

Governor Cuenco Street,
Banilad, Cebu City 6000
Philippines
Tel. # (6332) 344-5042/44



INTRODUCTION

Welcome to PAREF Southcrest School.

PAREF Southcrest is a school in the Philippines that follows the educational philosophy of St. Josemaria Escriva, the founder of Opus Dei. This philosophy emphasizes the idea that the home is the first school, and parents play a crucial role as the first teachers in their children's character development. The school promotes a positive learning environment and a sense of community and family, fostering the practice of virtues like joyful service, responsibility, respect, friendship, hard work, and love for God. It provides a well-rounded educational experience while also offering personalized attention to each child.

Here are some key features and aspects of PAREF Southcrest:

1. **Character Development:** The school places a strong emphasis on character development and values education, instilling virtues in students that go beyond academics.
2. **Academic Excellence:** PAREF Southcrest offers academic courses that are based on world-class learning standards. It ensures that the academic standards required by the Philippine government are integrated into the curriculum.
3. **Challenging Curriculum:** The curriculum is advanced, enriched, and challenging, designed to cultivate a passion for lifelong learning, a deep sense of purpose, service, and mission, as well as a love for creative and critical thinking. This approach aims to equip students with skills and values they can use throughout their lives.
4. **Religious Instruction:** The school offers religious instruction based on the teachings of the Catholic Church. While it is influenced by Catholic values, it is open to students of all religious beliefs, promoting a diverse and inclusive environment.
5. **Community and Family Environment:** PAREF Southcrest creates a unique sense of community and family among its students, parents, and faculty. This environment helps in character development and values formation.

In summary, PAREF Southcrest is a school in the Philippines that blends a strong character-focused education with a challenging academic curriculum, all within a supportive and inclusive community. It encourages students to develop not only academically but also personally and spiritually, fostering a love for lifelong learning and a sense of purpose.

SCHOOL'S OFFICIAL NAME AND SEAL

The school's name, "Southcrest," suggests its location in the southern part of the Philippines, and the word "crest" symbolizes aspiring for the best or reaching the highest point of one's aspirations. This name choice reflects the school's commitment to excellence and personal growth.



The school's motto, "Perducere semitas ad astra," which translates to "Blaze a trail to the stars," underscores the aspiration to achieve greatness and reach for the highest goals. It emphasizes the school's dedication to guiding students on a path toward success, knowledge, and personal development, ultimately aiming to help them reach for the stars in their pursuits and aspirations.

VISION

Academic excellence founded upon Christian virtues and values

MISSION STATEMENT

PAREF Southcrest aims to provide a balanced and high-level of academic and personal formation for its students, their parents, faculty and staff so that they live according to the Christian ideal in service to the community. This is achieved through an active home-school collaboration among parents, school administration, faculty and mentors.

SCHOOL PHILOSOPHY

INTEGRAL EDUCATION

PAREF Southcrest's belief in providing integral education is a significant aspect of its educational philosophy. By addressing all aspects of the human person, including the physical, social-emotional, intellectual, moral, and spiritual dimensions, the school aims to offer a well-rounded and comprehensive education to its students. Here's a breakdown of what this holistic approach to education entails:

1. **Physical Education:** Physical development is an essential component of a well-rounded education. It includes activities that promote physical fitness, health, and well-being, ensuring that students are physically capable and aware.
2. **Social-Emotional Development:** Education at PAREF Southcrest focuses on nurturing students' social and emotional growth. This involves developing social skills, emotional intelligence, and empathy, which are vital for personal relationships and a well-adjusted life.
3. **Intellectual Growth:** Intellectual development is at the core of education. The school's curriculum and teaching methods are designed to stimulate critical thinking, problem-solving skills, and a lifelong passion for learning.
4. **Moral Development:** Fostering moral values and ethical behavior is an integral part of education at PAREF Southcrest. The school aims to instill values such as responsibility, respect, and a strong moral compass in its students.
5. **Spiritual Formation:** The school places importance on the spiritual dimension of education. It offers religious instruction based on the teachings of the Catholic Church and encourages students to develop their spiritual beliefs and values.

By addressing these five dimensions of the human person, PAREF Southcrest provides a well-rounded education that not only prepares students for academic success but also equips them with the life skills and values necessary for personal and ethical growth. This holistic approach ensures that students receive a comprehensive education that extends beyond academics, making them well-rounded individuals.

HOME-SCHOOL PARTNERSHIP

The approach taken by PAREF schools, as outlined in the information you provided, reflects a strong commitment to a partnership between parents and educators for the holistic development of the child.

Here are the key aspects of this approach:

1. **Shared Responsibility:** PAREF schools recognize that a child's education is primarily the responsibility of parents. However, they acknowledge that due to various personal, professional, and material limitations, parents may need to entrust a portion of this responsibility to trained educators.
2. **Partnership Between Parents and Teachers:** PAREF schools emphasize a close partnership between parents and teachers. This partnership is crucial for the child's comprehensive development. The school and parents work together to provide the best education and support for the students.ons, parents may need to entrust a portion of this responsibility to trained educators.
3. **Regular Communication and Meetings:** The school encourages regular meetings between teachers, mentors, and parents. These meetings serve as a platform to discuss the specific developmental needs of individual students. It allows for ongoing dialogue and ensures that parents are actively involved in their child's educational journey.
4. **Mentors as Advocates:** Mentors play a vital role in bridging the gap between the school and the home. They serve as advocates for the students, providing support and guidance as needed. Students can approach their mentors for help and advice, making them a key point of contact within the school.
5. **Effective Communication:** The school values open and professional communication between parents and educators. Parents are encouraged to express their concerns and provide feedback in a calm and constructive manner. This ensures that any issues or challenges are addressed effectively.
6. **Involvement in Formative Activities:** PAREF schools involve parents in formative activities, which are designed to help individuals become better persons. This underscores the school's commitment to the holistic development of the child, with parents playing an active role in this process.

Overall, PAREF schools emphasize a collaborative and supportive approach to education, recognizing the importance of the partnership between parents and educators in nurturing and guiding students in all aspects of their lives. This approach fosters a sense of community and shared responsibility for the well-being and growth of the students.

MENTORING PROGRAM

The mentoring program at PAREF schools is a central and highly personalized component of the schools educational philosophy, holistic and is integral to its educational approach.

Here's a more detailed look at the key aspects of this program:

1. **Personalized One-on-One Advising:** The mentoring program offers students a unique and personalized experience. Each student is assigned a mentor, typically a teacher or school staff member, who engages in one-on-one conversations with the student and their parents.
2. **Home-School Partnership:** The mentoring sessions serve as the primary channel for achieving collaboration between the home and the school. It ensures that parents are actively involved in their child's education and personal development.
3. **Self-Discovery and Virtue Cultivation:** The mentor-student relationship is designed to help the student get to know themselves better. It encourages the cultivation of virtues, emphasizing character development and moral values.
4. **Spiritual Development:** The mentoring program supports students in developing a personal relationship with God. It provides a space for spiritual growth and exploration, in line with the school's Catholic foundation.
5. **Intellectual and Moral Formation:** The mentor helps the student assimilate the intellectual and moral teachings provided by the school. This ensures that the student receives comprehensive education and guidance.
6. **Caring and Trusting Relationship:** The mentor acts as a caring adult and friend whom the child can confide in and trust. This relationship is crucial for the student's overall development and well-being.
7. **Guidance and Support:** The mentoring program is an integral part of the school's guidance and support system. It offers ongoing assistance and mentorship to the student throughout their educational journey within the PAREF school.

In summary, the mentoring program at PAREF schools is a central element of their educational approach. It fosters a close and supportive relationship between students, parents, and mentors, emphasizing personal and spiritual development, character building, and academic guidance. This program helps students grow into mature and responsible individuals, reflecting the school's commitment to holistic education.

METHODS OF INSTRUCTION AND LEARNING THRUST

It's evident that PAREF Southcrest places a strong emphasis on a well-rounded education that prepares students for the demands of the 21st century. Here are the key aspects of their instructional methods and focus on various educational levels:

1. **Discipline-Based and Integrative Methods:** The school employs a combination of discipline-based and integrative instructional methods. This approach likely ensures that students receive a solid grounding in individual subjects while also understanding how these subjects interconnect, fostering a holistic understanding of knowledge.

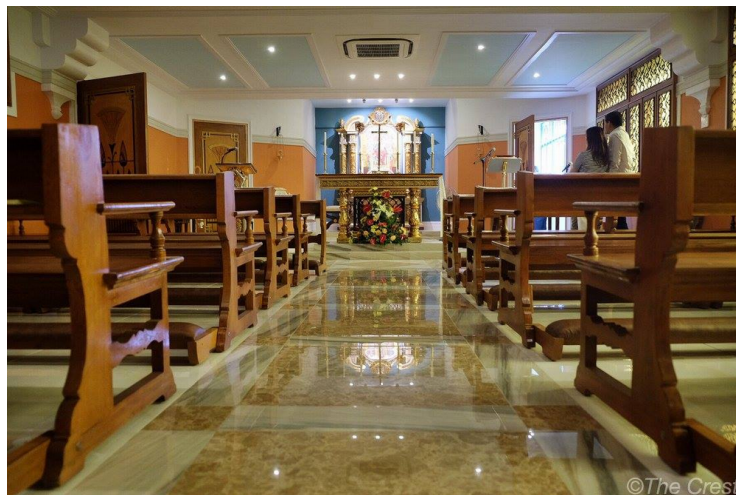
2. **Primary and Intermediate Levels:** In these levels, the emphasis is on the development of fundamental intellectual skills. This foundational focus is crucial as it forms the basis for more advanced learning in higher grades.
3. **High School Emphasis on 4Cs:** In high school, the curriculum emphasizes the 4Cs: **Critical Thinking, Communication, Collaboration, and Creativity**. These skills are recognized as essential for success in the 21st century and are integrated into the educational approach, ensuring that students develop these vital skills.
4. **Senior High School Focus on Research and Specialized Tracks:** Senior High School marks a pivotal point in a student's education. PAREF Southcrest focuses on research skills at this stage, preparing students for academic and professional pursuits. Additionally, offering specialized tracks under the Academic Track (Accountancy, Business and Management, Science, Technology, Engineering, Mathematics, and General Academic Strand) provides students with the opportunity to tailor their education to their specific interests and career goals.
5. **Relevant, Enriched, and Learner-Centered Curriculum:** The school's commitment to providing a relevant, enriched, and learner-centered curriculum reflects an awareness of the evolving needs of the modern learner. This approach likely involves adapting teaching methods and content to engage students effectively and cater to diverse learning styles.
6. **The PAREF-Canadian Dual Diploma Program:** A unique educational opportunity that allows students to earn both a Canadian high school diploma and a Philippine diploma, providing them with a strong foundation for future academic pursuits. This is a partnership between Rosedale Global High School, an educational provider of the Ontario Secondary School Diploma and PAREF Southcrest School, Inc.

By combining a strong foundation in fundamental skills, a focus on critical 21st-century skills, and specialized tracks in senior high school, PAREF Southcrest ensures that its students are equipped not only with academic knowledge but also with the skills and abilities necessary for success in a rapidly changing world.

SPIRITUAL ATTENTION

The spiritual dimension of education at PAREF Southcrest is deeply rooted in Christian principles and is characterized by a commitment to respecting the uniqueness of each student and the freedom of individual consciences. Here's an overview of the school's spiritual activities and its approach to spiritual formation:

1. **Alignment with Christian Principles:** All spiritual activities at PAREF Southcrest are conducted in accordance with fundamental Christian principles. This ensures that the spiritual guidance provided is consistent with Christian beliefs and values.



2. **Respect for Individual Consciences:** The school acknowledges and respects the individual consciences of its students and their families. This approach recognizes that faith is a personal journey, and students and their families are free to follow their own spiritual paths within the Christian framework.
3. **Premium on Spiritual Formation:** PAREF Southcrest places a high value on the spiritual formation of students and their families. This spiritual formation is considered a pivotal and reference point for other aspects of a student's development.
4. **Chaplaincy Services:** The Chaplaincy services at the school offer a range of spiritual support and activities for students and their families, including:
 - a. **Daily Mass:** Providing opportunities for the school community to participate in the Mass on a regular basis.
 - b. **Spiritual Direction:** Offering guidance and support for individuals seeking to deepen their spiritual lives.
 - c. **Guided Prayer:** Assisting individuals in their prayer life and helping them establish a deeper connection with their faith.
 - d. **Yearly Retreats:** Providing occasions for reflection and spiritual growth through retreat experiences.
 - e. **Monthly Days of Recollection:** Dedicated days for reflection and spiritual renewal.
 - f. **Conferences on Theology and Religion:** Opportunities to learn more about theological and religious topics.
5. **Spiritual Formation Entrusted to Opus Dei:** The spiritual formation at PAREF Southcrest is entrusted to Opus Dei, a Personal Prelature of the Catholic Church. Opus Dei is known for its focus on spiritual development, personal holiness, and integrating faith into everyday life. It plays a central role in guiding the spiritual aspects of the school's educational philosophy.

In summary, PAREF Southcrest's spiritual approach is centered on Christian principles and personal spiritual growth. The school provides a range of spiritual services and activities, placing a strong emphasis on spiritual formation and guidance for both students and their families. This approach aims to nurture the spiritual dimension of education in a way that respects individual beliefs while adhering to Christian values.

THE GOVERNING BODY

The governance structure at PAREF Southcrest involves a Management Committee responsible for overseeing various aspects of the school's operations. This committee is comprised of key individuals, each with a specific focus on different aspects of the school's management. Here are the roles within the Management Committee:

1. **Executive Director:** The Executive Director is the head of the school and holds overall responsibility for its management and administration. This role involves making strategic decisions, setting the school's direction, and ensuring that the school's mission and values are upheld.
2. **Associate Director for Personal Formation:** This position is responsible for overseeing the personal and character development of students. It may involve developing programs and initiatives aimed at nurturing virtues, moral values, and the holistic growth of students.

3. **Associate Director for Academic Formation:** The Associate Director for Academic Formation is in charge of academic affairs within the school. This role typically involves curriculum development, academic standards, and ensuring the quality of education provided to students.
4. **Associate Director for Financial Management:** This individual is responsible for managing the school's finances. This includes budgeting, financial planning, and ensuring that the school's resources are used effectively to support its educational mission.

The Management Committee, as a collegial body, collaboratively oversees these critical areas of the school's operation. This structure is designed to ensure that various aspects of the school, including personal and academic development, as well as financial matters, are managed effectively and in alignment with the school's mission and objectives. The collegiate approach also allows for a diverse range of expertise and perspectives to contribute to the school's overall success.

STUDENT GUIDELINES

A. Attendance and Tardiness

Regular attendance and punctuality are fundamental expectations in any educational institution, including PAREF Southcrest. These expectations are essential for several reasons:

1. **Maximizing Learning Opportunities:** Regular attendance ensures that students do not miss out on valuable learning experiences, classroom discussions, and instructions provided by teachers. Consistent presence in class maximizes the opportunities for students to grasp new concepts and engage in interactive learning.
2. **Building a Strong Work Ethic:** Attending classes regularly and on time instills a sense of discipline and responsibility in students. It helps them develop a strong work ethic, which is a valuable trait in academics and future professional endeavors.
3. **Promoting Academic Success:** Students who attend classes regularly are more likely to perform well academically. They have the opportunity to participate in class activities, ask questions, and seek clarification on topics they find challenging, which can contribute to their overall academic success.
4. **Fostering a Respectful Environment:** Punctuality and regular attendance demonstrate respect for the teachers, classmates, and the learning process as a whole. It creates a positive and respectful classroom environment, contributing to a conducive atmosphere for learning.
5. **Preparing for Future Responsibilities:** Punctuality and regular attendance are important life skills that prepare students for future responsibilities, such as holding a job or attending college. Employers and higher education institutions often value individuals who demonstrate these qualities.
6. **Respect for Others:** Punctuality and regular attendance also demonstrate respect for instructors and fellow students. It shows a commitment to the learning community and a consideration for others' time and efforts.

7. **Supporting School Community:** By attending classes regularly, students actively contribute to the school community. Their presence enhances the overall learning environment and supports the collaborative atmosphere within the school.

In summary, regular attendance and punctuality are not only responsibilities but also habits that contribute significantly to a student's academic and personal development. These habits instill discipline, respect, and a strong foundation for future success in both educational and professional pursuits.

1. Daily Schedule

- a. The day starts with a beautiful liturgical celebration of the Holy Mass daily at the school oratory at 7:25 am. Students and families are encouraged to attend Mass even if a specific class is assigned every day to sponsor it.
- b. Students are expected to be in the classroom at 8:00 in the morning.
- c. **Handling Absences:** In cases of student absences, they must provide an excuse letter written by their parents in the Student Diary. If the absence exceeds five days due to illness, a doctor's certificate is required. The Class Adviser is responsible for informing the relevant teachers about the student's absence, promoting effective communication.
- d. **Attendance Requirements:** Each student is required to attend at least 80% of the total number of school days to receive credit for their subjects. This requirement ensures that students are regularly engaged in the learning process.
- e. **Requesting Leave for Trips:** Students planning trips, whether within or outside the country, are expected to request permission at least one month in advance. They need to write a letter addressed to the Executive Director through the class adviser, specifying the purpose and duration of the trip. Students are advised to await the school's response. After returning from the trip, they must complete required assignments and make up missed exams, following the guidelines in a make-up form.

These policies reflect the school's commitment to maintaining a structured and organized learning environment, emphasizing punctuality, regular attendance, and effective communication between students, parents, advisers, and teachers. Additionally, the focus on spirituality through daily Mass and participation in the flag ceremony promotes a well-rounded education that encompasses not only academic but also spiritual and moral development.

For Intermediate and High School:

Tardiness Policy

- a. **Excused Tardiness:** Tardiness is excused if it is caused by unexpected factors beyond the students' control, such as severe weather, accidents, or unexpected occurrences at home. In these cases, students are expected to obtain an excuse letter from their parents explaining the reason for the tardiness.
- b. **Habitual Unexcused Tardiness:** Habitual, unexcused tardiness is subject to disciplinary action. This policy encourages punctuality and holds students accountable for being on time.

- c. **Security and Safety Concerns:** The school places a high priority on the personal safety and security of its students. To ensure this, students are not allowed to leave the school premises between the time of arrival and dismissal time without parental permission.
- d. **Permission to Leave:** Parents are required to provide written permission if their child needs to leave the school before the usual dismissal time. This permission note should be presented to the Class Adviser during the Class Advisory Period (CAP) in the morning.

These policies are implemented to create a safe learning environment for students while emphasizing the importance of punctuality and adherence to school rules. They also ensure that students' movements are tracked and that their well-being is a top priority during their time at the school.

2. Suspension of Classes Due to Typhoons and Other Calamities

The guidelines issued by the Department of Education (DepEd) regarding the suspension of classes during typhoons and other calamities, as outlined in Executive Order No. 66, s. January 9, 2012, provide clear instructions for schools and parents.

Here is a summary of the guidelines:

- a. **Automatic Suspension:**
 - i. **Typhoon Signal No. 1:** Classes at the pre-school level are automatically suspended in all public and private schools.
 - ii. **Typhoon Signal No. 2:** Classes at the pre-school, elementary, and secondary levels are automatically suspended in all public and private schools.
- b. **Localized Suspension:**
 - i. In the absence of typhoon signal warnings from PAG-ASA, localized suspension or cancellation of classes in both public and private elementary and/or secondary schools may be implemented. This means that schools can make decisions based on local conditions and risks.
- c. **Parental Responsibility:**
 - i. Parents have the ultimate responsibility for determining whether their children should go to school, even if no official order for the suspension of classes has been issued. If parents feel that traveling to or from school will place their children at risk, they have the authority to keep their children at home.
- d. **Communication of Class Cancellation:**
 - i. The school informs parents of the cancellation of classes through the school's Viber and Facebook accounts. This digital communication allows for quick dissemination of information to parents, ensuring that they are aware of the school's status during calamities.

These guidelines prioritize the safety of students by providing clear protocols for class suspension during typhoons and other calamities. The involvement of parents in assessing the safety of travel adds an additional layer of security, acknowledging their role in the decision-making process concerning their children's well-being. Digital communication methods enhance the efficiency of disseminating important information to parents, ensuring timely updates during challenging situations.

B. School Uniform, Personal Appearance and the Dress Code

The school uniform plays a significant role in representing the culture and philosophy of PAREF Southcrest. It serves as a symbol of identity and unity among students and reflects the values upheld by the school. Here are some key points related to the school uniform and its importance:

1. **Reflection of Culture and Philosophy:** The school uniform is not just clothing; it is a symbol that reflects the culture and educational philosophy of PAREF Southcrest. It embodies the principles and values that the school stands for, and students are expected to understand and respect this representation.
2. **Proper Wearing with Pride:** Students are not only required to wear the uniform but to wear it properly and with pride. This expectation emphasizes the importance of respecting the uniform and the institution it represents.
3. **Appropriateness, Neatness, and Simplicity:** The school encourages a general appearance characterized by appropriateness, neatness, and simplicity. This approach promotes a sense of discipline and professionalism among the students and contributes to a focused and conducive learning environment.
4. **Unity and Identity:** A school uniform helps create a sense of unity and identity among students. It reduces distinctions based on clothing and emphasizes that all students are part of the same community.

Overall, the school uniform is more than just a dress code; it is a symbol of the school's values and a tool for creating a cohesive and respectful environment. Students are expected to adhere to the uniform policy as a way of demonstrating their commitment to the school's culture and philosophy.

Daily Uniform

The specific guidelines for wearing the school uniform at PAREF Southcrest are designed to ensure a consistent and respectful appearance among students.

Here are the elements that make up the school uniform:



1. **Prescribed Blouse and Skirt:** The school uniform includes a blouse and skirt made from the official Southcrest plaid material. This plaid design is unique to the school and signifies its identity.
2. **Bow Tie (for Grade School) or Blue Ribbon (for High School):** Grade school students are expected to wear a bow tie, while high school students should wear a blue ribbon. Properly tied and positioned around the collar, these accessories add a finishing touch to the uniform.
3. **Validated ID:** Students are required to wear their school ID visibly using the official school lanyard. This helps identify students and ensures a secure school environment.
4. **Sando or Half-Chemise:** Under the blouse, students are expected to wear a sando (an undershirt) or half-chemise. This enhances the uniform's modesty and comfort.
5. **Plain White Socks:** A pair of plain white socks is part of the school uniform. These socks contribute to the overall neatness and uniformity of the appearance.
6. **Flat-Heeled Black Shoes:** Students are required to wear a pair of flat-heeled black shoes as part of the uniform. These shoes should be comfortable for daily wear and in line with the school's emphasis on simplicity.

These guidelines ensure that students present themselves in a neat, consistent, and respectful manner while adhering to the school's uniform policy. By following these dress code standards, students contribute to a sense of unity and pride in the school's identity.

For Intermediate and High School:

The guidelines at PAREF Southcrest regarding the school uniform and personal appearance reflect the school's commitment to maintaining a professional and respectful learning environment. Here's an overview of the policies outlined:

1. **Non-Compliance and Offenses:**
 - **Frequency and Impropriety:** Habitual non-compliance with uniform and personal appearance guidelines may be considered an offense. The severity of the offense may depend on the frequency of non-compliance and the level of impropriety or discreditability.
2. **Excused Absence from Uniform:**
 - **Parental Excuse Letter:** If a student is unable to wear the prescribed uniform for a legitimate reason, such as a medical condition or specific circumstances, the student must present an excuse letter from her parents to her Class Adviser. This letter should state the reason for non-compliance and specify the length of time during which the student will not be able to wear the prescribed uniform. This process allows for exceptions based on valid reasons.
3. **Discouragement of Public Outings in Uniform:**
 - **Avoiding Public Places:** The school discourages students from going to public places while wearing their school uniform. This practice is likely in place to maintain a professional image and to ensure that students are recognized as representatives of the school within the community.

By implementing these guidelines, the school emphasizes the importance of adherence to uniform policies and personal appearance standards. These rules contribute to a sense of discipline, professionalism, and pride in the school community, while also ensuring that students' individual needs and circumstances are considered in cases of non-compliance.

Students are allowed to come to school in their P.E. (Physical Education) uniform only on days when the P.E. class is scheduled. This practice likely simplifies the morning routine for young students and ensures they are appropriately dressed for physical activities.

Physical Education (P.E.) Uniform:

The P.E. uniform consists of the prescribed P.E. T-shirt and jogging pants. Students are expected to wear these items together with a pair of predominantly white rubber shoes during P.E. class. This specific attire ensures that students are comfortable and appropriately dressed for physical activities.

Gala Uniform

Certain grade levels are expected to wear a gala uniform for special occasions. The gala uniform is designated for specific events in each grade:

- a. Grade 2: First Holy Communion
- b. Grade 6: Graduation
- c. Grade 8: Confirmation
- d. Grade 10: Moving Up Ceremony
- e. Grade 12: Graduation

The gala attire includes the gala dress, plain skin-colored nylon stockings (when required), and a pair of cream or beige pump shoes with low heels. These formal attire requirements ensure that students are dressed appropriately for significant and formal school events.

These guidelines provide clarity on the dress code for primary students, taking into account their physical education needs and formal occasions throughout the school year. They aim to create a sense of order, appropriateness, and respect for the significance of specific events in a student's school life.

Personal Appearance and Dress Code

Good grooming and personal appearance are essential elements in the teaching and learning process hence dress and personal appearance should not interfere with the teaching and learning process.

A PAREF Southcrest student is pleasant to look at – natural, modest and well-groomed. When wearing civilian clothes during special school activities, it is the responsibility of the student to dress naturally and appropriately, keeping in mind that the way a person dresses reflects her values and attitudes. For example, clothes and footwear such as slippers, shorts, sleeveless shirts which are more proper for informal places would not be appropriate in an

academic institution. Propriety and decency in dress show respect to the institution and to the persons in it.

Thus, the school discourages the wearing of clothes that are not appropriate in an academic institution. For example: clothing that exposes the entire shoulder, the torso or a part of it, the thigh/s and undergarments are not allowed. Tight clothes, and pictures or objects or symbols or writings containing any obscenity or abusive and/or discriminative language are not permitted inside the school campus.

The Management and the Level Council have the authority to determine inappropriate appearance. Any student violating the dress code may be asked to leave the school premises and may come back wearing the prescribed dress code. Habitual non-compliance of the dress code may be considered a major offense.

C. School Materials and Personal Belongings

PAREF Southcrest is a dynamic learning community. A student is therefore expected to observe and maintain an atmosphere of diligent study, hard work, and healthy social interactions.

A student is encouraged to bring only the essentials to school, labeled with one's name and grade level, so that they will be easily identified and losses will be avoided.

The bringing of personal electronic devices/gadgets is highly discouraged. Students turn in cellphones to the Class Adviser during CAP in the morning; and they are returned during CAP in the afternoon.

Only high school students can bring laptops if they are needed for a school activity or project subject to a teacher's permission.

Students are expected to take special care of all school property, such as rented books, chairs, desks, laboratory tools, computer units and sports equipment, and, out of justice, to inform the teacher of any breakage and, if needed, make monetary restitution for any damage done.

D. School Facilities

Buildings and facilities are used accordingly. Every member of the PAREF Southcrest academic community shares in the responsibility of maintenance and good housekeeping.

Students are encouraged to make notes of repair when they notice items needing repair. They can give these notes to their class adviser who takes charge of informing the Maintenance department about the needed repairs.

Students are encouraged to keep their classrooms and surroundings neat and clean, to facilitate the work of the housekeeping department by picking up litter and segregating or better yet keeping their own trash.

The auxiliaries are tasked to check and evaluate the level of cleanliness of the classrooms, and as a way to motivate the students, the cleanest classroom awards are given every month.

E. Student Diary

The Student Diary serves as a tool of communication between the home and the school. However, for confidential correspondence, parents are requested to write a letter addressed to the person concerned.

Students may record assignments, quizzes and test results, and other important reminders in the Student Diary.

F. Student Health and Medication Policy

Students too ill to remain in class must request permission from the teacher to go to the clinic. When needed, parent/guardian shall be contacted if the student has to go home or be brought to the hospital.

The school nurse or clinic-in-charge shall be the supervisor of the medication administration program. She ensures that a proper medication advice from the parent/guardian is renewed as needed. A telephone order for any change in medication shall be received only by her; however in an emergency and in the absence of the nurse, any member of the management, level council or the class adviser can do so. The verbal order must be followed by a written order within three school days.

The medication advice shall contain the following:

- Student's name
- Name of physician and phone number
- Name of medication and dosage
- Frequency and approximate time of medication administration
- Date of start of medication and discontinuation date
- Specific directions for administration.

It is not safe for children to deliver medicines to school to avoid medicines being misplaced, the sharing of medicines with classmates, or the student taking the medicines unsupervised.

Students with symptoms indicating a possible presence of communicable disease shall be isolated from the other students. The parent shall be contacted and asked to take the student home.

A student may be exempted from joining the Physical Education subject (PE) by a written request from the attending physician stating the length of the exemption, or as communicated by the parents for health reasons (i.e., asthma).

G. Visitors

All visitors are welcome. However, visitors are required to sign in and present an ID by the entrance gate before a pass can be issued. Persons without a pass are subject to trespassing violation.

Students are not allowed to bring visitors to school without prior permission from management or the level council.

H. School Insurance

Personal accident insurance is available to all students. The nurse or clinic-in-charge informs the parents of the student concerned regarding the coverage and limit of liability per student for that school year.

I. Student Concerns Procedure

The school welcomes suggestions and feedback even from students.

Students can give suggestions or feedback to their mentor, their class adviser, the level coordinator or to the management verbally or in writing. Issues raised will be studied and the resolution of the issue will be relayed to the student who gave the feedback.

J. Library Policies

The Library is open to enrolled students. Visitors need to request permission before they can make use of library resources. The PAREF Southcrest Library Code of Conduct is meant to ensure that those using library facilities will have access to them in a quiet, orderly and safe environment conducive to learning. A person may lose library privileges for:

- a. engaging in disorderly conduct inside the library
- b. failing to comply with a reasonable staff request
- c. bringing food or beverages into the library without authorization
- d. sleeping or lying down
- e. misuse of library furniture and equipment
- f. bringing in animals
- g. littering
- h. blocking aisles, exits or entrances with one's personal belongings
- i. using audible devices without headphones or with headphones set at a volume that disturbs others
- j. watching videos which are not school-related
- k. entering the library in inappropriate attire.

K. Use of Computer Network or Internet

All users must follow the policy and report any misuse of the network or the internet to a teacher, supervisor or management personnel. Access is provided mainly for educational purposes.

If a user is uncertain whether a particular use is acceptable, she should consult her teacher or her supervisor.

The following are examples of inappropriate use of the computer network or internet:

- a. accessing pornographic sites, obscene depiction, harmful materials or materials that encourage others to violate the law, confidential information, copyrighted material,
- b. criminal activities

- c. selling or purchasing illegal items
- d. spamming or spreading viruses; using anonymous email sites
- e. using profane, abusive language
- f. making false statements
- g. deleting, copying, modifying, forging other user's name, emails, file or data
- h. disguising one's identity; impersonating others
- i. sending anonymous emails
- j. posting inappropriate texts or pictures in the internet -damaging computer equipment, filter, data
- k. disrupting any computer system
- l. hacking
- m. using another's account password
- n. unnecessary disclosing of the school's or anyone's password to others or allowing them to use another's account
- o. using the internet for personal financial gain.

Misuse may lead to disciplinary and/or legal action against the student or employee.

THE PERSONAL DEVELOPMENT AND CODE OF DISCIPLINE

A. Astras Personal Development Grade (PDG) Rubrics for Grade 1-3. *Kindly consider the temperament of people and each one's uniqueness. How one lives joy is different from how others do it.*

- 1. Intellectual Virtues - character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding**
 - a. **Curiosity and Open-mindedness-** Listens to and respects the ideas of others. Actively considers diverse perspectives and evidence
 - b. **Capacity for wonder and reflection** - Appreciates the beauty and goodness for things and people and to contemplate them in silence; seeks excellence
 - c. **Focus-** attentive; concentrates on tasks at hand; not easily distracted
 - d. **Love for Truth and Right Judgement** - Makes judgment based on truth and principles not feelings amidst varying options
- 2. Moral Virtues- character traits that enables us to act well in situation that requires and ethical response**
 - a. **Courage-** does what is good and true despite possible negative consequences; takes risks in a healthy way
 - b. **Justice and Compassion** - Gives with fairness; respects the dignity of others and their possessions; not showing dislikes or aversion; forgives wrongs and accepts the imperfections of others
 - c. **Humility and Gratitude** - Is happy with the gifts and goods others have; not falling into envy
 - d. **Self-Control** - Remains calm and serene before stressful and difficult circumstances; Manages anger, frustration, and other negative emotions in a constructive manner

3. Civic Virtues- character traits necessary for engaged, responsible, active contribution to the common good

- a. **Service and Volunteering** - makes an effort to be kind and generous towards others knowing that charity, doing things out of love for God, is the highest virtue; shows concern to those in need and volunteers to assist them; suggests to the class adviser or teacher on how best to help other
- b. **Neighborliness and friendship** - friendly and courteous to all members of the school community; does not reject or discriminate against anyone.
- c. **Civility** - Fosters good manners
- d. **Citizenship** - has advocacies and does good

4. Performance Virtues - character traits that enables the intellectual, moral and civic virtues

- a. **Team work** - does her tasks to help the team \
- b. **Hard Work and Order**- finishes her work with order
- c. **Perseverance in tasks and responsibility**- finishes tasks well and punctually without being prodded; manages time well and allot time for family dinner, get-together, chores, and does not waste time on social media.
- d. **Playfulness and humor**- cheerfulness; sees the positive side of events; is able to laugh at oneself and not take things too seriously; knows how to be playful in relationships; to improve connection and bonding with others.

Astras PDG Rating

Often observed (3) points

Most of the time observed (2) points

Sometimes observed (1) point

Seldom observed (0) point

The table below shows the descriptive equivalent and numerical points of the PDG grade:

Quantitative	Qualitative
O Outstanding	39-48
VG Very Good	26-38
G Good	13-25
F Fair	1-12

B. Astras Personal Development Grade (PDG) Rubrics for Grades 4-12 . Kindly consider the temperament of people and each one's uniqueness. How one lives joy is different from how others do it.

1. **Intellectual Virtues - character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding**
 - a. **Curiosity and Open-mindedness**- Listens to and respects the ideas of others. Actively considers diverse perspectives and evidence
 - b. **Capacity for wonder and reflection** - Appreciates the beauty and goodness for things and people and to contemplate them in silence; seeks excellence
 - c. **Critical Thinking and Problem Solving** - Evaluates arguments, evidence, and assumptions, and present well reasoned and logical reflections ; able to process and think things through
 - d. **Love for Truth and Right Judgement** - Makes judgment based on truths and principles not feelings amidst varying options
2. **Moral Virtues- character traits that enables us to act well in situation that requires and ethical response**
 - a. **Courage**- does what is good and true despite possible negative consequences; takes risks in a healthy way
 - b. **Justice and Compassion** - Gives with fairness; respects the dignity of others and their possessions; not showing dislikes or aversion; forgives wrongs and accepts the imperfections of others
 - c. **Humility and Gratitude** - Is happy with the gifts and goods others have; not falling into envy
 - d. **Self-Control** - Remains calm and serene before stressful and difficult circumstances; Manages anger, frustration, and other negative emotions in a constructive manner
3. **Civic Virtues- character traits necessary for engaged, responsible, active contribution to the common good**
 - a. **Service and Volunteering** - Makes an effort to be kind and generous towards others knowing that charity, doing things out of love for God, is the highest virtue; shows concern to those in need and volunteers to assist them; suggests to the class adviser or teacher on how best to help others.
 - b. **Neighborliness and friendship** - Friendly and courteous to all members of the school community; does not reject or discriminate against anyone.
 - c. **Civility** - Fosters good manners
 - d. **Citizenship** - Has advocacies and does good
4. **Performance Virtues - character traits that enables the intellectual, moral and civic virtues**
 - a. **Team work** - Does her tasks to help the team
 - b. **Hard Work and Order**- Finishes her work with order
 - c. **Perseverance in tasks and responsibility**- Finishes tasks well and punctually without being prodded; manages time well and allot time for family dinner, get-together, chores, and does not waste time on social media.
 - d. **Playfulness and humor**- Cheerfulness; sees the positive side of events; is able

to laugh at oneself and not take things too seriously; knows how to be playful in relationships; to improve connection and bonding with others.

Astras PDG Rating

Often observed (3) points

Most of the time observed (2) points

Sometimes observed (1) point

Seldom observed (0) point

The table below shows the descriptive equivalent and numerical points of the PDG grade:

Quantitative	Qualitative
O Outstanding	39-48
VG Very Good	26-38
G Good	13-25
F Fair	1-12

Discipline

The Philippine Constitution mandates all educational institutions to strengthen ethical and spiritual values, develop moral character and personal discipline (Section 3 (2) Art. XIV, 1987 Constitution of the Philippines).

PAREF Southcrest expects the highest standards of behavior from all its students.

1. Discipline Committee

The Discipline Committee, composed of appointed members from the faculty, parents and School Board, is an impartial body that studies disciplinary cases. Cases referred to the committee are handled discreetly with proper regard for justice and the dignity of each person. Only those who need to know the issue for purposes of decision-making are in the loop.

The committee's decision considers primarily the FORMATION of the individual and not the imposition of sanctions. In PAREF Southcrest, sanctions are meted out to guide the student to accept responsibility for her actions and decisions. They are also meant to help the students grow in maturity, strength of character and to learn positively from the experience.

Common sense dictates that the school retains its power to compel students in or off-campus to a norm of conduct compatible with their standing as members of the academic community. The power of the school over its students does not cease absolutely when they leave school premises, and that conduct outside of school hours may subject a student to school discipline if it directly affects the good order, name and welfare of the school, or has a direct and immediate effect on the discipline or general welfare of the school (cf Supreme Court decision on Angeles vs Sison case, Feb. 16, 1982).

2. Types of Offenses, Sanctions and Right to Due Process

Section 74 of the Manual Regulations for the Private Schools (MRPS) provides that every private school shall maintain good school discipline inside the school campus as well as outside the school premises when students are engaged in activities authorized by the school.

To comply with this mandate, schools are allowed to impose reasonable disciplinary measures and administrative penalties on erring students.

The Violation of the Rules and the Code of Conduct can have serious repercussions. Students should be responsible for their actions so ignorance of the rules is no excuse to violations.

The Discipline Committee and Management reserve the right to treat such misbehavior in whatever manner they may deem appropriate. The school may assess fines or require the payment of restitution in cases involving damage or theft.

- **The Behavioral Agreement** is an agreement made by the student with the Discipline Committee or any authorized personnel (e.g. Class Adviser, Guidance Counselor or ADPF) that she will refrain from doing a certain misbehavior. Certain conditions may be imposed like writing a letter of apology. The behavioral agreement is done with the consent of the parents or guardian.
- The behavioral agreement may indicate that further misconduct will not be tolerated and that repeated violation may be cause for disciplinary action and already constitute a **major offense**.
- **Major/ Serious Offenses**

When the offense committed is serious, the Discipline Committee is tasked to investigate the matter and give recommendations.

- **Authorized Penalty**
 - i. Suspension: can be in-school suspension or out-of-school suspension
 - ii. Non-readmission - deny readmission of student in subsequent school year
 - iii. Exclusion - dismissal from the moment guilt is proven
 - iv. Expulsion - disqualification of a student to be any school
 - v. Revocation of an academic degree and/or withholding of diploma
 - vi. Exclusion from extra-curricular activities or school functions like graduation, or temporary withdrawal of privileges
 - vii. On probation
 - viii. Disqualification from receiving awards (quarterly and year-end)
 - ix. Rendering services to the school or community

When a disciplinary sanction is imposed, it takes effect immediately. However, if a case involving suspension, non-readmission, exclusion or expulsion is appealed, the sanction is held in abeyance, and the student will be placed on Disciplinary Probation until the appeal is heard.

- **Substantial Due Process**

Requires that Disciplinary Rules shall contain enumeration of specific offenses and penalties. Student shall be charged only for a cause as defined in the printed rules and regulations of the school.

A student's liability shall NOT be confined to the enumeration because some may be generally worded to encompass a number of related wrong doings.

- **Procedural Due Process**

These are the minimum requirements of DUE Process

- I. The student is informed in writing of the nature and cause of accusation ; parents or guardian shall be informed about it.

- A. In the school, a Feedback on Student (FOS) is issued by a teacher or any school staff about any misbehavior/offense. *The FOS must be issued in a timely manner with little or no delay from the time the offense had been allegedly committed.*

For a routine misbehavior (Level 1) done as enumerated in the Code of Discipline, an FOS is given to the mentor who informs the student and parents. It is then given to the Class Adviser. A behavioral agreement form can be issued to the student to help her refrain from doing the same misbehavior and serves as a warning. However, a minor offense can be given without any behavioral agreement form or warning probation being issued if the situation or misbehavior calls for it.

- B. *An FOS for a serious, severe or emergency(Level 2-4) misbehavior committed or (3) FOS's for the same misbehavior (Level 1)/minor offense is referred to the Discipline Committee through the ADPF for investigation, informs the Class Adviser and mentor so that disciplinary proceedings may start. Simultaneously, the mentor chats with the mentee about it and informs the parents about the incident and that the school is investigating the involvement of their daughter. The mentor avoids any statement of culpability and speculations.*

- II. *The Discipline Committee asks the student concerned and those who witnessed the event to write an incident report with the help of the Class Adviser/Mentor or any authorized school personnel.*

- III. The student shall be informed of evidence against her by the Discipline Committee.

- IV. The student shall have the right to adduce or cite evidence. Hopefully, the student admits to the misbehavior.

- V. The student shall answer charges with assistance of counsel, if desired. It is enough for the school to inform the student of her right to be assisted by a lawyer, and is NOT obliged to secure one for her. The absence of a lawyer shall not invalidate proceedings;

- VI. *There must be at least two members of the Discipline Committee present in every investigation. The mentor of the student/s concerned must also be present during the investigation.*

- VII. Evidence must be considered by the school authority to hear and decide the case;
- VIII. *After the investigation by the Discipline Committee and once a decision has been made, the Discipline Committee submits its Recommendation Letter to the Level Council and the Management Committee for approval.*
- IX. The student is informed in writing of the decision and the appeal process available to her by writing a letter to the Executive Director. The parents/guardian are invited to the school for a conference and are informed of the decision by the Discipline Committee.
- X. The appeal must be initiated immediately within 3 days in writing and addressed to the Chairman of the Board through the Executive Director.
- XI. The punishment, if guilty, must be commensurate with the nature and gravity of the offense
- XII. The student serves the sanction. The fact of having committed a major offense is reflected in the Personal Development Grade (PDG) for that quarter.

Timeline for Procedural Due Process for a serious, severe or emergency (Level 2-4) misbehavior committed or (3) FOS's for the same misbehavior/minor offense

*Day 1: FOS is given to the Level Council and endorses it to the Discipline Committee;
The Level council informs the mentor, Class Adviser and the Executive Director;*

Day 2: Mentor talks to the mentee and informs parents;

Day 3: The Discipline Committee starts the investigation;

The Code of Discipline

ROUTINE MISBEHAVIOR LEVEL 1	SERIOUS MISBEHAVIOR LEVEL 2	SEVERE MISBEHAVIOR LEVEL 3	EMERGENCY MISBEHAVIOR LEVEL 4
Lack of basic respect	Frequently repeated routine misbehavior (<i>more than 3 times</i>)	Gross disrespect or disorderly behavior such as swearing, use of vulgar language or gestures/pictures, spitting at, name calling, drawing offensive pictures	Vandalism, instigating rallies or strikes,
Getting off task	Cheating (<i>allowing others to copy</i>) through words, pictures, gestures etc.	Cheating, possession of notes whether used or not; unauthorized use of gadgets during exams; leakages	Theft, unauthorized solicitation and contribution, unauthorized bringing out of school property, gambling
Speaking out of turn, too loudly, or when not allowed	False accusation, gossiping, lying, spreading rumors, intrigue among classmates <i>NOTE: If habitual or repeated, it is considered bullying</i>	indecent talk online bullying / rants	Assault on school personnel / parent
Using other people's property without permission (<i>didn't ask</i>) or inappropriately	continued teasing or snubbing, not talking or minding classmates deliberately; isolating a classmate (<i>may be considered as bullying</i>)	Intimidation and harassment, threatening others (<i>orally or written</i>)	Use or possession of threatening, highly disruptive or potentially harmful devices or weapon in school or on school activities; arson
Not wearing complete uniform	disobeying teacher or school authority	Use of physical force; throwing potentially harmful objects in school or on the playground including but not limited to pebbles and rocks	Illegal substance in school (possession, use, distribution). <i>NOTE: Subject to the penalty of immediate dismissal from the school</i>
Cutting in line	Using school property without permission	Continued bullying /ostracizing or isolating someone etc after being given a strong warning	False fire alarm and bomb jokes.
using gadgets during school hours without prior permission	Littering or not cleaning up; wasting resources like water, electricity, supplies	sending of inappropriate messages or pictures via social media, text or emails or any other form of communication.	- Possession of suggestive or pornographic materials. -Accessing pornographic sites, information,

			copyrighted materials; sending indecent messages or pictures; indecent acts
Eating at inappropriate times	discourteous or uncooperative behaviour	Violation of another student's civil rights; stealing	Spamming or spreading viruses; hacking
Downloading music / movies without prior permission	Cutting class (including overstaying in the clinic)	-Plagiarism or stealing intellectual property in any form. -Changing of grades; tampering of information	Forging signatures of those in authority, other user's name, email, file, site or sending anonymous emails or messages.
	Violating dress code habitually	Disclosing or using another accounts password	Causing scandal through harming others or oneself
	Insubordination or defiance of classroom instructions	Indecent or suggestive poses or gestures, inappropriate display of affection	Unauthorized media exposure of school, unnecessarily damaging school or any of its members reputation (online or otherwise)
	<i>Omission to timely inform or report to proper authorities, (mentor, teacher, level council, management) offenses involving bullying, illegal substance in school, scandal through harming others or oneself and cheating</i>	Deliberately damaging someone's property (writing on tables, chairs etc)	Inappropriate public display of affection causing scandal through indecent conversation and immodest acts in school or outside school; improper media exposure
		Using uniform, name of the school, school seal without permission	Using the name of the school, school seal without permission causing damage to its reputation
		Alcohol or tobacco products (use, possession and distribution in school grounds or during school activities.	

CONSEQUENCE / SANCTIONS

CONSEQUENCES/SANCTIONS			
ROUTINE MISBEHAVIOR	SERIOUS MISBEHAVIOR	SEVERE MISBEHAVIOR	EMERGENCY MISBEHAVIOR
1 st Time: Feedback on Student <ul style="list-style-type: none">▪ Inform parents	-may be considered a major offense. -subject to disciplinary investigation -PDG lowered to one level -Sanctions will be given.	-Major offense -PDG lowered to 2 levels -Sanctions will be given	-Major offense -PDG lowered to I (Inconsistent) or U (Unsatisfactory) -Sanctions will be given -Possible suspension while investigation is on-going
2 nd Time: Warning			
3 rd Time: Minor Offense <ul style="list-style-type: none">▪ Behavioral contract▪ Loss of privileges			
Note: For Primary Students, the same consequences may be given although they are not considered major offense unless situation calls for it.			

Please note: Disciplinary cases not covered in this manual will depend on administrative policy/discretion.

Inspection and Search of Students Lockers and Belongings

The school administration retains control over lockers and desk space and have the right and duty to inspect and search student lockers, desks, belongings etc if there is reasonable suspicion upon information received that illegal, stolen or prohibited items are likely to be found in the student's possession. This is done in the exercise of the school's duty to enforce school discipline and protect the health and safety of the school community.

Guidelines for Handling of Discipline cases in Grade School or students aged 6-9 years old:

1. No major offenses;
2. These students are still being trained to manage their emotions;
3. The class adviser asks the student concerned to make an incident report in order to verify the facts. However, the student concerned may also be asked to make an apology letter instead of an incident report, especially if there is an admission;
4. The class adviser makes the Behavioral Agreement Contract which must be approved by the Guidance and Personal Formation Office after the facts have been verified. Once verified and there is a need for the concerned student to have a behavioral contract, the student signs one;
5. The Behavioral Agreement Contract will stipulate that the PDG of the student concerned will be based on the rubrics, although based on the circumstances, PDG can be lowered to one to two levels.

Zero-Tolerance on Bullying

The school is obliged to provide a safe and secure learning environment for its students; hence, it will not tolerate bullying or harassment in any form.

Bullying is repeatedly inflicting physical or psychological hurt on another student/s e.g., threatening, intimidating, harassment, cyberbullying, public humiliation, name-calling, gossiping, spreading rumors, ostracizing, social exclusion, isolating people.

A student has the right and duty to report any incident to a teacher or school staff without any fear of reprisals. When a student is a victim of bullying, she has to tell the bully to stop, and immediately report the incident.

Bullying is considered a serious misbehavior.

PRIMARY LEVEL'S DISCIPLINE POLICY

Discipline is about teaching children appropriate behavior and helping them become respectful, responsible, honest, caring, cheerful, pleasant and obedient. The Primary students are expected to try to live the core values of the school as manifested in the Personal Development Grade (PDG) indicators.

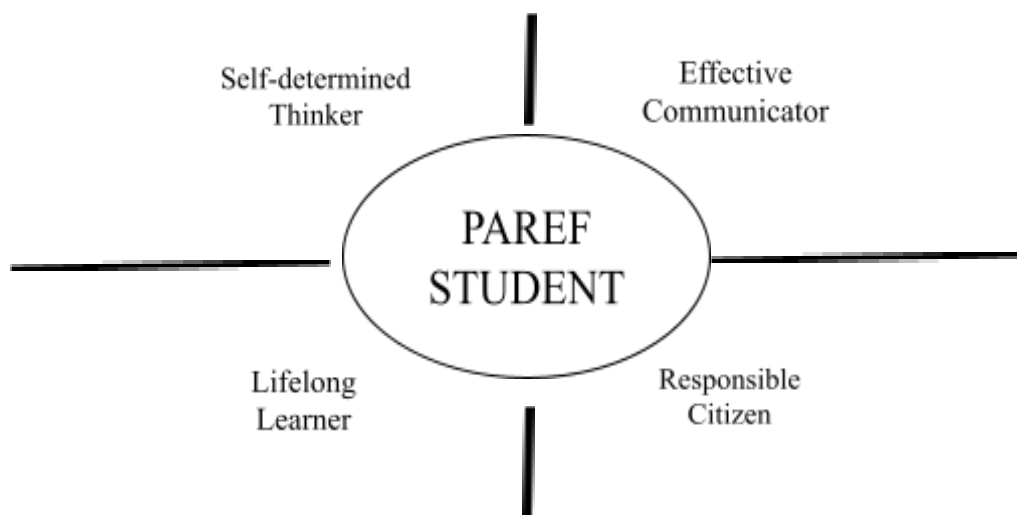
When routine misbehavior occurs, the teachers will use verbal reminders and non-verbal cues. An FOS is issued so the mentor can be informed. The mentor then discusses this with the student and her parents for a possible action plan on the issue.

When a serious misbehavior occurs, mentors notify the parents about the misbehavior so they can be involved in the behavioral or discipline plan to coordinate the home-school responses to the misbehavior. For serious misbehavior, consequences will be applied as soon as the misbehavior occurs. A consequence will be applied based on the seriousness, severity and/or frequency of the misbehavior. The following is a list of possible consequences:

- verbal or written reminders
- loss of privileges (access to playground, few minute of recess etc)
- letter of apology
- restitution or repair of property
- disqualification from receiving an award especially for repeated misbehavior
- time-out

THE ACADEMIC PROGRAM

PAREF Academic Goals:



A. General Guidelines

Grading System

The school year is divided into four grading periods – First Quarter to Fourth Quarter. The final grade is the average of the quarter grades.

Numerical grades will be used on the report of the grades of the students.

Report Cards

Grades are normally released three weeks after the Quarterly Examination. Parents can view the grades of their daughter thru <https://sms.parefsouthcrest.edu.ph/registrar/> and login using your username and password. It shows the results of a student's performance in each subject.

HIGH SCHOOL LEVEL ACADEMIC PROGRAM

The subjects in the curriculum from the Grade 7 to Grade 10 are as follows:

GRADE 7

English	1.5
Math (Integrated Math)	1.5
Science (Integrated Science)	1.8
Filipino	1.2
History	1.2

GRADE 8

English	1.5
Math (Intermediate Algebra)	1.5
Science (Intermediate Science)	1.8
Filipino	1.2
History	1.2

Religion	0.9	Religion	0.9
Home Economics	0.9	Home Economics	0.9
Physical Education	0.3	Physical Education	0.3
Computer	0.3	Computer	0.3
Music	0.3	Music	0.3
Art	0.3	Art	0.3
Health	0.3	Health	0.3

GRADE 9**GRADE 10**

English	1.5	English	1.5
Math (Geom/Adv Algebra)	1.5	Math (Algebra/Statistics)	1.5
Science (Biology & Biomolecules)	1.8	Science (Inorganic and Intro to Organic Chem)	1.8
Filipino	1.2	Filipino	1.2
History	1.2	History	1.2
Religion	0.9	Religion	0.9
Home Economics	0.9	Home Economics	0.9
Physical Education	0.3	Physical Education	0.3
Computer	0.3	Computer	0.3
Music	0.3	Music	0.3
Art	0.3	Art	0.3
Health	0.3	Health	0.3

ACADEMIC REPORTS

The STUDENT PROGRESS REPORT (SPR) given at the middle of the quarter, indicates the general standing of the students based on her academic performance on all the evaluation tools given from the beginning of the quarter to the midquarter (i.e., about 4 weeks before the quarterly exam). It is meant to spur the student to exert more effort to improve her academic achievement and study habits.

At the end of each quarter, the students' grades are computed. The quarterly grades are based on her performance on the Class Standing (CS) which makes up 70% of the Quarter Grade (QG) and the Quarterly Exam (QE) which is 30% of the Quarter Grade.

Class standing consists of the following:

- quizzes, long tests/practical tests
- recitation/participation and involvement in discussions
- reports/projects/laboratory work/research

Assignments and seat works are considered formative assessments; they are graded and may be used as a reference for decisions during deliberations.

Academic evaluation

SPR standing	Numerical	Description
	Equivalent	
P	8 – 100 0	Passing
BP	7 – 79 5	Barely Passing
CD	74 and below	Conditional

Computation of Grades

The weighted averaging system of grading is used. The school year is divided into four quarters. The final grade is the average of the quarter grades.

B. Criteria on Promotion

The passing mark in any given subject is a grade of 75. The Department of Education policies on retention and promotion are generally followed and considered.

A high school student shall be retained in the year level if she incurs failures of three units or more during the regular school year and is unable to make up for the failed subjects during the summer sessions.

Students who receive academic warning during the third quarters and fourth quarters are advised to wait for official notice regarding their academic status before making plans for summer vacation. Students concerned should attend summer classes in any DepED accredited schools if they are not offered in PAREF Southcrest. The school will not provide special arrangements for those who miss the classes.

Academic Probation and Readmission of Students

**A student may be placed under academic probation the following school year when she*

- *fails the same subject for 2 consecutive school years*
- fails in at least 2.5 units (for high school) or 3 major subjects (for intermediate)

The re-admission of students who did not meet the conditions prescribed during the probationary year will be evaluated. The school reserves the right not to admit any student who did not meet the conditions stipulated during the probationary period or who is retained the second time in the same year level.

C. Graduation Requirements

A candidate for graduation must complete all the requirements prescribed by the school.

- Attendance (punctuality and regularity) during the graduation rehearsals and all the other related activities (recollection, talks, assemblies) is a pre-requisite for graduation.
- Diplomas, transcripts of records, and other documents of graduating students who have not complied with all the requirements will be withheld pending completion of all academic and other school requirements.

THE AWARDING SYSTEM

Quarterly Performance (Grades 1 - 12)

A ***Gold Certificate*** is awarded to a student who has a quarterly general average of 95 – 100% in Academics and at least a *VG* in Personal Development

A ***Silver Certificate*** is awarded to a student who has a quarterly general average of at least 90 – 94 % in Academics and at least a *VG* in Personal Development.

A ***White Certificate*** is awarded to a student who has a quarterly general average of at least 85 – 89 % in Academics and at least a *VG* in Personal Development.

A student is disqualified from receiving an award due to:

Having a grade lower than **80** in academics in the quarter
Having a grade lower than ***VG*** in deportment in the quarter
Having committed a major offense

Year-End Performance and Grade 6 Graduation

A ***Gold Medal*** is awarded to a student who has a final general average of **95-100** in Academics and *at least a VG* in Personal Development regardless of the number and kind of certificates she has received during the school year.

A ***Silver Medal*** is awarded to a student who has a final general average of **90-94** in Academics and *VG* in Personal Development regardless of the number and kind of certificates she has received during the school year.

A student is disqualified from receiving a medal due to:

Having a failing grade (75 below) in academics in any of the quarters
Having a final grade lower than **VG** in deportment for the school year
Having committed a major offense

The *Award for Subject Excellence* is given to the student who has rated the highest in the subject and having **95 and above** in all four (4) quarters. Department must not be lower than a VG in all four quarters.

SENIOR HIGH SCHOOL GRADUATION AWARDS

PAREF Southcrest Spirit Award

This is given to a student who has shown excellent achievement in academics and has continuously pursued and practiced the virtues inspired by Christian ideals. She exemplifies the PAREF Southcrest Vision for students.

PAREF Southcrest Student Award

This is the highest award given to a student who has shown excellent achievement in academics and has actively and continuously pursued and practiced the virtues inspired by Christian ideals.

WITH HONORS: A student must have garnered a grade point average of 90-94% in Grade 12

WITH HIGH HONORS: A student must have garnered a grade point average of 95-97% in Grade 12

WITH HIGHEST HONORS: A student must have garnered a grade point average of 98-100% in Grade 12

Awards for Outstanding Performance in Specific Disciplines

- Certificates of Excellence for Best Business Plan (CORE)
- Certificates and Medals of Excellence for Best Science Research (STEM)
- Certificates and Medals of Excellence for Work Immersion (ABM / GAS)

Awards for Outstanding Performance in Specific Academic Disciplines

- Communication Arts
- Mathematics
- Science
- Arts
- Social Sciences

PAREF Southcrest Leadership Award: Gerry Roxas Leadership Award

The following are the criteria in choosing the awardee:

Sense of Commitment
Participates actively in numerous school related activities.
Manifests selflessness and industriousness
Is civic-minded
Is loyal to the school
Sense of Responsibility
Occupies a position of responsibility
Shows exemplary dedication



Athlete of the Year Award

This award is given to a student who has shown outstanding performance in sports by living the spirit of sportsmanship in an organized tournament while maintaining a good academic standing.

The award is presented to the student, both to graduating students and undergraduates, who meet the following criteria:

Exhibits sportsmanship and a sporting spirit such as
emotional maturity, respect for authority during games and practices, patience and humility,
concern for others during training and competition
Has a deportment grade of not lower than VG

Special Commendation

This recognition is given to students, either graduating or undergraduate, who have won awards in National or International competitions and have brought honor and prestige to the school, or have displayed a high level of commitment and dedication in their respective organisations and varsities.

Service Award

This award is given to students who have initiated or sustained service learning projects that have created a significant impact on the community or person whose need/s they have addressed.

Loyalty Award

This award is given to students who completed their schooling in Southcrest continuously from Grade 1-12.

ANNEX 1

PAREF DRUG POLICY

General Policy

As an institution committed to the academic and moral formation of its students, it assumes its responsibility of ensuring that the students are well-informed of the evils of using prohibited drugs and to make the school free from such dangers.

The policy was formulated in accordance with the provisions of Republic Act 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002.

I. Definition of Prohibited Drugs

Prohibited drugs include those listed in the schedules annexed to RA 9165. Included in these schedules are prohibited drugs such as marijuana or Indian hemp, ecstasy, shabu, ice, opium poppy, valium, heroin, morphine, cocaine, etc.

II. Authority to Conduct Drug Testing

Pursuant to Article III, Sec. 36 of RA 9165, all PAREF students from Grade 7 to 12 will undergo mandatory drug testing. The school, after informing the parents, will conduct drug testing twice within the school year. The school reserves the right to conduct at random the test at the time it deems appropriate. A drug testing fee will be charged during the enrollment period.

III. Authority to Apprehend

Authorities of the school (Executive Director, Management Committee, Teachers, etc.) shall be deemed persons in authority if they are in school or within the immediate vicinity of the school or even beyond the immediate vicinity if they are in attendance at any school or class function in their official capacity as school head or teachers, to apprehend any student who uses or promotes to others the use of prohibited drugs.

Any school authority who finds or discovers that a student is in possession, uses, or distributes prohibited drugs has the duty to report the incident to her immediate superior or the Executive Director.

IV. A Drug Related Offense – A Serious Major Offense

Due to the serious danger that prohibited drugs can cause in a school community, a student in possession of, using, distributing or found to be positive for use of prohibited drugs is considered to have committed a “**serious major offense**”. As such, drug related offenses will be subject to the penalty of “immediate dismissal from the school.”

Students found positive for use of prohibited drugs as a result of the drug testing conducted by the school are likewise deemed to have committed the serious major offense of drug use, regardless of whether the drug was taken inside or outside of the school premises, or during or outside school functions.

While the school recognizes the need to help the student rehabilitate from drug use, the school authorities, neither have the training nor the expertise to handle the rehabilitation of drug offenders, and

to better help the quick rehabilitation of drug offenders, the school may facilitate or help their parents or guardians seek assistance from appropriate institutions.

V. Due Process

If a student is caught in possession of, using or distributing prohibited drugs, the student must be accorded due process as written in the Code of Discipline.

As called for by the School's Policy on Drugs, the Discipline Committee recommends the immediate dismissal of the drug offender.

The Head of Discipline will call the parents of the student to personally inform them of the case.

The decision of the Discipline Committee is final since it is merely implementing the Drug Policy of the School.

ANNEX 2

GUIDELINES FOR STUDENTS JOINING COMPETITIONS

If a student **officially represents** the school for competitions, congresses or other similar activities:

1. She will earn credits for the subjects related to the activity or contest;
2. She will be exempted / excused for quizzes and seatworks done while she was out;
3. For the other subjects not related to the contest, she will have to make up (i.e. answering long tests, copying notes, doing assignments);
4. The student will not be marked absent;
5. Make up activities may be given.

If a student joins competitions, congresses or other similar activities **on a personal initiative**:

1. She must write a letter to the Executive Director about her absence.
2. It is possible to earn credits for the subjects related to the activity or contest.
3. She will NOT be exempted / excused for quizzes, long tests, seatworks and other school work done while she was out but the teachers concerned will assist the child to make up for missed work.

ANNEX 3

Waiver for Varsity Players

Varsity Parental Consent and Waiver Form

We, _____, are allowing our daughter,
(Name of Parents)

_____ of _____ to form part of the PAREF Southcrest _____
(Name of Student) (Level)

Varsity Team. We guarantee that our daughter is physically and mentally fit to undergo the training in preparation for a competition under the supervision of a coach recognized by the school. We have considered the benefits that she will obtain from her participation in the team, and having understood that every precaution will be taken by the coaches concerned to ensure her safety. We shall not hold the school and any of the coaches/trainers responsible for any accident that may happen beyond their control.

We are aware of the following academic requirements and criteria for personal formation for our daughter to continue to form part of the said team:

If she fails in any subject at the end of the quarter, she may be suspended from training. However, if she is able to improve her grades and passes all her subjects in the succeeding quarter, her suspension may be lifted.

If she commits a major offense in the present school year, she can no longer be part of the varsity team.

It is understood that if ever our daughter will have academic deficiencies or exhibit misconduct, we will receive a written advice from the school.

We assume full responsibility for our decision. Should we decide to rescind our permission, we shall inform the Executive Director in writing.

Signed:

Father's Signature over Printed Name

Date

Mother's Signature over Printed Name

Date

Agreement on Varsity Membership

Name of Player : _____
Team : _____

The following are the guidelines on being a member of the varsity:

1. PE Classes

- a. A varsity player is exempted from attending PE classes during the school year. The coach of the team will be submitting the academic grade of the student for PE based on the following criteria:

Attendance	40%
Training Conduct / Behavior	30%
Tournament/Competition Performance	30%

- b. During PE, a varsity player is expected to do research, review or study in the library or in the classroom. No player should be seen loitering within the school premises. She may opt to join PE classes should she wish to develop speed, strength and stamina from certain activities done during the PE class. Unproductive use of PE time would mean suspension of the privilege of exemption.

c. Injuries

Any injury of a varsity player should be assessed by the school physician. Players advised to refrain from attending or participating the training will be asked to attend regular PE classes.

2. Absences

It is the Varsity Player's task to inform her Class Adviser of her absence for competitions held during school days. These absences are considered excused and that make-up for missed seatworks, quizzes, and/or tests should be given. The student however, will take responsibility on scheduling the make-up activity with the teacher concerned.

3. Suspension

A varsity player who fails in any subject in the quarter will be suspended from playing in any competition or tournament in the next quarter. If she is able to improve her grades and pass all her subjects in the succeeding quarter, her suspension will be lifted.

4. Dismissal

A Varsity Player will be dismissed from the team if she commits a major offense. All benefits and privileges will be withdrawn. She can no longer be part of any varsity team.

I have read the above guidelines. I agree to respect and abide by the policies and responsibilities stated in this agreement.

Student's Signature over Printed Name

Date

Waiver for Outside School Activities**WAIVER OF CLAIMS AND RELEASE FROM LIABILITY**

TO THE PARENT(S)/ LEGAL GUARDIAN(S): PLEASE READ THIS DOCUMENT CAREFULLY BEFORE SIGNING.

1. **Parent(s)/ Legal Guardian(s) Signature:** By signing this document, you confirm that you are a parent or legal guardian of the student identified below (the "Student"). You are assuming risks on behalf of the Student which may have financial and other consequences for you and/or your family should the Student be injured or lose his life while participating in any of the activities which are part of the event.
2. You acknowledge and agree that, in exchange for and as a condition of the Student's participation in any of the seminar activities, you accept financial liability for any loss of or damage to property caused or contributed to by the Student.
3. You further acknowledge **and/ or affirm:**
 - a. That you are aware that the Student's participation in any of the seminar activities. There could be circumstances- unknown to or unforeseen by the School despite prudential measures taken – which may be hazardous and could result in loss, damage to the property or injury to the person of the student - including loss of life
 - b. That the Student is in satisfactory physical and mental condition to safely participate in the school activities stated above;
 - c. prior to the Student's participation in the seminar activities, you have not withheld any relevant and specific information to the teachers of the High School Department any physical or medical, or other particular condition such as, but not limited to allergy, predispositions to factors that may affect the Student's ability to safely participate in the seminar activities;
 - d. you have read and understand the terms of this document; and have freely signed it without any undue pressure from any party whomsoever.
4. Accordingly, you hereby release PAREF Southcrest School, its officers, teachers, and employees, and others associated with this activity - from all liabilities, claims, demands, actions and causes of action of any nature arising from or related to any injury, including death, suffered by the Student, including any damage, loss, theft or destruction of property, injury or death resulting from the untoward circumstances, unknown to or unforeseen risks, uncontrollable by the School , its officers, teachers, or employees or any other party, while attending at, participating in or travelling to or from any of the seminar activities; including the Student's own negligence of safety measures, own undoing or gross imprudence.
5. This document shall bind you and the Student's heirs, estate trustees, successors and assigns.
6. **Student's Signature:** By signing in the space provided at the bottom of this waiver, the Student confirms that he or she wishes to participate in the activities that are offered by PAREF Southcrest School as part of its program.

SIGNATURES OVER PRINTED NAMES:

Parent's Legal Guardian's Signature

PARENT OR LEGAL GUARDIAN'S NAME

Date

Student's Signature

Student's Name

Date

WITNESSES:**1. SIGNATURE****NAME****2. SIGNATURE****NAME**

ANNEX 4

Draft PAREF Policy on Bullying Prevention**I. Stand on Bullying**

PAREF Schools are committed to make our schools a safe and caring place for all students. Administrators, teachers, staff, parents and students treat each other with respect and refuse to tolerate bullying in any form in our school.

As schools committed to character education and fidelity to its Christian identity, PAREF schools will use all the programs, policies and systems that will build a climate favorable to character strengths and habits that will prevent bullying: charity, respect for the dignity of each person, spirit of service towards the most in need, continual personal improvement, empathy and sensitivity.

II. Definition on Bullying

Bullying is a pattern of repeated, intentionally unjust cruel behavior that differs from normal peer discord. It has these elements: 1) aggression, 2) repetition, 3) unequal power imbalance, 4) intentional (Borba).

The school is also against any other form of interpersonal aggression and cruelty although these may not be repetitive nor suppose an unequal power imbalance.

III. Categories of Bullying

Bullying may be categorized into the following:

1. *Physical*: punching, kicking, hitting, tripping, shoving, taking or breaking someone's things, fighting, the use of weapons, making rude hand gestures.
2. *Verbal*: name calling, hurtful jokes, insults, demeaning comments, teasing, taunting, intimidation, lying and spreading rumors, threatening, playing nasty jokes.
3. *Social*: shunning, excluding or isolating (telling other children not to friends with someone), spreading humors or mean gossip, calumny, detraction, embarrassing someone in public, hurtful caricaturing.
4. *Cyberbullying*: These refer to acts done using digital technologies. This includes but is not limited to harassment or humiliation via mobile phone, social networking or website.
5. Through the use of words, pictures or images, e.g. uploading photos and videos which are damaging to the reputation of an individual, sending hurtful text messages.

IV. Efforts of the School to Counter Bullying

A. The School prohibits all forms of bullying. Bullying is a major offense.

1. *Location of bullying.* Bullying is prohibited:
 - a) On school grounds; property immediately adjacent to school grounds; at school-sponsored or school-related activities, functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by a school; or through the use of technology or an electronic device owned, leased or used by a school
 - b) At a location, activity, function or program that is not school-related and through the use of technology or an electronic device that is not owned, leased or used by a school if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school. (Republic Act No. 10627)
2. *Major Offense.* Bullying is considered a major offense due to the repetitiveness of the incidents and the power imbalance that aggravates this offense.
3. *Sanction.* As a major offense, the sanction for bullying is suspension, together with (1) an apology, (2) banning from the area where bullying occurred for a period of time, (3) paying for damaged property or for the damages incurred by the victim as part of restorative justice, (4) writing an essay on the importance of the virtues that were broken and what he or she should do to avoid falling into the same offense (cf.B). Depending on the gravity of the harm, a service project can also be required.

B. General formational thrusts to prevent bullying

Bullying is at its root a failure of character that uses power and advantage to hurt whoever is weaker and which uses aggression and cruelty towards a fellow human being. It grows when the community allows it. Thus the school will emphasize character education thrusts to prevent bullying. These thrusts constitute the rationale for bully prevention.

These general formational thrusts are for *all* the members of the school community: parents, teachers, students, administrative staff. The adult educators are expected to be role-models of these values. All the means of formation for students should incorporate these insights, e.g. mentoring, home room talks, orientation to new students.

1. *Power for service.* Stress the importance of using power and advantage to serve others rather than dominate them. That these God-given gifts are not meant to serve personal satisfaction of power but are meant to share in God's providence to help and assist, with the appropriate social skills, those who have less in certain qualities.
2. *Dignity of each person.* Each person has inestimable value. Each person is made in the image of the Blessed Trinity and should therefore be revered,

served and loved. Thus, the thrust is to develop positive and nurturing relationships.

3. *Empathy towards the vulnerable.* Empathy towards people in need should be taught. In the poor, the sick, the weak, the needy, the lost and the lonely, Jesus can be found, and that love of neighbor is the key evangelical virtue.
4. *Serving the lowly.* Habits of serving the poor, the sick and the weak are to be instilled in the students from very early on, especially by giving assignments to children to be accompanied by the family to make these visits.
5. *Self-mastery.* The importance of emotional intelligence and anger management, self-control, and gentleness (biblical “meekness”) for personality development. Also important is the capacity to delay gratification and the control of the “fun principles”: having fun at the expense of others.
6. *Social responsibility for peace and harmony.* Out of concern for the common good and to the good of each one, all members of the school community (parents, teachers, staff) should collaborate with each other to help stop any forms of bullying. All have the duty to inform the Class Adviser of the students involve in bullying about acts of bullying. Each one should refrain from further aggression after the bullying by learning calm, peaceful conflict resolution and forgiveness. Social problem solving will also be taught.
7. *Capacity to recognize and distinguish bullying from other actions.* Part of a good education is to be able to make a precise distinction between different offenses based on the common and established understanding of the term.
8. *Moral consciousness as end in mind in character formation.* All these are done by the students with the end in mind of making them conscious in choosing these good actions as based on reason enlightened by faith. Parents and teachers should help the students process his or her behavior in order to realize the moral quality of their actions and their consequences, and help develop remorse. (cf. III. A. 3). Students should also be guided to take the lead in helping the other students to be conscious of the dangers and evils of bullying, the values to counteract it, and the ways it can be minimized and prevented.
9. *Social communications to spread helpful information.* The advent of new and quick means of social communications should be a spur to spread good and helpful information to as many people as possible. Any attempt to use these means to demean and to bully other people should be seen as contrary to the civic and Christian responsibility to improve society precisely through these means.

C. Administrative methods to prevent bullying

The school follows the extensive research on best practices of bullying prevention that shows the importance of the 6 R's of Bullying Prevention (Borba). The school will continue to research on the latest ways to prevent bullying.

1. *Rules.* The school with this policy statement is specifying the rules. This policy will be continually improved through time.
2. *Recognize.* The school will recognize the incidents of bullying through the mentoring chats and regular climate surveys. The climate survey will also help detect other character related problems in school and will help the school to continually improve its character education program through this regular assessment. The school will also provide more supervision to areas where the survey points to as possible hot spots.
3. *Report.* The school will adopt a disciplinary procedure for all disciplinary problems that will allow speedy reporting and fair resolution of incidents. See Annex for PAREF Disciplinary Procedure.
4. *Respond.* Part of the advisory program would include how student witnesses should respond to bullying. It should teach them to distinguish bullying from other actions (e.g. fighting among equals, mere playful teasing) and how to react to bullies and help them change their ways.
5. *Refuse.* The schools will also help victims or potential victims. The teachers will be asked to come up with a list of students needing attention (both academic and behavior, both potential victims or bullies) so that the appropriate support given to each and the mentors can be advised. Class advisers and mentors will be advised on the tips and strategies they can tell these students. For potential victims due to their vulnerability (e.g. introverts, special needs children), they can be given peer guardians among their classmates.
6. *Replace.* For the students who have been identified as possible bullies by the teachers, special interventions of the class advisers and mentors will be put in place to help identify the motives and reasons for his behavior, and to help him realize the evil of bullying, and how to control himself based on a clear diagnosis of the problem.

ANNEX 5

DEPARTMENT OF EDUCATION**Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse****I. GENERAL PROVISIONS****Section 1. Short Title**

This Department Order shall be known as the “DepEd Child Protection Policy.”

Section 2. — Statement of Policy

Pursuant to the 1987 Constitution, the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3 [2]).

The Constitution further provides that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. (Article XIV, Section 3 [2]).

The Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges the government to take measures to encourage regular attendance in school and reduce drop- out rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child’s human dignity, and in conformity with the CRC.

Towards this end, the Department of Education (DepEd), in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of children. The best interest of the child shall be the paramount consideration in all decisions and actions involving children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children, as enunciated in the CRC. Teachers and learning facilitators especially in learning centers are their substitute parents, and are expected to discharge their functions and duties with this in mind. In this connection, the Family Code empowers the school, its administrators and teachers, or the individual, entity or institution engaged in child care to exercise the special parental authority and responsibility over the child, while under their supervision, instruction or custody.

The Department recognizes that cases of abuse may arise as a result of the difficult situations faced by teachers and other officials within and outside school.

DepEd has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation.

Furthermore, this Department aims to ensure such special protection from all forms of abuse and exploitation and care as is necessary for the child’s well-being, taking into account the primary rights and duties of parents, legal guardians, or other individuals who are legally responsible and exercise

custody over the child. DepEd recognizes the participatory rights of the child in the formulation and implementation of policies, and in all proceedings affecting them, whether they be victims or aggressors, either directly, or through a representative.

Accordingly, this Department reiterates a zero tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse, and hereby promulgates this Department Order.

Section 3. — Definition of Terms

A. “Child” — refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition; (RA 7610). For purposes of this Department Order, the term also includes pupils or students who may be eighteen (18) years of age or older but are in school.

B. “Children in School” — refers to bona fide pupils, students or learners who are enrolled in the basic education system, whether regular, irregular, transferee or repeater, including those who have been temporarily out of school, who are in the school or learning centers premises or participating in school- sanctioned activities.

C. “Pupil, Student or Learner” — means a child who regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.

D. “School Personnel” — means the persons, singly or collectively, working in a public or private school. They are classified as follows:

- a. **“School Head”** refers to the chief executive officer or administrator of a public or private school or learning center.
- b. **“Other School Officials”** include other school officers, including teachers, who are occupying supervisory positions or positions of responsibility, and are involved in *policy formulation or implementation in a school*.
- c. **“Academic Personnel”** includes all school personnel who are formally engaged in actual teaching service or in research assignments, either on a full-time or a part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers, and other similar persons. They may include school officials who are responsible for academic matters, and other school officials.
- d. **“Other Personnel”** includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment.

E. “Child Protection” - refers to programs, services, procedures and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination and violence.

F. “Parents” — refers to biological parents, step-parents, adoptive parents and the common-law spouse or partner of the parent;

G. “Guardians or Custodians” — refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.

H. “School Visitor or Guest” — refers to any person who visits the school and has any official business with the school, and any person who does not have any official business but is found within the premises of the school. This may include those who are within the school premises for certain reasons, e.g. student teachers, catechists, service providers, suppliers, bidders, parents and guardians of other children.

I. “Child Abuse” — refers to the maltreatment of a child, whether habitual or not, which includes any of the following:

- 1) psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment;
- 2) any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;
- 3) unreasonable deprivation of the child’s basic needs for survival, such as food and shelter; or
- 4) failure to immediately give medical treatment to an injured child resulting in serious impairment of his or her growth and development or in the child’s permanent incapacity or death (Sec. 3 [b], RA 7610).

J. “Discrimination against children” — refers to an act of exclusion, distinction, restriction or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

K. “Child exploitation” - refers to the use of children for someone else’s advantage, gratification or profit often resulting in an unjust, cruel and harmful treatment of the child. These activities disrupt the child’s normal physical or mental health, education, moral or social emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

There are two (2) main forms of child exploitation that are recognized:

1. **Sexual exploitation** — refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes. It includes, but it is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability.
2. **Economic exploitation** — refers to the use of the child in work or other activities for the benefit of others. Economic exploitation involves a certain gain or profit through the production, distribution and consumption of goods and services. This includes, but is not limited to, illegal child labor, as defined in RA 92371.

L. “Violence against children committed in schools” - refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty. It includes, but is not limited to, the following acts:

1. *Physical violence* refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.
2. *Sexual violence* refers to acts that are sexual in nature. It includes, but is not limited to:
 - a) rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body;
 - b) forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such _ films, indecent publication or material; and

- c) acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.
- 3. *Psychological violence* refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.
- 4. *Other acts of violence* of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.

M. “Bullying or Peer Abuse” — refers to willful aggressive behavior that is directed, towards a particular victim who may be out-numbered, younger, weak, with disability, less confident, or otherwise vulnerable. More particularly:

- 1. **Bullying** — is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:
 - a. Threats to inflict a wrong upon the person, honor or property of the person or on his or her family;
 - b. Stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention;
 - c. Taking of property;
 - d. Public humiliation, or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt;
 - e. Deliberate destruction or defacement of, or damage to the child’s property;
 - f. Physical violence committed upon a student, which may or may not result to harm or injury, with or without the aid of a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;
 - g. Demanding or requiring sexual or monetary favors, or exacting money or property, from a pupil or student; and
 - h. Restraining the liberty and freedom of a pupil or student.
- 2. Cyber-bullying - is any conduct defined in the preceding paragraph, as_ resulting in harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites or other platforms or formats.

N. “Other acts of abuse by a pupil, student or learner”— refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, not falling under the definition of ‘bullying’ in the preceding provisions, including but not limited to acts of a physical, sexual or psychological nature.

O. “Corporal Punishment” - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline. It includes physical, humiliating or degrading punishment, including, but not limited to the following:

- 1) Blows such as, but not limited to, beating, kicking, hitting, slapping, or lashing, of any part of a child's body, with or without the use of an instrument such as, but not limited to a cane, broom, stick, whip or belt;
- 2) Striking of a child's face or head, such being declared as a "no contact zone";
- 3) Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;
- 4) Forcing a child to perform physically painful or damaging acts such as, but not limited to, holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects;
- 5) Deprivation of a child's physical needs as a form of punishment;
- 6) Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials that can cause discomfort or threaten the child's health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;
- 7) Tying up a child;
- 8) Confinement, imprisonment or depriving the liberty of a child;
- 9) Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
- 10) Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;
- 11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and
- 12) Other analogous acts.

P. "Positive and Non-Violent Discipline of Children" —is a way of thinking and a holistic, constructive and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impacts that teachers want to have on their students' adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.

II.. DUTIES AND RESPONSIBILITIES

Section 4. Central Office

The DepEd Central Office shall have the following duties and responsibilities:

- A. Develop a policy and guidelines for the prevention of violence against children in schools and make these available to all schools;
- B. Conduct a nationwide information dissemination and campaign on violence prevention programs for children and research- based best practices for teachers, which are intended to promote new techniques, methodologies and research related to teaching, classroom management, child development, positive and non-violent discipline;
- C. Devise programs, campaigns and activities through the Offices of the Undersecretary for Programs and Projects and Regional Operations, to raise consciousness, mobilize and educate the students, parents, teachers, community, local government units and other stakeholders in addressing child abuse, exploitation, violence, discrimination and bullying; and
- D. Formulate a system of standard reporting, prescribe standards and procedures for monitoring and evaluation, and maintain the central repository of Regional Reports (Annex "A") on incidents and cases of child abuse, exploitation, violence, discrimination, bullying and other acts of abuse, through the Office of the Undersecretary for Legal and Legislative Affairs.

The data on the number and types of reports made under these guidelines, the results of investigations undertaken to verify the details made in the complaints, the sanctions imposed, the action taken and the interventions adopted, are to be maintained on an annual aggregated basis.

E. The Secretary shall exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations.

Section 5. Regional Offices

The Regional Offices shall have the following duties and responsibilities:

A. Encourage and support advocacy campaigns and capability building activities on the prevention of child abuse, violence, exploitation, discrimination, bullying and other forms of abuse, promotion of positive and non-violent discipline, conflict resolution and peer mediation;

B. Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report (Annex "A") to the Undersecretary for Legal and Legislative Affairs;

C. Monitor and evaluate the implementation and enforcement of this Department Order by the Schools Division Offices and such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;

D. Exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations; and

E. Give recommendations to the Central Office on the policies, programs, and services, to address and prevent cases of child abuse, exploitation, violence and discrimination, bullying and other acts of abuses, consistent with this Department Order.

Section 6. Division Offices

The Division Offices shall have the following duties and responsibilities:

A. Conduct the information-dissemination activities and in-service training for teachers on the protection of children in school from abuse, violence, exploitation, discrimination, bullying or peer abuse and other related cases;

B. Undertake advocacy campaigns and capability building activities to enable the schools to do the following:

- Apply positive and non-violent discipline,
- Formulate and implement guidelines and procedures to emphasize the role of all stakeholders and other persons in the prevention and reporting of cases of bullying, and
- Provide conflict resolution or peer mediation, including referral to appropriate service providers, if needed;

C. Organize and conduct the capacity building activities for members of the Child Protection Committee and Guidance Counselors/Teachers; including, but not limited to _ the identification of students who may be suffering from significant harm based on any physical, emotional or behavioral signs;

D. Develop strategies to address the risk factors that contribute to the commission of acts of abuse, violence, exploitation, discrimination, and bullying;

- E. Consolidate the reports on incidents and cases of all schools and submit a Division Report (Annex “A”) to the Regional Office;
- F. Monitor and evaluate the implementation and enforcement by public and private schools of this Department Order and such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;
- G. Exercise disciplinary Jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations;
- H. Give recommendations to the Regional Office and devise measures to address and prohibit abuse, exploitation, violence and discrimination, and bullying or peer abuse of children, consistent with this Department Order;
- I. Utilize resources, coordinate with appropriate offices and other agency or instrumentality for such assistance as it may require in the performance of its functions;
- J. Encourage and support activities and campaigns initiated by stakeholders; and
- K. Perform such other functions, as may be assigned by the Secretary or the Regional Director.

Section 7.— Schools

The School Heads shall have the following duties and responsibilities:

- A. Ensure the institution of effective child protection policies and procedures, and monitor compliance thereof;
- B. Ensure that the school adopts a child protection policy;
- C. Ensure that all pupils, students or learners, school personnel, parents, guardians or custodians, and visitors and guests are made aware of child protection policy (Annex “C”).
- D. Organize and convene the Child Protection Committee for the school:
- E. Conduct the capacity building activities for the members of the Child Protection Committee and Guidance Counselors/Teachers;
- F. Conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners;
- G. Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their welfare;
- H. Maintain a record of all proceedings related to bullying or peer abuse and submit after each school year to the Division Office the report and a copy of the intake form (Annexes “A” & “B”, respectively);
- I. Conduct the appropriate training and capability- building activities on child protection measures and protocols;
- J. Ensure that the school adopts a student Code of Conduct to be followed by every pupil, student or learner while on school grounds, or when traveling to and from school, or during a school-sponsored activity, and during lunch period, whether on or off campus;

- K. Adopt such conflict resolution mechanisms that respect the rights of indigenous peoples, provided that they conform to this Department Order and they uphold the rights of the child;
- L. Coordinate with the appropriate offices and other agency or instrumentality for appropriate assistance and intervention, as may be required in the performance of its functions;
- M. Coordinate with the Department of Social Welfare and Development or, the appropriate government agencies or non-governmental organizations on a Child Protection Hotline for reporting abuse, violence, exploitation, discrimination, bullying and other similar acts and for counseling;
- N. Ensure that all incidents of abuse, violence, exploitation, discrimination, bullying and other similar acts are addressed in accordance with the provisions of this Department Order.

Section 8. Duties and Responsibilities of School Personnel

Article 218 of the Family Code of the Philippines provides the following responsibilities of school administrators, teachers, academic and non- academic and other personnel:

- A. Exercise special parental authority and responsibility over the child while under their supervision, instruction and custody. Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution.

Articles 220 and 233 of the Family Code of the Philippines, Presidential Decree No. 603, and other related laws enumerated the following duties and responsibilities of the above mentioned persons and personnel over the children under their supervision, instruction and custody:

- B. Keep them in their company and support, educate and instruct them by right precept and good example;
- C. Give them love and = affection, advice and counsel, companionship and understanding;
- D. Enhance, protect, preserve and maintain their physical and mental health at all times;
- E. Furnish them with good and wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company and prevent them from acquiring habits detrimental to their health, studies and morals;
- F. Represent them in all matters affecting their interests;
- G. Inculcate the value of respect and obedience;
- H. Practice positive and non-violent discipline, as may be required under the circumstances; provided, that in no case shall corporal punishment be inflicted upon them;
- I. Perform such other duties as are imposed by law upon them, as substitute parents or guardians; and
- J. School personnel shall also strictly comply with the school's child protection policy.

14 Section 9. Duties and Responsibilities of Pupils, Students and Learners

Pupils, students and learners shall have the following duties and responsibilities:

- A. Comply with the school's regulations, as long as they are in harmony with their best interests. Pupils, students and learners shall refrain from:

- i. Engaging in discrimination, or leading a group of pupils or students to discriminate another, with reference to one's physical appearance, weaknesses and status of any sort;
- ii. Doing any act that is inappropriate or sexually provocative;

- iii. Participating in behavior of other students that is illegal, unsafe or abusive;
- iv. Marking or damaging school property, including books, in any way;
- v. Engaging in fights or any aggressive behavior;
- vi. Introducing into the school premises or otherwise possessing prohibited articles, such as deadly weapons, drugs, alcohol, toxic and noxious substances, cigarettes and pornographic material; and
- vii. Performing other similar acts that cause damage or injury to another.

An allegation that any of these acts has been committed shall not be used to curtail the child's basic rights, or interpreted to defeat the objectives of this Department Order.

B. Conduct themselves in accordance with their levels of development, maturity, and demonstrated capabilities, with a proper regard for the rights and welfare of other persons;

C. Respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity; and

D. Observe the Code of Conduct for pupils, students and learners.

Section 10. Establishment of Child Protection Committee

All public and private elementary and secondary schools shall establish a Child Protection Committee (CPC).

A. The CPC shall be composed of the following:

1. School Head/Administrator — Chairperson
2. Guidance Counselor/ Teacher — Vice Chairperson
3. Representative of the Teachers as designated by the Faculty Club
4. Representative of the Parents as designated by the Parents-Teachers Association
5. Representative of pupils, students and learners as designated by the Supreme Student Council
6. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC).

B. The CPC shall perform the following functions:

1. Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety, which shall be reviewed every three (3) years. The template for the school child protection policy is attached as Annex "C";
2. Initiate information dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse;
3. Develop and implement a school-based referral and monitoring system. The template for the referral system is attached as Annex "D";
4. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
5. Identify, refer and, if appropriate, report to the appropriate

offices cases involving child abuse, exploitation, violence, discrimination and bullying;

6. Give assistance to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions;

7. Coordinate closely with the Women and Child Protection Desks of the Philippine National Police (PNP), the Local Social Welfare and Development Office (LSWDO), other government agencies, and non-governmental organizations (NGOs), as may be appropriate;
8. Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and
9. Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.

III. PREVENTIVE MEASURES TO ADDRESS CHILD ABUSE, EXPLOITATION, VIOLENCE, DISCRIMINATION AND BULLYING AND OTHER ACTS OF ABUSE

Section 11. Capacity Building of School Officials, Personnel, Parents and Students

All public and private elementary and secondary schools shall build the capacities of school personnel, pupils, students and learners, parents and guardians to understand and deal with child abuse, exploitation, violence and discrimination cases, bullying and peer violence by conducting sessions, trainings and seminars on positive peer relationships and enhancement of social and emotional competence.

They shall use training modules which include positive and non-violent discipline in classroom management, anger and stress management and gender sensitivity. They shall likewise employ means which enhance the skills and pedagogy in integrating and teaching children's rights in the classroom.

The programs that are intended to promote Positive and Non-Violent Discipline include, but are not limited to, the following:

1. Integration of education sessions on corporal punishment and positive discipline in the initiatives of the Parent-Teachers Associations (PTAs);
2. Capacity-building programs for school administrators, teachers and non-academic personnel focused on children's rights, child development and positive and nonviolent approaches in teaching and classroom management, to enable them to incorporate positive discipline messages in parent-teacher conferences and family counseling, and integrate messages on children's rights and corporal punishment in classroom discussions;
3. Encouraging and supporting the formation and initiatives of support groups among teaching and non-teaching staff, and parents and caregivers;
4. Implementing specific parenting orientation sessions with parents and caregivers and other activities;
5. Implementing school activities or events that raise awareness on children's rights, corporal punishment and positive discipline, fostering the active involvement of and providing venues for bringing together parents, families and children;
6. Encouraging and supporting student-led initiatives to raise awareness on children's rights, corporal punishment and positive discipline; and
7. Setting up child-friendly mechanisms for obtaining children's views and participation in the formulation, monitoring and assessment of school rules and policies related to student discipline.

IV. PROTECTIVE AND REMEDIAL MEASURES TO ADDRESS CHILD ABUSE, EXPLOITATION, VIOLENCE, DISCRIMINATION, BULLYING AND OTHER ACTS OF ABUSE

Section 12. Procedures in Handling Bullying Incidents in Schools. A complaint for bullying or peer abuse shall be acted upon by the School Head following the procedures herein set forth:

a. **Bullying** - Upon the filing of a complaint or upon notice by a

school personnel or official of any bullying or peer abuse incident, the same shall be immediately reported to the School Head, who shall inform the parents or guardian of the victim and the offending child, in a meeting called for the purpose. The victim and the offending child shall be referred to the Child Protection Committee for counseling and other interventions. The penalty of reprimand, if warranted, may be imposed by the School Head in the presence of the parents or guardians.

If bullying is committed for a second or subsequent time, after the offending child has received counseling or other interventions, the penalty of suspension for not more than one (1) week may be imposed by the School Head, if such is warranted. During the period of suspension, the offending child and the parents or guardians may be required to attend further seminars and counseling. The School Head shall likewise ensure that the appropriate interventions, counseling and other services, are provided for the victim or victims of bullying.

b. Bullying that results in serious physical injuries or death - If the bullying or peer abuse resulted in serious physical injuries or death, whenever appropriate, the case shall be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.

c. **Procedure** - In all cases where the imposable penalty on the offending child is suspension, exclusion or expulsion, the following minimum requirements of due process shall be complied with:

- (1) The child and the parents or guardians must be informed of the complaint in writing;
- (2) The child shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;
- (3) The decision of the school head must be in writing, stating the facts and the reasons for the decision;
- (4) The decision of the school head may be appealed, as provided in existing rules of the Department.

Section 13. Implementation of Non-punitive Measures. Depending on the gravity of the bullying committed by any pupil, student or learner, the school may impose other non-punitive measures, in lieu of punitive measures, in accordance with the principles of Positive and Non-Violent Discipline.

Section 14. Other acts of violence or abuse. Other serious acts of violence or abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, shall, and whenever appropriate, be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.

V. RULES AND PROCEDURES IN HANDLING CHILD ABUSE, EXPLOITATION, VIOLENCE AND DISCRIMINATION CASES

Section 15. - Prohibited Acts

The following acts, as defined in Section 3 of this Order, are hereby prohibited and shall be penalized in administrative proceedings as Grave or Simple Misconduct depending on the gravity of the act and its consequences, under existing laws, rules and regulations:

1. Child abuse;
1. Discrimination against children;
1. Child Exploitation ;
1. Violence Against Children in School;
1. Corporal Punishment;
1. Any analogous or similar acts.

Section 16. Investigation and Reporting. The conduct of investigation and reporting of cases of child abuse, exploitation, violence or discrimination, shall be done expeditiously, as herein provided.

A. PUBLIC SCHOOLS

A. The School Head or the Schools Division Superintendent, upon receipt of the Complaint, shall forward the same, within forty-eight (48) hours, to the Disciplining Authority, who shall then issue an Order for the conduct of a fact- finding investigation, not later than seventy-two (72) hours from submission. These periods shall be strictly observed, except when justified by circumstances beyond their control; Provided, that, if the person complained of is a non- teaching personnel, the Schools Division Superintendent shall cause the conduct of a fact-finding investigation within the same period.

B. If a complaint is not sufficient in form, the concerned School Head, Schools Division Superintendent, or Disciplining Authority shall immediately inform the complainant of the requirements of a formal complaint. Upon the filing of the formal complaint, the same shall be acted upon pursuant to the preceding paragraphs.

C. The conduct of a fact-finding investigation shall be in accordance with the Revised Rules of Procedure of the Department of Education in Administrative Cases. Pending investigation, upon referral of the School Principal or Guidance Counselor/Teacher, the Local Social Welfare and Development Officer (LSWDO) of the concerned local government unit shall assess the child and provide psycho- social intervention to help the child victim recover from whatever trauma he or she has experienced as a result of the abuse. The offender shall likewise undergo psycho- social intervention, if such is warranted.

If a prima facie case exists based on the Investigation Report and the records, a Formal Charge shall be issued by the Disciplining Authority, which may be the basis for the issuance of an Order of Preventive Suspension or as an alternative, reassignment of the offending party, as may be warranted. The respondent may be placed under preventive suspension pending investigation, for a period of ninety (90) days, if the injury or abuse committed against a child is so grave, as to render the child unable to attend his or her classes. The respondent may also be preventively suspended to preclude the possibility of influencing or intimidating witnesses.

The respondent may file a Motion for Reconsideration with the Disciplining Authority or may elevate the same to the Civil Service Commission by way of an Appeal within fifteen (15) days from receipt thereof.

D. The Revised Rules of Procedure of the Department of Education in Administrative Cases shall apply in all other aspects.

E. A complaint for education-related sexual harassment as defined under Resolution No. 01-0940 of the Civil Service Commission, must be in writing, signed and sworn to by the complainant. It shall contain the following:

1. the full name and address of the complainant;
2. the full name, address, and position of the respondent;
3. a brief statement of the relevant facts;

4. evidence, in support of the complainant, if any;
5. acertification of non-forum shopping.

E.1. The Complaint shall be referred to the Committee on Decorum and Investigation. Upon receipt of the complaint, the Committee shall require the person complained of to submit his or her Counter-Affidavit/Comment, which shall be under oath, not later than three (3) days from receipt of the notice, furnishing the complainant a copy thereof, otherwise the Counter-Affidavit or Comment shall be considered as not filed.

E.2. The procedure for the conduct of an investigation and all other related incidents, shall be in accordance with the rules under Resolution No. 01-0940 of the Civil Service Commission; Provided, that, if the respondent is a teacher, the composition of the Formal Investigating Committee shall be in accordance with Section 9 of R.A. 4670.

F. The Regional Directors shall periodically monitor and keep a record of all reported child abuse cases, and submit a final consolidated regional report (Annex "A") to the Office of the Undersecretary for Legal and Legislative Affairs and the Undersecretary for Regional Operations.

G. Failure to submit an incident report or to render a decision involving the case within the prescribed period, without justifiable cause, shall be a ground for administrative action for neglect of duty against the responsible official.

H. The Office of the Undersecretary for Legal and Legislative Affairs shall compile the regional reports and submit an annual report to the Secretary.

Section 17. Jurisdiction. Complaints of child abuse, violence, discrimination, exploitation, bullying and other acts of abuse under this Department Order shall be within the exclusive jurisdiction of the Department, and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts committed by persons not under the jurisdiction of the Disciplinary Authority of the Department shall be referred to the appropriate authorities.

Section 18. Confidentiality. In child abuse, violence, discrimination, exploitation, bullying or peer abuse and other acts of abuse by a pupil, student or learners, the identity or other information that may reasonably identify the pupil, student or learner, whether victim or offender, shall be withheld from the public to protect his or her privacy.

On the other hand, the Magna Carta for Public School Teachers protects the rights of teachers and no publicity shall be given to any disciplinary action against a teacher during the pendency of his or her case.

Section 19. Criminal and Civil Liability. Criminal and civil liability arising from child abuse, discrimination, exploitation, and other acts of abuse are separate and distinct, and shall not be a bar to the filing of an administrative case under these guidelines.

B. Private Schools

Section 20. Complaint against school personnel or official. A complaint for child abuse, violence, exploitation or discrimination in a private school shall be filed with the School Head/Chief Executive Officer and shall be acted upon pursuant to the school's rules of procedures on administrative cases. The penalty shall be that which is provided by the rules of the school, subject to the requirements of due process. The administrative case shall be without prejudice to any civil or criminal case that may be filed.

Section 21. The private school shall submit the report (Annex "A") to the Division Office after each school year.

VI. REFERRAL AND ASSESSMENT OF VICTIMS AND OFFENDERS AND OTHER CHILDREN

Section 22. Referral and Assessment. In all cases involving child abuse, violence, exploitation, discrimination, bullying and other acts of abuse, the CPC shall accomplish the Intake Sheet (Annex “B”). The School Head may refer the victims and offenders in cases involving child abuse, exploitation, discrimination, bullying or peer abuse and other acts of abuse, to the LSWDO for assessment. The LSWDO shall determine the appropriate intervention.

The School Head, with the aid of the assigned Guidance Counselor/Teacher, and in coordination with the LSWDO, shall immediately remove the victim, or in appropriate cases the offender, from the place of the incident, if the victim is determined to be at risk. The child's family shall be informed of any action taken.

The School Head may also refer to the LSWDO other pupils, students or learners who are victims of abuse at home, children at risk, children in especially difficult circumstances, children with special needs or at risk, children facing difficult situations, or those who are exhibiting signs of aggressive behavior, with a view to obtaining professional assessment, appropriate interventions and assistance from competent service providers.

VII. MISCELLANEOUS PROVISIONS

Section 23. Duties of Private Schools

Private Schools shall be responsible for promulgating a school child protection policy, including a policy on bullying, a protocol for reporting and procedures for handling and management of cases, consistent with these policies and guidelines.

Section 24. - Separability Clause

Any part or provision of this Department Order which may be held invalid or unconstitutional shall not affect the validity and effectivity of the other provisions.

Section 25. Repealing Clause

All prior Department Orders or other issuances, or provisions thereof, which are inconsistent with this Department Order are hereby repealed, revised or modified accordingly.

Section 26. — Effectivity

This Department Order shall take effect immediately upon issuance.

ANNEX 6

POLICY ON PUBLIC DISPLAY OF AFFECTION IN SCHOOL

PAREF Southcrest School, Inc. recognizes that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (PDA) while on campus or while attending and/or participating in a school-related activity.

Being overly affectionate at school can be offensive and is generally in poor taste. The expression of feelings toward one another is a personal concern between the two individuals and thus should not be shared with others in the general vicinity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Some specific examples of PDA include but is not limited to intimate touching and hugging, hand-holding, etc.

Students are expected to exercise good taste and judgment to maintain a distraction-free environment conducive to learning.

The school's policy aims to create a safe and respectful learning environment for all students. Here are some key points to consider:

1. **Respect for Genuine Feelings of Affection:** The school acknowledges that students may have genuine feelings of affection for one another. These feelings are a natural part of human relationships and should be respected.
2. **Maintaining Professionalism:** Schools are places of learning and personal development, and maintaining a level of professionalism is important. Overly affectionate behavior can be distracting, disruptive, and may not be appropriate within an educational setting.
3. **Creating an Inclusive Environment:** The school's policy aims to ensure that all students feel comfortable and included. Overly affectionate behavior, such as intimate touching or hand-holding, may make others uncomfortable or excluded, especially in a school environment with diverse backgrounds and beliefs.
4. **Respecting Boundaries:** The policy encourages students to be mindful of the boundaries and personal space of their peers. This fosters a culture of mutual respect and consideration.
5. **Education on Healthy Relationships:** Schools can play a role in educating students about healthy relationships and appropriate behavior, which can be applied both within and outside of the school environment.

It's important for students, staff, and parents to be aware of and adhere to the school's guidelines on affectionate behavior in order to maintain a positive and conducive learning atmosphere.