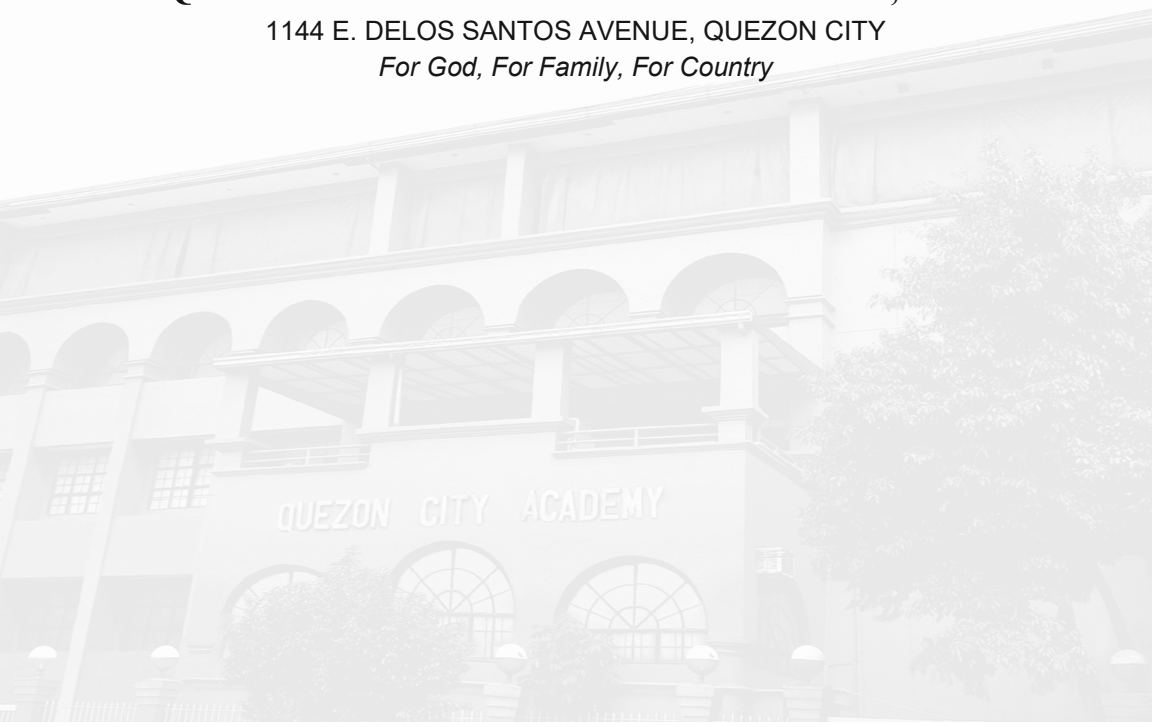




QUEZON CITY ACADEMY FOUNDATION, INC.

1144 E. DELOS SANTOS AVENUE, QUEZON CITY

For God, For Family, For Country



ADDENDUM ON THE STUDENT MANUAL FOR SY 2026-2027

A. QCAFI Communication Flow

To prevent misunderstandings or frustration, QCAFI stakeholders with concerns or queries, and parents trying to contact the school, should refer to the “QCAFI Communication Process Flowchart”. This sequence is in place to assist QCAFI stakeholders on where to begin their communication regarding their concerns or queries.

The parent and community questions can be easily and completely answered by communicating directly with the teacher/adviser member closest to the situation.

If the person concerned does not hear back from the person he/she has contacted within two (2) working days, it is appropriate to reach out to them again before moving along to the next level of the flowchart.

The school does not expect your queries or concerns to go unanswered for a long period of time. Each situation should first be addressed at whatever level the initial action was taken, with appeals moving on to the next level on the “Communication Process Flowchart”.

The easiest way to communicate is via the student manual or email, while a phone call is the next preferred way. Please note that these response times are applicable during the school term, school hours, or vacant periods of the teachers.

Please note that a parent/employee who has not followed the “Communication Process Flowchart” will be directed to the appropriate level based on the circumstances.

Instructional Program	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<i>Teaching or Curriculum, Assessment, Student Learning and Performance</i>	Teacher	Subject Area Supervisor (SAS)	Principal Asst. Principal	VP for Finance & Administration (VPFA)	President	Board of Trustees (BOT)
<i>Instructional Materials and Technology</i>	Teacher	Subject Area Supervisor (SAS)	Principal Asst. Principal	VPFA	President	BOT
Students' Services						
<i>Admission, Enrollment</i>	Enrollment Staff/ Registrar	Principal Asst. Principal	VPFA	President	BOT	
<i>School Records (Forms)</i>	Section Adviser Registrar	Principal Asst. Principal	VPFA	President		
<i>Medical/ Dental Services (health-related concerns)</i>	Teacher/ Nurse	Physician Dentist	Principal Asst. Principal	VPFA	President	BOT

<i>Student Wellbeing</i> <i>(Personal/Social/House/ General Academic Progress)</i> <i>Guidance Services</i>	Teacher, Section Adviser	Guidance Counselor Grade Level Coordinator, SAS	Principal Asst. Principal	VPFA	President	BOT
<i>Student's Absence/s</i>	Subject Teacher, Section Adviser Grade Level Coordinator (GLC)	Principal Asst. Principal	VPFA	President	BOT	
<i>Library Services</i>	Librarian	Principal Asst. Principal	VPFA	President	BOT	
<i>Students' Discipline</i>	Section Adviser/ Teacher	Grade Level Coordinator	Principal Cc: Asst. Principal	VPFA	President	BOT
<i>Students' Activities</i>	Activity Adviser	Coordinator GLC/SAS	Principal Asst. Principal	VPFA	President	BOT
<i>Scholarships/ Awards/Subsidy</i>	Principal Asst. Principal	VPFA	President	BOT		
<i>Canteen/Supply Store</i>	Canteen Manager	Administrative Officer	VPFA	President	BOT	
<i>School fees</i>	Principal Asst. Principal	VPFA	President	BOT		
<i>Student Government</i>	See the Student Handbook pages 2-13					
Complaints Grievance						
<i>A student against another student</i>	Section/ Activity Adviser	Coordinator GLC/SAS	Principal Asst. Principal	VPFA	President	BOT

<i>A student against a teacher</i>	Section Adviser (if not the target of the complaint)	Coordinator GLC/SAS	Principal Asst. Principal	VPFA	President	BOT
<i>A teacher against a teacher</i>	Coordinator GLC/SAS	Principal Asst. Principal	VPFA	President	BOT	
<i>A student against the staff</i>	Section/ Activity Adviser	Grade Level Coordinator	Principal Asst. Principal	VPFA	President	BOT
<i>Teacher/Student against a coordinator/supe rvisor</i>	Principal Asst. Principal	VPFA	President	BOT		
<i>Student/Teacher against the member of the Admin</i>	Principal	VPFA	President	BOT		

Guidelines for Communications:

The purpose of this document is to serve as a general guide for ensuring effective communication of the QCAFI stakeholders. Communication refers to both the sending and receiving of information, such as email and notes, and verbal communications such as telephone conversations and face-to-face meetings. To ensure a successful exchange of information, all parties must follow a few key principles. These principles have been outlined below.

Maintain Respectful and Open Communication

- ✓ Always use a respectful and polite tone.
- ✓ The request does not demand. Be ready not just to provide information, but to listen to the /student/teacher/staff member's observations and perspectives.
- ✓ Enter the conversation with an open mind and assume a shared best interest.
- ✓ Be prepared to work collaboratively to solve problems.
- ✓ Threats and/or inappropriate language will not be tolerated toward any member of the conversation.

Confidentiality

- ✓ Recognize that confidentiality may limit the information that can be shared, including consequences for other teachers/staff/students' behaviors.

Respond to Communication

- ✓ Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes impedes immediate responses.

- ✓ Teachers and staff may need some time to gather the necessary information before responding.

Whom to contact (for parents)?

- ✓ Most communications about classroom concerns should first be directed to your child's section adviser.
- ✓ If you have an issue with a particular teacher/staff member, first try to address those concerns with that teacher/staff member directly.
- ✓ If you have discussed with your child's section adviser and the issue has not been addressed to your satisfaction, then move to the next level on the flowchart.
- ✓ Please recognize that as a school, we operate with openness, collaboration, and the shared best interest for every student.

B. GUIDELINES ON BAG INSPECTION AND PROHIBITED ITEMS, AND CONFISCATION

I. POLICY STATEMENT

The school recognizes its responsibility to provide learners with a safe, secure, inclusive, and motivating learning environment conducive to academic excellence and holistic development. Consistent with DepEd Order No. 006, s. 2026, Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE), the DepEd Child Protection Policy, the Positive Discipline Framework, and other applicable laws and issuances, the school may implement reasonable, child-sensitive, and non-intrusive bag inspection procedures as preventive safety measures.

Bag inspections shall be conducted with due regard for the dignity, privacy, rights, and welfare of learners. At all times, inspections shall uphold the principles of positive discipline, fairness, respect, non-discrimination, confidentiality, and the best interests of the child. No learner shall be subjected to humiliation, intimidation, harassment, discrimination, corporal punishment, or any form of degrading treatment during the conduct of inspections.

II. OBJECTIVES

1. To promote and maintain a safe, secure, inclusive, and motivating learning environment for all learners, school personnel, and visitors.
2. To prevent the entry and possession of prohibited, illegal, dangerous, or disruptive items within school premises.
3. To encourage responsible behavior, accountability, and respect for school rules among learners.
4. To support learner well-being and positive school climate through preventive and child-sensitive safety measures.
5. To strengthen school safety and security measures consistent with DepEd policies and existing laws.

I. GENERAL PRINCIPLES

All bag inspections shall adhere to the following principles:

1. Respect for Learner Rights – Every learner shall be treated with dignity, courtesy, and respect.
2. Child Protection – No learner shall be subjected to humiliation, ridicule, harassment, discrimination, intimidation, corporal punishment, or any form of degrading treatment.
3. Transparency – Learners shall be informed of the purpose and general procedures of the inspection.
4. Non-Discrimination – Inspections shall be conducted fairly, consistently, and without bias.
5. Confidentiality and Privacy – Information obtained during inspections shall be handled discreetly and shared only with authorized personnel when necessary.
6. Positive Discipline – Corrective actions shall emphasize guidance, restoration, accountability, and support rather than punitive measures.

7. Least Intrusive Means – Inspections shall be limited to what is reasonably necessary to address legitimate safety concerns and shall avoid unnecessary intrusion into learners' personal belongings.
8. Best Interests of the Child – All decisions and interventions arising from inspections shall prioritize the welfare, protection, and development of learners.

IV. BAG INSPECTION AT SCHOOL ENTRANCES

Authorized Personnel

- Security Guards
- School Administrator or duly authorized school personnel

Procedures

1. As part of the school's safety and security measures, learners entering the school premises may be requested to voluntarily present their bags for visual inspection.
2. Security guards or authorized personnel shall courteously greet learners and explain the purpose of the inspection.
3. Learners shall personally open their bags and voluntarily present their belongings for visual inspection.
4. Security personnel shall avoid unnecessarily handling, removing, or searching through personal belongings and shall limit their actions to visual inspection unless immediate safety concerns require further verification by school authorities.
5. Inspections shall be conducted efficiently and respectfully to minimize inconvenience and congestion.
6. If a prohibited or potentially dangerous item is discovered, the security guard shall:
 - Secure the item when necessary and appropriate;
 - Immediately notify the School Administrator or designated authority;
 - Document the incident in the security logbook.
7. The learner shall be treated respectfully throughout the process.
8. Information obtained during inspections shall be treated confidentially and disclosed only to authorized personnel.
9. Parents or guardians shall be informed whenever necessary, particularly in cases involving serious violations or safety concerns.
10. Appropriate interventions shall be guided by due process, child protection principles, and positive discipline.

Responsibilities of Security Guards

- Conduct inspections professionally, respectfully, and consistently.
- Observe child-sensitive and rights-based practices.
- Maintain records of incidents and confiscated items.
- Protect the confidentiality and privacy of learners.
- Coordinate with school authorities regarding safety concerns.

V. RANDOM CLASSROOM BAG INSPECTION

Authorized Personnel

- Class Adviser
- Grade Level Coordinator
- School Administrator or duly authorized school official

Circumstances for Inspection

Random classroom bag inspections may be conducted:

- As part of approved school safety and security measures;
- When there are credible reports or reasonable and legitimate safety concerns, or

- Upon authorization of the School Head or designated authority in accordance with school policies.

Procedures

1. The Class Adviser shall explain the purpose of the inspection and emphasize that the activity is intended to promote the safety and well-being of everyone.
2. Learners shall voluntarily open and personally present the contents of their bags for visual inspection.
3. Inspections shall be conducted respectfully and in the presence of authorized school personnel.
4. The inspection shall focus solely on identifying prohibited or unsafe items.
5. Learners shall not be required to publicly expose personal documents, gadgets, or other sensitive belongings unrelated to safety concerns.
6. Privacy and confidentiality shall be always observed.
7. Any prohibited item discovered shall be documented and immediately reported to the Grade Level Coordinator and School Administration.
8. The learner shall be given an opportunity to explain the circumstances surrounding the item found.
9. Appropriate interventions shall be guided by positive discipline, restorative practices, and due process.
10. Parents or guardians shall be informed whenever necessary, particularly in cases involving major violations or safety concerns.
11. Incidents arising from inspections shall be handled discreetly to protect the dignity and reputation of the learner concerned.

VI. ROLES AND RESPONSIBILITIES OF THE LEARNERS

- Cooperate with authorized school personnel in implementing school safety measures.
- Refrain from bringing prohibited items to school.
- Report safety concerns to school authorities.

VII. PROHIBITED ITEMS

The following items are prohibited inside the school premises unless specifically authorized by the School Administration:

A. Illegal Drugs and Dangerous Substances

- Illegal drugs
- Marijuana or cannabis products
- Drug paraphernalia
- Solvents and intoxicating substances

B. Tobacco and Vape Products

- Cigarettes
- Vape devices and cartridges
- Heated tobacco products
- Lighters and matches intended for smoking

C. Weapons and Dangerous Objects

- Firearms and ammunition
- Replica guns and airsoft guns
- Knives and bladed weapons
- Box cutters and ice picks
- Tasers and brass knuckles
- Explosives and firecrackers

- Sharp objects without an approved academic purpose

D. Gambling Materials

- Gambling paraphernalia
- Gambling money collections
- Playing cards used for gambling
- Uno Cards

E. Pornographic and Obscene Materials

- Pornographic videos or images
- Obscene printed materials or sexual paraphernalia
- Unauthorized recording devices used for voyeurism

F. Unauthorized Electronic Device Use

- Use of cellphones during class without permission
- Unauthorized recording of teachers or students
- Cheating through electronic devices
- Cyberbullying
- Accessing inappropriate content

G. Unauthorized Grooming, Accessories, and Civilian Clothing

- Makeup and cosmetic products used or brought without authorization
- Lipstick, lip tint, foundation, blush, mascara, eyeliner, and similar items
- Excessive or unauthorized jewelry and accessories
- Civilian clothes brought without prior approval from the school
- Clothing intended to replace or alter the prescribed school uniform

H. Other Unsafe or Disruptive Items

- Laser pointers
- Toxic chemicals
- Portable speakers without authorization
- Any item that may endanger safety or disrupt classes

V. CONFISCATION PROCEDURE

Any prohibited item found during bag inspection shall be confiscated immediately.

Authorized Personnel

- School Principal
- Assistant Principal
- Level Coordinators
- Guidance Personnel
- Advisers and Subject Teachers
- Authorized Security Personnel

Procedure

1. Verify the prohibited item.
2. Confiscate the item respectfully.
3. Record the incident in the Confiscation Log.
4. Turn over the item to the School Administration.
5. Notify parents or guardians when necessary.
6. Refer illegal items to the proper authorities when required by law.

For further guidance regarding prohibited items, including identification, confiscation procedures, documentation requirements, safekeeping, turnover, and disposition of confiscated items, all school personnel and learners shall refer to the School Guidelines on Prohibited Items and Confiscation.

VIII. HANDLING OF VIOLATIONS

1. Confiscated items shall be properly documented, secured, and handled in accordance with school policies and applicable laws.
2. The learner shall be informed of the nature of the violation and shall be given an opportunity to explain.
3. Parents or guardians shall be notified whenever necessary.
4. Appropriate interventions, counseling, restorative practices, and disciplinary measures shall be implemented in accordance with DepEd Order No. 006, s. 2026 and existing school policies.
5. Records and information concerning incidents shall be kept confidential and managed in accordance with the Data Privacy Act of 2012.
6. Cases involving illegal acts or serious threats to safety shall be referred to the proper authorities in accordance with applicable laws and child protection procedures.

VIII. CONFISCATION, CUSTODY, AND DISPOSITION OF PROHIBITED ITEMS

A. General Principles

1. The confiscation of prohibited items shall be undertaken solely to protect the safety, security, and well-being of learners and school personnel.
2. All confiscation procedures shall observe the principles of child protection, positive discipline, confidentiality, fairness, and due process.
3. Learners shall be treated with dignity and respect and shall not be subjected to humiliation, public embarrassment, intimidation, or degrading treatment.
4. Confiscated items shall be handled discreetly and only by authorized school personnel.

B. Procedures for Confiscation

1. When a prohibited item is discovered during a bag inspection, the authorized personnel shall calmly and discreetly secure the item to prevent harm or disruption.
2. The learner shall be informed of the reason for the confiscation and shall be given an opportunity to explain the circumstances regarding the possession of the item.
3. The incident shall be documented using the prescribed Confiscated Report Form and recorded in the appropriate school logbook.
4. The Class Adviser, Grade Level Coordinator, and School Administrator shall be informed immediately.
5. Parents or guardians shall be notified whenever appropriate, particularly in cases involving serious violations, dangerous items, or repeated offenses.

C. Custody and Safekeeping of Confiscated Items

1. Confiscated items shall be placed under the custody of the School Administrator or other duly authorized personnel.
2. Items shall be kept in a secure location accessible only to authorized personnel.
3. Proper inventory and documentation shall be maintained to ensure accountability.
4. Information concerning confiscated items and related incidents shall be treated confidentially and handled in accordance with Republic Act No. 10173 (Data Privacy Act of 2012).

D. Return and Disposition of Confiscated Items

1. Items that may be returned

Items that do not constitute illegal or inherently dangerous objects may be released only to the parent or legal guardian after:

- Proper documentation;

- Conference with the learner and parent or guardian, when necessary; and
- Completion of appropriate interventions or corrective measures consistent with positive discipline.

Such items shall not be returned directly to the learner.

2. Illegal, dangerous, or prohibited items

- Illegal drugs, firearms, explosives, bladed weapons, stolen property, and other items prohibited by law shall not be returned.
- These items shall be turned over to the appropriate authorities in accordance with applicable laws, child protection procedures, and existing government regulations.

3. Perishable, hazardous, or unsafe materials

- Items that may pose immediate risks to health and safety shall be handled and disposed of in accordance with applicable laws and regulations and, when necessary, in coordination with the proper government agencies.

F. Referral to Proper Authorities

Cases involving illegal acts, dangerous weapons, prohibited drugs, or other serious threats to safety shall be referred to the proper authorities in accordance with existing laws and child protection procedures. The rights and welfare of the learner shall be protected at all stages of the process.

IX. RIGHTS OF LEARNERS

During any bag inspection, learners have the right:

1. To be treated with dignity, respect, and fairness;
2. To be informed of the purpose of the inspection;
3. To be free from discrimination, humiliation, intimidation, harassment, or abuse;
4. To have inspections conducted only by authorized personnel;
5. To ensure privacy and confidentiality consistent with school safety requirements;
6. To be heard and accorded due process when violations are alleged; and
7. To receive appropriate support and interventions consistent with positive discipline and child protection principles.

C. ATTIRE FOR SCHOOL PROGRAMS AND SPECIAL ACTIVITIES

For school programs, pageants, acquaintance parties, balls, and other special activities not specifically covered by this Student Manual, the school or the activity organizers may prescribe attire or dress codes appropriate to the event's nature and objectives. Such attire shall be communicated to students and parents in advance and shall be consistent with standards of decency, safety, and respect for the school community. The implementation of dress codes shall be fair, inclusive, and gender-sensitive, without discrimination based on sex, gender identity, gender expression, sexual orientation, religion, culture, or disability. It shall be subject to the school's policies on discipline, child protection, and respectful conduct.

The school may prescribe traditional attire for male and female students for particular activities, provided that such dress codes are implemented in a fair, respectful, and gender-sensitive manner and are consistent with applicable laws and school policies.

D. SCHOOL VISITOR POLICIES AND GUIDELINES

1. All visitors must register at the guardhouse or school office before entering the campus.
2. Visitors must present a valid identification card (ID).
3. Visitor passes must be worn visibly at all times while inside the school premises.
4. Visitors are expected to observe proper conduct and respect school policies.
5. Visitors must wear decent, clean, and school-appropriate attire while inside the campus.
5. Revealing clothing, excessively short attire, offensive prints, and inappropriate casual wear, such as slippers, may not be allowed.

6. Meetings with learners or personnel must have prior approval from the school administration.
7. Visitors are not allowed to disrupt classes or school activities.
8. Smoking, vaping, drinking alcoholic beverages, and bringing prohibited items inside the campus are strictly prohibited. Examples of prohibited items include weapons (such as knives, cutters, firearms, or sharp objects), illegal drugs or substances, gambling materials, flammable materials, laser pointers, and any item that may threaten the safety, security, and well-being of learners and school personnel.
9. Visitors must follow all safety, child protection, and security protocols of the school.
10. Unauthorized roaming within the campus is not allowed.
11. Any suspicious behavior or safety concern must be reported immediately to school authorities.
12. Unauthorized taking pictures and videos of teachers and students while inside the campus is prohibited.
13. The school reserves the right to deny entry to visitors who do not comply with school policies and visitor guidelines.

E. PROTOCOL AND GUIDELINES ON THE PROHIBITION OF PORTABLE ELECTRONIC DEVICES DURING INSTRUCTIONAL HOURS

I. RATIONALE

In support of DepEd Order No. 006, s.2026, and the school's commitment to providing a safe, focused, and motivating learning environment, Quezon City Academy Foundation, Inc. (QCAFI) adopts the following protocol governing the use of portable electronic devices during instructional hours.

This policy aims to:

1. Minimize distractions during teaching and learning.
2. Promote student engagement and academic integrity.
3. Foster professionalism among school personnel.
4. Ensure that technology is used only when necessary for educational purposes.

II. DEFINITION OF PORTABLE ELECTRONIC DEVICES

Portable electronic devices include, but are not limited to:

- Mobile phones and smartphones
- Tablets and iPads
- Smartwatches and wearable devices
- Portable gaming devices
- Bluetooth earphones and headphones
- Similar communication and entertainment devices

III. GENERAL POLICY

During instructional hours, the use of portable electronic devices shall be prohibited unless specifically authorized by the teacher or school administration for academic purposes or emergencies.

Instructional hours refer to:

- Regular class periods;
- Laboratory activities;
- Examinations and assessments;
- Homeroom guidance sessions;
- School programs requiring active learner participation.

IV. GUIDELINES FOR STUDENTS

Zero Tolerance Rule

- Do not bring any PED to school – even if turned off, inside a bag, or "just for the commute."
- Do not lend your PED to another student. Both parties will be held liable. • Do not hide devices in lockers, comfort rooms, or with other students. Exceptions (Strictly Limited)
- The only possible exception is for students with a documented medical condition requiring electronic monitoring (e.g., continuous glucose monitor linked to a device). In such cases:
- A Medical Exemption Form must be filed with the Grade Level Coordinator.
- The device must be surrendered to the Adviser every morning and retrieved at dismissal (Must have a written agreement signed and approved at the principal's office).

What if a student needs to contact parents?

- Go to the School Clinic (for illness).
- Go to the Principal's Office (for family emergencies).
- No student shall ask to borrow a teacher's phone except in genuine emergencies verified by the teacher.

Authorized Use

Use of devices may be allowed when:

1. Directed by the teacher for instructional purposes;
2. Required for research, educational applications, or digital learning activities;
3. Authorized by the administration during special academic activities;
4. Needed during emergencies.

V. Sanctions for Possession (Confirmed via Bag Inspection or Classroom Discovery)

Offense	Sanction	Device Return
1st Offense	Confiscation + Reflection essay + Parent notification	Parent retrieves from Grade Level Adviser
2nd Offense	Confiscation + 1-day suspension + Parent conference	Parent retrieves from the Principal's Office
3rd Offense	Confiscation + 3-day suspension + Disciplinary probation	Parent retrieves from Principal's Office; student loses privileges
4th Offense	Device confiscated indefinitely; recommendation for transfer or exclusion	The device may be withheld until the end of the school year or not returned

Refusal to submit a bag for inspection = Automatic 2-day suspension and parent conference, in addition to the offense of possession if a device is later found.

VI. Storage and Security

The school will provide **"Device Storage Envelopes/Lockers"** in the Principal's Office for confiscated devices.

Disclaimer: While the school exercises due diligence, Quezon City Academy is **not liable** for loss or damage to devices confiscated as a result of student violations of this policy.

F. STANDARD PROCEDURE FOR CLASS FUND MANAGEMENT

1. Class funds shall only be collected for legitimate class-related purposes that directly benefit the students and support classroom activities.
2. Contributions shall be voluntary and affordable:
 - a. Minimum Contribution: ₱1.00 per day
 - b. Maximum Contribution: ₱2.00 per day
3. No student shall be forced, embarrassed, or penalized for inability to contribute.
4. Collection and utilization of class funds must observe transparency, accountability, and proper documentation.
5. All collections and expenditures shall be supervised by the class adviser and monitored by the school administration through the grade level coordinator.

G. GUIDELINES ON CLASSROOM ASSESSMENT, GRADING SYSTEM, AND AWARDS AND RECOGNITION (Based on DepEd Order #15, S.2026)

Formative Assessments

Formative assessment shall be used to monitor learning progress but shall not be used for grade computation. Its primary purpose is to improve learning. Teachers shall ensure that formative assessment provides learners and parents or guardians with timely, specific, and actionable feedback that supports continuous progress.

Key Stage	Developmental Principle	Samples of Formative Tasks/Practices
KS3 (Grades 7-10)	Emphasis on critical thinking and reasoning	Analytical writing, debates, problem-solving tasks, formative checkpoints, and structured peer feedback
KS4 (Grades 11-12)	Real-world application and disciplinary rigor	Authentic tasks (e.g., draft proposals, critique); portfolios and project drafts; feedback and revision cycles; peer review and self- assessment; research reflections

Summative Assessments

20. Summative assessment shall be reasonable, manageable, and purposeful. Schools and teachers shall prioritize assessment quality over quantity, avoiding assessment practices that result in excessive checking, unnecessary documentation, or assessment overload.

Summative Assessment	Recommendations for Grades 4-12
WWs	3-5 WWs (per learning area, per term)
PTs	2-3 PTs (per learning area, per term)
EXs	2 STs and 1 TE (per learning, per term)

Key Stage	Term Examination Provision	Number of Items
KS3 (Grades 7-10)	Required; includes higher-order thinking skills	50 items
KS 4 (Grades 11-12)	Required; competency-based and discipline-specific	60 items

30. **All learners with disabilities shall be provided with appropriate assessment accommodations** to ensure equitable access to classroom assessment. These may include adjustments in time, format, setting, and response modes. Schools shall ensure that accommodations are planned, documented, and consistently implemented, in coordination with parents or guardians and relevant specialists, and aligned with existing and forthcoming DepEd policies on inclusive education.

Ethical Use of Artificial Intelligence and Technology in Assessment

- The Department recognizes the growing use of artificial intelligence (AI) tools by learners and teachers. This Order adopts and shall be guided by DO No. 3, s. 2026 (Foundational Guidelines on Artificial Intelligence in Basic Education). The use of digital tools, including *AI*, shall uphold the integrity of assessment and shall be governed by the following principles:
 - Authenticity of evidence - Outputs shall reflect the learner's own work, thinking, and performance.
 - Alignment with learning intent - AI use shall not compromise intended learning outcomes.
 - Transparency and disclosure - Permitted AI use shall be explicitly declared.
 - Equity and access - Assessment shall not disadvantage learners due to unequal access to *AI* tools.
 - Data privacy and protection - Personally identifiable learner data shall not be uploaded to AI platforms, in accordance with DepEd data privacy policies.
- Homework shall support practice, retrieval, and preparation for learning. When used as summative evidence, teachers shall apply authenticity checks such as in-class follow-up tasks, oral questioning, supervised checks, or demonstrations.
- WWs completed outside class shall include **measures to ensure authenticity**, such as drafts, notes, proper citation of sources (including AI tools), and in-class validation. Tasks shall require **contextualized and applied reasoning** to minimize overreliance on AI-generated outputs.

Grading System

The revised grading system introduces differentiated approaches across the four Key Stages of basic education, aligned with the pedagogical intent and developmental benchmarks of the Revised K to 10 and Strengthened SHS Curricula. These adjustments ensure that grading serves as a meaningful tool for supporting learning, rather than merely a measure of academic ranking

Learning Area / Subject Group	WWs	PTs	EXs
English, Filipino, Mathematics, Science, Araling Panlipunan (AP), Good Manners and Right Conduct (GMRC) / Values Education (VE)	20%	50%	30%
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and	20%	60%	20%

Livelihood Education (TLE), and Music, Arts, Physical Education, and Health (MAPEH)			
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Table 1. Weight of the Components for Each Learning

Component	Core	Academic Elective				TechPro Electives	
		All Other Electives	Arts, Sports, Health, and Well-being Electives	Field experience		All Other Electives	Work Immersion
				Field Exposure, Arts Apprenticeship, Creative Production and Innovation	Research, Design, and Innovation		
WWs	20%	20%	20%	15%	40%	15%	20%
PTs	50%	50%	60%	70%	60%	65%	80%
EXs	30%	30%	20%	15%	---	20%	---

Table 2. Weight of the Components for Grades 11 to 12

Component	Weight	Domain	Percent
WWs	20%	Cognitive	10%
		Affective	10%
PTs	50%	Cognitive	10%
		Affective	10%
		Behavioral	30%
EXs	30%	—	30%

Table 3. Weight of the Components weighted for GMRC and VE

Numerical grades shall be accompanied by qualitative descriptors aligned with learning standards to clarify learners' level of proficiency and inform instructional decisions and learner support.

The **Final Grade (FG)** in each learning area shall be computed as the average of the TGs, rounded to the nearest whole number. An **FG of 75 or higher** indicates that the learner has met the minimum standards, while learners with an FG below 75 shall receive appropriate remedial intervention or academic support in accordance with this Order.

Numerical Grade	Descriptor	General Description	Instructional Response
90-100	Advancing (<i>Namumukod-tangi</i>)	Consistently demonstrates skills and understanding that meet or exceed standards with independence, flexibility, and depth	Provide enrichment opportunities; encourage leadership, transfer, or peer mentoring
80-89	Benchmarking (<i>Napa.mama/as</i>)	Demonstrates expected grade-level skills and understanding competently and independently	Encourage deeper application, transfer of learning, and increased independence

75-79	Connecting (Natutungo)	Demonstrates sufficient understanding and application of grade-level standards with occasional guidance and support	Provide guided practice to strengthen consistency, accuracy, and confidence
65-74	Developing (Napauunlad)	Demonstrates partial understanding and inconsistent application of skills, requires targeted support and scaffolding	Provide targeted remediation, scaffolded instruction, and additional opportunities for practice
0-64	Emerging (Nagsisimula)	Does not yet demonstrate foundational skills and understanding; requires intensive support	Implement structured and sustained intervention programs

The **General Average (GA)** shall be computed by averaging the FGs in all learning areas taken throughout the SY and shall likewise be expressed as a **whole number**.

Within the EXs component, ST1 shall account for 30%, ST2 for 30%, and the TE for 40% of its assigned weight.

Learning Area/Subject Group	WWs	PTs	EXs
SHS Core Subjects, Other SHS Academic Electives	20%	50%	30%
SHS Field Exposure, Arts Apprenticeship, Creative Production and Innovation	15%	70%	15%
SHS Arts, Sports, and Health and Wellness Electives	20%	60%	20%
SHS Research Electives and Design Innovation	40%	60%	-
SHS TechPro Electives	15%	65%	20%
SHS Work Immersion	20%	80%	-

For Field Exposure, Arts Apprenticeship, and Creative Production, the Exs component shall consist only of a TE, with no STs, and shall carry the full 15% weight.

For SY 2026-2027, an adjusted transmutation table shall be applied as a transition toward a zero-based grading system (refer to Annex D). Initial Grades (IGs) shall be computed based on the weighted summative components, where a raw grade of 70 corresponds to a transmuted passing grade of 75, and the table shall be applied uniformly across applicable grade levels.

For SHS Grade 12, which has not yet implemented the Strengthened SHS Curriculum for SY 2026-2027, the weights in DO No. 8, s. 2015 shall apply together with the adjusted transmutation table.

Beginning SY 2027-2028, a zero-based grading system shall be implemented for KS2 to KS4. Term Grades (TGs) shall be based directly on computed IGs **without transmutation**, with **75 as the minimum passing grade**.

Adjusted Transmutation Table (only for SY 2026-2027)

- To align assessment practices with the goals of quality, equity, and learner-centeredness, an **adjusted transmutation table** shall be adopted for **KS2 to KS4 for SY 2026-2027, including Grades 2 and 3 that are still implementing the numerical grading system**. This serves as a **transition measure** toward the full implementation of a **zero-based grading system** starting SY 2027-2028. Refer to Table 4 for the **Adjusted Transmutation Table**.

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
99.50 – 100.00	100	74.72 – 75.89	79
98.32 – 99.49	99	73.54 – 74.71	78
97.14 – 98.31	98	72.36 – 73.53	77
95.96 – 97.13	97	71.18 – 72.35	76
94.78 – 95.95	96	70.00 – 71.17	75
93.60 – 94.77	95	65.34 – 69.99	74
92.42 – 93.59	94	60.67 – 65.33	73
91.24 – 92.41	93	56.01 – 60.66	72
90.06 – 91.23	92	51.34 – 56.00	71
88.88 – 90.05	91	46.67 – 51.33	70
87.70 – 88.87	90	42.01 – 46.66	69
86.52 – 87.69	89	37.34 – 42.00	68
85.34 – 86.51	88	32.68 – 37.33	67
84.16 – 85.33	87	28.01 – 32.67	66
82.98 – 84.15	86	23.35 – 28.00	65
81.80 – 82.97	85	18.68 – 23.34	64
80.62 – 81.79	84	14.01 – 18.67	63
79.44 – 80.61	83	9.35 – 14.00	62
78.26 – 79.43	82	4.68 – 9.34	61
77.08 – 78.25	81	0.00 – 4.67	60
75.90 – 77.07	80		

Table 4. Adjusted Transmutation Table

2. The adjusted transmutation table serves as a mathematical conversion guide that transforms the raw or IGs obtained by learners into transmuted grades within the bounded scale of 60 to 100. It is applied only after the computation of the learner's IG based on the WSs from the different components of summative assessment. This process ensures a consistent, transparent, and standards-based interpretation of learner performance across contexts.
 - a. Under this revised table, the **minimum IG required to obtain a passing transmuted grade of 75 is 70.00. It applies proportionally distributed intervals to improve differentiation, reduce grade distortion, and enhance the accuracy and interpretability of reported learner performance.** This adjustment reflects the Department's intent to raise expectations on learner mastery while providing a more realistic and developmentally appropriate calibration of performance. The grade of 75 continues to represent the standard for minimum proficiency, and this revised calibration emphasizes the importance of reaching this raw performance threshold.

SSHS Computation of General Average

The SSHS Curriculum adopts a **unit-based grading system** for the computation of a learner's

General Average. Under this system, subjects are assigned equivalent units based on prescribed instructional hours to ensure equitable weighting across subject classifications. The table below outlines the specific unit equivalents for each subject classification.

Table 19. Unit System of the SSSH Curriculum

Subject Classification	Instructional Hours	Units per Term
Core Subjects	160 hours across 3 terms	2 units
Academic Electives	80 hours per term	3 units
Arts Electives, specifically: <ul style="list-style-type: none"> ● Arts Apprenticeship ● Creative Production and Presentation 	160 hours per term	6 units
TechPro Electives in Grade 11	320 hours across 3 terms	4 units
TechPro Electives in Grade 12	320 hours per term	12 units

A. Guidelines for Computing the Term Average

1. Each subject shall be assigned its corresponding equivalent unit per term based on its total instructional hours.
2. The grade for each subject shall be multiplied by the corresponding number of units per term to obtain the Term Average (Subject Grade x Units).
3. The sum of all weighted grades shall be divided by the total number of units earned during the term.
4. The resulting quotient shall be the learner's Term Average, expressed to the nearest whole number.

Represented mathematically:

$$\text{Term Average} = \frac{E[\text{Final Grade} \times \text{Term Units}] + (\text{Total Units})}{\text{Total Units}}$$

PROMOTION, INTERVENTION, AND LEARNER SUPPORT

1. Promotion decisions shall consider the learner's overall progress, readiness, available assessment evidence, and participation in interventions and support provided by the school. Learners shall not be retained solely based on age, a single assessment result, or academic performance.
2. For KS2 to KS4, including Grades 2 and 3 that are still implementing the numerical grading system during the transition period, learners who do not meet the minimum learning standards shall receive timely, targeted, and documented remediation integrated within instruction. Promotion shall consider **both** achievement **and** participation in required interventions.
 - a. Learners shall be **promoted** upon satisfactorily **passing all learning areas** in the previous grade level.
 - b. Learners who fail in at most two (2) learning areas shall undergo Summer Remedial Class (SRC). Summative assessments administered during SRC shall be recorded and computed in the same manner as TGs, resulting in a Remedial Class Mark (RCM). The FG and the RCM shall be averaged to obtain the Recomputed Final Grade (RFG). An RFG of 75 or higher shall indicate passing and shall qualify the learner for promotion.
 - c. Learners who still fail in one or two learning areas after SRC shall be conditionally promoted. They may enroll in higher-level learning areas they have already passed

while completing deficiencies as back subjects through School-Initiated Intervention (SII). Only one (1) back subject per term shall be allowed. A passing RFG shall be required to clear each back subject.

- d. For SHS, failure in a prerequisite subject shall prevent enrollment in higher-level subjects until the learner obtains a passing RFG through SRC or successfully completes the prerequisite as a back subject.
 - e. Learners who fail in more than two (2) learning areas shall be retained in the same grade level.
3. To prevent end-of-year failure, teachers shall provide timely remediation within the term, particularly for learners who consistently perform below expectations in WWs, PTs, and STs. Remedial interventions shall begin as early as Week 5 following the first ST and may be implemented through classroom-based interventions, programs such as ARAL, or other appropriate school-based strategies.
 4. Across all Key Stages, schools shall establish clear intervention and support pathways linked to assessment results, attendance, accommodations, and learner needs.
 5. Teachers shall monitor learner attendance and provide timely interventions in coordination with parents or guardians, particularly by the end of Term 1 or when a learner reaches approximately twelve (12) absences. When absences are unavoidable, schools shall provide appropriate remediation and learning support. Learner Progress and Performance Reports issued at the end of each term shall include attendance information.
 6. Enrichment activities may also be provided for learners demonstrating early mastery to deepen learning. These shall not affect grades but may be recognized through feedback or other non-grade-based means.

I. Awards and Recognition

Learners in **KS2 to KS4** who obtain a **GA of 90 or higher**, with **no FG below 80** in any learning area shall receive the **Academic Excellence Award**. Awardees shall be listed **alphabetically** to promote fairness and minimize competition and **must have no derogatory records or disciplinary cases within the SY**. This recognition affirms consistent performance, responsibility, and balanced achievement.

Award/ Recognition	Description
Leadership Excellence Award	Granted to learner leaders or officers who demonstrate exemplary leadership qualities such as initiative, responsibility, cooperation, and positive influence in school or community activities. Awardees must have no derogatory records or disciplinary cases within the SY.
Excellence in a <i>Specific Learning Area</i>	Conferred on learners who obtain a Final Grade (FG) of 90 or higher and the highest FG in the batch in a particular learning area. For KS2 and KS3, this applies to each learning area; for KS4, to each Core Subject and each elective cluster (minimum of three electives or all available electives in the cluster). In cases of identical highest grades, all qualified learners shall be recognized.
Excellence in: 1. Work Immersion, 2. Field Exposure, and 3. Arts Apprenticeship	Granted to Grade 12 learners who obtain the highest grade in the respective learning areas and are duly endorsed by the industry partner or supervisor.

Excellence in Research	Granted to Grade 12 learners (individuals, pairs, or groups of up to four) who demonstrate excellence in planning and conducting research with practical applications that contribute to innovation, efficiency, or community development.
Excellence in Design and Innovation	Granted to Grade 12 learners (individuals, pairs, or groups of up to four) who demonstrate excellence in designing and implementing innovative solutions that contribute to technological advancement, efficiency, or community improvement.
Special Recognition Awards	Granted to learners who bring honor to the school through distinction in recognized competitions, contests, exhibitions, or similar endeavors at the division, regional, national, or international levels in academic, technical-professional, cultural, or athletic fields.

- a. The **Special Recognition Awards** shall be granted to learners who bring honor to the school by achieving distinction in competitions, contests, exhibitions, or other significant endeavors at the **regional, national, or international levels** across academic, technical-professional, cultural, or athletic fields. These awards recognize learners who have represented and/ or won in DepEd-recognized activities and have demonstrated exemplary performance in their respective areas.
 - i. In addition to the awards specified in this Order, schools may provide appropriate recognition to learners who have contributed to the school's distinction and reputation. The certificates, medals, trophies, and/or plaques received by learners from such activities shall be used to publicly affirm and acknowledge their achievements, which may be conferred during flag ceremonies or school recognition programs.
 - ii. Awards given by external sponsors, partners, or donors shall be regulated by the school and must comply with DepEd policies. Such awards shall be consistent with the DepEd Vision, Mission, and Core Values, and shall be appropriately named after the trait, value, or achievement recognized, or after an esteemed person who is deceased.

2. Awardees shall receive certificates, medals, and/ or plaques, bearing the official school and/or DepEd seal, in accordance with prescribed standards. **All major awards shall be accompanied by a gold medal**, while other forms of recognition may be conferred through certificates or plaques, as appropriate.
3. Schools shall coordinate with **external sponsors, partners, and donors** to ensure that any additional awards comply with these guidelines and remain consistent with DepEd standards. All awards shall be supported by **clear criteria and rubrics**, as prepared or adopted by the AC, to ensure fairness, transparency, and alignment with policy objectives.

The Awards Committee

4. Each school shall organize an **Awards Committee (AC)** at the beginning of the SY for each grade level. In small schools, only one (1) AC may be organized. The committee shall be composed of **at least three (3) qualified members** from the teaching staff, including a guidance counselor or designated teacher, and shall maintain an odd number of members. The chairperson may be a teacher, department head, grade-level chairperson, or curriculum head. Members of the AC must not be related within the second degree of consanguinity or affinity to any candidate for awards.
QCAFI Awards Committee: Grade Level Coordinator, Academic Coordinator (Chairperson), Guidance Counselor/Advocate.
5. The AC shall be responsible for establishing the processes and timelines for nominations

and selection of awardees, and for developing and approving criteria and rubrics aligned with this Order. It shall ensure that all procedures are fair, transparent, and evidence-based, and that these are clearly communicated to learners, parents, and other stakeholders (see Table 3 for the overview of processes). Throughout the process, the AC shall ensure that all evaluation results are properly documented and that any concerns or issues raised are addressed promptly in accordance with established guidelines.

Timeline	Actions of the AC
Beginning of SY until Term 1 (May to August)	AC shall establish the processes, timelines, and criteria for each award, develop the corresponding rubrics, and secure approval from the School Head.
	AC shall communicate the processes, timelines, and criteria to learners, parents, and other stakeholders during the opening period or not later than the end of Term 1. Communication may be done through face-to-face orientation, written notices, publication, or other appropriate means, with due acknowledgment or conformance from parents or guardians.
Middle of Term 3 (February)	Class advisers or club moderators shall identify and endorse qualified nominees based on the minimum requirements set in this policy.
	AC shall validate submitted documents and portfolios.
End of Term 3 (March)	AC shall conduct the Academic Deliberations to evaluate and deliberate on all candidates using the approved criteria and rubrics. Results of the evaluation shall be reviewed, finalized, and submitted to the School Head for approval.
	AC shall announce the final list of awardees to the school community, observing provisions on data privacy. This can be through formal notice duly acknowledged by the parents/guardians.

Table 3. Process and Timelines for the AC

6. The AC shall validate the authenticity of submitted documents and learner portfolios, deliberate on the qualifications of candidates based on approved criteria, and recommend the final list of awardees to the School Head or Principal for approval. It shall also communicate the results of the evaluation to stakeholders and recommend appropriate actions on any issues or concerns arising from the awards process.
7. In the evaluation of candidates, the AC shall use SF9 - Learner's Progress Report Card and SF10 - Learner's Permanent Academic Record, as primary references for Academic Excellence Awards, and verified portfolios of documents (e.g., certificates, awards, reports, and relevant evidence) for other awards. All deliberation results shall be properly documented, signed by the members of the committee, and certified by the School Head or Principal.
8. The School Head shall approve the final list of awardees upon the recommendation of the

AC. In cases where the School Head is related within the second degree of consanguinity or affinity to any candidate, he or she shall inhibit from the process, and approval shall be made by the next ranking official.

9. All records and documents related to the awards shall be properly filed and maintained in the school for reference, and copies shall be submitted to the appropriate SDO, as required. The AC, in coordination with the School Head, may also assign appropriate roles to awardees during recognition or graduation ceremonies.

Filing and Resolution of Protests

10. Any protest regarding the results of the awards shall be filed by the learner, with the parent or guardian, to the School Head within five (5) working days from the announcement of awardees. The School Head shall act on the protest within two (2) working days from filing, taking into consideration the recommendations of the AC. All actions taken shall be properly documented.