**E. ACADEMIC SUPPORT AND STUDENT DEVELOPMENT SERVICES**

**I. General**

**PEAC Standard E.I.1.** Key non-teaching personnel that provide academic support services are licensed or qualified according to national standards: Registrar, Librarian, Guidance, Medical staff & Dental staff.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| File 201 of registrar, librarian, guidance, medical staff & dental staff. | 1.Personnel profile – educational attainment, trainings/seminars, membership in professional organizations, related work experiences  Updated PRC license (librarian, guidance, medical staff, dental staff)  College and graduate studies diploma – related to the position  Official transcript of records – college and graduate studies  Certificates of trainings and seminars attended/given – related to the position  Certificates of membership to professional organizations – related to the position  Related work experiences – certificates of employment  Performance evaluation rating should be at least Satisfactory  Updated  Compiled | Key non-teaching personnel that provide academic support services are licensed or qualified according to national standards: Registrar, Librarian, Guidance, Medical staff & Dental staff. | To ensure that key non-teaching personnel are licensed or qualified - Registrar, Librarian, Guidance, Medical staff & Dental staff. |
| Notarized contracts ofregistrar, librarian, guidance, medical staff & dental staff. | Notarized  Updated  Specifies the position |  |  |
| Personnel Manual | Specifies the qualifications of the registrar, librarian, guidance, medical staff & dental staff.  Up-to-date.  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Published and disseminated to concerned stakeholders. |  |  |

**PEAC Standard E.I.2.** The number of personnel assigned is adequate to the size of the population**.**

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Personnel Manual | Identifies the school standard on personnel-student population ratio, should observe DepEd standards  Updated. Up-to-date.  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Published and disseminated to concerned stakeholders. | The number of personnel assigned is adequate to the size of the population**.** | To employ a number of personnel that will be adequate for the population size. |
| DepEd memos | Specifies the minimum personnel-student population ratio  Compiled  Updated |  |  |
| Statistical Report on personnel-student population ratio | 3 to 5 year comparative data  Ratio/data of specific personnel to student population – teachers, administrators, guidance office personnel, discipline personnel, library personnel, doctor, dentist, clinic staff, maintenance, canteen staff, office staff, others  Clearly and attractively presented  Updated  Displayed in the admi office |  |  |

**PEAC Standard E.I.3.** A handbook or manual of the different policies and operations in each academic support unit**.**

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Operations Manual | Specifies policies and procedures on the following academic support units:   * Registrar’s Office * Library – Instructional Media Center * Laboratories * Guidance and Counselling * Health & Wellness * Student Activity Program * Student Discipline * Admission * Scholarships * Christian Values Integration * Finance & Supplies * Marketing & Public Relations * Physical Plant, incl. Security, Transportation, Printing * Canteen and Bookstore * Legal Service * Human Resources Development * Development and Quality Assurance   Aligned with the PVMGO-CV.  Aligned with latest legal, DepEd and other related regulatory provisions.  Reviewed by external expert-consultants.  Updated Up-to-date.  Compiled.  BOT approved Approved by the BOT.  Reviewed biennially.  Published and disseminated to concerned stakeholders. | A handbook or manual of the different policies and operations in each academic support unit**.** | To publish and enforce a handbook or manual of standard operating procedures for each academic support unit. |
| Compilation of DepEd, legal and other related regulatory provisions | Includes sections on the various academic support units.  Updated.  Organized and compiled.  Indexed. |  |  |
| Administrative Manual | Specifies the duties and responsibilities of the administrators to the various academic support units  Updated Up-to-date.  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Published and disseminated to concerned stakeholders. |  |  |
| Personnel Manual | Specifies the duties and responsibilities of the officers in charge of the various academic support units.  Updated Up-to-date.  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Published and disseminated to concerned stakeholders. |  |  |
| Organizational Chart / List of School Officers | Clearly identifies personnel in charge of the various academic support unit  With pictures  Presented clearly and attractively  Displayed in the admi office  Updated |  |  |
| File 201 of personnel | Includes appointment letters of personnel assigned to various academic support units.  Updated. |  |  |
| Orientation program – personnel, parents and students | Includes discussion on SOPS of relevant academic support units.  With quorum/75% of expected attendees.  Meeting at least annually.  Follows DICES template.  Compiled.  Up-to-date. |  |  |
| Proceedings of the orientation program – personnel, parents and students | Records the discussion of SOPs of relevant academic support units. |  |  |
| Minutes of the Meeting - Administrators | Includes review, discussion and recommendations on the SOPs of various academic support units.  Annual.  With quorum.  Follows DICES template.  Compiled.  Up-to-date. |  |  |
| Minutes of the Meeting - BOT | Includes review, discussion and decisions on the SOPs of various academic support units.  Annual.  With quorum.  Follows DICES template.  Compiled.  Up-to-date. |  |  |

**PEAC Standard E.I.4.** A professional development program that provides for opportunities for growth and advan cement of the staff of the different academic support offices.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Christian Professional Development Program for non-teaching personnel  Unified school calendar  School Budget | Goals, activities, time allocation, person/s-in-charge and budget for activities are identified.  Should include graduate studies, skills training and coaching/mentoring.  Wholistic.  Activities are attainable and effective  Time allocation is realistic. Time allocation is realized  Christian professional development activities are integrated in the unified school calendar.  Person/s-in-charge are identified and competent.  Activity budgets are included in the school’s approved general budget.  Forms of assistance (financial and otherwise) are specified.  Aligned with the PVMGO- CV  Activities are attainable and effective  Follows DICES template  Properly disseminated  Allocates funds for the professional development program  Approved by the BOT  Follows prescription from DICES Accounting Manual | A professional development program that provides for opportunities for growth and advancement of the staff of the different academic support offices. | To implement a professional development plan for non-teaching personnel that includes graduate studies, skills training and/or coaching/mentoring. |
| Documentation of implementation of the school’s Christian professional development program for non-teaching staff. | Narratives – detailed, written, compiled at the registrar’s office. Highlights are reported in the school’s bulletin board, newsletter and social media accounts; compiled at the registrar’s office  Pictures & Videos – posted in the school’s bulletin board and social media accounts; compiled at the registrar’s office. |  |  |
| Evaluation Reports of the Professional Development Program and activities for non-teaching personnel. | Attendance – at least 95% of non-teaching personnel participated  Summary of individual evaluation rating – scored Very Satisfactory or higher  Evaluation report – includes areas of success and improvement; compiled at the registrar’s office |  |  |
| Reports of performance evaluation of non-teaching personnel | Non-teaching personnel scored very satisfactory. |  |  |
| File 201 of non-teaching personnel | Exhibits certificates of attendance or participation in forma studies or trainings and seminars |  |  |
| Personnel Manual | Discusses the professional development program of non-teaching personnel  Up-to-date.  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Published and disseminated to concerned stakeholders. |  |  |

**II. Registrar’s Office**

**PEAC Standard E.II.1.** Established policies and procedures for safekeeping, retrieval, retention and disposal of students’ records according to the Data Privacy Act.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Operations Manual – on records management | Specifies policies and procedures for collection, safekeeping, retrieval, retention, release and disposal of students’ and personnel records.  Records management SOPs are compliant with the Data Privacy Act.  Aligned with the PVMGO-CV.  Updated.  Compiled.  Reviewed by the legal counsel and external expert-consultants.  BOT approved. | Established policies and procedures for safekeeping, retrieval, retention and disposal of students’ records according to the Data Privacy Act. | To implement standards operating procedures in records management that are compliant with the Data Privacy Act. |
| Data Privacy Policy | According to Data Privacy Act.  Reviewed by the legal counsel.  BOT approved.  Communicated to all stakeholders. |  |  |
| Data Privacy Notice | Posted in registrar’s office.  Signed by personnel and parents upon employment or enrolment.  Compiled, by school year.  Updated.  Reviewed by legal counsel. |  |  |
| Administrative Manual | Prints the Data Privacy Policy.  Specifies roles and rights of the administrators in relation to records management and data privacy. |  |  |
| Personnel Manual | Prints the Data Privacy Policy.  Specifies roles and rights of the personnel in relation to records management and data privacy. |  |  |
| Student Handbook | Prints the Data Privacy Policy.  Prints relevant procedures and policies on records management.  Specifies roles and rights of the students in relation to records management and data privacy. |  |  |
| Orientation program – personnel, parents and students | Includes discussion on the records management SOPs of the school and its data privacy policy. |  |  |
| Proceedings of the orientation program – personnel, parents and students | Records the discussion of records management SOPs of the school and its data privacy policy. |  |  |
| Students’ Permanent Record | Records personal information and grades.  Updated.  Securely kept.  Electronic back-up at DICES OSDS. |  |  |
| Minutes of the Meeting – Administrators | Includes review, discussion and recommendations on the SOPs on records management.  Annual. |  |  |
| Minutes of the Meeting - BOT | Includes review, discussion and decisions on records management.  Annual. |  |  |

**PEAC Standard E.II.2.** Admission and enrollment procedure is well-disseminated and consistently implemented.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Operations Manual – on admission and enrolment | Specifies policies and procedures for admission and enrolment.  Includes admission and enrolment flowchart.  SOPs are compliant with DepEd, legal and other relevant prescriptions.  Relevant info is published in school’s bulletin board and social media accounts.  Aligned with the PVMGO-CV.  Updated.  Compiled.  Reviewed by the legal counsel and external expert-consultants.  BOT approved. | Admission and enrollment procedure is well-disseminated and consistently implemented. | To publish and consistently implement admission and enrolment procedures. |
| Administrative Manual | Specifies duties and responsibilities of the administrators in admission and enrolment. |  |  |
| Personnel Manual | Specifies duties and responsibilities of school personnel in admission and enrolment. |  |  |
| Student Handbook | Prints the relevant information on admission and enrolment, especially the flowchart.  Specifies duties and responsibilities of students and parents in admission and enrolment. |  |  |
| Admission and enrolment brochure/flyers | Updated.  Easy to understand.  Aligned with the school’s SOPs on admission and enrolment. |  |  |
| Enrolment Forms | Follows DICES template.  According to DepEd and relevant prescriptions.  Identifies legal guardians, if needed.  Clarifies official transactions to be with the parents or legal guardians alone as listed in the form.  Includes enrollment agreements on student discipline, observance of Catholic practices, etc. |  |  |
| Orientation program – personnel  Year-end convocation program - parents, students | Includes discussion on admission and enrollment |  |  |
| Proceedings of the orientation program for personnel and year-end convocation program for parents and students | Records the discussion on admission and enrolment. |  |  |
| Minutes of the Meeting – Administrators | Includes review, discussion and recommendations on admission and enrolment procedures.  Annual. |  |  |
| Minutes of the Meeting - BOT | Includes review, discussion and decisions on admission and enrolment procedures.  Annual. |  |  |

**PEAC Standard E.II.3.** Updated and complete school MIS.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Operations Manual – on MIS | Specifies policies and procedures for management information system – especially on collection, safekeeping, indexing, retrieval, retention, release and disposal of school records and files.  Comprehensive – covers all facets of school operations.  SOPs are compliant with DepEd, legal and other relevant prescriptions.  Lists and describes all DepEd/DICES prescribed school forms.  Prescribes electronic recording and safekeeping.  Aligned with the PVMGO-CV.  Updated.  Compiled.  Reviewed by the legal counsel and external expert-consultants.  BOT approved. | Updated and complete school MIS. | To maintain an updated and complete school management information system. |
| Administrative Manual | Specifies duties and responsibilities of the administrators in management information system. |  |  |
| Personnel Manual | Specifies duties and responsibilities of school personnel in management information system. |  |  |
| Orientation program – personnel | Includes discussion on management information system of the school. |  |  |
| Proceedings of the orientation program for personnel. | Records the discussion on management and information system of the school. |  |  |
| School Forms | Follows DepEd/DICES prescriptions and templates.  Blank forms are compiled for reference.  Updated. |  |  |
| Records Room/ Archives | Safe and secured.  Updated.  Organized.  Clean.  With electronic section. Electronic back-ups are secured at DICES OSDS.  Inventory or index is accessible.  Highlights are posted in the bulletin board. |  |  |
| DQA Quarterly Reports - Registrar | Includes section on management information system. |  |  |
| Minutes of the Meeting – Administrators | Includes review, discussion and recommendations on management information system.  Annual. |  |  |
| Minutes of the Meeting - BOT | Includes review, discussion and decisions on management information system.  Annual. |  |  |

**III. Library – Instructional Media Center**

**PEAC Standard E.III.1.** A program for the management and development of library, Instructional Media Center and digital learning resources towards optimum utilization by students and faculty in instructional activities and research.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOALS** |
| Library-IMC Development Program (Operations Manual) | Specifies policies and procedures governing management and development of library operations and services  Includes policies and procedures in the improvement of library spaces and fixtures.  Includes policies and procedures for procurement, upkeep, preservation and disposal of books, references and instructional materials – both print and non-print.  Conforms with the Philippine Library Standards.  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Up-to-date. | A program for the management and development of library, Instructional Media Center and digital learning resources towards optimum utilization by students and faculty in instructional activities and research. | To publish and implement a program for the management and development of the library, media and digital learning resources, and library services with adequate allocation from library fees to support students and faculty in their instructional activities and research needs |
| Library-IMC Manual | Specifies policies and procedures for library-IMC management, operations, book acquisition, processing, maintenance, book rentals and other library services.  Updated.  Compiled.  BOT approved |  |  |
| 3 year school library-IMC development plan | Based on Library-IMC Development Program  Aligned with curricular and other school programs and objectives.  Up-to-date.  Approved by the BOT.  Follows DICES template. |  |  |
| Report on the implementation of the 3 year school library-IMC development plan | Lists status of implementation of the various areas of the library-IMC development plan  Lists specific recommendations.  Approved by the BOT.  Done and submitted annually. |  |  |
| Supervisory Program for Library-IMC Program | Drawn from the 3-year school library-IMC development plan  Good for 1 school year only. Up-to-date.  Approved by the School Director.  Follows DICES template. |  |  |
| Supervisory Program Report for Library-IMC Program | Reports accomplishments and progress in the implementation of the annual supervisory program.  Includes specific recommendations.  Follows DICES template.  Submitted quarterly. |  |  |
| Library – IMC Accession and inventory records | Organized and updated records of resources both in print and digital format. |  |  |
| School budget  School budget and variance report | Specifies adequate budget to support library management, operation and development.  Testifies to optimal utilization of allocated budget. |  |  |
| Minutes of the meetings- school librarian and library staff | Records review, discussion and recommendations on the library-IMC program- at the school level.  Monthly |  |  |
| Minutes of the meetings- DICES personnel in charge of the library | Records review, discussion and recommendations on the library-IMC program – at the DICES level.  Quarterly |  |  |
| Minutes of the meetings- administrators | Includes review, discussion and recommendations on the library-IMC program and budget allocation for library.  Annually. |  |  |
| Minutes of the meetings- BOT | Includes review, discussion and decisions on the library-IMC program.  Annually. |  |  |
| Administrative Manual | Specifies roles and duties of the administrators in relation to library-IMC operations |  |  |
| Personnel Manual | Specifies roles and duties of personnel/teachers in relation to library-IMC operations. |  |  |
| Student Handbook | Prints relevant procedures and policies in relation to library-IMC operations. |  |  |

**PEAC Standard E.III.2.** Varied and accessible Library Services responsive to classroom instruction needs such as library instruction and orientation, leisure reading, individual study and research, etc.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOALS** |
| Library Manual | Lists the various library services and activities, and their objectives.  Specifies policies and procedures related to various library programs and services.  Aligned with the Library-IMC Development Program.  Aligned with DepEd and other professional standards.  Endorsed by professional consultants on library-IMC services.  Updated.  Published.  Disseminated to every member of the school community. | Varied and accessible Library Services responsive to classroom instruction needs such as library instruction and orientation, leisure reading, individual study and research, etc. | To ensure accessibility of the library and the variety of its services that support instruction such as:   * Library orientation * Leisure reading * Individual study and research * Instructional program |
| Unified school calendar | Lists library-IMC activities – e.g. orientation, regular library activities, and national literacy events significant to library operations. |  |  |
| DQA Reports – Library-IMC Services | Reports significant accomplishments in the school’s library-IMC program especially in the areas of accessibility, utilization and effectiveness of its various library-IMC services.  Reports needs for improvement and recommendations.  Includes narratives and pictures.  Highlights are posted in the library bulletin board and the school’s social media account.  Follows DICES template. |  |  |
| Orientation program- admin and teachers and students | Includes presentation and discussion of various library-IMC programs and activities, physical areas, schedule, personnel, policies on book rentals, usage of the library and other library services such as leisure reading, individual study and research, instructional program. |  |  |
| Proceedings of the orientation program- admin, teachers and students | Records the discussion from the library-IMC orientation sessions. |  |  |
| Statistical report on library-IMC operations | Monthly/yearly comparative data of  library usage that determine among others:  peak/off peak hours; top section/ students who used library services;  in demand book title/s;  in demand library services.  Reports statistics on the use of IMCs by teachers (cf. Aralinks)  Conforms with national and international standards.  Follows DICES template.  Well collated  Clearly and attractively presented  Updated  Displayed in the library |  |  |
| Minutes of the meetings- school librarian and library staff | Records review, discussion and recommendations on accessibility, utilization and effectiveness of the library-IMC programs- at the school level.  Monthly |  |  |
| Minutes of the meetings- DICES personnel in charge of the library | Records review, discussion and recommendations on accessibility, utilization and effectiveness of the library-IMC programs – at the DICES level.  Quarterly |  |  |
| Minutes of the meetings- administrators | Includes review, discussion and recommendations on accessibility, utilization and effectiveness of the library-IMC programs.  Quarterly |  |  |
| Minutes of the Meetings - BOT | Includes review, discussion and recommendations on on accessibility, utilization and effectiveness of the library-IMC programs.  Annually. |  |  |

**PEAC Standard E.III.3.** Adequate space, holdings, fixtures and operational dynamics that comply with established Library-IMC management standards.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOALS** |
| Library-IMC Development Program (Operations Manual) | Prescribes library floor space, seating capacity and number of books in relation to school population.  Provides fixtures and tools for effective library operational dynamics, such as:   * Charging table * Professional/ Faculty section * Technical Area * Card catalogues * OPAC * Circulation Area * Periodicals Area * Filipiniana Area * Study and Research Area * Internet Area * Library Tools: Dewey Decimal System; AACR II; Sear’s List   Compliant with the established Library-IMC management standards  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Up-to-date. | Adequate space, holdings, fixtures and operational dynamics that comply with established Library- IMC management standards. | To ensure compliance with established the library-IMC standards on library floor space, seating capacity and number of books in relation to school population; as well as to the various operational dynamics such as:   * Charging table * Professional/ Faculty section * Technical Area * Card catalogues * OPAC * Circulation Area * Periodicals Area * Filipiniana Area * Study and Research Area * Internet Area * Library Tools: Dewey Decimal System; AACR II; Sear’s List |
| Library-IMC Floor Plan | Library floor space: 72 sq.m/500 students + 8% of enrollment in excess  Seating capacity: 12% of population for small schools; 15% for big schools |  |  |
| Statistic report on library-IMC collection – student/teacher (faculty) population ratio | 3-5 year comparative ratio/data of library collection to student population- references, fiction/non- fiction, Filipiniana, professional reading, circulation and periodicals  4-5 reference books per area.  Initial collection of 4,000 |  |  |
| Inventory record of library-IMC furniture and fixtures | Reports adequate number of furniture and fixtures that is compliant with the Library-IMC standards.  Provisions for the following:   * Charging table * Professional/ Faculty section * Technical Area * Card catalogues * OPAC * Circulation Area * Periodicals Area * Filipiniana Area * Study and Research Area * Internet Area |  |  |
| Library tools and references | Well compiled, soft bound Dewey Decimal System, AACRII; Sears List |  |  |

**PEAC Standard E.III.4.** Wide and balanced collection of students’ references and professional books in the different subjects and disciplines and other print and non-print instructional materials collaboratively selected by the students, teachers and academic teams.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOALS** |
| Library-IMC Development Program (Operations Manual) | Specifies clear policies on acquisition, weeding and preservation/ maintenance of collection of references, professional books in different subjects and disciplines and other print and non- print instructional materials.  Prescribes policies, criteria and procedures for collaboration of students, teachers and academic teams in the development of library-IMC programs – in particular, by creating the library-IMC development committee and clarifying its roles and functions.  Compliant with the established Library-IMC management standards.  Aligned with the PVMGO-CV.  Approved by the BOT.  Reviewed biennially.  Up-to-date. | Wide and balanced collection of students’ references and professional books in the different subjects and disciplines and other print and non-print instructional materials collaboratively selected by the students, teachers and academic teams. | To ensure that there is a wide and balanced collection of:   * Print and Non- print materials * Professional and student references * Books and periodicals * General references, yearbooks, dictionary and almanacs   that is collaboratively selected, prioritized and maintained by various academic stakeholders (students, teachers and academic teams). |
| 3 year school library-IMC development plan | Based on Library-IMC Development Program  Aligned with curricular and other school programs and objectives.  Specifies activities for collaborative acquisition, weeding and preservation/ maintenance of collection of references, professional books in different subjects and disciplines and other print and non- print instructional materials.  Up-to-date.  Approved by the BOT.  Follows DICES template. |  |  |
| Library-IMC Development Committee  Appointment letters of the library-IMC development committee members. | Lists representatives of students, teachers and academic teams who together with the library-IMC personnel constitute the Library-IMC development committee.  Up-to-date.  Posted with pictures in the library bulletin board.  Officially appointed by the school director. |  |  |
| Report on the implementation of the 3 year school library-IMC development plan | Lists status of implementation of programs for the collaborative acquisition, weeding and preservation/ maintenance of collection of references, professional books in different subjects and disciplines and other print and non- print instructional materials.  Lists specific recommendations.  Approved by the BOT.  Done and submitted annually. |  |  |
| Minutes of the meeting- library-IMC development committee | Includes review, discussion and recommendation on collection development policy and book acquisition program at the school level.  Quarterly. |  |  |
| Library-IMC needs survey report | Reports library-IMC needs as submitted by stakeholders – on subjects/topics/specific books/references, both in print and non- print forms, needed by teachers, students and other academic personnel to support instruction.  Accomplished semestrally. |  |  |
| Accession records | Lists complete book details.  Reports number of titles per area per copyright date.  Organized.  Updated. |  |  |
| Inventory of IMCs | Lists complete details of IMCs.  Reports number of materials per area.  Organized.  Updated. |  |  |
| Library-IMC Statistical report | 3- 5 year data on library acquisition of various library collection (books) and other print and non print instructional materials.  Updated annually. |  |  |

**IV. Laboratories**

**PEAC Standard E.IV.1.** Provisions for laboratory instructional activities that are supported by appropriate laboratory supplies, tools and equipment – Biology, Chemistry, Physics, TLE and Computer.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| DICES laboratory activities - (a) Biology, (b) Chemistry, (c) Physics; (d) TLE; and (e) Computer. | Lists year-round laboratory activities.  Lists facilities, equipment, tools, supplies and materials required in each laboratory activity.  Summarizes all laboratory requirements.  Presents schedule of use of laboratory provisions.  Updated annually.  Approved by the OCI and Principal.  Follows DICES template. | Provisions for laboratory instructional activities that are supported by appropriate laboratory supplies, tools and equipment – Biology, Chemistry, Physics, TLE and Computer. | To ensure that laboratory supplies, tools and equipment are appropriate for the laboratory activities prescribed by the curriculum map and adequate for the average class size. |
| Physical Plant Management System - Laboratories  (Operations Manual)  DepEd memo or similar resource on laboratory provisions | Specifies policies for adequate provision of equipment tools and supplies and appropriate laboratory fixtures which conforms to the minimum requirements of the DepEd and the needs of the programs offered: (a) Biology, (b) Chemistry, (c) Physics; (d) TLE; and (e) Computer.  Conforms to DepEd memos or related prescriptions on adequate and appropriate provisions for the laboratories.  Prescribes DICES ratio of student to laboratory equipment, tools and supplies.  Approved by the BOT.  Reviewed biennially.  Up-to-date. |  |  |
| Inventory list of equipment, tools and supplies per laboratory | Compiled, updated and approved inventory list of supplies, equipment and tools  Accomplished beginning, mid-year and year-end inventory forms  Records tags of equipment and tools  Reports equipment/instrument- student ratio – quantitatively and qualitatively; and functional value of the instrument  According to DICES template |  |  |
| Supervisory Program for Physical Plant Development | Lists activities that guarantee the adequacy of equipment, tools and supplies and appropriateness of laboratory fixtures in (a) Biology, (b) Chemistry, (c) Physics; (d) TLE; and (e) Computer – as scheduled according to the laboratory activities.  Good for 1 school year only. Up-to-d ate.  Approved by the School Director.  Follows DICES template. |  |  |
| Supervisory Program Report for Physical Plant Development | Reports status of adequacy of equipment, tools and supplies and appropriateness of laboratory fixtures in (a) Biology, (b) Chemistry, (c) Physics; (d) TLE; and (e) Computer – as scheduled according to the laboratory activities.  Reported semestrally.  Includes specific recommendations.  Follows DICES template. |  |  |
| List of acquisition of laboratory provisions | Records acquired equipment, tools and supplies and fixtures per laboratory  Compiled and up-to-date  Specifies the following: quantity, model/brand, condition (expiry date – if applicable), acquisition date, serial number (if applicable), price and supplier.  Signed and checked by the Physical Plant Coordinator and School Principal. |  |  |
| Report on Use of Laboratories | Reports use of laboratories – by year level, specifying the laboratory activity and lab provisions utilized, remarks of the teacher/lab coordinator.  Follows DICES template.  Accomplished quarterly.  List recommendations for improvement of services.  Pictures of highlights are posted at the bulletin board and school’s social media account. |  |  |
| Laboratories and laboratory fixtures | Secured.  Organized.  Clean.  Well-maintained.  Compliant to DICES Lab Management System. |  |  |

**PEAC Standard E.IV.2.** Policies and procedures on the systematic management of materials and equipment of the laboratories towards efficient and effective operational delivery such as requisition, procurement, inventory, storing, labelling and display, dispensing, repair, maintenance, etc. - Biology, Chemistry, Physics, TLE and Computer.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Operations Manual – Laboratory Management Program | Specifies procedures and policies on management of laboratories and laboratory equipment, tools and supplies.  Clarifies procedures concerning requisition, procurement, inventory, storage, labeling, display, dispensing, repair, maintenance, and disposal of laboratory equipment, tools and supplies.  Conforms to professionally accepted standards.  Approved by the BOT.  Reviewed biennially.  Up-to-date. | Policies and procedures on the systematic management of materials and equipment of the laboratories towards efficient and effective operational delivery such as requisition, procurement, inventory, storing, labelling and display, dispensing, repair, maintenance, etc. - Biology, Chemistry, Physics, TLE and Computer. | To ensure adequate dissemination and consistent and proper implementation of policies and procedures on systematic and sustainable management of the laboratories, particularly in requisition, procurement, inventory, storage, labeling, display, dispensing, repair and maintenance |
| Administrative Manual | Lists duties of administrators related to laboratory management. |  |  |
| Personnel Manual | Lists duties of personnel related to laboratory management. |  |  |
| Student Handbook | Includes pertinent provisions related to laboratory use and activities of students based on the laboratory management program.  Updated. |  |  |
| Postings of Laboratory SOPs | Simple and easy to understand.  Attractive.  Posted in strategic places in the laboratories.  Conforms to the Laboratory Management Program.  Updated. |  |  |
| Program and Proceedings of Laboratory Orientation | Records the proceedings of the laboratory orientation – for students and teachers.  Assessment of understanding of lab SOPs yields 90% comprehension.  Documented in pictures. |  |  |
| Laboratory Activity Observation Tool | Specific to the type of laboratory – i.e. Biology, Chemistry, Physics, TLE and Computer laboratories.  Focuses on observance of laboratory SOPs.  Used at least quarterly.  Includes post-observation conference with the teacher.  Follows DICES template. |  |  |
| Report of Laboratory Activity Observation | Lists strengths, points for improvement and recommendations on use of laboratories.  Signed by the OCI Coordinator/Principal.  Accomplished quarterly.  Compiled.  Follows DICES template. |  |  |
| Compilation of accomplished forms for laboratory management | Compiles accomplished forms related to requisition, procurement, inventory, storage, labeling, display, dispensing, repair, maintenance, and disposal of laboratory equipment, tools and supplies.  Up-to-date.  Follows DICES templates. |  |  |

**V. Guidance and Counselling**

**PEAC Standard E.V.1.** A holistic, responsive and differentiated guidance and counseling program that addresses the students’ academic, personal and career needs, collaboratively implemented with parents and teachers.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Guidance and Counselling Program | Holistic, responsive, developmental and differentiated.  Address the following domains – (a) counselling services, (b) programs for school personnel, (c) homeroom guidance, (d) ongoing formation for G&C personnel, (e) follow-up services, (f) testing program, (g) individual inventory program, (h) information services, (i) developmental vocation-career services, and (j) research and evaluation.  Empowers students and parents for collaboration in the G&C activities.  Clarifies mechanics and schedule of G&C activities.  Reviewed by external expert consultants.  Updated.  Compiled. | A holistic, responsive and differentiated guidance and counseling program that addresses the students’ academic, personal and career needs, collaboratively implemented with parents and teachers. | To collaboratively implement a guidance and counselling program that meets the needs of the students. |
| Guidance and Counseling Resources | List professional referral centers/individuals, their specialties/ services and contact details.  List school-owned G&C resources, their use and procedures for administration.  List resources available in DICES and other DICES schools.  Compilation of school-made G&C activities, materials and tools.  Indexed.  Updated.  Securely kept. |  |  |
| Unified School Calendar | Lists guidance and counseling activities. |  |  |
| Guidance and Counselling Center/ Office | Separate from other offices  With privacy  With space provision for private counselling  With secure filing cabinet for Guidance Records  Clean, orderly, well-kept  Welcoming |  |  |
| Orientation program – personnel, parents and students | Includes discussion on guidance and counselling program and services |  |  |
| Proceedings of the orientation program – personnel, parents and students | Records the discussion of guidance and counselling program and services. |  |  |
| DQA Quarterly Report – Guidance and Counselling | Reports accomplished G&C activities and their evaluation.  Includes section on parents ‘and students’ collaboration in the implementation of the guidance and counselling program.  Highlights are posted in the school bulletin board and social media accounts. |  |  |
| Minutes of the meetings – school’s guidance personnel | Records review, discussion and recommendations on  guidance and counselling program – at the school level.  Monthly. |  |  |
| Minutes of the meetings – DICES guidance personnel | Records review, discussion and recommendations on  guidance and counselling program – at the DICES level.  Quarterly. |  |  |
| Minutes of the meetings – administrators | Includes review, discussion and recommendations on guidance and counselling program. Annual. |  |  |
| Minutes of the meetings - BOT | Includes review, discussion and decisions on guidance and counselling program.  Annual. |  |  |

**PEAC Standard E.V.2.** A developmental career guidance program that provides students with adequate knowledge and experience about the world of work and potential career.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Guidance and Counselling Program | Includes a developmental career guidance program.  Reviewed by external expert consultants.  Updated.  Compiled. | A developmental career guidance program that provides students with adequate knowledge and experience about the world of work and potential career. | To implement a developmental career guidance program. |
| Guidance and Counseling Resources | List human, material and other professional resources for the developmental career guidance program.  Indexed.  Updated.  Securely kept. |  |  |
| Unified School Calendar | Lists career guidance activities. |  |  |
| DQA Quarterly Report – Guidance and Counselling | Includes section on developmental career guidance.  Highlights are posted in the school bulletin board and social media account. |  |  |
| Minutes of the meetings – school’s guidance personnel | Records review, discussion and recommendations on  Developmental career program – at the school level.  Monthly. |  |  |
| Minutes of the meetings – DICES guidance personnel | Records review, discussion and recommendations on  Developmental career program – at the DICES level.  Quarterly. |  |  |
| Minutes of the meetings – administrators | Includes review, discussion and recommendations on developmental career program. Annual. |  |  |
| Minutes of the meetings - BOT | Includes review, discussion and decisions on developmental career program.  Annual. |  |  |

**PEAC Standard E.V.3.** A program for inventory and testing services to gather information on students’ psychological and emotional make-up, academic progress and difficulties, and occupational and career interests.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Guidance and Counselling Program | Includes individual inventory and testing services.  Includes the following tests among others: Mental Health Inventory (MHI); Needs assessment; Intelligence tests; Diagnostic and achievement tests; Aptitude tests; Personality tests; Interest tests; Values tests; career assessment inventory  Prescribes reporting of quarterly statistical data of students’ academic performance  Reviewed by external expert consultants.  Updated.  Compiled. | A program for inventory and testing services to gather information on students’ psychological and emotional make-up, academic progress and difficulties, and occupational and career interests. | To implement a functional testing program using varied test materials – psychological, intelligence and achievement, career and interest. |
| Guidance and Counseling Resources | List human, material and other professional resources for the individual inventory and testing services.  Indexed.  Updated.  Securely kept. |  |  |
| Unified School Calendar | Lists activities for individual inventory and testing services. |  |  |
| Student Guidance Records | Includes individual inventory records/ cumulative records of students.  Records information of students’ psychological and emotional make-up, academic progress and difficulties, and occupational and career interest.  Updated.  Securely kept.  Follows DICES template. |  |  |
| DQA Quarterly Report – Guidance and Counselling | Includes section on individual inventory and testing services.  Highlights are posted in the school bulletin board and social media account. |  |  |
| Minutes of the meetings – school’s guidance personnel | Records review, discussion and recommendations on  individual inventory and testing services.  – at the school level.  Monthly. |  |  |
| Minutes of the meetings – DICES guidance personnel | Records review, discussion and recommendations on  individual inventory and testing services.  – at the DICES level.  Quarterly. |  |  |
| Minutes of the meetings – administrators | Includes review, discussion and recommendations on individual inventory and testing services.  Annual. |  |  |
| Minutes of the meetings - BOT | Includes review, discussion and decisions on individual inventory and testing services.  Annual. |  |  |

**PEAC Standard E.V.4.** A program for regular monitoring and follow-up of students’ progress.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Guidance and Counselling Program | Includes follow-up services – to monitor  progress in terms of adjustment and behavior for feedbacking student improvement.  Prescribes home visitation, conferences with parents for feedbacking and referral to professionals for interventions, if needed.  Reviewed by external expert consultants.  Updated.  Compiled. | A program for regular monitoring and follow-up of students’ progress. | To implement a regular monitoring and follow-up of student progress. |
| Guidance and Counseling Resources | List human, material and other professional resources for follow-up services.  Indexed.  Updated.  Securely kept. |  |  |
| Unified School Calendar | Lists activities for follow-up services. |  |  |
| Student Guidance Records | Includes anecdotal reports on follow-up services.  Updated.  Securely kept. |  |  |
| DQA Quarterly Report – Guidance and Counselling | Includes section on follow-up services.  Highlights are posted in the school bulletin board and social media account. |  |  |
| Minutes of the meetings – school’s guidance personnel | Records review, discussion and recommendations on follow-up services.  – at the school level.  Monthly. |  |  |
| Minutes of the meetings – DICES guidance personnel | Records review, discussion and recommendations on follow-up services  – at the DICES level.  Quarterly. |  |  |
| Minutes of the meetings – administrators | Includes review, discussion and recommendations on follow-up services.  Annual. |  |  |
| Minutes of the meetings - BOT | Includes review, discussion and decisions on follow-up services.  Annual. |  |  |

**PEAC Standard E.V.5.** A Homeroom Guidance Program responsive to varying needs of the student.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Guidance and Counselling Program | Includes homeroom guidance program – a weekly, year-round homeroom module based from the result of the needs assessment inventory.  Encourages a comfortable setting for students to assist them in building self-identity and relationship with others.  Reviewed by external expert consultants.  Updated.  Compiled. | A Homeroom Guidance Program responsive to varying needs of the student. | To implement a functional homeroom guidance program. |
| Guidance and Counseling Resources | List human, material and other professional resources for homeroom guidance.  Collects and compiles school-made homeroom activities.  Indexed.  Updated.  Securely kept. |  |  |
| Unified School Calendar | Lists activities for homeroom program. |  |  |
| DQA Quarterly Report – Guidance and Counselling | Includes section on homeroom program.  Highlights are posted in the school bulletin board and social media account. |  |  |
| Minutes of the meetings – school’s guidance personnel | Records review, discussion and recommendations on homeroom program  – at the school level.  Monthly. |  |  |
| Minutes of the meetings – DICES guidance personnel | Records review, discussion and recommendations on homeroom program  – at the DICES level.  Quarterly. |  |  |
| Minutes of the meetings – administrators | Includes review, discussion and recommendations on homeroom program  Annual. |  |  |
| Minutes of the meetings - BOT | Includes review, discussion and decisions on homeroom program  Annual. |  |  |

**PEAC Standard E.V.6.** A system for maintaining confidentiality of students’ data and information.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| See PEAC Standard E.II.1. The Student Permanent Record will refer here to the Student Guidance Record (See E.V.3) | See PEAC Standard E.II.1 | A system for maintaining confidentiality of students’ data and information. | To implement a program of keeping students’ information records confidential and managed according to Data Privacy Act. |

**VI. Health & Wellness**

**PEAC Standard E.VI.1:** Annual medical and dental check-ups.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student handbook | Clarifies the health and wellness program of the school for its students.  Specifies health and wellness services, personnel and schedule.  Includes policies and procedures for health and wellness cases.  Includes annual medical and dental check-up.  Updated.  Reviewed by external expert consultants.  BOT approved. | Annual medical and dental check-ups. | Tp conduct annual medical and dental check-ups. |
| Unified School Calendar | Includes annual medical and dental check up.  Includes orientation days for students, parents and personnel. |  |  |
| Student Health Records | Records personal information and medical history.  Records annual medical and dental check-up results.  Records other visits to the clinics, participation in health and wellness activities, etc.  Signed by the physician, dentist, nurse or clinic staff, with date.  Updated.  Compiled.  Kept securely.  Follows DICES template. |  |  |
| Administrative Manual | Clarifies duties and responsibilities of administrators in health and wellness program. |  |  |
| Personnel Manual | Clarifies duties and responsibilities of personnel in health and wellness program. |  |  |
| Orientation program – personnel, parents and students | Includes discussion on health and wellness program and services |  |  |
| Proceedings of the orientation program – personnel, parents and students | Records the discussion of health and wellness program and services. |  |  |
| DQA Monthly Report – Health and Wellness | Reports accomplishments, evaluation and recommendations on the health and wellness program.  Highlights are posted in the school bulletin board and social media account. |  |  |
| Minutes of the meetings – school’s clinic personnel | Records review, discussion and recommendations on health and wellness program  – at the school level.  Monthly. |  |  |
| Minutes of the meetings – DICES guidance personnel | Records review, discussion and recommendations on health and wellness program  – at the DICES level.  Quarterly. |  |  |
| Minutes of the meetings – administrators | Includes review, discussion and recommendations on health and wellness program  Annual. |  |  |
| Minutes of the meetings - BOT | Includes review, discussion and decisions on health and wellness program  Annual. |  |  |

**PEAC Standard E.VI.2:** Updated and well-kept medical and dental records of students.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Health Records | See E.VI.1 | Updated and well-kept medical and dental records of students. | To keep a complete, updated and secure medical and dental records of students. |
| Operations Manual – records management. See PEAC Standard E.II.1. The Student Permanent Record will refer here to the Student Health Record (See above.) | See E.II.1 |  |  |
| File box/cabinets for health records | Properly organized and well-secured files  Adequate and properly labeled file cabinets |  |  |

**PEAC Standard E.VI.3.** Provisions for adequate and immediate emergency care.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Handbook | Clarifies the schools’ protocol for emergency medical cases.  Includes first aid trainings and organization of SERTs (school emergency response teams).  Updated.  Reviewed by external expert consultants.  BOT approved. | Provisions for adequate and immediate emergency care. | To secure adequate provisions for first aid and emergency care by a trained and available staff when needed. |
| Emergency Medical Protocol | Displayed in the school clinic and bulletin board.  Includes emergency contact details of doctors, hospitals, etc.  Lists assigned personnel, with qualifications and pictures.  Updated.  Reviewed by external expert consultants. |  |  |
| Unified School Calendar | Includes trainings of SERTS.  Includes first-aid trainings and drills. |  |  |
| MOA with health centers, hospitals, and LGU for emergency care | Includes provision for ambulance and emergency medical services  Lists duties and responsibilities of parties involved.  Spells out terms and conditions.  Updated. Notarized.  Duly signed by authorized parties.  Compiled. |  |  |
| Emergency medical care materials and equipment | Basic first aid kit is available in every classroom.  Functional. Adequate.  Up to date.  Complies with basic requirements as listed by DICES. |  |  |
| Student Insurance Policy | Enrolls all students and personnel.  Covers accidents, deaths, hospitalizations and medical cases related to school activities.  Approved by the BOT. |  |  |
| Administrative Manual | Clarifies duties and responsibilities of administrators in emergency medical care. |  |  |
| Personnel Manual | Clarifies duties and responsibilities of personnel in emergency medical care. |  |  |
| Orientation program – personnel, parents and students | Includes discussion on emergency medical care. |  |  |
| Proceedings of the orientation program – personnel, parents and students | Records the discussion of emergency medical care. |  |  |
| DQA Monthly Report – Health and Wellness | Reports accomplishments, evaluation and recommendations on emergency medical care.  Highlights are posted in the school bulletin board and social media account. |  |  |
| Minutes of the meetings – school’s clinic personnel | Records review, discussion and recommendations on emergency medical care.  – at the school level.  Monthly. |  |  |
| Minutes of the meetings – DICES guidance personnel | Records review, discussion and recommendations on emergency medical care – at the DICES level.  Quarterly. |  |  |
| Minutes of the meetings – administrators | Includes review, discussion and recommendations on emergency medical care.  Annual. |  |  |
| Minutes of the meetings - BOT | Includes review, discussion and decisions on emergency medical care. Annual. |  |  |

**VII. Student Activity Program**

**PEAC Standard E.VII.1.** A student handbook stipulating policies on students’ rights, responsibilities and decorum, school student provisions and school discipline that is published, distributed and well-disseminated to all students, parents and personnel.

**PCSS Benchmark 13.1.** The school recognizes the inherent dignity of all learners and develops and implements policies that promote a fair treatment to all

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Handbook | Includes the following sections or provisions:   1. Student rights and responsibilities   (b)Student decorum  (c)School discipline – code of conduct, restorative interventions, due process, child protection policy, anti-bullying policy, social media policy, data privacy  Aligned with latest legal, DepEd, and other related regulatory provisions.  Reviewed by competent Catholic educational leaders – on the aspects of respect for inherent dignity of all, promotion of fair treatment to all and compassion, in the light of diverse cultures, beliefs and values.  Published.  Each school personnel and student is given a copy.  Posted in school/DICES website.  Reviewed annually and updated as needed  Approved by the BOT. | A student handbook stipulating policies on students’ rights, responsibilities and decorum, school student provisions and school discipline that recognizes the inherent dignity of all learners, promotes a fair treatment to all and is published, distributed and well-disseminated to all students, parents and personnel. | To publish, distribute, disseminate and enforce a student handbook pertinent to student life in school containing policies that recognizes the inherent dignity of all learners and promote a fair treatment to all. |
| Orientation program – for students, teachers and parents | Includes discussion on student rights and responsibilities, decorum and discipline. |  |  |
| Proceedings of the orientation program for students, teachers and parents | Records discussion of the student handbook with stakeholders in the areas of student rights and responsibilities, decorum and discipline. |  |  |
| Compilation of DepEd, legal and other related regulatory provisions | Focuses on students’ rights and responsibilities, decorum and discipline.  Updated.  Organized and compiled.  Indexed. |  |  |
| DQA Reports - Discipline | Lists violations of the discipline code, observation of due process and restorative interventions prescribed.  Monthly |  |  |
| Minutes of Meetings – OSA Coordinators, Prefects of Discipline, DICES | Records review, discussion and recommendations on cases or concerns related to students’ rights and responsibilities, decorum, and discipline.  Monthly. |  |  |
| Minutes of Meetings – administrators | Records review, discussion and recommendations on students’ rights and responsibilities, decorum, and discipline.  Quarterly. |  |  |
| Minutes of Meetings - BOT | Records review, discussion and decisions on students’ rights and responsibilities, decorum and discipline.  Semi-annual. |  |  |

**PEAC Standard E.VII.2.**  A system for collaborative review and updating of the student handbook consistent for school’s vision-mission and with the latest legal provisions.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Handbook Review and Updating Guide (Operations Manual) | Specifies policies and procedures for the annual review, revision and updating of the Student Handbook.  Prescribes participation of key administrators, concerned personnel and representatives of students, parents and alumni.  Prescribes consultation with as many stakeholders as possible.  Prescribes review and approval of the BOT before publication and enforcement.  Includes calendar of activities related to Student Handbook review and revision.  Prescribes policies and procedures for publication, orientation, dissemination, feedback, review and evaluation.  Conforms with DepEd policies and related legal prescriptions or standards.  Updated biennially.  Approved by the BOT.  Updated. | A system for collaborative review and updating of the student handbook consistent for school’s vision-mission and with the latest legal provisions. | To ensure collaborative review, revision and updating of the Student Handbook, aligning it with the PVMGO and the latest legal provisions. |
| Student Handbook Review and Revision Committee  Appointment letters of the student handbook review and revision committee members. | Lists representatives of students, teachers, parents, alumni and administrators who together with OSA and the discipline office personnel constitute the Student Handbook Review and Revision Committee.  Up-to-date.  Officially appointed by the school director. |  |  |
| Minutes of Meetings – for the review, revision and updating of the Student Handbook | Records discussion and recommendations on the review, revision and updating of the student handbook.  Includes attendance.  Semi-annually. |  |  |
| Minutes of Meetings – administrators | Records discussion and recommendations on the review, revision and updating of the student handbook.  Includes attendance.  Annual. |  |  |
| Minutes of Meetings - BOT | Records discussion and decisions on the revision, review and updating of the student handbook.  Includes attendance.  Annual. |  |  |

**PEAC Standard E.VII.3.**  A Student Activity Program which includes co- and extra- curricular program which is holistic and supportive of student learning of the K-12 standards.

**PCSS Benchmark 11.5.** Opportunities for continual learning outside the classroom are made available where learners gain knowledge, experience and skills that enable them to learn on their own, solve problems, evaluate their own work and give witness to their faith.

**PCSS Benchmark 13.3.** The school initiates and organizes programs that celebrate unity in diversity among members of the school community.

**DICES Standard:** The Student Activity Program is aligned with the PVMGO-CV

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Activity Program (Operations Manual) | Specifies policies, guidelines and procedures in the discernment, planning, implementation and evaluation of student activities, organization of student clubs and participation in outside-the-school student events.  Lists varied and extensive year-round student programs and activities, including clubs and organizations – both inside and outside the school, providing students the opportunities to enrich personal learning and grow as problem solvers, independent learners and active Christian faith witnesses.  Lists human and material resources in the community and various networks being utilized.  Enables learners to transfer their learning to concrete social situations and realities.  Encourages student initiatives.  Solicits feedback from students, teachers, parents and other concerned individuals or institutions.  Reviewed by panel of professional expert-consultants to be holistic, value-based, aligned with the PVMGO, supportive of the K12 standards, promoting unity in diversity, encouraging understanding and acceptance of people with beliefs, practices and value systems different from one’s own.  Updated biennially.  Approved by the BOT.  Updated. | A Student Activity Program which includes co- and extra- curricular program which is holistic and supportive of student learning of the Kto12 standards; and supportive of unity in diversity – enabling learners to gain knowledge, experience and skills for self-empowerment and faith-witnessing. | To implement a Student Activity Program that includes co-curricular activities and extra-curricular activities that contribute to total student development, pursue the K to 12 goals and standards, celebrate unity in diversity among members of the school community, and enable learners to gain knowledge, experience and skills for self-empowerment and faith-witnessing. |
| Unified School Calendar | Lists student activities inside and outside the school.  Specifies scope of student participation, i.e. individual, by class, by club, by grade level, etc.  Includes activities of the various clubs and organizations. |  |  |
| Club Portfolios | Compiles documents attesting to the active existence of the organization, to wit:   * Vision- mission * Club by-laws * List of officers, committees, members and adviser/s * Proposed activities of the year * Proposed budget * Accomplished activities – with evaluation, recommendations, pictures and narratives * Financial report * Minutes of meetings, with attendance * Certificates of participation * Awards and achievement * Other artifacts (example: program, invitations, souvenirs, certificates, etc.)   Updated quarterly.  Endorsed by the club adviser.  Kept at the Office of Student Affairs.  Highlights are posted in school bulletin board and social media account.  Follows DICES template. |  |  |
| Individual Student Portfolios for Co-and Extra-Curricular Activities | Compiles students’ own participation in co- and extra-curricular activities:   * Certificates * Pictures * Narratives * Other artifacts   Records points for the co-curricular awards.  Reviewed and attested by the class adviser.  Kept at the Office of Student Affairs.  Updated monthly or more frequently as needed.  Evaluated by the school honors and awards committee at least quarterly.  Follows DICES template. |  |  |
| Documentation of student activities inside the school | Reports detailed and written narratives on student activities inside the school.  Highlights are reported in the school’s bulletin board, newsletter and social media accounts.  Compiled at the registrar’s office.  Includes other artifacts related to the conduct of the student activities. |  |  |
| Documentation of student participation in activities outside the school | Reports detailed and written narratives on student activities outside the school.  Highlights are reported in the school’s bulletin board, newsletter and social media accounts.  Compiled at the registrar’s office.  Includes other artifacts related to the conduct of the student activities. |  |  |
| Student Handbook | Includes provisions of the student activity program that are relevant to students and their parents. |  |  |
| Administrative Manual | Specifies duties and responsibilities of the administrators in the student activity program. |  |  |
| Personnel Manual | Specifies duties and responsibilities of school personnel in the student activity program. |  |  |
| DQA Quarterly Reports – OSA | Includes section on student activity program.  Quarterly. |  |  |
| Minutes of Meetings – OSA/CVIO Coordinators, DICES | Records review, discussion and recommendations on student activity program at the DICES level.  Bimonthly. |  |  |
| Minutes of Meetings – administrators | Records review, discussion and recommendations on student activity program.  Monthly. |  |  |
| Minutes of Meetings - BOT | Records review, discussion and decisions on student activity program.  Annual. |  |  |

**PCSS Benchmark 12.3.**  The school gives due recognition and communicates the learners’ achievements and contributions to school life and mission.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Honors and Awards System. | Specifies policies and guidelines in the conceptualization of student awards, deliberation and selection of awardees and public recognition of student achievement.  Aligned with and supportive of the PVMGO.  Prescribes the creation of the school honors and awards committee and clarifies its roles and functions.  Specifies symbols of public recognition – medals, plaques, certificates, etc.  Standardized with DICES Honors and Awards Program.  Approved by the BOT and DepEd Regional Office.  Reviewed biennially. | The school gives due recognition and communicates the learners’ achievements and contributions to school life and mission. | To institutionalize an honors and awards system that celebrates learner’s achievements in various areas of learning and their contributions to the school life and mission. |
| Student Handbook | Publishes clear and accurate policies, philosophy and guidelines for student honors and awards.  Aligned with or follows DICES template. |  |  |
| Personnel Manual | Lists duties of school personnel related to student honors and awards |  |  |
| Administrators Manual | Lists duties of school administrators related to student honors and awards |  |  |
| Honors and Awards Committee  Appointment letters of the student honors and awards committee members. | Lists teachers and administrators who comprise the student honors and awards committee.  Up-to-date.  Officially appointed by the school director. |  |  |
| Unified School Calendar | Lists schedule of activities related to student honors and awards – nomination, deliberation, review, approval, announcement and public recognition of awardees |  |  |
| Minutes of the Meetings – Honors and Awards Committee | Records proceedings of nomination, deliberation, selection, recommendation, review and approval and public conferment of student honorees and awardees.  Frequency as needed. |  |  |
| Minutes of the Meetings – Administrators | Records review, discussion and recommendations on student honors and awards.  Monthly. |  |  |
| Minutes of the Meetings – BOT | Records review, discussion and decisions on student honors and awards.  Annual. |  |  |
| Graduation/Recognition Program | Lists accurately the student honors and awards, and the recipients.  Follows DICES template. |  |  |
| List of Student Awardees | Lists accurately the student honors and awards, and the recipients.  Follows DICES template.  Signed “submitted” by class/club advisers and subject teachers as needed.  Also signed “reviewed and endorsed” by the honors and awards committee members.  Also signed “approved” by the school principal and director.  Received copy signed by DICES OSDS representative.  Compiled at the registrar’s office. |  |  |
| DQA Reports - OSA | Includes section on student honors and awards.  Submitted quarterly. |  |  |

**VIII. Student Discipline**

**PEAC Standard E.VIII.1.** School discipline policy firmly rooted on the PVMGO and student welfare according to Children Protection Policy and Anti-Bullying Act.

**PCSS Benchmark 13.4.**  The school implements a code of conduct for the learners to observe and demonstrate patience, openness and acceptance of differences and affirmation of each person’s uniqueness.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Discipline Program | Holistic, responsive, developmental and differentiated.  Varied and creative  Proactive and preventive.  Value-based.  Restorative.  Aligned with the PVMGO.  Consistent with relevant laws and prescriptions – including anti-bullying law, child protection law, social media policy and protocol on due process.  Promotes student welfare, respect and acceptance of differences, and affirmation of each person’s uniqueness.  Includes monitoring procedures and protocols for interventions and conflict-resolutions  Empowers students and parents for collaboration in the review and implementation of the student discipline program and activities.  Reviewed by legal counsel and external expert consultants.  Updated.  Compiled. | School discipline policy firmly rooted on the PVMGO and student welfare according to Children Protection Policy and Anti-Bullying Act. | To implement a student discipline program /code of conduct defined by the school’s PVMGO that upholds student welfare and empowers learners to observe and demonstrate patience, openness and acceptance of differences and affirmation of each person’s uniqueness. |
| Student handbook | Includes the student discipline program.  Prints the Anti-bullying policy, Child protection policy, social media policy and protocol on due process. |  |  |
| Child Protection Policy | According to Child Protection Law.  Reviewed by the legal counsel.  Approved by the BOT.  Updated.  Printed in the Student Handbook.  Displayed in the school bulletin board. |  |  |
| Anti-Bullying Policy | According to Anti-Bullying Law.  Reviewed by the legal counsel.  Approved by the BOT.  Updated.  Printed in the Student Handbook.  Displayed in the school bulletin board. |  |  |
| Social Media Policy | According to relevant laws.  Reviewed by the legal counsel.  Approved by the BOT.  Updated.  Printed in the Student Handbook.  Displayed in the school bulletin board. |  |  |
| Protocol on Due Process | According to prescribed norms.  With flowchart for simple understanding.  Reviewed by the legal counsel.  Approved by the BOT.  Updated.  Printed in the Student Handbook. |  |  |
| Orientation program – personnel, parents and students | Includes discussion on student discipline program |  |  |
| Proceedings of the orientation program – personnel, parents and students | Records the discussion on student discipline program. |  |  |
| Administrative Manual | Specifies the duties and responsibilities of administrators in student discipline program. |  |  |
| Personnel Manual | Specifies the duties and responsibilities of the personnel in student discipline program. |  |  |
| Child Protection Committee | Organized annually.  According to Child Protection Law.  List is submitted to DepEd and DICES.  Posted in the discipline office. |  |  |
| Student Discipline Committee | Organized annually.  According to relevant laws; and the student discipline program.  List is submitted to DICES.  Posted in the discipline office. |  |  |
| Student Discipline Records | Includes individual record of disciplinary incident reports or proceedings.  Updated.  Securely kept.  Follows DICES template. |  |  |
| Enrollment Agreement | Stipulates provision on student discipline and interventions.  Signed by the parents or legal guardian.  Complete.  Compiled.  Updated. |  |  |
| Discipline Office | Separate from other offices  With privacy  With space provision for private colloquium  With secure filing cabinet for Discipline Records  Clean, orderly, well-kept  Welcoming |  |  |
| DQA Monthly Reports – Student Discipline | Reports accomplishments, evaluation and recommendations on student discipline program.  List cases, their frequencies, and interventions. |  |  |
| Minutes of Discipline Committee Meetings | Records review, discussion and recommendations on student discipline program.  Monthly. |  |  |
| Minutes of Meetings – Discipline Officers, DICES | Records review, discussion and recommendations on student discipline program.  Quarterly. |  |  |
| Minutes of Meetings – administrators | Records review, discussion and recommendations on student discipline program.  Annual. |  |  |
| Minutes of Meetings - BOT | Records review, discussion and decisions on student discipline program. Annual. |  |  |

**PEAC Standard E.VIII.2.** Disciplinary interventions that are restorative, just and fair to all concerned.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Discipline Program | Disciplinary interventions are just and fair, humane and transformative, and restorative.  Disciplinary interventions are consistent with relevant laws and prescriptions – including anti-bullying law, child protection law, social media policy and protocol on due process.  Promotes student welfare, respect and acceptance of differences, and affirmation of each person’s uniqueness.  Includes procedures and protocols for monitoring and evaluating interventions and conflict-resolutions  Empowers students and parents for collaboration in the review and implementation of the disciplinary interventions.  Reviewed by legal counsel, external expert consultants and stakeholders – for wide and comprehensive perspective.  Updated.  Compiled. | Disciplinary interventions that are restorative, just and fair to all concerned. | To institute disciplinary interventions that are just and fair, humane and transformative, and collaborative to ensure wide and comprehensive perspective. |
| Student handbook | Includes the disciplinary interventions in the student discipline program. |  |  |
| Orientation program – personnel, parents and students | Includes discussion on student disciplinary interventions. |  |  |
| Proceedings of the orientation program – personnel, parents and students | Records the discussion on student disciplinary interventions. |  |  |
| Administrative Manual | Specifies the duties and responsibilities of administrators in student disciplinary interventions. |  |  |
| Personnel Manual | Specifies the duties and responsibilities of the personnel in student disciplinary interventions. |  |  |
| DQA Monthly Reports – Student Discipline | Reports accomplishments, evaluation and recommendations on student disciplinary interventions.  List cases, their frequencies, and interventions. |  |  |
| Minutes of Discipline Committee Meetings | Records review, discussion and recommendations on student disciplinary interventions.  Monthly. |  |  |
| Minutes of Meetings – Discipline Officers, DICES | Records review, discussion and recommendations on student disciplinary interventions.  Quarterly. |  |  |
| Minutes of Meetings – administrators | Records review, discussion and recommendations on student disciplinary interventions.  Annual. |  |  |
| Minutes of Meetings - BOT | Records review, discussion and decisions on student disciplinary interventions. Annual. |  |  |

**PEAC Standard E.VIII.3.** Disciplinary records that are complete, kept-secure and confidential according to Data Privacy Act.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Student Discipline Records | See E.VIII.1 | Disciplinary records that are complete, kept-secure and confidential according to Data Privacy Act. | To keep disciplinary records secure and confidential. |
| Operations Manual – records management. See PEAC Standard E.II.1. The Student Permanent Record will refer here to the Student Discipline Record (See above.) | See E.II.1 |  |  |
| File box/cabinets for discipline records | Properly organized and well-secured files  Adequate and properly labeled file cabinets |  |  |

**IX. Christian Values Integration**

**PCSS Benchmark 2.1.** Faith formation is central to the school’s curriculum, governance, environment and partnership with stakeholders.

**PCSS Benchmark 2.2.**  A distinctive Catholic environment provides varied opportunities where Jesus can be encountered and experienced by persons and communities.

**PCSS Benchmark 2.3.**  The establishment and development of harmonious relations with people of other cultures and religions are vital to the school’s Catholic identity and mission.

**PCSS Benchmark 2.4.** The building of a culture of peace, justice and charity is integral to the school’s Catholic identity and mission.

**PCSS Benchmark 2.5.** The integration of culture and faith, and faith and life are essential to the school’s Catholic identity and mission.

**PCSS Benchmark 11.1.** Rituals, devotions, customs and traditions that promote the Catholic Christian faith and the school’s vision, mission and core values are celebrated.

**PCSS Benchmark 11.3.**  There are spaces and time in the school that allow for the experience of God’s presence in self, others and creation.

**PCSS Benchmark 11.6.**  A program for fostering, nurturing and discerning vocations is provided.

**PCSS Benchmark 13.2.** The school ensures avenues for its learners to engage and participate in inter-faith and ecumenical dialogues, prayers, services and gatherings.

**DICES Standard:** The Christian Values Integration Program is aligned with the PVMGO-CV

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Christian Values Integration Program | Specifies policies and guidelines in the conduct of faith formation activities for students, school personnel, parents and other stakeholders.  Clarifies persons responsible for the CVIO program and activities.  Lists CVIO programs and activities, their objectives, steps for execution and parameters for evaluation.  Prioritizes the following:   * Integration of faith formation in all learning areas of the curriculum * Individual and communal reflection on the Word of God * Celebration of the sacraments especially the Eucharist * Prayer and spiritual exercises * Reflection on daily life experiences * Observance of popular devotions * Relating with the poor * Communion with creation * Awareness of, respect for and openness to people of other religions and culture * Advocacy for peace, justice and charity * Christian response to contemporary issues and concerns * Inculturation of liturgical celebrations * Accessible, well-maintained, clearly indicated spaces for prayer and worship * Discernment and nurturing of one’s vocation * Inter-faith and ecumenical dialogues, prayers, services and gatherings   Aligned with the school’s PVMGO  Prescribes collaboration in the preparation, implementation, evaluation and renewal of the programs  Reviewed by expert-consultants in Christian formation  Approved by the BOT  Reviewed biennially.  Published. | Christian Values Integration Program that provides varied opportunities for faith formation and experience of God’s presence in self, others and creation. | To ensure faith formation of all school stakeholders through a Christian Values Integration Program that provides varied opportunities for encounter with Jesus and experience of God’s presence in self, others and creation. |
| Student Handbook | Includes relevant highlights of the Christian Values Integration Program.  Clarifies the role and functions of students and parents/guardians in the effective execution of the program. |  |  |
| Administrative Manual | Lists the duties and responsibilities of administrators in the Christian Values Integration Program. |  |  |
| Personnel Manual | Lists the duties and responsibilities of school personnel in the Christian Values Integration Program. |  |  |
| Unified School Calendar | Lists student activities inside and outside the school on Christian Values Integration.  Specifies scope of student participation, i.e. individual, by class, by club, by grade level, etc.  Includes activities of the various CVI related clubs and organizations – campus ministry, Caritas, vocations, etc. |  |  |
| Documentation of CVIO Activities | Reports detailed and written narratives on CVI activities inside and outside the school.  Highlights are reported in the school’s bulletin board, newsletter and social media accounts.  Compiled at the registrar’s office.  Includes other artifacts related to the conduct of the CVI activities. |  |  |
| Student Faith Journal | Collects testimonies of students’ personal journey of faith – journal entries, reflection, poems, artwork, slogans, song lyrics, pictures, etc.  Not graded but affirmed by CVIO teacher/s and other teachers or administrators.  Inspiring entries are requested to be shared to the school community and social media account.  Free flowing yet with quarterly synthesis. |  |  |
| DQA Quarterly Reports – CVIO | Includes section on Christian Values Integration program.  Quarterly. |  |  |
| Minutes of Meetings – CVIO Coordinators, DICES | Records review, discussion and recommendations on Christian Values Integration program at the DICES level.  Quarterly. |  |  |
| Minutes of Meetings – administrators | Records review, discussion and recommendations on Christian Values Integration program.  Quarterly. |  |  |
| Minutes of Meetings - BOT | Records review, discussion and decisions on Christian Values Integration program.  Annual. |  |  |

**X. Preferential Option for the Poor**

**PCSS Benchmark 4.1**. The school engages in sustainable programs that uplift the quality of life and respect the dignity of the poor, deprived and marginalized sectors of society.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Poverty Alleviation Program | Specifies the policies and procedures in discerning, planning, implementing and evaluating poverty alleviation programs and activities.  Provides the poor with access to financial, political, educational, health and pastoral services.  Aims at improving the life conditions of the poor and form them towards self-reliance.  Clarifies procedures for info dissemination, screening, selection and acceptance/removal of beneficiaries from the program.  Collaborative – involves school stakeholders (students, parents, teachers, administrators, alumni, parishioners, etc.) and the beneficiaries themselves.  Formative to all participants. | Sustainability programs that uplift the quality of life and respect the dignity of the poor, deprived and marginalized sectors of society. | To institutionalize programs for the poor, deprived and marginalized sectors of society to uplift their quality of life and to uphold their dignity. |
| Project Plans | Specifies project objectives, activities, timeline, persons-in-charge, budget and other details for a successful staging of the poverty alleviation activity or project.  Endorsed by the school administration.  Approved by the BOT.  Compiled at the registrar’s office. |  |  |
| Unified School Calendar | Lists PAP activities inside and outside the school and their schedules.  Specifies scope of participation of stakeholders and beneficiaries.  Includes initiatives of various school clubs and organizations |  |  |
| Project Reports | Lists accomplishments, challenges and recommendations related to a specific poverty alleviation project.  Includes list of beneficiaries, their profiles and their MOAs – signed by the school director and beneficiaries (if adult).  Submitted by the proponents.  Endorsed by the PAP Committee.  Approved by the school principal and director.  Compiled at the registrar’s office.  Submitted semestrally and at the end of the project timeline. |  |  |
| Special Committee on Poverty Alleviation Program  Appointment letters of the PAP Committee members | Lists teachers and administrators who comprise the PAP Committee.  Up-to-date.  Officially appointed by the school director |  |  |
| Minutes of the meetings – PAP Committee | Records review, discussion and recommendations on Poverty Alleviation Program.  At least monthly. |  |  |
| Minutes of the meetings – Administrators | Records review, discussion and recommendations on Poverty Alleviation program.  Quarterly. |  |  |
| Minutes of the meetings – BOT | Records review, discussion and decisions on Poverty Alleviation program.  Annual. |  |  |
| Personnel Manual | Specifies the roles and functions of the school personnel in the PAP. |  |  |
| Administrative Manual | Specifies the roles and functions of the administrators in the PAP. |  |  |
| Student Handbook | Introduces the PAP and clarifies the roles ad functions of students and their parents/guardians in the program. |  |  |
| Documentation of PAP Activities | Reports detailed and written narratives on PAP activities inside and outside the school.  Highlights are reported in the school’s bulletin board, newsletter and social media accounts.  Compiled at the registrar’s office.  Includes other artifacts related to the conduct of the PAP activities.  Submitted quarterly. |  |  |
| DQA Reports – Special Committee on Poverty Alleviation Program | Reports highlights, achievements, challenges and recommendations in the school’s PAP.  Includes budget allocation and expenditures.  Submitted by the PAP Committee.  Quarterly. |  |  |
| List of Partner Organizations  MOAs with partner organizations | Lists organizations, agencies or individuals who support the school’s PAP.  Compiles MOAs with the partner institutions.  MOAs clarify terms, duties and conditions; and signed by the BOT President.  Updated.  Compiled. |  |  |

**PCSS Benchmark 4.2.** The school allocates human and financial resources to make education equitably accessible to the poor.

**PCSS Benchmark 4.3.** The school provides programs and activities that enable the poor to become active participants in the educative process.

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| **EVIDENCES** | **LOOK-FOR’S** | **RATIONALE** | **SMART GOAL** |
| Church of the Poor Education Program | Specifies the policies and procedures in discerning, planning, implementing and evaluating COPE programs and activities.  Challenges the school to regularly increase its allocation of human and financial resources, and develop other modalities to make education equitably accessible to the poor.  Provides opportunities for the poor to grow in self-confidence and independent learning skills to become lifelong learners.  Clarifies procedures for info dissemination, screening, selection and acceptance/removal of scholars from the program.  Collaborative – involves school stakeholders (students, parents, teachers, administrators, alumni, parishioners, etc.) and the beneficiaries themselves.  Formative to all participants. | Education program that enables the poor to gain equitable access to education and active participation in the educative process. | To institutionalize education program that enables the poor to gain equitable access to education and active participation in the educative process. |
| Project Plans | Specifies project objectives, activities, timeline, persons-in-charge, budget and other details for a successful staging of the COPE activity or project.  Endorsed by the school administration.  Approved by the BOT.  Compiled at the registrar’s office. |  |  |
| Unified School Calendar | Lists COPE activities inside and outside the school and their schedules.  Specifies scope of participation of stakeholders and beneficiaries.  Includes initiatives of various school clubs and organizations |  |  |
| Project Reports | Lists accomplishments, challenges and recommendations related to a specific COPE project.  Includes list of beneficiaries, their profiles and MOAs with them, signed by the school director, beneficiary and parent/guardian.  Submitted by the proponents.  Endorsed by the COPE Committee.  Approved by the school principal and director.  Compiled at the registrar’s office.  Submitted semestrally and at the end of the project timeline. |  |  |
| Special Committee on COPE  Appointment letters of the COPE Committee members | Lists teachers and administrators who comprise the COPE Committee.  Up-to-date.  Officially appointed by the school director |  |  |
| Minutes of the meetings – COPE Committee | Records review, discussion and recommendations on COPE Program.  At least monthly. |  |  |
| Minutes of the meetings – Administrators | Records review, discussion and recommendations on COPE program.  Quarterly. |  |  |
| Minutes of the meetings – BOT | Records review, discussion and decisions on COPE program.  Annual. |  |  |
| Personnel Manual | Specifies the roles and functions of the school personnel in the COPE Program. |  |  |
| Administrative Manual | Specifies the roles and functions of the administrators in the COPE Program. |  |  |
| Student Handbook | Introduces the COPE Program and clarifies the roles and functions of students and their parents/guardians in the program. |  |  |
| Documentation of COPE Activities | Reports detailed and written narratives on COPE activities inside and outside the school.  Highlights are reported in the school’s bulletin board, newsletter and social media accounts.  Compiled at the registrar’s office.  Includes other artifacts related to the conduct of the COPE activities.  Submitted quarterly. |  |  |
| DQA Reports – Special Committee on COPE Program | Reports highlights, achievements, challenges and recommendations in the school’s COPE program.  Includes budget allocation and expenditures.  Submitted by the COPE committee.  Quarterly. |  |  |
| List of Partner Organizations  MOAs with partner organizations | Lists organizations, agencies or individuals who support the school’s COPE program.  Compiles MOAs with the partner institutions.  MOAs clarify terms, duties and conditions; and signed by the BOT President.  Updated.  Compiled. |  |  |