilities	1st Infraction plus reparation	2nd Infraction plus reparation				
Leaving the Classroom Without Permission		1st Infraction		2nd Infraction		
Leaving the School Campus Without Permission				1st Infraction	2nd Infraction	
Littering	✓					
Membership in Prohibited Fraternities and Secret Societies						✓
Misuse of ID Card		✓		✓		✓
No Excuse Slip After Absence/ Tardiness #	1st Day	2nd Day		3rd Day		
No ID Card, Not Wearing ID Card, etc. ##		1st Infraction		2nd Infraction		
Physical Assault**	✓plus reparation	✓plus reparation	✓plus reparation	✓plus reparation	✓plus reparation	✓plus reparation

\* Subsequent infractions merit the same intervention.

\*\* Intervention is determined by the circumstances and the gravity of the infraction.

# On the 3rd Day of unexcused delay, the parents will be called to a conference with the APSAF

## On the 3rd Infraction, the student will not be admitted to class.

Date: .....

To: *The Ateneo de Manila Junior High School*

*We have read, studied and understood the contents of the Ateneo de Manila Junior High School Student Handbook (2018 Edition) and will abide by the school policies.*

..... Signature of Student ..... Signature of Parent/Guardian

..... Printed Name of Student ..... Printed Name of Parent/Guardian

Cluster Grade & Section : .....

Address : .....

Tel. No. : .....

*Note: Please return this contract through your Class Moderator one week after you have received the handbook.*

