

KATIG

SAN JOSE ACADEMY'S RISK MANAGEMENT MANUAL

2025 Edition

INTRODUCTION

I am pleased to present to you the Risk Management Manual of our school, proudly named "**Katig**." This manual is an essential guide containing the policies, protocols, and guidelines that will help us identify, mitigate, and control possible risks in the various aspects of our school operations.

The name "**Katig**," which means "outrigger" in Filipino, draws inspiration from the rich fishing heritage of our beloved city, Navotas. Just like the fishermen of Navotas depend on their boats with outriggers to stay steady in rough waters, this manual acts as our support system, helping us navigate the challenges of today's unpredictable world.

Katig is not just a document; it is the product of the collaboration and dedication of every member of our school community. Together, we have crafted this manual to empower us to address risks proactively and operate safely and confidently. As we continue to learn and grow, let this guide remind us of our shared commitment to protect our school environment and ensure the well-being of all.

Let us journey forward with the confidence that, like our fisherman ancestors who bravely sailed the seas guided by their *katig*, we too have the support and guidance to face any challenges ahead.

Thank you, and let us all uphold the principles and practices outlined in this manual as we work together towards a safe and secure future.

Mr. Rafael Patrick M. Pecjo
School Principal

TABLE OF CONTENTS

Introduction	2
School's Vision-Mission Statements	3
Institutional Objectives	3
Risk Management Plan	7
Introduction	7
Objectives	7
Vulnerability and Capacity Risk Assessment	10
Strategies	12
Evaluation	12
Risk and Opportunity Registers	15
Components of a Risk and Opportunity Register	15
Guidelines for Implementation by School Offices	16
Guidelines in Managing and Controlling SnJA's Identified Risks	17
Safety and Security Guidelines	17
Health and Wellness Guidelines	26
Guidelines on Controlling and Mitigating Risks Related to School Infrastructure	31
Guidelines on Compliance with Legal and Regulatory Bodies	34

Guidelines in Addressing Technology and Conectivity Concerns	37
Guidelines on Managing Risks Related to Environmental Sustainability	40
Guidelines on Controlling and Mitigating Risks Related to Demographic Changes	41
Guidelines on Controlling and Mitigating Risks Related to Community and Parental Involvement	45
Guidelines on Controlling and Mitigating Risks Related to Teacher and Staff Challenges ...	48
Guidelines on Controlling and Mitigating Risks Related to Social and Political Factors	51
Guidelines on Controlling and Mitigating Risks Related to Financial Operations	52
School Disaster Risk Reduction and Management Committee	56
Guidelines on Controlling and Mitigating Risks Related to Natural Disasters	57
Guidelines on Controlling and Mitigating Risks Related to Man-made Disasters	60

SCHOOL'S VISION AND MISSION STATEMENTS

Vision Statement

Inspired by the virtues and zeal of St. Joseph, our patron, San Jose Academy envisions a Christ-centered community committed to producing responsible Christian achievers formed in the Catholic faith who are globally competent, socially engaged, and environmentally-sensitive.

Mission Statements

As a basic education school, San Jose Academy seeks to foster the holistic formation of each Josenian who will contribute to the development of the family and human society.

As a Catholic school, San Jose Academy forms Christian disciples actively participating in the life and mission of the Church.

As a Filipino school, San Jose Academy fosters a genuine love of country and a deep commitment to the culture of human life and care for creation towards nation-building and development.

INSTITUTIONAL OBJECTIVES

In order to realize and uphold our commitment to offer an excellent, integral, and innovative Catholic education, the academic community will strive to achieve the following institutional objectives:

1. To promote in the school community the spirit of discipleship characterized by joy, unity, righteousness, prayerfulness, love for work, and sensitivity for the needs of others, especially the poor;
2. To strive for excellence in academic pursuits, with St. Joseph the worker as model of competence, perseverance, and creativity;
3. To promote a culture of caring and stewardship, as St. Joseph did in caring for his family; 4. To foster love of country, respect for nature and the environment, social consciousness, and justice; and
4. To provide an atmosphere of communion between and among students, teachers, non-teaching personnel, and parents.

DEPARTMENTAL OBJECTIVES

Preschool Objectives

The Pre-School Department shall have the following objectives:

1. To present models for imitation that will make the child see God as a Father and all people and things around him/her as gifts;
2. To employ learning experiences that will allow the child to think and do things independently within the limits of his/her maturity;
3. To provide opportunities that will inspire the child to practice desirable social behavior with other children as well as with adults;
4. To use experiential approaches, which will help the child manifest psychomotor skills for effective performance according to his/her age; and
5. To provide learning opportunities that will allow the child to manifest reading readiness in English and Filipino.

Grade School Objectives

The Grade School Department shall have the following objectives:

1. To provide the basic knowledge, skills, attitudes, and values essential to the learner's intellectual growth and personal development;
2. To provide learning experiences which will increase the learner's awareness of and responsiveness to the changes in society, and to prepare the learner for constructive and effective involvement;
3. To promote and intensify the learner's knowledge of, identification with, and love for the nation and the people to which he/she belongs; and
4. To enhance the learner's orientation to the world of work and creativity in order to prepare him/her to engage in honest and gainful work.

High School Objectives

The High School Department shall have the following objectives:

1. To foster intellectual curiosity and analytical and logical thinking, and to develop interests and aptitudes necessary to succeed in post-secondary education;
2. To encourage students to achieve academic excellence and to acquire skills, habits and desirable values to meet the demands of a changing society;
3. To help the students witness in daily lives his/her dynamic love of God, a sense of personal worth and respect for others;
4. To promote love of country through an appreciation of Filipino cultural heritage and for what is just, true, and noble.
5. To help students identify their vocational interests and become worthy and effective members of home and community.
6. To help students develop physical fitness, self-discipline and self-renewal in day-to-day lives.

RISK MANAGEMENT PLAN

I. Introduction

In today's dynamic educational landscape, the ability to foresee and effectively mitigate risks is paramount. Educational institutions, like our school, are exposed to a multitude of risks that encompass various domains, including safety, health, infrastructure, legal, technology, environment, and socio-economic factors. To ensure the continuity of education and the well-being of students, faculty, and staff, it is essential to have a comprehensive Risk Reduction and Management Plan in place, as advocated by the standard set by PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities).

II. Objectives

The primary objectives of our school's Risk Reduction and Management Plan are as follows:

1. Systematically **identify and assess potential risks** that the school may encounter in various domains, thereby categorizing these risks into a structured framework for better understanding.
2. **Develop strategies and measures to minimize and mitigate** the identified risks, including proactive measures and disaster preparedness.
3. **Formulate effective response and recovery plans**, protocols, and systems for a swift and efficient response to unforeseen events.
4. **Ensure that all stakeholders, including students, faculty, staff, and parents, are well-informed about the risks**, preventive measures, and emergency procedures.
5. **Establish a system for ongoing monitoring, evaluation, and improvement** of the Risk Reduction and Management Plan.

III. Vulnerability and Risk Assessment

Risk is the potential for a loss due to an action or inaction. It is a fundamental aspect of everything that uncertainty drives. All endeavors are surrounded by risk, including business, transport, sports, recreation, culture and social interaction. As such, identifying and managing risk is a fundamental component of decision-making that comes up on a daily basis. The following are common types of risk.

Force majeure is the chance of a large-scale negative event over which a business has no power, such as a war, major crime, hurricane, flood, earthquake, tsunami or volcanic eruption. It is a common liability exemption in contracts, such as insurance policies. In some cases, force majeure is also incorporated as an exemption to terms outlined in international treaties. According to most accepted definitions, an event must be external, unpredictable and irresistible to qualify as force majeure. Thus, hazard mapping was done thoroughly in order to alleviate and impede damages and losses to school properties and even the lives of innocents.

These risks can be categorized into various areas:

1. Safety and Security

- a. Violence and Bullying - Incidents of violence and bullying can disrupt the learning environment and harm students' physical and mental well-being.

- b. **Cybersecurity** - Schools may be vulnerable to cyber threats, including data breaches and hacking, which can compromise student and staff information.

2. Health and Wellness

- a. **Pandemics and Infectious Diseases** - As demonstrated by the COVID-19 pandemic, infectious diseases can disrupt school operations and pose health risks to students and staff.
- b. **Mental Health Issues**: Mental health challenges among students and staff can affect the quality of education and well-being.

3. Infrastructure

- a. **Infrastructure Issues** - Poorly maintained facilities and inadequate resources can jeopardize the safety and functionality of the school.

4. Legal and Regulatory

- a. **Compliance and Accreditation** - Failure to meet regulatory standards or accreditation requirements can lead to sanctions or closure.
- b. **Legal Liability** - Schools can face legal issues related to discrimination, harassment, or other misconduct.

5. Technology and Connectivity

- a. **Digital Divide** - Disparities in access to technology and the internet can hinder students' ability to participate in online learning or access digital resources.
- b. **Technology Failures** - Technical issues, such as server crashes or software failures, can disrupt online learning and administrative processes.

6. Environmental and Sustainability

- a. **Environmental Hazards** - Exposure to environmental hazards like lead or mold in school buildings can harm health and necessitate costly remediation.
- b. **Sustainability Challenges** - Failure to adopt sustainable practices can contribute to long-term resource and environmental issues.

7. Demographic Changes

- a. **Changing Student Demographics** - Shifting demographics can impact school resources, cultural competency, and the need for English as a Second Language (ESL) programs.

8. Community and Parental Involvement

- a. **Lack of Parental Involvement** - Insufficient support and involvement from parents or guardians can hinder a child's educational progress.
- b. **Community Disruptions** - Local community issues, such as crime or economic instability, can indirectly affect school performance.

9. Teacher and Staff Challenges

- a. **Recruitment and Retention** - Difficulty in recruiting and retaining qualified educators can lead to teacher shortages and increased class sizes.
- b. **Professional Development** - Insufficient opportunities for professional development can result in outdated teaching methods and a lack of motivation among educators.

10. Social and Political Factors

- a. **Policy Changes** - Changes in education policy and funding at the local, state, or national level can impact school operations and services.
- b. **Social Unrest** - Protests, civil unrest, or community tensions can disrupt normal school activities.
- c. **Transport Strikes** - It can cause serious disruptions by limiting students' and staff's ability to commute to school
- d. **Labor Disputes** - Teacher strikes related to political or labor issues can disrupt the delivery of education.

11. Financial Operations

- a. **Declining Enrollment** - A decrease in student enrollment can lead to reduced tuition and government funding, impacting the school's revenue.
- b. **Economic Downturn** - Economic recessions can result in reduced family incomes and cutbacks on education spending, affecting the school's financial stability.
- c. **Budget Constraints** - Budgetary constraints can limit resources available for educational programs, teacher salaries, and infrastructure maintenance.
- d. **Inadequate Funding** - Inadequate government funding or delays in disbursing funds can strain the school's finances.
- e. **Increasing Operating Costs** - Rising costs of utilities, materials, and maintenance can eat into the school's budget.

12. Natural Disasters

- a. **Typhoons, Hurricanes, and Severe Windstorms** - Strong winds and heavy rains cause flooding, structural damage, and class interruptions.
- b. **Flooding and Flash Floods** - Can inundate school buildings, damage property, and displace students.
- c. **Earthquakes** - Sudden tremors can cause building collapse, leading to injury, death, and destruction of facilities.
- d. **Fires (Natural and man-made origins)** - Accidental fires within school buildings can disrupt operations and threaten safety.
- e. **Heatwaves** - Extreme heat conditions can affect student health and attendance.
- f. **Drought** - Can indirectly affect schools through water shortages and impact on communities.
Man

13. Man-made Disasters

- a. Chemical Spills - Accidental release of hazardous materials near or inside school premises.
- b. **Bomb Scares and Threats** - Calls or actual threats causing disruption and panic.
- c. **Civil Disturbances and Riots** - Protests or violent incidents disrupting school operations.
- d. **Criminal Acts and Threatening Individuals** - Incidents involving violence, weapons, or aggressive behavior inside or near the school.

Vulnerability and Capacity Risk Assessment

Below is the Vulnerability and Capacity Risk Assessment of all possible hazards and risks within the school perimeter.

Hazard	Vulnerabilities	Capacities	Risk Assessment
Earthquake	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Flood	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Fire	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Inclement weather	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Hail Storm	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	Low
Lightning	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Heat Wave	Students and teachers	Organizational Policies	Low
Drought	Students and teachers	Organizational Policies	Low
Pandemic (eg. HIV/AIDS, Flu)	Students and teachers	Organizational Policies	High
Materials Release	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	Low
Landslide	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	Low

Debris Flow	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	Low
Volcano	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	Low
Air Pollution	Students and Teachers	Organizational Policies	High
Water Pollution	Students and Teachers	Organizational Policies	High
Noise Pollution	Students and Teachers	Organizational Policies	Low
Land Contamination	Students and Teachers	Organizational Policies	Low
Transportation accident	Students and Teachers	Organizational Policies	High
Water Shortage	Students and Teachers	Organizational Policies	Medium
Power Shortage	Students and Teachers	Organizational Policies	Low
Food Shortage	Students and Teachers	Organizational Policies	Low
Pest Infestation	Students and Teachers	Organizational Policies	Low
On-campus accident	Students and Teachers	Organizational Policies	High
Workshop or Laboratory accident (gas leak, chemical leak, etc.)	Students, Teachers and School Properties	Organizational Policies	High
Student road accident, illness or epidemic	Students and Teachers	Organizational Policies	Medium
Food Poisoning	Students and Teachers	Organizational Policies	Low
Student Fight	Students and Teachers	Organizational Policies	Low
Student with Weapon	Students and Teachers	Organizational Policies	Low
Student Suicide or Attempt	Students and Teachers	Organizational Policies	Low
Bombing	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Hostage/Kidnapping	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High

Gun shooting	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Tsunami	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Civil disturbance	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	Low
Criminal Activity (assault, theft, etc.)	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Fake news/inappropriate posts on social media	Students, Teachers, Buildings and Classroom, School Properties	Organizational Policies	High
Cybersecurity			
Pandemic and Infectious Diseases			
Medical emergencies	Students, teachers, Buildings and Classroom, School Properties	Organizational Policies	Medium

IV. Strategies

1. Formulating Proposals - When planning new school programs or initiatives, potential risks and opportunities are proactively assessed and addressed in the proposal. This ensures that risk controls and contingencies are built into the project design, reducing possible negative outcomes.
2. Preparation of Risk and Opportunity Registers - Maintaining dynamic registers during these activities serves as a central tool to catalog identified risks, assign owners, and note mitigation strategies and timelines. It ensures active monitoring and accountability.
3. Conducting Drills - Running fire drills or evacuation drills functions as a preventive intervention. It tests preparedness, reveals gaps in emergency responses, and builds a culture of safety among students and staff.
4. Information Dissemination and Awareness Campaigns - information dissemination and awareness campaigns are key risk management strategies conducted by the school to effectively communicate risks, safety protocols, and preventive measures to the entire school community. This strategy empowers students, staff, and parents with the knowledge needed to recognize hazards, understand potential impacts, and take appropriate actions to minimize harm.

V. Shared Responsibility

The Board of Trustees and Executive Council serve as the highest-level risk oversight bodies. They provide strategic direction, ensure alignment of risk management with the school's objectives, and evaluate emerging risks that could impact the institution. They hold accountability for approving risk management frameworks and ensuring the school has resources to address risks effectively.

However, operational risk management is distributed, requiring involvement from every member of the school—from administrators and faculty to staff, students, and parents. This collective responsibility ensures risks are identified early, controls are followed consistently, and risks are managed at all levels. This layered approach balances strategic oversight with on-the-ground risk management, strengthening the school's resilience against threats.

Everyone in the school community shares the responsibility for mitigating, controlling, and managing risks because effective risk management relies on collective vigilance and participation. Every individual—from administrators, teachers, and staff to students and even parents—plays a role in identifying potential hazards, adhering to safety protocols, reporting concerns, and supporting preventive actions.

VI. Evaluation

The success of our Risk Reduction and Management Plan will be evaluated through a multi-faceted approach. The system of evaluation will encompass the following components:

Risk Assessment and Monitoring

Regular assessment of the vulnerabilities and capacities in the school's Risk Assessment matrix, keeping an eye on the change in risk levels and evaluating the effectiveness of organizational policies in mitigating risks. This will include assessing the frequency and severity of risks and the school's response to them.

Incident Response Evaluation

In the event of an incident, a post-incident analysis will be conducted to evaluate the effectiveness of the school's response and recovery efforts. This includes a review of the incident management plan, response times, communication, and overall response coordination.

Compliance and Accreditation

Ensuring the school is in compliance with all regulatory standards and accreditation requirements, as specified by PAASCU. Any shortcomings in this regard will be addressed promptly.

Stakeholder Feedback

Gathering feedback from students, faculty, staff, and parents to gauge their awareness and satisfaction with the Risk Reduction and Management Plan. Their feedback will provide insights into areas that need improvement.

Tabletop Exercises and Drills

Conducting regular tabletop exercises and emergency drills to test the school's readiness in responding to various risk scenarios. The outcomes of these exercises will inform necessary adjustments to the plan.

Performance Indicators

Developing key performance indicators (KPIs) to measure the effectiveness of risk mitigation measures and preparedness efforts. These indicators will be regularly monitored and assessed.

Budgetary Analysis

Evaluating the allocation and utilization of financial resources to determine whether the budget adequately supports the Risk Reduction and Management Plan and any required adjustments.

Environmental Impact Assessment

Regular assessment of the school's impact on the environment and efforts towards sustainability, taking into account the long-term environmental consequences of its operations.

Demographic and Social Impact Analysis

Analyzing the effect of changing student demographics, community disruptions, and social and political factors on the school's ability to provide quality education.

Teacher and Staff Evaluation

Evaluating teacher and staff recruitment, retention, and professional development to ensure that staffing challenges do not compromise the quality of education.

Financial Health Assessment

Regularly monitoring the school's financial health, considering enrollment trends, economic conditions, budget constraints, funding adequacy, and cost management.

Technological Evaluation

Regular assessment of technology and cybersecurity measures is necessary to ensure they align with evolving risks and best practices.

By employing this comprehensive system of evaluation, our school aims to continually improve its Risk Reduction and Management Plan, ensuring that it remains dynamic and effective in addressing the evolving challenges and risks in the educational landscape, in alignment with the standards set by PAASCU.

RISK AND OPPORTUNITY REGISTERS

A Risk and Opportunity Register is a systematic tool used by organizations, including basic education schools, to identify, assess, and manage potential risks (what can go wrong) and opportunities (positive chances for improvement) that may affect school processes and functions.

The register serves as a living document that helps the school proactively monitor threats and opportunities, enabling timely actions to minimize negative impacts and maximize benefits. It ensures accountability and informed decision-making and enhances the school's ability to maintain smooth operations and achieve its goals. Specifically, the register helps the school in ensuring the following:

1. All significant risks and opportunities are documented and tracked.
2. Assigning risk owners ensures that identified risks and opportunities are actively managed.
3. Provides transparent information for prioritizing responses and resource allocation.
4. Facilitates sharing of risk-related information across the school community.
5. Aligns risk management practices with school policies and regulatory requirements.

Components of a Risk and Opportunity Register

Component	Explanation
Process or Function	The specific school process, department, or function associated with the identified risk or opportunity.
Risk/Opportunity	A clear description of the risk (potential negative event) or opportunity (potential positive event) that could affect the process or function.
Possible Cause	Factors that may trigger the risk or enable the opportunity, categorized by personnel, infrastructure, environment, monitoring and measurement, knowledge, or others.
Controls (for Risk)	Measures in place to prevent or lessen the risk. These include: Operational Controls - Controls aimed at preventing the cause of the risk from happening. Additional Controls - Extra safeguards addressing residual risks that remain even after operational controls are applied.
Action (for Opportunity)	Specific steps that are planned or underway to capitalize on the opportunity.
Documentation	Records or evidence related to identified risks or opportunities, controls, and actions.
Risk Owner/Person Responsible	The individual or office accountable for monitoring the risk/opportunity, implementing controls or actions, and reporting status.

Guidelines for Implementation by School Offices

1. Each office or department should participate in regularly identifying risks and opportunities relevant to their functions.
2. Input causes, controls, and actions related to those risks and opportunities in the register.
3. Designate responsible persons to serve as risk owners who will oversee monitoring and mitigation.
4. Update documentation as changes occur or when new risks/opportunities arise.
5. Review the register periodically during management or team meetings to evaluate progress and adjust strategies accordingly.

SAFETY AND SECURITY GUIDELINES

A. General Provisions

1. The Support Services Head coordinates directly with the Security Agency regarding security matters including the preparation, revision and implementation of contracts; the assignment and replacement of guards; and the resolution of conflicts involving guards.
2. The Support Services Head exercises direct supervision over the school guards. In so doing, he relays and explains to them all instructions from the school administration and he ensures that all safety and security guidelines are understood, observed and implemented by all school guards.
3. The conduct, performance and responsibilities of guards are governed by provisions specified in the contract between the school and the security agency.

B. Safety and Security Guidelines

1. Whenever persons request for entry to offer goods or services, the guards must notify the Director's Office first and act according to instructions. If the said persons are allowed entry, the guard will issue a visitor's slip and get their identification card before the roving guard will guide/ escort/ direct them to school offices that will attend to their request.
2. A guard can leave his post for a while to go to the rest room or to take his meal only after making arrangements with the other guard to remain at the school gate. Leaving one's post frequently without valid reason is prohibited.
3. There is a common area where the guards leave their personal belongings such as bags, extra clothing, packed food, etc., change their clothes or take their meals. It is not a sleeping or resting area. No outsider is allowed to stay inside the said common area.
4. After their duty period, the guards are expected to leave the campus and return the following day in time for their next tour of duty.
5. The guards must be in their uniform while on duty even after classes or on non-school days.
6. The guards are requested to help send home students who overstay after classes except those attending scheduled activities.
7. No activity of students and outsider groups can be carried out in the school after classes or on non-school days without a RESERVATION FORM or coordinated instruction from school officials.
8. No device, item, furniture, etc. can be brought in by students or visitors without a REQUEST TO BRING IN OBJECTS released by the Support Services Head or by the Prefect of Students.
9. Guards are not authorized to call students in their classrooms upon the request of persons outside the school gate who want to talk to them. As a standard procedure, they must issue a visitor's slip to such persons, get their identification card and let the roving guard guide/ escort/ direct them to school offices that will attend to their request.
10. Guards are also not allowed to accept food, books, projects, etc. from persons outside the gate and bring them to students in their classrooms. Let the said persons hold such items until the students come to the gate to get them. If an item needs immediate delivery like medicine, the

bearer must be accompanied to the clinic where such item will be checked by the nurse before it is given to the student.

11. Always make a spot report on the guard log book for untoward or unusual incidents in the campus; for abandoned or unsecured school equipment after dismissal, after the conduct of activities on school and non-school days in classrooms, offices, activity venues or open spaces like school grounds, covered court, hallways and flagpole field; for electrical and water devices that were left turned on after activities or classes; and for broken water pipes or sparks in electrical wirings. These must be reported upon discovery to the Support Services Head.
12. Always switch off electrical devices that were left operating such as air-con units, electric fans, lights, computers, etc. in classrooms and offices; shut off water faucets/ sources that were left open and power breakers in the hallways , etc. during the initial roving right after all personnel, students, visitors or activity participants have left the campus from Monday to Sunday.
13. Shut down the main water faucets located along the main road and at the back of the HS H.E. Room after classes, activities or on non-school days.
14. At night, switch on single lights only for areas that need illumination. Series of lights along hallways and walkways should not be left open throughout the night.
15. Always require from employees (except administration officials and employees on official business) a LEAVING THE CAMPUS FORM signed by their department heads whenever they leave the school for personal reasons during office hours.
16. During day shift, one guard stays at the main gate to attend to or monitor the entry and exit of people and the bringing in and pulling out of things through the gate. The other guard goes around inspecting the site from time to time, monitoring the movement of visitors, looking for personnel upon the request of school administrators and assisting in the entry of people before flag ceremony or activity and the exit of students during dismissal time.
17. During night shift, both guards do roving functions. One guard patrols areas in and around the gate along Naval St., the San Lorenzo Building, the flagpole field and the St. Joseph Building including its extension (Accounting Office). The other guard patrols areas in and around the Immaculate Conception Building, Santo Nino Building, the open canteen, the covered court and the back gate at the side of the church. Going elsewhere outside the school or area of responsibility or sleeping while on duty are absolutely prohibited.
18. No school property can be brought out of the school without a PULL OUT FORM signed by the person who authorized the release of an item, device, material, etc. and signed also by the person who brought it out.
19. All forms for venue reservation, request to bring in items, pull out forms, vehicle reservation, leaving the campus and other notices issued to the guards should be kept intact in the guard house.
20. Gates of stairs and corridors must be locked once the inspection of rooms, offices and corridors are done after classes. On non-school days, if a reserved venue is located in upper floors, only the gate of stairs or corridors leading to the said venue will be opened and immediately closed right after the activity or meeting.

21. The guards immediately report to school authorities any untoward incident in progress involving students, employees and parents at the gate or elsewhere in the campus in their presence or outside the gate within their sight.
22. The Guards are expected to keep the guard house and its surroundings clean and free from obstructions.
23. The Guards must always be in a good disposition when dealing with personnel, parents, students and visitors and in answering phone calls but they must be firm in implementing security measures.
24. Rooms, grounds and the covered court are being reserved and used by outsider groups for their activities or meetings on non-school days and sometimes after classes. The guards monitor the movement of participants throughout their stay inside the campus. They assist the groups in getting the requested items like chairs, tables, etc. Only devices, equipment, furniture or other items specified in the reservation forms can be used. Requested items like electric devices or PE equipment are endorsed to the guards who will issue them to the outsider group, recover them from the same group and return them to the employee who endorsed them on the first work day after the activity or meeting.
25. The roving guard is requested to locate and tell maintenance employees to report to the Logistics Office in instances when they are urgently needed.
26. The guards participate in earthquake and fire drills. They are usually assigned to open the gates once they hear the alarm. They are requested to help maintain order during and after the drills.
27. Students are not allowed to go out of the school once they enter the gate. Only students with EARLY DISMISSAL FORM duly signed by school administrators and accompanied or fetched by their parents or persons designated by their parents are allowed to leave during school hours.
28. There is a regular class schedule with definite dismissal time when students are allowed to leave the school. The guards are advised whenever there are changes in class, activity or dismissal time. There are also regular school uniforms on specific days for all or for specific year levels. The guards are also advised whenever there are changes in the wearing of uniforms.
29. The NO ID, NO ENTRY policy is in effect. Guards normally check the bags of students entering the gate.
30. Some students are being fetched by their parents, guardians, household helpers or pedicab drivers sent by parents. The guards must be very careful when releasing students with fetchers.
31. Students who arrive after 7:30 am on regular school days are not allowed to enter the school. Students who come late during activities are not also allowed to enter unless school administrators will accept them.
32. Always record the time employees enter and leave the school from Mondays to Sundays.
33. Air-con breakers are shut off before dismissal time. A detailed schedule of air-con shutdown is given to the guards. The Support Services Head informs the guards when air-con use in a particular office or room needs to be extended.

34. If there are persons asking questions over the phone on changes in class, activity or dismissal time that is not yet communicated to the guards by school authorities, the guards should forward the call to the Director's Office.
35. The guards should be familiar with all devices, appliances and furniture in open spaces or those located in offices, rooms and halls that are actually being used in daily school operations like computers, audio-visual devices, etc. and check or secure them after school hours or on non-school days.
36. Only deliveries of materials, equipment, etc. for the school with prior instruction from school authorities will be accepted after office hours or on non-school days. Deliveries during school hours should be communicated first with the Director's Office.
37. All postal and hand-carried mail or packages should be forwarded to the Director's Office.
38. Garbage is usually being collected on non-school days by city garbage collectors. Only mixed garbage like canteen kitchen waste, food wrappers, classroom or office trash are taken. Recyclable pet bottles, papers, cartons placed in separate areas are left.
39. When a student or employee comes after classes or on non-school days to get personal things left in school, the guard will accompany him or her to get such items. The guard will record the name of the person and the items taken in the logbook.
40. Some students are allowed to come to school in bicycles. The guards should ensure proper parking in enclosed areas beside and at the back of the guard house.
41. Guards are given instructions on air-con use during school-wide activities or programs. On non-school days, only breakers for air-con units in reserved rooms are switched on and these are switched off right after the activity.
42. The following groups may enter the school without reservation forms on non-school days and use facilities as instructed by school administrators to the guards:
 - Students involved in outreach programs
 - Parents' Council
 - Varsity Members who have training
 - Sunday Mass Group
43. There is a TRANSPORTATION REQUEST FORM for anticipated trips. For instant or emergency trips, the guards take note of them in the logbook.
44. Visitors who intend to go to a particular office fill up a visitor's slip and given the color-coded ID tags. They should be accompanied by the roving guard and leave them once they are accepted by the staff in that office. Persons who introduce themselves as officials from the city government, DepEd, parish and schools are accorded courtesy by not requiring them to fill up visitor's slip but just the same, they must be accompanied to the office they intend to visit and leave them once they are accepted by the staff in that office.
45. School administrators instruct the guards to open offices or rooms after school hours or on non-school days. However, an employee may ask the guard to accompany him/her to an office or room to get personal or entrusted items for a reasonable number of minutes or to do an assigned task that need to be done after school hours or on non-school days. The guards record and monitor the transit of persons and objects in such office.

46. Parents, housemaids, pedicab drivers, etc. who bring in lunch boxes and other items for students must leave such items in the pigeon boxes. They are not allowed to proceed to the classrooms to deliver anything without permission from school authorities.
47. The guards should not allow parents and other fetchers to bring pupils to the classrooms except when allowed by school authorities. They should not also allow them to enter the campus when fetching pupils.
48. The guards avoid physical contact with students except when the intention is to assist small kids to prevent accidents or to shield or move away pupils or students from actual harm during emergency situations.
49. There are outsourced electricians, plumbers, carpenters, trainers, etc. who are called from time to time to do certain work. They are allowed entry without a visitor's slip but it must be recorded in the logbook.
50. Whenever possible, the guards are requested to help maintain order during break periods, dismissal or activities by properly telling students on sight to behave, by blowing the whistle to warn unruly students or by calling up school administrators to report unruly students.
51. The canteen which is rented by a private individual remains part of the school, so the guards also secure the area and all items therein.
52. For any instance when there is no definite guideline that will fully address any question, request or complaint from parents, immediately inform school authorities about it. The guards should not make their own decisions.
53. Friends or relatives of any guard cannot be accommodated and allowed to stay inside the school if there is no permission from school authorities. They cannot also be allowed to leave anything inside the school. No guard is allowed to get out of the gate to talk with his personal visitors.
54. The guards inform the parents and the visitors that improper clothing such as sando, hanging shirt, mini skirt, micro shorts, slippers, etc. are not allowed inside the school during school days.
55. Smiling and greeting employees, students, parents and other persons entering the school is expected from the guards but they should avoid touching employees, students, parents or any visitor except during emergency situations when there is a need to assist or rescue them. Avoid saying offensive words about the appearance, feelings and observations of persons they encounter in the gate or inside the school.
56. There are instances when employees make requests or give instructions to the guards. For any instance when such requests or instructions may not be in accordance with the security guidelines, the guards must refer them to school authorities.
57. Guards cannot get absent or exchange duty shifts without permission from the security agency and without informing the Support Services Head.
58. The roving guard stays at the back gate while it remains open during school masses, emergency drills and deliveries of items.

59. The Head Guard should always answer the telephone so that he will be aware of all communications that pass through the guard house. The other guards are expected to inform the Head Guard about instructions or requests they from employees, parents or visitors.
60. During night shift, guards must avoid sleeping and must observe the exchange of duty area every two hours in the garden and covered court areas. The guards are not allowed to leave the school to eat or to buy food, talk with friends or relatives, etc. They must not allow their friends and relatives to enter and stay inside the school.
61. Always enforce the policy that parents, fetchers and other outsiders are not allowed to enter the school except in the following situations:
- If they are official visitors of the school that require no visitor's pass
 - If they have official business as specified in the VISITOR'S PASS
 - If they are going to place food or things at the pigeon box
 - If there is a call from school authorities allowing their entry
 - If they are allowed to enter when there is a program or activity
 - If they have a RESERVATION FORM on non-school days
62. The Support Services Head shall issue additional/revised guidelines as the need arises.

Vehicle Reservation

APPLICANT/CLIENT	SERVICE PROVIDER
Make a request at the Support Services Office and provide the following information: • Destination • Date of use • Departure time • Fetch Time	a. Check the availability of the vehicle. b. Approve the request for vehicle use. c. Record the request in the reservation calendar.
Get verbal notification of request approval.	a. Forward the approved form to the guard and to the driver.

Venue Reservation

APPLICANT/CLIENT	SERVICE PROVIDER
Make a request at the Support Services Office and provide the following information: • Name of activity • Person in charge • Date/Time of activity • Venue • Equipment needed	a. Check the availability of the venue. b. Approve the request for venue use. c. Record the request in the reservation calendar.
Get verbal notification of request approval.	a. Give instructions to the custodial staff for venue preparation. b. Forward the approved form to the guard on duty.

Venue Reservation on Non-Class Days/Hours for Outsider Groups

APPLICANT/CLIENT	SERVICE PROVIDER
Make a request to the School Director at least two weeks before the date of use.	Receive the approved request letter.
Make a request at the Support Services Office and provide the following information: • Name of activity • Person in charge • Date/Time of activity • Venue • Equipment needed	a. Check the availability of the venue. b. Record the request in the reservation calendar. c. Issue and explain guidelines to the applicant. d. Instruct the payment of donation (if required) to the Accounting Office.
Pay a donation (if required) to the Accounting Office and present the official receipt to the Support Services Office.	a. Give instructions to the custodial staff for venue preparation. b. Forward the approved form to the guard on duty.

Maintenance/Repairs of Facilities And Equipment

APPLICANT/CLIENT	SERVICE PROVIDER
Report the area or item for maintenance work or repair to the Support Services Office.	a. Instruct the concerned support staff member to check the area or item for maintenance work or repair. b. Instruct the concerned support staff member to provide the needed maintenance work or repair.

Student Activity Beyond School Hours

APPLICANT/CLIENT	SERVICE PROVIDER
Make a request to the Student Services Head and provide the following information • Name of activity • Names of participants • Date/Time of activity • Venue	a. Approve the request. b. Instruct the teacher to proceed to the Support Services Office.
Present the form to the Support Services Head.	a. Record the request. b. Provide guidelines for the proper use of facilities.
Submit the form to the guard on duty.	a. Receive the form. b. Record the activity on the logbook.

Pull Out of School-Owned Items

APPLICANT/CLIENT	SERVICE PROVIDER
Make a request at the Support Services Office and provide the following information: • Location of item/s • Name of item/s • Purpose of pull-out	a. Approve the request. b. Give instructions on the proper transport and use of pulled-out items and on their return and replacement (if lost). c. Forward the approved form to the guard on duty.
Personally bring out the item/s to be recorded by the guard on duty.	a. Indicate the time of pull out on the form. b. Record the pull out on the logbook.

Venue Preparations for School Programs

APPLICANT/CLIENT	SERVICE PROVIDER
Make a request to the Student Services Head and provide the following information: • Name of activity • Nature of activity • Date/Time of activity • Venue set up Map • List of materials needed • Other requested details	Receive the request.
Discuss/Explain the activity and venue details to the Support Services Head.	Give instructions to the custodial staff for venue preparation.

Lending of Items for Class/School Activities

APPLICANT/CLIENT	SERVICE PROVIDER
Make a request to the Support Services Head and specify the purpose of borrowing a particular item and the date/time of return.	a. Approve the request. b. Instruct the concerned support staff member to lend a particular item.
Receive the item from the assigned support staff member.	a. Prepare and record the item being borrowed.

Locker Reservation

APPLICANT/CLIENT	SERVICE PROVIDER
Secure a locker slot from the Support Services Office.	a. Assist applicant on locker slot preference. b. Issue a locker reservation slip. c. Instruct the applicant to pay the locker fee at the Accounting Office within one week. Otherwise, the reservation is cancelled.

Pay the locker fee at the Accounting Office and present the official receipt to the Support Services Office.	Register applicant's locker slot.
--	-----------------------------------

Endorsement of Office/Activity Devices/Equipment

APPLICANT/CLIENT	SERVICE PROVIDER
Submit endorsement to the Support Services Head containing the following information: • Item details (item kind, brand, markings, size, color, count, acquisition date, etc.) • Office/Department where item/s will be used • Place where item/s will be installed/stored	a. Receive endorsement letter. b. Advise applicant to observe proper care and use of devices/equipment.

Disposal of Garbage and Other School Properties

1. Non-recyclable garbage such as food left-over, food wrappers, wood scraps, etc. are brought to a central disposal facility where it is collected regularly by city garbage collectors.
2. Recyclable items such as pet bottles, paper materials, etc. are collected from garbage bins in the rooms and around the campus and segregated by the janitors for collection by a junk shop.
3. Discarded books from the library are donated to other schools or institutions through the Academic Department and old newspapers are disposed of by the Librarian/ Finance Office.
4. Broken electronic devices such as computers, audio devices, etc. are disposed of through the ICTS and Finance Offices.

HEALTH AND WELLNESS GUIDELINES

Schools are important places where the health and well-being of students and employees affect both learning and overall community stability. Infectious diseases, if not properly managed, may lead to outbreaks that can escalate into epidemics and even pandemics, while mental health challenges present significant risks that may disrupt school operations and compromise the safety and welfare of the school population.

A structured risk management protocol is essential to ensure preparedness, enable timely response, and safeguard the continuity of education. In line with Republic Act No. 11332, or the Mandatory Reporting of Notifiable Diseases and Health Events of Public Health Concern Act, the school follows and is guided by the provisions of this law in handling cases of infectious diseases and other public health events, in coordination with the Department of Health and local authorities whenever necessary.

The Health Services Department plays a central role in protecting the safety, health, and well-being of students, employees, and the entire school community during infectious disease outbreaks, epidemics, pandemics, and mental health challenges.

Infectious Diseases Protocols

A. General Communicable Diseases

- **Surveillance and Early Detection**

- Monitor absenteeism trends due to sickness.
- Monitor trends for unusual increases in flu-like or respiratory symptoms.
- Require immediate reporting of suspected or confirmed cases to the school nurse.
- In compliance with Republic Act No. 11332, or the Mandatory Reporting of Notifiable Diseases and Health Events of Public Health Concern Act, the school shall ensure the timely reporting and coordination of notifiable diseases and other public health events with the Department of health and local authorities.

- **Hygiene and Sanitation Measures**

- Teaching and reinforcing regular handwashing with soap and water or using alcohol-based hand sanitizers.
- Use a face mask when necessary.
- Provide accessible hand sanitizing stations in classrooms, corridors, and entry points.
- Ensure classrooms are well-ventilated, classrooms, toilets, and high-touch surfaces are cleaned and disinfected daily.
- Encourage vaccination in line with the government health guidelines.
- Quarterly water quality testing to ensure that the water supply is safe, clean, and compliant with health standards for the protection of students and employees.

- **Health Screening, Monitoring and Isolation**

- Conduct daily temperature checks and symptoms screening as required.
- Isolate symptomatic individuals and refer them to health services to seek medical care.

- Inform parents/guardians and relevant authorities for proper action.
- Require medical clearance before resuming classes after an illness.

- **Infection Control Measures**

- **Staying home** when having the following symptoms:
 - Fever, including fever with a new rash
 - Vomiting more than twice in the preceding 24 hours
 - Diarrhea that causes “accidents”, bloody, or results in greater than two bowel movements above what the child normally experiences in a 24-hour period.
 - Skin sores that are draining fluid on an uncovered part of the body and are unable to be covered with a bandage.
 - Respiratory virus symptoms that are worsening or not improving and not better explained by another cause such as seasonal allergies.
- **Return to school** setting when:
 - The individual has not had fever and is not using fever-reducing medicine for at least 24 hours.
 - Fever with a new rash has been evaluated by a Physician and fever has resolved.
 - Uncovered skin sores are crusting, and the child is under treatment from a healthcare provider.
 - Vomiting has resolved overnight and the child can hold down food/liquids in the morning.
 - Diarrhea has improved; the child is no longer having accidents or is having bowel movements no more than 2 above normal per 24-hour period for the child. Bloody diarrhea should be evaluated by a healthcare provider prior to return, with a corresponding medical certificate.
 - Respiratory virus symptoms are getting better overall for at least 24 hours.
- Use Personal Protective Equipment when caring for sick individual
- Reinforce respiratory etiquette by covering the mouth and nose when coughing or sneezing.
- Encourage use of face masks when experiencing symptoms and during outbreaks, as recommended by the health authorities.
- Transition to online/blended learning during severe outbreaks.

- **Communication and Education**

- Provide regular health advisories and updates to students, staff, and parents.
- Promote health campaigns on proper cough etiquette, hand hygiene, and vaccination.

- **Follow-up**

- Monitor recovery of the affected individuals before allowing return to school with medical clearance.
- Evaluate and improve health protocols after each outbreak.

B. Food-and-Water-Borne Diseases Protocol

- Ensure safe food handling and food preparation in the school canteens.
- Quarterly water quality testing and immediate corrective measures if unsafe.
- Promote proper handwashing technique before meals.

- Immediate referral of students/staff with symptoms like vomiting, diarrhea, abdominal pain to the health facility.
- Reporting and documentation of suspected outbreaks.

C. Zoonotic and Animal-Related Hazards Protocol

- Immediate wound washing with soap and water for at least 15 minutes; apply antiseptic.
- Report and document all animal-related injuries.
- Refer immediately for rabies post-exposure prophylaxis (PEP) and tetanus vaccination.
- Coordinate with LGU for stray animal control.
- Post "Do Not Feed/Approach Stray Animals" signage.
- Conduct awareness campaigns on zoonotic risks.

D. Vector-Borne Diseases Protocol (e.g., Dengue, Malaria, Chikungunya, Zika)

- Monitor and report suspected cases.
- Eliminate mosquito breeding sites (remove stagnant water, maintain drainage).
- Coordinate with LGU for fogging/larviciding if needed.
- Encourage use of repellents, protective clothing, and screened classrooms.
- Conduct dengue and vector-borne disease awareness campaigns (4S strategy).

E. Outbreak, Epidemic, and Pandemic Protocols

- Preparedness and surveillance for large-scale outbreaks.
- Timely reporting and coordination with DOH and LGUs.
- Early detection, isolation, and contact tracing.
- Temporary transition to blended/online learning when severe outbreaks disrupt operations.
- Post-event evaluation of health protocols.

Mental Health Issues Protocols:

I. Preventive Measures

Awareness and Education

- Integrate mental health awareness programs into school activities (e.g. seminars, posters, campaigns).
- Conduct regular sessions on stress management, resilience, and coping strategies.
- Conduct seminars and campaigns to reduce stigma and encourage help-seeking behavior.
- Implement health education campaigns on the risks of tobacco, vape, and alcohol use.
- Establish and enforce school policies prohibiting the possession, distribution and use of tobacco, vape, alcohol, and other substances of abuse within school premises and during all school-related activities, whether on or off campus.

Healthy School Environment

- Maintain a supportive, inclusive and respectful environment.
- Encourage work-life balance, provide opportunities for recreation and relaxation.
- Promote regular physical activity, adequate rest and balanced nutrition.
- Enforce zero-tolerance policy for bullying, discrimination, and harassment.
- Provide accessible guidance and counselling services within the school.
- Establish a wellness room where students/staff can decompress when feeling overwhelmed.

- Establish and install Tobacco-Free, Vape-Free, and Alcohol-Free School signages within the school premises to visibly reinforce the school's commitment to a safe and healthy learning environment, in compliance with Navotas City Ordinance No. 2018-15 (Comprehensive Anti-Smoking Ordinance) as well as national laws such as RA 11900 (Vaporized Nicotine and Non-Nicotine Products Regulation Act), RA 9211 (Tobacco Regulation Act of 2003), and RA 9165 (Comprehensive Dangerous Drugs Act of 2002).

Capacity Building

- Train teachers and staff to recognize early signs of stress, anxiety and depression.
- Establish peer-support programs or student wellness clubs.
- Strengthen peer-support groups and student-led wellness initiatives to encourage active student participation in promoting mental health.
- Maintain a clear referral pathway to the school counselor, psychologist, or external mental health services.

Monitoring and Early Detection

- Teachers and supervisors observe changes in attendance, performance and behavior.
- Document patterns of frequent/habitual absences, declining grades, noticeable mood and behavior changes.
- Establish and ensure a strict confidential reporting system for concerns about mental health.
- Conduct regular mental health check-ins or surveys to assess overall well-being.
- Monitor of early signs of substance use (tobacco, vape, alcohol and other substances of abuse) and refer identified cases to the guidance office for appropriate counseling and intervention.
- Maintain records of referrals and interventions while ensuring privacy and confidentiality.
- Encourage peer reporting and support to help identify students/staff who may be struggling.

Crisis Intervention

Immediate Response (Emergency Situations)

- If as student or staff shows sign of panic attack, suicidal ideation, violent behavior, the responder should remain calm, provide reassurance.
- immediately refer to the guidance counselor, school nurse, or mental health professional.
- In case of a learner or staff expressing suicidal thoughts or possessing means to harm, school personnel should contact law enforcement and stay with the learner/staff until appropriate help arrives.
- Ensure safety of individuals and others within the immediate area.
- Parental/guardian notification and involvement to ensure the learner is safely endorsed.

For Non-emergency Situations

- Listen actively to the person in distress and provide support within your capacity and capability.
- Refer to the Guidance Office for further assessment and counseling.
- Encourage the use of peer-support systems if appropriate.

Counseling and Referral

- Strengthen the provision of in-school counseling through the guidance office.
- Coordinate with parents/guardians and mental health professionals when immediate intervention is necessary.
- Maintain strict privacy and confidentiality at all times.

Academic/Work Adjustment

- Offer flexible deadlines, reduced workload, or temporary leave when needed.
- Create a reintegration plan for students or staff returning after mental health-related absence.
- Develop a response plan for students or staff at risk of self-harm or suicide.

Documentation

- Keep all records and referrals confidentially.
- Secure records in compliance with the school and national health guidelines.

Monitoring and Evaluation

- Regular review of referrals and interventions.
- Evaluation of mental health programs through surveys and feedback.
- Updating protocol based on national health guidelines and best practices.

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO SCHOOL INFRASTRUCTURE

San Jose Academy is committed to providing a safe, functional, and resilient physical environment that supports teaching and learning. The school shall adopt proactive measures to assess, maintain, and improve its buildings, facilities, and utilities to reduce risks to students, personnel, and operations.

1. Risk Identification and Assessment

The school shall regularly identify and assess infrastructure-related risks through:

- Annual Structural Inspections conducted by accredited engineers or qualified personnel.
- Hazard Mapping of areas prone to damage (e.g., flooding, fire hazards, aging buildings).
- Maintenance Audits of electrical, plumbing, roofing, and structural components.
- Assessment of Accessibility and Safety (ramps, stair rails, exits, sanitation facilities, etc.).
- Inventory of Critical Assets, including classrooms, laboratories, offices, and equipment.

2. Preventive Maintenance Program

A structured maintenance plan shall be observed to minimize breakdowns and hazards:

- Routine Repairs and Upkeep
 - Monthly checks on electrical systems, water lines, ceilings, windows, and doors.
- Scheduled Deep Maintenance
 - Quarterly or semestral inspections for roofing, drainage, paintwork, lighting, and flooring.
- Record-Keeping
 - Maintenance logs, service contracts, and repair reports shall be documented.
- Budget Allocation
 - Annual provision for preventive and emergency maintenance in the school's financial plan.

3. Structural Safety and Compliance

The school shall ensure all structures meet legal and engineering standards:

- Compliance with the National Building Code, Fire Code, and local safety ordinances.
- Structural reinforcement of older buildings when necessary.
- Periodic consultation with licensed architects and engineers.
- Immediate closure of areas deemed hazardous until repaired or cleared.

4. Fire, Electrical, and Utilities Safety

To prevent fire, electrical, and utility-related risks:

- Fire Safety Systems
 - Installation and maintenance of alarms, extinguishers, sprinklers, and marked fire exits.
- Electrical Load Management

- Regular testing of circuits, outlets, and wiring by certified electricians.
- Gas and Fuel Safety
 - Secure storage and inspection of any gas tanks, generators, or fuel supplies.
- Emergency Lighting
 - Backup lighting or generators installed in key areas (clinic, hallways, exits).

5. Disaster Preparedness for Buildings

Infrastructure risk mitigation shall align with the school's disaster risk reduction and management plan:

- Earthquake Readiness
 - Structural bracing, secured shelves, and accessible evacuation routes.
- Flood and Typhoon Mitigation
 - Elevated storage, functioning drainage, roof reinforcement, and debris management.
- Emergency Repairs Unit
 - Designated team to respond to building issues after natural disasters.

6. Health, Sanitation, and Accessibility Facilities

Infrastructure shall support health, hygiene, and inclusivity:

- Safe Water Supply and regularly cleaned water tanks.
- Well-maintained Restrooms with adequate ventilation and supplies.
- Waste Management Systems including collection and disposal protocols.
- Accessible Pathways and Ramps for learners and personnel with special needs.
- Pest Control and cleanliness checks in all buildings.

7. Security and Access Control

Physical infrastructure shall minimize risks related to security:

- Controlled access points (gates, guard stations, ID systems).
- CCTV coverage in strategic areas.
- Secure storage for equipment and records.
- Proper lighting in corridors, entrances, parking areas, and outdoor spaces.

8. Reporting and Response Mechanism

All school stakeholders shall be involved in monitoring infrastructure safety:

- Incident and Hazard Reporting System for students, faculty, and staff.
- Immediate Isolation of Risk Areas (e.g., leaks, cracks, outages).
- Clear Escalation Protocols for emergency repairs.
- Coordination with Local Government Units during large-scale incidents.

9. Continuous Improvement and Review

Periodic review ensures infrastructure safety evolves with needs and standards:

- Annual Risk Review Meetings by the Safety and Maintenance Committee.
- Post-Incident Evaluations and updating of procedures.
- Adoption of best practices, green building standards, and cost-efficient technologies.
- Inclusion of infrastructure risks in the school's strategic and financial planning.

10. Roles and Responsibilities

<i>Role/Office</i>	<i>Responsibilities</i>
<i>School Director / Principal</i>	Policy oversight and approval of budget and major repairs
<i>Safety and Security Officer</i>	Risk assessment, monitoring, and incident reporting
<i>Maintenance and Facilities Staff</i>	Repair execution, inspections, and record-keeping
<i>Finance Office</i>	Budget allocation for preventive and emergency repairs
<i>Faculty, Staff, Students</i>	Reporting hazards and observing safety protocols

11. Documentation and Compliance

- Maintenance logs, inspection reports, and safety certifications kept on file.
- Records submitted during accreditation, audits, and compliance reviews.
- Inventory of completed repairs and pending infrastructure needs.

GUIDELINES ON COMPLIANCE WITH LEGAL AND REGULATORY BODIES

San Jose Academy affirms that legal and regulatory compliance is essential to institutional stability, credibility, and continued operation. To mitigate risks arising from non-compliance, the school adopts the following guidelines to ensure alignment with government agencies, accrediting institutions, and statutory requirements.

I. Governance and Accountability Structure

1. Compliance Oversight

- The School Director, in coordination with the Administrative Council, designates specific officers or units responsible for different areas of compliance (e.g., Finance Office, HR Office, Registrar, Child Protection Committee).

2. Compliance Registry

- A master list of regulatory requirements, renewal schedules, and responsible personnel is maintained and updated at least twice a year.

3. Reporting Mechanism

- Regular updates on compliance status are submitted to the School Director or Board/Administrative Council for monitoring and decision-making.

II. Monitoring Legal and Regulatory Requirements

1. Proactive Tracking

- Assigned staff monitor issuances, circulars, and directives from:
 - DepEd
 - BIR
 - DOLE
 - Local Government Units (LGUs)
 - SEC
 - PAG-IBIG, PhilHealth, SSS
 - Accreditation bodies (e.g., PAASCU, PEAC)

2. Compliance Calendar

- Deadlines for permit renewals, reports, taxes, and accreditation submissions are recorded and monitored monthly.

III. Documentation and Filing Protocols

1. Timely Submission

- Reports, permits, taxes, licenses, and government forms must be prepared in advance and submitted ahead of official deadlines.

2. Records Management

- Maintain both physical and digital copies of:
 - Business permits and school permits to operate
 - BIR registrations and tax filings
 - Environmental/safety certificates
 - HR compliance reports (e.g., payroll, benefits, contracts)

- Accreditation documents

3. **Secure Storage**

- Organized archiving ensures easy retrieval for audits, inspections, or accreditation visits.

IV. Policy Alignment and Review

1. **Internal Policy Matching**

- Existing handbooks, manuals, and operational guidelines should reflect updated government and accreditation regulations.

2. **Periodic Review**

- Annual or bi-annual review of policies is conducted, especially after new issuances or legislative changes.

3. **Board of Trustees Approval**

- Significant updates to manuals and procedures are endorsed through the proper institutional authority.

V. Staff Training and Awareness

1. **Mandatory Orientation**

- Personnel receive regular orientation on topics such as:
 - Data Privacy Act compliance
 - Child Protection and Safe Spaces Laws
 - Labor and employee welfare standards
 - Financial reporting and government filing requirements
 - School safety, security, and disaster response protocols

2. **Capacity Building**

- Representatives attend external seminars or webinars from DepEd, BIR, DOLE, and accrediting agencies, and cascade necessary updates.

VI. Internal Audits and Corrective Measures

1. **Regular Internal Compliance Checks**

- The school conducts compliance audits at least once a year, focusing on documentation, deadlines, and execution of processes.

2. **Gap Identification**

- Findings are discussed with concerned offices, and improvement plans are assigned with timelines.

3. **Corrective and Preventive Actions**

- Immediate steps are taken to address non-conformities and prevent recurrence.

VII. Risk Response and Contingency Planning

1. **Non-Compliance Risk Assessment**

- Each department evaluates possible risks of non-compliance (e.g., fines, penalties, suspension, or loss of permit).

2. Escalation Protocol

- Any identified violation or impending delay in compliance must be escalated to the School Director or Administrative Council.

3. Coordination with Legal or External Counsel

- For critical or complex regulatory issues, professional guidance is sought promptly.

VIII. Continuous Improvement and Institutional Commitment

San Jose Academy commits to:

- Upholding its legal obligations as a Catholic educational institution,
- Maintaining positive relations with regulatory and accrediting bodies,
- Safeguarding institutional reputation, and
- Ensuring uninterrupted delivery of quality education through diligent compliance practices.

GUIDELINES IN ADDRESSING TECHNOLOGY AND CONNECTIVITY CONCERNS

This section addresses risks, controls, and response strategies related to the school's technology infrastructure, internet connectivity, communications systems, and digital services. It aims to protect data integrity, maintain continuity of operations, and ensure safe access for staff, faculty, and students.

Formation and Support Program for Teachers towards Technological Adeptness (FASTTA)

Introduction

Technology has continued to become "central to teaching and learning" and its use in education is consistently increasing (D'Angelo & Woosley, 2007, p. 462; Nickerson & Zodiates, 2013). With students indicating that technology increases learning efficiency, provides fast and reliable information, allows for professional presentations of their work, and enables diverse approaches to learning (Li, 2007), it follows that school administrators would work to ensure that teachers are prepared to use technology for instruction.

However, current literature suggests that faculty development programs in the Philippines may not be developing "contemporary technology-enabled learning design capabilities teachers will need to help their students become twenty-first century leaders". This literature is proven true by the following statements of existing conditions:

1. Technology has an important role in the implementation of the learning continuity plan of San Jose Academy during the Covid-19 pandemic especially in facilitating the implementation of online learning, making the implementation of distance learning more effective, making it easier to find and process information and facilitating communication and collaboration of teachers and learners.
2. The general profile of the faculty for School Year 2022-2023 reflects a good balance of new and tenured teachers. However, there is an observed need and expressed desire for them to be given continuous formation on effective and appropriate use of a multitude of technology and online applications available.
3. One of the markers of a competent, compassionate, and committed Josenian educator is technological adeptness. In order to be able to provide learners with choices, having one's own hands-on knowledge and competence will be useful in employing educational technology appropriately and effectively. Since technology keeps developing, the Josenian educator learns various tools and means to be used to improve the teaching-learning process.
4. Teachers must ensure that they will be able to address the growing needs of the Josenian learners who are considered as 21st century learners. The entire school community will work together to produce graduates which will possess the following graduate attributes: effective communicator, critical and creative thinker, reflective lifelong learner, and Christ-living witnesses.

Objectives

It is in the above-stated conditions that this program is developed. With technology playing such a major role in education, inadequate technology preparation for educators could result in 21st-century

students lacking the ability to “harness technology to be effective problem solvers, collaborators, communicators, and creators” (National Education Association, 2014). Additionally, if teachers are unprepared to effectively use educational technology for instruction, they will be left with a gap to fill in terms of being prepared to teach in technologically advanced classroom environments. By focusing on faculty development programs and their innate ability to prepare in-service teachers to effectively use educational technology for instruction, teachers are able to upgrade and improve the learner-centeredness of their classroom. It enables teachers to engage their students in unique, innovative, and equitable ways. Teachers are also able to expand their network and connect with other teachers and educators nationally and globally.

Specifically, this program is designed for teachers to:

1. Provide techniques, tips, and strategies on how to navigate various applications, programs platforms and devices essential in teaching-learning setup;
2. Update the teachers on the current trends and developments in technology;
3. Share best practices on the appropriate and efficient use of educational technologies and applications available.

Strategies

- Lecture
- Demonstration
- Journal reading
- Film/Video sharing

Resources Needed

- Human Resource (TLE Teachers or school community members as resource persons)
- Various educational websites
- Library collections

Mitigation & Contingency Measures

1. **Alternative Learning Modes** - Provide offline learning materials or printed modules when internet access is unreliable. Ensure all essential learning materials are downloadable for offline use.
2. **Flexible Learning Policies** - Teachers allow extended deadlines for students reporting internet/device issues. Asynchronous class or recorded video lessons are also options in case of recurring connectivity barriers.

ICTS Services

The ICTS Office supports the training of all school personnel. It also oversees the computer operations and other equipment services of the school. In this office, the school personnel and students take their photos for the issuance of their identification cards. Parents and students’ guardians also take their photos in this office for their fetchers’ identification cards.

Section 1. Scheduling Audio-Visual Support

1. A reservation in the use of all media center equipment is required.

2. For classroom events and meetings, notify the MIS Office at least 2 days in advance.
3. For weekend events, notify the MIS Office at least 2 working days prior to the activity for the coordination of the venue set-up. Make all necessary requests of equipment to be used in the activity before Friday.

Section 2. Borrowing and Returning of MIS Devices

1. Fill up the request form for equipment reservation containing the start and end time of use, venue and the complete list of equipment being borrowed.
2. Sign in the log sheet for borrowed items before and after use of such equipment. The borrower's signature is a must.
3. Students may be allowed to pick up the borrowed equipment only when the request form is duly accomplished by the concerned employee and approved by the MIS Office.
4. If a request for equipment is cancelled or changed, notify the MIS immediately.
5. In case of multiple requests for the same equipment in a given time/day or there is malfunction at the time of the request, the MIS Office will make remedies like substitution with other available equipment.
6. Borrowed equipment can only be taken from the MIS Office during class hours.
7. Requests can only be approved by the MIS Office.
8. Sudden equipment failure or malfunction will be inspected or addressed immediately by the MIS Office but needed repairs or replacements will be scheduled and requested accordingly.
9. The borrower of any equipment is responsible for any damages in the equipment due to negligence or carelessness.
10. Any employee who does not follow the proper procedure in requesting, taking, using and returning equipment may not be allowed to borrow again.

Section 3. Students' ID Picture-taking and ID replacement

Procedures for ID Picture-taking

1. The MIS Office will schedule the taking of individual ID pictures of old students before the Fourth Quarter exams, specifically one week before the exams for Kinder to Grade 7 and two weeks before the exams for Grades 8 to 11.
2. For all new students, the taking of individual ID pictures is upon enrollment or during the first week of classes.
3. All individual pictures will be used in the ID card for the incoming school year.
4. The MIS Office will release all finished ID cards at the end of June.

Procedures for ID Replacement

1. The student will pay the ID replacement fee at the Accounting Office.

2. The student will submit the OR to the MIS Office.
3. The MIS Office will make the new ID card and release it within 3 to 5 days.

Section 4. Fetcher's ID

1. Proceed to the MIS Office for picture-taking and provide the following information:
 - Fetcher's name
 - Names and sections of students being fetched
2. Pay the fetcher's ID fee at the Accounting Office, present the official receipt to the Support Services Office and receive the fetcher's ID.

GUIDELINES ON MANAGING RISKS RELATED TO ENVIRONMENTAL SUSTAINABILITY

At San Jose Academy, risk management protocols guide the community in protecting both students and the environment. The school addresses risks such as improper waste disposal, overuse of resources, flooding, and pollution by practicing proper waste segregation, conserving water and electricity, and preparing emergency plans for disasters. Green spaces and tree planting help reduce heat, while practicing 3Rs: Reduce, Reuse and Recycle keep the campus safe and healthy. With the support of teachers, students, and stakeholders, San Jose Academy continues to uphold the integrity of creation and promote sustainability for future generations.

Hazard Detection Protocol

Mold

1. Upon receiving a complaint or observing signs (water stains, musty odors, visible mold), the school must ask help from a trained facility or external consultant conducts an inspection.
2. Immediately notify the Principal, Administrative Services Head, School Nurse, and maintenance staff.

Drinking Water

1. The school must conduct testing of drinking water (specifically cold water from high-use fixtures) and paint/dust in high-risk areas (e.g., student common areas, playgrounds).
2. If something is detected above regulatory action levels, Administrative Services will be informed for immediate action. Health services will provide information on the source and interim protective measures.

Health Symptoms

1. School Nurses must track and report any patterns of health complaints (e.g., respiratory issues, skin irritation, abdominal pain, or cognitive/behavioral issues) that may be linked to the school environment.
2. Refer affected individuals to their medical provider, and, for confirmed lead exposure, coordinate with public health officials for follow-up testing and case management.

Hazard Response and Remediation

Once a hazard is confirmed, strict protocols must be followed to eliminate the source and clean the affected area safely.

1. Immediately close off the affected room or area (e.g., shut the door, apply caution tape).
2. A qualified professional (e.g., Industrial Hygienist, Certified Remediation Specialist) must conduct a thorough investigation to determine the extent of contamination and the root cause (e.g., plumbing leak, roof breach, lead dust source).
3. A detailed plan outlining containment, removal, cleaning methods, and re-occupancy criteria must be approved by the school administrators.

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO DEMOGRAPHIC CHANGES

San Jose Academy may face a range of demographic changes that may significantly impact the school's operations. Below is a list of identified risks and the possible strategies to address them:

Competition from Other Schools

Private schools often operate in competitive environments where families compare tuition fee rates, academic quality, facilities, extracurricular activities, and specialized programs. When nearby schools introduce innovative programs or upgrade their facilities, families may choose to transfer their children. This competition can directly reduce enrollment numbers and tuition revenue, threatening the school's sustainability.

Possible Strategies:

- Identify and promote the school's unique strengths
- Launch new programs aligned with demographic demand
- Strengthen alumni engagement for reputation and advocacy

San Jose Academy Marketing Plan

RATIONALE

The school operates in a competitive marketplace. It has to compete with other schools to attract students and the best teachers and to gain partnership support and community approval. It is increasingly important for the school to market itself effectively.

A good marketing strategy can enhance internal and external awareness of the good work that is being accomplished by the school. It provides a method of communicating to students, parents' staff and the community that the school is dedicated to achieving excellence as well as meeting the educational needs of its community.

Marketing is an essential part of school business. Effective marketing can influence every aspect of school life, but the most important result is an enriched learning environment for students.

GOALS

1. To promote in the school community a positive identity, high morale, and a sense of pride and belonging;
2. To increase scores in all core subjects in standardized and government tests;
3. To develop and maintain partnerships among businesses and civic institutions;
4. To have a minimum of one positive news story each month in the local papers;
5. To make one presentation each school year in at least one civic association in the area;
6. To create new marketing materials for our school; and
7. To capture at least 15% of the potential K+12 students among new homeowners in the area within the next 5 years.

STRENGTHS

1. The only Catholic school in the city
2. Size and location of school campus
3. Highly qualified and dedicated teachers and staff
4. FAPE re-certification
5. Support and partnerships with the parishes of San Jose de Navotas, San Roque and San Ildefonso
6. PAASCU accreditation process
7. SnJA Vision-Mission Roadmap
8. Active membership in KADSA, MAPSA and CEAP
9. Director of the school is the KADSA Superintendent
10. Scholarship for financially disadvantaged students
11. Supportive SnJa Parents Council
12. Newly-constructed multi -purpose covered court
13. SnJA Pastoral program
14. E-learning classrooms and new laboratories
15. Enhanced security through installation of CCTV

WEAKNESSES

1. Inadequate developmental planning and maintenance of physical plant
2. Location of campus in flood-prone area
3. Inability to compete with government schools in terms of teacher salaries

OPPORTUNITIES

1. DepEd implementation of K-12 program
2. Increase in population in the area
3. Possible partnerships with learning and business and commercial establishments

THREATS

1. Aggressive marketing efforts; transfer of teachers and students to public schools
2. Attractiveness of salary levels in public schools
3. Financial difficulties of families which lead to transfer of students to public schools

MAJOR MARKETING STRATEGIES

1. Develop and maintain school website
2. Develop and maintain partnership with –
 - a. Private learning centers and elementary schools in the area
 - b. Businesses and civic institutions
3. At least one positive news story each month in school website, parish bulletin etc.
4. Video presentations in church, targeted partner schools, civic association in the area, etc.
5. Create new marketing materials for the school (flyers, brochures, posters, gift/novelty items, etc.) with focus on school's distinctive features
6. Creation of volunteer teams employees, parents for promotions activities

ACTIVITIES / TIMELINE

1. Undertake market research (demographic studies, attitude surveys, parents preferences, comparative levels of tuition / miscellaneous fees of other schools;

2. Set up marketing teams to include teachers, staff and parents with assigned tasks;
3. Conduct survey, brainstorming sessions and focus group discussions on school's distinctive features and develop public relation ideas;
4. Determine marketing audiences and develop appropriate messages and activities;
5. Create and pre-test marketing materials
6. Establish contact with external partners;
7. Begin to build a database;
8. Develop presentation for external audiences
9. Set up tentative presentation schedule
10. Produce marketing materials;
11. Acquaint all internal staff, students, and external partners with new marketing materials and incentives.
12. Monitor marketing effort and make adjustment as required;
13. Re-affirm relation with external partners and reach out to new ones'
14. Set up plan so that marketing effort is maintained during summer
15. Conduct periodic marketing research to aid marketing efforts; and

REQUIRED RESOURCES

1. Marketing Teams
2. Marketing Consultant
3. Various marketing materials and video presentations
4. School Van
5. Marketing budget

Financial Risk due to Tuition Fee Fluctuations

Tuition fees are the primary income source for most private schools. When enrollment drops or when families cannot consistently pay fees due to economic conditions, the school's cash flow and budget stability are threatened. Conversely, sudden increase in enrollment without careful financial planning can also cause strain (e.g., hiring more staff or upgrading facilities without sufficient reserves).

Possible Strategies:

- Regularly review tuition payment trends and enrollment data and prepare conservative budgets that account for possible fluctuations.
- Establish clear, consistent tuition collection policies and in case provide incentives for early or full payment

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO COMMUNITY AND PARENTAL INVOLVEMENT

General Provisions

San Jose Academy adopts a collaborative approach involving key personnel to address and mitigate risks related to parental involvement and community disruptions. Parents and guardians are guided to approach the appropriate school representatives depending on the nature of their concerns, ensuring clear lines of communication and timely resolution of issues.

Procedures

I. Handling Lack of Parental Involvement

Parents may not attend conferences, respond to communications, or engage in school activities, impacting student support.

A. Flexible Communication Options

The school implements varied communication methods including messenger chat, emails, SMS, phone calls, and virtual meeting platforms.

B. Engagement Programs

Quarterly parent assemblies and parent-teacher conferences are regularly scheduled to engage parents in their child's education.

C. Personalized Follow-Up

Teachers and concerned personnel contact parents who show limited participation to identify challenges and offer adjustments and support. This may include arranging alternative meeting times or providing resources to facilitate their involvement.

II. Handling Parent Concerns

A. Parent Concerns about Academic Progress

1. Parents with concerns about a student's academic performance or classroom matters should first contact the subject teacher concerned and the class adviser.
2. Teachers shall provide updates, clarify learning expectations, and recommend interventions as needed.

B. Concerns Regarding Teachers

1. Complaints or issues regarding teacher performance or conduct should be directed to the subject area coordinator. The coordinator will investigate the concern in coordination with the faculty mentor and academic affairs head, and will coordinate with the HR when necessary to facilitate resolution in accordance with school policies.

2. The school shall ensure that due process, fairness, and confidentiality are observed at all times. A clear and confidential channel will be maintained for students, parents, or colleagues to submit written complaints specifying the details of the incident.

C. Discipline-related Concerns

1. Parents should approach the Prefect of Students regarding matters related to student behavior and discipline.
2. The POS shall provide guidance, recommend interventions, and document actions taken.

D. Mental Health and Child Protection Concerns

1. Parents seeking support for mental health issues or child protection should coordinate with the Guidance Officers.
2. Guidance Officers will provide counseling, implement interventions, and document cases in the Guidance Records.
3. When cases require specialized care, students may be referred to licensed psychologists, psychiatrists, social workers, or other qualified external specialists.

E. Medical and Dental Health Concerns

1. Parents should coordinate with the School Nurse regarding student medical or dental concerns.
2. The School Nurse will provide first-aid, monitoring, and guidance for minor concerns.
3. Students requiring specialized medical or dental attention will be referred to licensed healthcare professionals, with proper documentation and parental notification.

F. Records and Enrollment Concerns

1. Parents should coordinate with the Registrar's Office for inquiries regarding student records, enrollment status, or related documentation.
2. The registrar shall verify records, provide clarifications, and facilitate updates as required.

G. Financial Concerns

1. Questions regarding tuition, fees, or other financial matters should be directed to the Accounting Office or Finance Officer.
2. The accounting personnel shall provide explanations, payment options, and necessary documentation.

H. Religion/Catholic Practice

1. Parents seeking guidance or support regarding their child's spiritual concerns, values formation, or Catholic practice should coordinate with the Center for Christian Formation (CCF) Head.
2. The CCF Head will coordinate with the appropriate department within the CCF depending on the nature of the concern, and the School Chaplain may be approached if necessary.

III. Managing Community Concerns/Involvement

A. Local Authorities and Community Partners

The school administration actively collaborates with barangay and DSWD focal persons, community partners, and the Child Protection Committee to identify and address risks arising from community challenges such as crime or peer abuse.

B. Community Engagement in Safety Protocols

The school works closely with community leaders and security personnel to maintain a safe campus environment.

C. Support Services and Counseling

Guidance Officers, teachers, AMICA club peer members assist in providing assistance and psychosocial support to students affected by community-related challenges.

D. Incident Reporting and Response

Parents, community members, and school personnel are encouraged to promptly report any incidents or concerns related to community disruptions to the appropriate school authorities. Collaborative response plans with community partners are then implemented to ensure timely resolution and maintain the safety of all students.

IV. Documentation

All concerns, actions taken, referrals, and follow-ups shall be documented in the appropriate office forms, log book, parent-teacher conference form for accountability, monitoring, and follow up.

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO TEACHER AND STAFF CHALLENGES

A. Substitution Program

There is a need for uninterrupted classroom instruction and supervision of students during school hours. As such, there should always be teachers who are available to temporarily assume the instructional and supervisory responsibilities of teachers who arrive late in school or in their classes, attend official business outside the school or facilitate activities during school hours. Thus, a Long-term Substitution, Teaching Substitution and Supervisory Substitution is provided for the students as stipulated in the school's Substitution Program.

If a teacher cannot attend his/her class, he/she shall ensure that learning activities will continue.

Scheduled Absence

1. The teacher shall file leave of absence at least two days before the schedule day/s of absence.
2. The teacher shall inform his/her Subject Area Coordinator about the scheduled absence. The teacher shall then inform the Academic Affairs Head, School Principal and Human Resource Office about the absence by asking their signature in person.
3. The teacher shall prepare the following and leave it to their subject area coordinator and/or substitute teacher/s.
 - a. Recorded Lesson
 - b. PowerPoint Presentation
 - c. Learning Activities
 - d. Copy of Learning Plan
4. He/She shall also ensure that recorded lessons and activities are uploaded in the learning management system.
5. The subject area coordinator shall assign substitute teacher/s. The substitute teacher shall play the recorded lesson in class and facilitate the learning activities. He/she shall stay with the students for the entire duration of the class.
6. For teaching substitution, the substitute teacher shall use the learning plan and PowerPoint presentation as his/her guide in teaching the lesson for the day. He/she shall stay with the students for the entire duration of the class.
7. Students shall accomplish the activities within the designated class time or schedule assigned by the teacher.

Sickness/Emergency

1. The teacher shall inform his/her Subject Area Coordinator about the situation at least before the start of flag ceremony. The Subject Area Coordinator shall then inform the Academic Affairs Head, School Principal and Human Resource Office about the absence.
2. The teacher shall file leave of absence a day after or during their physical reporting.
3. The Subject Area Coordinator shall assign a substitute teacher to meet the class.
4. The teacher shall prepare and post the following for his/her class/es in the Learning Management System.
 - a. Recorded Lesson
 - b. PowerPoint Presentation
 - c. Learning Activities

5. The substitute teacher shall facilitate and monitor the activities of the students.
6. If no recorded lesson is prepared for the day, the recording may be uploaded within the week and submission of activities shall be extended.
7. Students shall accomplish the activities within the designated class time or schedule assigned by the teacher.

Substitute Teacher

When a teacher is absent, the first person to substitute for the teacher is the Subject Area Coordinator. If he/she is not available due to conflict in schedule, the following may be tapped to substitute:

1. Teachers with underload
2. Teacher from the same department
3. Teacher/Coordinator from other departments
4. Academic Non-Teaching Personnel
5. Academic Affairs Head/School Principal
6. Non-Academic Non-Teaching Personnel

The following are the responsibilities of a substitute teacher:

- a. Coordinate with the teacher/Subject Area Coordinator if there are things that need clarification
- b. Monitor the attendance for the day
- c. Give instruction on how the playlist will be done
- d. Address the concerns of the students
- e. Report to the teacher or Subject Area Coordinator what transpired in the class

B. When a Teacher resigns or is terminated

1. Redistribution of Load

- a. The teaching load will be redistributed among the available faculty members who have the appropriate qualifications and teaching loads that still allow for additional subjects.
- b. Where possible, part-time faculty or personnel with expertise in the subject area may also be tapped temporarily.

2. Hiring of Replacement

- a. If no qualified teacher is available within the school, immediate steps will be taken to hire a competent replacement teacher.
- b. Recruitment will prioritize candidates who meet the academic qualifications, relevant teaching experience, and alignment with the school's vision-mission.
- c. Subject area coordinators may temporarily cover critical lessons until a permanent teacher is in place.
- d. Learning modules, online resources, or recorded lectures may be provided to ensure continuity of instruction during the transition period.

C. Complaints Against a Teacher

When complaints are filed against a teacher, the school shall ensure that due process, fairness, and confidentiality are observed at all times. A clear and confidential channel will be maintained where students, parents, or colleagues may submit written complaints specifying the details of the incident.

Upon receipt, the immediate head will acknowledge the complaint and conduct a preliminary investigation by talking to the personnel involved to determine its validity and seriousness.

Afterwhich, the immediate head and other concerned personnel may conduct a meeting with students/parents/personnel for a resolution.

If the personnel is found negligent, appropriate actions based on the SnJA Faculty Manual shall be taken.

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO SOCIAL AND POLITICAL FACTORS

San Jose Academy may face a range of social and political challenges that may significantly impact our operations. Below is a list of identified risks and the possible strategies to address them:

Poverty and Malnutrition

Navotas has a significant portion of its population living under conditions of poverty. Many families earn low and unstable incomes, often linked to the fishing industry and informal jobs that pay below minimum wage. Due to limited financial resources, children face malnutrition—about 16.7% of young learners are malnourished, which severely impacts their physical health, cognitive development, and school attendance. Poverty also limits access to learning materials and proper school attendance, perpetuating a cycle of underachievement and limiting children's educational opportunities. These conditions stem from broader socio-economic inequalities in the community, including limited livelihood options and inadequate social services.

Possible intervention:

1. Coordinate with local government and NGOs to provide health monitoring and nutrition education for parents and caregivers.
2. Provision of scholarship and assistance programs to reduce financial barriers to learning

Parental Migration for Work

Many parents in Navotas migrate to other cities or countries in search of better work opportunities, leaving their children under the care of relatives or guardians who may not provide sufficient educational or emotional support. The absence of parental guidance affects children's motivation, discipline, and access to home-based learning support, leading to challenges in school performance and engagement. This situation can increase dropout rates and behavioral issues as students lack consistent home supervision and encouragement.

Possible intervention:

1. Provision of psychosocial support programs to provide emotional and academic support to children with absent parents through the Guidance and Counseling Program
2. Training teachers and counselors to identify and assist vulnerable learners affected by parental absence and to learn counseling skills through the GOALed sessions
3. Engaging extended family members and guardians through parent-teacher associations and community outreach to ensure consistent home support
4. Provision of alternative communication channels between migrating parents and their children (e.g., scheduled virtual calls with teachers).

Climate and Environmental Issues

Navotas is highly vulnerable to natural hazards such as floods and typhoons due to its coastal location. These environmental risks can cause frequent school closures, infrastructure damage, and disruptions in academic calendars. Flooding can damage school facilities and learning materials, while the

psychological stress of living in hazard-prone areas affects learners' focus and well-being. Emergency preparedness and school disaster risk management need to be robust to mitigate these impacts.

Possible intervention:

1. Development and implementation of school-based disaster risk reduction and management (DRRM) plans, including regular drills and safety education
2. Coordination with LGUs and other agencies to improve disaster risk preparedness and management especially against floods and typhoons
3. Establishment of contingency plans such as flexible academic calendars, remote learning options, and catch-up programs post-disasters.

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO FINANCIAL OPERATIONS

San Jose Academy is committed to institutional sustainability through the proactive identification, control, and mitigation of financial risks. These guidelines provide clear direction for managing four major risk areas: **Tuition Fee Collection Delays, Budgeting and Resource Allocation, Rising Operations Costs, and Regulatory and Compliance Risks.**

I. Mitigating Tuition Fee Collection Delays

Objective: Ensure financial liquidity and sustain operational commitments through timely collection of tuition and fees.

1. **Enforce Clear Collection Policies**
 - Disseminate updated schedules, penalties, and payment modes through official channels.
 - Issue written reminders at the start of every term.
2. **Provide Flexible Payment Options**
 - Allow installment plans and structured payment agreements when necessary.
 - Require documentation for approved deferment arrangements.
3. **Monitor Accounts Receivable Early and Regularly**
 - Generate monthly aging of receivables reports.
 - Initiate email, SMS, or letter reminders no later than 15 days after due dates.
4. **Strengthen Parent and Guardian Engagement**
 - Offer financial consultations for families in distress.
 - Encourage communication to avoid delinquency.
5. **Apply Compassionate but Firm Collection Measures**
 - Enforce guidelines on overdue accounts while considering pastoral care.
 - Refer persistent delinquencies to the School Director for resolution.

II. Managing Budgeting and Resource Allocation

Objective: Promote responsible, transparent, and mission-aligned use of institutional resources.

1. **Implement Structured Annual Budget Planning**
 - Require departments to submit budget proposals with justifications.
 - Finance Office consolidates and reviews proposals before approval.
2. **Use Cash Flow Forecasting**
 - Base projections on previous enrollment, collections, and disbursements.
 - Update forecasts quarterly.
3. **Prioritize Essential Needs**
 - Give precedence to instruction, personnel compensation, and campus safety.
 - Defer non-essential spending when revenue is uncertain.
4. **Monitor and Adjust Budget Execution**

- Conduct mid-year and quarterly reviews.
- Reallocate funds with approval when necessary.

5. Enforce Accountability and Internal Control

- Require pre-approval for all expenditures.
- Maintain accurate documentation and audit trails.

III. Addressing Rising Operations Costs

Objective: Sustain financial viability by controlling and optimizing operational expenditures.

1. Adopt Cost-Efficiency Measures

- Promote energy-saving practices and preventive maintenance.
- Schedule utility use and equipment servicing.

2. Strengthen Strategic Procurement Practices

- Use supplier evaluation based on price, quality, and service track record.
- Follow procurement protocols and seek multiple quotations when applicable.

3. Review Fees and Services Periodically

- Reassess tuition and other charges in consultation with stakeholders.
- Align fee structures with actual operational demands.

4. Plan for Long-Term Financial Commitments

- Allocate budget for capital improvements and emergencies.
- Create or replenish a reserve fund if feasible.

5. Develop Alternative Revenue Streams

- Explore partnerships, grants, rentals, and fundraising initiatives.
- Encourage departments to propose income-generating projects.

IV. Managing Regulatory and Compliance Risks

Objective: Ensure full compliance with external mandates to protect institutional integrity and legal standing.

1. Continuously Monitor Regulatory Requirements

- Assign responsible officers to track memoranda from DepEd, BIR, DOLE, LGUs, and accrediting bodies.
- Maintain a compliance calendar.

2. Submit Documents and Reports on Time

- Track deadlines for licenses, permits, taxes, and audit reports.
- Maintain digital and physical copies for reference.

3. Align Internal Policies with Regulations

- Conduct regular policy reviews and update school manuals accordingly.
- Communicate revisions to all concerned departments.

4. Provide Training and Capacity Building

- Orient personnel on data privacy, child protection, financial reporting, and labor standards.

- Include compliance topics in annual in-service training.

5. Conduct Internal Compliance Audits

- Schedule periodic reviews to identify gaps.
- Implement timely corrective and preventive actions.

V. Implementation and Oversight

Responsible Offices:

- School Director
- Finance Office
- Human Resources Office
- Executive Council
- Quality Assurance Office

Key Processes:

- Quarterly reporting to the Administrative Council or Board.
- Documentation of compliance, financial status, and corrective measures.
- Regular review and updating of these guidelines.

San Jose Academy upholds continuous improvement, foresight, and stewardship of resources in alignment with its Catholic mission and long-term sustainability.

SCHOOL-BASED DISASTER RISK REDUCTION AND MANAGEMENT COMMITTEE

<i>CHAIRPERSON / SCHOOL HEAD</i> Rev. Fr. Jeronimo Ma. J. Cruz Mr. Rafael Patrick M. Pecjo		
<i>VICE CHAIRPERSON / SDRRM COORDINATOR</i> Mr. Christian C. de Leon Ms. Maria Sampaguita J. Pascual		
<i>COMMUNICATION & EDUCATION TEAM</i> Ms. Jennifer M. Grecia Ms. Kristine Oniel M. Abaigar Ms. Deither Janella Dela Cruz Mr. Jemy Josef L. Cruz Ms. Shane Rachel C. del Rosario The Josenian Tribune & The Lily	<i>MOBILIZATION & SECURITY TEAM</i> Ms. Cassandra S. Batoon Ms. Celeste S. Caguring Ms. Shy Coreen T. Relata Ms. Joan M. Oledan Mr. Dilson C. Robles Support Staff	<i>SUPPLIES & RELIEF TEAM</i> Ms. Maria Clarissa G. Perez Mr. Ezekiel P. Espino Mr. Aljay Christian B. Raymundo Mr. Ernhest Pahtrick P. Gatchalian Mr. Carlo Armando Malunes Parents' Council
<i>FACILITIES ASSESSMENT TEAM</i> Mr. Jojie B. Juanerio Ms. Anna Patricia C. Bularan Ms. Annie C. Velasco Mr. Alvin V. Torcuator Mr. Dennies A. Laiz Mr. Jerah A. Salenga Student Councils	<i>FRONTLINE RESPONDERS TEAM</i> Mr. Rhoylan B. Santiago Ms. Gemma C. Amante Ms. Jocelyn A. Derpo Mr. Eliazar B. Luciano Mr. Dave John P. Tirona Mr. Kelvin O. Salmasan SnJA Rescue Squad	<i>REHABILITATION & RECOVERY TEAM</i> Ms. Lucia F. Andan Ms. Maria Lourdes B. Brioso Ms. Mary Angeline P. Bautitsta Ms. Ramie Gem D. Rubio Ms. Myrna P. Dalapo Alumni Association

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO NATURAL DISASTERS

A. EARTHQUAKE

1. TREMOR. While the ground is shaking, do the “duck, cover, and hold” procedure.
2. EVACUATION. Once the shaking stops, leave the classrooms in order, walk fast with arms on top of the head, stay alert, and avoid panic.
3. ASSEMBLY. Proceed to the designated places in the evacuation area.
4. HEAD COUNT. The teachers will make a headcount of students and assist those who got injured.
5. INSTRUCTIONS. Pay attention and follow instructions from teachers and school authorities.

B. EXTREME HEAT

1. Students are instructed to keep the doors of air-conditioned rooms and laboratories closed to maintain the cold temperature.
2. During outdoor activities, students are advised on the following:
 - a. drink plenty of water or cold water, if available
 - b. avoid prolonged exposure to mid-day sunlight
 - c. avoid excessive or unnecessary physical movements
 - d. stay away from places with low galvanized roofing

C. FIRE

1. ALARM. Three short alarm sounds followed by a long one indicate that there is a fire nearby.
2. EVACUATION. Immediately leave the classrooms in order and switch off electronic devices. Take an exit route away from the fire area. Presence of mind, not panic, must prevail.
3. ASSEMBLY. Proceed to the designated places in the evacuation area or move away with the teachers.
4. HEAD COUNT. The teachers make a headcount of students and identify those who are missing.
5. INSTRUCTIONS. Listen to and follow instructions from teachers and school authorities.

D. FLOODING

1. In the event of heavy or continuous rainfall and/or high tide, the maintenance staff will immediately set up a makeshift bridge to allow the transit of persons and things.
2. Whenever flooding occurs due to sudden thunderstorms, available benches are interlinked from the ramp of 2-St. Maria Goretti to the base of the MIS stairs and to the portion of the open canteen grounds that is not yet flooded to allow students to have access to the canteen or to reach elevated areas like the Agape Lane.

3. Non-teaching staff and other available teachers will assist in the transit of persons and things along the makeshift bridge.
4. In case the flood is high during break periods, dismissal, or suspension of classes, all students shall pass through the covered court in going to the church gate to exit the school premises.
5. Students can also go up to the second floor hallway of the Sto. Nino Building, walk along the second floor hallway of the San Lorenzo Building and get down the stairs at the edge of the building to proceed to the main gate, if the condition permits.
6. Once the flood recedes, the maintenance staff will immediately return the benches to their original locations and sweep the remaining water on the grounds toward the drainage canals.

E. HEAVY RAINFALL

1. Suspension of classes for heavy rainfall will depend on the Rainfall Warning by the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA).
 - a. When a Yellow Rainfall Warning is posted by PAGASA, the Local Chief Executive shall decide on the suspension of face to face classes, and work in schools, provided that schools will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met.
 - b. When an Orange or Red Rainfall Warning is posted by PAGASA, the school head shall immediately suspend classes and work from Kindergarten to Grade 12 and ALS and send everyone home if it is safe to do so. However, schools are obligated to keep the learners and personnel safely in school if traveling has become unsafe.

F. LIGHTNING

1. Thunderstorms come with lightning which is a giant spark of electricity.
2. Inside the building
 - a. Avoid water because lightning travels through the plumbing network when it hits a building.
 - b. Do not touch electronic equipment as lightning can also travel through electrical systems.
 - c. Stay away from windows as they might break when lightning strikes.
3. Outside the building
 - a. Avoid open spaces. Immediately go indoors once lightning occurs.
 - b. Do not seek shelter under electric posts, isolated trees, or tall structures.
 - c. Do not lie flat on the ground. Take a position with minimal contact with the ground.

G. TROPICAL CYCLONE

1. Classes are automatically cancelled or suspended in schools situated in areas issued with Tropical Cyclone Wind Signals (TCWS) by the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA).
 - a. When Signal No. 1 is raised by PAGASA, kindergarten classes shall be automatically suspended.
 - b. When Signal No. 2 is raised by PAGASA, kindergarten, grade school, and junior high school classes shall be automatically suspended.
 - c. When Signal No. 3 is raised by PAGASA, classes in all levels, including college/tertiary level, in the affected areas shall be automatically suspended.

2. In the absence of TCWS from PAGASA, localized cancellation/suspension of classes may be implemented by the Local Government Unit (LGU) or the school head in their capacity as chairperson of the School-based Disaster Risk Reduction and Management.
3. Students and parents are informed about the cancellation or suspension of classes by the Local Government Unit (LGU) and School Authorities through television, radio, text messages, and social media.
4. When class suspensions are made during class hours, parents are informed through text messages and social media before the students are sent home.
5. Faculty and non-teaching personnel are likewise allowed to leave their stations in consideration of their welfare after all students are sent home.

H. TSUNAMI

1. A tsunami may occur after an earthquake. Students shall be brought to the evacuation site after an earthquake and will be fetched by their relatives or will be transferred to elevated areas determined safe by school authorities.
2. School authorities will seek all available community and government assistance during the calamity to ensure the safety of the students.

I. VOLCANIC ERUPTION

1. Active volcanoes are quite far from Navotas City but in case the wind direction during volcanic unrest is towards Metro Manila, volcanic smoke or ash is likely to affect the City.
2. Immediately relay suspension of classes due to volcanic smoke or ash as announced by city authorities.
3. Students and teachers should wear facemasks to prevent inhalation of volcanic smoke or ash.
4. Students and teachers should be advised to stay indoors at home until the threat of volcanic smoke or ash is over.

GUIDELINES ON CONTROLLING AND MITIGATING RISKS RELATED TO MAN-MADE DISASTERS

A. BOMB THREAT OR EXPLOSION

1. Suspicious Objects

- Do not handle or touch the object. Move to a safe area, and report it to school authorities who will call the police and other local authorities for proper situation management.

2. Explosion

- Take cover or leave the building as directed by school authorities.
- Proceed to the evacuation site in order as instructed.
- Use the nearest stairs only.

3. Bomb Threat

- Immediately inform the police about the bomb threat. Follow the instructions of the police.
- If told by police to immediately evacuate, call other staff to relay the instruction to subject teachers.
- Take personal items and leave the classrooms and offices in order. Take the nearest stairs and proceed to the evacuation site.
- The police authorities will declare when it is safe to return to the campus.
- Teachers will assist the students in returning to the campus accordingly.

B. CIVILIAN VIOLENCE

1. Security

- School security guards shall lock gates or doors to prevent intrusion.
- School personnel shall immediately move students to another area away from harm.

2. Evacuation

- Follow instructions from school or police authorities.

3. Suspension of Operations

- Classes will be suspended when there is imminent danger to life and property.
- Teachers and personnel shall assist the students to the gate and ensure that all students are safe and fetched by their guardians/[parents].
- School personnel are likewise allowed to leave their stations in consideration of their welfare after all students are sent home.

C. CRIMINAL ACTIVITY

1. Report a crime in progress or suspected criminal activity to the Security Officers and to the City Police.
2. Relay as much information as possible, including:
 - The nature of the crime

- The location
 - Physical description and weapon of the perpetrator
 - Vehicle description and license number
 - Direction of travel when last seen
3. Do not attempt to subdue armed assailants if such action could result in increased danger or injury to students or personnel. Call the City Police immediately.

D. GUN SHOOTING

1. During
 - Leave the area as quickly as possible.
 - Take cover, hide, or play dead if you can't escape. Seek refuge in an area that can be locked from within. If possible, choose a room without windows. Once inside the room, hide quietly in a closet, bathroom, or under a desk.
 - Take shelter in a secure area preferably with two exits, with doors that can be locked to prevent access, or with a telephone.
 - If a phone is immediately available, and it is safe to do so, call the City Police.
 - Take no action to intervene.
2. After
 - Follow instructions from school or police authorities.

E. HOSTAGE SITUATION

1. Immediately evacuate the building away from the hostage area. Carefully avoid the attention of those taking hostages.
2. Take no action to intervene. Never put yourself in harm's way.
3. Call the City Police and provide as much information as possible.

F. MEDICAL EMERGENCY

1. Do not move a seriously injured person unless that person's life would be threatened by not doing so.
2. Call the school nurse, Render first-aid or CPR, if trained.
3. Do not leave the injured person unattended except to call for help. Call the nearest hospital.
4. Comfort the injured person until emergency medical personnel arrive.
5. When reporting a medical emergency, provide the following information:
 - Type of Emergency
 - Location of Injured
 - Condition of Injured
 - Any dangerous conditions

G. NOISE POLLUTION

1. The classrooms are air-conditioned so doors and windows are always closed. This minimizes the intrusion of loud noise or music coming from activities in the covered court or the parish church.
2. Activities in the school grounds that use sound systems during class hours are well-coordinated so that sound volume is regulated or the participants are advised not to create unnecessary noise.
3. Building repairs or constructions that require the use of tools that create so much noise are carried out in such a way that loud tools are used only when classes are dismissed or the repair work is done in areas away from classes or offices.

H. POWER OUTAGES/INTERRUPTIONS

1. Prior to power interruption, a timely announcement of class suspension is issued by school authorities.
2. In case of sudden power interruption, the community will wait for several minutes to ascertain if electricity will not be restored.
3. If a prolonged power interruption is apparent, a class suspension will be announced to all classes.

I. SUICIDE INTERVENTION

1. If a student has displayed warning signs or appears to have a plan or is in immediate danger, immediately alert the Security Officers or any school personnel.
2. When talking to the concerned student, avoid being confrontational.
3. Be watchful of weapons that are possibly in the student's possession.
4. Do not leave the student alone.
5. Remain calm and speak to the student in a soft and quiet voice.
6. Keep others out of the area if possible.
7. Inform the parents and alert the medical staff.

J. TRANSPORTATION ACCIDENT

1. Utmost precaution is observed whenever the school vehicle transports students or teachers.
2. The driver checks the vehicle before leaving the school.
3. In case of an accident, school authorities take the necessary steps upon learning about the accident.
4. In emergency response, the welfare of the driver and the passengers is prioritized.

K. WATER POLLUTION

1. Maynilad water is potable but pipe leaks and corrosion may contaminate the water running through pipes. As a policy, the school disallows students from drinking water from faucets.
2. Students and teachers should drink water from mineral water dispensers only.
3. The water dispensers are regularly cleaned.
4. The mineral water supplier is required to submit regular water test results.
5. Tap water is also being tested quarterly to ensure that there are no contaminants.
6. Unusual particles found in water and water discoloration are immediately reported and acted upon accordingly.

L. WATER SHORTAGE

1. Prior to water interruption, the maintenance staff stores water in water tanks, drums, and containers.
2. In case of sudden water interruption, the community is advised to use water sparingly until the water supply is restored.