



GEN. SIMEON
DE JESUS BL



STUDENT HANDBOOK

DISCIPLINE • INTEGRITY • EXCELLENCE

For God and country

UNIFIED BASIC EDUCATION DEPARTMENT

Student Handbook

2026 Edition

FOREWORD

As an institution, General de Jesus College was established to provide the youth of San Isidro and its neighboring towns with quality instruction. Guided by its fundamental statements, - Philosophy, Vision, Mission and Objectives – the school strives to offer a holistic and vibrant campus that will help you become the individual that God wants you to be.

We care for you our dear students. It is our greatest desire that your stay in our school will help you build a strong foundation of lifelong learning that you may serve God and country. That is why, we, the management team, together with your teachers, student council officers, officers and representatives of our Parents, Teacher, Community Association (PTCA), designed this handbook, which gives you guidance and information about the policies, rules and regulations,

We are very grateful to all those who participated in the revision of this Student Handbook.

Keep this with you always and take time to familiarize yourself with the materials in this handbook for your guidance and easy reference.

We pray that you do your best and work together well with all the member of our GJC family. We give you our best wishes for a wonderful year during and after your stay in our school.



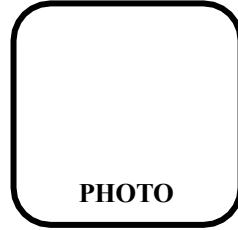
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College President

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Mr. Adrian V. Abon	Human Resource and Administration Manager
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Dr. Lorelie D. Alarcon	Dean, College of Business Administration / Budget Officer
Engr. Richard N. Tobias	Dean, College of Information Technology
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Ms. Tricia Mae B. Tuazon	Psychometrician
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Ms. Camile O. Buenaventura	Publication Coordinator
Mr. Ace O. Buenaventura	Publication Coordinator
Ms. Genesis Leigh D. Munsayac	Human Resource Coordinator
Mr. Ricardo P. Mesina	Corporate Secretary
Dr. Josefina P. Magno	Program Coordinator, MAEd Program

PERSONAL DATA



Name _____

Year and Section _____

Home Address _____

Cellphone No. _____

Date of Birth _____

Place of Birth _____

Parents:

Father _____ Cellphone No. _____

Mother _____ Cellphone No. _____

Guardian _____ Cellphone No. _____

Address of Parent or Guardian _____

In case of emergency, please contact:

Relationship _____

Address _____

Cellphone No. _____

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THE COLLEGE SEAL

The ultimate goal of General de Jesus College as emblazoned in its seal is service “For God and Country”.

In the pursuit of this goal, the institution through education (symbolized in the school logo by a torch and an open book) aims to develop young people into responsible, morally upright, and useful citizens who will use their God-given talents and skills in the service of God and country. It also aims to prepare the youth for the great task of nation building, for a life of dedicated service to country as exemplified by General Simeon de Jesus (represented in the logo by a silver star) after whom the school was named.

GENERAL DE JESUS COLLEGE HISTORY

In the years following World War II, the young people of San Isidro faced a major challenge: the absence of a local institution that could provide secondary education. Recognizing this urgent need, a group of dedicated and civic-minded individuals—Paz Policarpio-Mendez, Soledad Medina, Francisco Narciso, Teofilo P. Abello, and Ricardo Odulio—joined efforts to establish a school that would serve the educational aspirations of the community's youth. Their vision gave birth to General de Jesus Academy.

The institution was named in honor of General Simeon de Jesus, a distinguished son and hero of San Isidro who was executed by the Japanese forces at Fort Santiago during World War II. General de Jesus was among the most outstanding graduates of the Philippine Constabulary Academy, now known as the Philippine Military Academy.

General de Jesus Academy formally opened its doors in June 1946 in a rented building that once served as the residence of the Moreno family. The school began modestly with seven faculty members, including the principal, and an enrollment of 288 students in the High School Department.

For more than three decades, the institution offered secondary education to the youth of San Isidro and nearby towns. As the educational needs of the community continued to grow, the school gradually expanded its academic offerings.

The following academic programs were opened through the years:

- High School Department – 1946
- Bachelor of Secondary Education (BSED) – 1978
- Bachelor of Elementary Education (BEED) – 1985
- Bachelor of Science in Commerce (BSC) – 1985
- Pre-Elementary Department – 1992
- Elementary Department – 1992
- Senior High School Department – 2016
- Bachelor of Science in Business Administration (BSBA) – 2007

- Bachelor of Science in Accountancy (BSA) – 2008
- Bachelor of Science in Information Technology (BSIT) – 2008
- Bachelor of Science in Accounting Technology (BSAcT) – 2009
- Bachelor of Science in Hospitality Management (BSHM) – 2009
- Bachelor of Science in Accounting Information System (BSAIS) – 2019
- Bachelor of Science in Internal Auditing (BSIA) – 2020
- Bachelor of Science in Management Accounting (BSMA) – 2020

Keeping pace with technological advancements and the changing demands of education, the institution continuously strengthened its curricular offerings and educational services. After fifty years of dedicated service to the youth of San Isidro and neighboring communities, General de Jesus Academy officially became General de Jesus College on August 28, 1997, upon approval by the Securities and Exchange Commission (SEC).

Guided by its commitment to quality education and holistic development, General de Jesus College has consistently produced graduates who excel in academics, leadership, sports, journalism, and various co-curricular competitions. The institution has also maintained commendable performance in professional licensure examinations.

Among the institution's outstanding achievers in the Licensure Examination for Teachers are:

- 1992 – Bernadette Ortinero Gallardo
- 2025 – Melody Jane B. Castro

Likewise, General de Jesus College has produced notable achievers in the Certified Public Accountant Licensure Examination:

- 2013 – Top 7, Carlo de Rueda
- 2023 – Top 18, Jefferson Alvarez
- 2024 – Top 15, Louie Gee Dizon
- 2025 – Top 17, Edward Pueblo

These accomplishments reflect the institution's enduring commitment to academic excellence, professional competence, and quality instruction.

General de Jesus College has consistently pursued academic excellence through voluntary accreditation, demonstrating its dedication to quality assurance, institutional effectiveness, and continuous improvement. The institution's accreditation journey formally began in 2002 under the Association of Christian Schools, Colleges and Universities–Accrediting Council, Inc. (ACSCU-ACI).

The first programs submitted for accreditation were the High School and Education Programs. In August 2002, GJC underwent its Preliminary Visit, followed by the Formal Survey Visit conducted on February 16–20, 2004. As a result, the High School and Education Programs were granted Level I Accredited Status in 2004.

In 2007, the High School and Education Programs achieved Level II Re-accredited Status. During the same year, the Business Administration Program underwent its Preliminary Survey Visit as part of its application for accreditation.

The Business Administration Program was granted Level I Accredited Status in 2009. In 2012, the Education Program advanced to Level III Re-accredited Status, while the High School Program maintained its Level II Re-accredited Status. The Business Administration Program likewise achieved Level II Re-accredited Status during the same year.

In 2014, the High School Program achieved Level III Re-accredited Status. Three years later, in 2017, the Education Programs sustained their Level III Re-accredited Status, the High School Program maintained its Level III status, and the Business Administration Program was granted Level III Re-accredited Status.

Also in 2017, the Accountancy and Accounting Technology Programs received Candidate Status and successfully completed their Preliminary Survey Visit. In 2018, both programs achieved Level I Accredited Status.

The institution continued its quality assurance initiatives in 2022 when the Accountancy and Accounting Technology Programs advanced to Level II Re-accredited Status and was invited to apply for Level III Status. After submitting the requirements, ACSCU-ACI granted the Accountancy and Accounting Information System Programs were granted Level III Re-accredited Status.

A major milestone in GJC's accreditation journey took place in 2023 Re-survey Visit conducted from March 29–31, 2023. Following this evaluation:

- The Junior High School Program maintained its Level III Re-accredited Status;
- The Education Programs sustained their Level III Re-accredited Status;
- The Business Administration Program maintained its Level III Re-accredited Status.

At present, the following academic programs enjoy Level III Accredited Status:

- Junior High School Program
- Elementary Education Program
- Secondary Education Program
- Accountancy Program
- Accounting Information System Program
- Business Administration Program

The accreditation journey of General de Jesus College reflects its unwavering commitment to excellence, continuous institutional growth, and transformative education. Through accreditation, the institution has strengthened its academic programs, enhanced educational standards, and reinforced its mission of providing quality and relevant education to the community.

General de Jesus College further expanded its vision through internationalization initiatives which officially began in 2023 under the leadership of Dr. Jeffrey P. Franco. Through strategic global partnerships and academic collaborations, the institution established Memoranda of Agreement with several universities

abroad, including Universitas Muhammadiyah Kendari, Universitas Muhammadiyah Luwuk, and Universitas Puangrimalatung in Indonesia; Management and Science University in Malaysia; and Chaoyang University of Technology in Taiwan.

These international partnerships aim to strengthen academic cooperation, faculty and student exchange, collaborative research, cultural understanding, and global competitiveness among GJC students and educators.

From its humble beginnings as a small post-war academy with seven faculty members and 288 students, General de Jesus College has grown into one of the leading educational institutions in the province. As of 2025, the institution now serves approximately 4,800 students and is supported by around 200 employees composed of administrators, faculty members, and non-teaching personnel. Faithful to the vision of its founders, the institution continues to provide accessible, relevant, and quality education while remaining responsive to the changing needs of society.

General de Jesus College is a stock, non-sectarian educational institution governed by a nine-member Board of Directors. At present, the Chairman of the Board is Mr. Angelo Mendez, while the President and School Head is Dr. Jeffrey P. Franco.

THE GJC HEART FRAMEWORK

The GJC HEART Framework serves as the institution's integrated strategic quality, governance, operational, monitoring, evaluation, and continuous improvement framework. It establishes a unified institutional performance management system that aligns all academic, administrative, research, extension, and support operations with the institutional Vision, Mission, Goals, and Objectives (VMGO), strategic priorities, quality assurance systems, and global educational standards.

The HEART Framework shall officially adopt the following institutional meanings:

Letter	Meaning
H	Holistic Human Development through Access, Inclusion, and Community Engagement
E	Excellence in Instruction, Student Services, and Research
A	Agile and Adaptive Systems and Processes
R	Responsive Resource Management
T	Transformative Leadership and Teamwork

EDUCATIONAL ORGANIZATION MANAGEMENT SYSTEM (EOMS) POLICY

General De Jesus College (GJC) is committed to providing quality, inclusive, equitable, and learner-centered education that responds to the needs and expectations of its learners and other stakeholders. Guided by the College's Educational Philosophy, Vision, Mission, Core Values, HEART Framework, Strategic Direction, and relevant Sustainable Development Goals (SDGs), the College implements an **Educational Organization Management System (EOMS)** in accordance with **ISO 21001:2018**.

The EOMS provides a systematic framework for managing and continually improving the College's educational products, services, processes, and support systems. It promotes learner satisfaction, stakeholder engagement, accountability, innovation, compliance, sustainability, and continual improvement across the institution.

Through the EOMS, General De Jesus College commits to the following:

1. Quality Education
2. Learner-Centered Approach and Learner Satisfaction
3. Continual Improvement
4. Compliance and Accountability
5. Stakeholder Engagement
6. Educational, Scientific, and Technological Development
7. Intellectual Property and Knowledge Management
8. Social Responsibility, Sustainability, and SDG Alignment
9. Framework and Leadership Commitment

PHILOSOPHY

The development of morally upright, civic-minded and useful citizenry is the responsibility of any educational institution.

VISION

General de Jesus College as a leading educational institution in Central Luzon producing graduates imbued with discipline, integrity and excellence that they may contribute to local, national and global development goals.

MISSION

General de Jesus College is committed to producing graduates instilled with life and career competencies and essential values that they may become useful and productive citizens

CORE VALUES

Discipline: The consistent practice of self-control, responsibility, respect for rules, regulations, laws and decorum, perseverance and resilience, acceptance of correction with humility, willingness to improve, and commitment to personal and collective goals to grow, learn, and serve others effectively.

Integrity: The adherence to honesty, compassion, fairness, transparency, and ethical behavior where one's words are aligned with actions and decisions are guided by values rather than convenience in every endeavor.

Excellence: The consistent pursuit of the highest standards in teaching, learning, service and leadership, which goes beyond the minimum requirements, thus, actively fostering a culture of continuous improvement and the habit of giving one's best.

**For
God and Country**

INSTITUTIONAL GOAL

It is the goal of the General de Jesus College to provide quality education to students through a well-trained academic management team, affective teaching and non-teaching personnel, and a program of continuous growth for faculty, staff and students.

INSTITUTIONAL OBJECTIVES

General de Jesus College aims to:

- I. Empower learners with **21st-century skills** essential for success in local and global contexts, including **leadership, communication, collaboration, creative and critical thinking, and technological proficiency.**
- II. Cultivate **holistic student development to make the students future-ready** by providing them diverse learning experiences that cater to their interests and needs, fostering academic, personal, and social growth.
- III. Create a **supportive and inclusive learning environment** that promotes the well-being of all learners by fostering a **safe, engaging campus community.**
- IV. Forge **strategic partnerships with local, national, and international institutions and communities, alumni, industry partners and other stakeholders** to enrich student experiences in academics, culture, and research, and other areas vital to their growth.
- V. Provide a **strong faculty and staff development program** by continuously enhancing their skills and knowledge, emphasizing leadership development, to deliver high-quality instruction and services.

- VI. Promote **technological innovation** and enhance learning facilities **by investing in state-of-the-art technology and infrastructure** to support innovative teaching and learning practices.

HIGH SCHOOL OBJECTIVES

1. To make the students productive global citizens by:
 - developing their communication and interpersonal skills and by instilling among them personal and social responsibility;
 - enhancing their higher-order thinking and sound reasoning skills that they may become inventive, reflective and creative thinkers;
 - providing them the basic scientific, mathematical, and technological literacies that will prepare them for the global community;
 - engaging them in various curricular and co-curricular activities that will enrich their ability to create relevant, high-quality outputs through their effective use of real-world tools and through their capability to prioritize, plan and manage;
2. To instill among its students the right sense of values and attitudes for their personal growth;
3. To inculcate among them love of country and fellowmen;
4. To imbibe among them spiritual values that they may
5. To offer the college preparatory academic, secondary course to the young people of San Isidro and nearby communities at minimum cost to their parents

I. REQUIREMENTS FOR HIGH SCHOOL ENROLLMENT

A. OLD STUDENTS

1. Form 138 (Report Card) signed by the principal
2. Interview with guidance counsellor upon the recommendation of the former adviser and teachers

B. INCOMING GRADE 7 AND GRADE 11 STUDENTS

1. Original copy of Form 138 signed by the principal
2. Photocopy of birth certificate issued by the PSA
3. Certification of good behavior during his/her stay in school last attended signed by the principal or guidance counsellor
4. For grade 11 Stem Student, a grade of 85 and above in Mathematics and Science subjects

C. TRANSFEREE

1. **Filipino students from schools within the Philippines**
 - a. Original copy of Form 138 (Report Card) signed by the principal of the former school
 - b. Certification of good behavior during his/her stay in school last attended signed by the principal or guidance counsellor
 - c. General average not lower than 80% and with no failing grade in any subject
 - d. Written conformity with school rules and regulations attested to by the parent or guardian
 - e. Photocopy of birth certificate issued by the PSA
 - f. ESC certification with ESC ID number (if an ESC grantee)
 - g. Interview with the principal or the guidance counsellor

2. Filipino students from foreign countries

- a. Academic records showing grade/year level finished
- b. Written conformity with school rules and regulations attested to by the parent/guardian
- c. Interview with the principal or the guidance counsellor

A. MARRIED STUDENTS

1. Certified photocopy of marriage contract in addition to the requirements specified in the student's classification

II. ENROLLMENT PROCEDURE

A. OLD STUDENTS

1. Proceed to the Enrollment Room and present form 138 for assessment and ESC /Voucher Verification.
2. After the assessment, proceed to the Enrolment Hub for discounts and others.
3. Pay miscellaneous and tuition fees at the cashier.

B. INCOMING GRADE 7 AND GRADE 11 STUDENTS

1. The Marketing Staff and Registrar Staff publish and disseminate the enrollment requirements, procedures, schedules, and relevant guidelines through the school's official communication channels.
2. The student, parent, or guardian proceeds to the Enrollment Hub and submits the required enrollment documents to the Guidance Personnel.
3. The Guidance Personnel verifies the submitted documents for initial completeness and provides the Enrollment Form to the student, parent, or guardian for completion.
4. The student completes the Enrollment Form and submits it to the assigned personnel for encoding.

5. The student proceeds to the Assessment Personnel for the assessment of applicable tuition fees and discounts.
6. The student proceeds to the Cashier to pay the assessed tuition and other applicable fees and confirms the enrollment.
7. Upon successful completion of the requirements, assessment, and payment, the student is officially enrolled in the institution.

C. TRANSFEREES

1. Filipino students from schools within the Philippines

- a. Present Form-138 (Report Card) duly signed by the principal, certificate of good character and PSA to the High School Guidance Counsellor. Interview of the applicant with either of the parents will also be done on this schedule.
- b. Present the agreement form to the principal for signing
- c. Proceed to the enrollment room to get a registration form
- d. Fill out the registration and agreement forms completely and accurately
- e. Submit the duly accomplished enrollment form to the encoder for ESC and Voucher verification.
- f. Proceed to the Enrolment Hub.
- g. Pay the miscellaneous and tuition fees at the cashier.

2. Filipino students from foreign countries

- a. Present academic records to the principal to determine the year placement. The guidelines from DECS Order No. 26, s 1994 (unless superseded by new DepEd ruling to the effect) will

be followed in determining year level in which to place the transferee. Interview of the applicant plus either of the parents/guardian will be done on the same schedule.

- b. Proceed to the enrolment room to get a registration form
- c. Fill out the registration form completely and accurately
- d. Proceed to the Enrollment Hub.
- e. Pay the miscellaneous and tuition fees at the cashier.

D. SECTIONING

To ensure fairness and academic alignment, the school follows a structured and performance-based system of sectioning across all grade levels. The criteria are based on academic performance, entrance examination results, and official certifications where applicable.

I. Incoming Grade 7

- Students shall be ranked and sectioned based on the combined results of the school's official Entrance Examination and their Grade 6 General Average, as reflected in the latest Form 9 (Report Card). The final score shall be computed and ranked up to three (3) decimal places.
- Students who graduated as Top 1 from their previous school shall be automatically placed in Section 1, provided they submit an official Certification of Academic Rank issued by their previous school, duly signed by the School Head or Principal. This privilege shall apply only if the total number of graduating class is (30) and up.
- Students who graduated as Top 2 may also be considered for placement in Section 1 provided

they have a high entrance exam score and competitive general average.

II. Grade 8 to 10 & 12

Students in Grades 8, 9, 10, and 12 shall be sectioned based on their General Weighted Average (GWA) from the previous school year.

- Section 1 will be composed of the Top 45 students, ranked according to their GWA
- Section 2 and the succeeding sections shall also follow the academic ranking; however, considerations shall be made to balance the number of male and female students in the remaining sections per year level.

III. Incoming Grade 11

- Incoming Grade 11 students shall be sectioned within their respective clusters based on Entrance Examination Score and Grade 10 General Average.
- Section 1 will be composed of the Top 45 students, ranked according to their GWA.
- Section 2 and the succeeding sections shall also follow the academic ranking; however, considerations shall be made to balance the number of male and female students in the remaining sections per year level.

III. SCHOOL UNIFORM

All students are required to wear the proper school uniform while on campus from Monday to Friday. Changing into civilian clothes without permission from school authorities is not allowed. Students must wear the uniform that corresponds to their biological sex at birth. Cross-dressing or wearing the uniform designated for the opposite sex is strictly prohibited.

1. Prescribed Uniform for Boys

Conservative cut, neither too loose nor too tight, dark moss green linen pants; white polo jacket with school pin on the left-hand corner of his collar, black leather shoes and plain white/black socks. Rubber shoes may be worn during PE class only.

2. Prescribed Uniform for Girls

For girl's uniform, please see the attached cut/ design (see appendix) and black, flat leather shoes and white socks.

IV. HAIRCUT

All students are expected to maintain a neat and clean appearance as part of upholding the school's standards of discipline and decorum. Hairstyles must be appropriate and in accordance with the student's biological sex at birth.

GIRLS

Neatly combed, maybe clipped, braided, pony-tailed or with front bangs as long as these do not cover eyebrows. Coloring of hair is not allowed.

BOYS

Front hair should be above mid-forehead with bangs one inch above eyebrows, proportional all over and ducktails.

Coloring of hair is not allowed while the use of hair gel is allowed. Hair must not touch the collar.

EMO-style haircut is not allowed.

V. No ID No Entry POLICY

Students are required to carry their school ID at all times. They will not be allowed to enter the school without ID.

VI. WITHDRAWAL POLICY

Withdrawal is the act of terminating the student's relationship with the school either by transferring to another school or dropping-out of the roll during or before the school year begins.

If the withdrawal of the student is made **before the opening of classes**:

1. A letter containing one's intention to withdraw and his/her reason for such must be prepared in triplicate and must be addressed to the principal.
2. A copy of the withdrawal letter duly signed by the principal must be presented to the Finance Department in order to determine the amount of refund to be refunded if there is any.
3. A date will be given by the cashier in which one can claim their refund if there is any.

If withdrawal is made **after the opening of classes**:

1. Inform his/her respective adviser of his/her intention to withdraw.
2. A letter containing one's intention to withdraw and his/her reason for such must be prepared in triplicate and must be addressed to the principal and duly noted by the Finance Manager. The actual date of withdrawal must be indicated in the letter.
3. Proceed to the Finance Department for the clearance and request for refund based on the rule on refund of the fees.
4. Proceed to the Registrar's Office for your credentials.
5. Complete the clearance.
6. Return the clearance to the respective cashier. A date will be given by the cashier in whom one can claim their refund if there is any.

Refund Fees

School fees already paid may be refundable or non-refundable based on the following schedule:

A. Tuition Fees	Percent of Refund
• Before opening of classes	100%
• After opening of classes	
First Week	90%
Second Week	70%
Beyond Two Weeks	no refund

Miscellaneous Fees

- Before the opening of classes Total miscellaneous fee except the Registration fee
- After the opening of classes No refund

B. Tuition Fees

• ID	Can be refundable only if the ID has not been made
• Test Paper	Pro-rata based on the month the enrollment was withdrawn
• Aircon/Generation Charges	Pro-rata based on the month the enrollment was withdrawn

- ❖ Students withdrawing after the second week will be charged the whole tuition fee, miscellaneous, and other fees for one school term.
- ❖ If the student transfers to another school within the school year, he/she will be charged with the full tuition fee, miscellaneous, and other fees for the school year.

VII. STUDENT'S FEES

General de Jesus College follows a schedule of tuition fees, miscellaneous fees and other school fees duly noted and approved by the Department of Education (DepEd).

VIII. MODE OF PAYMENT

Miscellaneous fees and other fees must be paid in full upon enrolment.

Tuition fees are payable in cash and maybe paid in full or in installment basis. Check payment in compliance in the bank requirements is accepted. Checks must be made payable to GENERAL DE JESUS COLLEGE, INC. Post-dated checks are not accepted.

If the mode of payment is on installment basis, payment should be made on or before the due date of each installment. If the student fails to pay at the end of each respective month to be paid, a 10 (ten) day grace period will be given.

IX. SURCHARGE

A surcharge is collected on an unpaid school fee for the month after the ten (10) -day grace period.

A 2% surcharge will be added to the unpaid school fees. This amount is to be charged monthly until the payment is settled. (e. g. 1st installment tuition fee due on or before August 10 was paid only in September 30; surcharge will be 2% for the 1st installment.

X. UNSETTLED ACCOUNTS

General de Jesus College reserves the right to deny students of their credentials like Form 138 (report card) and other certifications for failure to settle their unpaid balance.

XI. DISCOUNTS ON TUITION FEES

A. CASH DISCOUNTS ON CASH PAYMENTS

1. Three percent (3%) tuition fee discount will be given to those who will pay in full of their annual tuition fees within 30 days from the opening of classes.
2. One-point five percent (1.5%) tuition fee discount will be given to those who will pay in semestral term:
 - a. First semi-annual tuition fees (August to December) on or before September 15;
 - b. Second semi-annual tuition fees (January to April on or before January 31 of the corresponding school year.)

B. SPECIAL DISCOUNTS

1. Academic Discount

- Academic Merit Scholarship
(Elementary Graduating Students)
 - a. Graduating Class Size: 49 and below
Rank 1 — 25% tuition fee discount
Rank 2 — 12.5% tuition fee discount
 - b. Graduating Class Size: 50 and above
Rank 1 — 50% tuition fee discount
Rank 2 — 25% tuition fee discount

2. Academic Merit Scholarship (Junior High Graduating Students)

- a. Graduating Class Size: 99 and below
Rank 1 — 25% tuition fee discount
Rank 2 — 12.5% tuition fee discount

3. Incoming Grade 12 (GJC students)

Ranked 1 in their strand- 50%

- ❖ In case of a tie, discount will be divided among the students

4. Academic Excellence Incentive (Internal Students)

This applies to currently enrolled students of the institution in the following grade levels:

Grades 2, 3, 4, 5

Grades 8, 9, 10

Grade 12

Benefit:

- Rank 1 — 50% tuition fee discount

Conditions:

- Must be a bona fide student of the institution (General de Jesus College)
- Ranking must be certified by the school administration
- Discount applies to the immediately succeeding academic term

5. Other Discount Programs

a. Loyalty Discount

- 5% tuition discount per semester for eligible Senior High School graduates of the institution

b. Cash Payment Discounts

- Annual Payment — 3% discount (paid one month before the academic year)
- Semi-Annual Payment — 1.50% discount (paid one month before the semester)

c. Sibling Discounts

- **Third child — 15% discount**
- **Fourth child — 25% discount**
- **Fifth child — 30% discount**

Requirement: Supporting documents must be submitted for verification and approval.

d. Employee-Related Discounts

- 50% tuition fee discount per enrolled child of permanent employees
- Applicable only to permanent employees

- Processed through the Human Resources Office

XII. NORMS OF CONDUCT

The student's registration of enrolment at General de Jesus College is an expression of his/her willingness to abide by all its prevailing rules and regulations.

A. GOING TO CLASSES

1. Students should enter the campus as soon as they arrive for their own security and protection. They should not loiter outside the gates.
2. Respect to the security personnel and compliance with pertinent gate guidelines are also expected.
3. When the bell rings, students should go to their respective classes immediately and quietly.

B. FLAG CEREMONY

1. The flag ceremony shall be conducted every Monday at 7:40 A.M. for both Junior High School and Elementary levels.
2. Students must stand at attention as they recite the Pledge to the flag.
3. After the flag ceremony, students must proceed to the classrooms quietly maintaining straight lines.
4. Flag retreat (for those have the last period in the afternoon) is held every Friday afternoon at 4:30.

C. IN THE CLASSROOM

1. Students should take care of belongings. Any loss should be reported immediately to the adviser and/or subject teacher. Lost and found items should be given to the adviser, subject teacher or guidance counselor.
2. Silence and order should be maintained in the classroom whether the teacher is present or not.

3. Bringing personal valuables like jewelry and other latest gadgets are discouraged. The school will not be held responsible for their loss.
4. The school encourages wholesome interaction among boys and girls. However, any public display of affection and undignified conduct is strongly discouraged. Violators will be punished accordingly.
5. During class hours, no student may leave the room except when very necessary and with permission from the teacher.
6. Students should keep the classroom clean and orderly at all times. Before leaving, chairs should be well arranged and the surrounding area clean.
7. The class monitor will be in-charge of turning on the lights and electric fans and turning them off after classes.

D. IN THE CAMPUS

1. Politeness requires students to stand when:
 - a. teachers enter and leave the room
 - b. other school personnel enter and leave the room
 - c. asking or answering questions from teachers
2. Politeness forbids:
 - a. laughing at a classmate's mistakes
 - b. rude and unnecessary comments
3. Keep surroundings clean. Do not litter; instead throw all rubbish into the trash can.
4. All disorderly conducts and acts of vandalism are not allowed.
5. Except in case of emergency, office phones are strictly for office use only. Students may use the phone with permission from the office personnel.
6. Loitering, talking aloud, smoking, eating, sleeping and littering in the campus are strictly prohibited.

E. IN THE LIBRARY

1. Library Rules

Student must:

A. Borrowing Books

1. All borrowers must log in at the Student Attendance Station before entering the library.
2. Bags and other personal belongings must be deposited at the designated Depository Area before using the library.
3. Borrowers may locate books through the librarian or by using the Online Public Access Catalog (OPAC) or the self-checkout system.
4. Students are allowed to borrow a maximum of two (2) books at any given time.
5. All books and library materials must be properly checked out at the Circulation Desk and stamped with the official due date before leaving the library.
6. Reference books, bound and unbound periodicals, journals, newspapers, and other reference materials are for library use only. Requests for photocopying must be approved by the librarian and must comply with applicable copyright regulations.
7. Borrowed library materials are issued only to the registered borrower and must not be transferred, lent, or assigned to another person.

B. Returning Books

1. All borrowed materials must be returned on or before the assigned due date.
2. Books must be returned directly to the Circulation Librarian for proper recording and processing.
3. Library materials must not be returned directly to the bookshelves.
4. Overdue materials shall be subject to a late return fine of Five Pesos (₱5.00) per book per day until the materials are returned or the obligation is settled.

C. Renewing Books

1. Borrowers who need additional time may request the renewal of borrowed materials before the due date.
2. For onsite renewal:
 - The book must be presented to the librarian.
 - Renewal shall be granted only if:
 - a. there is no existing reservation or request for the material; and
 - b. the borrower has no outstanding library obligations.
3. Borrowers who cannot visit the library may request renewal through the official GJC College Library Facebook Page by providing their Name, Year Level, Course/Section, and the details of the book to be renewed.

D. Lost or Damaged Books

1. Borrowers must immediately report any lost or damaged library material to the librarian.
2. Lost materials shall be replaced with the same title and latest available edition, or the borrower shall pay the replacement cost as determined by the library.
3. Damaged materials shall be assessed by the librarian. Depending on the extent of the damage, the borrower may be required to:
 - pay the corresponding damage fee; or
 - replace the material if it is no longer suitable for circulation.
4. Failure to report lost materials does not exempt the borrower from overdue fines, which shall continue to accumulate until the matter is resolved.

E. Proper Use of the Library

To maintain a safe, orderly, and conducive learning environment, all library users shall:

1. Observe silence and avoid unnecessary noise.
2. Maintain proper conduct and respect the rights of other library users.
3. Seek assistance from the librarian whenever needed.
4. Use library computers, internet facilities, and other equipment responsibly and only for educational and research purposes.
5. Follow all instructions issued by authorized library personnel.

F. Care and Preservation of Books

All library users are responsible for preserving library resources.

1. Handle books and other library materials with care.
2. Do not write, underline, highlight, tear, fold, or mark library materials.
3. The following penalties shall apply:
 - ₱1.00 for every folded page;
 - ₱5.00 for every marked page; or
 - payment of the replacement cost or replacement of the material if the damage is determined to be extensive.
4. Keep library materials clean, dry, and free from any damage.

G. Use of Digital Library Resources

The GJC Library provides access to electronic information resources to support teaching, learning, and research.

1. Students are encouraged to use the GJC Digital Library databases, including GALE, ENCLEAR, and IGLibrary, for academic and research purposes.
2. Instructions for accessing these databases are available through the official GJC College

Library/High School Library Facebook Page and through instructional video tutorials.

3. Students may also seek assistance from library personnel regarding access and use of digital library resources.
4. Access links and announcements may also be found on the library bulletin board within the campus.

DIGITAL LIBRARY ACCESS

Scan the QR Codes Below

GALE DIGITAL LIBRARY RESOURCE 1	GALE DIGITAL LIBRARY RESOURCE 2
	

H. Failure to settle Library obligations

Students who fail or refuse, without valid reason and after due notice, to settle outstanding library fines, lost or damaged materials, or other library obligations shall:

1. Have their library borrowing privileges suspended until all obligations have been settled.
2. Be ineligible for the issuance of a Library Clearance, which may affect enrollment, graduation, release of records, and other school transactions requiring such clearance.

F. RECESS AND LUNCH BREAKS

Student must:

1. Use the comfort rooms properly and attend to personal necessities during these breaks.
2. Maintain an orderly line while waiting for service.

3. Throw all wastes in the appropriate trash cans.
4. Show courtesy, politeness, and respect to all canteen personnel.
5. Refrain from committing any act of vandalism in CR, canteen and rest areas.

G. SCIENCE LABORATORY

GENERAL GUIDELINES FOR SCIENCE LABORATORY

Students must:

1. Safety First

- a. Wear appropriate safety gear: lab coats, gloves, safety goggles, and closed-toe shoes.
- b. Know the location of safety equipment: fire extinguishers, safety showers, eyewash stations, and first aid kits.
- c. No eating, drinking, or chewing gum in the laboratory.
- d. Tie back long hair and avoid loose clothing that could catch on equipment.

2. Follow Instructions

- a. Read all procedures carefully before starting the experiment.
- b. Ask questions if you're unsure about any steps or instructions.
- c. Follow protocols for handling chemicals and equipment strictly.
- d. Never perform unauthorized experiments or deviate from assigned procedures.

3. Chemical Handling

- a. Label all chemicals clearly and store them appropriately.
- b. Handle chemicals with care: always add acid to water, not the reverse, to avoid splashing.

- c. Use fume hoods when working with volatile substances.
- d. Dispose of chemical waste as instructed, never down the sink unless explicitly allowed

4. Equipment Use

- a. Handle equipment with care and use it as instructed.
- b. Report damaged equipment immediately and avoid using malfunctioning devices.
- c. Clean and return equipment to its proper place after use.

5. Behavior in the Lab

- a. Stay focused and avoid distractions: no horseplay or running in the lab.
- b. Work in teams if required, but keep talking to a minimum and only relevant to the experiment.
- c. Keep your workspace tidy and clean spills immediately.

6. Emergency Procedures

- a. Familiarize yourself with emergency exits and evacuation routes.
- b. Report accidents or injuries immediately to the supervisor.
- c. Know how to respond in case of fire, chemical spill, or injury.

7. Handling Glassware

- a. Check glassware for cracks before use.
- b. Use proper techniques for handling hot glassware—allow time to cool before touching.
- c. Dispose of broken glass in designated containers.

8. Documentation and Reporting

- a. Keep accurate records of procedures, observations, and results in your lab notebook.
- b. Report any discrepancies in data immediately.

- c. Label all samples and test tubes properly to avoid confusion.

H. COMPUTER LABORATORY

Student must:

1. Not bring or consume food, drinks, or snacks inside the Computer Laboratory.
2. Maintain silence or speak softly to help preserve a conducive learning environment.
3. Use only the computer workstation assigned to them and not transfer to another workstation without the permission of the teacher or laboratory personnel.
4. Not modify any computer settings, including the desktop wallpaper, display preferences, or other system configurations.
5. Not place heavy objects on top of computers, monitors, keyboards, or other laboratory equipment.
6. Not unplug or disconnect any cables, wires, or peripheral devices without prior authorization from the teacher or laboratory personnel.
7. Save their work and close all applications before leaving their assigned workstation.
8. Properly log off or shut down the computer as instructed by the teacher or laboratory personnel.
9. Ensure that they have taken all their personal belongings and left their assigned workstation clean and orderly before leaving the Computer Laboratory.

I. KITCHEN LABORATORY

Students must:

1. Always be aware of the surroundings and any potential hazards in the kitchen.
2. Keep floors clean and dry to prevent slips and falls.

3. Wear appropriate safety gear, such as an apron, face mask, hairnet, and kitchen gloves.
4. Wash hands thoroughly before and after handling food.
5. Wear a clean apron and tie back long hair.
6. Avoid wearing jewelry while preparing or handling food to prevent contamination.
7. Always inspect kitchen equipment before use to ensure it is in good working condition.
8. Clean and sanitize work surfaces, tools, and equipment before and after each use.
9. Dispose of waste properly by separating biodegradable waste from recyclable materials.
10. Be familiar with the location and proper use of fire extinguishers.
11. Avoid overloading electrical outlets, and do not use equipment with damaged or worn-out electrical cords.
12. Keep flammable materials away from stovetops and other heat sources.

XIII. GENERAL CLASSROOM POLICIES

A. Grooming & Uniform Policy

1. Makeup Policy

- Elementary and Junior High School students are **strictly prohibited** from wearing makeup. Confiscation of makeup will occur if it is seen or found in the student's possession.
- Senior High School students are allowed to wear light, natural-looking makeup only.

2. Uniform Standards

All students must wear the proper school uniform on campus during school days including Saturdays, as

specified in the school calendar, in line with their biological sex. Cross-dressing is strictly prohibited.

1. Students must not use dress pins or clips to excessively tighten or reshape uniforms. Proper fit must follow student handbook guidelines. Specifically, skirt length must be maintained at 2½ to 3 inches below the knee.
2. Boys must wear black leather shoes with plain white or black socks. Girls (JHS) must wear black flat leather shoes with white socks. For Senior High School (SHS) girls, 1-inch heels are allowed, and they must wear foot socks only.
3. Students must wear the prescribed uniform on regular class days. The PE uniform is only for PE classes. Wearing it on non-PE days will result in an “Incomplete Uniform” mark. If periodical test falls on a PE day, students may wear the PE uniform.
4. Students who come to school wearing a printed white shirt, colored shirt, PE shirt with maong pants, or other attire that is not in accordance with the prescribed school uniform shall be considered wearing an incomplete or improper uniform. Such students shall still be allowed to enter the school premises and attend their classes; however, the uniform violation shall be documented and addressed in accordance with the applicable school disciplinary procedures.

Repeated or habitual violations of the uniform policy shall be considered a Light Offense and shall be subject to the appropriate school disciplinary procedures.

5. If a student needs to change after PE class, they should wear a white shirt that is loose-fitting and not a

bodycon style—clothing that fits very closely to the body.

6. Pants must NOT be altered into “baston” or overly slim styles. Only the standard size/design issued by the school is allowed.

B. Leaving the Classroom

1. Students must ask permission from the teacher before leaving the classroom and return within 5 to 10 minutes, depending on the reason (e.g., restroom, clinic, or canteen). Any student staying out longer without a valid reason will be dealt accordingly. The teacher has the right to approve or deny leave requests based on classroom activities, assessments, or student behavior.
2. The class secretary will record all student time-outs and time-ins. Students must notify the secretary upon returning. If a student exceeds the allotted time, the secretary will report to the teacher, noting any emergencies or valid reasons beforehand.
3. Leaving the classroom during class hours should be kept to a minimum. Frequent requests may require justification and could be denied if deemed disruptive or habitual.
4. In the event of an emergency that requires a student to leave the school premises, only the parent or legal guardian is authorized to fetch the student, assisted by the adviser upon releasing the student. The parent or guardian must present valid identification and sign the logbook at the guard post before the student is released.
5. If a student claims to feel unwell and needs to go to the clinic, he/she must be escorted by the school nurse or the teacher.

C. Lost Items Policy

The Guidance Office manages the Lost and Found system, handling items like cell phones, wallets, gadgets, jewelry, ID cards, notebooks, bags, and uniforms. All data will be kept confidential and used only for identification, reporting, and return, in compliance with data privacy laws.

1. Students must immediately report and return lost items to the Guidance Office and log the details.
2. All items will be recorded and safely stored by the Guidance Office. Owners will have 30 calendar days to claim them.
3. Unclaimed items will be turned over or donated to the adopted community, school outreach, or disposed of responsibly.

D. Surveillance Footage Review

1. Only the HR Department is authorized to access and review CCTV footage.
2. Access to footage may be granted through formal written request submitted to the HR Office.
3. The party requesting to view or copy CCTV footage must complete a form from the HR Office. Footage will only be reviewed in connection with official investigations or reported incidents handled by the Behavior Management Office.

E. Conduct of Examination

A. Before the Examination

1. Examination dates must be announced in advance. Students are expected to prepare accordingly and take note of exam coverage and materials needed.
2. Teachers should inform students of their tuition fee obligations. In case a student fails to pay on time, he or

she must present an official receipt as proof of payment.

3. Students must bring only authorized materials (pen, pencil, eraser, calculator if permitted, etc.)
4. Students must follow the seating arrangement set by the teacher to maintain integrity during exams. Changing seats while the exam is ongoing is strictly prohibited.

B. During the Examination

1. Latecomers may be allowed to take the exam only within 15 minutes of the allotted time and at the discretion of the teacher.
2. All gadgets, including mobile phones and smartwatches, must be turned off and kept away from the student's reach. All bags must be placed properly in front of the classroom before the start of the exam.
3. Students are discouraged from leaving the room when the exam is on-going.
4. All exam papers must be properly labeled (name, date, section, etc.) and submitted before leaving the room. No papers should be taken out of the room.
5. Examinations shall not be administered ahead of the scheduled date under any circumstances.

C. After the Examination

1. Students are advised not to discuss answers outside the room during the exam, especially if they finish earlier than the rest of the class, to maintain fairness.
2. After the exam, the adviser must account for all test papers, including unused ones. Any discrepancy must be documented and reported immediately.
3. A missed exam shall be rescheduled by the subject teacher the following week.

F. Handling of Examination Papers

A. Receiving Exam Papers from Subject Teachers

1. Subject teachers must personally hand over exam papers stapled or folded to the adviser with the following information: Subject, Year level/section, Number of test papers and Date and time of exam.
2. Exam papers must be stored in a secure, locked cabinet or envelope until the scheduled examination day.

To maintain the integrity and confidentiality of examination materials, students and parents/guardians are strictly prohibited from entering the faculty room a week before and during examination week. Any request or concern must be communicated through the class adviser or designated personnel outside the faculty premises.

B. Returning Exam Papers to Subject Teachers

1. Completed exam papers must be returned to the respective subject teachers within the same day or next working day. Indicate the names of absentees during the exam.
2. All exam papers must be handled confidentially and no student shall turn over the test paper to the subject teacher.
3. A student should not be allowed to check the test papers of the entire class.
4. The subject teacher must verify and count all test papers upon return.

G. Procedure for Handling Habitual Tardiness

1. Students with a first-period class must be in the classroom before the start of the lesson. Those who arrive more than fifteen (15) minutes late without a valid

reason shall remain in the library until the end of the first period and secure an admission slip from the library personnel. The admission slip must be signed by their adviser or subject teacher before they are admitted to their succeeding class.

2. Students who arrive so late that they miss the first two class periods of either the morning or the afternoon session, whether due to tardiness or any other reason, shall be marked absent for the entire session. Students who are declared absent for the session shall report to the library to secure an Admission Slip, which must be signed by their adviser. Students who are absent for the afternoon session shall remain in the library until the end of classes. Before being readmitted to class on the next school day, the student must submit an Excuse Letter signed by the parent or legal guardian.
3. If tardiness occurs for three (3) consecutive instances, the adviser shall inform and call the parent/guardian for a conference and discussion of possible consequences.
4. Continued habitual tardiness shall be referred to the Guidance Office for counselling and appropriate intervention.
5. Continued habitual tardiness shall be referred to the Guidance Office for counselling and appropriate intervention.
6. Teachers may allow late students based on valid reasons; however, all cases of tardiness must be properly recorded and monitored.

Teacher's Discretion

Teachers have the discretion to admit late students and determine whether the reason for being late is valid. However, they must adhere to the school's standard policy

H. Procedure for Handling Absenteeism

1. The class adviser shall monitor and record the daily attendance of students.
2. If a student accumulates three (3) consecutive or total absences, the adviser shall immediately inform the parent/guardian through a notification letter or any appropriate means of communication to address and prevent further absenteeism. The student must also present an admission slip signed by the parent/guardian upon returning to school.
3. For repeated or continuous absenteeism, the adviser shall invite the parent/guardian for a conference to discuss corrective measures. If the absences persist or reach four (4) to nineteen (19) days, the adviser shall coordinate with the Guidance Counselor for further intervention, counselling, and monitoring.
4. If the student accumulates twenty (20) or more absences, the parent/guardian shall attend a conference with the Behavior Management Head, and the student shall be referred to the Guidance Office for intensive counselling. A home visitation may also be conducted if the parent/guardian cannot attend the conference.
5. All communications, conferences, counselling sessions, and interventions shall be properly documented and monitored by the adviser and concerned offices for reference and follow-through actions.

I. Guidelines on Parents Requesting a Meeting with the Adviser/ Teacher

To ensure productive and respectful communication between parents and teachers.

1. Parents must schedule an appointment in advance to meet with teachers. Appointments may be arranged through the school office, email, or the school's official communication platform.
2. The parents should present an appointment confirmation (printed or digital) to the security guard.
3. The meeting should be held during the teacher's free period or at a time scheduled by the teacher.
4. For urgent issues, parents may contact the teacher promptly.
5. All meetings must be conducted respectfully.
6. Every meeting must be recorded in the Logbook, including the date and time, the concern or topic discussed, and the names and signatures of both the parent and the teacher.

J. Guidelines on Parents Requesting to Communicate with the Student or with their Children

To protect student safety and minimize classroom disruption.

1. The security guard will give the parent a visitor's pass and show them where the teacher's room is. Parents are not allowed to enter the classroom or speak directly to students. Any concerns must be addressed only to the teacher or adviser.
2. A parent is not allowed to talk/confront a student to discuss issues or concerns of his child like fighting, argument and the like. A teacher should not allow to have his student speak directly with the parent.
3. If a parent delivers food, supplies, or a project, the student must be informed beforehand and personally receive the item at the gate. The item shall not be left at the gate or entrusted to security guards.

XIV. BEHAVIOR EXPECTATIONS

A. ATTENDANCE

Regular attendance in all classes is expected of all students. Absences incurred during the school year equivalent to more than 20% of the total number of school days shall be sufficient ground for dropping a student from school. (Education Law and the Private Schools)

The days during which the student is suspended will be counted as absences. Participation in athletic/academic competitions at the district, division, regional or national levels will be considered as excused absences.

When a student returns to school after an absence, he/she should present a letter of excuse duly signed by the parent/guardian to his/her adviser.

Parents/guardians are expected to take it as their responsibility to notify the adviser if their child cannot report for classes. The adviser will then presume that the student is indisposed and is at home if he/she does not report to his/her class.

Suspension of Classes during Typhoon, Heavy Rainfall, Flood and Earthquake

General de Jesus College recognizes that emergencies, disasters, severe weather conditions, health emergencies, and other unforeseen circumstances may disrupt regular school operations. In accordance with the GJC Class Suspension Policy During Emergencies and DepEd Order No. 014, s. 2026, the College shall adopt a safety-centered and localized approach in determining whether

classes should continue, be modified, or be suspended. The safety, well-being, readiness, and actual condition of students, faculty, personnel, and the school community shall always be the primary consideration.

1. Emergency Learning Continuity Levels

To guide the College in determining the appropriate response during emergencies, GJC adopts the following four-level framework:

- **Level 1 – HAYO (CONTINUE)**
Regular classes and school operations shall continue when learners, faculty members, and personnel are safe and conditions remain suitable for learning.
- **Level 2 – HINAY (EASE-IN)**
Classes may continue with appropriate adjustments when there is mild to moderate disruption. Class schedules, activities, attendance, and academic requirements may be adjusted as necessary.
- **Level 3 – HINGA (CHECK-IN)**
When learners or personnel are significantly affected physically, emotionally, or logistically, academic requirements shall be reduced. Priority shall be given to safety, wellness, attendance flexibility, consultation, and recovery support.
- **Level 4 – HINTO (STOP)**
When safety, health, mobility, communication, or access to basic needs is seriously at risk, classes and academic activities may be suspended until conditions become safe and manageable.

Learning Continuity in Emergencies



Hayo / Continue
in-person classroom learning



Hinay / Ease-in
structured distance learning experiences



Hinga / Check-in
check-ins and light distance learning



Hinto / Stop
all forms of learning are suspended

2. Suspension of Classes Due to Typhoons and Tropical Cyclones

The following guidelines shall generally be observed during tropical cyclones:

- a. Tropical Cyclone Wind Signal (TCWS) No. 1 – Kindergarten classes shall be automatically suspended. Appropriate safety measures and alternative arrangements may be implemented for other levels when necessary.
- b. TCWS No. 2 – On-site classes from Kindergarten to Junior High School shall be automatically suspended. Flexible learning arrangements may be utilized when appropriate, and academic workload shall be minimized and focused on essential learning competencies.
- c. TCWS No. 3 – On-site classes and work for all levels shall be automatically suspended. All academic activities shall be suspended, and no synchronous or asynchronous requirements shall be imposed unless authorized after a safety assessment.
- d. TCWS No. 4 and No. 5 – All academic and applicable school activities shall remain suspended while emergency conditions persist. The College shall focus on safety, emergency response, welfare monitoring, and recovery.

3. Suspension of Classes Due to Heavy Rainfall and Flooding

- a. Yellow Rainfall Warning – The College shall monitor localized flooding conditions. Faculty members may prepare asynchronous alternatives, and students shall not be penalized for absences due to legitimate safety concerns.
- b. Orange Rainfall Warning – Face-to-face classes shall be suspended in accordance with applicable government directives and prevailing conditions.

Flexible learning may be implemented, while academic requirements shall be significantly reduced.

- c. Red Rainfall Warning – All classes and school operations may be suspended. Emergency communication procedures shall be activated, with priority given to safety, monitoring, and emergency coordination.
- d. Flooding – Classes may be suspended when flooding affects the safety of students and personnel, makes transportation unsafe, or renders school facilities inaccessible or unsafe. In cases of severe flooding, campus closure may be declared.

4. Suspension of Classes Due to Earthquakes

In the event of an earthquake:

- a. Students, faculty, and personnel shall immediately observe Duck, Cover, and Hold procedures;
- b. Evacuation procedures shall be followed after the shaking stops;
- c. Safety marshals and DRRM personnel shall account for all occupants;
- d. Classes shall not resume without the necessary structural and safety clearance;
- e. In cases of major structural damage, the campus shall remain closed until declared safe; and
- f. The College shall prioritize the safety and psychosocial recovery of affected students and personnel.

5. Suspension Due to Other Emergencies

Classes may also be suspended or modified due to:

- a. Extreme heat conditions;
- b. Fire incidents;
- c. Disease outbreaks or public health emergencies;
- d. Major power or internet disruptions;
- e. Transportation strikes or transportation disruptions;
- f. Security threats, armed conflicts, or bomb threats; and

- g. Other emergency situations that may endanger students, faculty, and personnel.

6. Authority to Suspend Classes

The College shall comply with official class suspension declarations issued by authorized government authorities. In the absence of a general government-declared suspension, the College President may declare an institutional or department-level suspension based on the actual conditions affecting the campus, students, faculty members, and personnel.

The Vice President for Academic Affairs, in coordination with Academic Heads and concerned offices, may recommend the appropriate action based on the severity and extent of the emergency.

Academic Heads may recommend the suspension or adjustment of classes for a specific department, program, grade level, class, laboratory group, or activity when the emergency is localized. Faculty members shall not independently cancel classes without proper coordination, except when immediate danger exists.

7. Official Announcement of Class Suspension

All official announcements regarding the suspension, modification, or resumption of classes shall be issued only through authorized GJC communication channels.

Students are expected to regularly monitor:

- the official GJC Facebook Page;
- official school communication channels;
- the Learning Management System (LMS);
- institutional email or SMS advisories; and
- authorized department or class communication groups.

Students shall not rely on unverified social media posts, messages, or announcements regarding the suspension of classes.

8. Online and Alternative Learning During Suspension

When in-person classes are suspended, synchronous or asynchronous classes may be implemented only when learners and teachers are safe and reasonably able to participate.

Online classes shall not be required when there is widespread power interruption, unstable or unavailable internet connectivity, evacuation, illness, displacement, emotional distress, unsafe conditions, or other circumstances that make academic participation unreasonable.

When online learning is implemented:

- a. Sessions shall be short and purposeful;
- b. Excessive screen time shall be avoided;
- c. Learning materials or recordings shall be provided when possible;
- d. Surprise quizzes and high-stakes assessments shall be avoided;
- e. Reasonable deadlines shall be provided; and
- f. Attendance shall be checked with flexibility and compassion.

9. Attendance, Examinations, and Academic Requirements

When classes are officially suspended or when students are unable to participate because of an emergency:

- a. Students shall not be unreasonably penalized for absences caused by legitimate safety concerns;
- b. Scheduled examinations may be postponed or rescheduled;
- c. Submission deadlines may be extended when necessary;
- d. Faculty members may provide reasonable make-up activities or alternative requirements;
- e. Academic requirements may be reduced during serious emergencies; and
- f. Students affected by the emergency should communicate with their instructors or Academic Head

regarding attendance, examinations, or missed requirements.

During Level 4 – HINTO, no learner shall be penalized for non-attendance, non-submission, or inability to participate in learning activities due to the emergency.

10. Student Safety and Accountability

Students are reminded that personal safety shall always take priority over attendance and academic requirements during emergencies.

Students are expected to:

- a. Follow official class suspension announcements;
- b. Observe safety and emergency procedures;
- c. Avoid unnecessary travel during hazardous conditions;
- d. Immediately inform their instructors or Academic Head when emergency conditions prevent participation in classes or submission of requirements; and
- e. Follow the instructions of authorized school personnel and government authorities.

Note: For announcements regarding class suspensions, weather advisories, emergency situations, changes in learning modality, and other official school updates, students shall refer only to the official communication channels of General de Jesus College and authorized government agencies, including DOST-PAGASA, PHIVOLCS, and the appropriate Local Government Unit (LGU).

GENERAL DE JESUS COLLEGE (GJC)	DOST-PAGASA	LOCAL GOVERNMENT UNIT
		

B. TARDINESS

All students are obligated to come to school on time. All latecomers (those who report to class 15 minutes after the start of their first subject) are required to present to his/her adviser an excuse slip indicating his/her reason for coming to school late and will not be allowed to attend the affected class. The parent/guardian will be notified about the student's failure to come to class on time.

C. CUTTING CLASSES

Just like in absenteeism, cutting classes will require an excuse letter from the parent or guardian. The student will also be marked absent for failure to report to his classes.

D. WEARING OF UNIFORM

The school has prescribed the wearing of uniforms for identity purposes. Students are well-advised to wear complete uniforms at all times. PE uniform is worn by students on the scheduled PE class only.

E. WEARING OF IDENTIFICATION CARD

The identification card forms part of the student's uniform and serves for identification purposes. It is non-transferable and must be worn every time the learner is in the campus. It must be free from tampering, trimmings and decorations. The ID card is issued by the Property Custodian's Office through the adviser. Loss of an ID card must be promptly reported to the Property Custodian's Office. Replacement of loss ID card is subject to reasonable guidelines set by the office.

Since cutting classes and improper wearing of uniform and ID card are considered as minor offenses, students who commit these misbehaviors will be dealt with in accordance with the sanctions for such.

F. PERMITS

A student may not leave the campus during class hours. However, during cases of emergency, a student may be allowed to leave the campus by securing a special permit from the adviser. The permit is surrendered to the Security Personnel on duty at the gate.

A student who is fetched by parents or guardians due to emergency situations must also secure permit.

A permit is also issued to a student diagnosed to be sick while in the campus. As advised by the Health Officer, the student may rest at home, in which case a permit is issued by him/her and countersigned by the adviser. Said permit is also surrendered to the Security Personnel on duty at the gate.

XV. ACADEMIC PROGRAM

The academic program of the High School Department of the General de Jesus College is patterned after the K to 12 Curriculum.

1. Three-Term School Calendar Structure

1.1 The school year shall consist of not more than two hundred twenty (220) class days and shall start not earlier than the first Monday of June and not later than the last day of August (RA 11480)

1.2 The Three-Term School Calendar shall include three (3) terms consisting of the Opening Block, Instructional Block, and End-of-Term Block.

a. The Opening Block

- Orientation sessions for learners and parent
- Administration of BOSY assessments
- Conduct of initial mandatory health assessments and learner screening

- Collection and submission of required data (e.g., language mapping, school forms)

b. The Instructional Block

- Teaching and learning activities aligned with the prescribed learning competencies
- Structured ARAL Program remediation sessions (for all grade levels)

c. The End-of-Term Block

- ARAL Program sessions
- Computation of grades and completion of school forms
- Co-curricular and extracurricular activities
- Distribution of Progress or Performance Reports
- In-Service Training for Teachers (INSET)
- Wellness breaks for both learners and teachers

2. Time Allotment and Units Credits

1.3 The time allotment and unit credits for the learning areas shall be as follows:

Grade 1 to 6

LEARNING AREAS	1	2	3	4	5	6
GMRC	240	240	240	240	240	240
LANGUAGE	240					
READING AND LITERACY	240					
MAKABANSA	240	240	240			
MATHEMATICS	240	240	240	240	240	240
SCIENCE			240	240	240	240
ENGLISH		240	240	240	240	240
FILIPINO		240	240	240	240	240
AP				240	240	240
EPP				240	240	240
MAPEH				240	240	240
Music and Art						

PE and Health						
ARAL PROGRAM / ENRICHMENT						
English	60	60	60	60	60	60
Mathematics	60	60	60	60	60	60
Science			60	60	60	60

Grade 7 to 10

Learning Areas	No. of Minutes / Week			
	7	8	9	10
Filipino	240	240	240	240
English	240	240	240	240
Mathematics	240	240	240	240
Science	240	240	240	240
AP	240	240	240	240
Values and Education	240	240	240	240
EPP/TLE	240	240	240	240
MAPEH	240	240	240	240
Homeroom and Guidance Program	60	60	60	60
ARAL PROGRAM	240	240	240	240

Grade 11 to 12

Learning Areas	No. of Minutes / Week	
	11	12
Human Movement	240	240
Effective Communication	120	120
General Science	240	240
Pag-aaral ng Kasaysayan	240	240
General Mathematics	240	240
Mabisang Komunikasyon	120	120
Life & Career Skills	240	240
Aral Program	120	120
Homeroom Guidance Program	60	60

3. Grading System (DepEd Order No. 15, S. 2026)

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.

For Kindergarten to Grade 1

The descriptive grading system shall be implemented to reflect learners' developmental progress and support foundational learning. Descriptive (non-numeric) grades shall be used in reporting learner performance through the Progress Report. Table 1 presents the descriptive grading system for Kindergarten, while Table 2 presents the descriptive grading system for Grade 1

Table 1. Kindergarten Descriptive Grading

Letter Grade	Descriptor	General Description
CO	Consistent (<i>Palagiang Naipapakita</i>)	Consistently demonstrates the expected competency; actively participates in activities; works independently; may exceed expectations in some areas
DV	Developing (<i>Umuusbong</i>)	Demonstrates the competency inconsistently; participates with minimal supervision; shows progress with continued practice

BG	Beginning (<i>Nagsisimula</i>)	Rarely demonstrates the expected competency; participates with close supervision; requires sustained guidance and support
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Teachers shall use a range of evidence, including observations, anecdotal records, learner outputs, and rubric-based assessments, to evaluate learner growth across domains, with narrative summaries emphasizing learner strengths, emerging competencies, and clear next steps for improvement.

Table 2. Grade 1 Descriptive Grading

Letter Grade	Descriptor	General Description
A	Advancing (<i>Namumukod-tangi</i>)	Consistently demonstrates advanced skills, understanding, and values beyond expectations; performs with confidence, accuracy, and independence
B	Bechmarking (<i>Napamalas</i>)	Demonstrates expected skills, understanding, and values at grade level with consistency; performs tasks accurately and independently
C	Connecting (<i>Natutungo</i>)	Demonstrates foundational skills,

		understanding, and values; applies learning in familiar tasks with minimal guidance
D	Developing (<i>Napapaunlad</i>)	Demonstrates partial understanding and inconsistent application of skills and values; requires targeted support and regular practice to improve performance
E	Emerging (<i>Nagsisimula</i>)	Beginning to demonstrate basic skills, understanding, and values; requires intensive support and close guidance

For Grade 2 to 12

The numerical grading system shall remain in place, with grades computed from **Written/Oral Works (WWs)**, **Product/Performance Task (PTs)**, and **Examinations (EXs)**, using assigned weights specific to each learning area. Greater emphasis shall be given to **PTs** as primary evidence of learners' understanding, application, and higher-order skills. Table 3 represents the weighted components per learning area for Grade 2 to 10 and Table 4 for GMRC and Values Education, and Table 4 for Grade 11 and 12.

Table 3. Weight of the Components of Each Learning Area in Grade 2 to 10

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

Within the EXs components, Summative Test 1(ST1) shall account for 30%, and the Term Examination (TE) for 40% and its assigned weight.

The assessment and grading system for GRMC and Values Education shall be divided into three main components: WWs, PTs, and EXs with inclusion of the Cognitive, Affective, and Behavioral domains ensuring a holistic of the learners' knowledge, attitude, and actions.

Table 4. Weight of the Components weighted for GMRC and Values Education

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

For SHS subjects, assessment components shall be adjusted as follows:

- a. **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.
- b. **For SHS Research Electives, Design and Innovation, and Work Immersion**, there shall be no EXs component. WWs (40%) shall serve as progressive summative evidence (e.g., quizzes, documentation, matrices, tools, portfolios), while PTs (60%) shall focus on major outputs (e.g., research proposals, manuscripts, oral presentations).
- c. **For Work Immersion**, WWs (20%) shall refer to learner portfolios (including documentation and consolidated outputs from workplace tasks), while PTs (80%) shall correspond to industry-based evaluations or grades provided by the workplace supervisor.

Table 5: Weighted of the Components for Each Learning Area in Grade 11 and 12

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 and Innovation	40%	60%	-
SHS TechnoPro Electives	15%	65%	20%
SHS Work Immersion	20%	80%	-

Grade Components and Steps in Computing Grades

For Grade 2-12, a numerical grading system shall be used. Grades shall be computed based on a weighted scale per learning area, using prescribed components such as WWs, PTs, and EXs.

To ensure fair, transparent, and consistent grading practices across all key stages, the following steps shall be followed when computing learners' FGs:

Step 1: Determine the Total Raw Scores (RS) for Each Component. All raw scores from the different student outputs- WWs, PTs, and EXs (if applicable) – are summed up. This produces the total RS per component.

Step 2: Convert RS to Percentage Scores (PS). To make the component scores comparable and aligned in scale, the total raw scores are converted into PS using the formula below.

$$\text{Percentage Score (PS)} = (\text{RS}/\text{Highest Possible Score}) \times 100$$

Step 3: Compute the Weighted Scores (WS). Each component's PS is then multiplied by its assigned weight based on the subject area guidelines. This reflects the relative importance of each component in the subject. The formula is:

$$\text{WS} = \text{PS} \times \text{Weight (\%)}$$

Step 4: Add all WSs to Get the Initial Grade (IG). The sum of the WSs across all components becomes the learner's IG for the term.

Step 5: Apply the Transmutation Table. The IG is then transmuted to a TG (Term Grade) using the prescribed Adjusted Transmutation Table, where an IG of 70.00 corresponds to a TG of 75, and so on. The TG shall be written as a whole number.

In the computation of grades, the EXs component, which consist of STs and TE, shall be distributed as follows: 30% for ST1, 30% for ST2, and 40% for the TE.

How is the learner's progress reported?

The summary of learner progress is shown quarterly to parents and guardians through a parent-teacher conference, in which the report card is discussed. The grading scale, with its corresponding descriptors is in Table 6. Remarks are given at the end of the grade level.

Table 6. Qualitative Descriptors of Numeric Grades

Descriptive Grade	Equivalent Numeric Grade Range
Advancing	90 – 100
Benchmarking	80 – 89
Connecting	75 – 79
Developing	65 – 74
Emerging	0 - 64

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.

How are learners promoted or retained at the end of the school year?

Grade 2 to 10. Learners shall be promoted upon satisfactorily passing all learning areas in the previous grade level.

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.

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.

Grade 11 and 12. 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.

Learners who fail in more than two (2) learning areas shall be retained in the same grade level.

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.

All grade levels, schools shall establish clear intervention and support pathways linked to assessment results, attendance, and accommodations, and learner needs. The teacher of the remedial class issues the Certificate of Recomputed Final Grade, which is noted by the school principal. This is to be submitted to the division office and must

be attached to both Form 137 and School Form Number 5. Figure 1 below shows a sample certificate.

Figure 1. Sample Certificate of the Recomputed Final Grade

Certificate of Recomputed Final Grade			
Name: _____		Age: _____	Sex: _____
LRN: _____		Grade: _____	School Year: _____
Learning Area	Final		Recomputed Final Grade

Prepared by: _____ Date: _____

Remedial Class Teacher

Noted by: _____ Date: _____

School Principal

Received by: _____ Date: _____

Division Office

The learner can enroll in the next grade level for Grades 1 – 10 and in the next semester for Grades 11 – 12 upon presentation of the Certificate of Recomputed Final Grade. This certification can be verified in the division offices as needed.

XVI. CO-CURRICULAR PROGRAMS

A. CLUBS/ORGANIZATIONS

Student clubs/organizations as enumerated below complement the academic program of the school and

facilitate the achievement of the institution's objective in developing students with well-balanced personalities.

(1) For junior high school

Students are required to join one (1) academic organization of their choice. They may also choose one (1) socio-cultural organization or the student council/government. However, they can seek office in one organization only.

1. ACADEMIC ORGANIZATIONS

- English Club
- Mathematics Club
- Filipino Club
- Social Science Club
- Science Club
- T.L.E. Club
- GLC Club

2. SOCIO-CULTURAL ORGANIZATIONS

- GJC ALPHAS Dance Troupe
- GJC Harmonica
- GJC Mukha
- Badminton Club
- Spikers Club
- Cagers Club
- PeerKada
- Chess Club
- Table Tennis Club
- Sepak Takraw Club
- First Aider Club
- Multi Faith Group

3. STUDENT GOVERNMENT/COUNCIL

(2) For senior high school

Students are required to join one (1) academic organization of their choice. They may also choose one (1) socio-cultural organization or the student council/government. However, they can seek office in one organization only.

1. SOCIO-CULTURAL ORGANIZATIONS

- GJC ALPHAS Dance Troupe
- GJC Harmonica
- GJC Mukha s
- Badminton Club
- Spikers Club
- Cagers Club
- PeerKada
- Chess Club
- Table Tennis Club
- Sepak Takraw Club
- First Aider Club
- Multi Faith Group

2. STUDENT GOVERNMENT/COUNCIL

B. CO-CURRICULAR ACTIVITIES

1. ACADEMIC/INTELLECTUAL

- Writing contests such as but not limited to: essay writing, poetry writing, fiction writing
- Journalism Contests such as English and Filipino-Copyreading and Headline Writing, News Writing, Feature Writing, Sports Writing, Editorial Writing, Editorial Cartooning, Photojournalism, Broadcasting, Science Writing and Column Writing
- Quiz Bee
- Science Quiz
- Mathematics Competition
- Tagisan ng Talino
- Educational Tour

- Film Viewing
- APPSAM (Student Leadership Assembly and Talent Fair)

3. SPORTS

- School Intramural
- Sports Fest
- Physical Fitness Day
- Congressional Meet
- CLRAA Meet

4. SOCIAL

- Orientation Program by year level
- Acquaintance Party
- Year End Party
- Promenade
- Graduation Ball

5. CULTURAL

- Thanksgiving Program
- Cultural Show
- U.N. Celebration
- Buwan ng Wika Program
- Dance Festival
- Song Festival
- Other Theme – based Programs

XVII. AWARDS AND RECOGNITIONS

A. CLASSROOM AWARDS

Classroom Awards are given to Grade 1 learners in each class or section to recognize meaningful progress. These may be granted at the end of the SY by the adviser and/or learning area teachers.

- a. The Character Traits Award shall be granted at the end of each academic term to Kindergarten to Grade 1 learners based on the descriptive grading. These awards shall recognize learners demonstrated values, positive learning behaviors, participation, and growth, aligned with developmentally appropriate standards and the DepEd core values. The purpose is to affirm learners' desirable traits and acknowledge meaningful improvement in behavior and disposition toward learning. Teachers may contextualize the titles or descriptors of these awards to suit the needs of their learners and community, provided that they remain aligned with the DepEd core values.
- b. To ensure consistency while maintaining flexibility, recognition shall be limited to five (5) core awards.
- c. At the end of the SY, a Certificate of Merit shall be given to each learner that reflects to GMRC competency they most improved/excelled in throughout the SY. The articulation of the award shall use language that can be understood and appreciated by the learner receiving the award.

Recognition for Perfect Attendance

This award shall be given to Grade 1 learners who have incurred no absences for the entire term, as reflected in School Form 2 – Learners Daily Official attendance records.

B. GRADE LEVEL AWARDS

Academic Excellence Award

In Grade 1, no academic awards shall be conferred in line with the descriptive grading system. Learner progress shall be communicated through descriptive assessments and narrative feedback, avoiding early competition and labeling. Non-academic recognition, including Character Traits Awards, may be given to acknowledge effort, participation, positive behavior, and other developmentally appropriate learner

attributes, with emphasis on growth, socio-emotional development, and continuous improvement.

Learners in Grades 2 to 12 who obtain a General Average (GA) of 90 or higher, with no Final Grade (FG) below 80 in any learning area, shall receive the Academic Excellence Award. Awardees shall be listed alphabetically to promote fairness and minimize competition.

To qualify for the award, a learner must:

1. Obtain a General Average (GA) of 90 or higher.
2. Have no Final Grade (FG) below 80 in any learning area.
3. Have no derogatory record or disciplinary case during the school year.

For the purpose of determining eligibility for the Academic Excellence Award, the school adopts the disciplinary provisions of this Student Handbook (2026 Edition). A learner shall be considered to have a derogatory record or disciplinary case if the learner incurs any of the following during the school year:

1. Fifth (5th) offense under Light Offenses, as this carries a one (1) day suspension; or
2. Any offense classified as Less Serious, Serious, or Grave, regardless of the corresponding sanction imposed.

Learners who incur any of the above violations during the school year shall not be eligible to receive the Academic Excellence Award.

Leadership Award

The Leadership Award is given to learners in Grade 6, 10 and 12 who have demonstrated exemplary leadership qualities, such as initiative, responsibility, cooperation, and the ability to positively influence others in school activities, clubs, organizations, or community engagements. This award is given during the completion or graduation ceremony.

To qualify for this award, a learner must:

1. Have no failing grades in any of the learning areas
2. Have not committed any offense punishable by suspension or higher sanction according to the Department's service manual and child protection policies in the current school year.
3. Have no derogatory records or disciplinary cases within the SY.
4. Be a class officer or an active member/officer of any recognized school club, team or organization.

For purposes of this award, a learner shall be considered to have a derogatory record or disciplinary case if the learner incurs any of the following during the school year:

1. A fifth (5th) offense under Light Offenses, as this carries a one (1) day suspension; or
2. Any offense classified as Less Serious, Serious, or Grave, regardless of the corresponding sanction imposed.

Table 7 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Schools may opt to add more indicators based on the decision of the AC. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their class or club advisers. Only those learners who have met 90% of the criteria on Table 7 shall be awarded.

Table 7. Criteria for Leadership Award

Criteria
1. Motivational Skills (40%) a. Communicates effectively b. Shows initiative and responsibility c. Engages group and/or club mates to participate actively d. Establishes collaborative relationships e. Resolves conflict

2. Planning and Organizational Skills (40%)

- a. Plans and designs relevant activities for the class, club and/or school
- b. Implements planned activities effectively and efficiently
- c. Monitors implementation of plans and tasks
- d. Manages and/or uses resources wisely

3. Contribution to the School and/or Community (20%)

Renders service and/or implements activities relevant to the school population and/or community

Athletic Awards

A. Athlete of the Year

This award is given to a completer/graduating pupil/student who participated in local, district, interdistrict, and congressional district sports competitions

B. Outstanding Athlete of the Year

This award is given to a completer/graduating pupil/student who participated in provincial sports competitions

C. Most Outstanding Athlete of the Year

This award is given to a completer/graduating pupil/student who participated in regional and/or national sports competitions.

Campus Journalist Awards

A. Campus Journalist Award (CJA)

This award is given to a student journalist who:

- Has actively contributed to the school publication through writing, editing, layouting, photojournalism, broadcasting, or related journalistic work;
- Has fulfilled his/her duties and responsibilities as a campus journalist;

- Has participated in the Congressional District Schools Press Conference; and
- Has obtained the (required number of points) based on the official pointing system for contributions, participation, attendance, outputs, and assigned duties.

Minimum Qualification:

A campus journalist must earn at least 45 points out of a possible 60 points to qualify for the Campus Journalist Award (CJA). The criteria for qualification are presented in Table 8.

Table 8. Criteria for Qualification for the Campus Journalist Award (CJA)

Criteria	Description	Points
Attendance in Publication Meetings/Activities	Complete attendance during meetings, trainings, and publication-related activities	10 pts
	With 1–2 absences	
	With 3 or more absences	
Submission of Articles/Outputs	Submitted all assigned articles/outputs on time	15 pts
	Submitted most outputs with minor delays	
	Incomplete or frequently delayed outputs	

Participation in School Publication Tasks	Active in writing, editing, layouting, photojournalism, broadcasting, etc.	15 pts
Participation in CDSPC	Participated in Congressional District Schools Press Conference	10 pts
Fulfillment of Duties and Responsibilities	Demonstrated responsibility, cooperation, and initiative	10 pts
TOTAL		60 pts

However, undergraduate staffers who fail to meet the required minimum points shall be encouraged to undergo the screening or try-out process again for the succeeding school year. Meanwhile, staffers who obtain 40–44 points shall be placed under consideration subject to the evaluation and recommendation of the school paper advisers and editorial board, considering their performance, commitment, and potential in campus journalism.

B. Outstanding Campus Journalist Award

This award is given to a graduating student who:

- Has met all the minimum requirements for the Campus Journalist Awardee;
- Has exhibited dedication and commendable performance in the discharge of his/her duties as campus journalist;
- Has participated in the Division Schools Press Conference (DSPC); and
- Has obtained the (required number of points) based on the official pointing system.

C. Most Outstanding Campus Journalist Award

This award is given to a graduating student who:

- Has met all the minimum requirements for the Campus Journalist Awardee;
- Has exhibited exemplary dedication, leadership, and excellence in campus journalism;
- Has participated in the Regional Schools Press Conference (RSPC); and
- Has obtained the highest qualification (based on the official pointing system) for contributions, leadership, outputs, participation, and duties rendered to the publication.

Socio-Cultural Awards**A. Dancer/Singer/Poet of the Year**

1. Must be a member of any socio-cultural organization.
2. Must be a completer/graduating pupil/student.
3. Must have actively participated in any school activities, including at least 4 performances and must have represented the school in local and congressional district socio-cultural activities/competitions.

B. Outstanding Dancer/Singer/Poet of the Year

1. Must meet all the criteria for Dancer of the Year.
2. Must have represented the school in Provincial Level socio-cultural activities/competitions.

C. Most Outstanding Dancer/Singer/Poet of the Year

1. Must have represented the school in Regional and National Level socio-cultural activities/competitions.
2. Must have shown extremely leadership skills as officer of the club/ a choreographer.

Award for Work Immersion

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

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

Award for Research or Innovation

Award for Research or Innovation is specific to the SHS tracks. Grade 12 graduating students – individuals, pairs, or groups of not more than 4 members – must have led the planning and execution of a research or innovation to advance the potential applications of technology, or research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.

Tables 9 and 10 show the set of criteria and weights that will be used in the evaluation and deliberation process of Award for Research or Innovation, respectively. Only those learners who have received at least 90% of the criteria below shall be awarded.

Table 9. Research Criteria and Weights

Criteria	Description	Weight
1. Research Guide	Final grade in the Research/Capstone subject.	20%

2. Research Quality		50%
a. Relevance and Significance	Importance of the problem addressed and contribution to the school, community, or discipline.	20%
b. Methodological Rigor	Appropriate of the research design, sampling, data collection, analysis, and interpretation.	20%
c. Originality and Innovation	Creativity, novelty, and contribution beyond existing knowledge or practice.	10%
3. Research Presentation and Defense	Organization, clarity, mastery of the study, and ability to respond to questions.	20%
4. Research Ethics and Documentation	Compliance with ethical standards, proper citation and referencing, originality, and completeness of the research manuscript.	10%
TOTAL		100%

Table 10. Innovation Criteria and Weights

Criteria	Description	Weight
1. Originality and Innovation	Demonstrates creativity, novelty, and improvement over existing products, services, ore processes.	20%
2. Relevance and Community Impact	Addresses a real need and provides measurable benefits to the school, community, industry, or society.	20%
3. Technical Quality and Functionality	The innovation functions as intended, is technically sound, reliable, and efficient.	20%
4. Feasibility, Cost-	The innovation is practical, economically feasible,	15%

effectiveness, and Sustainability	scalable, safe, and environmentally and socially responsible.	
5. Research Basis	The innovation is supported by relevant literature, data, testing, or evidence demonstrating the need and effectiveness of the innovation.	15%
6. Presentation and Demonstration	Clear explanation of the innovation, product development process, and effective demonstration of its features and benefits.	10%
TOTAL		100%

Other Awards/Citations

- Class Dancer
- Best Actor/Actress
- Disclaimer of the Year
- Orator of the Year
- Class Vocalist
- Class Artist
- Other Special Awards

Special Recognition

Learners who have represented and/or won in competitions at the district, division, regional, national, or international levels will be recognized. These awardees have demonstrated their exemplary performance in academics, athletics, and the arts, and/or represented the school in DepEd-recognized activities.

In addition to the above awards, the schools may give due recognition to learners who have brought honor to the school.

How to determine awardees?

An Award Committee (AC) shall be organized by school head or principal for each grade level at the beginning of the school year. The committee must be composed of at least three (3) members from the teaching staff, guidance counselor or designated teacher. The total count of committee member should be an odd number. The chairperson of the AC could be any of the teachers, department head, grade-level chairperson or curriculum head. No member of AC must be related within the second degree of consanguinity or affinity to any of the candidates of the awards.

C. SCHOLARSHIP GRANTS

1. College Sponsored Scholarship

2. Collegiate Scholarships (Retention-Based)

Continuation Policy:

Recipients of freshman scholarships shall retain benefits provided they meet the required academic standards.

Academic-Based Tuition Discounts (Full Load Required):

- 1.11 — 100% tuition exemption
- 1.12 – 1.22 — 50% discount
- 1.23 – 1.35 — 25% discount

Note: Scholarships are not applicable during summer terms.

3. Alumni Association (GJAAA, Inc.) Scholarship Grant

The General de Jesus College Alumni Association, Inc. (GJAAA, Inc.) Scholarship Grant is given to deserving students of both the High School and Collegiate Departments of GJC and who are children of GJC Alumni. The grantee enjoys four-year scholarship grant

existing of full tuition and miscellaneous fees. It is the alumni association which chooses the grantees.

4. Educational Service Contracting (ESC) scheme

Based on R.A. 6728 (known as the GASTPE Law), qualified first year enrollees each school year are chosen to be recipients of the ESC Scholarship Grants of the Government, through the Department of Education. The Scholarship Committee of the school, with the assistance of the GJC-PTCA, chooses the deserving grantees who are going to enjoy tuition fee subsidy / supplement for the four (4) years for as long as they are still students of the school and they have no failing grades in any academic subjects.

5. Education Assistance Program

The institution supports educational benefits under existing laws and internal provisions, including:

- Philippine Veterans Administration Office (PVAO) benefits
- Presidential Decree No. 451 provisions
- 50% tuition discount for permanent faculty and regular non-teaching employees
- 50% tuition discount for qualified dependents (maximum of four children per academic year)

6. Government and Private Scholarship

The institution encourages students to apply for external scholarship programs, including:

- Government-funded programs
- Private organizations and foundations.

XVIII. RATING SCHOOL ATHLETES, CAMPUS JOURNALISTS AND PARTICIPANTS IN VARIOUS COMPETITIONS

School Athletes

In order to encourage potential student athletes to participate in sports competitions at the school, district, division or regional level, the school adheres to the mandates or Regional Memorandum No. 13, s. 2000. It states that teachers shall refrain from making deductions in the scholastic rating of students for any act that is clearly not a manifestation of poor scholarship.

In consonance with this, student athletes who have represented the school in district, division, regional and national competitions shall not be given grades lower than the grades received in the preceding grading period. This privilege shall cover only the period that the student is participating in any of the mentioned level of competition.

Special assistance will also be given to athletes in the form of special test and make-up project to help them catch up with their lessons. The athletes will be given 2 weeks to 1 month to comply with the missed activities/test.

To avoid conflicts between school works and sports, athletes will also be selected not only on the basis of their athletic prowess but also taking into consideration their ability to catch up with missed lessons. Students with failing grades or whose academic performance is below average will not be selected for district, provincial, regional or national competitions.

In recognition of the efforts exerted by students who participate in district, provincial, regional and national competitions, academic assistance is extended to them. They

are given special tests and make up projects to help them catch up with the activities they have missed.

XIX. STUDENTS SERVICES

A. GUIDANCE SERVICES

The guidance office offers appraisals, information, counseling, placement and follow-up services to the students.

- **APPRAISAL SERVICE**

This includes the testing and collecting of data about the students for the purpose of assisting them in knowing themselves better.

- **INFORMATION SERVICE**

This gives the students an update on educational, vocational, personal and social aspects so that they will become better-informed decision-makers.

- **COUNSELING SERVICE**

Individual or group counseling provides the students with assistance on matters that require immediate intervention such as academic, emotional, mental, psychological and adjustment difficulties. Students may seek guidance and counseling services during office hours from 8:00 a.m. to 6:00 p.m., Monday to Saturday.

- **FOLOW-UP SERVICE**

The guidance office also makes provisions for the continuity of linkages between the school and the students even after school hours. Since the problem may recur or new problems are apt to re-appear, the counselor maintains that linkage with the student so he/she can easily cope with life's situations.

- **CAREER GUIDANCE**

Provide students with the information and resources they need to make informed decisions about

their career paths. This can include assessing interests and skills, exploring job options, understanding educational requirements, and developing strategies for job searching and professional growth. The goal is to help individuals identify suitable career opportunities and plan their educational and professional journeys accordingly.

- **PLACEMENT**

Placement in the context of career guidance refers to the process of helping individuals find suitable job opportunities that match their skills, interests, and qualifications.

- **SAFETY AND SECURITY SERVICES**

The school is committed to providing a safe, secure, inclusive, and motivating learning environment where every student is respected, protected, and given equal opportunities to learn and grow. The school promotes positive discipline, respect for diversity, and responsible behavior while protecting students from bullying, discrimination, violence, abuse, harassment, exploitation, and other forms of misconduct. Guidance, counseling, and appropriate support services are available to students who need assistance. The school also implements campus security measures, emergency preparedness programs, and promotes the responsible use of technology to ensure the safety and well-being of all members of the school community. Every student is expected to follow school rules, respect the rights and dignity of others, help maintain a peaceful and orderly environment, and immediately report any unsafe condition or incident to a teacher or school official. Maintaining a safe and motivating learning environment is a shared responsibility of the school, students, parents or guardians, and the community.

- **REFERRAL**

Class advisers and the Behavior Management Committee may submit referrals to the General de Jesus College Guidance Office. Referrals are recommended for students requiring assistance from the counselor, such as those experiencing learning difficulties, absenteeism, challenges with interpersonal relationships, or noticeable behavioral changes.

1. The GJC Guidance Office provides counseling referral forms to class advisers.
2. Should a/an teacher, instructor or professor observe the need for counseling, a formal referral is submitted to the Guidance Office.
3. The Guidance Coordinator issues a call slip to the referred student, either directly or through the class adviser.
4. Individual or group counseling sessions are conducted according to a scheduled time set by the Guidance Office.
5. After the counselling session, the Guidance Counselor provides a copy of the counselling slip, to the referring faculty member.
6. Students are required to log their attendance in the Guidance Office logbook for proper documentation and evaluation.

Referral for Further Assistance from External Agencies/Organizations

1. When the Guidance Counselor assesses that a case is beyond their capacity, a referral for further assistance from Argao or external agencies or organizations is initiated.
2. In cases requiring professional intervention, the Guidance Counselor coordinates with relevant

external agencies to secure further support for the student.

3. The Guidance Office may convene a case conference to determine the most appropriate course of action for the case at hand.
4. Parents or guardians are formally notified regarding the referral to external agencies.
5. Faculty members, concerned individuals, or members of the administration may initiate the referral process. They must notify the Guidance Counselor and may assume responsibility for referring the case to external agencies for further assistance.
6. All documentation and procedures relating to the referral are recorded in the Guidance Office logbook for official record-keeping purposes.

B. LIBRARY SERVICES

The Unified Basic Education (UBEd) Library is located at the 4th Floor of the Carlo Mendez Building. It has a collection of more than 11, 000 volumes of books and periodicals, local and foreign.

The library provides the following services:

- Library Orientation
- Circulation Services
- Reference Services
- Internet Services
- Indexing Services
- Information Literacy
- Reading Literacy

Library hours:

Monday – Friday 8:00 am – 5:00 pm No Noon Break

C. CANTEEN SERVICES

The school canteen is located at the quadrangle GS Building ground floor. It operates on a self-service basis and is open from 8:00 a.m. to 5:00 p.m. Empty cups and wrappers should be placed in the trash can.

D. HEALTH SERVICES AND FIRST AID SERVICES

The school safeguards the health of the students by providing health services in terms of annual health examination. First aid treatment is administered at the School Clinic. In case of serious injury or illness while in school, the student is brought to the nearest medical clinic or hospital and the parent/guardian is notified.

The School Clinic is staffed by:

- Two part-time visiting doctors
- One part-time visiting dentist
- Three Two full-time nurses

Services Offered:

- Annual medical and dental examination
- On-site and online consultation
- First aid services
- Health measure activities such as lectures/webinars on medical concerns
- Administration of medications
- Referral to a hospital with a (MOA) for cases beyond the clinic's capability

E. SCHOOL PAPER

The official school organ of the high school department is “The Generals” published on a quarterly basis.

The staffers are chosen through competitive examinations given by the school paper adviser. Interviews

are conducted after the competitive examinations to screen and assess the personality, academic standing, character and integrity of the candidates. The dates and the venues of competitive examinations and the interviews are posted on the strategic places in the school for the information and guidance of the interested parties.

The staffers undergo training in campus journalism for the effective discharge of their duties and functions as campus journalists. Selected campus journalists are sent to compete in journalism contests such as Congressional District, Division, Regional and National Press Conferences. To give recognition to those who are declared winners in the said competitions, special awards are given to them.

The non-staffers can send contributions (e.g. letter to the editor, poems, essays, short stories and the like) to the school paper through their language teachers and through the staffers. The Editorial Board and the school paper adviser screen the contributions as to their originality and worth.

F. BEHAVIOR MANAGEMENT SERVICES

The Behavior Management office is a department that promotes positive behavior among students, aligned with the school's core values of discipline, integrity and excellence. It aims to create a safe, inclusive learning environment where students feel valued and connected. The office uses evidence-based strategies to encourage behaviors like respect, responsibility, empathy, and cooperation. It works closely with teachers, parents, and counselors to provide proactive measures, targeted interventions, and ongoing support for holistic behavior management.

G. MULTI-FAITH SERVICES

General de Jesus College is committed to supporting the diverse spiritual needs of the students. The school offers the following multi-faith services.

- Provision of Prayer Room
- Recollection
- Mass
- Devotional Activities
- Workshops and Seminars
- Assemblies
- Other activities designed to strengthen faith in the divine

H. CULTURE AND ARTS

This office offers the following services designed to meet the students' needs for the development/ enhancement of their sense of nationalism and patriotism, socialization, caring and sharing as well as their aesthetic sense of whatever is good and beautiful through:

- Creation of platforms for the training and showcase of the cultural and artistic talents of students
- Holding of school programs showcasing Filipino culture and other cultures.
- Conducting seminar-workshops that develop home-grown talents.
- Spearheading other related cultural and artistic activities, e.g. virtual poster-making contests, scriptwriting contests, talent shows, etc.

I. DISASTER, SAFETY AND HEALTH SERVICES

The Office aims to further ensure the safety and protection of all the students and personnel in coordination with the Office of Student Affairs, General Services Physical

Facilitates Coordinator, Security and Maintenance team, as well as the Health and Medical Staff, Canteen Management, and the Gender and Development Office under the able leadership of the HR Department and Admin Manager.

The Office makes sure that proper protocols in each area are followed and implemented in consonance with the government or school guidelines. This helps mitigate and prevent the significant impacts of hazards and disasters through regular and timely monitoring and inspection procedures.

The DSHO is committed to:

- Providing safe, efficient, and reliable disaster, safety, and health services
- Complying with legal and regulatory requirements
- Continually improving service quality
- Promoting a culture of safety within the institution

It aims for:

- Zero major violations
- Timely emergency response
- 100% compliance with drills and trainings
- Continuous improvement through NCR and audits

J. GENDER AND DEVELOPMENT

General De Jesus College imbued with its core values of discipline, integrity and excellence commits to the mandate of promoting gender equality and the integration of gender perspective in development processes in our institution; hence the existence of the Gender and Development Office which primarily seeks:

1. to address and support various aspects of gender equality and empowerment;
2. to create a more just and equitable academic community by promoting the empowerment of all genders; and

3. spearhead the implementation of gender-sensitive policies and activities focus on addressing gender issues within the academic community, including gender-based violence, sexual harassment, and discrimination.

GJC Gender and Development Office is committed to upholding the legal mandates that require HEIs to mainstream gender equality in their policies, programs, and activities. This includes curriculum development, research, community extension services, faculty and staff training, and creating a gender-responsive environment.

The GJC Gender and Development Office in adherence to its legal mandate shall provide the following services to its students and employees who experience sexual harassment, other forms of sexual misconduct, or inappropriate behavior or gender discrimination:

- a. Safe Spaces – facilitate physical, social, and online safe spaces.
- b. Care Services – provide counseling services to help offended parties process their experience, and advise them on what remedies they may take.
- c. Protection Services – provide the appropriate assistance to ensure the health, safety, and well-being of the offended parties.

Suspected, possible, or impending sexual harassment, other forms of sexual misconduct, inappropriate behavior or gender discrimination may be reported formally or informally to the GAD Office by the victim himself/herself or anyone who has custody over him/her i.e: class adviser, immediate superior or a concerned individual.

FORMAL REPORT must be in writing and signed by the complainant. If the complainant is a minor, the parents, legal guardian, or person exercising substitute parental authority shall co-sign the Report together with the minor, or shall sign the Report on behalf of the minor. The Report must contain the following:

1. Full name, age, grade/year level, or designation/title and office of the complainant;
2. Full name, age, grade/year level/course, or position/title and office of the employee-respondent;
3. A statement of the relevant facts, i.e., what was the act committed, and how, where, and when it took place;

INFORMAL REPORT is one that does not comply with the requirements of formal report as it may be done verbally or in writing. The informal report, however shall be documented and registered in GAD blotter.

If the Report involves infractions that fall under the purview of GAD Office an investigation shall immediately follows. However, if infractions fall under the purview of a separate disciplinary body, it shall be forwarded to the appropriate body.

K. SAFETY AND SECURITY

The school is committed to providing a safe, secure, inclusive, and motivating learning environment where every learner is respected, protected, and given equal opportunities to learn and grow. The school promotes positive discipline, respect for diversity, and responsible behavior while protecting learners from bullying, discrimination, violence, abuse, harassment, exploitation, and other forms of misconduct. Guidance, counseling, and appropriate support services are available to learners who need assistance. The school also implements campus security measures, emergency preparedness programs, and promotes the responsible use of technology to ensure the safety and well-being of all members of the school community. Every learner is expected to follow school rules, respect the rights and dignity of others, help maintain a peaceful and orderly environment, and immediately report any unsafe condition or incident to a teacher or school official. Maintaining a safe and

motivating learning environment is a shared responsibility of the school, learners, parents or guardians, and the community.

XX. LEARNER PROTECTION POLICY

Anchored on the 1987 Philippine Constitution, the United Nations Convention on the Rights of the Child (CRC), Republic Act No. 7610, DepEd Order No. 40, s. 2012 (DepEd Child Protection Policy), Republic Act No. 10627 (Anti-Bullying Act of 2013), ISO 21001:2018 Educational Organizations Management System (EOMS), and the GJC HEART Framework, the College hereby adopts this comprehensive **Learner Protection Policy**.

RULES AND PROCEDURES IN HANDLING CHILD/LEARNER ABUSE, EXPLOITATION, VIOLENCE, AND DISCRIMINATION CASES

A. Filing of Complaints

A complaint for child/learner abuse, violence, exploitation, or discrimination shall be filed in writing with the Academic Head or the LPC, and shall be acted upon expeditiously, without prejudice to the right of the complainant to seek assistance directly from the DSWD, LSWDO, or the PNP Women and Child Protection Desk.

B. Investigation

Upon receipt of the complaint, the Academic Head shall, within forty-eight (48) hours, refer the matter to the appropriate Disciplining Authority for the conduct of a fact-finding investigation, in accordance with the College's existing rules on administrative proceedings and, where the respondent is a school employee, applicable labor law due process. Pending investigation, the LSWDO or the Guidance Office shall assess

the learner-victim and provide psychosocial intervention. The offending party shall likewise undergo psychosocial intervention, if warranted.

Where the injury or abuse committed against a learner is so grave as to render the learner unable to attend classes, or to preclude the possibility of influencing or intimidating witnesses, the respondent may be placed under preventive suspension or reassignment pending investigation, consistent with due process and applicable College and labor regulations.

C. For Basic Education

Cases involving Basic Education learners shall, in addition to the College's internal rules, be handled consistent with DepEd Order No. 40, s. 2012 and other applicable DepEd issuances, including coordination with the Schools Division Office where required for reportorial purposes.

D. For Higher Education (College and Graduate School)

Cases involving Higher Education learners shall be handled consistent with the College's Student Handbook, the corrective measures in Section XI-H of this Policy, and applicable CHED policies on student discipline and due process, in coordination with OSAS and the LPC (Learner Protection Committee).

E. Jurisdiction

Complaints of child/learner abuse, violence, discrimination, exploitation, bullying, and other acts of abuse under this Policy shall be within the jurisdiction of the College's disciplinary authorities and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules, and regulations. Complaints against persons not under

the disciplinary jurisdiction of the College shall be referred to the appropriate authorities.

F. Confidentiality

In cases of child/learner abuse, violence, discrimination, exploitation, bullying, or peer abuse, the identity of the learner — whether victim or offender — and other information that may reasonably identify the learner shall be withheld from the public to protect their privacy, consistent with Republic Act No. 10173. Disciplinary proceedings against school personnel shall likewise be treated with appropriate confidentiality during the pendency of the case.

G. Criminal and Civil Liability

Criminal and civil liability arising from child/learner abuse, discrimination, exploitation, and other acts of abuse are separate and distinct from, and shall not be a bar to, the filing of an administrative case under this Policy.

H. Corrective Measures

Sanctions for Child/Learner Abuse, Learner Exploitation, Violence Against Learners, and Corporal Punishment are administered exclusively by the Learner Protection Committee (LPC) and the College's Disciplining Authority under this Policy, and not under the Safe GJC Act. Sanctions shall be determined according to the gravity of the offense, consistent with the best-interest-of-the-learner principle and the positive, non-violent, and restorative approach to discipline set out in Section VIII-B (Learner Protection Policies and Guidelines). Aggravating or mitigating circumstances, and the presence of a first offense warranting referral to counseling under Section X, shall be considered in fixing the appropriate sanction within each tier.

Offense	Light	Less Grave	Grave
Child/Learner Abuse	Verbal warning; written reprimand; mandatory counseling for the offending party	Suspension of one (1) to two (2) weeks; parental notification; mandatory counseling and positive-discipline seminar	Exclusion or expulsion, consistent with due process; mandatory referral to LSWDO/DSWD; referral to legal authorities if applicable
Learner Exploitation (Sexual or Economic)	Written reprimand; mandatory counseling	Suspension of one (1) to three (3) weeks; parental notification; mandatory referral to LSWDO/DSWD	Exclusion or expulsion, consistent with due process; referral to legal authorities
Violence Against Learners (non-sexual-harassment in nature)	Verbal warning; written reprimand; mandatory counseling	Suspension of one (1) to two (2) weeks; parental notification; mandatory positive-discipline seminar	Exclusion or expulsion, consistent with due process; referral to legal authorities if applicable
Corporal Punishment (committed by a learner against another learner)	Written reprimand; mandatory counseling	Suspension of one (1) to two (2) weeks; parental notification	Exclusion or expulsion, consistent with due process, for repeated or severe acts

XXI. SUMMARY OF OFFENSES AND CORRESPONDING SANCTIONS

The registration of a student to the General de Jesus College automatically binds him/her to all the rules, regulations and traditions of the institution.

Although the school cannot be held responsible for the student's conduct outside the school premises, undesirable conduct outside as well may be cause for suspension, exclusion from the school, or non-admission.

All faculty members are authorized to impose penalties for minor infractions of the school regulations and of classroom discipline. Offenses of a more serious nature are to be dealt following the procedures as stated in Student Handbook.

Activities that betray lack of discipline, maturity in attitude and sense of responsibility proven detrimental to students and their learning experiences and such activities are considered infringements against the rules and regulations of the school as well as the virtues and values which the school seeks to inculcate in each one. As such, the school lists down what are considered as offenses and prescribed penalties not so much to make the learners suffer from difficulties and hardships but as to make them realize that all actions have consequences and one must take full responsibility for one's own acts and misdemeanors. Furthermore, the disciplinary sanctions stipulated are considered more appropriate as deterrents and not just mere penalties.

APPLICATION OF OFFENSES AND SANCTIONS ACROSS GRADE LEVELS

As a general rule, the school's authority to discipline students applies within the school grounds. Matters that

happen outside the school are usually handled by the proper authorities or the student's family.

However, the school may take disciplinary action for conduct outside school and beyond school hours in the following cases. These include, but are not limited to, the following:

- 1. Violation of Core Values and Undermining the School's Mission**

When students' actions violate the school's core values of discipline, integrity, and excellence, and undermine the school's mission, vision, and objectives.

- 2. Violations of School Policies During Off-Campus, School-Sponsored Activities.**

When a student commits an offense in the context of an event or activity officially organized, or sponsored Unified Basic Education Handbook, even if held outside campus grounds.

- 3. Actions Affecting the School's Reputation**

When a student's behavior, even if off-campus, directly affects the good name, public image, or standing of the school and its academic community.

- 4. Conduct with Direct Impact on School Discipline and Order**

When the off-campus conduct of a student creates a direct and immediate effect on the discipline, good order, or overall welfare within the school environment.

- 5. Cyberbullying or Malicious Online Behavior**

When a student engages in cyberbullying against fellow students, or posts malicious, unfounded statements online that harm the reputation of other students, school personnel, or the school itself.

- 6. Off-Campus Speeches or Public Statements**

When a student delivers or publishes statements or speeches outside school grounds that may cause substantial disruption to the educational

process, or that tarnish the reputation of the school or its members.

All students are expected to behave properly at all times, whether on or off campus. The school may take action if a student's behavior compromises the values, safety or learning environment of the school. By showing discipline, integrity, and excellence, students help maintain a safe and supportive academic community for all.

Grade 1 to 4

Behavioral concerns and offenses involving Grades 1 to 4 students shall first be handled by the class adviser through documentation of the incident. On the third offense, the adviser shall coordinate with the parent/guardian. On the fourth offense, the case shall be referred to the Guidance Office for intervention and may later be endorsed to the BMO. However, formal sanctions from the BMO shall not be imposed at this grade level, as interventions shall remain primarily corrective, developmental, and supportive in nature.

Grade 5 to 12

Behavioral concerns and offenses committed by students in Grades 5 to 12 shall be reported to the Behavior Management Office.

A. LIGHT OFFENSES

These are small violations of school rules that cause minimal disruption to the learning environment. These behaviors are usually unintentional or first-time violations and can be corrected through reminders, warnings, or simple corrective actions.

1. Improper haircut/hairstyle/hair color
2. Causing minor disturbances in the campus like shouting, making noise or horseplay or running in hallways, etc.

3. Using gadgets (cellphones and other digital devices) during class hours except when needed for learning activities
4. Wearing of earrings (boys), hats, caps, or other headgears anywhere inside the campus
5. Destroying plants, trees, and picking of flowers and fruits without permission
6. Failure to properly wear the prescribed school and P.E. uniform. The P.E. uniform must only be worn on scheduled P.E. class. During periodical examinations, the P.E. uniform may be worn only if the exam falls on a scheduled P.E. day
7. Wearing inappropriate attire such as ripped jeans, spaghetti strap, crop top, tube, shorts, and mini skirt
8. Wearing of makeup, dark nail polish/ long nails and false eyelashes or eyelashes extension
9. Body piercing, visible tattoos and multiple earrings for girls
10. Failure to wear Identification card
11. Cross-dressing during school events or parties when it does not conform to the designated theme or established guidelines
12. Other causes analogous to the foregoing (additional offenses that are similar in nature to those previously mentioned)

SANCTIONS FOR THE COMMISSION OF LIGHT OFFENSES FOR THE ELEMENTARY LEVEL

First/Second Offenses	Meeting with the adviser
Third offense	Meeting with the student and parent /guardian by the adviser
Fourth offense	Meeting with the student, parent /guardian, adviser and

	consultation/counseling with the guidance counselor.
Fifth offense	Meeting with the Behavior Management Head and serve a one-day home-schooling. All tasks assigned by the teacher/s must be completed and submitted upon return to school. Behavioral counseling will be recommended after the home-schooling period.

SANCTIONS FOR THE COMMISSION OF LIGHT OFFENSES FOR THE HIGH SCHOOL LEVEL

First/Second Offenses	Meeting with the adviser
Third offense	Meeting with the student and parent /guardian by the adviser
Fourth offense	Meeting with the student, parent /guardian, adviser and consultation/counseling with the guidance counselor.
Fifth offense	Meeting with the Behavior Management Head, 1 day suspension and recommendation for behavioral counselling after suspension

B. LESS SERIOUS OFFENSES

These are more serious violations than the light offenses of school rules that disrupt the learning environment or show repeated disregard for school policies. These offenses require formal disciplinary action and monitoring by school authorities.

1. Cheating during examination

- Using cheat sheets or notes/lecture and other means of cheating
- Copying answers from other student/s
- Giving answer or other information to other student/s
- Gadgets (cellphones, smart watch and other digital devices) cheating by text/ chat messaging answer to other students, taking a picture of the test and sending it to other student/s.
- Giving/ receiving test questions, answers or test paper from other student/s
- Using programmable calculator during tests except when allowed by teacher
- Bringing home the test papers or not submitting the test papers to the proctor
- Deliberately giving check marks on wrong answer or altering the real score/answer

SANCTIONS FOR CHEATING DURING EXAMINATIONS FOR ALL LEVELS

First offense	Retake an alternative form of the test and a one-on-one consultation with the adviser
Second offense	Grade of zero in the exam where one cheated and consultation/counselling with the guidance counselor.
Third offense	Failing grade in the subject where one cheated during the affected grading period and consultation/counselling with the guidance counselor.
Fourth offense and subsequent offenses	Failing final grade in the subject where one cheated and

	consultation/counselling with the guidance counselor.
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2. Intentional spitting at another person or in school premises
3. Deliberately throwing, scattering, or leaving large amounts of trash or waste materials in school premises
4. Misuse of ID cards:
 - Using somebody else's ID
 - Lending/borrowing one's ID to someone
 - Stealing somebody else's ID
 - Forging one's or someone else's ID
 - Unauthorized use of an old or alternative ID
5. Getting out of the school without permission from the school authorities
6. Acts of bullying as stipulated in REPUBLIC ACT NO. 10627
 - Malicious name-calling
 - Slander or utterance of offensive words that tend to cause dishonor or discredit the name of a person
 - Use of foul or malicious language
 - Circulating poison/malicious information against someone through verbal and non-verbal means like texts, social media posts and email
 - Posting pictures, videos, comments, or messages on social media or other platforms that may damage the reputation of the school, its staff, or students.
7. Acts of photo and video voyeurism stipulated in REPUBLIC ACT NO. 9995
 - Taking photos or videos of private acts or body parts without consent (privacy violation)

- Taking photos or videos of another person without their consent in a manner that violates their privacy
 - Copying or reproducing such photos or videos
 - Selling or distributing such materials
 - Sharing or showing such content through media, internet, phones, or other devices.
8. Indecent proposal- any look, touch or feel in any way obscene or lascivious on the body or request for sex
 9. Inciting fights- encouraging, provoking, or stirring up others to start a fight or physical conflict
 10. Disruptive behavior such as shouting or booing during programs, intramurals, and other school activities
 11. Evading the flag ceremony, disrespecting the flag and the national anthem stipulated in Republic Act No. 8491-"Flag and Heraldic Code of the Philippines"
 12. Possessing indecent or morally offensive periodicals, magazines, clippings, pictures, cell phones, or sex-related items, as well as playing songs with obscene or malicious lyrics on cell phones
 13. Vandalism
 - Drawing/writing malicious words/acts on the walls, CR and chairs
 - Improper use of toilet facilities, tampering or playing with faucets, urinals and accessories
 - Malicious defacement and destruction of school properties
 14. Conducting any unauthorized activities in the name of the school/misrepresenting the school or any of its departments
 15. Removing or erasing or tampering official notices, announcements and posters on bulletin boards
 16. Any indication of having drunk and/or in possession of alcoholic beverages

17. Fighting or resorting to physical force or violence to settle disputes provided that the party who acted in self-defense shall be exempted from the punishment
18. Gambling of any form
19. Smoking/vaping within school premises or outside the campus, and possession of cigarettes, vape devices, and other related paraphernalia
20. Indecent acts or public display of affection like holding hands, kissing, necking, petting and other similar forms of physical contact inside the campus and its immediate environment
21. Gross acts of disrespect to school authorities
22. Misrepresentation or giving false statements to school authorities
23. Stealing- taking someone else's property without permission one time or a single instance of theft
24. Plagiarism- copying or taking credit for another person's work without permission or acknowledgment
25. Improper Use of Artificial Intelligence (AI) in Academic Work
 - Submitting AI-generated work as one's own when the use of AI is prohibited
26. Staying in the computer shops, billiards and other recreational/amusement places during class hours (high school)
27. Unauthorized use of the logo, letterhead and other official symbols/presentations of the institution
28. Disobeying security and safety personnel and other school personnel
29. Preventing or threatening any pupil or student or school personnel from entering the school premises or attending classes or discharging their duties
30. Failure to give the teacher's letter to the parents.
31. Setting-off the fire alarm and fire extinguisher without justifiable cause

32. Changing system settings, installing games in the computer laboratory, or deliberately damaging computer equipment and system files.
33. Reckless behavior resulting in damage to school property or injury to students
34. Teasing, annoying or disturbing another student
35. Capturing photos or videos of individuals without their permission and distributing or posting the content on social media or any public platform
36. Unauthorized use of another person's identity
37. Playing harmful, practical jokes that cause harm, injury or anxiety to student/s
38. Lying, withholding or giving wrong information during an investigation
39. Falsification of the teacher's signature to be allowed to leave the campus
40. Providing incorrect parent contact details and being accompanied by someone other than a legal guardian without prior authorization
41. Possession of a deadly weapon within school premises without intent to harm or use
42. Making threats through words, messages, or gestures that intimidate or frighten others without causing physical harm or posing an immediate and credible threat.
43. Other causes analogous to the foregoing (additional offenses that are similar in nature to those previously mentioned)

SANCTIONS FOR THE COMMISSION OF LESS SERIOUS OFFENSES FOR THE ELEMENTARY LEVEL

First offense	Calling the attention of the student's parent/guardian, meeting with the Behavior Management Head and serve a one-day home-schooling. All tasks assigned by
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	the teacher/s must be completed and submitted upon return to school.
Second offense	Calling the attention of the student's parent/guardian, meeting with the Behavior Management Head and serve a two-day home-schooling. All tasks assigned by the teacher/s must be completed and submitted upon return to school.
Third offense	Calling the attention of the student's parent/guardian, meeting with the Behavior Management Head and serve a three-day home-schooling. All tasks assigned by the teacher/s must be completed and submitted upon return to school.
Fourth offense	Calling the attention of the student's parent/guardian, meeting with the Behavior Management Head and serve a four-day home-schooling. All tasks assigned by the teacher/s must be completed and submitted upon return to school.
Fifth offense and subsequent offenses	Calling the attention of the student's parent/guardian, meeting with the Behavior Management Head and serve a one-week home-schooling. All tasks assigned by the teacher/s must be completed and submitted upon return to school.

SANCTIONS FOR THE COMMISSION OF LESS SERIOUS OFFENSES FOR THE HIGH SCHOOL LEVEL

First offense	Calling the attention of the student's parent/guardian, 2 day-suspension
Second offense	Calling the attention of the student's parent/guardian, 4 day-suspension
Third offense	Calling the attention of the student's parent/guardian, 1 week suspension
Fourth offense	Calling the attention of the student's parent/guardian, 1 week suspension signs final warning
Fifth offense	Exclusion from the school and undergo exit counselling.

Note:

- After the home-schooling has been served, the student is referred to the Guidance Office for counselling.
- If school property is damaged, financial penalties will be applied according to the assessment of the incurred damages.
- If a fight occurs, the school will promptly administer first aid to all individuals involved. Subsequently, any medical expenses arising from the incident will be the responsibility of the students involved.
- In case of stealing, the student shall be required to return the stolen money or item (e.g., gadget) to its rightful owner.

C. SERIOUS OFFENSES

These are violations of school rules that harm others, threaten safety, or significantly damage the school environment.

1. Membership to fraternities, sororities or any non-accredited association
2. Embezzlement of school/student funds
3. Engaging in any form of extortion from fellow students
4. Making, publishing (in all forms of media) or circulating false statements and unfounded information that would defame the students, the school and its personnel
5. Posting or circulating a video or any digital content containing threats that intimidate or cause fear, panic, or alarm among students, the school, or its personnel.
6. Immorality- refers to behaviors or actions that are considered ethically or morally wrong according to the standards and values of the educational institution
7. Multiple stealing- committing theft repeatedly or on several occasions. This means stealing more than once, often showing a pattern of behavior
8. Unauthorized access to computer systems, networks, or personal accounts of others (Hacking)
9. Executing pranks or jokes that cause physical, emotional, or psychological harm, or that risk the safety and well-being of others
10. Identity theft- unauthorized use of another person's identity to mislead, impersonate, or cause harm to others, including acts such as spreading false information or committing fraud
11. Grave Threat- serious and deliberate threat made against a person's life, safety or property
12. Possession of a deadly weapon within the school premises accompanied by threatening behavior, intimidation, or refusal to surrender the weapon
13. Examination Leakage – Unauthorized obtaining, sharing, receiving, or use of confidential examination questions, answer keys, or other assessment materials.

14. Other causes analogous to the foregoing (additional offenses that are similar in nature to those previously mentioned)

SANCTIONS FOR THE COMMISSION OF SERIOUS OFFENSES FOR THE ELEMENTARY LEVEL

First offense	Calling the attention of the student's parent/guardian, meeting with the Behavior Management Head and serve a ten-day home-schooling. All tasks assigned by the teacher/s must be completed and submitted upon return to school.
Second offense	Calling the attention of the student's parent/guardian, meeting with the Behavior Management Head and serve a fifteen-day home-schooling. All tasks assigned by the teacher/s must be completed and submitted upon return to school.

SANCTIONS FOR THE COMMISSION OF SERIOUS OFFENSES FOR THE HIGH SCHOOL LEVEL

First offense	Calling the attention of the student's parent/guardian and suspension for fifteen (15) regular school days and signs final warning
Second offense	Exclusion from the school and undergo exit counselling

Note: After the home-schooling has been served, the student is referred to the Guidance Office for counselling.

D. GRAVE OFFENSES

These are extreme violations of school rules that endanger life, safety, or the integrity of the school community. These acts require the highest level of disciplinary action and may involve suspension, exclusion or advised to transfer in another school.

1. Organization of/officership in fraternities, sororities or any non-accredited association/recruitment of fellow students to join fraternities, sororities or any non-accredited association
2. Hazing in any form
3. Using school logo and school name in carrying out fraternity/sorority related activities
4. Any indication of having taken prohibited drugs or other violations stipulated in RA No. 9165
5. Possession of guns and other deadly weapons within the school premises
6. Insubordination refers to students' refusal to follow instructions or authority from teachers, staff, or school officials. This includes ignoring directives, defying rules, disrespectful behavior and disruptive actions
7. Selling and/or possession of prohibited drugs. (RA 9165 Comprehensive Dangerous Drugs Act of 2002)
8. Drug dependency
9. Drunkenness-under the influence of alcohol on school grounds or during school-related activities
10. Hooliganism- disruptive, rowdy, or vandalistic behavior, such as causing physical damage to school property, engaging in aggressive or violent acts, or creating a general atmosphere of disorder
11. Assaulting a pupil or student or school personnel
12. Instigating or leading illegal strikes or similar concerted activities resulting in the stoppage of classes

13. Forging, altering, or using falsified school records, forms, or official documents for any purpose
14. Arson – the deliberate setting of fire to school property
15. Making, publishing (in all forms of media) or circulating false statements and unfounded information that would cause harm to the school, its personnel, and students resulting in their long term or permanent loss of physical, mental or emotional function
16. Possession and/or attempted use of a firearm or other deadly weapon within school premises with intent to harm or cause fear
17. Aggravated Grave Threat – Making a serious and credible threat against the life, safety, or property of any person, accompanied by acts demonstrating the intent, preparation, or capability to carry out the threat, thereby placing others in imminent danger.
18. Other causes analogous to the foregoing (additional offenses that are similar in nature to those previously mentioned)

**SANCTION FOR THE COMMISSION OF GRAVE
OFFENSES FOR ALL LEVELS
Exclusion from the school**

Note: For Acts of Sexual Harassment, Discrimination, Bullying, Child Abuse, Violence and Exploitation please refer to GJC Safe Space Act Manual.

XXII. PROCEDURE FOR HANDLING STUDENT DISCIPLINARY CASES

A. PROCEDURES FOR HANDLING BEHAVIORAL CONCERNS OF PUPILS IN GRADES 1–4

1. The adviser calls the attention of the pupils for the first and second offenses to discuss the violations committed and records the incident in the adviser's record book. The case shall remain under active monitoring.
2. The adviser informs and invites the parent/guardian in writing or through any appropriate means regarding the pupil's third offense for a thorough discussion of the pupil's misbehavior.
3. The adviser reports the pupil to the Guidance Office for appropriate intervention and monitoring regarding the reported misbehavior.
4. The adviser reports the habitual misbehavior to the BMO for documentation.
5. The BMO Head accomplishes a Student Referral Form addressed to the Guidance Office for appropriate intervention.
6. The BMO Head forwards the Student Referral Form to the Guidance Office for appropriate counseling and intervention.

B. PROCEDURES FOR HANDLING LIGHT OFFENSES

1. The adviser calls the attention of the student for the first and second offenses to discuss the violations committed and records the incident in the adviser's record book. The case shall remain under active monitoring.

2. The adviser informs and invites the parent/guardian in writing or through any appropriate means regarding the student's third offense for a thorough discussion of the student's misbehavior.
3. The adviser reports the student to the Guidance Office for appropriate intervention and monitoring regarding the reported misbehavior.
4. The adviser reports the habitual misbehavior to the BMO for appropriate action and further intervention.
5. The BMO Head receives and evaluates the case for appropriate action and further intervention in accordance with school policies and disciplinary guidelines.
6. The BMO Head instructs the adviser/subject teacher to file an official report for proper documentation and action.

C. PROCEDURES FOR HANDLING LESS SERIOUS OFFENSES AND HABITUAL COMMISSION OF LIGHT OFFENSES

1. The complainant accomplishes and submits the Incident Report Form (IRF) to the Principal.
2. The Principal endorses the case to the BMO for appropriate evaluation and disciplinary action.
3. The BMO Head and the adviser conduct a thorough investigation about the case.
4. The BMO Head holds a meeting with the Guidance Counselor, adviser, students, the parents of both the offender and offended party. Both parties shall be given ample time to present evidence and provide testimonies.

5. The BMO Head prepares the results of the investigation and presents them to the Behavior Management Committee (BMC)
6. The Behavior Management Committee (BMC) reviews the investigation results, deliberates on the case, and recommends appropriate corrective measures and disciplinary actions.
7. The BMO Head submits the recommendations of the BMC to the Supervisor, Principal for review and approval.
8. The Supervisor and the Principal review and approve the recommendations made by the BMC.
9. The BMO Head informs the parent/guardian of the disciplinary action or corrective measure imposed.
10. The BMO Head implements appropriate corrective action in accordance with established policies.
11. The BMO Head refers the student/s to the Guidance Office for counseling and behavior support, or to the School Clinic for medical evaluation and assistance based, as needed.

D. PROCEDURES FOR HANDLING SERIOUS AND GRAVE OFFENSES

1. The complainant accomplishes and submits the Incident Report Form (IRF) to the Principal.
2. The Principal endorses the case to the BMO for appropriate evaluation and disciplinary action.
3. The BMO Head and the adviser conduct a thorough investigation about the case.
4. The BMO Head holds a meeting with the Guidance Counselor, adviser, students, parents of offender and offended parties. Here, both parties are given ample

- time to present evidences and gather testimonies. The offender is allowed to answer the charges against him.
5. The BMO Head prepares the results of the investigation and presents to the Behavior Management Committee (BMC)
 6. The Behavior Management Committee (BMC) reviews the investigation results, deliberates the case, and makes appropriate corrective measures and disciplinary actions.
 7. The BMO Head reports the recommendations of the BMC to the Supervisor and the Principal for review and approval.
 8. The supervisor and the Principal review and approve the recommendations made by the BMC.
 9. The BMO Head informs the parent/guardian of the disciplinary action or corrective measure imposed.
 10. The parent/guardian may submit a request for reconsideration addressed to the Principal.
 11. The Principal acknowledges and forwards the letter to the BMO for appropriate review and action.
 12. The BMO Head reviews the appeal for completeness and evaluates the supporting evidence. The case may be reopened within one week after issuance of the decision.
 13. The BMC conducts a re-evaluation of the case in response to the appeal.
 14. The BMO Head prepares and submits the final decision to the Supervisor, Principal, Vice President for Academic Affairs and the President for approval after ensuring all procedures have been properly followed.
 15. The Supervisor, Principal, Vice President for Academic Affairs and the President review and approve the

recommendations made by the BMC. All the decisions thereafter shall be final.

16. The BMO Head informs the parent/guardian of the result of the appeal, including the disciplinary action or corrective measure imposed.
17. The BMO Head implements appropriate corrective action in accordance with established policies.
18. The BMO Head refers the student/s to the Guidance Office for counseling and behavior support, or to the School Clinic for medical evaluation and assistance, as needed.

XXIII. GJC SAFE ACT MANUAL

Note: For Acts of Sexual Harassment, Discrimination, Bullying, Child Abuse, Violence and Exploitation please refer to GJC Safe Space Act Manual.

The following offenses—**sexual harassment, violence, bullying and the like** are subject to specific sanctions as outlined below. For detailed guidance on procedures, classifications, and related provisions, please refer to the **GJC SAFE Act Manual**.

ACTS OF SEXUAL HARASSMENT, DISCRIMINATION, BULLYING, CHILD ABUSE, VIOLENCE, EXPLOITATION

Acts are classified as light, less grave, and grave offenses, as follows:

A. SEXUAL HARASSMENT

Light Offenses

- Unwanted remarks with sexual overtones
- Unwelcome sexual innuendos, including statements, questions, or jokes

- Repeated unwanted comments on a person's appearance that may degrade, humiliate, insult, or offend the receiver(s)
- Covert glances at a person's private parts or underclothing
- Other analogous cases

Less Grave Offenses

- Repeated sexual jokes or comments that may degrade, humiliate, insult, or offend people who may hear them
- Repeated verbal abuse with sexual undertones
- Making offensive hand or body gestures that may resemble sexual activities
- Creating rumors about a person's gender orientation, identity, and/or sex life
- Not considering a person for a role based on their sex, orientation, gender identity, and expression
- Making derogatory or degrading remarks directed towards a person's sex, sexual orientation, gender identity, or sexual activities
- Repeated offensive hand or body gestures that may resemble sexual activities
- Invasion of a person's privacy through cyberstalking and incessant messaging
- Other analogous cases

Grave Offenses

- Unwanted touching or brushing of the offender's genitals to any part of another's body or any part of the offender's body with another's genitals
- Groping and touching of private parts, including, but not limited to, breasts, genitals, and buttocks.
- Forcing someone to kiss or engage in sexual activities

- Attempted or consummated unwanted and forced sexual intercourse or torture in a sexual manner
- Sexual activities that deprive the survivor of their liberty
- Requesting sexual favors in exchange for employment, promotion, local or foreign travels, favorable working conditions or assignments, a passing grade, the granting of honors or scholarships, or the grant of benefits or payment of a stipend or allowance
- Physical, psychological, and emotional threats, unwanted sexual misogynistic, transphobic, homophobic, and sexist remarks and comments online, whether publicly or through direct and private messages
- Unwanted recording or taking of photos or videos, or any other recording that is directed towards a person's private parts or underclothing
- Uploading, sharing, and spreading photos, videos, or any information online—whether real or edited—without the knowledge and consent of the survivor that may cause damage to their reputation
- Impersonating the identities of victims online or posting lies about victims to harm their reputation
- Filing false abuse reports to online platforms to silence victims
- Physical assault of a sexual nature, such as, but not limited to, rape, sexual battery, molestation, or attempts to commit these assaults
- Other analogous cases

Light Offenses	- Verbal warning - Written reprimand - Mandatory gender sensitivity training- Suspension of 4-6 days
Less Grave Offenses	- Suspension 7-21 days - Parental notification - Mandatory community service related to gender awareness

Grave Offenses	- Exclusion from school- Referral to legal authorities if applicable
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B. CHILD ABUSE

Light Offenses

- Acts that cause minor or temporary harm without significant long-term impact.
- Psychological or emotional maltreatment that does not result in severe trauma.
- Minor instances of neglect that do not result in serious harm or risk.

Less Grave Offenses

- Acts that result in moderate harm or endanger a child's well-being but do not cause permanent damage or life-threatening situations.
- Unreasonable deprivation of basic needs (e.g., sporadic failure to provide food or shelter without immediate danger).
- Acts by deeds or words that degrade or demean a child's dignity, leading to distress but not severe psychological damage.

Grave Offenses

- Acts that cause severe harm, permanent damage, or pose a significant threat to a child's life.
- Sexual abuse or severe physical abuse.
- Cruelty that results in physical or emotional trauma.
- Failure to immediately provide medical treatment leading to serious impairment of growth, development, permanent incapacity, or death.
- Severe deprivation of basic needs that directly endangers the child's life.

Light Offenses	- Verbal warning - Written reprimand - Mandatory gender sensitivity training- Suspension of 4-6 days
Less Grave Offenses	- Suspension 7-21 days - Parental notification - Mandatory community service related to gender awareness
Grave Offenses	- Exclusion from school- Referral to legal authorities if applicable

C. CHILD EXPLOITATION

Light Offenses

- Minor forms of economic exploitation that do not pose an immediate danger to the child's health or safety. Examples: Light or temporary work that does not interfere significantly with the child's education or well-being but is exploitative.

Less Grave Offenses

- Acts of economic or sexual exploitation that pose moderate risk or harm to the child but do not result in severe trauma or long-term consequences.
- Economic exploitation that involves illegal child labor, without exposure to hazardous conditions.
- Coercion into participation in activities that are exploitative but do not involve direct physical or severe emotional harm.

Grave Offenses

- Severe acts of exploitation that involve high risk, trauma, or permanent damage to the child's physical, emotional, or psychological well-being.
- Sexual exploitation, including forcing a child into prostitution or involvement in the production of pornographic materials.

- Economic exploitation involving hazardous or dangerous work conditions that threaten the child's health, safety, or life.
- Any exploitation involving threats, deception, coercion, abduction, force, or severe abuse of authority.

Light Offenses	- Verbal warning - Written reprimand - Mandatory gender sensitivity training- Suspension of 4-6 days
Less Grave Offenses	- Suspension 7-21 days - Parental notification - Mandatory community service related to gender awareness
Grave Offenses	- Exclusion from school- Referral to legal authorities if applicable

D. VIOLENCE

Light Offenses

- Minor actions that cause discomfort or distress without causing severe or lasting harm.
- Psychological violence involving non-threatening verbal corrections or isolated incidents of ridicule that do not result in serious trauma.
- Physical tasks that are inappropriate for a child's age but not hazardous to their safety or well-being.

Less Grave Offenses

- Actions that lead to moderate physical, emotional, or psychological harm, but do not result in severe trauma or pose a direct threat to life.
- Acts of lasciviousness or mild sexual harassment that do not involve physical assault.
- Using coercion to involve a child in viewing indecent materials without direct physical involvement.
- Psychological violence that includes harassment, public humiliation, or sustained verbal abuse that

causes distress but not severe or long-lasting psychological damage.

Grave Offenses

- Severe forms of violence that pose a serious threat to the child's life, health, or long-term well-being.
- Physical violence that inflicts bodily harm or forces children into hazardous task.
- Sexual violence, including rape, serious sexual harassment, or forcing a child to engage in indecent acts, participate in sexual activities, or create and distribute sexual materials.
- Forcing a child to engage in sexual acts through threats, physical harm, coercion, or inducements.
- Psychological violence causing severe mental or emotional suffering, including stalking, intimidation, or prolonged, severe verbal abuse.
- Any other acts of violence that are severely prejudicial to the child's best interests, leading to long-term or irreversible harm.

Light Offenses	- Verbal warning - Written reprimand - Mandatory gender sensitivity training- Suspension of 4-6 days
Less Grave Offenses	- Suspension 7-21 days - Parental notification - Mandatory community service related to gender awareness
Grave Offenses	- Exclusion from school- Referral to legal authorities if applicable

E. BULLYING

Light Offenses

- Actions that cause discomfort or embarrassment but do not result in significant harm or long-lasting consequences.

- Public humiliation or insults that are not severe and are isolated incidents.
- Mild property damage that does not significantly affect the student's well-being or safety.
- Pinching or spanking that does not result in physical injury.
- Minor threats that are not followed by action and do not involve severe fear or intimidation.

Less Grave Offenses

- Actions that involve moderate harm, consistent harassment, or repeated bullying behavior but do not cause severe trauma or long-term damage.
- Stalking that causes distress but does not lead to physical harm.
- Deliberate destruction or damage of the child's property that has a moderate impact.
- Public and malicious imputation of a crime or defect that causes distress but does not result in severe social or psychological harm.
- Physical violence that causes moderate harm or injury but does not involve weapons or extreme force.
- Cyber-bullying involving repeated harassment, intimidation, or humiliation through social media or other online platforms that is persistent but not life-threatening.

Grave Offenses

- Severe acts that cause serious harm, have a high risk of danger, or involve threats to the student's life, safety, or well-being.
- Threats of violence or harm to a person, their honor, property, or family that cause significant fear or distress.

- Severe stalking that poses a physical threat or extreme psychological trauma to the victim.
- Taking property in a way that severely affects the victim's well-being or is accompanied by threats.
- Physical violence involving the use of weapons or causing severe injury, including mauling, punching, or similar acts with the intent to cause harm.
- Demanding sexual or monetary favors, which is coercive and exploitative.
- Restraint of liberty that results in the victim feeling threatened or physically confined.
- Cyber-bullying involving severe harassment, intimidation, or humiliation that leads to significant psychological or emotional distress, including threats of harm.

Light Offenses	- Verbal warning - Written reprimand - Mandatory gender sensitivity training- Suspension of 4-6 days
Less Grave Offenses	- Suspension 7-21 days - Parental notification - Mandatory community service related to gender awareness
Grave Offenses	- Exclusion from school- Referral to legal authorities if applicable

F. CORPORAL PUNISHMENT

Light Offenses

- Actions that involve minor harm or discomfort but do not pose a significant risk to the child's health or well-being.
- Verbal abuse, such as mild ridicule or minor threats that are isolated and do not result in severe emotional distress.
- Permanent confiscation of personal property that is not of significant value or importance to the child's well-

being, provided it is not done in a malicious or humiliating manner.

Less Grave Offenses

- Actions that involve moderate harm, cause noticeable distress, or are forms of recurring inappropriate discipline.
- Pulling hair, shaking, or pushing, which cause discomfort but do not result in severe physical injuries.
- Forcing a child to perform physically painful acts that are uncomfortable but not life-threatening (e.g., kneeling on a mildly uncomfortable surface for a short period).
- Verbal abuse involving swearing, cursing, or repeated humiliation that causes moderate emotional distress.
- Deprivation of physical needs for short periods that cause discomfort but do not endanger health.
- Confinement for a brief period without causing severe distress or trauma.

Grave Offenses

- Actions that pose a serious threat to the child's physical, emotional, or psychological well-being and involve high risk, severe harm, or lasting consequences.
- Blows to the body, such as beating, kicking, or hitting, particularly when using an instrument like a cane or belt.
- Striking a child's face or head, considered especially dangerous and harmful.
- Dragging, throwing, or twisting joints, which can cause severe injury or trauma.
- Deliberate exposure to dangerous substances (e.g., chemicals, alcohol, or extreme elements like fire) that pose a health risk.

- Tying up a child or engaging in actions that confine their movement or freedom, especially if it leads to trauma or harm.
- Forcing a child to disrobe or wear humiliating attire, leading to severe emotional distress or humiliation.
- Deprivation of essential physical needs to the point of endangering the child's health or safety.
- Confinement or imprisonment that causes significant fear or psychological harm.
- Analogous acts that involve severe physical or emotional abuse, creating lasting damage or trauma.

Light Offenses	- Verbal warning – Written reprimand – Mandatory gender sensitivity training- Suspension of 4-6 days
Less Grave Offenses	- Suspension 7-21 days – Parental notification – Mandatory community service related to gender awareness
Grave Offenses	- Exclusion from school- Referral to legal authorities if applicable

G. CORRECTIVE MEASURES

In addition to the established sanctions, the College may implement further corrective measures within the timeframe of the initial disciplinary action. These measures may include, but are not limited to:

- A written or verbal apology, as deemed necessary.
- Participation in well-being programs or treatments.
- No Contact Order/ Protection Order
- The imposition of appropriate financial penalties, if deemed necessary.

The determination of appropriate corrective measures will consider the following factors:

- The nature and circumstances of the misconduct.
- The frequency and severity of the actions.

- The individual circumstances of the respondent, including factors such as age, maturity, position, or rank.
- The safety of all parties involved and the broader community.
- Any other relevant factors.

These corrective measures may also be applied in cases resolved through the informal complaint procedure.

XXIV. EXCLUSION FROM THE SCHOOL

The school reserves the right to drop, advise to transfer, dismiss, or deny the readmission of any student at any time during the school year whose conduct, behavior, or influence is deemed undesirable, unsatisfactory, or harmful to the welfare of the school community.

Following the prescribed disciplinary procedures, a student may be warned, suspended, advised to transfer, dismissed, and/or denied readmission depending on the gravity, frequency, and circumstances of the offense committed.

Warning is the notice given to the student which stipulates that the continuation or repetition of specified conduct or commission of an offense might be cause for another disciplinary problem.

Suspension is the exclusion of a student from classes and/or from other activities of the school including tests for a definite period of time as set forth in the notice of suspension. Suspension falls on regular school days. In case classes are suspended due to typhoon and other unforeseen circumstances, the sanction is carried over to the following regular school days.

Exclusion is a disciplinary measure where a student is officially separated from the institution due to a serious or grave offense after due process has been observed. This may take effect immediately or within the current school term. It

terminates the student's relationship with the school and advises transfer to another institution, with possible admission to other schools.

Non-readmission is a disciplinary measure wherein a student may be allowed to complete the current term or school year, but is no longer permitted to enroll or continue in the school for the succeeding term or school year due to behavioral, disciplinary, or policy-related concerns.

Warnings, suspensions, non-readmission, and exclusion of students shall be rendered in writing, and copies thereof shall be furnished to all concerned parties.

XXV. DENIAL OF ADMISSION AND RE-ADMISSION

The school reserves the right to deny students of admission and re-admission at the beginning of the school year or anytime during the school year. Such maybe imposed on students whose conduct or influence to other students is regarded as undesirable or unsatisfactory.

Denial of admission is imposed in:

- Incoming first year students and transferees who fail to pass the entrance test;
- Transferees who have failing grades

Non-re-admission is placed on students who have:

- Shown gross misconduct such as committing disciplinary infractions despite his/her previous probationary status;
- Manifested little or no improvement at all after being given through guidance and counseling;
- Unpaid financial or other obligations to the school
- Very poor academic performance

XXVI. EXCLUSION FROM GRADUATION CEREMONY

In case a graduating student commits an offense that falls under very serious offenses before/after the final examination, he/she will not be allowed to attend the graduation ceremony. The penalty of suspension will not serve its purpose anymore since the offender, having finished all the academic requirements already, will not feel the impact anymore of the sanction; hence, the exclusion from

graduation ceremony. While the student will still be awarded a diploma upon meeting all academic requirements, the following additional consequences will apply:

- Issuance of a certificate of completion instead of a Certificate of Good Moral Character
- Ineligibility for admission to the school's college department

These measures emphasize that academic success must be accompanied by good conduct and responsible citizenship. The school remains committed to fostering a culture of discipline, respect, and excellence.

Note: The school reserves the right to amend the above-mentioned policies as it deems necessary.

XXVII. ACKNOWLEDGEMENT OF PARENT/ GUARDIAN

Acknowledgement of Parent/Guardian

I have carefully read and fully understood the contents of the GJC Student Handbook and School-Home Communication. I agree in whatever capacity I can to encourage my child to follow the said rules and regulations.

Furthermore, I give my full support and cooperation to the administration, faculty and staff of the General de Jesus College. I am willing to come to school when called upon for the interest and welfare of my child.

Parent/Guardian
Signature over Printed Name

Contact Address

Telephone Number _____

XXVIII. STUDENT'S PLEDGE

Student's Pledge

I hereby pledge to comply with the rules and regulations set in this Handbook and School-Home Communication.

I am fully aware of its contents and I promise not to fill, tear or detach any page of this Handbook.

Student's Printed Name and Signature

Grade and Section

XXIX. APPENDICES

APPENDIX A SCHOOL-HOME COMMUNICATION

ADMISSION SLIP

Date _____

Please excuse my son/daughter _____

(name)

of _____ for not attending her/his class(es)

(grade and section)

because _____

Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

Please excuse my son/daughter _____

(name)

of _____ for not attending her/his class(es)

(grade and section)

because _____

Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

Please excuse my son/daughter _____

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Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

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(grade and section) for not attending her/his class(es)

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Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

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of _____ (name)
(grade and section) for not attending her/his class(es)

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Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

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of _____ (name)
(grade and section) for not attending her/his class(es)

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Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

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(grade and section) for not attending her/his class(es)

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Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

Please excuse my son/daughter _____

of _____ (name)
 _____ (grade and section) for not attending her/his class(es)

because _____

Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

Please excuse my son/daughter _____

of _____ (name)
 _____ (grade and section) for not attending her/his class(es)

because _____

Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

Please excuse my son/daughter _____

of _____ *(name)*
(grade and section) for not attending her/his class(es)

because _____

Noted:

Parent's Signature

Class Adviser

ADMISSION SLIP

Date _____

Please excuse my son/daughter _____

of _____ *(name)*
(grade and section) for not attending her/his class(es)

because _____

Noted:

Parent's Signature

Class Adviser

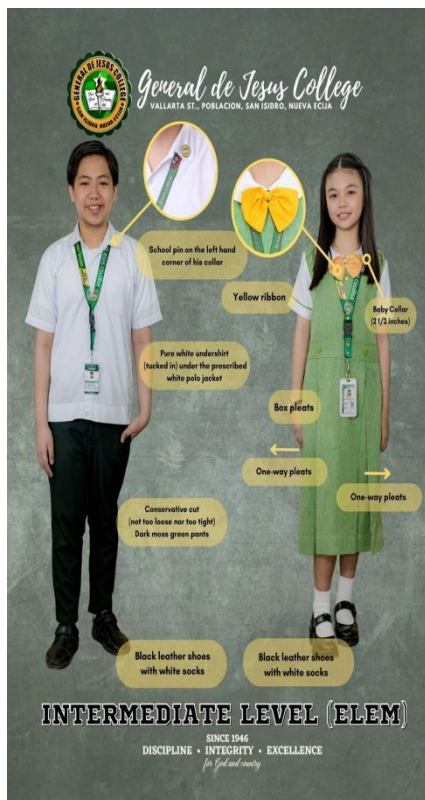
APPENDIX A.1

PRESCRIBED UNIFORM FOR PRE-ELEMENTARY



APPENDIX A.2

PRESCRIBED FOR ELEMENTARY



APPENDIX A.2

PRESCRIBED PE UNIFORM FOR ELEMENTARY



APPENDIX B.1

PRESCRIBED UNIFORM FOR JUNIOR HIGH SCHOOL



APPENDIX B.2

PRESCRIBED UNIFORM FOR SENIOR HIGH SCHOOL



APPENDIX C**EXCERPTS FROM THE HIGH SCHOOL ENROLMENT FORM**

1. Bilang konsiderasyon sa aking pagpapatala sa paaralang ito, babayaran ko ang paunang bayad (Entrance Fee) na itinakda ng paaralang ito.
2. Kung ang pagbabayad ko ng matrikula ay “installment basis”, naiintindihan ko na ang bawat pagbabayad ay dapat gawin tuwing katapusan ng bawat buwan o bago pa man dumating ito. Kung ang nabanggit na pagbabayad ay lumampas na sa takdang oras/panahon, maiintindihan ko rin na ako ay bibigyan pa ng palugit na sampung araw matapos ang bawat katapusan ng buwan. Kung sakaling hindi ko pa rin mabayaran ang “installment payment” sa loob ng nabanggit na panahon matapos ang palugit na mga araw, ako ay dapat magbayad ng “surcharge” na 2% sa bawat lilipat na buwan hanggang sa mabayaran ang naturang “installment payment”.
Halimbawa: Ang matrikula sa buwan ng Hulyo ay binayaran lamang ng Setyembre 16 ang “surcharge” ay 4%.
3. Ang matrikula para sa buwan ng Disyembre at Marso ay dapat bayaran bago sumapit ang eksamin/pagsusulit na natatakda sa mga buwang nabanggit.

GJC HYMN

Sumilang na isang dukkha
Sa kandungan ng dalita
Ngunit ginto ang kamukha
Nagningning ng mahimala
Noong siya ay nag-aaral
Natangi sa kabaitan
Napuri sa kasipagan
Nabantog sa karunungan
Luha, dugo, pagbabata
Sampu ng buhay na maganda
Iniandog na lahat-lahat na
Sa ngalan ng bayang sinta
Sa silanga'y napatampok
Ang bayaning napalugmok
Ang heneral na napabantog
Na si Simeon de Jesus
Ang heneral na nabantog
Na si Simeon de Jesus

GJC MARCH

We are builders of the land
All ready to make a stand
For right we fight with all our might
A gen'ral's name to give us life and light
Freedom's bells shall ever ring
If in our hearts we bring and sing
This song for those who stood and died
For a land that was dearly tried.

Chorus:

We fight, fight, fight with cheers
Now that joy has taken the place of tears
Lead us on, lead us on General de Jesus
With you as guide we cannot lose
Liberty you sought for which you fought
To us you brought that which was dearly bought
'To you we sing to a hope we cling
That freedom's bells shall ever ring.
(Repeat Chorus)



SINCE 1946

DISCIPLINE * INTEGRITY * EXCELLENCE

for God and country



gendejesus@gmail.com



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