

“Character Building is Nation Building”



# UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA

## High School Student Handbook





## **CHAIRMAN OF THE BOARD AND CEO'S MESSAGE**

Dear Perpetualites,

Welcome to the University of Perpetual Help System DALTA. As you read through the pages of our Student Handbook, you are walking through the pathways that led to the building of the community of UPHSD DALTA. Each page contains information that leads towards the achievement of our guiding principle that "Character Building is Nation Building".

This handbook is a product of the combined efforts of Perpetualites whose main objective is to help YOU in every step of the way as you interact with your teachers, school administrators and all our support personnel to achieve your goals as a student. This handbook will be your guide and support as you face challenges of academic life.

Understand very well your purpose in life in relation to the institutional philosophy and goals of UPHSD. Know how to integrate these with your goals and those of your school spurring you towards the same course and direction.

I pray that the Good Lord bless you in all your undertakings at the University of Perpetual Help System DALTA.

Mabuhay Ka Perpetualite!

**DR./BGEN ANTONIO L. TAMAYO**

Chairman of the Board and CEO

Founder, University of Perpetual Help System DALTA

## **VICE-CHAIRMAN OF THE BOARD'S AND TREASURER'S MESSAGE**

My dear Perpetualites,

The publication of this student handbook marks a milestone in our quest for academic excellence. It embodies all that we have hoped for and those that we have achieved in our 42 years of excellence. This is also a testimony to the founding father of our University, Dr. Antonio L. Tamayo, his thoughts, his values and his efforts in making us what we are now.

I fervently hope that this student handbook will guide you as a student of the University together with your teachers and administrators in pursuing the goals and objectives of our University of Perpetual Help System DALTA.

Our Chairman of the Board, Dr. Antonio L. Tamayo, is confident in the competence and capability of all the members of the academic community. He knows that we shall be able to carry the University of Perpetual Help System DALTA to new horizons and greater heights.

God bless us all.

### **DR. DAISY M. TAMAYO**

Vice Chairman of the Board and Treasurer

Co-Founder, University of Perpetual Help System DALTA

## **PRESIDENT'S MESSAGE**

My dear students of UPHSD,

Welcome to the University of Perpetual Help System-DALTA and to the rewarding school life that it offers. Feel at home and have patrimonial regard and involvement in its activities and its facilities which are all designed to make your studies pleasant and fruitful.

I encourage you to be involved constructively in the growth of UPHSD which is your school and second home, and invite you to be a partner in its steady rise to leadership in education and manpower development. Obtain optimum benefits from your studies to develop your keen cognitive powers. Widen your outlook and be highly competitive after graduation. This means: be hard-working and resourceful students.

Your teachers are your second parents. They are only too glad and willing to help you succeed in your studies. Do not hesitate to consult them regarding your problems or difficulties in school.

This Student Handbook and Diary will help you in your life as a student. Read and understand the rules and the information given here very well. Live the life of a good Perpetualite by being God-fearing, honest and hardworking.

Thank you for entrusting your schooling to UPHSD.

Sincerely yours,

**ANTHONY JOSE M. TAMAYO**  
President

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## CHAPTER I.

### LEGACY OF UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA (UPHSD)

#### 1.1. HISTORY OF UPHSD

Dr./BGen Antonio Laperal Tamayo, AFP, FPCHA, Ph.D., Founder and Grand Patriarch, and wife, Dr. Daisy Moran Tamayo, Co-Founder and Grand Matriarch, together with their friend Ernesto Palanca Crisostomo, established on February 5, 1975 in Las Piñas City the PERPETUAL HELP COLLEGE OF RIZAL (PHCR), now the UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA (UNIVERSITY).

Driven with the intense desire of promoting a better quality of life for his fellowmen, Dr./BGen Antonio L. Tamayo, anchored the University on the creed "Character Building is Nation Building". Stressing this belief, he said that our young can only be assured of a better tomorrow by building the right kind of character today-respectful, hardworking and committed to the formation of a prosperous and a wealthy nation. This development, however, will need a requisite Christian character that will build a nation.

The first school building consisting of four floors (the present hospital) was constructed in a remarkable record-breaking period of only four months, which ordinarily takes one year to finish. Perpetual Help College of Rizal (PHCR) which had an initial enrolment of 185 students (50 nursing and 135 high school students) was on its way to becoming a premier university south of Metro Manila.

Having taken post-graduate programs in Hospital Administration at the George Washington University in Washington, D.C., supplemented with Special Studies on Hospital Management from Ateneo de Manila University and a Ph.D. in Organization Development from the Southeast Asian Interdisciplinary Development Institute, Dr./BGen Antonio L. Tamayo and his partner established the Perpetual Help College of Rizal (PHCR) and the Perpetual Help Medical Center (PHMC) simultaneously, an unusual and extraordinary venture, in the rustic town of Las Piñas, offering the banner course of Bachelor of Science in Nursing.

The organizational structure of the then Perpetual Help College of Rizal has interwoven within its fabric a closely-knit group of administrators and educators. The administrative expertise of Mr. Ernesto Palanca Crisostomo, the best friend of Dr./BGen Antonio Tamayo; the educational and supervisory proficiency of Benjamin L. Intal, former Director of Perpetual Help College of Manila, the First Chancellor of the University of Perpetual Help Biñan, and former Acting President of Pamantasan ng Lungsod ng Maynila, and Mr. Teofilo Gallardo, formerly a Regional Director of then

Bureau of Private Schools, were the forefront keys in the formulation of the Institution. The other members of the founding group were: Dr. Grace R. De Leon, the University's First Chancellor, who loyally stood by and supported the founders to hurdle the challenges of organizational growth; Dr. Perla R. Sope, the University Registrar; and consultants Mr. Emiliano Armas of the Ateneo De Manila University and Dr. Oscar Bautista of the De La Salle University; Col. Jose C. Moran, father of Dr. Daisy Tamayo, and a Certified Public Accountant and former President of the Continental Bank, who facilitated the needed funds of the project through his friends in the Development Bank of the Philippines, where he served as its First Manager of Branches and Agencies.

The Institution is committed to community service and community leadership projects. The community service component of the University reached its peak with the election of Dr./BGen Antonio L. Tamayo as Vice-Mayor of Las Piñas. He fostered a community leadership program based on people empowerment through education. Guided by the program of "Rehabilitation Through Education" which was originally conceptualized by Dr. Cecilio Penzon who pioneered the first adult education and informal teaching within the prison walls, Dr./BGen Antonio L. Tamayo conceptualized a comprehensive program of rehabilitating the medium-risk prisoners of the National Bilibid Prison through education and livelihood skills training and development.

In November 1984, the Bilibid Extension Program (BEP) Program was officially launched through the efforts of Dr. Grace R. De Leon, the Chairman of the Executive Committee, Mr. Eriberto Misa of the Bureau of Corrections, Atty. Danny Mendez of the Rotary Club of Las Pinas and other Rotarians and School Officers. Dr. Jose G. Tamayo headed the signing of MOA and Tripartite Agreement dubbed as BEP in the Bureau of Corrections in Muntinlupa City. Under the educational scheme, a degree course in Bachelor of Science in Commerce major in Small Entrepreneurship was sponsored by Perpetual Help College of Rizal (PHCR) for free. It is envisioned to train the selected inmate- students to become small entrepreneurs who would be ready to tread new paths towards productive and responsible citizens of our country after they will have served their terms. Since then, the BEP has become the advocacy Community Outreach Program (COP) of PHCR, now the University of Perpetual Help System DALTA (UNIVERSITY). All colleges of the University extend their community services to BEP. To date, the degree program has graduated over a thousand students since its inception in 1984.

In 1995, another notable project in the form of educational assistance to the poor but deserving students in Las Piñas was pioneered by Dr./BGen Antonio L. Tamayo. He offered one hundred (100%) percent tuition and miscellaneous scholarship to grantees endorsed by Barangay Councils, Parish Priests, the Lions Club International and the Associations of Market Vendors and Tricycle Drivers in Las Pinas

City.

The Kalinga sa Mahihirap (KASAMA) was another COP project that dealt with Community Outreach Adult Education and aimed to support the University's commitment to the ideals of teaching, community service and research. It paved the way for community learning and training opportunities for its clientele, especially the urban poor families with whom livelihood projects were undertaken.

In the sports arena, the University formally joined the battle of supremacy in the game of sports via National Collegiate Athletic Association (NCAA) in 1984. In its years as a member of the league, it has won various championships in several events. The University of Perpetual Help System Dalta Perpsquad capped the distinction of being the first grand slam champion in the NCAA Cheerleading Competition after it hauled a third three-peat championship win in the NCAA Season 87 and up to the present. It showed the ALTAS Perpsquad domination of the sports after its introduction in the oldest collegiate league.

In 1991, PHCR pursued the accreditation of programs in Liberal Arts, Education and Business with the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) to achieve significant improvements and higher level of competence for its students. In meeting compliance with quality specifications and objective standards, it stimulates the pursuit of excellence among its teacher, non-teaching personnel and students. To date, the University enjoys the trust and confidence of the parents and students who enrol in the accredited programs while it continues to seek accreditation for other programs.

In keeping with its commitment to serve the educational needs of more communities, the University of Perpetual Help System DALTA Molino Campus, was established and inaugurated in May 1995 with an initial enrolment of 700 students. After a year, the University of Perpetual Help System DALTA Calamba Campus, was established and inaugurated in 1996 with an initial enrolment of 360 enrollees.

In 1997, the Commission on Higher Education granted University Status to the Perpetual Help College of Rizal, thereby changing its name to the University of Perpetual Help System (UPHSD). The University of Perpetual Help System DALTA is one of the subsystems complementing the University of Perpetual Help System. The other subsystem is the University of Perpetual Help System JONELTA. This subsystem was founded and established by Dr. Jose G. Tamayo, who was its first President and Chairman of the Board, his co-founder, Dr. Josefina Laperal Tamayo, was its Vice-Chairman and Treasurer. With both of them deceased, the University of Perpetual Help System JONELTA is now being led by the first born of the founders, Dr./BGen Antonio

L. Tamayo, as Chairman of the Board and Chief Executive Officer of UPH System JONELTA. Concurrently, he is also the Chairman of the Board and Chief Executive Officer of the UPH System DALTA.

The University of Perpetual Help System DALTA (UPHSD) has three (3) of the nine (9) academic institutions complementing the University of Perpetual Help System (UPH). The University of Perpetual Help System DALTA is a subsidiary of the DALTA Group of Companies, in consortium with JONELTA Group of Companies forming the University of Perpetual Help System (UPHSD). Each unit under the system comprising of a College/University and a Hospital/ Medical Center, is dedicated and committed to the delivery of quality education and healthcare services to the Filipino people, most especially to the Las Piñeros and the nearby communities.

The University of Perpetual Help System DALTA (UPHSD) is co-educational and is a Catholic school and a member of the Catholic Educational Association of the Philippines (CEAP). It offers programs in pre-school, elementary, secondary, tertiary and graduate levels; as well as short vocational, technical and special programs. To date, it has a workforce complement of about 1, 200 teacher and non-teaching personnel and more than 18, 000 students.

In 2003, the helm of leadership of the University of Perpetual Help System DALTA was transferred to his equally able wife, Dr. Daisy Moran Tamayo as Second President of the University. Dr. Daisy Moran Tamayo is a registered nurse from Siliman University and a Master's Degree holder in Nursing from New York University, U.S.A. She is also a holder of a doctorate in Organization Development from the Southeast Asian Interdisciplinary Development Institute. Complementing the leadership and management functions of Dr./BGen Antonio L. Tamayo and Dr. Daisy M. Tamayo are their two sons, Anthony Jose (Ph.D. Candidate) and Lt. Col. Richard Antonio who are both outstanding *cum laude graduates* of the University of the Philippines.

Mr. Anthony Jose M. Tamayo assumed presidency of the UNIVERSITY campuses on January 2010. He is also the Group President - DALTA Group 1 and Board Liaison for Finance of the DALTA Group of Companies. He is a Certified Public Accountant, an MBA degree holder from Kellogg School of Management, Northwestern University and Ed.M. in Education degree from Harvard University. He is currently pursuing his doctoral degree in Organization Development.

Lt. Col. Richard Antonio M. Tamayo was appointed as President of the University of Perpetual Help DALTA Medical Center and the Group President - DALTA Group 2 and Board Liaison for Administration and Human Resource of the DALTA Group of Companies. He is a holder of BS in Economics degree and a Master of

Business Administration in Health (MBA-H) from Ateneo de Manila University.

UPHSD now enjoys memberships, recognition and accreditation in various prestigious academic, professional and sports association of the country, among them:

- Founding Member, Consortium of the South
- Member, Philippine Association of Colleges and Universities (PACU)
- Member, Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
- Member, National Collegiate Athletic Association (NCAA)
- Member, Philippine Association of Graduate Education (PAGE)
- Member, Catholic Educational Association of the Philippines (CEAP)
- Member, Coordinating Council of Private Educational Associates (COCOPEA)
- Member, University Mobility in Asia and the Pacific (UMAP)
- Member, Philippine Council of Business Educators (PCBE)
- ISO 9001: 2015
- ISO 9001: 2008 38 Programs, Bureau Veritas
- Member, Philippine Accrediting Agency of Schools, Colleges and Universities (PAASCU)
- Member, National Research Council of the Philippines (NRCP)
- Member, Association of Universities of Asia and the Pacific (AUAP)
- Member, Philippine Association of Maritime Institutes (PAMI)
- Member, Philippine Chamber of Commerce and Industry (PCCI)
- Member, Association of South East Asian Institutions of Higher Learning (ASAIHL)
- Autonomous Status, CHED 2017

UPHSD has proven its excellence through the years with the laurels that the University has attained in government licensure examinations. In 2000, its College of Law was declared the third best school, out of the 10 Best Law Schools in the Bar Examinations. Leading many other alumni achievers in the professional licensure examinations are:

<b>PROGRAM</b>	<b>PLACE</b>	<b>NAME OF STUDENT</b>	<b>YEAR</b>
BS NAME	1st Placer	Viel Russel Manalo	2015
	8th Placer	Ann Mari Soriano	2015
	5th Placer	Mark F. Ifred	2016
		Orquiza Viscara	2016
	9th Placer	Ricarte Bernal Pillos	2016
BS Civil Engineering	4th Placer	Sherwin Gabest	2003
BS Criminology	10th Placer	Archimedes Lara Baking	2006
	2nd Placer	Jerry Flores	2003
	10th Placer	Richard Fermil	2001
BS Dental Medicine	8th Placer	Connie Boots San Luis	2005

BS Electrical Engineering	9th Placer	Gareth Angeles	2003
Bachelor of Laws	6th Placer	Atty. Gladys Gervacio	2005
BS Marine Engineering			
OIC of an Engineer Watch	2nd Placer	Marlon Domingo Gabuat	2012
Licensure Examination			
(Written Phase)	6th Placer	Gerardo Sorrosa Roxas	2011
Second Engineer			
Licensure Exam	9th Placer	Odilone Iporac Reveche	2011
Marine Deck Officer			
Licensure Exam			
(OIC Navigation Watch)	9th Placer	Bobby Ravana Punzalan II	2013
BS Mechanical Engineering	2nd Placer	Melquiades M. Garcia	1996
	17th Placer	Ramon Aldana	1987
	5th Placer	Noel S. De Castro	1984
BS Medical Technology	10th Placer	Gayle Ivon B. Bronzo	2012
Naval Architecture	16th Placer	Sancho Angue	2001
	19th Placer	Michael Nicolas	2004
	1st Placer	Erwin Diwa	1996
	5th Placer	Erwin Lagahit	1996
BS Nursing	9th Placer	Daphne Anne Roxas	2016
		Maracot	
	9th Placer	Jinky M. Cerbo	2011
	9th Placer	Riah Leah O. Esporlas	2010
	6th Placer	Anne Lorraine Lorenzo	2008
	6th Placer	Kristine Picadizo	2008
	2nd placer	Robneil Dylan Dellosa	2007
	2nd Placer	Adam Jerome Mella	2006
	10th Placer	Maria Josefina Robles	2006
	16th Placer	Barbara Bobis	1996
	18th Placer	Olive Odulio	1996
	13th Placer	Blossom Bemel	1994
BS Occupational Therapy	3rd Placer	Mercie Marie Mendoza	2001
	5th Placer	Rigel O. Lagumbay	2001
BS Pharmacy	7th Placer	Dianne D. Aronzado	2011
	7th Placer	Gazelle Anne P. Maralit	2010
	8th Placer	Darlana Ann S. Go	2009
	4th Placer	Jaime Lauren T. Martinez	2006
BS Physical Therapy	9th Placer	Catherine Anne A. Valentus	2014
	8th Placer	John Nico Hebron Saniel	2012
	1st Placer	Karen Anne P. Martinez	2009
	9th Placer	Jon Timothy M. Rivero	2008
BS Radiologic Technology	6th Placer	Exalt Kae C. Edang	2015
	4th Placer	Marie Joan Ablat	2009
	1st Placer	Mark Anthony Torio	2004
	5th Placer	Rowie Vidal	2002
	7th Placer	Jimiao Jhun Ubaldo	2002

	9th Placer	Arnold San Diego	2001
	2nd Placer	Felix Cenal	1998
BS Respiratory Therapy	2nd Placer	Celina Enriquez	2016
	3rd Placer	Brian Joy Sabornido	2016
	4th Placer	Veronica Bolinao	2016
	7th Placer	Jemma Mae A. Aguilar	2016
	7th Placer	Richard P. Santillan	2014
	8th Placer	Davie C. Regalario	2013
	9th Placer	Nona Marie M. Baclig	2013
	9th Placer	Rafael J. Leandra Jr	2013
School of Medicine	1st Placer	Karl Emmanuel C. Mercader	2017
	1st Placer	Louema B. Peralta	2016
		Diplomate Specialty Board	2016
		Phil. Academy of Family Physician	

The University of Perpetual Help System DALTA has since subscribed to the institutional philosophy that national development and transformation is predicated upon the quality of education of its people. It is committed to the ideals of teaching, community service and research, with “Character Building is Nation Building” as its guiding principle. It has continued with success, in its objective to maintain and sustain excellence in education. It has established an extensive network of national and international linkages in Higher Education and Business. It has also established its indelible Perpetualite identity as it steadfastly enshrines its Perpetualite values and aspirations.

In addition to the above achievements, the University of Perpetual Help System DALTA has also received the following recognition:

- December 2, 2016
- 4th Highest Number of Accredited Program in the Philippines
  - Special Citation for Being Granted the Deregulated Status by the Commission on Higher Education
  - Institution with the Highest Number of Level 1 Accredited Program
  - 1<sup>st</sup> Place in the Case Study Contest for the study: “From Conventional to Real Time Radiologic Imaging: A Case Study on the Transformation through Accreditation of the Bachelor of Science in the Radiologic Technology of the University of Perpetual Help System DALTA—Las Piñas Campus.”
  - 3<sup>rd</sup> Place in the research contest for the entry: “Globalizing Mindsets: Connecting International and Intercultural Dimensions Bridged by Quality Assurance.”

- December 1, 2015
- Institution with the 4th highest number of accredited programs in the Philippines
  - 1st Place in the Case Study Copntest for the study: "Soaring to a New Heights in the Style of Kaizen: A Case Study on the Transformation Through Accreditation of the Bachelor of Science in Industrial Engineering of the University of Perpetual Help System Dalta - Las Piñas"
  - 3rd Prize in the research contest for the entry: "An Institutional Road Map to Cross-Border Education Pinned on the Accreditation Performance and Outcomes of the University of Perpetual Help System Dalta - Las Piñas Campus"
  - 3rd Prize in the Poster Making Contest
- December 4, 2014
- Institution with the fifth highest number of accredited programs.
- 2nd Place Case Study "The Awakening of the Sleeping Dargon: A Case Study of the Accreditation Experience of the Business Administration Program of the UNIVERSITY Las Pinas Campus.
  - 2nd Place Poster Making, PACUCOA Poster Making Contest.
- December 6, 2013
- 2nd Place in the 2013 Case Study Contest sponsored by PACUCOA entitled " From Traditional Pedagogy to Interactive Teaching and E-Learning for the Global Educator: A Case Study of the Transformation Through Accreditation of the Education Program of the UNIVERSITY Las Piñas Campus"
- December 6, 2013
- "Institution with the Highest Number of Programs on Candidate Status in the Philippines" 24th Annual General Assembly at the Century Park Hotel, Manila, Philippines.
- December 6, 2013
- "Institution with the Third Highest Number of Accredited Programs in the Philippines"

December 7, 2012 1st Place in the 2012 Case Study Contest of PACUCOA "From Idiot Board to Teleprompter. A Case Study On The Transformation Through Accreditation of The BA Communication Program of the University of Perpetual Help

System Delta”

September 2012      2nd Place in the 2011 Case Study sponsored entitled “A University’s Journey towards Excellence Through Accreditation: A Case Study”

The growth and development of the University in its 42 years of existence, is not without pains, but it has successfully hurdled all the challenges along its way. With the help and guidance of the Lord and the loving care of the UPHSD Patroness, our Mother of Perpetual Help, the University of Perpetual Help System DALTA will continue to serve the Filipino people with distinction and excellence.

## 1.2. The University Name and Seal



The official name of the school is the University of Perpetual Help System DALTA (UPHSD).

The seal was inspired by the special devotion of Dr. Josefina L. Tamayo, UPHSD Co-founder and the Tamayo's Grand Matriarch to the Blessed Mother, especially to Our Mother of Perpetual Help, the University's patroness. This well-known icon from the Byzantine era depicts the figure of Mama Mary offering love and comfort to her son Jesus, and the angelic beings above bearing the instruments of His inevitable suffering and passion. Mama Mary looks straight at the viewer, as if to say that her perpetual help and comfort are also available to anyone in need who comes to her protection and intercession. The infant Jesus is symbolic of the youth who is nurtured by a devoted and loving mother which symbol speaks of Mama Mary's motherly care and love.

The two laurel leaves represent the two sons of the CEO and Chairman of the Board who are actively continuing the mission that was started by their parents in the community. The laurel leaves also signify excellence which the university pursues not only in academics but also in leadership and in human relations for the fulfillment of the aspirations of the university as it carries on propagating its mission - to mold and educate the youth as Helpers of God.

The cameo is bordered by oval lines of maroon in white background. Maroon symbolizes courage, vigor, and determination and white for purity. The blue and gold colors of the Mother of Perpetual Help icon symbolize generosity, abundance, hope, and vision.

The University of Perpetual Help System DALTA was established in 1975 with the tagline "Character Building is Nation Building". UPHSD's institutional motto expresses the encompassing commitment of Perpetual Help education to national

development and progress.

### **1.3. Fundamental Principles**

#### **Philosophy**

The University of Perpetual Help System DALTA believes and invokes Divine Guidance in the betterment of the quality of life through national development and transformation, which are predicated upon the quality of education of its people. Towards this end, the institution committed to the ideals of teaching, community service and research, as it nurtures the value of “Helpers of God”, with “Character Building is Nation Building”, as its guiding principle.

#### **Vision**

The University of Perpetual Help System DALTA shall emerge as a premier University in the Philippines. It shall provide a venue for the pursuit of excellence in academics, technology and research through local & international linkages.

The University takes the role of a catalyst for human development. It shall inculcate Christian values and Catholic doctrine, as a way of strengthening the moral fiber of the Filipino, a people who are Helpers of God”, proud of their race and prepared for exemplary global participation in the arts, sciences, humanities, and business.

It foresees the Filipino people enjoying a quality of life in abundance, living in peace, and building a nation that the next generation will nourish, cherish and value.

#### **Mission**

The University of Perpetual Help System DALTA is dedicated to the development of the Filipino as a leader. It aims to graduate dynamic students who are physically , intellectually, socially, and spiritually committed to the achievement of the highest quality of life.

As a system of service in health and in education, it is dedicated to the formation of Christian service and research oriented professionals, leaders and citizens with great social concern and commitment to the delivery of quality education and health care.

It shall produce Perpetualites as “Helpers of God” – a vital ingredient to nation building.

## **1.4. The University Goals**

### **General Objectives**

The main goal of the university is to participate in the production and the delivery of the total spectrum of education and health care so that as private sector, it could share in the nation's education and health planning program implementation, thereby, help accelerate national development by improving education and national health.

### **Specific Objectives**

Specifically, the University shall seek to:

- integrate health and education through its educational and health care programs and its facilities;
- develop the total human person;
- subscribe to the Ladder Type Education in the belief that the product of each step in the ladder has a definite function to carry out in the delivery of the total spectrum of education and health care;
- establish and operate an alternative system of educational delivery which will provide opportunities to deserving Filipinos equipped with rudimentary knowledge, skills and attitudes to validate prior learning obtained from formal or non-formal or informal training and experience through an expanded equivalency and accreditation program;
- promote progressive development of education and health workers from the lowest to the highest levels of skills and training; and
- adapt and implement the "Satellite" concept of extending education and health care to cover a wide area of the country as a unit of the University of Perpetual Help System (UPHSD) in order to help solve the problems of lack of health care facilities, manpower, and education in remote areas of the country.

### **General Instructional Objectives**

In line with the mission, the University aims to develop leadership qualities among its student by equipping them with higher-level thinking competencies and instilling in them life-promoting values.

Thereby, the students shall:

- develop critical and creative thinking to be able to reflect on, analyze, evaluate, and synthesize data and actively and intelligently participate in decision making and creative problem solving.
- develop freedom of choice or self-direction and responsibility so that they can direct their own future.

- be imbued with imagination, curiosity, spontaneity, flexibility, and foresight to enable them to initiate change or be receptive to innovations.
- strive for personal growth and development to be of better service to their fellow beings in the spirit of human equality, loving relatedness, and interdependence.

### **1.5. The Eight (8) Perpetualite Core Values**

- I. Love of God
- II. Love of Self, Family and Neighbor
- III. Love of Country and Good Governance
- IV. Academic and Professional Excellence
- V. Health and Ecological Consciousness
- VI. Peace and Global Solidarity
- VII. Filipino Christian Leadership
- VIII. Value of Catholic Christian Doctrine

### **1.6. Perpetual Help Hymn**

Perpetual Help thy fount of truth  
 Where knowledge emanates  
 Where we have learned life will bear fruit  
 For us success awaits.

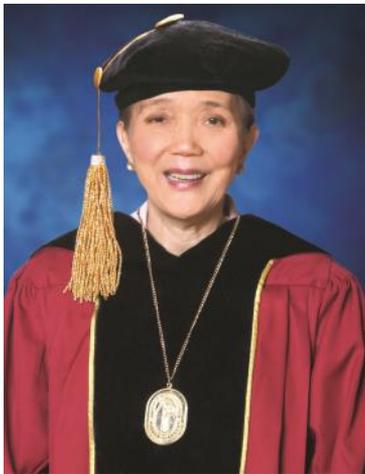
Thy children here we'll sing for thee,  
 We'll raise our voices clear  
 We'll shout and cheer in unity  
 For Alma Mater dear

Training the mind and the heart and the hand,  
 Ready to serve as best as we can  
 Perpetual Help by thy banner we stand  
 Loyal and true spread thy fame  
 O'er the land.

## 1.7. The Founders and Board of Directors



***DR. / BGEN. ANTONIO L. TAMAYO. AFP , FPCHA, Ph. D.***  
**Chairman of the Board, CEO**  
**Founder**



***DAISY M. TAMAYO, RN, MAN, Ph. D.***  
**Vice Chairman of the Board**  
**Co-Founder**



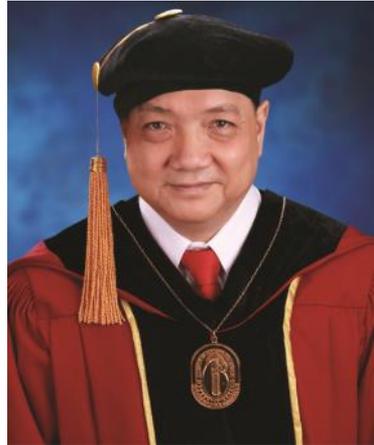
**ANTHONY JOSE M. TAMAYO, CPA, MBA  
ED.M., FBE  
MEMBER**



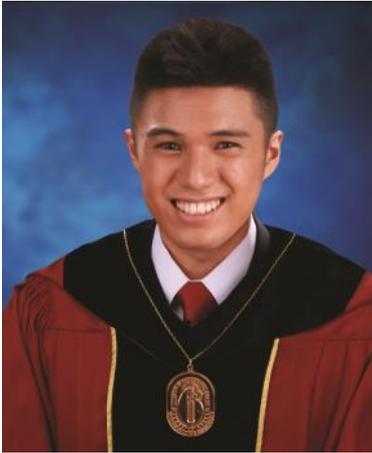
**LT. COL. RICHARD ANTONIO M. TAMAYO,  
AFR (SOC) BSBE, MBA-H  
MEMBER**



**Ma. CONSORCIA L. TAMAYO, BSBA  
Member**



**EDWIN A. MORAN, BBA  
Member**



**ANTONIO ROMULO G. TAMAYO**  
**MEMBER**



**RACHEL ANTONETTE G. TAMAYO**  
**MEMBER**



**JOSEFINA VIRGINIA G. TAMAYO**  
**MEMBER**

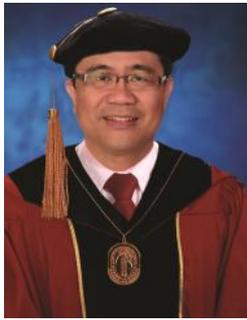
**1.8. ACADEMIC OFFICIALS**



**Mr. Anthony Jose M. Tamayo, CPA, MBA, Ed.M., Ph.D. (Cand.)  
President**



**Alfonso H. Loreto, Ed.D.  
School Director  
Las Piñas Campus**



**Arnaldo S. De Guzman, Sth.D.  
School Director  
Calamba Campus**



**Reno R. Rayel, DBA  
School Director  
Molino Campus**

## 1.9. UPHSD Campuses



**LAS PIÑAS CAMPUS**



**MOLINO CAMPUS**



**CALAMBA CAMPUS**

## **OBJECTIVES OF HIGH SCHOOL**

1. Develop the adolescent into a responsible and well-rounded individual who is conscious and mindful of his duties and obligations towards God, family, community and nation.
2. Provide adolescent with opportunities to develop entrepreneurial and leadership skills so that he may grow to be an economically mature and independent citizen who is helpful, God-fearing, and caring for the welfare of others.
3. Train the adolescent in the skills, knowledge, and processes that are necessary for him to attain a higher level of learning and/or find gainful occupation.
4. Assist the adolescent live his life meaningfully and significantly in harmonious relationship and interaction with others.
5. Keep aflame in the heart of the adolescent, devotion, love and gratitude to Our Mother of Perpetual Help for her maternal loving care and protection for every Perpetualite.

## **UPHSD STAFF AND PERSONNEL**

The University of Perpetual Help System DALTA is owned and managed by Dr./ BGen. Antonio L. Tamayo (ALTA), CEO and Chairman of the Board, Mr. Anthony Jose M. Tamayo (AMTA), President: and Dr. Daisy M. Tamayo, Chairman of the CEB. The School Director assists them in the management of the school.

The High School Department (Junior & Senior) is headed by the Basic Education Director who sees to it that the institutional and departmental goals are achieved and the programs of the department are effectively carried out. He/She ensures the successful implementation of the curricular program.

The Principal and Academic Chairman/Senior High School Coordinator help the Basic Education Director in the operations of the department on academic and administrative matters and assists the Basic Education Director in the performance and administrative functions.

The Learning Area Coordinator (LAC/CLA) is responsible for the sequence and continuity of the learning area content, enrichment of the syllabi, and the curricular program of their respective learning areas. The learning areas are: Language, Mathematics, Science, Humanities, Social Science, Business, Philosophy and Communication, Technology Livelihood Education/Technical Vocational Livelihood (TLE/TVL), MAPEH/Sports, and FCL.

The Class Adviser manages the class. He sees to it that every student is comfortable, productive, safe and happy inside the campus. He is responsible for the over-all formation of the students entrusted to his care.

The Learning/Subject Area Teacher is a person in authority in the classroom.

He is responsible for the instruction and student's formation. He also serves as role model in the development of the student's character and personality.

The Chairman/Coordinator of Co-Curricular Activities supervises the club moderators and the chairs of different committees in the performance of their tasks. The Chairman ensures the successful implementation of the Co-Curricular Program.

The Club Moderator is a teacher who organizes and manages the clubs and student organizations in the school. He guides officers and members so that the objectives and programs are achieved as these contribute to the total development of the students.

The Guidance Counselor implements the guidance program of the school, acts on referrals of student difficulties in coordination with the Class Advisers, and is always available for student consultations.

The Prefect of Discipline/Coordinator for Students' Welfare is responsible for the discipline, order and welfare of students.

The Records Officer is in charge of generating, safekeeping and releasing of students' records, certifications, and recommendations. The Records Officer keeps the confidentiality of the records and the integrity of the office and acts as liaison officer of the Department with the Department of Education.

The Clinic Personnel are the School Physicians, the Nurses, and the Dentists. They attend to the health needs of the staff and the students while in school.

The Librarian manages the operation of the Library. He sees to it that the library is a conducive place for reading, research and study and that silence is observed at all times. He conducts library instructions, book evaluation and updates library holdings and utilization.

The Chief Finance Officer heads the Business Office. He manages the financial operations of the University.

The Security Officer manages the security and safety of the students and staff while in campus.

The Community Outreach Program/Community Extension Services Coordinator (COP/CES) serves as the social development arm of the institution. It is tasked in leading and integrating the campus community-based and center-based outreach programs and services in all levels. The Grade School, Junior High School, Senior High School and the college students, teacher, administrators, alumni and non-teaching personnel are utilized through their area of competencies in pursuing a needs-based development plan.

Information Technology Service (ITS) Coordinator contributes to the long term success of the University in promoting the effective use of information technology in learning, teaching, research and administrative tasks. ITS is responsible for the coordination, planning and management of IT services delivered to the University community. It also provides different services to offices/departments such as ID processing, hardware, software, and network trouble shooting.

Engineering and Facilities Coordinator provides clientele with physical plant and facilities that are adequate, pleasant, well-maintained and safe, in support and contribution to the attainment of the Philosophy, Vision and Mission of the University.

Canteen Supervisor is in-charge for the healthy and nutritious food preparation and services.

Sales and Marketing Officer serves as the face of the company by coordinating and producing all materials representing the University. It helps the University reach its prospective and existing students, other customers, investors, and/or the community, and it helps build its image.

Office of the Religious Affairs/Campus Ministry serves as a catalyst for human development and as a vanguard for transformation of the students through different spiritual programs. It aims to provide and enhance the Christian spirit of leadership, service, camaraderie and evangelization. It assists its members in their quest for spiritual nourishment through counseling, recollection, retreats, and the like.

University Supply Center Head provides books, uniforms and other school supplies as prescribed by the University.

Research Coordinator coordinates the research activities of the university, and sets the research thrusts and the directions of the University towards an intensive research-based program.

Office of International Student Affairs (OISA) is committed in promoting, developing, and enhancing collaborations with international partnerships and linkages to provide rich academic opportunities to students with valuable cross-cultural education here and abroad. It likewise provides support services to both incoming and outgoing exchange students to internationalize their studies. Students can start or continue part of their undergraduate or post graduate education in our local campuses or with international partners.

## ARTICLE I: GENERAL REGULATIONS

- Section 1: A student is officially accepted to the University of Perpetual Help System DALTA upon enrollment and is bound to all policies, rules and regulations as well as its practices.
- Section 2: It is the student's duty and obligation to know by heart and strictly observe the contents of the Student Handbook.
- Section 3: A student is expected to act as a true Perpetualite exhibiting the core values of the University.
- Section 4: A student who violates the rules and regulations of the University shall be subjected to disciplinary action.

## ARTICLE II: ADMISSION

- Section 1: Requirements for Admission

### 1.1 New Students

- 1.1.1. Original Copy of Report Card (Form 138) with Student's Reference Number (LRN)
- 1.1.2. Certificate of Good Moral Character issued by the Principal or Guidance Counselor of the previous school attended.
- 1.1.3 Recommendation Form from the Principal and Guidance Counselor/Class Adviser
- 1.1.4 Four copies of 2x2 pictures.
- 1.1.5 Philippine Statistics Authority (PSA) Certified True Copy of Birth Certificate
- 1.1.6 Permanent Record (Form 137)
- 1.1.7 Personal Interview
- 1.1.8 Entrance Examination

### *For Senior High School*

- 1.1.9 National Career Assessment Examination (NCAE) results \*
- 1.1.10 Qualified Voucher Recipient (QVR) or Education Service Contracting (ESC) Certificate \*  
*\*for Senior High School only*
- 1.1.11 For STEM strand, a final grade not lower than 85% in Math and Science and a percentile rank of 86 and above in the STEM sub-test in the Career Examination Results. (Dep Ed 55, s. 2016)
- 1.1.12 For Sports and Arts and Design Tracks, a percentile rank of 51 and above in the corresponding career sub-tests in the

## Career Examination Results. (Dep Ed 55, s. 2016)

Note: For Junior and Senior High School student-athletes of LP only, a letter of endorsement from the Sports Director.

### 1.2 Transferees

Junior High School and Senior High School

- 1.2.1 Certificate of Eligibility to Transfer
- 1.2.2 Original Report Card (Form 138) with Student's Reference Number (LRN)
- 1.2.3 Certificate of Good Moral Character
- 1.2.4 *Recommendation Form from the Principal and Guidance Counselor/Class Adviser*
- 1.2.4 *Verification of documents for student-athlete*
- 1.2.4 Philippine Statistics Authority (PSA) Certified True Copy of Birth Certificate
- 1.2.5 Four (4) copies of latest 2x2 pictures
- 1.2.6 Permanent Record (Form 137)
- 1.2.7 Entrance Examination
- 1.2.8 Personal Interview
- 1.2.9 Copy of NCAE Result (*for Senior High School only*)

### 1.3 Returnees

- 1.3.1 Original Report Card (Form 138) with Student's Reference Number (LRN)
- 1.3.2 Certificate of Good Moral Character
- 1.3.3 Form 137
- 1.3.4 Personal Interview

Student (Freshman, Transferee and Returnee), Parents/Guardians should submit signed waiver indicating their agreement to terms and conditions on student's performance.

In addition to the above, High School Department may impose additional specific requirements for admission.

- 1.4 The University reserves the right to refuse admission or re-admission to any student who files or whose parents file a case or a complaint against the University, its owners, officials, teacher and employees, in court or any administrative agency of the government. As a result hereof, scholarships, discounts given to a student shall be forfeited.
- 1.5 Foreign Students

## International Student Admission Guidelines

An international student applicant is a national of a country other than the Philippines holding a foreign passport and who has been issued a valid Student Visa or Special Study Permit or Permanent Residency Visa by the appropriate Philippine agency.

Foreign students are not allowed to transact business directly with the Department of Foreign Affairs, the Bureau of Immigration and the Department of Education on matters pertaining to their enrollment in the University. Transactions with any government agency must be coursed through the University's official International Student Affairs (ISA) Liaison Officer.

### 1.5.1 Admission

1.5.1.1 Valid Tourist Visa

1.5.1.2 Passed the UPHSD Admission Test

1.5.1.3 Met the IELTS/TOEIC or TOEFL English cut-off score

#### \*\*Requirements for Student Visa

- Joint letter request addressed to the Commission from the authorized representative of the petitioning school letter head with dry seal.
- Duly accomplished CGAF (CGAF-003-Rev 2) for Student Visa and Special Study Permit.
- Photocopy of passport pages bearing the bio-page latest admission with valid authorized stay at Bureau of Quarantine (BOQ) stamp
- Notice of Acceptance of the applicant bearing a clear impression of the school's official dry seal
- Endorsement addressed to the DepEd from the school for the conversion of the applicant's status signed by the School Principal.
- Certificate of Eligibility for Admission and placement from the Department of Education (DepEd)
- National Bureau of Investigation (NBI) Clearance, if application is filed six (6) months or more from the date of first arrival in the Philippines
- Letter of Request bearing the school's official dry seal
- Photocopy of BI school accreditation ID of the registrar or school representative

#### \*\*Requirements for Special Study Permit

- letter of request addressed to DepEd from the Principal of the

- petitioning school
- Duly accomplished CGAF (BI FORM CGAF-003-Rev 2). If the applicant is a minor, it shall be signed by the parent or the legal guardian
- Photocopy of passport bio-page and latest admission with valid authorized stay
- Certificate of Acceptance issued by the learning institution accredited by the Bureau of Immigration to accept foreign students, indicating the number of months (length of study) of the technical/vocational, special and/or primary or secondary level courses for applicants below 18 years of age
- Photocopy of BI school accreditation ID of the registrar or school representative
- \*\* Requirements for the issuance of Notice of Acceptance (NOA) by the University
  - Five (5) copies of the Student's Personal History Statement (PHS) duly signed by student, both in English and in foreign student's national alphabet accompanied by personal seal, if any, and containing, among others, left and right thumbprints and 2x2 inch photograph on plain white background taken not more than six (6) months prior to submission.
  - A notarized Affidavit of Support including bank statements or notarized notice of grant for institutional scholars to cover expenses for the student's accommodation and subsistence, as well as school fees and other incidental expenses.
  - Scholastic records duly authenticated by the Philippine Foreign Service Post located in the student applicant's country of origin or legal residence.
  - Photocopy of data page of the student's passport showing date and place of birth, and birth certificate or its equivalent duly authenticated by the Philippine Foreign Service Post
  - Original copy of the Certificate of Eligibility for Admission (CEA) issued by DepEd
  - Enrollment Form/ Receipt of Payment

### **ARTICLE III: ENROLLMENT PROCEDURE**

#### Section 1: New Students

##### 1.1 For Junior High School

- 1.1.1 Present the enrollment slip to the Enrollment Staff
- 1.1.2 Get the Student Control Number (SCN) and approval of enrollment.
- 1.1.3 Proceed to the assessment center then pay at the cashier's

office.

- 1.1.4 Present the official receipt to the Enrollment Staff for recording purposes.
- 1.1.5 Proceed to the photo room for I.D picture-taking/processing.
- 1.1.6 Proceed to the University Supply Center for books, uniform and other school supplies. Official Receipts of purchase shall be presented to the respective class advisers for verification purposes.

## 1.2 For Senior High School

- 1.2.1 Present admission slip to secure enrollment form/class schedule from the enrollment adviser.
- 1.2.2 Proceed to the Assessment Center then pay at the Cashier's Office and secure the official receipt and registration form.
- 1.2.3 Proceed to the photo room for I.D. picture-taking/processing.
- 1.2.4 Proceed to the University Supply Center for books, uniform and other school supplies. Official Receipts of purchase shall be presented to the respective class advisers for verification purposes.

N.B. A student shall only be considered officially enrolled and becomes a *bona fide* student of the University when he has submitted his complete credentials and has paid the tuition, miscellaneous, and other fees.

## Section 2: Old Students

### 2.1 Junior High School

- 2.1.1 Present the original report card to the Enrollment Staff.
- 2.1.2 Proceed to the Assessment Center then pay school fees at the cashier's office
- 2.1.3 Present the official receipt of payment to the Enrollment Staff for recording purposes.
- 2.1.4 Proceed to the UPHSD supply center for books, uniform and other school supplies.

### 2.2 For Senior High School

- 2.2.1 Present copy of grades of previous school year to enrollment adviser
- 2.2.2 Secure enrollment form from the enrollment adviser.
- 2.2.3 Pay at the cashier's office and secure the official receipt and registration form
- 2.2.4 Proceed to the University Supply Center for books, uniform and other school supplies. Official Receipts of purchase shall be presented to the respective class advisers for verification purposes.

### Section 3: Identification Card

The Student Identification Card is the official proof of being a student of the University.

It is required to enter the campus and participate in school activities. It must be worn at all times while in the campus and when attending official activities.

In case of loss, a student may secure a new I.D. Card. To apply for a new ID card, the student must:

- 4.1 Submit a request letter with a notarized affidavit of loss to the Principal/ Basic Education Director's Office.
- 4.2 Pay the appropriate fee at the cashier's office upon approval of the letter of request.
- 4.3 Proceed to the photo room for I.D. picture taking/processing.

For security reasons, the NO ID-NO ENTRY Policy shall be strictly enforced. Entry of visitors to the campus is limited to parents of currently enrolled students and visitors with legitimate business. All visitors are required to register and leave a valid ID with the guard.

## **ARTICLE IV: ACADEMIC PROGRAM**

### Section 1: Curriculum

For Junior High School

The UPHSD Junior High School Curriculum offers the Business Curriculum which includes business related learning areas such as: Basic Entrepreneurship, Personality Development, Management, Bookkeeping, Marketing, Basic Finance, Foreign Language, Micro Business Venture and Social Entrepreneurship and are designed to develop the entrepreneurial attitude and skills of the Perpetualite. The student is taught how to be economically self-reliant and independent to source out funds and to set and manage a micro/small scale business.

For Senior High School

The Senior High School Curriculum is in accordance with the guidelines given by the Department of Education (DepEd). The Senior High School student has a total of 31 learning areas: 15 Core Learning Areas, 16 Track

Learning Areas that include 7 Applied Learning Areas and 9 Specialized Learning Areas. To develop a feeling of Christian belongingness and of giving service to God and community, the Filipino Christian Living (FCL), the identity learning area of the University, has been added to the learning areas across all grade levels and colleges.

SHS Core Learning Areas include the eight (8) Learning Areas: Language, Humanities, Communication, Mathematics, Philosophy, Science, Social Science, P.E. and Health.

Applied Learning Areas include: English for Academic and Professional Purposes, Practical Research 1 and 2, Filipino sa Piling Larangan, Empowerment Technologies, Entrepreneurship and Inquiries, Investigations and Immersion.

The Specialized Learning Areas depend on the chosen strand of the students which are related or aligned to the students' field of work.

## Section 2. Grade and Grading System

### 2.1 For Junior High School

- 2.1.1 The grading system is in accordance with the guidelines of the Department of Education (Dep Ed Order 8, s. 2015) and the University.
- 2.1.2 There are four grading periods and student performance is graded every grading period.
- 2.1.3. The average grading system is used as prescribed by the Department of Education.
- 2.1.4 The passing grade for every learning area is 75%. A student who gets a mark of 74% and below fails the learning area. However, a student who fails in 3 or more learning areas is retained in the grade level.
- 2.1.5 A failing grade in conduct sanctioned by the Prefect of Discipline overrules the conduct grade given by the subject/ learning area teachers. In such case, a failing mark in conduct for the grading period will be indicated on the report card regardless of the individual grade of the subject/learning area teachers.
- 2.1.6 As a requirement for completion, the grade 10 students must complete the required number of hours for the Citizen

Advancement Training (CAT) or Aerospace Cadet Program (ACP).

2.2 For Senior High School

- 2.2.1. The grading system is in accordance with the guidelines of the Department of Education ( DepEd Order No. 8 s. 2015) and the University.
- 2.2.2. There are two grading periods for every semester and the student's performance is graded every grading period.
- 2.2.3. The average of the quarterly grades becomes the Semestral Final Grade.
- 2.2.4. The general average is computed by dividing the sum of all Semestral Final Grades by the number of learning areas.
- 2.2.5. The lowest grade is 70% while the highest grade is 100%.The student must get a final grade of at least 75% in all learning areas in a semester to proceed to the next semester.

Section 3. Promotion and Retention

3.1 For Junior High School

- 3.1.1. Promotion shall be by learning area. A student who fails in three (3) or more learning areas is retained in the grade level. However, a student who fails in less than three (3) learning areas may be promoted to the next level provided he enrolls and passes remedial/summer classes in the learning areas that he failed during the regular school year.
- 3.1.2. A student must maintain an eighty percent ( 80%) Academic and Conduct average at the end of the school year. Failure to maintain the required Academic and Conduct Average will place a student on Probationary Status, but may be allowed to re-enroll the following school year upon the approval of the Principal/Basic Education Director.
- 3.1.3 A student who is on Academic and Conduct Probation List in two (2) consecutive years will no longer be eligible for admission in the next curriculum year.

3.2 For Senior High School

- 3.2.1. The student must have a final grade of at least 75% in all learning areas in a semester for them to proceed to the next semester/grade level.

- 3.2.2 The student must pass remedial class/es for failed competencies in the learning area to be allowed to enroll in the next semester/grade level. Otherwise, the student must retake the learning area/s failed. Three failed marks would mean repetition of the level on the part of the student.
- 3.2.3 If the prerequisite in a learning area is not met, the student must pass the remedial classes for failed competencies in the learning area before being allowed to enroll in the higher-level learning area.
- 3.2.4 If there is a shifting of strand/track, the student is required to take the learning areas that are lacking for the new strand/track.
- 3.2.5 A Senior High School Diploma is issued to a student who passed all learning areas in Senior High School.

#### Section 4. Honors and Awards

For Junior High School

The Committee on Honors and Awards is composed of:

Chairman: Principal/Basic Education Director

Members:

- Assistant Principal
- Co-Curricular Coordinator
- Coordinator for Honors and Awards
- Learning Area Coordinator
- Class Advisers
- Subject Teachers
- Prefect of Discipline/Coordinator for Students' Welfare
- Grade Level Coordinators
- Guidance Counselor
- Records Officer/Registrar

For Senior High School

The Awards Committee (AC) is composed of :

Chairman: Principal/Basic Education Director

Members:

- Assistant Principal
- Academic Coordinators
- Co-Curricular Coordinator
- Learning Area Coordinators

Prefect of Discipline/Coordinator for Students' Welfare  
Grade Level Coordinators  
Guidance Counselor  
Records Officer/Registrar

- 4.1. A candidate for honors and awards must not have any record of violation of rules and regulations.
- 4.2. An honor student in all levels is awarded a merit card at the end of every grading period. A student who qualifies for honors at the end of the school year is awarded medal during the Recognition Day Program. Grade 10 and 12 students receive an award during the Completion/Graduation Rites respectively.
- 4.3. For a student to be considered a candidate for honors, he must have obtained an average grade of at least 90% per grading period/quarter and must not have a grade lower than 85% in any of the learning areas during the grading period/quarter of the assessment year.
- 4.4 For the Academic Excellence Award

Award/Distinction	General Average
With Highest Honors	98—100
With High Honors	95— 97
With Honors	90—94
- 4.5. For Special Awards
  - 4.5.1. Subject Proficiency Awards
  - 4.5.2. Leadership Award
  - 4.5.3. Learning Area Excellence Awards in Specific Disciplines
  - 4.5.4. Co-Curricular Awards
  - 4.5.5. Department Award
  - 4.5.6. Perfect Attendance Award
- 4.6. A Junior High School completer/ SHS graduate who has studied in the University of Perpetual Help System DALTA from Grade 1 to Grade 10/ Grade 1 to Grade 12 is eligible for the Loyalty Award.
- 4.7. The Department may give special awards as approved by a committee chaired by the President.
- 4.8. A student who excels in the regional and/or national level competitions in academics, leadership, and any of the co-curricular areas is awarded the Dr. Josefina Laperal Tamayo Award ( JLT ).

- 4.9. Any list of awardees is considered tentative and is subject to review and revision. The school reserves the right to withhold awards. In case of any discrepancy between school records and the list of awards, school records will prevail.

## Section 5. Periodic/Quarter Examinations

- 5.1 Periodic examinations are given every quarter.
- 5.2 For a student to take a quarterly examination, he must present an examination permit issued by the Business Office.
- 5.3 Any student caught cheating in any form gets an automatic zero (0) score in the examination for the learning area, and an automatic 72% Conduct grade for that grading period. He shall likewise be subjected to other disciplinary sanctions/penalties.
- 5.4 A special examination may be given to a student for a very valid reason as recommended by the Basic Education Director/Principal and approved by the School Director.

## Section 6. Remedial and Enrichment Classes

- 6.1 Remedial classes are offered during the second, third, and fourth grading periods to students who have difficulties/deficiencies in any learning area.
- 6.2 Enrichment classes are offered to students who desire to have either advance or reinforced learning in different learning areas. This is offered in the Junior High School within the school year.

## Section 7. Report Card/Copy of Grades

- 7.1 The report card (Form 138) or Copy of Grades is an index of the student's progress in school every grading period.

### For Junior High School

- 7.1.1 The report card (Form 138) is issued at the end of the school year while the Copy of Grades is released every grading period/quarter. This is released to parents/guardians during scheduled teacher-parent conferences.

### For Senior High School

- 7.1.2 The report card (Form 138) is issued at the end of the school year while the Copy of Grades is released at the end of the

semester. For every grading period/ quarter, the students can view their grades in the school automate.

7.2 Tampering of the report card/ Copy of Grades or forging of school official's, parent's or guardian's signature is considered a serious offense and will be meted with appropriate disciplinary sanction.

7.3 At the end of the school year, report cards (Form 138) are issued upon presentation of a duly accomplished clearance form.

## **ARTICLE V: THE STUDENT ORGANIZATIONS**

### **Section 1. General Objectives (JHS and SHS)**

A student organization must have the following noble and primary objectives:

- 1.1 To foster love of God, country and fellowmen;
- 1.2 To promote the goals of the University, especially leadership and citizenship training among the members;
- 1.3 To promote and enhance individual personality and the dignity of the students;
- 1.4 To develop and promote mutual understanding, cooperation, good will and harmonious relationship among students;
- 1.5 To promote scholarship and academic excellence among students;
- 1.6 To promote equality among students, free enterprise, responsible parenthood, dignity of labor, private ownership, service to God, country and people, academic freedom and democratic way of life;
- 1.7 To achieve goals and objectives aligned with the Philosophy, vision and mission of the University.

### **Section 2. Supervision (JHS and SHS)**

All student organizations are under the direct supervision of the Co- Curricular Coordinator.

### **Section 3: Accreditation (SHS only)**

To be entitled to privileges and protection, a student organization must have been granted accreditation by the University. Only those student organizations duly approved by the University are considered as accredited.

The requisites for accreditation of student organizations are:

#### **3.1 Newly Formed/Organized Group**

A letter of request for accreditation must be submitted to the Basic Education Director together with the following documents:

- 3.1.1 A copy of the proposed organization's constitution and by-laws promoting worthy and noble objectives that ensure wholesome and beneficial training for the members and that provides for the promotion of the goals of the University.
- 3.1.2 The list of the organization's incumbent officers, with their pictures, addresses, respective courses, year, and signatures.
- 3.1.3 The list of members with their respective courses, year, and signatures.
- 3.1.4 Certification from the Prefect of Discipline that members have no record of violation of University policies, rules and regulations.
- 3.1.5 A letter of acceptance of the teacher adviser / moderator chosen by the student organization.
- 3.1.6 A proposed plan of activities during the school year when the accreditation is applied for.

### 3.2 Organizations Seeking Re-Accreditation

A letter of request for re-accreditation must be submitted to the Basic Education Director.

- 3.2.1 A copy of the organization's Constitution and By-Laws together with the revisions and amendments, if any.
- 3.2.2 The list of the organization's incumbent officers with their pictures, addresses, contact number learning areas, track/strand, grade level and sections and signatures.
- 3.2.3 The list of members with their learning areas, track/strand, grade level and sections, and signatures.
- 3.2.4 An appointment paper is given to the teacher adviser/moderator .
- 3.2.5 Proposed plan of activities during the school year when the re-accreditation is applied for.
- 3.2.6 Financial and accomplishment reports.
- 3.2.7 Documentation of all activities

### Section 4: Accredited Student Organizations (SHS only)

- 4.1 A newly accredited student organization is on probationary status for one school year.
- 4.2 An organization on probation must abide by the rules, regulations and requirements governing student organizations

- 4.3 To qualify for full accreditation, the student organization must pass the final evaluation after the probationary period. Otherwise, its accreditation shall be revoked.

#### Section 5: Qualifications of Officers (SHS only)

Only bona fide Senior High School students of the University who fulfill the following requirements are eligible to become and remain officers of a student organization:

- 5.1 Must manifest interest to serve the club in any capacity.
- 5.2 Must serve the full term of his office except when he has to vacate his position as a result of a violation of any University rule or policy.

An officer can occupy only one major position in any of the following organizations:

Senior High School Student Supreme Council  
Senior High School Perpetualite  
Performing Arts Group

#### Section 6: Constitution and By-Laws (SHS only)

- 6.1 A student organization is guided by its constitution and by-laws.
- 6.2 Any amendment or revision to the constitution and by-laws must be made with prior consultation with the organization's adviser and endorsed by the Basic Education Director before it may be presented to the organization members for ratification.
- 6.3 The provisions in its Constitution and By-Laws shall be consistent with the rules and regulations of the University whether existing or future. In any instance of difference, the University rules and regulations shall prevail.

#### Section 7: Revocation (SHS only)

- 7.1 The accreditation of any student organization may be revoked if it is found to have violated its statement of purpose, its constitution and by-laws, or if it has failed to consistently comply with the policies contained in the Student Handbook and circulars of the Office of Basic Education Director and the Office of the School Director.
- 7.2 Before accreditation is revoked, an investigation shall be conducted and the Basic Education Director/Principal recommends to the School Director the appropriate action to be taken.
- 7.3 The decision of the School Director shall be final, executory and unappealable.

## Section 8: Student Organizations/Club (JHS and SHS)

A student is encouraged to join the various clubs of his interest and recognized student organizations of the Department. He chooses the club of his interest where he would like to become a member. To help a student develop and improve his leadership skills, trainings and seminars are held every school year.

### 8.1 Kinds of Student Organizations

#### 8.1.1 The Student Supreme Council (SSC)

8.1.1.1 The Student Supreme Council (SSC) is the highest governing student body of the University.

##### 8.1.1.1.1 The Junior Supreme Student Council (JR-SSC)

This is the highest governing student body of the Department. The Junior Student Council is tasked with the responsibility of ensuring teamwork between students and the administration and teacher.

##### 8.1.1.1.2 The Senior High School Supreme Student Council (SHS-SSC)

This is the highest governing student body of the Department. The Junior Student Council is tasked with the responsibility of ensuring teamwork between students and the administration and teacher.

8.1.1.2 Its officers are elected by all grade levels at the start of every school year but not later than the end of August in the following manner:

8.1.1.2.1 For Junior High School – All students from Grade 7 to Grade 10 shall elect the officers through casting of votes. The following are the officers for Junior High School LSC: President, Vice-President Internal, Vice-President External, Secretary, Treasurer, Auditor, Business Manager, Public Relations Officer (PRO), Peace Courtesy Officers (One Male and One Female), Grade Level Representatives.

8.1.1.2.2 For Senior High School– Elected strands/tracks representatives : President, Vice President and

Secretary shall elect the Senior High School LSC officers. The following are the officers for the Senior High School LSC: President, Vice-President Internal, Vice-President External, Secretary, Treasurer, Auditor, Business Manager, Public Relations Officer (PRO), Peace Courtesy Officers (One Male and One Female), Grade Level Representatives.

- 8.1.1.3 The term of office of the elected officers takes effect immediately after proclamation until their successors are duly elected.
- 8.1.1.4 The SSC trains students in leadership, fosters appreciation of self-government, encourages initiative and participation in the activities of the University, and promotes wholesome companionship.
- 8.1.1.5 A bona fide junior/senior high student of UPHSD is a member of this organization and pays the SSC fee.
- 8.1.1.6 The SSC is the head organization of all the Junior/Senior High School Student Councils.

#### 8.1.2 The Grade Level Council

This is an organization of all class officers in a grade level. The elected President of the grade level council is the automatic representative of the grade level of the Junior Supreme Student Council.

#### 8.1.3. Homeroom Class Organization (JHS and SHS)

This is an organization of the students of a particular section or class in a grade level.

#### 8.1.4 Student Publication

The Perpetualite for Las Piñas Campus, The Perpetualite for Molino Campus and The Scribe/Gazette for Calamba Campus are the official student publications of the University of Perpetual Help System DALTA. These are published quarterly/semestral with staff drawn from the UPHSD students themselves.

#### 8.1.5 The Performing Arts Group

The UPHSD Performing Arts Group (PAG) is the umbrella organization of all artistic activities in the fields of music, theater, and song and dance arts. It endeavors to instill appreciation of Filipino culture from the past to the present era among the Perpetualites. It also responds to the challenging and changing tones of Philippine music and theater.

Under the PAG are the following groups:

- 8.1.3.1 UPHSD Chorale
- 8.1.3.2 UPHSD Tanghalang Perpetual
- 8.1.3.3 UPHSD Rondalla Ensemble
- 8.1.3.4 UPHSD Showband
- 8.1.3.5 UPHSD Folk Dance Troupe

#### 8.1.6 The Junior/Senior Perpetualite

This is an organization of campus writers and enthusiasts who are responsible for writing news, and literary articles in the Junior/ Senior Perpetualite Tabloid. It aims to develop the students' creative writing abilities and trains them to manage and publish a paper.

### 8.2 Kinds of Student Clubs

#### 8.2.1. Artists Guild

This is a club of students who desire to develop their artistic talents and to explore the different forms of expressions.

#### 8.2.2. High School Choir

This is a club of young Perpetualites who have the desire to discover, develop and share their God-given talents in singing and music.

#### 8.2.3. Peer Facilitator's Group

This group serves as a support system to the guidance office which promotes assistance to fellow students .

#### 8.2.4. Book Lovers Club (JHS and SHS)

This is a club that promotes love for books and reading.

#### 8.2.5. Computer Society (JHS and SHS)

This is a club of computer enthusiasts that aims to encourage exploration and application of computer knowledge and skills.

#### 8.2.6. English Club (JHS and SHS)

This is a club of interest that aims to promote the use of the English language as a medium of communication and develop talents in oral and written forms of expression.

#### 8.2.7. Filipino Club

This is a club that promotes the use of the Filipino language, culture, and tradition in developing talents in oral and written activities.

#### 8.2.8. Math Club

This is a club of interest that aims to develop love and enjoyment of numbers and promote mathematical activities and competitions.

#### 8.2.9. Science Club

This is a club that pursues goals in promoting scientific activities, knowledge, and skills for better understanding of science and technology.

#### 8.2.10. Social Studies/Social Science Club

This club aims to develop interest and awareness in history and current events and a desire to participate in cause-oriented activities of the community.

#### 8.2.11. Young Perpetualites for Christ

The members of the Ladies and Knights of the Altar and the Legion of Mary belong to this club – organized to awaken and develop a feeling of Christian belongingness and of giving service to God and the community.

#### 8.2.12. Sports Club

This club organizes sports teams in basketball, volleyball, track and field, chess, tennis, badminton, soccer, and other sports to hone the skills of the students.

#### 8.2.13. Academic Achiever Helpers Club

This club extends academic help or assistance through individual/peer mentoring to reflective students.

#### 8.2.14. Business High Society

This is a club of students who desire to develop and translate entrepreneurial theories and knowledge in the actual management and operation of a small business enterprise.

#### 8.2.15. Drum and Lyre Corps

This is a select group of young musicians who are talented and skilled in the use of the drum and the lyre. Membership is open to students in the lower levels.

#### 8.2.16. Future Homemakers Club

This is a club for students with interest and love for the homemaking arts like cooking, sewing, horticulture, carpentry, and the like.

#### 8.2.17. Scouting

This is a group that aims to develop and inculcate among the members the spirit of service and brotherhood. It helps the members acquire and manifest the values and skills in preserving human dignity.

#### 8.2.18. The Junior Varsity Teams

Junior varsity are organized sports teams in basketball, volleyball, track and field, chess, tennis, badminton, and other sports representing the school in regional/national/competitions/ international tournaments. Any student who is interested to try out for any of these events applies directly to the coaches concerned for endorsement to the Sports Director.

### Section 9. Policy on Hazing

The University does not countenance nor allow any form of hazing and/or initiation conducted by any fraternity, sorority, association, organization, or in whatever name it is called or form it is denominated, where such hazing and/or initiation can actually, or is perceived to, cause any form and any gravity of harm, injury, damage or torture to the physical, emotional or psychological being of a student and/or any person.

This enjoinder includes having a student be placed in some embarrassing or humiliating situations such as forcing him to do menial, silly, foolish and other similar tasks or activities or otherwise subjecting him to physical or psychological suffering or injury.

## **ARTICLE VI: ATTENDANCE AND PUNCTUALITY**

### Section 1: Attendance in Classes

A student is expected to attend classes regularly and punctually. However, an absence due to a valid reason, like sickness or death in the family, may be basis for the teacher, upon approval of the Basic Education Director/Principal/Prefect of Discipline, to excuse student from classes.

### Section 2: Tardiness

A student is considered tardy if he comes to class five (5) minutes after the start of a one (1) hour class period, or ten (10) minutes after the start of a one and a half (1 1/2) or more hours class period. Three (3) consecutive counts of tardiness is equivalent to one (1) absence.

### Section 3: Absences

Following the ruling of the Department of Education, a student who incurs twenty percent (20%) per year or ten percent (10%) per semester absences of the prescribed number of school days shall be considered as dropped.

#### 3.1 Absences Due to Just and Reasonable Grounds

The University may excuse the absences of a student based on just and reasonable ground, provided proof of such ground is presented. Absences due to illness require the corresponding medical certificate issued by the University physician or by any other licensed medical practitioner and validated by the University physician.

#### 3.2 Excused Absences

Excused absences are for the time missed only. All work covered by the class during the absence of a student shall be made up within a week.

### Section 4: Managing Absences and Tardiness

A student who incurs three consecutive absences without notice is reported by the teacher member/teacher or Class Adviser to the Grade Level

Coordinator/Prefect of Discipline for proper action.

## Section 5: Re-admission Slip

After three consecutive absences from class, a student must secure a re-admission slip from the Grade Level Coordinator/Prefect of Discipline to be presented to all teacher members/teachers of the student. For more than three days of absence, the student seeks re-admission from the Principal/Basic Education Director.

### 5.1 Procedures

- 5.1.1 Present to the Grade Level Coordinator/Prefect of Discipline a letter duly noted by his parent or guardian stating the reason for the absence.
- 5.1.2 The re-admission slip is presented to the teachers of the classes the student has missed.
- 5.1.3 The student submits the re-admission slip to the class adviser for safekeeping in the 201 file of the student.

## **ARTICLE VII: STUDENT PERFORMANCE**

Student performance pertains to the measure of academic achievement of a student in a given semester.

### Section 1: Evaluation Tools

Evaluation tools are used by the teacher of the University to measure the levels of learning of the students.

### Section 2: Kinds of Major Examinations

2.1 The Major Examinations given during the school year are:

For Junior High School

- 2.1.1 First Quarter Exam
- 2.1.2 Second Quarter Exam
- 2.1.3 Third Quarter Exam
- 2.1.4 Fourth Quarter Exam

For Senior High School

The Major Examinations given during the semesters (1st and 2nd) are:

- 2.1.5 First Quarter Exam
- 2.1.6 Second Quarter Exam
- 2.1.7 Third Quarter Exam
- 2.1.8 Fourth Quarter Exam

### Section 3: Schedule of Major Examinations

The schedule of Major Examinations is announced by the Basic Education Director/Principal. These examinations should be taken by students only on the scheduled dates. A change in the schedule is subjected to the approval of the Basic Education Director/Principal.

### Section 4: Examination Permit

A student needs to present an examination permit from the Accounting Office to take major examinations.

### Section 5: Special Examinations

#### 5.1 Policies

- 5.1.1 The University gives a special examination only in meritorious cases.
- 5.1.2 A special examination can be given only within ten (10) school days after the last day of the scheduled examinations

#### 5.2 Procedure

- 5.2.1 Submit a letter to the JHS/SHS Office indicating the reason why the student is unable to take the test on its original schedule for approval of the Basic Education Director/Principal.
- 5.2.2 In case of illness, attach a medical certificate.
- 5.2.3 In case of death of an immediate family member, attach a photocopy of the death certificate.
- 5.2.4 Upon approval, present the letter to the JHS/SHS Office for the schedule of the special examination.
- 5.2.5 Take the special examination on the scheduled date and at the assigned room approved by the Basic Education Director/Principal.

### Section 6: Failure to Take the Examination

If a student fails to take the regular or the special examination on the scheduled date, the grade for that examination in that particular learning area will automatically be 65% or failed.

## Section 7: Changing of Encoded Grades

7.1 Changing of encoded grades is a process whereby the encoded grades endorsed with finality by the teacher to the Records/Registrar's Office are considered for revision because of a valid reason/s.

### 7.2 Guidelines

7.2.1 The University exerts all efforts to ensure the integrity of the grades of the students.

7.2.2 Any revision should have the prior approval of the Change of Grade Committee (CGC).

7.2.3 Only the teacher member concerned can change the grades in the computer system.

7.2.4 Concerned teacher member can post grades only if there's a Change of Grade Form duly approved by the CGC.

Note: Change of Grade Committee

Chair : Basic Education Director/Principal

Co-Chair: Registrar/Records Officer

Members:

1. Academic Coordinator

2. Learning Area Coordinator

3. Teacher Member concerned

### 7.3 Procedure

7.3.1 The concerned teacher member shall fill out the Change of Grade Form to be endorsed by the Basic Education Director/Principal, then approved by the School Director.

7.3.2 After the approval by the School Director, the Change of Grade Form is endorsed to the Office of the Registrar/Records Officer by the concerned teacher member.

7.3.3 After the changing of the encoded grades, the Office of the Registrar/Records Officer will print a copy of the new encoded grade and provide a copy to the teacher member.

## **ARTICLE VIII: MANAGEMENT OF LEARNING AREAS**

### Section 1: Sequence of Learning Areas

The sequencing of learning areas provides the student with the logical progression of learning experiences. The learning areas are systematically arranged from simple to complex so that the objectives of the study

program may be attained in the most beneficial and fruitful way. Therefore, a student should follow the given sequence of learning areas when enrolling.

## Section 2: Prerequisites

A pre-requisite learning area is necessary for the proficient understanding of a learning area. Therefore, a student is required to satisfactorily pass the prerequisite learning area before he is allowed to enroll in the learning area. Violation of this rule on prerequisites will not entitle the student to any credit in the learning area he has taken.

## Section 3: Co-Requisite

Co-requisites are learning areas which are taken simultaneously within the prescribed semester/ school year.

## Section 4: Advanced Learning Areas (for Senior High School only)

Irregular students who are on underload status may be permitted to take advanced learning areas provided the provision in Section 2 on Prerequisites is complied. No student will be allowed to enroll in any advanced learning area unless all the learning areas scheduled for the lower years have been taken and passed.

## Section 5: Failed Learning Areas

As a general rule, a student who fails in any of the learning areas shall repeat it immediately before enrolling for the next semester/school year.

## Section 6: Laboratory and Lecture

A student enrolled in a learning area with laboratory and lecture component is required to pass both in a given semester/ school year.

## Section 7: Pull-Outs

"Pull-Outs" refer to enrollees who decide to withdraw their credentials a day or two after the registration period because of some justifiable reasons.

## Section 8: Officially Dropped

Requisites for Consideration for "Officially Dropped" Status

8.1 To be considered "Officially Dropped", dropping forms should be filed and approved before any Quarterly Assessment.

- 8.2 A student may "drop" or discontinue attendance in class due to justifiable reasons such as illness or accident.
- 8.3 A student who drops or withdraws after two weeks of classes whether or not he has actually attended classes is charged the full amount of the total fees for that semester/school year.
- 8.4 Procedure:
  - 8.4.1 Submit a letter signed by the parent/guardian to the Principal/Basic Education Director.
  - 8.4.2 Upon endorsement of the Principal/Basic Education Director and approval of the Registrar, submit copy to the Registrar's Office.
  - 8.4.3 Settle all accounts at the Accounting Office.
  - 8.4.4 Accomplish the exit clearance.

## **ARTICLE IX: MANAGEMENT AND MONITORING OF STUDENT'S MOVEMENT**

For Senior High School

### Section 1. Shifting to Another Track and Strand

A student may shift to another track and strand provided he meets the required learning area/s of the track and strand he is shifting to.

A student who is a voucher recipient may shift to another track and strand provided he meets the following conditions:

- 1.1 After the 1st Semester of Grade 11 ( within the same school)
- 1.2 After Grade 11 (whether in the same school or to another school )

#### 1.3 Procedure:

- 1.3.1 Secure and fill out the form for change of program from the Registrar's Office
- 1.3.2 Obtain signature of parent.
- 1.3.3 Seek the approval of Basic Education Director/Principal, Guidance and Registrar.
- 1.3.4 Submit the approved shifting form to the Registrar's Office.
- 1.3.5 Present the approved shifting form to the Prefect of Discipline/ Grade Level Coordinator.

### Section 2. Transfer to Another School

In exceptional cases, a UPHSD student may transfer to another school.

## 2.1 Procedure

2.1.1 Accomplish clearance form.

2.1.2 Secure transfer credentials from the Registrar's office.

*NOTE: Voucher Program Beneficiaries (VPBs) are not allowed to transfer to another Senior High School within the Semester (DepEd Order No.70, s.2016)*

## Section 3. Selective Retention Policy

Consistent with its commitment to excellence, the University adopts a selective retention policy .

Based on scholastic achievement and/or behavioral status, a student may be subjected to the following:

### 3.1 Probation for Incoming New Student and Transferee

As part of the admission procedures, an incoming new student or transferee with behavioral and/or academic deficiency is placed under probation for one (1) year for Junior High School or two (2) semesters for Senior High School.

#### 3.1.1 Categories of Probationary Status of New Student

##### 3.1.1.1 Academic Probation

A new student who has low grades or who has failing marks from his previous school is automatically placed under Academic Probation.

Any Junior High School student who at the end of the school year received a grade below 75 in any subject in a given school year is placed on probation for the succeeding year .

Any Senior High School student who at the end of the semester received a grade below 75 in any subject in a given semester should complete the requirements of a given subject before proceeding to the next semester and is placed under probation.

##### 3.1.1.2 Conduct Probation

A new student with unsatisfactory behavior or conduct grade in his previous school is placed under Conduct Probation.

### 3.1.1.3 Very Strict Probation

A new student is placed under Strict Probation when:

- 3.1.1.3.1 he has unsatisfactory behavior or conduct.
- 3.1.1.3.2 he has low grades or failing marks from his previous school.
- 3.1.1.3.3 he is a transferee who has been in more than two schools.

Note : Students on probation status are required to attend the intervention program.

## 3.2 Warning

Any student who fails in any subject during the quarter shall be warned by the adviser/ subject teacher for the student to improve his academic standing. A conference with the parent is conducted.

## 3.3 Probation for Old Students

An old student may also be subject to probation depending on his performance in a given school year for Junior High School and semester for Senior High School.

## **ARTICLE X: STUDENT FEES**

The University charges fees approved by the Department of Education. Any change in the fees is done after a dialogue of the School Director, the Basic Education Director/Principal, the Chief Finance Officer with the different representatives of the UPHSD community, such as from the Parents Teacher Association Board (PTAB) , students and the teacher.

The tuition and other fees shall be subject to change in accordance with the guidelines set by the Department of Education.

### Section 1 : Tuition Fees

This is the charge or payment for the formal instruction given by the University.

### Section 2: Miscellaneous Fees

These are the charges or payments paid to the University such as the library fee, medical/dental fee, athletic fee, laboratory fee and other fees collected for a particular purpose.

### Section 3: Billing Rules

#### 3.1 Type of Payment

##### 3.1.1 Cash

##### 3.1.2 Check

##### 3.1.3 Credit Card with VISA or Mastercard logo

3.1.3.1 Present credit card to the cashier and wait for bank approval.

3.1.3.2 Cardholder needs to sign credit card confirmation slip.

3.1.3.3. Cashier will issue Official Receipt after cardholder has signed the confirmation slip.

##### 3.1.4 Debit Card/ATM Card of Expressnet, Bancnet and Megalink

3.1.4.1 Present debit card and ATM card to the cashier.

3.1.4.2 Enter PIN and wait for bank approval.

3.1.4.3 Cashier will issue Official Receipt after bank approval.

##### 3.1.5 Over-the Counter Payment through Accredited Banks

3.1.5.1 Deposit to the nearest BPI, Metrobank or University Savings Bank.

3.1.5.2 Indicate the name of the school and its account number on the deposit slip.

3.1.5.3 Present the validated deposit slip to the school cashier for issuance of Official Receipt and examination permit.

#### 3.2 Mode of Payment

3.2.1 Cash is a full payment upon enrolment.

3.2.2 Installment is a payment made monthly for Senior High School.

3.2.3 Installment is a payment made monthly or quarterly for Junior High School.

#### 3.3 Rules of Refunds

3.3.1 The entire amount paid shall not be refundable if a student officially drops two weeks after official classes began whether

the student has actually attended classes or not.

3.3.2 The entire amount of the required first installment shall not be refundable if a student officially drops two weeks after official classes began whether the student has actually attended classes or not.

3.3.3 Ten (10%) percent of the total assessed fees shall not be refundable when a student officially drops within first week of classes began whether the student has actually attended classes or not.

3.3.4 Twenty (20%) percent of the total assessed fees shall not be refundable when a student officially drops within second week of classes began whether the student has actually attended classes or not.

3.3.5 Pull-out credential is charged ten (10%) percent service fee based on the required 25% initial down payment whichever is higher.

3.3.6 Refund shall be made in check to the parent/guardian.

### 3.4 Policies on Student Tuition Fee Payment

3.4.1 A student is not considered officially enrolled and a bonafide student of the University unless he has submitted the complete credentials and has paid fully the tuition, miscellaneous and other fees.

3.4.2 Being officially enrolled is a prerequisite for admitting a student in class be it laboratory, lecture, or its equivalent activities.

3.4.3 A student is admitted only in class by the teacher if the prescribed student's tuition and miscellaneous fees have been paid. The student presents the registration form and the receipt of payment to the teachers/class advisers.

### 3.5 Authority to Receive Payments

3.5.1 Tuition, Miscellaneous and other fees should be paid to authorized personnel only at the Cashier's Office during office hours.

3.5.2 All payments are made to the University Cashier only at the Cashier's Office. Payments made to any unauthorized person shall not be recognized by the University and the latter shall not be liable thereto whatsoever.

3.5.3 A student is advised to keep all official receipts of payment for record purposes.

### 3.6 Unpaid Balance/s

#### 3.6.1 For Junior High School

3.6.1.1 The University reserves the right to deny the student to take the Quarterly examinations if the concerned student has an outstanding unpaid balance in the previous quarter.

3.6.1.2 Likewise, the University reserves the right to refuse admission or re-admission to any student who has an outstanding unpaid balance.

#### 3.6.2 For Senior High School

3.6.2.1 The University reserves the right to deny the student to take the Unit and/or Quarterly examinations if the concerned student has an outstanding unpaid balance in the previous month/quarter.

3.6.2.2 Likewise, the University reserves the right to refuse admission or re- admission to any student who has an outstanding unpaid balance.

## **ARTICLE XI: STUDENT BENEFITS**

### Section 1. Special Discount Benefits

#### 1.1 Cash Payments

A five (5%) percent discount on tuition fee (only) is given to Junior and Senior student with full payments.

1.2 A student is allowed to avail of one special discount.

2.5%	for 2 siblings which is applied to the sibling with the lower tuition fee
2.5%	for 3 siblings which is applied to each
5 %	for 4 siblings which is applied to each
50%	for 5 or more siblings which is applied only to the sibling with the lowest tuition fee

## Section 2. Scholarship

Scholarship is not a right but a privilege given to deserving and qualified students. It is based on the beneficence of the University and upon the scholastic and economic conditions of the beneficiary. It is given on a yearly or semester to semester basis and may be discontinued and/or modified depending on the discretion and ability of the University to sustain such scholarship grant.

### 2.1 Policies

- 2.1.1 The main purpose of scholarship is to help the less fortunate but deserving students.
- 2.1.2 A scholarship grant offered by the University is non-transferable.
- 2.1.3 A student can enjoy only *one* scholarship in any school year.
- 2.1.4 The financial privilege from any scholarship grant is on tuition fees only unless otherwise specifically stipulated.
- 2.1.5 A scholarship on tuition fee covers only the regular load of the student for a given school year.
- 2.1.6 A scholarship grant is not applicable during summer classes.
- 2.1.7 To continue enjoying the scholarship, the student must:
  - 2.1.7.1 carry a regular load during the term of his enrolment preceding the grant of scholarship;
  - 2.1.7.2 maintain the required weighted average of at least 90%;
  - 2.1.7.3 obtain no grade below 85% in any learning area and;
  - 2.1.7.4 have not committed any major offense or infraction of law or any pertinent rule or regulation of the University or of the government.

### 2.2 Kinds and Limits of Scholarship

Scholarship programs of different kinds, types and/or limits are available to deserving and qualified students of the University. These include:

#### 2.2.1 Entrance

##### 2.2.1.1 Full Entrance Scholarship

For Junior High School:

Full Entrance Scholarship with a 100% discount on Tuition Fee only is granted to a grade 7 student who graduated with highest honor from a class of not less than forty (40) students upon presentation of a certificate with a school seal indicating the total number of graduates and duly signed by the Principal. This should be presented by the enrollee to the Principal for evaluation and recommendation. The validity period is for one year only.

Half Scholarship of 50% on tuition fees school year only is given to a Senior High School with High Honors from strands/tracks with a class not less than 40 students.

For Senior High School:

Full Entrance Scholarship with a 100% discount on Tuition Fee only is granted to a grade10 student who moved up with highest honor from a

class of not less than forty (40) students upon presentation of a certificate with a school seal indicating the total number of graduates and duly signed by the Principal. This should be presented by the enrollee to the Principal for evaluation and recommendation. The validity period is for one school year only.

Half Scholarship of 50% on tuition fees school year only is given to a Senior High School with High Honors from strands/tracks with a class not less than 40 students.

### 2.2.1.2 Academic Scholarship

CRITERIA	WEIGHT	
	Advisers	Peers
1. Motivational Skills (40%) A. Communicates effectively B. Shows initiative and responsibility C. Engages group and/or club mates to participate actively D. Establishes collaborative relationships E. Resolves conflicts	24%	16%
2. Planning and Organizational Skills A. Plans and designs relevant activities for the class, club and/or school B. Implements planned activities effectively and efficiently C. Monitors implementation of plans and tasks D. Manages and/or uses resources wisely	24%	16%
3. Contribution to the School and/or community Renders service and/or implements activities relevant to the school population and/or community.	12%	8%
Total	60%	40%

### For Junior High School

In recognition of excellence in academics achieved by a student, the University grants a 100% discount on tuition fee only to the top 1 student for the three levels, 50% discount on tuition fee only to the top 2 student for the three levels, 25% discount on tuition fee only to the top 3 student for the three levels (Grades 8-10).

### For Senior High School

In recognition of excellence in academics achieved by a student, the University grants a 100%, 50%, and 25% discount on tuition fee to the incoming Grade 12 Rank 1, Rank 2 , and Rank 3 students, among all academic awardees, respectively.

#### 2.2.1.3 Athletic Scholarship for Junior and Senior High School

This is a scholarship grant given to varsity players and athletes of the national/regional/provincial athletic associations. The percentage discount is recommended by the Coach and deliberated upon by the Committee, endorsed by the Basic Education Director/Principal and approved by the President.

A student who qualifies for the Junior Varsity Teams may be granted a Full or Half, or Partial Scholarship. This scholarship grant considers behavior, tenure, grades, and game performance of the athlete.

#### 2.2.1.4 Presidential Scholarship Grant

This is granted by the President of the University to a socially marginalized but deserving student.

- 2.2.2. Academic scholarships are provided for those who may qualify in the Honors' List for Senior High School.

### CRITERIA FOR QUALIFICATION

2.2.2.1 The nominee must be a regular student of the University with a total subjects required by a curriculum for that particular semester applied for.

2.2.2.2 The nominee's average grade is 95% and above with no grade lower than 90% in the previous semester.

2.2.2.3 The nominee must not have committed an offense or infraction in

violation of law or any pertinent existing rule or regulation of the University or of the government.

- 2.2.2.4 The nominee must be recommended officially by his Principal and endorsed to the Scholarship Committee.

Note: Scholarship Committee

Chair: BED Director/Principal  
Members: Prefect of Discipline, Coordinators,  
Academic/Learning Areas/Grade Level

- 2.2.2.5 No discounts are enjoyed during summer.

- 2.2.2.6 The giving of the award with academic distinction is given to:

Junior High School:  
Grade 7 to 10 students at the end of the School Year.  
Senior High School:  
Grades 11 and 12 at the end of the School Year.

### 2.3 Filing and Processing for Senior High School

- 2.3.1 The student applies for the Honor's List scholarship to the Principal.
- 2.3.2 The Principal submits to the Scholarship Committee (SC) the list of the candidates for scholarship.
- 2.3.3 The SC screens the lists.
- 2.3.4 The SC recommends the list to the President for approval.
- 2.3.5 The President's Office returns the approved list to the SC.
- 2.3.6 The SC announces the recipients of the scholarship.
- 2.3.7 The Accounting Office implements the scholarship discounts for the next semester.

- 2.4 A scholar in whatever category who posts a comment/complaint in media, whether print media, mass media, social media against the University or administration shall lose his scholarship privilege after due process if found guilty.

### Section 3: Student Medical Care Assistance

This is a healthcare and accident plan made available to each student at a

minimal fee. It covers injuries suffered by the student in school and during school sanctioned activities, physical and dental check-ups and a personal accident assistance which provides student protection in and out of the school premises during the school year subject to the terms and conditions.

## **ARTICLE XII: MOVING UP, GRADUATION AND COMMENCEMENT RITES**

### Section 1: Academic Requirements

For Junior High School

For Moving Up, a Grade 10 student must complete all the academic requirements prescribed by the DepEd, the required number of hours for the Aerospace Cadets of the Philippines/Citizenship Advancement Training (CAT), and the zero deficiency requirement of the University.

For Senior High School

A student is recommended by the Principal for graduation after passing all subjects in the curriculum and complying with all the requirements prescribed in the curriculum of the strand/track and of the University.

### Section 2: Other Requirements

A candidate for moving up and/or graduation must have settled all financial obligations and participated in institutional required activities such as but not limited to:

- 2.1 field trips
- 2.2 recollections and retreats
- 2.3 community outreach activities

No student is allowed to join the moving up and/or commencement exercises or participate in any graduation related activity unless all financial obligations are fully settled regardless of whether a student has:

- a photo taken for moving up/graduation
- sash or rented toga
- been informed as recipient of academic and co-curricular awards
- attended Thanksgiving Mass
- attended other graduation related activities.

A student is allowed to march in moving up and/or commencement exercises or to participate in graduation related activities such as, but not limited to

practice, rehearsals, or thanksgiving masses when all academic and other requirements are satisfactorily met.

The Moving Up and/or Commencement Exercises Program which contains the list of candidates for moving up and/or graduation is not an official Department of Education document. Due to time constraints, this Program is printed before the final list of completers and/or graduates can be determined. The inadvertent exclusion of the name of a student is not indicative of the official status of a non-graduate. Likewise, the inclusion of the name of a student does not serve as certification of the official status as completer and/or graduate of this University. Completion of requirements is the main criterion for moving up and/or graduation.

The University has the right to withdraw, withhold, or revoke any grant of diploma, certificate, or award if and when the diploma, certificate, or award is found or discovered to have been based on misrepresentation of facts, fraudulence or error.

### **ARTICLE XIII: ISSUANCE OF DIPLOMA, CERTIFICATES AND TRANSFER CREDENTIALS**

#### **Section 1: Clearance Requirement and Releasing of School Records**

The diploma or certificate of completion, and Form 137, Form 138 and Certificate of Good Moral Character are issued to the graduate/ completer upon presentation of duly accomplished clearance. Failure to settle financial and property obligations to the University will mean non-issuance of transfer credentials and other school records.

The Records/Registrar's Office releases documents subject to student's compliance with the prescribed clearance procedure.

#### **Section 2: Records**

- 2.1 Request for any school record (Form 137, Form 138, Certificate of Good Moral Character) should be made in writing by the records owner and submitted to the Basic Education Director/Principal for approval. If the requestor is other than the records owner, the requestor should submit a notarized Special Power of Attorney.
- 2.2 Processing and releasing of records requested are done within a reasonable time.
- 2.3 The records for transfer purposes shall be mailed directly to the requesting school where the student concerned transferred.
- 2.4 Copies of the original records may be secured upon request and payment of corresponding fees, with some documentary requirements

contained above with the attached copy of valid government – issued identification card.

#### 2.4.1 Procedure

2.4.1.1 Apply for records at the Records/Registrar's Office.

2.4.1.2 Go through clearance procedures.

2.4.1.3 Claim the records on the scheduled date.

This policy may be amended from time to time in order to fully conform with the Data Privacy Act of 2012, its Implementing Rules and Regulations and any other related issuances that the Government may issue.

### **ARTICLE XIV: AWARDS FOR GRADE 10 COMPLETERS/GRADE 12 GRADUATING STUDENTS**

Awards are given to deserving completer/graduating students who meet the criteria of a particular award and have not been found guilty of committing any infraction of school rules and regulations.

The awards are:

(1) Academic	(4) Department
(2) Proficiency	(5) Perfect Attendance
(3) Leadership	(6) Loyalty

#### Section 1: Academic Excellence Awards

At the end of the school year, the academic excellence award is given to Grade 10 completers/ Grade 12 graduates who have attained a general average of at least 90% and a final grade of not lower than 85% in all learning areas, all conduct and co-curricular grades.

##### For the Academic Excellence Award

Award/Distinction	General Average
With Highest Honors	98—100
With High Honors	95— 97
With Honors	90—94

#### Section 2: Proficiency Awards

##### For Senior High School Only

Proficiency Awards are given to Grade 12 graduates who have exhibited exemplary skills and achievements in specific disciplines. These disciplines are Athletics, Arts, Communication Arts, Mathematics and Science, Social

Sciences, and Technical-Vocational and Livelihood (Tech-Voc). These awards also value the student's achievement in a specific discipline that has contributed to the school and/or community.

There may be more than one category of awards under the following disciplines:

- 2.1 Athletics
- 2.2 Arts
- 2.3 Communication Arts
- 2.4 Mathematics
- 2.5 Science
- 2.6 Social Sciences
- 2.7 Technical-Vocational and Livelihood ( Tech-Voc)
- 2.8 Filipino Christian Living (FCL)
- 2.9 Work Immersion
- 2.10 Research or Innovation
- 2.11 Club or Organization Achievement

For Junior High School Only

- 2.12 Business High (Computer Education, FCL, Basic Entrepreneurship, Personality Development, Bookkeeping, Management, Basic Finance, Marketing, Foreign Language, Micro Business Venture, Social Entrepreneurship and Best Saver)

The Proficiency Awards are given during Recognition rites.

### Section 3: Leadership Awards

The Leadership Award is given to students for outstanding achievements in co-curricular, extra-curricular, sports and athletics. To qualify for this award, a student must meet the following:

- 3.1 Has complied with the qualifications for student organization officers under Article 5 Section 5 of this Handbook.
- 3.2 Has been in residence in UPHSD for at least two (2) years for Junior High School and one (1) year for Senior High School prior to completion/graduation.
- 3.3 To qualify for this award, a student must:
  - 3.3.1 have no failing grades in any of the learning areas
  - 3.3.2 have not committed any offense punishable by suspension or higher sanction according to the UPHSD Student's Handbook and child protection policies in the current school year.
  - 3.3.3 be a class officer or an active member/officer of any

recognized school club, team, or organization.

#### Section 4: Department Award

This is given to a student in a section with the highest grade in Conduct.

At the end of the school year, the department award is given to Grade 10 completers/Grade 12 graduates who have attained an average conduct grade of at least 90% and a final conduct grade of not lower than 88% in any learning area.

#### Section 5: Perfect Attendance and Punctuality

At the end of the school year, the Perfect Attendance and Punctuality award is given to Grade 10 completers/Grade 12 graduates who have no recorded absences, tardiness and cutting classes .

The students are not marked absent if they represent the school in any school related activities

#### Section 6: Loyalty award

Loyalty award is given to students who studied in UPHSD from Kinder until Grade 10/Grade 12 graduates.

Note: The Department, Perfect Attendance and Punctuality award is given during the Recognition Rites and Loyalty award is given during the Moving Up/Graduation Ceremony.

## ARTICLE XV: CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

### Section 1: Co-Curricular Activities

- 1.1 Co-curricular activities are those which are done outside of classroom work and are meant to complement, not to interfere with studies.
- 1.2 Students are encouraged to participate in one or more of these activities to the extent that their scholastic standing will allow.
- 1.3 The University reserves the right to exclude any student from participation in co-curricular activities should these interfere with his studies.

### Section 2: Extra-Curricular Activities

Extra-curricular activities are meant to supplement classroom and co-curricular instruction.

### Section 3: Role of Co-Curricular and Extra-Curricular Activities

Both co-curricular and extra-curricular activities are important aspects of school life which are designed to develop socio-cultural leadership among the students and prepare them to assume more meaningful roles in society. All co-curricular and extra-curricular activities are subjected to the approval of the school authorities concerned.

### Section 4: Rules and Regulations on Co-Curricular and Extra-Curricular Activities

- 4.1 Co-curricular activities enhance students' performance in their academic learning areas.
- 4.2 Co-curricular activities include field trips, seminars, symposia, athletic activities other than sports fests, cultural presentations, and other activities aimed to enrich and support curricular offerings.
- 4.3 A one-week moratorium on all co-curricular activities before quarterly/periodic examinations for Junior and Senior High School and two (2) weeks before final examination of every semester for Senior High School only are imposed.
- 4.4 All request letters for co-curricular and extra-curricular activities must be supported by a Concept Paper, endorsed by the Basic Education Director/ Principal to the School Director for approval at least three (3) weeks before the activity.
- 4.5 The Concept Paper should contain the following information:
  - 4.5.1 Title/theme of the activity
  - 4.5.2 Time, date, and venue of the activity
  - 4.5.3 Statement of objectives

- 4.5.4 Speaker/s, guest/s, judge/s, adviser/s, etc.
  - 4.5.5 Budget, specifying:
    - 4.5.5.1 Source of funding
      - Collection of fees, if any, should be supported by a signed resolution by the officers of the concerned student council
    - 4.5.5.2 Gross income
    - 4.5.5.3 Estimated expenses
    - 4.5.5.4 Net income
    - 4.5.5.5 Mark-up (if any)
    - 4.5.5.6 Beneficiary of proceeds
  - 4.5.6 Steering/Working Committees
  - 4.5.7 Itinerary (If applicable)
  - 4.5.8 Other pertinent details
- 
- 4.6 A request form for the use of the venue (available from the venue manager) shall be attached to the request letter so that both the form for the use of the facilities and the request letter could be processed simultaneously.
  - 4.7 Parents' consent (waivers) for off-campus activities should be submitted by students involved through their advisers/moderators to the concerned academic head immediately after approval of activity.
  - 4.8 Violation of the rule on Concept Paper may lead to the suspension of other co-curricular activities of the organization for the rest of the semester/school year. The University reserves the right to impose the appropriate sanction.
  - 4.9 A copy of the audited financial report on a fund-raising activity must be submitted to the Basic Education Director/Principal within three (3) days after the date of the activity. The concerned high school club/organization shall not be allowed to conduct any succeeding activity until the said financial report is submitted to the Basic Education Director/Principal.
  - 4.10 All activities are evaluated by the Co-Curricular Coordinator and the Office of the Basic Education Director/Principal.
  - 4.11 To ensure the safety and security of students, only university accredited food concessionaries, service and venue providers shall be utilized by the students for co-curricular and extra-curricular activities.
  - 4.12 All students receive safety briefings in compliance to the Rule 1005 of the Occupational Safety and Health Standards that the government provides.
  - 4.13 All student activities and proposals must be approved by the school authorities.

## Section 5: Postings and Public Announcements

### 5.1 For Senior High School Only

- 5.1.1 All information for public dissemination may be posted upon endorsement of the Basic Education Director/Principal and approval of the School Director.
- 5.1.2 A student who wishes to post written information shall seek the endorsement of the Senior High School Supreme Student Council and the Basic Education Director/Principal and approval of the School Director.
- 5.1.3 Students who intend to release information through the press, radio, or television, must seek prior clearance from the Office of the Basic Education Director/Principal and approval from the Office of the School Director.
- 5.1.4 All postings on campus should bear the name of the university, the sponsoring club, organization, group or affiliation and the signature of the School Director.
- 5.1.5 All posters must be removed a day after the date of the activity. Failure to do so is a basis for a demerit of the club/organization.
- 5.1.6 The following shall not be allowed:
  - 5.1.6.1 Overlapping of posters
  - 5.1.6.2 Putting posters beyond the bulletin board frame
  - 5.1.6.3 Postings on painted walls, painted posts, windows, trees, floors, stairs, classroom blackboards, hallways leading to classrooms and doors.

### 5.2 For Junior High School and Senior High School

- 5.2.1 The maximum size of display streamers shall depend on the area where the tarpaulins/streamers are to be placed. Streamers/tarpaulins should not cause any inconvenience or become eyesores.
- 5.2.2 The Marketing Department, Basic Education Director/Principal recommend and the School Director approves the layout of the streamers, tarpaulins, announcements and other related materials. These should be coursed through the Engineering Facilities Department for installation.

## Section 6: Community Extension Service

- 6.1 The Community Extension Services (CES) of the University of Perpetual Help System DALTA serves as the social development arm of the institution. It is tasked in leading and integrating the campus community -based and center-based outreach programs and services in all levels. The grade school, junior high school, senior high school and the college students, faculty, administrators, alum-

teaching personnel are utilized through their area of competencies in pursuing a needs-based development plan.

- 6.2 Students community involvement are given the equivalent points in their individual participation in outreach programs.
- 6.3 Students shall possess proofs of participation as supporting documents. Participation in any listed activity shall not be given equivalent points without proof of participation.
- 6.4 Only activities sanctioned by the University shall be given credit. Hence, activities that did not pass through the CES and approved by the School Director shall not be given credit.

## **ARTICLE XVI: STUDENT NORMS OF CONDUCT**

Academic excellence, respect for persons, faithful obedience to the rules and regulations of the University are trademarks of a true Perpetualite and a concrete manifestation of the University Motto: “ Character Building is Nation Building”.

### Section 1: General Behavior

The orderly functioning of any social system requires some rules to govern the general norms of behavior expected of its members. Accordingly, the student is called upon to be God-fearing, helpful, kind, humble, just and considerate of others.

### Section 2: Academic Norms

The University reserves the right to implement programs that will ensure delivery quality education. To pursue excellence in academics, a student is subject to the following rules :

- 2.1 must study well to comply with the academic requirements of the University
- 2.2 should strive to get high grades in all subjects.
- 2.3 must report immediately on the first day of classes and have the registration form presented to the Class Adviser.
- 2.4 shall enjoin to attend his classes regularly and punctually. Tardiness of 15 minutes or more without justifiable reason shall be considered an absence.
- 2.5 after three consecutive absences from class, a student must secure an admission slip from the Grade Level Coordinator/ Prefect of Discipline to be presented to all teachers of the student. However, the student is required to present an excuse letter and a medical certificate due to an absence of illness for three or more consecutive days.
- 2.6 shall be dropped from the rolls or given a grade of FA (failure due to

- absences) for incurring absences exceeding twenty percent (20%) of the prescribed class days of the school year for JHS and ten (10%) percent for the prescribed class days of the semester for SHS. Also, a student shall be dropped from the rolls when he incurs ten (10) consecutive absences. He may be readmitted for valid cause upon approval by the Principal/ Basic Education Director.
- 2.7 shall be given a written warning by the Basic Education Director/ Principal for obtaining a failing grade in any subject.
  - 2.8 shall be automatically placed under academic probation in the current semester/school year of his enrollment for being given a written warning for two (2) successive semesters for SHS or school year for JHS.
  - 2.9 shall be given a limited learning area load of not more than 15 units for the current semester while on academic probation.
  - 2.10 shall continue to be on academic probation during his next enrollment with another reduction of his study load in case of failure in one learning area.
  - 2.11 shall be asked to see the Guidance Counselor for advice as to career pathing for failing in any learning area while on probation
  - 2.12 shall cease to be on academic probation by passing all learning areas in a given semester/year.
  - 2.13 shall be dismissed from the University for scholastic delinquency when obtaining failing grades in more than fifty percent (50%) of the total unit load.

### Section 3: Social Norms

In order to ensure an atmosphere conducive to the promotion of the common good, a student shall observe the following norms:

- 3.1 promote and protect the good name of the University.
- 3.2 show respect and courtesy to all individuals, on or off-campus. Refrain from giving unfavorable and/or offensive remarks against other persons regardless of gender, creed, race, status, and political affiliations.
- 3.3 avoid public display of affection or acts or gestures of intimacy which offend the sensibilities of the members of the University community .
- 3.4 adhere to the conventions of good grooming and refrain from wearing attire that tend to scandalize or offend the sensibilities of other members of the academic community such as but not limited to, shorts or mini -skirts (more than 3 inches from the center of the kneecap), plunging necklines, backless and skin-tight outfits, halter tops, hanging shirts, undershirt (sando), pants with hole/s, athletic shorts, see-through attires, sleeveless body hugger, rubber sandals, bedroom or any form of slippers.
- 3.5 wear the Physical Education (P.E.) uniform only during P.E. classes

- 3.6 wear the Perpetual Maroon T-Shirts on Fridays/prescribed days.
- 3.7 switch off all cellular phones, alarms, and other communication equipment during classes and other University functions.
- 3.8 observe and/or conform to classroom rules and regulations.
- 3.9 develop a well-balanced personality by actively participating in school-sponsored activities.
- 3.10 refrain from joining any illegal or unauthorized organization or those not accredited by the University.
- 3.11 must not be involved in hazing, initiation or other acts that inflict physical, moral or psychological harm in accordance with RA 8049.
- 3.12 uphold the standards of responsibility and dignity at all times in adherence to the mission and vision of the University.
- 3.13 Must not congregate in groups with the intent to cause disturbance or disruption of operations or activities of the University.
- 3.14 Must not submit any falsified or tampered letters or documents.
- 3.15 Refrain from engaging in commercial activities such as selling or trading.
- 3.16 Must not engage in any individual or group action against the University or its representative

#### Section 4: School Uniform / Haircut

- 4.1 A student wears the prescribed school uniform at all times.
- 4.2 A student who is not in the prescribed uniform shall be denied from attending classes and shall be sent to the Office of the Prefect of Discipline/Principal for appropriate action.
- 4.3 A student who is exempted or who cannot wear the prescribed uniform for valid reasons may be allowed to attend his classes provided a certification is issued by the Office of the Prefect of Discipline/Principal.
- 4.4 A student with dyed or colored hair is denied entry to the campus.
- 4.5 A student who wears civilian attire without permit inside the campus is issued a violation slip by the proper authorities. His I.D. is confiscated and turned over to the Office of the Prefect of Discipline. The student concerned can retrieve his I.D. from the said office when he surrenders the violation slip for the imposition of the appropriate sanction.
- 4.6 All uniforms, paraphernalia, books, supplies and materials shall be purchased at the University Supply Center only. Official Receipts of purchase shall be presented to the respective class advisers/subject teachers for verification purposes.

#### Section 5: Decorum

- 5.1 While inside the classroom, a student

- 5.1.1 keeps the classroom clean, orderly and free from litter.
  - 5.1.2 rises when called upon to recite, to ask questions or to participate in the class discussion as a sign of respect.
  - 5.1.3 leaves the room quietly and in an orderly manner.
  - 5.1.4 may leave the classroom only with the permission of the teacher.
  - 5.1.5 shall not eat nor smoke in the classroom and in all other restricted areas.
  - 5.1.6 shall not cheat nor commit any form of dishonesty in relation to student's studies.
  - 5.1.7 follows University rules and regulations governing them during emergencies, such as fire, earthquake, flood, etc.
  - 5.1.8 shall enter only after the outgoing class has left the room.
  - 5.1.9 shall not call a student inside the class during class hours without the prior written approval of the Basic Education Director/Principal.
- 5.2 While in corridors and passageways, a student:
- 5.2.1 keeps corridors clean at all times.
  - 5.2.2 keeps to the right side when walking along the corridors and stairways.
  - 5.2.3 keeps all stairways and corridors clear for passage.
  - 5.2.4 shall not loiter or create any disturbance along the school corridors while classes are going on
- 5.3 While in attendance during School Programs and Performances, a student shall:
- 5.3.1 be punctual in attending school programs or activities.
  - 5.3.2 observe silence and refrain from creating noise that would distract the affair. If it becomes necessary for a student to leave before the end of the program, the student should wait until the number being performed is over before the student makes his/her exit discreetly.
  - 5.3.3 sit properly at all times and should avoid having loud and extended conversation with others while the program is going on.
  - 5.3.4 show appreciation by applauding politely after each performance.
  - 5.3.5 allow the guests to leave the hall first before the student exits after the program.
  - 5.3.6 follow the Clean As You Go Policy (CLAYGO).

Section 6: To remain in good standing, a student should not join any organization not officially recognized by the University.

## ARTICLE XVII: BOARD OF DISCIPLINE

Cases involving discipline of students under the rules prescribed in this Handbook shall be subject to the jurisdiction of the Board of Discipline without prejudice to the right of the University to constitute at any time an Ad Hoc Committee to conduct and make recommendations relative to investigation and recommendation of student's disciplinary sanctions. Following the expanded jurisdiction of educational institutions in accordance with law, the power to exercise disciplinary authority over students extends outside the school premises in instances where school policies are violated and where the misconduct affects the student's status or the good name and reputation of the University.

### Section 1: Definition

The Board of Discipline (hereinafter referred to as the Board) shall be a body empowered to take action on matters resulting from violations of school rules and regulations duly adopted by UPHSD and those that may herein after be promulgated from time to time.

### Section 2: Composition

The Board shall be composed of the following members:

Chairman:	Prefect of Discipline
Members:	Student Council Representative
	Basic Education Director/Principal of the parties involved
	University Legal Counsel
	Grade Level Coordinator
	Class Adviser/Guidance Counselor

### Section 3: Attendance

Members of the Board and/or the members of the duly constituted Ad Hoc Committee are duty bound to attend all hearings, investigation and deliberation.

### Section 4: Quorum

The presence of at least four (4) members of the Board or a majority of members of an Ad Hoc Committee shall constitute a quorum to conduct hearings, investigation and deliberations.

### Section 5: Powers and Functions

The Board and /or the duly constituted Ad Hoc Committee shall take cognizance of all complaints and shall hear cases of students as referred to by the Teacher/Class Adviser/Parent/Employee/Security Department.

- 5.1 The Chairman, upon receipt of the complaint as endorsed, shall convene the Board or constitute an Ad Hoc Committee to determine whether the complaint is meritorious in fact and in law sufficient to warrant investigation and formal hearings.
- 5.2 The members of the Board or the Ad Hoc Committee may ask clarificatory questions to the student/s involved during the hearing and/or investigation of the case. Rules on the hearing shall be discussed by the Chairman.
- 5.3 The power of the Board and/or the Ad Hoc Committee shall be limited to fact finding only and all decisions rendered after deliberations are purely recommendatory, subject to the approval of the School Director or the President.
- 5.4 The Board may opt to hear cases involving major offenses only and may delegate hearing and/or investigation of other offenses involving student/s to an Ad Hoc Committee organized for this purpose.

## **ARTICLE XVIII: CODE OF DISCIPLINE**

Offenses that may be committed by the student will be given sanction, which are guided by Article XXI Section 106 of the Manual of Regulations for Private Schools in Basic Education (MORPSBE), "Preventive Suspension and Categories of Administrative Penalties". The three (3) categories of disciplinary administrative sanctions are:

### **Section 1: Suspension**

Suspension calls for the temporary denial or deprivation of a student from school/activities for a period not exceeding twenty (20%) percent of the prescribed class days of the school year. Student will be referred for professional counseling.

### **Section 2: Exclusion**

Exclusion involves the removal of a student from the rolls for serious breach of school rules. This sanction is meted on the student during the same year/term he/she is found guilty of an offense such as dishonesty, hazing, carrying deadly weapons, immorality, selling and/or possession of prohibited drugs, drug dependency, drunkenness, hooliganism, vandalism and other offenses analogous to the foregoing. No prior approval by the Department of Education is required in the imposition of this penalty.

### Section 3: Expulsion

Expulsion is an extreme penalty which bars a student from all public or private institutions in the Philippines and requires the prior approval of the Secretary of the Department of Education (DepEd)

The University Rules and Regulations on Conduct provide the basic framework of disciplinary rules to enable the University to effect the total formation of the student/s. It contains the enumeration of the desired conduct and standard of morality necessary to form the student into a person committed to the fundamental values of honesty, fairness, integrity, and justice.

In addition to the acts and/or omissions considered by law as illegal and those which are contrary to morals, good customs, public order, and public policies, the following are considered offenses and are classified as MINOR and MAJOR offenses.

The following lists of offenses and sanctions are not exclusive. There may be other acts not expressly included hereunder, but such acts if considered by the school as a violation of school standard of morality and/or good or appropriate conduct shall likewise remain an infraction subject to disciplinary sanctions by the Administration. Furthermore, the school administration reserves its right to impose a different (whether heavier or lighter) sanction (s) it may deem proper depending on the gravity of the offense and the circumstances of each case.

#### **For Junior High School Only**

### **4. Classification of Offenses and Corresponding Sanctions**

#### **4.1.1 Minor Offenses**

##### **4.1.1.1 Unexcused Absences**

##### **4.1.1.2 Habitual Tardiness**

Sanctions for Tardiness:

1<sup>st</sup> offense (1<sup>st</sup> – 5<sup>th</sup>) - Verbal/Written Warning

2<sup>nd</sup> offense (6<sup>th</sup>–10<sup>th</sup>) - Conference with the parents, a three (3) point deduction from the Conduct grade for the quarter, one (1) day suspension and a counseling session with the Guidance Counselor.

3<sup>rd</sup> offense (11<sup>th</sup>–15<sup>th</sup>) - Conference with the parents, a five (5) point deduction from the Conduct grade for the

quarter, two (2) days suspension and a counseling session with the Guidance Counselor.

4<sup>th</sup> offense (16<sup>th</sup>-20<sup>th</sup>) - Conference with the parents, a seven(7) point deduction from the Conduct grade for the quarter, two(2)days suspension and a counseling session with the Guidance Counselor

5<sup>th</sup> offense (21x and up) - Conference with the parents, 70% Conduct grade for the quarter, three (3) days suspension and a counseling session with the Guidance Counselor and to be placed under Very Strict Probation in the succeeding school year.

A student who reports to school after the morning break is considered half-day absent and must secure an admission slip from the GLC/Prefect of Discipline.

#### 4.1.1.3 Incomplete/Improper/No Uniform /Non-observance of dress Code:

- Improper Haircut/Hair Style
- Inappropriate General Appearance
- Diary/ID offenses
- Loitering during/after class hours and violating the rule on “PM curfew”
- Littering within the school campus
- Roughhousing/fighting/provoking a fight
- Harassment
- Bringing/Using of electronic gadgets and non-school related materials

Unbecoming behavior inside and/or outside of the campus such as:

- Habitual talkativeness and stubbornness;
- Transferring from assigned seat to another without permission from the teacher or other school authorities;
- Failure and/or tardiness in submitting assignments, school projects, other academic requirements, and return slips of official communications;
- Failure and/or refusal to bring prescribed notebooks, textbooks, manuals, other reading materials, student’s diary, pad paper, and other essential school supplies to school;
- Failure to show results of quizzes, tests, quarterly examinations, circulars/notices and letter of conference to parents/

guardians. Parents/guardians must report to the class adviser if they have not been receiving any of the above notices from their child;

- Rowdy behavior, misbehavior, boisterous laughter, shouting, howling, stomping, running along restricted areas (corridors, chapel, library, classroom, gym, offices, and school grounds), or chasing one another;
- Rowdy behavior or misbehavior, recklessness, causing injury to another person, whether intentional or not, behavior endangering one's safety;
- Eating in the classroom during class hours without permission from the teacher in-charge;
- Improper use of facilities, fixtures, tools, laboratories, equipment, and other properties of the school;
- Unauthorized use of electrical outlets;
- Chewing gum during class hours and/or sticking chewed gums anywhere;
- Spitting on the floors, corridors, stairways, tables, chairs, kitchen/dinner wares, elsewhere except in the lavatory or any act that may result in unsanitary, dirty, or disorderly condition of the campus;
- Misuse of comfort rooms (urinating on the floor, wasting water or any act, which may result in unsanitary, dirty, or disorderly condition of the school comfort rooms), including urinating outside the comfort room;
- Allowing and entertaining outsiders during activities exclusive only for UPHSD students.
- Improper behavior, uncooperative, or absences during rehearsals of year-end events (ex. graduation mass, recognition, and graduation ceremonies);

- Bringing toys, playing cards, cassettes, radios, disc players, audio players, cameras, other electronic devices and/or gadgets, and other items not related to academic work without the necessary school permit; and

**(The school will not be held liable in case of damage or loss of personal items indicated such as, but not limited to the above mentioned items, including cell phones. In case of losses, the school's liability shall be limited to investigation and sanction of the offender in accordance with the provisions provided for in this Manual. All valuable items, including money should be properly secured by their owner(s) and should NEVER be left unattended).**

- Commission of any act analogous to any of the above.

<b>Offense</b>	<b>Sanction</b>
First Offense	Warning by the Class Adviser and GLC and deduction of three (3) points from the Conduct grade for the quarter. Will be referred for professional counseling.
Second Offense	Conference with the parent, the GLC and the CA and five (5) point deduction from the Conduct grade or a 73% conduct grade for the quarter with one (1) day suspension. Will be referred for professional counseling.
Third Offense	Conference with the parent, the GLC, the CA and the Prefect of Discipline with a 72% Conduct grade for the quarter and two (2) days suspension. Will be referred for professional counseling.
Fourth Offense	Conference with the parent, the GLC, the Prefect of Discipline, the Principal/Basic Education Director and three (3) days suspension and 73% conduct grade for the quarter. Will be referred for professional counseling.
Fifth Offense	Advised to transfer or drop from the enrolment list with a 70% final conduct grade and non-issuance of a certificate of good moral character.

#### **4.1.2 Sanctions for Minor Offenses**

#### **4.1.3 Major Offenses**

- 4.1.3.1 Academic dishonesty and/or all forms of cheating and dishonesty
- 4.1.3.2 Using lewd or foul language

- 4.1.3.3 Cutting Classes/Truancy
- 4.1.3.4 Turning on/using the cell phone while inside the classroom, during class hours, and in the library, chapel, or offices.
- 4.1.3.5 Insubordination, flagrant disobedience, disrespect, and defiance of a school officials, teacher's authority, or personnel
- 4.1.3.6 Discourtesy to parents or visitors of the school
- 4.1.3.7 Forging, tampering, altering or fabricating of school documents
- 4.1.3.8 Gambling in any form with or without wager. Possession of any gambling paraphernalia.
- 4.1.3.9 Smoking inside or outside of the school campus.
- 4.1.3.10 Damaging, destroying, deforming, breaking or losing school property. Damaged school property must be repaired, replaced or paid for in addition to the sanction imposed.
- 4.1.3.11 Hacking/tampering with the school website and/or information system
- 4.1.3.12 Desecration of the chapel and other holy articles.
- 4.1.3.13 Misrepresentation/withholding information.
- 4.1.3.14 Releasing information pertaining to the school, personnel, parents and students without authorization.
- 4.1.3.15 Unauthorized use of the name or seal of the school.
- 4.1.3.16 Public display of affection (PDA) or intimacy with the opposite sex.
- 4.1.3.17 Illegal intrusion in classroom, laboratories, and/or offices.
- 4.1.3.18 Vandalism which results in substantial loss or damage.
- 4.1.3.19 Fighting within/outside the school. Inflicting body injuries upon those involved in the fight.
- 4.1.3.20 Attempt to bribe a person in authority.
- 4.1.3.21 Stealing/ theft or being an accomplice to such activities.

- 4.1.3.26 Molestation, sexual advances, sexual harassment.
- 4.1.3.27 Immorality or lewd conduct.
- 4.1.3.28 Possession, use or trafficking prohibited drugs including drug paraphernalia or abuse of prescription drugs/chemicals or coming to school under the influence of drugs.
- 4.1.3.29 Possession or distribution of pornographic materials whether in print or electronic form or other pornographic media.
- 4.1.3.30 Possession of deadly weapon, explosives, improvised weapon, pill box bomb, firecrackers or other pyrotechnic devices and the like, and incendiaries inside or outside the campus.
- 4.1.3.31 Membership in or participation in the activities of a fraternity/sorority or unauthorized organization (DECS ORDER NO. 20 S. 1991).
- 4.1.3.32 Act of insurgency.
- 4.1.3.33 Commission of a crime punishable by law.
- 4.1.3.34 Use of the internet, social media or social networking to commit a crime or in a manner which would tend to put the university or any other person in an embarrassing position.
- 4.1.3.35 Bullying/Cyber Bullying.
- 4.1.3.36 Other analogous cases not included in the list.

#### **4.1.4 Sanctions for Major Offenses**

For all major offenses, a conference must be held with the parents/guardians, the Prefect of Discipline, the Grade Level Coordinator (GLC) or the Class Adviser and the Parent Teacher Conference Form must be signed by the Principal/Basic Education Director and parents/guardian before the sanction is implemented.

4.1.4.1 For Offenses No. 4.1.3.1—4.1.3.7:

<b>OFFENSE</b>	<b>SANCTION</b>
First offense	73% in conduct grade in the periodic grading when the offense was committed, three (3) class days suspension, referred for professional counseling.
Second offense	72% in conduct grade in the periodic grading when the offense was committed, ten (10) class days suspension, and advised for professional counseling.
Third offense	Exclusion from the enrolment list, 70% in conduct grade in the periodic grading when the offense was committed, and non-issuance of certificate of good moral character.

4.1.4.2 For offenses No. 4.1.3.8—4.1.3.17

<b>OFFENSE</b>	<b>SANCTION</b>
First offense	73% in conduct grade in the periodic grading when the offense was committed, five (5) class days suspension, and referred for professional counseling.
Second offense	72% in conduct grade in the periodic grading when the offense was committed, ten (10) class days suspension, and referred for professional counseling.
Third offense	Exclusion from the enrolment list, 70% in conduct grade in the periodic grading when the offense was committed, and non-issuance of certificate of good moral character.

4.1.4.2 For offenses No. 4.1.3.18—4.1.3.25

<b>OFFENSE</b>	<b>SANCTION</b>
First offense	Exclusion, 70% in conduct grade in the period grading when the offense was committed, and non-issuance of certificate of good moral character.

4.1.4.4 For offenses No. 4.1.3.26—4.1.3.36

First Offense	Expulsion, 70% in conduct grade in the periodic grading when the offense was committed, and non-issuance of certificate of good moral character.
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## **4.2. Other Discipline-Related Guidelines**

- 4.2.1 A student is strictly prohibited from entering movie/video gambling houses and other places of entertainment during school hours (especially in their school uniform) without being accompanied by the parents/guardians.
- 4.2.2 A student is allowed to entertain visitors only after school hours in the lobby or waiting area.

## **4.3. Important Discipline Guidelines**

- 4.3.1 A student who commits a minor offense for the third time or a major offense is automatically placed on Strict Conduct Probation Status and will not be issued a certificate of good moral character. Only a certification of eligibility to transfer to another school will be issued.
- 4.3.2 The management of the University reserves the right to implement sanctions for offenses not listed above to ensure the safety and over-all well being of the entire academic community and to protect the individual good and the common good of all its stakeholders.
- 4.3.3 The school reserves the right to sanction and discipline students for acts committed outside the school and beyond school hours in the following instances:
  - 4.3.4 In cases of violations of school policies or regulations occurring in connection with a school-sponsored activity off-campus; or
  - 4.3.5 In cases where the misconduct of the student involves his status as a student or affects the good name or reputation of the school.

## **4.4. Minimum Requirements of Procedural Due Process**

In all instances where the student is sanctioned by suspension, exclusion, non – readmission or expulsion for cause as defined in the student’s manual, and in the Manual of Regulations for Private Schools, the following minimum requirements of procedural due process must be observed as follows:

- 4.4.1 The student and his parent/s must be informed in writing of the nature and cause of any accusation against them;
- 4.4.2 The student shall have the right to answer the charges against him, with the assistance of his parent/s and counsel of his own choice, if so desired;
- 4.4.3 The student and his parent/s shall be informed of the evidence presented against him;
- 4.4.4 The student and his parents shall have the right to adduce evidence in his own behalf;
- 4.4.5 The evidence presented and submitted by all concerned parties must be considered by the investigating committee or official designated by the University to hear and decide the case. In all the hearings of disciplinary or ad hoc committees, there must be the presence of the legal counsel from the administration.

- 4.4.6 The student and his parents must be informed in writing of the disciplinary sanction that shall be taken against the student, if any.
- 4.4.7 The student will be referred for professional counseling.

#### **4.5. Grievance Procedure**

Any student or his parent or guardian who has complaints or disagreements which affects his studies or school activities follows the following steps for redress of grievances:

- 4.5.1 Discuss the matter with the teacher concerned or with his Class Adviser.
- 4.5.2 If the matter is not settled or if the student is not satisfied, he may refer it to the Guidance Counselor, the Year Level Chairperson/Coordinator, the Vice Principal, or the Principal/Basic Education Director.

#### **4.6. Probationary Status**

- 4.6.1 A student who is new in the Department is automatically placed on probationary status.
- 4.6.2 A student who is on probation sees to it that the conditions stipulated pertinent to his status are strictly carried out.
- 4.6.3 A student who gets a Conduct grade lower than 80% at the end of the school year may be re-admitted under Strict Conduct Probation Status for the next school year. Should there be no improvement in his behavioral performance that school year when he is on Strict Conduct Probation, he will be recommended for VSP or possible Non-Readmission in the succeeding school year with no issuance of Good Moral Certificate.
- 4.6.4 A student who fails to maintain an Academic Average of at least 80% at the end of school year, may be re-admitted on Strict Academic Probation Status for the next school year. Should there be no improvement in his academic performance during the school year when he is on Strict Academic Probation, he will likewise be recommended for VSP or possible Non-Readmission in the succeeding school year.
- 4.6.5 A student who fails in Academics and in Conduct is placed under "Very Strict Academic or Conduct Probation Status" at the start of a school year. He is evaluated at the end of every grading period. Should he fail to meet the conditions set forth by his VSP Status, he is advised to transfer to another school within the school year after a conference with his parents.

## **4.7. Non-Readmission (NRA) Policies and Procedures**

- 4.7.1 A student who is placed on the Non-Readmission List (NRA) will no longer be eligible for admission to the Department in any school year.
- 4.7.2 A student who is on Very Strict Academic and/or Conduct Probationary Status is placed on the NRA List if he fails to follow the conditions stipulated in his status.
- 4.7.3 A student who commits a major offense and who is advised to transfer to another school is likewise placed on the NRA List.
- 4.7.4 When a student's name is included in the NRA List, he and his parents are called for a conference by the Principal/Basic Education Director or his duly authorized representative and are informed of the student's status.

## **4.8. Other Requirements**

A candidate for graduation must have settled all financial obligations and participated in institutional required activities such as but not limited to:

1. field trips
2. recollections and retreats
3. community outreach activities

No student is allowed to join the commencement exercises or participate in any graduation related activity unless all financial obligations are fully settled regardless of whether a student has:

- A photo taken for graduation
- Rented toga
- Been informed as recipient of academic and co-curricular awards
- Attended graduation mass
- Attended other graduation related activities.

A student will only be allowed to march in commencement exercises or to participate in graduation related activities such as, but not limited to practice, rehearsals, or graduation masses when all academic and other requirements are satisfactorily met.

The Commencement Exercises Program which contains the list of candidates for graduation is not an official Department of Education document. Due to time constraints, this Program is printed before the final list of graduates can be determined. The inadvertent exclusion of the name of a student is not indicative of his/her official status as non-graduate. Likewise, the inclusion of the name of a student does not serve as certification of his/her official status as graduate of this University. Completion of requirements for graduation is the main criterion for graduation.

The University has the right to withdraw, withhold, or revoke any grant of diploma, certificate, or award if and when the diploma, certificate, or award is found or discovered to have been based on misrepresentation of facts, fraudulence or error.

## **Section 5. Disaster Preparedness**

A Perpetualite has to be prepared for any emergency at all times. The following are guidelines to ensure the student's safety:

### **1. In Case of Earthquakes**

If there is a teacher inside the room, the student should listen to instructions. If there is no teacher, the student should:

1. go under the desk and protect his head with his arm;
2. wait for some minutes after the first shock as there might be aftershocks;
3. go to the nearest exit and stay out of the building.

### **2. In Case of Fire**

If there is a teacher inside the room, the student should listen to instructions. If there is no teacher, the student should:

1. keep calm. Try to switch off the electrical equipment and pull electric plugs from sockets;
2. leave the room and everything behind;
3. walk away from the fire but should not run;
4. stay out of the building

## For Senior High School Only

### ARTICLE XIX: TABLE OF OFFENSES AND CORRESPONDING SANCTIONS

Section 1: MINOR OFFENSES	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense
<b>I. UNIFORM</b>				
A. Not in uniform when uniform is required	Warning	No entry in campus	No entry in campus	No entry in campus
B. Improper wearing of uniform	Warning	No entry in campus	No entry in campus	No entry in campus
C. Male students wearing make up, earring, bull cap, and /or other accessories, hairstyle inappropriate for school	Warning	No entry in campus	No entry in campus	No entry in campus
D. Loitering during class hours	Warning	1 day suspension	2 day suspension	3 day suspension
E. Refusal to submit one's belonging for lawful inspection or search	Warning	No entry in campus	No entry in campus	No entry in campus
<b>II. INAPPROPRIATE ACTIONS</b>				
A. Public Display of Affection	Warning	2-day suspension	3-day suspension	5-day suspension
B. Simple defiance to orders	Warning	3-day suspension	Exclusion	
C. Willful failure to comply with summons or notices issued for purposes of investigation conducted in connection with discipline related proceedings	3-day suspension	5-day suspension	Exclusion	
D. Male entering female's comfort room or vice versa	3-day suspension	5-day suspension	Exclusion	
<b>Section 2: MAJOR OFFENSES</b>				
<b>PROHIBITED DRUGS OR DRINKS</b>				
A. Possession or use of prohibited drugs or substances or chemicals or other banned substances within school premises	Exclusion			
B. Possession or use of alcoholic drinks or liquor	15-day suspension	Exclusion		
C. Drinking alcoholic beverages in the campus or school sanctioned activities	15-day suspension	Exclusion		
D. Entering the campus under the influence of liquor and/or prohibited drugs	15 day suspension	Exclusion		
<b>PROPERTY</b>				
A. Theft	Exclusion and replacement of property or its equivalent			
B. Robbery	Exclusion and replacement of damaged property or its monetary equivalent			
C. Vandalism	15-day suspension and replacement of vandalized items	Exclusion and replacement of Vandalized items		
D. Malicious destruction of school property	Exclusion and replacement of damaged property or its monetary equivalent			

III. RECORDS	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense
A. Falsification of documents	Exclusion			
B. Submitting and/or providing false information and/or documents	Exclusion			
C. Forgery	Exclusion			
D. Misrepresentation	Exclusion			
E. Withholding information inimical to safety and security of school	Exclusion			
IV. DEADLY WEAPONS				
Possession of firearms, deadly weapons and explosives within the premises of the University or during school sanctioned activities	Exclusion			
V. INFORMATION				
Malicious dissemination of information	10-day suspension	15-day suspension	Exclusion	
VI. OFFENSES AGAINST PERSONS				
A. Act of arrogance in words and in deeds which tend to put any school official, teacher member or non-teaching staff or any person vested with authority (in ridicule or contempt)	1 semester suspension	Exclusion		
B. Usurpation of authority	1 semester suspension	Exclusion		
C. Rumor mongering, defamation or public imputation of a crime, vice or defect tending to cause dishonor or discredit to school official, teacher member, employee, another student or other members of the school community	15 day suspension	Exclusion		
D. Involvement in brawls within the campus during official functions	Exclusion			
E. Inflicting injuries on another inside or outside the school premises	Exclusion			
F. Physical assault upon a person in authority or any member of the teacher, administration, staff, or any student, personnel or visitor of the school	Exclusion			
G. Recruitment to unauthorized fraternities	Exclusion			
I. Hazing	Exclusion			
J. Threat on another's life	Exclusion			
K. Gross or deliberate discourtesy, use of indecent or abusive language and unbecoming conduct	15-day suspension	Exclusion		
L. Provoking or instigating a fight	15-day suspension	Exclusion		
VII. EXAMINATIONS				
A. Possession, passing of notes or any materials, leading gestures or signs, asking answers during examinations	Failure in the learning area and 5-day suspension	Exclusion		
B. Buying or selling of test papers or portion thereof	Failure in the learning area and 5-day suspension	Exclusion		
C. Copying from or allowing another to copy from one's examination paper	Failure in the learning area and 5-day suspension for both parties	Exclusion for both parties		
D. Having somebody else take the examination for another	Failure in the learning area and 5-day suspension for both parties	Exclusion for both parties		
E. Passing as one's work any assigned report, case analysis, reaction paper and the like when copied from another	Failure in the learning area and 5-day suspension for both parties	Exclusion for both parties		

F. Asking another person to attend a symposium, seminar, SWP, etc. in his/her behalf.	Failure in the learning area and 5-day suspension for both parties	Exclusion for both parties		
G. Talking with another student during examination	Failure in the learning area and 5-day suspension for both parties	Exclusion for both parties		
H. Any form of cheating or dishonesty not mentioned in the foregoing	Failure in the learning area and 5 day suspension	Exclusion		
VIII. RELATIONSHIPS	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense
Illicit relationships	Exclusion			
Public display of intimacy which offends or tends to offend the sensibilities of the academic community, and which may be deemed or perceived as vulgar or repulsive	10-day suspension	15-day suspension	Exclusion	
IX. OTHERS				
A. Membership in unauthorized subversive organizations	Exclusion			
B. Soliciting or collecting contributions without prior approval of school authorities	Exclusion			
C. Favoring and insisting to favor suppliers, contractors, service providers for school-related projects or activities and/or receiving commissions, favors or other non-monetary benefits from them	Exclusion			
D. Committing acts inimical to the good name of the University such as but not limited to: Drunkenness Public display of affection Engaging in lewd shows and indecent acts while wearing school uniform	Exclusion			
E. Instigating/organizing concerted activities leading to stoppage or disruption of classes or any school operation	Exclusion			
F. Participating in concerted activities leading to stoppage of classes	15-day suspension	Exclusion		
G. Engaging in any form of gambling within the school's premises	Exclusion			
H. Commission of a crime punishable by law, or violation of any penal statute or of rules and regulations promulgated by the Department of Education, of the policies and regulations of the school or of any valid order by proper authorities.	Exclusion			
I. Conviction before any court for a criminal offense involving moral turpitude against persons or property other than through reckless imprudence	Exclusion			
J. Acts of lewdness, obscenity or immoral conduct or possession, perusal, display or distribution of pornographic materials in the internet, cyberspace, social media or social networking	Exclusion			
K. Use of the internet or social media or social networking to commit a crime or in a manner which would tend to put the school or any other person in an embarrassing position	15-day suspension	Exclusion		
L. Bribery (giving or receiving), administration and other University personnel in exchange for any favor	Exclusion			
M. Unauthorized collection or exaction of money, checks, or other instruments or monetary equivalent.	Exclusion			
N. Unauthorized student activity/ assembly.	Exclusion			
O. Embezzlement of funds	Exclusion			
P. Using any permit for an activity or any school facility beyond conditions specified in the permit	15-day suspension	Exclusion		
Q. Creating commotion or any serious disturbance inside the school building or premises	Exclusion			
R. Falsely accusing another	Exclusion			

	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense
S. Arson or malicious destruction of school property	Exclusion			
U. Giving or offering anything to induce a person to do something illegal or wrong	Exclusion			
V. Conduct unbecoming during school or school sanctioned activities that adversely affects the good name and honor of the school	10-day suspension	15-day suspension	Exclusion	
W. Any other conduct which threatens, endangers or adversely affects the health or safety of any person inside the school premises	15-day suspension	Exclusion		
X. Smoking within the school premises	10-day suspension	15-day suspension	Exclusion	
Y. Other offenses similar and/or analogous to the foregoing	Exclusion			

*Note: All suspension cases must have counseling and community service with the corresponding number of suspension days.*

## **ARTICLE XX PROCEDURE FOR HEARING OF COMPLAINTS**

Section 1: The commission of an offense and violation of laws and of the school rules and regulations shall be dealt with in accordance with this handbook and the Manual of Regulations for Private Schools for Basic Education (MORPSBE). Generally, the following procedural standards shall be complied with in order to protect the rights of the students, without prejudice to the right of the University to adopt other useful and practical ways of imposing disciplinary sanctions subject only to substantial compliance with the minimum requirements of substantive and procedural due process.

1.1 A formal complaint in writing which may be under oath shall be filed in quadruplicate by the aggrieved party or by any person having direct knowledge of the commission of the act complained of.

1.1.1 The University or its representative may conduct motu proprio an investigation on cases inimical to the good name and reputation of the University

1.2 The student and his parent/s must be informed in writing of the nature and cause of the accusation. The student shall have the right to answer the charges against him, with the assistance of his parent/s and counsel of his own choice, if so desired. The student and his parent/s shall be informed of the evidence presented against him. The student and his parents shall have the right to adduce evidence in his own behalf.

The student concerned shall be informed in writing of the nature and cause of any accusation against him. He shall be required to answer in writing on the accusation against him within seventy two hours from receipt of the complaint. If the student is a minor, the parent or the guardian shall be furnished with a copy of the show cause letter.

For Junior and Senior High School

- 1.3 If the student denies the accusation or alleges some facts or matters in justification or mitigation of the offense, the Board and/or Ad Hoc Committee shall conduct formal hearings. All hearings shall be recorded.
- 1.4 During the hearing, the Board and/or Ad Hoc Committee shall:
  - 1.4.1 verify the statements of complainant/s, respondent/s and witnesses through a series of questions.
  - 1.4.2 determine the veracity of the statements of the parties concerned and their respective witnesses and all documents/evidences presented.
  - 1.4.3 record the minutes of the proceeding including questions asked, replies given and the course of action to be taken emanating from situations or circumstances relevant to the case.
  - 1.4.4 ask both parties concerned to sign the attendance sheet as well as the record of the minutes of the hearing.

Section 2: In all stages of the proceedings, the student may be assisted by a counsel of his own choice. In the case of a minor, the parent or guardian must be present. However, during administrative hearings, Counsel should only be an observer, responding student may ask for a recess from time to time to confer with Counsel.

Section 3: The student shall be furnished a copy of the evidences presented against him. He shall be allowed to ask clarificatory questions through the Board or the Ad Hoc Committee. He shall likewise be allowed to present evidence on his behalf.

Section 4: The Board or Ad Hoc Committee shall consider all the evidences presented and received during the proceedings and deliberations.

Section 5: The Board or Ad Hoc Committee then prepares Recommendatory Resolution/Decision for approval of the School Director and the President.

Section 6: Any final decision, as appropriately approved, shall be contained in a formal

notice. Said Notice shall contain the file facts of the case, provisions of rules and regulations involved, synopsis of arguments, and findings of the Board and/or Ad Hoc Committee that the School Director and the President agrees to.

Section 7: If the student is found guilty of the offense charged, he shall be served with the appropriate sanction through the Prefect of Discipline.

Section 8: The student will be referred for counseling to the Guidance Counselor.

### **ARTICLE XXI REPEALING CLAUSE AND DATE OF EFFECTIVITY**

Section1: All rules and regulations not consistent with the provisions of this Handbook are hereby repealed. Nevertheless, all related policies, rules and regulations existing and still to be issued shall be as effective and binding as the provisions contained in this handbook.

Section 2: The University reserves the right to amend, supplement or revise the provisions of this Student Handbook and all University policies, as may be needed from time to time.

Section 3: This Student Handbook shall take effect immediately and shall be valid and binding until revised, amended or supplemented.

Section 4: The Appendices are considered integral parts of this handbook .

## Recommending Approval

### TECHNICAL COMMITTEE MEMBERS

Mr. Edgar B. Olaño  
*SHS Coordinator  
LP Campus*

Ms. Gizella C. Cacho  
*SHS Coordinator  
Molino Campus*

Ms. Annaliza S.J. Querubin  
*SHS Coordinator  
Calamba Campus*

Dr. Benilda L. Santos  
*BED Director  
UPHSD LP Campus*

Dr. Erlinda A. Arguelles  
*BED Director  
UPHSD Molino Campus*

Ms. Lucita M. Paloma  
*BED Director  
UPHSD Calamba Campus*

Dr. Joven O. Sepino  
*Asst. School Director  
UPHSD LP*

Dr. Rosalie M. Armando  
*Central IT Director*

Dr. Loureli C. Siy  
*Executive Director, DEAC*

Dr. Alfonso H. Loreto  
*School Director  
UPHSD LP*

Dr. Reno R. Rayel  
*School Director  
UPHSD Molino*

Dr. Arnaldo S. de Guzman  
*School Director  
UPHSD Calamba*

#### Resource Persons

Engr. Aida Regacho  
*University Registrar  
UPHSD LP*

Ms. Rhoda de Leon  
*Registrar, UPHSD Molino*

Dr. Myra Maraña  
*Registrar, UPHSD Calamba*

Mr. Davin Q. Feria  
*Prefect of Discipline  
SHS, UPHSD LP*

Ms. Romelia J. Perez  
*GLC, SHS  
UPHSD Molino*

Mr. Rey O. Tac-an  
*LAC, SHS  
UPHSD Calamba*

Ms. Virginia O. Cainglet  
*UPHSD Chief Accountant*

Dr. Julie H. Reyes  
*Principal, UPHSD-LP*

Endorsed by:  
*Atty. Joedel F. Labordo  
Chief Legal Counsel*

APPROVED:  
MR. ANTHONY JOSE M. TAMAYO  
President

## APPENDICES

### APPENDIX A

**Republic of the Philippines  
Office of the President  
Dangerous Drugs Board**

**BOARD REGULATION No. 6  
Series of 2003**

**General Guidelines for the Conduct of Random Drug Testing  
For Secondary and Tertiary Students**

*Pursuant to Section 36(c) Article III of Republic Act No. 9165, the following guidelines are hereby promulgated.*

*The guidelines shall be applicable to the random drug testing of students in public and private secondary, tertiary/higher education institutions and post-secondary technical vocational schools. These guidelines outline the purposes of the random drug -testing program, as well as procedures and necessary consequences of a positive drug test result after confirmation. All procedures undertaken shall take into account the ideals of fairness and rehabilitation and not isolation of the drug dependent. The school must not violate the constitutional rights to due process, equal protection and self-incrimination.*

**A.. GUIDING PRINCIPLES IN THE IMPLEMENTATION OF RANDOM DRUG TESTING IN SCHOOLS AND MANAGEMENT OF DRUG TEST RESULTS.**

1. Government recognizes the primary responsibility of the family, particularly the parents for the education and awareness of its members of the ill effects of dangerous drugs.
2. Parental involvement shall be maximized in the implementation of drug education, random drug testing, treatment and rehabilitation of drug users and dependents.
3. The school, with the assistance of Local Government Unit (LGUs) and other agencies where the school is located, has the obligation to employ every reasonable means to provide a healthy and drug-free environment to its populace.
4. Cognizant of the right of the students to continue and complete their studies, the government and the schools shall give emphasis to the implementation of measures aimed and guidance and counseling together with the treatment and rehabilitation of any student found to have used or to be dependent on dangerous drugs.
5. Academic freedom of institutions of higher learning shall be respected in the implementation of random drug testing and all other pertinent provisions of RA 9164.

6. The implementation of drug abuse prevention and education programs shall be intensified as an integral part of the over-all demand reduction efforts of the government.
7. The random drug testing shall be implemented as a collaborative undertaking of the government, the schools, the students and their parents. The whole process shall not in any manner be utilized to harass the students.
8. Random drug testing shall be implemented primarily for prevention and rehabilitation.
9. The drug testing program shall guarantee and respect the personal privacy and dignity of the student.
10. The drug test results shall be treated with utmost confidentiality.
11. The test results shall not be used in any criminal proceedings.

## **B. PURPOSES OF RANDOM DRUG TESTING**

1. To determine the prevalence of drug users among the students.
2. To assess the effectivity of school-based and community-based prevention programs.
3. To deter the use of illegal drugs.
4. To facilitate the rehabilitation of drug users and dependents.
5. To strengthen the collaboration efforts of identified agencies against the use of illegal drugs and in the rehabilitation of drug users and dependents.

## **C. DEFINITION OF TERMS**

1. Drug Counselor shall mean a person trained in the techniques of guidance counseling particularly dealing with cases of drug dependency. The Drug Testing Center Coordinator shall designate such person.
2. Drug Testing Coordinator shall be the point person in the school tasked with handling random testing which shall be the principal of a secondary school, the administrator of a technical vocational education and training institution or the administrator appointed by the president/chief executive officer in tertiary institutions.
3. Parents shall, for the purposes of these guidelines, include court appointed guardians.
4. Random selection refers to the unbiased process of selecting students who are to undergo drug testing.
5. Rehabilitation is the dynamic process, including after-care and follow-up treatment, directed towards the physical, emotional/psychological, vocational, social and spiritual change/enhancement of a drug dependent to enable him/her to live without dangerous drugs, enjoy the fullest life compatible with his/her capabilities and potentials and render him/her to become a law abiding and protective member of the community.
6. Schools shall mean an institution that has its primary purpose the education of students including secondary, tertiary, and technical vocational education and training institutions.

7. Selection Board shall be the board constituted at the level of the school composed of the Drug Testing Coordinator as chairperson, one representative each from students, teacher and parents as members. The authorized governing body duly recognized by their respective constituents shall choose the representatives from these stakeholders based on a set of selection criteria formulated for this purpose. In the absence of a parent's association, the School Head may appoint any parent who shall be a member of the Selection Board.
8. Supervising Agency shall refer to the government agency that exercises supervision over the school such as the Department of Education (DepEd), Commission on Higher Education (CHED) or the Technical Education and Skills Development Authority (TESDA).

## **D. PROCEDURES IN THE CONDUCT OF RANDOM DRUG TESTING**

### **1. Notification**

- a. The Supervising Agency through an appropriate order that includes these guidelines on random drug testing, shall inform all schools under its supervision about the government's action against illegal drugs.
- b. The school administration shall be required to explain these provisions and their procedures to the school community and when applicable, include these in the school's handbook or listing of procedures.
- c. (The Supervising Agencies' Memorandum Circulars should include a list of DOH-accredited Testing Centers/Laboratories.)
- d. All students and their parents shall be notified in writing on the process and manner by which the random drug testing shall be conducted. Such notification may be sent at any time during the school term. Failure to return the acknowledgement receipts shall not be a bar to the conduct of their drug testing.

### **2. Samples**

- a. The Supervising Agency shall inform randomly selected schools on their inclusion in the random drug-testing program.
- b. The whole student population of the school selected shall be included in the random sampling.
- c. The number of samples should yield a statistical 95% confidence level for the whole student population.

### **3. Selection of Samples**

- a. The Drug Testing Coordinator shall convene the Selection Board within five days from the receipt of notice from the Supervising Agency stating that the school is included in the program.
- b. On the day of the testing, the Selection Board shall conduct the random selection of those to be tested.
- c. The Selection Board shall ensure the confidentiality and integrity of the random

- selection process.
- d. The selection process shall be random through a lottery, which may be computerized, or in any other manner that shall be agreed upon by the Board.
  - e. The random selection of students and the drug testing shall be done on the same day.
  - f. Prior to testing, the selected students shall be asked to reveal the prescription medicines, vitamins, food supplements that they had ingested within the past five (5) days. The Drug Testing Coordinator shall keep the listing and utilize this in the evaluation of the confirmatory drug test.
  - g. The laboratory shall follow the DOH prescribed guidelines in the collection of urine specimens. Universal precautions shall be observed at all times. DOH Prescribed guidelines shall be posted in strategic places/visible areas of the school.
  - h. The monitor assigned to ensure the integrity of the collection process should be of the same sex as the student.
  - i. The drug testing shall be done and conducted by a duly accredited drug-testing laboratory. The school, through its respective health personnel, shall assist the Drug Testing Laboratory in the conduct of the drug testing.
  - j. The Drug Testing Coordinator shall ensure the confidentiality and integrity of the random drug testing for the students, teachers, administration and personnel of the school. It is strongly recommended that the drug testing for students, teachers, administration and personnel be done simultaneously.

#### **4. Treatment of Random Drug Test Results**

- a. The results of the test shall be strictly confidential. No school shall publish or post results whether positive or negative.
- b. Any person who violates the rules of confidentiality of the results and selection shall be liable under Section 72 of RA 9165 and such other appropriate laws.
- c. The laboratory shall place the drug test result in a sealed envelope and deliver the same via personal service to the Drug Testing Coordinator. The Drug Testing Coordinator shall then inform all students tested individually of the test results.
- d. In case the results are positive, the Drug Testing Coordinator shall inform both the student and parent concerned that a confirmatory test shall be conducted. The student shall be told to inform his/her parents of the scheduled conference with the Drug Testing Coordinator. The student shall be advised to refrain from revealing the test results to other persons.
- e. During the scheduled conference, the Drug Testing Coordinator shall relay to the parents full information on the process that shall be undertaken for the confirmatory test.  
In the event that the parents do not appear on the scheduled conference, the student shall be informed of the schedule of the confirmatory test.
- f. The confirmatory drug test shall be conducted in the same manner as the initial drug test.
- g. The results of the confirmatory test shall be transmitted by the laboratory in a sealed envelope and handed directly to the Drug Testing Coordinator.
- h. The Drug Testing Coordinator shall inform both parents and the students of the

results of the test.

- i. The Drug Testing Coordinator shall not delegate such task of informing the student and parent to any other person, nor shall the Drug Testing Coordinator reveal the results of the test to any person other than the student and parent.
- j. First time positive confirmatory drug test result shall not be a ground for expulsion or any disciplinary action against the student.
- k. The Drug Test Coordinator shall refer the student and his/her parent to government-owned DOH-accredited facility or DOH-accredited government physician to determine the student's dependency level.
- l. The student may opt for a private DOH-accredited facility or physician for this initial determination provided it is at his/her own expense.
- m. In the event that it is determined that the student is a drug dependent, the school may impose the appropriate sanctions against the student as provided for in the school's Student Handbook and the Manual of Regulations for Private Schools, provided that in the case of public secondary schools, if the student is later on found to have been rehabilitated, the student shall then be allowed to re-enroll.
- n. The student shall undergo a three (3) month observation and counseling period under the supervision of the DOH-accredited facility or physician in consultation with the parent. Such process of observation and counseling shall be done in coordination with the Drug Counselor of the school.
- o. At the end of the three months, it is hoped that with the counseling done, the student will be properly rehabilitated.

If student shows no signs of improvement, recovery or fails the drug test the second time, the DOH-accredited facility or physician, may make a recommendation to the student, parent and Drug Testing Coordinator to have the student referred to a DOH-accredited facility suited to the student's level of dependency. If another drug testing is conducted for another period on the same student population, and the student is positive the second time, the school shall proceed in accordance with Section 61 of RA 9165.

The parent and the student may choose to enroll the student in a private rehabilitation center or program or opt to avail of the rehabilitation services of the government through a DOH-accredited facility.

If parents refuse to act, the school shall proceed in accordance to Sec. 61 of RA 9165.

## **E. REPORTIAL REQUIREMENTS OF RESULTS OF THE RANDOM DRUG TESTING**

The Drug Testing Coordinator, Drug Counselor and employees of DOH-accredited facilities, testing laboratories, shall not reveal the names of the students or test results to any other persons except to the student concerned or his/her parents.

The aggregated test results from each school which shall not include the identities of the students tested, shall be submitted by the School head to the Division Superintendent of DepEd for secondary schools, the regional Director of CHED for

tertiary schools and Training Institution Administrator for TESDA for consolidation for the purpose of evaluating the efficacy and effectiveness of drug abuse prevention programs.

#### **F. TRAINING OF GUIDANCE COUNSELORS**

The Department of Education, Commission on Higher Education, Technical Education and Skills Authority, The Philippine Drug Enforcement Agency and Dangerous Drugs Board in coordination with each other, shall formulate and conduct the training program for guidance counselors for the purpose of enhancing their skills in handling drug abuse prevention programs and handling drug dependency cases.

#### **G. EXPENSES OF THE PROGRAM**

The Department of Health, in coordination with the Supervising Agencies shall designate the drug testing laboratories that shall be utilized for purposes of the program.

Payment of testing fees shall be done by the government thru the Department of Health to the Drug Testing Laboratories.

#### **H. ENFORCEMENT OF COMPLIANCE**

Students who refuse to undergo random drug testing shall be dealt with in accordance with the rules and regulations of the schools, provided that at no time shall refusal to undergo testing give rise to a presumption of drug use or dependency; provided further that the school may impose sanctions on such refusal other than the offense of drug use or dependency.

Schools that refuse to implement the random drug testing program shall be liable under Section 32 of RA 9165 without prejudice to other administrative sanctions imposed by the Supervising Agencies. The Supervising Agency shall report the same to the Philippine Drug Enforcement Agency (PDEA) and the Dangerous Drugs Board (DDB).

#### ***Miscellaneous Provisions***

**Separability Clause.** If any provision of these Guidelines or the application thereof to any person or circumstance is held to be invalid, the other provisions of these Guidelines and the application of such provisions to other persons or circumstances shall not be affected thereby.

**Effectivity.** The Guidelines shall take effect immediately after its approval by the Dangerous Drugs Board.

## APPENDIX B

### REPUBLIC ACT NO. 9165

#### **AN ACT INSTITUTING THE COMPREHENSIVE DANGEROUS DRUGS ACT OF 2002, REPEALING REPUBLIC ACT NO. 6425, OTHERWISE KNOWN AS THE DANGEROUS DRUGS ACT OF 1972, AS AMENDED, PROVIDING FUNDS THEREFORE, AND FOR OTHER PURPOSES.**

**Sec. 36. Authorized Drug Testing.** – Authorized drug testing shall be done by the government forensic laboratories or by any of the drug testing laboratories accredited and monitored by the DOH to safeguard the quality of test results. The DOH shall take steps in setting the price of the drug test with DOH accredited drug testing centers to further reduce the cost of such drug test. The drug testing shall employ, among others, two (2) testing methods, the screening test which will determine the positive result as well as the type of the drug used and the confirmatory test which will confirm a positive screening test. Drug test certificates issued by accredited drug testing centers shall be valid for one-year period from the date of issue which may be used for other purposes. The following shall be learning areaed to undergo drug testing.

...c) **Students of secondary and tertiary schools.** – Student of secondary and tertiary schools shall, pursuant to the related rules and regulations as contained in the school's student handbook and with notice to the parents, undergo a random drug testing: Provided, that all drug testing expenses whether in public or private schools under this Section will be borne by the government.

This Act, which is a consolidation of Senate Bill No. 1858 and House Bill No. 4433 was finally passed by the Senate and the House of Representatives on May 30, 2004, respectively.

## **APPENDIX C**

### **FRATERNITIES**

#### **COMMISSION ON HIGHER EDUCATION OFFICE OF THE PRESIDENT OF THE PHILIPPINES**

CHED Order No. 4, 1995 July 25, 1998

#### **PREVENTIVE MEASURES AGAINST VIOLENCE AND SANCTIONS ON FRATERNITIES AND OTHER STUDENT ORGANIZATIONS**

TO: CHED Regional Director  
Head of Private Schools, Colleges and Universities  
President of State College and Universities

1. The fundamental law of the land requires the state through its instrumentalities, in particular the educational agencies, to promote the physical, intellectual and social well-being of the youth, the students. They are encouraged further to join all kinds of organizations that foster camaraderie and instill brotherhood.
2. Historically, fraternities were founded to promote camaraderie among groups of people, including students in colleges and universities. Fraternities and other organizations must exist to preserve the value of human life. Their talents and energies must be channeled and utilized for collective development.
3. Recent events involving fraternities tend to erode the moral values inculcated by parents and the educational institutions. Students' dedication to study, respect for authority, observance of the rules and regulations of educational institutions are ignored. Existing laws and other administrative issuances seem not enough to deter some students from inflicting physical and mental injuries on others and, in so many instances, cause the loss of life of students.
4. In order to have an atmosphere of brotherhood among fraternities and other student organizations, all educational institutions of higher learning are encouraged to promote programs and projects that will produce responsible students and will instill the value of human life for productive future. The following preventive measures are therefore suggested:
  - a. monthly meetings of heads of fraternities in a Council of Equals;
  - b. regular gatherings of fraternity members through sports, cultural events and joint community projects where there are cross membership;
  - c. reporting a potential conflict to the head of the fraternity as a standard procedure; (the head in turn will patch it up with his counterpart).
  - d. internal policies by the fraternities themselves;
  - e. Long-term re-orientation of role of fraternity to move away from macho conflicts into a society of brotherhood that stresses studies, productivity, creativity, and sense of community and nationhood;
  - f. more interaction between the School Administration and the fraternities;

- g. inform parents about the participation of their children in fraternities;
  - h. enlisting fraternity alumni members to counsel resident members; and
  - i. obliging fraternities to have ethical codes in their organizational vision and objectives which should include a commitment to solve problems in a peaceful and friendly way.
5. In order to deter violence among fraternities the following sanctions shall be strictly carried out;
- a. automatic expulsion of any fraternity member for:
  - b. starting or taking the offensive action that clearly provokes violence.
  - c. carrying of knives sticks, pipes, guns and other deadly weapons in schools; and extortion.
  - d. sixty (60) days suspension of all officers of a fraternity found guilty of starting action that will provoke violence and
  - e. suspension of guilty fraternity for one year for The first offense and permanent ban for the next offense:
6. Higher Education institution must fully assume authority and responsibility in dealing with fraternities and other students aggregations. They are enjoined to closely monitor and supervise the numerated preventive measures and sanctions herein above stated.
7. Immediate dissemination for this order is desired.

**(SGD) RICARDO T. GLORIA**  
**Chairman**

## APPENDIX D

### HAZING

#### **AN ACT REGULATING HAZING AND OTHER FORMS OF INITIATION RITES IN FRATERNITIES, SORORITIES, AND OTHER ORGANIZATIONS AND PROVIDING PENALTIES THEREFORE**

Be it enacted by the Senate and House of Representative  
Of the Philippines in Congress assembled.

SEC. 1 Hazing as used in this act is an initiation rite or practice as a pre-requisite for admission into membership in a fraternity, sorority or organization by placing the recruit, neophyte or applicant in some embarrassing or humiliating situations such as forcing him to do menial, silly, foolish and similar tasks or activities or otherwise learning areading him to physical or psychological suffering or injury.

The term organization shall include any club or the Armed Forces of the Philippines, Philippine National Police, Philippine Military Academy, or officer and cadet corps of the Citizen Military Training, or Citizen's Army Training. The physical, mental and psychological testing and training procedures and practices to determine and enhance the physical, mental and psychological fitness of prospective regular members of the Armed Forces of the Philippines and the Philippine National Police Commission duly recommended by the Chief of the Staff, Armed Forces of the Philippines and the Director General of the Philippine National Police shall not be considered as hazing for purposes of this act.

SEC 2 No hazing or initiation rites in any form or manner by a fraternity, sorority or organization shall be allowed without written notice of the school authorities or head of the organizations seven (7) days before the conduct of such initiation. The written notice shall indicate the period of initiation activities which shall not exceed three (3) days, shall include the names of those to be learning areaded to such activities and shall further contain an undertaking that no physical violence employed by anybody during such initiation rites.

SEC 3 The head of the school or organization or their respective representative must assign at least two (2) representatives of the school organization, as the case may be, to be present during the initiation. It is the duty of such representatives to see it that no physical harm of any kind shall be inflicted upon a recruit, neophyte or applicant.

SEC 4 If the person learning areaded to hazing or other forms of initiation rites suffers any physical injury or dies as a result thereof, the officers and members of the fraternity, sorority or organization who actually participated in the infliction of physical harm shall be liable as principals. The person or persons who participated in the hazing shall suffer.

1. the penalty of *reclusion perpetua* if death, rape, sodomy or mutilation results there from.
2. the penalty of *reclusion temporal* in its maximum period if in consequence of the hazing, the victim shall become insane, imbecile, impotent or blind.
3. the penalty of *reclusion temporal* in its medium period if in consequence of the hazing the victim shall have lost the use of speech or power to hear or to smell, or shall have lost an eye, a hand, a foot, an arm, a leg or shall have lost the use of any such member and shall have become incapacitated for the activity or work in which he was habitually engaged.
4. the penalty of *reclusion temporal* in its minimum period if in consequence of the hazing the victim shall become deformed or shall have lost use thereof, or shall have been ill or incapacitated for the performance of the activity or work in which he was habitually engaged for more than ninety days
5. The Penalty of prison mayor in its maximum period (10 years and one day to 12 years) if in consequence of the hazing, the victim shall have been ill or incapacitated for the performance of the activity or work in which he was habitually engaged for more than thirty (30) days.
6. The penalty of prison mayor in its medium period (8 years and one day to 10 years) if in consequence of the hazing the victim shall have been ill or incapacitated for the performance on the activity or work in which he was habitually engaged for ten (10) days or more, or that the injury sustained shall require medical attendance for the same period.
7. The penalty of prison mayor in its minimum period (6 years and one day to 8 years) if in consequence of the hazing the victim shall have been ill or incapacitated for the performance on the activity or work in which he was habitually engaged from (1) to nine (9) days, or that the injury sustained shall require medical attendance for the same period.
8. The penalty of prison correctional in its minimum period if in consequence of the hazing the victim sustained physical injuries which do not prevent him from engaging in his habitual activity or work nor require medical attention.

The responsible officials of the school or of the police, military or citizen's army training organization may impose the appropriate sanctions on the person or persons charged under these provisions even before their conviction. The maximum penalty herein provided shall be imposed in any of the following instances:

- a. when the recruitment is accompanied by force, violence, threat intimidation or deceit on the person of the recruit who refuses to join.
- b. when the recruit, neophyte or applicant initially consents to join but upon learning that hazing will be committed on his person, is prevented from quitting.
- c. when the recruit, neophyte or applicant having undergone hazing is prevented from reporting the unlawful act to his parents or guardians, to the proper school authorities or to the police authorities, through force, violence, threat or intimidation;
- d. When the hazing is committed outside of the school or institution; or
- e. When the victim is below twelve (12) years of the age at the time of hazing.

The owner of the place where hazing is conducted shall be liable as an accomplice, when he has actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring. If the hazing is held in the home of one of the officers or members of the fraternity, group, or organization, the parents shall be held liable as principals when they have actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring.

The school authorities including teacher members who consent to the hazing or who have actual knowledge thereof, but failed to take any action to prevent the same from occurring shall be punished as accomplices for the acts of hazing committed by the perpetrators.

The presence of any person during the hazing is prima facie evidence of participation therein as a principal unless he prevented the commission of the acts punishable herein.

Any person charged under this provision shall be entitled to the mitigating circumstances that there was no intention to commit so grave a wrong.

This section shall apply to the president, manager, director or other responsible officer of a corporation engaged in hazing as a requirement for employment in the manner provided herein.

SEC. 5 If any provision or part of this Act is declared invalid or unconstitutional, the other parts of provisions thereof shall remain valid and effective.

SEC. 6 All laws, orders, rules, or regulations which are consistent with or contrary to the provision of this ACT are hereby amended or repealed accordingly.

SEC. 7 The Act shall take effect fifteen (15) days after its publication in at least two (2) national newspaper of general circulation.

## APPENDIX E

### SEXUAL HARRASSMENT

Republic of the Philippines  
CONGRESS OF THE PHILIPPINES  
Metro Manila

Third Regular Session

Begun and held in Metro Manila, on Monday, November 10, 2003 the twenty-fifth day of July, nineteen hundred and ninety – four

**(REPUBLIC ACT NO. 7877)**

### **AN ACT DECLARING SEXUAL HARRASSMENT UNLAWFUL IN THE EMPLOYMENT, EDUCATION, OR TRAINING ENVIRONMENT, AND FOR OTHER PURPOSES.**

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

Sec. 1 Title – This Act shall be known as the “Anti –Sexual Harassment Act of 1995”

Sec. 2 Declaration of Policy – The state shall value the dignity of every individual, enhance the development of its human resources, guarantee full respect for human rights and uphold the dignity of workers, employees, applicants for employment, students or those undergoing training or education environment, demands, request or otherwise requires sexual favor from the other regardless of whether the demand, request, require, for submission is accepted by the object of said Act.

1. In a work–related environment or employment, sexual harassment is committed when:
2. The sexual favor is made as a condition in the hiring or in the employment, re-employment or continued employment of said individual or favorable compensation, terms, conditions, promotions, or privileges; refusal to grant the sexual favor results in the limiting, segregating, or classifying the employee which in any way would discriminate, deprive, or diminish employment opportunities or otherwise adversely effect said employee;
3. The above acts would impair the employee’s right or privilege under existing labor laws; The above acts would result in an intimidating, hostile, or offensive environment for the employee.
4. In an education or training environment, sexual harassment is committed:
  - 1.) against one who is under the care, custody or supervision of the offender.
  - 2.) against one whose education, training, apprenticeship or tutorship is entrusted to the offender;

When the sexual favor is made a condition to the giving of a passing grade, or the granting of honors or scholarship or a payment of a stipend, allowance or other

benefits, privileges, or considerations; When the sexual advances result in intimidating, hostile, or offensive environment for the student, trainee or apprentice.

Sec. 3 Work, Education or training-related Sexual Harassment Defined.-Work, education or training-related sexual harassment is committed by an employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach, trainer, or any other person who, having authority, influence or moral ascendancy over another in a work or training or education environment, demands, requests or otherwise requires any sexual favor from the other, regardless of whether the demand, request or requirement for submission is accepted by the object of the said Act.

Sec. 4 Duty of the employer or head of office in a work-related education or training environment-It shall be the duty of the employer or the head of the work-related, educational or training environment or institution to prevent or defer the commission of acts of sexual harassment and to provide the procedures for the resolution, settlement or prosecution of acts of sexual harassment towards this end, the employer or head of office shall:

- a. Promulgate appropriate rules and regulations in consultation with the jointly approved by the employees or students or trainees, through their duly designated representatives, prescribing the procedure for the investigation or sexual harassment cases and the administrative sanctions therefore.
- b. Administrative sanctions shall not be a bar to prosecution in the proper courts for unlawful acts of sexual harassment. The said rules and regulations issued pursuant to this section (a) shall include, among others, guidelines on proper decorum in the work place and educational or training institutions.
- c. Create a committee on the decorum and investigation of cases on sexual harassment. The committee shall conduct meetings, as the case may be, with the officers and employees, teachers, instructors, professors, coaches, trainers, students or trainees to increase understanding and prevent incidents of sexual harassment. It shall conduct the investigation of the alleged cases constituting sexual harassment.

In the case of work-related environment, the committee shall be composed of one (1) representative each from the management, the union if any, the employees from the supervisory rank, and from the rank and file employees.

In the case of educational or training institutions, the committee shall be composed of at least one (1) representative from the administration, the trainers, teachers, instructors, professors, or coaches and students or trainees, as the case may be.

The employer or head of office, educational, training institutions shall disseminate or post a copy of this Act for the information of all concerned.

Sec 5 Liability of the Employer, Head of Office, Educational or Training Institution-The employer or head of office, educational training institution shall be solidarily liable for

damages arising from the acts of sexual harassment committed in the employment, education or training environment if the employer or head of office, educational or training institution is informed of such acts by the offended party and no immediate action is taken thereon.

Sec. 6 Independent Action for Damages. Nothing in this Act shall preclude the victim of work, education or training-related sexual harassment from instituting a separate and independent action for damages and other affirmative relief.

Sec. 7 Penalties. Any person who violates the provisions of this Act shall, upon conviction, be penalized by imprisonment of no less than one (1) month nor more than six (6) months or a fine of not less than Ten Thousand Pesos (P10,000) or more than Twenty Thousand Pesos (20,000), or both such fine and imprisonment at the discretion of the court.

Any action arising from the violation of the provisions of this Act shall prescribe in three (3) years.

Sec. 8 Separability Clause. If any portion or provision of his Act is declared void or unconditional, the remaining portion or provisions hereof shall not be affected by such declaration.

Sec 9 Repealing Clause. All laws, decrees, orders, rules and regulation, other issuances, or parts thereof inconsistent with the provisions of his Act are hereby repealed or modified accordingly.

Sec. 10 Effectivity Clause. This Act shall take effect Fifteen (15) days after its complete publication in at least two (2) national newspapers of general circulation.

**(SGD) EDGARDO ANGARA JR.**

**(SGD) JOSE DE VENECIA**

This Act which is a consolidation of he House Bill No. 9425 and Senate Bill 1632 was finally passed by the House of Representative and the Senate on February 8, 1995.

**(SGD) FIDEL V. RAMOS**

**President of the Philippines**

Published on February 18, 1995, Malaya, Manila, Philippines

## APPENDIX F

### REPUBLIC ACT NO. 9211

#### **AN ACT REGULATING THE PACKAGING, USE, SALE, DISTRIBUTION AND ADVERTISMENTS OF TOBACCO PRODUCTS AND OTHER PURPOSES.**

Be it enacted by the Senate and House of Representative if the Philippines in Congress assembled:

SEC. 1 Short Title – This Act shall be known as the Tobacco Regulation Act of 2003.

SEC. 2 Policy – It is the policy of the State to protect the populace from hazardous products and promote the right to health and instill health consciousness among them. It is also the policy of the State, consistent with the Constitutional ideal to promote the general welfare, to safeguard the interests of the workers and other stakeholders in the tobacco industry. For these purposes, the government shall institute a balanced policy whereby the use, sale and advertisements of tobacco products shall be regulated in order to promote a healthful environment and protect the citizens from the hazards of tobacco smoke, and at the same time ensure that the interests of tobacco farmers, growers, workers, and stakeholders are not adversely compromised.

SEC. 3 Purposes – It is the main thrust of this Act to:

1. Promote a healthful environment;
2. Inform the public of the health risks associated with cigarette smoking and tobacco use;
3. Regulate and subsequently ban all tobacco advertisements and sponsorships;
4. Regulate the labeling of tobacco products;
5. Protect the youth from being initiated to cigarette smoking and tobacco use by prohibiting the sale of tobacco products of minors.
6. Assists and encourage Filipino tobacco farmers to cultivate alternative agricultural crops to prevent economic dislocation;
7. Create an Inter-Agency Committee on Tobacco (IAC Tobacco) to oversee the implementation of the provisions of his Act.

SEC. 4 Definition of Terms – As used in this Act:

- a. Person – refers to an individual, partnership, cooperation or any kind in which any tobacco product is offered for sale to consumers;
- b. Public Conveyances – refer to modes of transportation servicing the general population, such as, but not limited to, elevators, airplanes, buses, tax-cabs, ships, jeepneys, light rail transits, tricycles, and similar vehicles;
- c. Public Places – refer to enclosed or confined areas of all hospitals, medical clinics, schools, public transportation terminals and offices, and buildings

such as private and public offices, recreational places, shopping malls, movie houses, hotels, restaurants, and the like.

- d. Retailer – refers to any person who or entity that sells tobacco products to individuals for personal consumption; smoking – refers to the act of carrying to lighted cigarette or other tobacco products, whether or it is being inhaled or smoked;
- e. Smoking - refers to the act of carrying a lighted cigarette or other tobacco products, whether or not it is being inhaled or smoked;

## **HEALTHFUL ENVIRONMENT**

Sec. 5 Smoking Ban in Public Places – Smoking shall be absolutely prohibited in the following public places:

- 1. Centers of youth activity such as playschools, preparatory schools, elementary schools, high schools, colleges and universities, youth hotels and recreational facilities for persons under eighteen (18) years old.
- 2. Elevators and Stairway
- 3. Locations in which fire hazards are present, including gas stations in which fire hazards are present, including gas stations and storage areas for flammable liquids, gas, explosives, combustible materials.
- 4. Within Buildings and premises of public and private hospitals, medical, dental and optical clinics, health centers, nursing, homes, dispensaries and laboratories;
- 5. Public conveyances and public facilities including airport and ship terminals and train and bus stations, restaurants and conference halls, except for separate smoking areas; and
- 6. Food preparation areas.

## **PENAL PROVISIONS**

Section 32 Penalties: The following penalties shall apply:

Violation of Sections 5 and 6 –On the first offense, a fine of not less than five hundred pesos (P500.00) but not more than one thousand pesos (1,000.00) shall be imposed.

On the second offense, a fine of not less than one thousand pesos (P1,000.00) but not more than five thousand pesos (P5,000.00) shall be imposed.

On the third offense, in addition to a fine of not less than five thousand pesos (P5,000.00) but not more than ten thousand pesos(P10,000.00), the business permits and license to operate shall be cancelled or revoked.

## APPENDIX G

### Republic Act No. 7079 An Act Providing For the Development and Promotion Of Campus Journalism And For Other Purposes

Section 1. Title.-This act shall be known and referred to as the “Campus Journalism Act of 1991.”

Section 2. Declaration of Policy.-It is the declared policy of the State to uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the State shall undertake various programs and projects aimed at improving the journalistic skills of student concerned and promoting responsible and free journalism.

Section 3. Definition of Terms.-

- a. School.- An institution for learning in the elementary, secondary or tertiary level comprised of the studentry, administration , teacher, and non-teacher personnel.
- b. Student Publication- The issue of any printed material that is independently published by, and which meets the needs and interest of, the studentry;
- c. Student Journalist – Any bona fide student enrolled for the current semester or term, who was passed or met the qualification and standards of the editorial board. He must likewise maintain a satisfactory academic standing.
- d. Editorial Board- In the tertiary level, the editorial board shall be composed of student journalists who have qualified in placement examinations. In the case of elementary and high school levels, the editorial board shall be composed of a duly appointed teacher adviser, the editor who qualified and the representative of the Parent-Teachers’ Association, who will determine the editorial policies to be implemented by the editor and staff members of the student publication concerned. At the tertiary level, the editorial board may include a publication adviser at the option of its members.
- e. Editorial Policies- A set of guidelines by which a student publication is operated and managed, taking into account pertinent laws as well as the school administration’s policies. Said guidelines shall determine the frequency of the publication, the manner of selecting articles and features and other similar matters.
- f. Student Publication- A student publication is published by the student body through an editorial board and publication staff composed of students selected by fair and competitive examinations.  
Once the publication is established, its editorial board shall freely determine its editorial policies and manage the publication funds.

- Section 4. Funding of Student Publication- Funding for the student publication may include the savings of the respective school's appropriations, student subscriptions, donations, and other sources of funds.  
In no instance shall the Department of Education, Culture and Sports or the school administration concerned withhold the release of funds sourced from the savings of the appropriations of the respective schools and other sources intended for the student publication. Subscription fees collected by the school administration shall be released automatically to the student publication concerned.
- Section 6. Publication Adviser. - The publication adviser shall be selected by the school administration from a list of recommendees submitted by the publication staff. The function of the adviser shall be limited to one of technical guidance.
- Section 7. Security of Tenure. – A member of the publication staff must maintain his or her status as a student in order to retain membership in the publication staff. A student shall not be expelled or suspended solely on the basis of articles he or she has written, or on the basis of the performance of his or her duties in the student publication.
- Section 8. Press Conference and Training Seminar.- The Department of Education, Culture and Sports shall sponsor periodic competitions, press conferences and training seminars in which student editors/writers and teacher/adviser of student publications in the elementary, secondary and tertiary levels shall participate. Such competitions, conferences and seminars shall be held at institutional, divisional, and regional levels, culminating with the holding of the annual national elementary, secondary or tertiary School Press Conferences in places of historical and/or cultural interest in the country.
- Section 9. Rules and Regulations.- The department of Education, Culture and Sports, in the coordination with the officers of the national elementary, secondary or tertiary organizations or official advisers of student publications, together with the student journalists at the tertiary level and existing organizations of student journalists, shall promulgate the rules and regulations necessary for the effective implementation of this Act.
- Section 10. Tax Exemption.- Pursuant to paragraph 4, Section 4, Article XIV of the Constitution, all grants, endowments, donations, or contributions used actually, directly and exclusively for the promotion of the campus journalism as provided for this Act shall be exempt for donor's or gift tax.
- Section 11. Appropriations. – For the initial year of implementation, the sum of five million pesos (P5, 000,000.00) is hereby authorized to be charged against the savings from the current appropriations of the Department of Education, Culture, and Sports. Thereafter, such amount may be necessary shall be

included in the General Appropriations Act.

Section 12. Effectivity.- This Act shall take effect after fifteen (15) days following the completion of its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved, 5 July 1991

**APPENDIX H  
ANTI-BULLYING ACT OF 2013  
REPUBLIC ACT NO. 10627**

**AN ACT REQUIRING ALL ELEMENTARY AND SECONDARY SCHOOLS TO ADOPT POLICIES TO PREVENT AND ADDRESS THE ACTS OF BULLYING IN THEIR INSTITUTIONS**

**SECTION 1. *Short Title.*** – This Act shall be known as the “Anti-Bullying Act of 2013”.

**SECTION 2. *Acts of Bullying.*** – For purposes of this Act, “bullying” shall refer to any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

- A. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
- B. Any act that causes damage to a victim’s psyche and/or emotional well-being;
- C. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim’s looks, clothes and body; and
- D. Cyber-bullying or any bullying done through the use of technology or any electronic means.

**SECTION.3. *Adoption of Anti-Bullying Policies.*** – All elementary and secondary schools are hereby directed to adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions which:

- A. Prohibit the following acts:
  - (1) Bullying 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;

- (2) Bullying 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; and
  - (3) Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying;
- B. Identify the range of disciplinary administrative actions that may be taken against a perpetrator for bullying or retaliation which shall be commensurate with the nature and gravity of the offense: *Provided*, That, in addition to the disciplinary sanctions imposed upon a perpetrator of bullying or retaliation, he/she shall also be required to undergo a rehabilitation program which shall be administered by the institution concerned. The parents of the said perpetrator shall be encouraged by the said institution to join the rehabilitation program;
- C. Establish clear procedures and strategies for:
- (1) Reporting acts of bullying or retaliation;
  - (2) Responding promptly to and investigating reports of bullying or retaliation;
  - (3) Restoring a sense of safety for a victim and assessing the student's need for protection;
  - (4) Protecting from bullying or retaliation of a person who reports acts of bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying; and
  - (5) Providing counseling or referral to appropriate services for perpetrators, victims and appropriate family members of said students;
- D. Enable students to anonymously report bullying or retaliation: *Provided, however*, That no disciplinary administrative action shall be taken against a perpetrator solely on the basis of an anonymous report;
- E. Learning area a student who knowingly makes a false accusation of bullying to disciplinary administrative action;

- F. Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms of such school for the anonymous reporting of acts of bullying or retaliation;
- G. Educate parents and guardians about the dynamics of bullying, the anti-bullying policies of the school and how parents and guardians can provide support and reinforce such policies at home; and
- H. Maintain a public record of relevant information and statistics on acts of bullying or retaliation in school: *Provided*, That the names of students who committed acts of bullying or retaliation shall be strictly confidential and only made available to the school administration, teachers directly responsible for the said students and parents or guardians of students who are or have been victims of acts of bullying or retaliation.

All elementary and secondary schools shall provide students and their parents or guardians a copy of the anti-bullying policies being adopted by the school. Such policies shall likewise be included in the school's student and/or employee handbook and shall be conspicuously posted on the school walls and website, if there is any.

The Department of Education (DepED) shall include in its training programs, courses or activities which shall provide opportunities for school administrators, teachers and other employees to develop their knowledge and skills in preventing or responding to any bullying act.

**SECTION 4. *Mechanisms to Address Bullying.*** – The school principal or any person who holds a comparable role shall be responsible for the implementation and oversight of policies intended to address bullying.

Any member of the school administration, student, parent or volunteer shall immediately report any instance of bullying or act of retaliation witnessed, or that has come to one's attention, to the school principal or school officer or person so designated by the principal to handle such issues, or both. Upon receipt of such a report, the school principal or the designated school officer or person shall promptly investigate. If it is determined that bullying or retaliation has occurred, the school principal or the designated school officer or person shall:

- A. Notify the law enforcement agency if the school principal or designee believes that criminal charges under the Revised Penal Code may be pursued against the perpetrator;
- B. Take appropriate disciplinary administrative action;
- C. Notify the parents or guardians of the perpetrator; and

- D. Notify the parents or guardians of the victim regarding the action taken to prevent any further acts of bullying or retaliation.

If an incident of bullying or retaliation involves students from more than one school, the school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school so that both may take appropriate action.

**SECTION 5. *Reporting Requirement.*** – All schools shall inform their respective schools division superintendents in writing about the anti-bullying policies formulated within six (6) months from the effectivity of this Act. Such notification shall likewise be an administrative requirement prior to the operation of new schools.

Beginning with the school year after the effectivity of this Act, and every first week of the start of the school year thereafter, schools shall submit a report to their respective schools division superintendents all relevant information and statistics on acts of bullying or retaliation. The schools division superintendents shall compile these data and report the same to the Secretary of the DepED who shall likewise formally transmit a comprehensive report to the Committee on Basic Education of both the House of Representatives and the Senate.

**SECTION 6. *Sanction for Noncompliance.*** – In the rules and regulations to be implemented pursuant to this Act, the Secretary of the DepED shall prescribe the appropriate administrative sanctions on school administrators who shall fail to comply with the requirements under this Act. In addition thereto, erring private schools shall likewise suffer the penalty of suspension of their permits to operate.

**SECTION 7. *Implementing Rules and Regulations.*** – Within ninety (90) days from the effectivity of this Act, the DepED shall promulgate the necessary rules and regulations to implement the provisions of this Act.

**SECTION 8. *Separability Clause.*** – If, for any reason, any provision of this Act is declared to be unconstitutional or invalid, the other sections or provisions hereof which are not affected thereby shall continue to be in full force or effect.

**SECTION 9. *Repealing Clause.*** – All laws, decrees, orders, rules and regulations or parts thereof which are inconsistent with or contrary to the provisions of this Act are hereby repealed, amended or modified accordingly.

**SECTION 10. *Effectivity.*** – This Act shall take effect fifteen (15) days after its publication in at least two (2) national newspapers of general circulation.

## APPENDIX I

### MALACAÑANG

Manila

BY THE PRESIDENT OF THE PHILIPPINES

#### EXECUTIVE ORDER NO. 285

### AMENDING THE GUIDELINES GOVERNING THE ENTRY AND STAY OF FOREIGN STUDENTS IN THE PHILIPPINES AND THE ESTABLISHMENT OF AN INTER-AGENCY COMMITTEE ON FOREIGN STUDENTS FOR THE PURPOSE

**WHEREAS**, it is the policy of the government to continuously promote the Philippines as a center for education in the Asia Pacific Region by (i) encouraging foreign students to study in the country, (ii) developing awareness of the Philippine educational system among neighboring countries, and (iii) allowing duly accepted foreign students to avail of the facilities of the Philippine educational system;

**WHEREAS**, an increasing number of foreign students has expressed the desire to enter and study in the Philippines, and graduate from Philippine schools, colleges and universities;

**WHEREAS**, the Philippine government recognizes the importance of openness and vigilance in determining *bona-fide* foreign students who wish to avail themselves of education and training in the Philippine educational institutions and benefit from an enriched exchange of culture, ideas and goodwill among nations in the region;

**WHEREAS**, studying in the Philippines will afford foreign students of Filipino descent excellent means and opportunity to appreciate and understand their roots and rich cultural heritage;

**WHEREAS**, the government policy of attraction for foreign students to come to the country will help boost the nation's prospects to improve its economic environment;

**WHEREAS**, there is a need to liberalize the procedures and requirements in the entry of foreign students without compromising national security by providing a systematic method in the processing and approval of their documents.

**NOW, THEREFORE, I, JOSEPH EJERCITO ESTRADA**, President of the Republic of the Philippines, by virtue of the powers vested in me by law, do hereby order the following:

**SECTION 1. *Basic Policies and Procedures.*** The following policies and procedures shall be observed by all entities concerned:

#### **A. Coverage**

Only aliens who seek temporary stay in the Philippines solely for the purpose of taking up a course higher than high school at a university, seminary, college, academy, or school duly authorized to admit foreign students who are at least 18 years of age at the time of enrollment and have the means sufficient for their education and support of study are covered under this order.

## **B. Acceptance**

Only schools with programs accredited by the Federation of Accrediting Agencies of the Philippines (FAAP) or with the equivalent accreditation by the Commission on Higher Education (CHED) and the Bureau of Immigration (BI) shall be authorized by the Commission to admit foreign students. The CHED shall prepare, at regular intervals, an updated list of such schools, in consultation with the BI, taking into account their respective mandates under existing laws and regulations. Copies of the list shall be furnished the BI, the Department of Foreign Affairs (DFA), the National Bureau of Investigation (NBI), the National Intelligence Coordinating Agency (NICA) and the schools authorized to admit foreign students. All schools so authorized shall establish a foreign student unit within their organization. To maintain their authority, the schools, through their foreign students unit, shall submit the following reports to the BI, copy furnished the CHED and NICA:

- a) an enrollment report on foreign students 45 days after commencement of classes every semester. The names of those who have been accepted but failed to enroll, either for the first time or subsequent terms, should be included in the said report.
- b) a monthly status report, as may be deemed necessary, with emphasis on whoever is missing, has transferred, dropped from the rolls or with derogatory records.
- c) a report on promotions with inclusions of those who failed to take the final examinations and those with deficiencies.

Failure to comply with the above-required reports shall be a ground for cancellation by the CHED of the authority to admit foreign students.

The Certificate of Eligibility for Admission (CEA) addressed to the accepting school shall be cleared by the CHED only in cases where restrictions exist on enrollment of foreign students due to shortage of facilities, such as enrollment in medicine and dentistry.

The CHED and the Department of Education, Culture and Sports (DECS) shall provide assistance to schools in regard to issues on comparative equivalences between foreign educational systems and those of the Philippines.

Accreditation of advanced credits earned in college or earned credits in Science, English and Mathematics in the 11<sup>th</sup> and 12<sup>th</sup> year levels of secondary education in foreign countries shall be limited only to the authorized number fixed by the CHED.

Grant of credits in excess of the authorized number of advanced credits for degree course shall be learning areaed to validating examinations to be administered by the accepting educational institutions learning area to information of the CHED.

Enrollment in any level shall require completion of the lower particular level, e.g., an applicant for the tertiary or collegiate level must be a graduate of high school or its equivalent.

The individual school may launch information campaigns to solicit and receive applications directly from prospective foreign students. The schools, for these purposes, may seek the assistance of the DFA and the Department of Tourism.

The processing of documents shall be between the school and the government agency concerned.

The foreign students shall communicate directly with the school and comply with the school's institutional requirements, which shall include the submission of the following documents:

- a) Five (5) copies of the Student's Personal History Statement (PHS) duly signed by him, both in English and in his national alphabet accompanied by his personal seal, if any, and containing, among others, his left and right thumbprints and a 2 x 2 inch photograph on plain white background taken not more than six months prior to submission.
- b) A notarized affidavit of support including bank statements or notarized notice of grant for institutional scholars to cover expenses for the students accommodation and subsistence, as well as school dues and other incidental expenses.
- c) Scholastic records duly authenticated by the Philippine Foreign Service Post located in the student applicant's country of origin or legal residence.
- d) Photocopy of data page of the student's passport showing date and place of birth, and birth certificate or its equivalent duly authenticated by the Philippine Foreign Service Post.

The school, satisfied with the student's compliance with its requirements, shall issue a Notice of Acceptance (NOA) to the student and submit a duplicate copy thereof of the DFA, together with a certified true copy of the CHED's CEA, when necessary, and the above-cited document-requirements of Section 1-B-7 a to d. These documents shall be handcarried to the DFA by the school's designated liaison officer under a cover letter on the school's official stationery signed by the school registrar and stamped with the school's dry seal requesting that a student visa be issued to the person named therein.

The DFA shall indorse the documents to the Philippine Foreign Service Post located in the student's country of origin or legal residence for the issuance of the student visa after ascertaining the student's identity and admissibility under existing DFA regulations.

### **C. Issuance of Visas**

Foreign students whose applications for student visa are approved are required to secure their visa from the Philippine Foreign Service Post in their country of origin or legal residence, regardless of where they are at the time of application.

The Philippine Foreign Service Post shall notify in writing the student of the receipt of the documents and require him to appear in person before a Consular Officer for interview and compliance with consular requirements. In addition to the documents transmitted to the post of the DFA, the following requirements shall be submitted by the student to the Consular Office:

- a) Original copy of the school's NOA containing a clear impression of the school's dry seal;
- b) Police clearance issued by the national police authorities in the student's country of origin or legal residence, authenticated by the Philippine Foreign Service Post having consular jurisdiction over the place; and
- c) Medical health certificate issued by an authorized physician including but not limited to standard-size chest x-ray, HIV, Hepatitis B clearance. The consular office shall not assume the task of determining the student's scholastic fitness for the program applied for and shall issue the student visa as soon as all the requirements are accomplished. A notice of visa issuance shall be furnished by the DFA to the school, the CHED, BI and NBI and the NICA as soon as it receives a report to this effect from the issuing post.

#### **D. Arrival and Stay in the Philippines**

Upon arrival in the Philippines, the student, as part of the requirements for processing his entry, shall report immediately to the BI Students Desk for registration and to the accepting school and shall enroll in the school which issued this NOA. The school shall reassess the student's competency level and establish his scholastic comparative equivalence, when necessary.

The school, through its foreign student unit, shall assist the student in obtaining the necessary Alien Certificate of Registration (ACR) and Certificate of Residence for Temporary Students (CRTS) from the BI. The student's authorized period of stay shall be consistent with the length of the course of study to which he has been accepted by a Philippine school. The initial period is one year, then, is renewed by the BI Student Desk every semester and for cause, maybe approved for one year.

A foreign student who wishes to pursue another degree program higher than the original course completed shall submit all appropriate clearances/endorsements to include Personal History Statement form duly accomplished, notarized affidavit of support, official transcript of record, NBI clearance and NOA from his admitting school and other concerned agencies to the BI for approval and subsequent processing of student visa extensions.

Shifting of course or change of school shall require prior CHED/DECS clearances. Authorization for conversion from tourist's visa category to that of a student visa or issuance of Special Study Permit is hereby restored.

The concerned school and the Inter-Agency members shall provide assistance to the foreigners who are already in the country under any valid visa arrangement and who apply/petition for the conversion of their status to 9f student visa or for the issuance of a Special Study Permit provided all relevant prerequisites are complied with, and provided further, that safeguards to national security concerns/interests are adequately and appropriately undertaken by all concerned agencies.

The BI shall establish a Foreign Student Desk which shall have the following functions:

- a) To handle and screen all applications/petitions of foreigners for conversion from any valid category admission to student visa or for the issuance of Special Study Permit and recommend appropriate course of action to the BI Commissioner.
- b) To process and act on 9f student visa extension application and to approve the same per semester or for cause, per year;
- c) To accredit Higher Educational Institution (HEIs) to accept foreign students in coordination with CHED;
- d) To implement approved 9f conversion and downgrading from 9f to 9a;
- e) To issue BI clearance to student visa applicants;
- f) To monitor the activities of foreign students.

#### **E. Monitoring**

Within a month and a half after the start of classes, the school, through its foreign students unit, shall submit to the BI, copy furnished CHED, NICA and NBI, an enrollment report on all foreign students with inclusion of names of foreign students who have been accepted but failed to enroll, either for the first time or for subsequent terms. Further, it shall submit a monthly status report to the BI, as may be deemed necessary, on whoever are missing, have transferred, dropped from the rolls and with derogatory record. Finally, at the end of each term, the school shall also report to the BI those foreign students who failed to take the final examinations for the term and those who have completed their courses. The report on promotions shall be submitted to the BI for appropriate action on requests for student visa extension. Non-compliance by schools to submit the reports shall be a ground for the cancellation by the CHED of their authority to accept foreign students.

The NICA and the NBI shall check, whenever necessary, the activities of foreign students brought to their attention which appear to be inimical to the security of the State. Criminal complaints filed against foreign students shall be referred to the NBI for investigation and appropriate action. These agencies shall undertake steps necessary to safeguard the due process of valid application, visa issuance and entry authorization of foreign students in the country.

The BI shall investigate, apprehend and prosecute, if necessary, foreign students who are not complying with Philippine immigration laws and regulations. Violation of immigration laws and regulations shall be a ground for the cancellation of a student visa and deportation of the student concerned.

#### **F. Exemption**

The following shall be exempt from the coverage of this Executive Order:

1) Tertiary enrollment in Philippine schools of the spouses and unmarried dependent children below 21 years old of the following categories of aliens shall not be required to secure a student visa and the BI special study permit:

- a) A permanent foreign resident;
- b) Aliens with valid working permits under Section 9(d), 9(g) and 47(a)(2) of the Philippine Immigration Act of 1940, as amended;
- c) Personnel of foreign diplomatic and consular missions residing in the Philippines;
- d) Personnel of duly accredited international organizations residing in the Philippines;
- e) Holders of Special Investor's Resident Visa (SIRV) and Special Retirees Resident Visa (SRRV); and
- f) Foreign students coming in the Philippines with 47(a) (2) visas issued pursuant to existing laws, e.g. P.D. 2021.

This privilege is also extended to the principals who may wish to take advantage of the educational facilities on the country.

2) Children of the above-mentioned admission categories who are already enrolled before their marriage and/or before reaching the age of 21 years shall be allowed to finish their studies and convert their admission category to that of student visa under Section 9(f) of the Philippine Immigration Act of 1940, as amended, for as long as their principals remain in the country.

3) Spouses and children of personnel of foreign diplomatic and consular missions and duly accredited international organizations located in the Philippines who desire to remain in the Philippines to enroll for the first time or finish their studies higher than high school and qualify under prescribed regulations, shall be allowed to convert their admission category to that of a student visa under Section 9(f) of the Philippine Immigration Act of 1940, as amended, in accordance with the applicable procedure, in the event their principals lose their admission category as Foreign Government Official under Section 9(e) of the Philippine Immigration Act of 1940, as amended. The privilege is also extended to the principals who may wish to take advantage of the educational facilities of the country.

**SEC. 2. Establishment and Composition of the Committee on Foreign Students.** There is hereby created an Inter-Agency Committee of Foreign Students herein referred to as the Committee, which shall have the following membership:

a)	Commission on Higher Education	Chairman
b)	Department of Foreign Affairs	Co-Chairman
c)	Department of Education Culture and Sports	Member
d)	Bureau of Immigration	Member
e)	National Bureau of Investigation	Member
f)	National Intelligence Coordinating Agency	Member
a)	Commission on Higher Education	Chairman

**SEC. 3. Duties and Responsibilities of the Committee.** The Committee shall have the following duties and responsibilities:

- a) Promulgate simplified procedures and implementing guidelines governing the entry and stay of foreign students in the Philippines, as well as rules and regulations limiting school transfer and course shifting of foreign students in accordance with the provisions of the Executive Order within sixty (60) days from the effectivity hereof;
- b) Monitor and coordinate the implementation of this Executive Order with the department and agencies concerned;
- c) Meet regularly to assess the progress of the whole program to ensure that the promotion of the Philippines as a center for education in the region is effectively encouraged and undertaken;
- d) Request representatives from other agencies and/or the private sector to attend its meetings, when it deems necessary and proper; and
- e) Submit a semi-annual report to the Office of the President, through the Office of the Executive Secretary, on the status of the foreign students in the country. The report shall be submitted before the end of September and February of the first and second semester, respectively, of each school year.

The CHED shall provide the secretariat to support the Committee.

**SEC. 4. Penalty Clause.** Any school found, after due investigation, by the CHED and/or the BI to have violated any provision on compliance shall suffer cancellation of the authority to admit foreign students.

**SEC. 5. Repealing Provision.** All executive issuances, regulations, or any part thereof, which are inconsistent with the provisions of this Executive Order are hereby repealed or modified accordingly.

**SEC. 6. Separability Clause.** If, for any reason, any part or provision of the Executive Order shall be held unconstitutional or declared contrary to law, other parts or provisions hereof which are not affected thereby shall continue to be in full force and effect.

**SEC. 7. Effectivity.** This Executive Order shall take effect immediately.

**DONE** in the City of Manila, this 4<sup>th</sup> day of September, in the year of our Lord, two thousand.

(Sgd.) **JOSEPH EJERCITO ESTRADA**

By the President:  
**RONALDO B. ZAMORA**  
Executive Secretary

## APPENDIX J PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS

1. The student-applicant undergoes the usual process of admission procedures including admission test and preliminary interview.
2. Should the student-applicant manifest or declare to have special needs such as but not limited to Neurodevelopmental Disorders, Schizophrenia Spectrum and Other Psychotic disorders, Bipolar and Related Disorders, Trauma-and Stressor-Related Disorders, Dissociative Disorders, Somatic Symptom and Related Disorders, Feeding and Eating Disorders, Sleep-Wake Disorders, Sexual Dysfunctions, Gender Dysphoria, Disruptive Impulse-Control, and Conduct Disorders, Substance-Related and Addictive Disorders, Neurocognitive Disorders and Paraphilic Disorders (based on Diagnostic and Statistical Manual of Mental Disorders or DSM 5), he/she must be referred to outside specialist such Developmental Pediatrician, Child/Clinical Psychologist, Psychiatrist and the likes for formal diagnosis.
3. Once a special need has been formally declared, a copy of diagnosis and certification with “fit to study as a remark” from his/her doctor must be presented to the Guidance and Counselling Office prior to his/her enrolment.
4. The certification must bear the recommendations and limitations of the student-applicant.  
Upon submission of the documents for Basic Education, a body composed of Principal, GC Head, Grade Level Coordinator (who handles the level applied by the student-applicant), and Basic Education Director will deliberate for such case.  
For College level, a body composed of SPS Head, College Dean (who handles the course applied by the student-applicant), GCO Head will deliberate for such case.
5. The Principal shall relay to the student-applicant with his/her parent/guardian the results of the deliberation (for Basic Education).
6. For college level, the College Dean shall relay to the student-applicant with his/her parent/guardian the results of the deliberation.
7. An appeal may be made by the student-applicant or his/her parents/guardians through writing which will be handled again by the same body.  
The Principal shall inform the student-applicant and his/her parents on the final decision of the body (for Basic Education)  
For College level, the Dean shall inform the student-applicant and his/her parents on the final decision of the body.  
In the event that the University admitted a student who eventually turned out to be with any of the special needs mentioned above, the University is not obliged to continue giving the educational services to the student concerned. Consequently, the parent or guardian shall voluntarily withdraw the student from the University.

## APPENDIX K

Republic of the Philippines  
Congress of the Philippines  
Metro Manila  
Eighth Congress

Republic Act No. 7079 July 5, 1991

### AN ACT PROVIDING FOR THE DEVELOPMENT AND PROMOTION OF CAMPUS JOURNALISM AND FOR OTHER PURPOSES

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

**Section 1. Title.** – This Act shall be known and referred to as the "**Campus Journalism Act of 1991.**"

**Section 2. Declaration of Policy.** – It is the declared policy of the State to uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the State shall undertake various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism.

**Section 3. Definition of Terms.** –

(a) School. – An institution for learning in the elementary, secondary or tertiary level comprised of the studentry, administration, teacher and non-teacher personnel;

(b) Student Publication. – The issue of any printed material that is independently published by, and which meets the needs and interests of, the studentry;

(c) Student Journalist. – Any bona fide student enrolled for the current semester or term, who was passed or met the qualification and standards of the editorial board. He must likewise maintain a satisfactory academic standing.

(d) Editorial Board. – In the tertiary level, the editorial board shall be composed of student journalists who have qualified in placement examinations. In the case of elementary and high school levels, the editorial board shall be composed of a duly appointed teacher adviser, the editor who qualified and a representative of the Parents-Teachers' Association, who will determine the editorial policies to be implemented by the editor and staff members of the student publication concerned.

At the tertiary level, the editorial board may include a publication adviser at the option of its members.

(e) **Editorial Policies.** – A set of guidelines by which a student publication is operated and managed, taking into account pertinent laws as well as the school administration's policies. Said guidelines shall determine the frequency of the publication, the manner of selecting articles and features and other similar matters.

**Section 4. Student Publication.** – A student publication is published by the student body through an editorial board and publication staff composed of students selected but fair and competitive examinations.

Once the publication is established, its editorial board shall freely determine its editorial policies and manage the publication's funds.

**Section 5. Funding of Student Publication.** – Funding for the student publication may include the savings of the respective school's appropriations, student subscriptions, donations, and other sources of funds.

In no instance shall the Department of Education, Culture and Sports or the school administration concerned withhold the release of funds sourced from the savings of the appropriations of the respective schools and other sources intended for the student publication. Subscription fees collected by the school administration shall be released automatically to the student publication concerned.

**Section 6. Publication Adviser.** – The publication adviser shall be selected by the school administration from a list of recommendees submitted by the publication staff. The function of the adviser shall be limited to one of technical guidance.

**Section 7. Security of Tenure.** – A member of the publication staff must maintain his or her status as student in order to retain membership in the publication staff. A student shall not be expelled or suspended solely on the basis of articles he or she has written, or on the basis of the performance of his or her duties in the student publication.

**Section 8. Press Conferences and Training Seminar.** – The Department of Education, Culture and Sports shall sponsor periodic competitions, press conferences and training seminars in which student-editors/writers and teacher-adviser of student publications in the elementary, secondary and tertiary levels shall participate. Such competitions, conferences and seminars shall be held at the institutional, divisional, and regional levels, culminating with the holding of the annual national elementary, secondary or tertiary School Press Conferences in places of historical and/or cultural interest in the country.

**Section 9. Rules and Regulations.** – The Department of Education, Culture and Sports, in coordination with the officers of the national elementary, secondary or tertiary organizations or official advisers of student publications, together with student journalists at the tertiary level and existing organizations of student journalists, shall promulgate the rules and regulations necessary for the effective implementation of this Act.

**Section 10. Tax Exemption.** – Pursuant to paragraph 4, Section 4, Article XIV of the Constitution, all grants, endowments, donations, or contributions used actually, directly and exclusively for the promotion of campus journalism as provided for in this Act shall be exempt from donor's or gift tax.

**Section 11. Appropriations.** – For the initial year of implementation, the sum of Five million pesos (P5,000,000.00) is hereby authorized to be charged against the savings from the current appropriations of the Department of Education, Culture and Sports. Thereafter, such amount as may be necessary shall be included in the General Appropriations Act.

**Section 12. Effectivity.** – This Act shall take effect after fifteen (15) days following the completion of its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved: **July 5, 1991.**

## APPENDIX L: D.O. no. 8, s. 2015

### **POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE K TO 12 BASIC EDUCATION PROGRAM (BEP)**

#### **I. Theoretical Basis**

Classroom Assessment is a joint process that involves both teachers and learners. It is an integral part of teaching and learning. Teachers provide appropriate assessment when they aim to holistically measure learners' current and developing abilities while enabling them to take responsibility in the process. This view recognizes the diversity of learners inside the classroom, the need for multiple ways of measuring their varying abilities and learning potentials, and the role of learners as co-participants in the assessment process.

At the heart of this assessment framework is the recognition and deliberate consideration of the learners' zone of proximal development (Vygotsky 1978). Appropriate assessment is committed to ensure learners' success in moving from guided to independent display of knowledge, understanding, and skills, and to enable them to transfer this successfully in future situations. From this point of view, assessment facilitates the development of learners' higher-order thinking and 21st-century skills.

This view of assessment, therefore, acknowledges the unity of instruction and assessment. Assessment is part of day-to-day lessons and extends the day-to-day classroom activities that are already in place in the K to 12 curriculum.

#### **II. What is Classroom Assessment?**

Assessment is a process that is used to keep track of learners' progress in relation to learning standards and in the development of 21st-century skills; to promote self-reflection and personal accountability among students about their own learning; and to provide bases for the profiling of student performance on the learning competencies and standards of the curriculum. Various kinds of assessments shall be used appropriately for different learners who come from diverse contexts, such as cultural background and life experiences.

**Classroom Assessment** is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do.

Teachers should employ classroom assessment methods that are consistent with curriculum standards. It is important for teachers to always inform learners about the objectives of the lesson so that the latter will aim to meet or even exceed the standards. The teacher provides immediate feedback to students about their learning progress. Classroom assessment also measures the achievement of competencies by the learners.

There are two types of classroom assessment, namely, formative and summative.

**A. Formative assessment** may be seen as *assessment for learning* so teachers can make adjustments in their instruction. It is also *assessment as learning* wherein students reflect on their own progress. According to the UNESCO Program on Teaching and Learning for a Sustainable Future (UNESCO-TLSF), formative assessment refers to the ongoing forms of assessment that are closely linked to the learning process. It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience.

Formative assessment may be given at any time during the teaching and learning process. It is also a way to check the effectiveness of instruction.

Formative assessment involves teachers using evidence about what learners know and can do to inform and improve their teaching. Teachers observe and guide learners in their tasks through interaction and dialogue, thus gaining deeper insights into the learners' progress, strengths, weaknesses, and needs. The results of formative assessments will help teachers make good instructional decisions so that their lessons are better suited to the learners' abilities. It is important for teachers to record formative assessment by documenting and tracking learners' progress using systematic ways that can easily provide insight into a student's learning. Such monitoring will allow teachers to understand their students and thus teach them better. Formative assessment results, however, are not included in the computation of summative assessment.

Formative assessment must also provide students with immediate feedback on how well they are learning throughout the teaching-learning process. Recommendations on how they can improve themselves should also be given by the teachers. Formative assessment enables students to take responsibility for their own learning, and identify areas where they do well and where they need help. As a result, students will appreciate and make their own decisions about their progress.

**B. Summative assessment**, on the other hand, may be seen as *assessment of learning*, which occurs at the end of a particular unit. This form of assessment usually occurs toward the end of a period of learning in order to describe the standard reached by the learner. Often, this takes place in order for appropriate decisions about future learning or job suitability to be made. Judgments derived from summative assessment are usually for the benefit of people other than the learner (UNESCO-TLSF).

Summative assessment measures whether learners have met the content and performance standards. Teachers must use methods to measure student learning that have been deliberately designed to assess how well students have learned and are able to apply their learning in different contexts. The results of

summative assessments are recorded and used to report on the learners' achievement. Primarily, the results of summative assessment are reported to the learners and their parents/guardians. In addition, these are reported to principals/school heads, teachers who will receive the child in the next grade level, and guidance teachers who should help students cope with challenges they experience in school.

### **III. What is assessed in the classroom?**

Assessment in the classroom is aimed at helping students perform well in relation to the learning standards. Learning standards comprise content standards, performance standards, and learning competencies that are outlined in the curriculum.

**A. Content Standards** identify and set the essential knowledge and understanding that should be learned. They cover a specified scope of sequential topics within each learning strand, domain, theme, or component. Content standards answer the question, "What should the learners know?"

**B. Performance Standards** describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of 21st-century skills. The integration of knowledge, understanding, and skills is expressed through creation, innovation, and adding value to products/performance during independent work or in collaboration with others. Performance standards answer the following questions:

1. "What can learners do with what they know?"
2. "How well must learners do their work?"
3. "How well do learners use their learning or understanding in different situations?"
4. "How do learners apply their learning or understanding in real-life contexts?"
5. "What tools and measures should learners use to demonstrate what they know?"

**C. Learning Competencies** refer to the knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity.

#### **D. Concept Development**

The learning standards in the curriculum reflect progressions of concept development. The Cognitive Process Dimensions adapted from Anderson & Krathwohl (2001) may be a good way to operationalize these progressions. It provides a scheme for classifying educational goals, objectives, and standards. It also defines a broad range of cognitive processes from basic to complex, as follows: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each dimension is described in Table 1.

**Table 1.** Adapted Cognitive Process Dimensions\*

<b>Cognitive Process Dimensions</b>	<b>Descriptors</b>
<b>Remembering</b>	The learner can recall information and retrieve relevant knowledge from long-term memory: <i>identify, retrieve, recognize, duplicate, list, memorize, repeat, reproduce</i>
<b>Understanding</b>	The learner can construct meaning from oral, written, and graphic messages: <i>interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss</i>
<b>Applying</b>	The learner can use information to undertake a procedure in familiar situations or in a new way: <i>execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover</i>
<b>Analyzing</b>	The learner can distinguish between parts and determine how they relate to one another, and to the overall structure and purpose: <i>differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruct</i>
<b>Evaluating</b>	The learner can make judgments and justify decisions: <i>coordinate, measure, detect, defend, judge, argue, debate, critique, appraise, evaluate</i>
<b>Creating</b>	The learner can put elements together to form a functional whole, create a new product or point of view: <i>generate, hypothesize, plan, design, develop, produce, construct, formulate, assemble, design, devise</i>

\*Adapted from Table 5.1 "The Cognitive Process Dimensions" (Anderson and Krathwohl 2001, pp. 67–68)

To align the assessment process with the K to 12 curriculum, the adapted Cognitive Process Dimensions may be used as guide not only in lesson development but also in the formulation of assessment tasks and activities.

#### **IV. How are learners assessed in the classroom?**

Learners are assessed in the classroom through various processes and measures appropriate to and congruent with learning competencies defined in the K to 12 curriculum. Some of these processes and measures may be used for both formative and summative assessment, which have different goals. Learners may be assessed individually or collaboratively.

##### **Individual and Collaborative Formative Assessment**

Individual formative assessment enables the learner to demonstrate independently what has been learned or mastered through a range of activities such as check-up quizzes, written exercises, performances, models, and even electronic presentations.

Collaborative formative assessment (peer assessment) allows students to support each other's learning. Discussions, role playing, games, and other group activities

may also be used as performance-based formative assessment wherein learners support and extend each other's learning.

### **Formative Assessment in Different Parts of the Lesson**

Formative assessment may be integrated in all parts of the lesson. Basically, every lesson has three parts: before the lesson, the lesson proper, and after the lesson. Formative assessment conducted in each part serves a different purpose.

#### **A. Before the Lesson**

Formative assessment conducted before the lesson informs the teacher about the students' understanding of a lesson/topic before direct instruction. It helps teachers understand where the students stand in terms of conceptual understanding and application. Formative assessment provides bases for making instructional decisions, such as moving on to a new lesson or clarifying prerequisite understanding.

#### **B. During the Lesson Proper**

Formative assessment conducted during the lesson proper informs teachers of the progress of the students in relation to the development of the learning competencies. It also helps the teacher determine whether instructional strategies are effective. The results of formative assessment given at this time may be compared with the results of formative assessment given before the lesson to establish if conceptual understanding and application have improved. On this basis, the teacher can make decisions on whether to review, re-teach, remediate, or enrich lessons and, subsequently, when to move on to the next lesson.

#### **C. After the Lesson**

Formative assessment conducted after the lesson assesses whether learning objectives were achieved. It also allows the teacher to evaluate the effectiveness of instruction. Students who require remediation and/or enrichment should be helped by the teacher using appropriate teaching strategies.

Table 2 enumerates the purposes of formative assessments conducted before, during, and after the lesson. It also shows examples of assessment methods. Teachers should not limit the assessment methods they use to the examples provided in the table on page 6.

**Table 2.** Purposes of Formative Assessment

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
<b>Before Lesson</b>	<ol style="list-style-type: none"> <li>1. Know what s/he knows about the topic/lesson</li> <li>2. Understand the purpose of the lesson and how to do well in the lesson</li> <li>3. Identify ideas or concepts s/he misunderstands</li> <li>4. Identify barriers to learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Get information about what the learner already knows and can do about the new lesson</li> <li>2. Share learning intentions and success criteria to the learners</li> <li>3. Determine misconceptions</li> <li>4. Identify what hinders learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Agree/disagree activities</li> <li>2. Games</li> <li>3. Interviews</li> <li>4. Inventories/ checklists of skills (relevant to the topic in a learning area)</li> <li>5. KWL activities (what I know, what I want to know, what I learned)</li> <li>6. Open-ended questions</li> <li>7. Practice exercises</li> </ol>
<b>Lesson Proper</b>	<ol style="list-style-type: none"> <li>1. Identify one's strengths and weaknesses</li> <li>2. Identify barriers to learning</li> <li>3. Identify factors that help him/her learn</li> <li>4. Know what s/he knows and does not know</li> <li>5. Monitor his/her own progress</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide immediate feedback to learners</li> <li>2. Identify what hinders learning</li> <li>3. Identify what facilitates learning</li> <li>4. Identify learning gaps</li> <li>5. Track learner progress in comparison to formative assessment results prior to the lesson proper</li> <li>6. To make decisions on whether to proceed with the next lesson, re-teach, or provide for corrective measures or reinforcements</li> </ol>	<ol style="list-style-type: none"> <li>1. Multimedia presentations</li> <li>2. Observations</li> <li>3. Other formative performance tasks (simple activities that can be drawn from a specific topic or lesson)</li> <li>4. Quizzes (recorded but not graded)</li> <li>5. Recitations</li> <li>6. Simulation activities</li> </ol>
<b>After Lesson</b>	<ol style="list-style-type: none"> <li>1. Tell and recognize whether s/he met learning objectives and success criteria</li> <li>2. Seek support through remediation, enrichment, or other strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess whether learning objectives have been met for a specified duration</li> <li>2. Remediate and/ or enrich with appropriate strategies as needed</li> <li>3. Evaluate whether</li> </ol>	<ol style="list-style-type: none"> <li>1. Checklists</li> <li>2. Discussion</li> <li>3. Games</li> <li>4. Performance tasks that emanate from the lesson objectives</li> <li>5. Practice</li> </ol>

Parts of the Lesson	Purpose		Examples of Assessment Methods
	For the Learner	For the Teacher	
		learning intentions and success criteria have been met	exercises 6. Short quizzes 7. Written work

The information or feedback gathered from formative assessment will help teachers ensure that all learners are supported while they are developing understanding and competencies related to curriculum standards. These also prepare them for summative assessments. Teachers should keep a record of formative assessment results to study the patterns of learning demonstrated by students. However, this should not be used as bases for grading.

### Summative Assessment

This form of assessment measures the different ways learners use and apply all relevant knowledge, understanding, and skills. It must be spaced properly over the quarter. It is usually conducted after a unit of work and/or at the end of an entire quarter to determine how well learners can demonstrate content knowledge and competencies articulated in the learning standards. Learners synthesize their knowledge, understanding, and skills during summative assessments. The results of these assessments are used as bases for computing grades.

### Individual and Collaborative Summative Assessment

Learners may be assessed individually through unit tests and quarterly assessment. Collaboratively, learners may participate in group activities in which they cooperate to produce evidence of their learning. The process of creating a learning project is given more weight or importance than the product itself.

### Components of Summative Assessment

Summative assessments are classified into three components, namely, Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA). These three will be the bases for grading. The nature of the learning area defines the way these three components are assessed.

**A. The Written Work component** ensures that students are able to express skills and concepts in written form. Written Work, which may include long quizzes, and unit or long tests, help strengthen test-taking skills among the learners. It is strongly recommended that items in long quizzes/tests be distributed across the Cognitive Process Dimensions so that all are adequately covered. Through these, learners are able to practice and prepare for quarterly assessment and other standardized assessments. Other written work may include essays, written reports, and other written output.

**B. The Performance Task component** allows learners to show what they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks. Performance-based tasks may include skills

demonstration, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written output may also be considered as performance tasks.

**C. Quarterly Assessment** measures student learning at the end of the quarter. These may be in the form of objective tests, performance-based assessment, or a combination thereof.

Table 3 shows the components of summative assessment, their purposes, and when they are given. The lists of sample summative assessment tools per learning area are found in Appendix A.

**Table 3.** Components of Summative Assessment

<b>Components</b>	<b>Purpose</b>	<b>When Given</b>
<b>Written Work (WW)</b>	<ol style="list-style-type: none"> <li>1. Assess learners' understanding of concepts and application of skills in written form</li> <li>2. Prepare learners for quarterly assessments</li> </ol>	At end of the topic or unit
<b>Performance Tasks (PT)</b>	<ol style="list-style-type: none"> <li>1. Involve students in the learning process individually or in collaboration with teammates over a period of time</li> <li>2. Give students opportunities to demonstrate and integrate their knowledge, understanding, and skills about topics or lessons learned in a specific real-life situation by performing and/or producing evidence of their learning</li> <li>3. Give students the freedom to express their learning in appropriate and diverse ways</li> <li>4. Encourage student inquiry, integration of knowledge, understanding, and skills in various contexts beyond the assessment period</li> </ol>	<p>At end of a lesson focusing on a topic/skill lesson</p> <p>Several times during the quarter</p>
<b>Quarterly Assessment (QA)</b>	Synthesize all the learning skills, concepts, and values learned in an entire quarter	Once, at end of the quarter

There must be sufficient and appropriate instructional interventions to ensure that learners are ready before summative assessments are given. The evidence produced through summative assessment enables teachers to describe how well the students have learned the standards/competencies for a given quarter. These are then reflected in the class record. The grades of learners are presented in a report card to show the progress of learners to parents and other stakeholders.

## **V. What is the grading system?**

The K to 12 Basic Education Program uses a standards- and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of the learners' summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for Quarterly Grades and Final Grades.

For these guidelines, the Department will use a floor grade considered as the lowest possible grade that will appear in a learner's report card.

Learners from Grades 1 to 12 are graded on Written Work, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

### **A. How is learner progress recorded and computed?**

#### **For Kindergarten**

Guidelines specific to the assessment of Kindergarten learners will be issued in a different memorandum or order. However, for Kindergarten, checklists and anecdotal records are used instead of numerical grades. These are based on learning standards found in the Kindergarten curriculum guide. It is important for teachers to keep a portfolio, which is a record or compilation of the learner's output, such as writing samples, accomplished activity sheets, and artwork. The portfolio can provide concrete evidence of how much or how well the learner is able to accomplish the skills and competencies. Through checklists, the teacher will be able to indicate whether or not the child is able to demonstrate knowledge and/or perform the tasks expected of Kindergarten learners. Through anecdotal records or narrative reports, teachers will be able to describe learners' behavior, attitude, and effort in school work.

#### **For Grades 1 to 12**

In a grading period, there is one Quarterly Assessment but there should be instances for students to produce Written Work and to demonstrate what they know and can do through Performance Tasks. There is no required number of Written Work and Performance Tasks, but these must be spread out over the quarter and used to assess learners' skills after each unit has been taught.

The following are the steps in computing for the Final Grades.

**Step 1:** Grades from all student work are added up. This results in the total score for each component, namely Written Work, Performance Tasks, and Quarterly Assessment.

Raw scores from each component have to be converted to a Percentage Score. This is to ensure that values are parallel to each other.

**Step 2:** The sum for each component is converted to the Percentage Score. To compute the Percentage Score (PS), divide the raw score by the highest possible score then multiply the quotient by 100%. This is shown below:

$$\text{PERCENTAGE SCORE (PS)} = \left( \frac{\text{Learner's total raw score}}{\text{Highest possible score}} \right) \times 100\%$$

**Step 3:** Percentage Scores are then converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects.

To do this, the Percentage Score is multiplied by the weight of the component found in Table 4 for Grades 1 to 10 and Table 5 for Senior High School. The product is known as the Weighted Score (WS).

$$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of Component}$$

**Table 4.** Weight of the Components for Grades 1-10

	Components	Languages	AP	EsP	Science	Math	MAPEH	EPP/TLE
<b>1 to 10</b>	Written Work	30%			40%		20%	
	Performance Tasks	50%			40%		60%	
	Quarterly Assessment	20%			20%		20%	

The grading system for Senior High School (SHS) follows a different set of weights for each component. Table 5 presents the weights for the core and track subjects.

**Table 5.** Weight of the Components for SHS

		Core Subjects	Academic Track		Technical-Vocational and Livelihood (TVL)/ Sports/ Arts and Design Track	
			All other subjects	Work Immersion/ Research/ Business Enterprise Simulation/ Exhibit/ Performance	All other subjects	Work Immersion/ Research/ Exhibit/ Performance
11 to 12	Written Work	25%	25%	35%	20%	
	Performance Tasks	50%	45%	40%	60%	
	Quarterly Assessment	25%	30%	25%	20%	

**Step 4:** The sum of the Weighted Scores in each component is the Initial Grade. This Initial Grade will be transmuted using the given transmutation table (see Appendix B) to get the Quarterly Grade (QG).

**Step 5:** The Quarterly Grade for each learning area is written in the report card of the student.

For a better understanding of how to record the summative assessments, Table 6 presents a sample class record showing three learners for the first quarter of Grade 4 English. On the basis of this class record, Table 7 presents a step-by-step process on how to compute for the Quarterly Grade.

**Table 6.** Sample Class Record for English Grade 4 (First Quarter)

	Written Work (30%)							Performance Tasks (50%)						Quarterly Assessment (20%)			Initial Quarterly Grade							
	1	2	3	4	5	6	7	Total	PS	WS	1	2	3	4	5	6		Total	PS	WS	1	PS	WS	
	<b>Highest Possible Score</b>	20	25	20	20	25	30	20	160	100	30%									120	100	50%	50	100
Learner A	18	22	20	17	23	26	19	145	90.63	27.19	12	13	19	15	16	25	100	83.33	41.67	40	80	16	84.86	
Learner B	19	15	15	9	13	14	9	94	58.75	17.63	15	15	23	15	18	23	109	90.83	45.42	48	96	19.20	82.25	
Learner C	9	11	5	8	8	9	4	54	33.75	10.13	10	6	7	12	10	18	63	52.50	26.25	29	58	11.60	47.98	

$$\text{PERCENTAGE SCORE (PS)} = \left[ \frac{\text{Learner's total raw score}}{\text{Highest possible score}} \right] \times 100\%$$

$$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of Component}$$

**Table 7.** Steps for Computing Grades

STEPS	EXAMPLE			
1. Get the total score for each component.		<b>Learner's Raw Score</b>	<b>Highest Possible Score</b>	
	Written Work 1	18	20	
	Written Work 2	22	25	
	Written Work 3	20	20	
	Written Work 4	17	20	
	Written Work 5	23	25	
	Written Work 6	26	30	
	Written Work 7	19	20	
		<b>TOTAL</b>	145	160
			<b>Learner's Raw Score</b>	<b>Highest Possible Score</b>
	Performance Task 1	12	15	
	Performance Task 2	13	15	
	Performance Task 3	19	25	
	Performance Task 4	15	20	
	Performance Task 5	16	20	
Performance Task 6	25	25		
	<b>TOTAL</b>	100	120	
		<b>Learner's Raw Score</b>	<b>Highest Possible Score</b>	
	Quarterly Assessment	40	50	
2. Divide the total raw score by the highest possible score then multiply the quotient by 100%.	Percentage Score (PS) = $\left( \frac{145}{160} \right) \times 100\%$	<b>PS of Written Work is 90.63.</b>		
	Percentage Score (PS) = $\left( \frac{100}{120} \right) \times 100\%$	<b>PS of Performance Task is 83.33.</b>		
	Percentage Score (PS) = $\left( \frac{40}{50} \right) \times 100\%$	<b>PS of Quarterly Assessment is 80.00.</b>		

STEPS	EXAMPLE
3. Convert Percentage Scores to Weighted Scores. Multiply the Percentage Score by the weight of the component indicated in Table 4 and Table 5.	Written Work for English Grade 4 is 30% Weighted Score (WS)= 90.63 x 0.30 <b>The Weighted Score of Written Work is 27.19.</b>  Performance Tasks for English Grade 4 is 50%. Weighted Score (WS)= 83.33 x 0.50 <b>The Weighted Score of Performance Task is 41.67.</b>  Quarterly Assessment for English Grade 4 is 20%. Weighted Score (WS)= 80.00 x 0.20 <b>The Weighted Score of Quarterly Assessment is 16.</b>  (The scores can be found in the sample class record on Table 6.)
4. Add the Weighted Scores of each component. The result will be the Initial Grade.	<b>Component Weighted Score</b> Written Work= 27.19 Performance Tasks= 41.67 Quarterly Assessment=16.00  <b>TOTAL 84.86</b> <b>The Initial Grade is 84.86.</b>
5. Transmute the Initial Grade using the Transmutation Table in Appendix B.	The Initial Grade is 84.86  <b>The Transmuted Grade is 90.</b>  <b>The Quarterly Grade in English for the 1st Quarter is 90.</b>  This is reflected in the Report Card.

For MAPEH, individual grades are given to each area, namely, Music, Arts, Physical Education, and Health. The quarterly grade for MAPEH is the average of the quarterly grades in the four areas.

$\text{Quarterly Grade (QG) for MAPEH} = \frac{\text{QG for Music} + \text{QG for Arts} + \text{QG for PE} + \text{QG for Health}}{4}$
--

4

### B. How are grades computed at the end of the school year?

#### For Kindergarten

There are no numerical grades in Kindergarten. Descriptions of the learners' progress in the various learning areas are represented using checklists and student portfolios. These are presented to the parents at the end of each quarter for discussion. Additional guidelines on the Kindergarten program will be issued.

#### For Grades 1-10

The average of the Quarterly Grades (QG) produces the Final Grade.

$$\text{Final Grade by Learning Area} = \frac{\text{1st-quarter grade} + \text{2nd-quarter grade} + \text{3rd-quarter grade} + \text{4th-quarter grade}}{4}$$

The General Average is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.

$$\text{General Average} = \frac{\text{Sum of Final Grades of All Learning Areas}}{\text{Total number of Learning Areas in a grade level}}$$

The Final Grade in each learning area and the General Average are reported as whole numbers. Table 8 shows an example of the Final Grades of the different learning areas and General Average of a Grade 4 student.

**Table 8.** Final Grades and General Average

Learning Area	Quarter				Final Grade
	1	2	3	4	
Filipino	80	89	86	84	85
English	89	90	92	87	90
Mathematics	82	85	83	83	83
Science	86	87	85	84	86
Araling Panlipunan	90	92	91	89	91
Edukasyon sa Pagpapakatao	89	93	90	88	90
Edukasyong Pantahanan at Pangkabuhayan	80	81	84	79	81
MAPEH	85	86	85	84	85
<b>General Average</b>					86

### For Grades 11 and 12

The two quarters determine the Final Grade in a semester. Table 9 shows an example in Grade 11, second semester for the Accounting, Business, and Management (ABM) strand.

**Table 9.** Grade 11, 2nd Semester of ABM strand

Subjects	Quarter		Second Semester Final Grade
	3	4	
<b>Core Subjects</b>			
Reading and Writing Skills	80	83	82
Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik	86	85	86
Statistics and Probability	82	87	85
Physical Science	88	87	88
Physical Education and Health	90	88	89
<b>Applied and Specialized Subjects</b>			
Empowerment Technologies: ICT for Professional Tracks	80	83	82
Business Math	87	86	87
Organization and Management	85	81	83
Fundamentals of Accounting, Business and Management 1	84	81	83
<b>General Average for the Semester</b>			85

**C. How is the learner's progress reported?**

The summary of learner progress is shown quarterly to parents and guardians through a parent-teacher conference, in which the report card is discussed. The grading scale, with its corresponding descriptors, are in Table 10. Remarks are given at the end of the grade level.

**Table 10.** Descriptors, Grading Scale, and Remarks

DESCRIPTOR	GRADING SCALE	REMARKS
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectations	Below 75	Failed

Using the sample class record in Table 6, **LEARNER A** received an Initial Grade of 84.86 in English for the First Quarter, which, when transmuted to a grade of 90, is equivalent to Outstanding. **LEARNER B** received a transmuted grade of 88, which is equivalent to Very Satisfactory. **LEARNER C** received a grade of 71, which means that the learner Did Not Meet Expectations in the First Quarter of Grade 4 English.

When a learner's raw scores are consistently below expectations in Written Work and Performance Tasks, the learner's parents or guardians must be informed not later than the fifth week of that quarter. This will enable them to help and guide their child to improve and prepare for the Quarterly Assessment. A learner who receives a grade below 75 in any subject in a quarter must be given intervention through remediation and extra lessons from the teacher/s of that subject.

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

This section provides the bases for promoting a learner to the next grade level or for retaining a learner in the same grade level. These decisions must be applied based on evidence and judiciously.

A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. Table 11 specifies the guidelines to be followed for learner promotion and retention.

**Table 11.** Learner Promotion and Retention

	<b>Requirements</b>	<b>Decision</b>
For Grades 1 to 3 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
For Grades 4 to 10 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level

	<b>Requirements</b>	<b>Decision</b>
	4. Must pass all learning areas in the Elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School
	5. Must pass all learning areas in the Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School
For Grades 11 to 12 Learners	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
	2. Did not Meet Expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject
	3. Did Not Meet Expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subjects failed.
	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

For Grades 1–10, a learner who Did Not Meet Expectations in at most two learning areas must take remedial classes. Remedial classes are conducted after the Final Grades have been computed. The learner must pass the remedial classes to be promoted to the next grade level. However, teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Work and Performance Tasks by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year.

For Grade 11–12, learners who fail a unit/set of competencies must be immediately given remedial classes. They should pass the summative assessments during remediation to avoid a failing grade in a learning area/subject. This will prevent students from having back subjects in Senior High School (SHS). However, if the learner still fails remedial classes, s/he must retake the subject/s failed during the

summer or as a back subject. Guidance teachers/career advocates must provide support to the SHS student for his/her choices in SHS tracks.

Summative Assessments are also given during remedial classes. These are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The equivalent of the Final Grade for remedial classes is the Remedial Class Mark (RCM). The Final Grade at the end of the school year and the Remedial Class Mark are averaged. This results in the Recomputed Final Grade. If the Recomputed Final Grade is 75 or higher, the student is promoted to the next grade level. However, students will be retained in the grade level if their Recomputed Final Grade is below 75.

The teacher of the remedial class issues the Certificate of Recomputed Final Grade, which is noted by the school principal. This is submitted to the division office and must be attached to both Form 137 and School Form Number 5. Figure 1 below shows a sample certificate.

**Figure 1.** Sample Certificate of Recomputed Final Grade

<b>Certificate of Recomputed Final Grade</b>			
Name of student: _____			
Grade level: _____			
School Year: _____			
Learning Area	Final Grade	Remedial Class Mark	Recomputed Final Grade
Prepared by: _____ Remedial Class Teacher		Date: _____	
Noted by: _____ School Principal		Date: _____	
Received by: _____ Division Office		Date: _____	

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

**VI. How are the Core Values of the Filipino child reflected in the Report Card?**

The goal of the K to 12 curriculum is to holistically develop Filipinos with 21st-century skills. The development of learners' cognitive competencies and skills must be complemented by the formation of their values and attitudes anchored on the Vision, Mission, and Core Values of the Department of Education (DepEd Order No. 36, s.2013) as shown on the next page. Non-DepEd schools may modify or adapt these guidelines as appropriate to the philosophy, vision, mission, and core values of their schools.

<p><b>VISION</b></p> <p>We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.</p> <p>As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.</p>
<p><b>MISSION</b></p> <p>To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:</p> <p>Students learn in a child-friendly, gender-sensitive, safe, and motivating environment</p> <p>Teachers facilitate learning and constantly nurture every learner</p> <p>Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen</p> <p>Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners</p>
<p><b>CORE VALUES</b></p> <p>Maka-Diyos Makatao Makakalikasan Makabansa</p>

The Core Values have been translated into behavior statements. In addition, indicators have been formulated for each behavior statement. These are presented in Table 12 on page 21.

**Table 12.** Descriptors and Indicators of Observed Values

<b>Core Values</b>	<b>Behavior Statements</b>	<b>Indicators</b>
Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others	<ol style="list-style-type: none"> <li>1. Engages oneself in worthwhile spiritual activities</li> <li>2. Respects sacred places</li> <li>3. Respects religious beliefs of others</li> <li>4. Demonstrates curiosity and willingness to learn about other ways to express spiritual life</li> </ol>
	Shows adherence to ethical principles by upholding truth	<ol style="list-style-type: none"> <li>1. Tells the truth</li> <li>2. Returns borrowed things in good condition</li> <li>3. Demonstrates intellectual honesty</li> <li>4. Expects honesty from others</li> <li>5. Aspires to be fair and kind to all</li> <li>6. Identifies personal biases</li> <li>7. Recognizes and respects one's feelings and those of others</li> </ol>
Makatao	Is sensitive to individual, social, and cultural differences	<ol style="list-style-type: none"> <li>1. Shows respect for all</li> <li>2. Waits for one's turn</li> <li>3. Takes good care of borrowed things</li> <li>4. Views mistakes as learning opportunities</li> <li>5. Upholds and respects the dignity and equality of all including those with special needs</li> <li>6. Volunteers to assist others in times of need</li> <li>7. Recognizes and respects people from different economic, social, and cultural backgrounds</li> </ol>
	Demonstrates contributions toward solidarity	<ol style="list-style-type: none"> <li>1. Cooperates during activities</li> <li>2. Recognizes and accepts the contribution of others toward a goal</li> <li>3. Considers diverse views</li> <li>4. Communicates respectfully</li> <li>5. Accepts defeat and celebrates others' success</li> <li>6. Enables others to succeed</li> <li>7. Speaks out against and prevents bullying</li> </ol>

Core Values	Behavior Statements	Indicators
Makakalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically	<ol style="list-style-type: none"> <li>Shows a caring attitude toward the environment</li> <li>Practices waste management</li> <li>Conserves energy and resources</li> <li>Takes care of school materials, facilities, and equipment</li> <li>Keeps work area in order during and after work</li> <li>Keeps one's work neat and orderly</li> </ol>
Makabansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen	<ol style="list-style-type: none"> <li>Identifies oneself as a Filipino</li> <li>Respects the flag and national anthem</li> <li>Takes pride in diverse Filipino cultural expressions, practices, and traditions</li> <li>Promotes the appreciation and enhancement of Filipino languages</li> <li>Abides by the rules of the school, community, and country</li> <li>Enables others to develop interest and pride in being a Filipino</li> </ol>
	Demonstrates appropriate behavior in carrying out activities in the school, community, and country	<ol style="list-style-type: none"> <li>Manages time and personal resources efficiently and effectively</li> <li>Perseveres to achieve goals despite difficult circumstances</li> <li>Conducts oneself appropriately in various situations</li> </ol>

Schools may craft additional indicators for the behavior statements. Schools must ensure that these are child-centered, gender-fair, and age- and culture-appropriate. To support the development of these Core Values, schools must make sure that their homeroom guidance program promotes them. Additional opportunities may be integrated into class discussions in all learning areas.

A non-numerical rating scale will be used to report on learners' behavior demonstrating the Core Values. The Class Adviser and other teachers shall agree on how to conduct these observations. They will also discuss how each child will be rated. Table 13 presents the marks that must be used.

**Table 13.** Marking for the Observed Values

Marking	Non-Numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

Learners who demonstrate behaviors that are not consistent with or do not reflect the core values may need additional psychosocial support from the school. The class adviser should discuss these observations with the parents/guardians to promote the child's affective development. Further probing may be needed to better understand the learner's situation and context.

## VII. How is attendance reported?

It is important for learners to be in school every day. Learners' class attendance shall be recorded by teachers daily. At the end of each quarter, the attendance is reflected in the report card.

The number of school days in each month is presented, which is based on the school calendar for a given school year. The number of days that each learner is present and absent is indicated. Recording of attendance is done from Kindergarten to Grade 12. Table 14 shows how attendance is recorded at the end of the school year.

**Table 14.** Attendance Record at the End of the School Year

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days	21	21	22	21	21	20	14	21	21	18	200
No. of days present	21	21	22	21	21	20	11	21	21	18	197
No. of Days Absent	0	0	0	0	0	0	3	0	0	0	3

A learner who incurs absences of more than 20% of the prescribed number of class or laboratory periods during the school year or semester should be given a failing grade and not earn credits for the learning area or subject. Furthermore, the school head may, at his/her discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the school. The discretionary authority is vested in the school head, and may not be availed of by a student or granted by a faculty member without the consent of the school head.

Such discretion shall not excuse the learner from the responsibility of keeping up with lessons and taking assessments. When absences cannot be avoided, the school must give the learner alternative methods and materials that correspond to the topics/competencies that were or will be missed. These include modules and materials for the Alternative Delivery Mode, and/or Alternative Learning System as well as those that are found on the Learning Resources Management and

Development System (LRMDS). When students successfully accomplish the learning activities through these materials, they shall be exempted. However, the report card should still reflect the number of absences. Parents of learners who are accumulating many absences must be immediately informed through a meeting to discuss how to prevent further absences.

Habitual tardiness, especially during the first period in the morning and in the afternoon, is discouraged. Teachers shall inform the parents/guardians through a meeting if a learner has incurred 5 consecutive days of tardiness.

Appendices C and D show the report cards for Grades 1–10 and Grades 11–12 respectively.

### **VIII. To whom is classroom assessment reported?**

Classroom assessment serves to help teachers and parents understand the learners' progress on curriculum standards. The results of assessment are reported to the child, the child's remedial class teacher, if any, and the teacher of the next grade level, as well as the child's parents/guardians.

### **References:**

Anderson, Lorin W., and Krathwol, David R. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.

UNESCO. "Teaching and Learning for a Sustainable Future." Accessed March 31, 2015. [http://www.unesco.org/education/tlsf/mods/theme\\_d/mod24.html?panel=5#top](http://www.unesco.org/education/tlsf/mods/theme_d/mod24.html?panel=5#top).

Vygotsky, Lev S., *Mind in Society: The Development of Higher Psychological Processes.*, eds. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman. (Cambridge: Harvard University Press, 1978).

Appendix A

**List of Summative Assessment Tools**

Below is the list of sample summative assessment tools per learning area. Teachers may use other appropriate tools specific to the assessment task.

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
Languages	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>1. Book/ article reviews</li> <li>2. Essays</li> <li>3. Journals</li> <li>4. Letter writing</li> <li>5. Reaction/ reflection papers</li> <li>6. Reports</li> </ol>	A. Products <ol style="list-style-type: none"> <li>1. Campaigns</li> <li>2. Case studies</li> <li>3. Collages</li> <li>4. Compositions</li> <li>5. Literary analyses</li> <li>6. Multimedia productions</li> <li>7. Portfolios</li> <li>8. Research projects</li> <li>9. Story/poem writing</li> </ol> B. Performance-based tasks <ol style="list-style-type: none"> <li>1. Debates</li> <li>2. Interviews</li> <li>3. Multimedia presentations</li> <li>4. Panel discussions</li> <li>5. Presentations</li> <li>6. Project making</li> <li>7. Role plays</li> <li>8. Speech delivery</li> <li>9. Storytelling/reading</li> </ol>
Math	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>1. Data recording and analyses</li> <li>2. Geometric and statistical analyses</li> <li>3. Graphs, charts, or maps</li> <li>4. Problem sets</li> <li>5. Surveys</li> </ol>	A. Products <ol style="list-style-type: none"> <li>1. Diagrams</li> <li>2. Mathematical Investigatory projects</li> <li>3. Models/making models of geometric figures</li> <li>4. Number representations</li> </ol> B. Performance-based tasks <ol style="list-style-type: none"> <li>1. Constructing graphs from survey conducted</li> <li>2. Multimedia presentation</li> <li>3. Outdoor math</li> <li>4. Probability experiments</li> <li>5. Problem-posing</li> <li>6. Reasoning and proof through recitation</li> <li>7. Using manipulatives to show math concepts/solve problem</li> <li>8. Using measuring tools/devices</li> </ol>
Science	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>1. Concept maps</li> <li>2. Data recording and analyses</li> </ol>	A. Products <ol style="list-style-type: none"> <li>1. Investigatory projects</li> <li>2. Models and diagrams construction</li> <li>3. Prototype building</li> </ol>

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
	3. Laboratory reports and documentations 4. Reaction/reflection papers 5. Surveys	4. Research papers  B. Performance-based tasks 1. Debates 2. Designing and implementation of action plans 3. Designing various models 4. Doing scientific investigations 5. Issue-awareness campaigns 6. Laboratory activity 7. Multimedia presentations 8. Simulation 9. Skills demonstration 10. Verification experiments
Araling Panlipunan (AP)	A. Unit/Chapter Tests B. Written output 1. Concept maps and organizers 2. Essays 3. Journals 4. News writing 5. News/article reviews 6. Reaction/reflection papers	A. Products 1. Collages and diorama making 2. Leaflet, poster, and slogan making 3. Map construction 4. Research work 5. Timelines  B. Performance-based tasks 1. Community involvement 2. Debate 3. Interviews 4. Issue-awareness campaigns 5. News reporting 6. Presentations and multimedia presentations 7. Role plays 8. Simulations
Edukasyon sa Pagpapakatao (EsP)	A. Unit/Chapter Tests B. Written output 1. Essays 2. Journal writing 3. Journal/article reviews 4. Reaction/reflection papers	A. Products 1. Argument analyses 2. Expressing their feelings and ideas through art activities 3. Journal responses 4. Letter writing 5. Song and poem writing  B. Performance-based tasks 1. Issue awareness campaigns 2. Presentations and multimedia presentations 3. Role plays 4. Preparation of action plans (Plano ng pagsasabuhay) 5. Implementation of action plans (Pagsasagawa ng plano) 6. Situation analysis (Pagsusuri)

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT) ng sitwasyon)
Music	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>Essays</li> <li>Reaction/ reflection papers</li> <li>Research paper</li> </ol>	A. Products <ol style="list-style-type: none"> <li>Creating simple musical arrangement</li> <li>Musical analysis/ song analysis</li> <li>Musical research</li> <li>Writing program notes</li> </ol> B. Performance-based tasks <ol style="list-style-type: none"> <li>Multimedia presentations</li> <li>Musical presentation</li> <li>Skills demonstration (singing, playing musical instruments)</li> </ol>
Arts	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>Essays</li> <li>Reaction/ reflection papers</li> <li>Research paper</li> </ol>	A. Products <ol style="list-style-type: none"> <li>Art criticism and appreciation compilations</li> <li>Art exhibit</li> <li>Art projects</li> <li>Portfolio</li> </ol> B. Performance-based tasks <ol style="list-style-type: none"> <li>Art production</li> <li>Multimedia presentations</li> <li>Portfolio</li> <li>Skills demonstration (drawing, coloring, painting)</li> <li>Stage/bulletin board production</li> </ol>
Physical Education (PE)	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>Essays</li> <li>Reaction/ reflection papers</li> <li>Research paper</li> </ol>	A. Products <ol style="list-style-type: none"> <li>Article/journal review</li> <li>Personal fitness and health logs</li> <li>Portfolio</li> </ol> B. Performance-based tasks <ol style="list-style-type: none"> <li>Creating personalized exercise program</li> <li>Physical activity participation</li> <li>Physical activity/fitness assessment</li> <li>Role plays</li> <li>Skills demonstration</li> </ol>
Health	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>Essays</li> <li>Journal/article review</li> <li>Reaction/ reflection papers</li> <li>Research paper</li> </ol>	A. Products <ol style="list-style-type: none"> <li>Journal responses</li> <li>Personal fitness and health logs</li> <li>Portfolio</li> </ol> B. Performance-based tasks <ol style="list-style-type: none"> <li>Debates</li> </ol>

Appendix A

Learning Areas	Components	
	Written Work (WW)	Performance Tasks (PT)
	5. Journal writing	2. Design and implementation of fitness and health program 3. Issue-awareness campaigns 4. Role plays
Edukasyong Pantahanan at Pangkabuhayan/ Technology and Livelihood Education	A. Unit/Chapter Tests B. Written output <ol style="list-style-type: none"> <li>1. Essays</li> <li>2. Diagrams, charts, and models</li> <li>3. Work designs and plans</li> </ol>	A. Products <ol style="list-style-type: none"> <li>1. Technical drawing output</li> <li>2. Prototype building</li> <li>3. Products/projects using locally available materials</li> </ol> B. Performance-based tasks <ol style="list-style-type: none"> <li>1. Skills demonstration</li> <li>2. Skills application</li> <li>3. Laboratory exercises</li> <li>4. Oral tests</li> <li>5. Design, creation, and layout of outputs/ diagnose and repair equipment</li> </ol>

Appendix B

**Transmutation Table**

Following is the range of Initial Grades and their equivalent Transmuted Grades that will be reflected in the report card.

<b>Initial Grade</b>	<b>Transmuted Grade</b>	<b>Initial Grade</b>	<b>Transmuted Grade</b>
100	<b>100</b>		
98.40 – 99.99	<b>99</b>	66.40 – 67.99	<b>79</b>
96.80 – 98.39	<b>98</b>	64.80 – 66.39	<b>78</b>
95.20 – 96.79	<b>97</b>	63.20 – 64.79	<b>77</b>
93.60 – 95.19	<b>96</b>	61.60 – 63.19	<b>76</b>
92.00 – 93.59	<b>95</b>	60.00 – 61.59	<b>75</b>
90.40 – 91.99	<b>94</b>	56.00 – 59.99	<b>74</b>
88.80 – 90.39	<b>93</b>	52.00 – 55.99	<b>73</b>
87.20 – 88.79	<b>92</b>	48.00 – 51.99	<b>72</b>
85.60 – 87.19	<b>91</b>	44.00 – 47.99	<b>71</b>
84.00 – 85.59	<b>90</b>	40.00 – 43.99	<b>70</b>
82.40 – 83.99	<b>89</b>	36.00 – 39.99	<b>69</b>
80.80 – 82.39	<b>88</b>	32.00 – 35.99	<b>68</b>
79.20 – 80.79	<b>87</b>	28.00 – 31.99	<b>67</b>
77.60 – 79.19	<b>86</b>	24.00 – 27.99	<b>66</b>
76.00 – 77.59	<b>85</b>	20.00 – 23.99	<b>65</b>
74.40 – 75.99	<b>84</b>	16.00 – 19.99	<b>64</b>
72.80 – 74.39	<b>83</b>	12.00 – 15.99	<b>63</b>
71.20 – 72.79	<b>82</b>	8.00 – 11.99	<b>62</b>
69.60 – 71.19	<b>81</b>	4.00 – 7.99	<b>61</b>
68.00 – 69.59	<b>80</b>	0 – 3.99	<b>60</b>

**REPORT ON ATTENDANCE**

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days											
No. of days present											
No. of days absent											

DepEd FORM 138

Republic of the Philippines  
Department of Education

Region \_\_\_\_\_

Division \_\_\_\_\_

District \_\_\_\_\_

School \_\_\_\_\_

Name: \_\_\_\_\_ Sex: \_\_\_\_\_  
Age: \_\_\_\_\_  
Grade: \_\_\_\_\_ Section: \_\_\_\_\_  
School Year: \_\_\_\_\_

Dear Parent:

This report card shows the ability and progress your child has made in the different learning areas as well as his/her core values. The school welcomes you should you desire to know more about your child's progress.

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

**Certificate of Transfer**

Admitted to Grade: \_\_\_\_\_ Section: \_\_\_\_\_  
Eligibility for Admission to Grade: \_\_\_\_\_  
Approved: \_\_\_\_\_

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

Cancellation of Eligibility to Transfer

Admitted in: \_\_\_\_\_  
Date: \_\_\_\_\_

Principal \_\_\_\_\_

## REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

Learning Areas	Quarter				Final Grade	Remarks
	1	2	3	4		
Filipino						
English						
Mathematics						
Science						
Araling Panlipunan (AP)						
Edukasyon sa Pagpapakatao (Esp)						
Edukasyong Pantahanan at Pangkabuhayan (EPP)						
MAPEH						
Music						
Arts						
PE						
Health						
<b>General Average</b>						

<b>Descriptors</b>	<b>Grading Scale</b>	<b>Remarks</b>
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75- 79	Passed
Did Not Meet Expectations	Below 75	Failed

## REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
1. Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others Shows adherence to ethical principles by upholding truth				
2. Makatao	Is sensitive to individual, social, and cultural differences Demonstrates contributions toward solidarity				
3. Maka kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen				
4. Maka bansa	Demonstrates appropriate behavior in carrying out activities in the school, community, and country				

<b>Marking</b>	<b>Non-numerical Rating</b>
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

**REPORT ON ATTENDANCE**

DepEd FORM 138

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days											
No. of days present											
No. of days absent											

Republic of the Philippines  
 Department of Education  
 \_\_\_\_\_  
 Region \_\_\_\_\_  
 Division \_\_\_\_\_  
 District \_\_\_\_\_  
 School \_\_\_\_\_

Name: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Age: \_\_\_\_\_ Section: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 School Year: \_\_\_\_\_  
 Track/ Strand: \_\_\_\_\_

**PARENT/GUARDIAN'S SIGNATURE**

1<sup>st</sup> Quarter \_\_\_\_\_  
 2<sup>nd</sup> Quarter \_\_\_\_\_  
 3<sup>rd</sup> Quarter \_\_\_\_\_  
 4<sup>th</sup> Quarter \_\_\_\_\_

Dear Parent:  
 This report card shows the ability and progress your child has made in the different learning areas as well as his/her core values. The school welcomes you should you desire to know more about your child's progress.

Principal \_\_\_\_\_ Teacher \_\_\_\_\_  
**Certificate of Transfer**  
 Admitted to Grade: \_\_\_\_\_ Section: \_\_\_\_\_  
 Eligibility for Admission to Grade: \_\_\_\_\_  
 Approved: \_\_\_\_\_

Principal \_\_\_\_\_ Teacher \_\_\_\_\_  
 Cancellation of Eligibility to Transfer  
 Admitted in: \_\_\_\_\_  
 Date: \_\_\_\_\_ Principal \_\_\_\_\_



## APPENDIX M: D.O. no. 46, s. 2015

### DETAILED GUIDELINES ON THE IMPLEMENTATION OF THE SENIOR HIGH SCHOOL VOUCHER PROGRAM

#### Legal Bases

Republic Act No. 10533 (RA 10533), otherwise known as the Enhanced Basic Education Act of 2013, has expanded the years of schooling in basic education from 10 years to 12 years. In School Year 2016-2017, an additional 2 years representing Grades 11 and 12 will be introduced in the basic education system through senior high school.

Recognizing the need for additional support to students due to the added two years in basic education, the State, through RA 10533, further expanded Republic Act 8545 (RA 8545) to provide financial assistance to qualified grade 10 completers entering senior high school.

RA 10533 has mandated the Department of Education (DepEd) to formulate programs to enact the abovementioned provision of the law. In line with this, DepEd Order No. 11 series of 2015 (DO 11 s.2015) introduced the Senior High School Voucher Program (SHS VP) as a mechanism to provide financial assistance to senior high school students.

Through the SHS VP, the DepEd engages the non-DepEd Senior High School providers to enroll qualified voucher recipients from both Public and Private Junior High Schools. Once qualified voucher recipients are enrolled in non-DepEd Senior High School providers, the DepEd will provide assistance to these students through a voucher subsidy paid to the non-DepEd Senior High School provider.

The SHS VP is envisioned to be a long-term program of the government that will empower students with the choice to pursue their desired senior high school education. This form of public-private partnership is expected to enhance dynamism and diversity in the education system and to provide private schools with the financial resources needed to transition to a 12-year basic education system. Through the SHS VP, the government continues to recognize the invaluable contributions of the private education sector in the equitable delivery of relevant and high quality education.

#### I. Student Eligibility and Voucher Value

Students who completed their Grade 10 in the School Year prior to the current may participate in the SHS Voucher Program (SHS VP).

##### A. Pre-qualified Voucher Recipients

All Grade 10 Junior High School completers of Public Junior High Schools and SUC/LUC Junior High Schools are qualified voucher recipients (QVR). These students shall receive the full voucher value. For details on voucher values, please refer to Table 1.

Grade 10 ESC Grantees who completed their Junior High School in ESC Participating schools are also qualified voucher recipients. However, they shall receive 80% of the full voucher value.

Student Type	Voucher Value
Public JHS Completers (including LUC/SUC JHS Completers)	100%
ESC JHS Completers	80%

Table 1. Student Type and Voucher Value

Students who are covered by the abovementioned criteria are not required to apply for vouchers. They are considered pre-qualified voucher recipients and may directly enroll and redeem the voucher in any Non-DepEd SHS Provider of their choice provided they meet the school's admission requirements.

**B. Voucher Applicants**

Non-ESC Grade 10 completers from Private Junior High Schools who wish to avail of vouchers shall be required to apply for vouchers subject to an assessment of their socioeconomic status and if deemed qualified shall also receive 80% of the full voucher value. Application for vouchers shall commence on the second Monday of November and end depending on the type of application process the voucher applicant decides to pursue.

Application for vouchers is free of charge.

The process for applying for vouchers are as follows:

**Online Submission (Deadline: Second Friday of February)**

1. Fill-out electronic Voucher Application Form (VAF-1) accessed through the Online Voucher Application Portal (OVAP) <http://ovap.deped.gov.ph>
2. Print the Online Application Confirmation Slip
3. Enclose the following supporting documents in a long brown envelope and mail or submit to the PEAC National Secretariat (PEAC NS) on or before the second Friday of February (Refer to Annex B for the complete address of PEAC NS) in the following order:
  - a. Printed Online Application Confirmation Slip
  - b. Certification of Financial Assistance from the School, if applicable\*
  - c. Recent Identical 2x2 ID photo (2 copies)
  - d. Philippine Statistics Authority (PSA) Certified Birth Certificate
  - e. Photocopy of Grade 10 Report Card
  - f. Certificate of Employment of Parent/Guardian (if applicable)
  - g. Latest Income Tax Return of Parents/Legal Guardian or Certification of Tax Exemption or Municipal Certification of Unemployment

Voucher applicants are strongly encouraged to use the online submission of application forms for faster processing of their applications.

**Manual Submission (Deadline: Third Friday of January)**

1. Fill-out Voucher Application Form (VAF-1) which is available in the DepEd Division Offices, Junior High Schools and Non-DepEd SHS Providers; (Refer to Annex A for VAF-1. VAF-1 may also be downloaded from the PEAC website: <http://www.fape.org.ph>)
2. Enclose the following documents in a long brown envelope in the following order:
  - a. Recent Identical 2x2 ID photo (2 copies)
  - b. PSA Certified Birth Certificate
  - c. Photocopy of Grade 10 Report Card
  - d. Certificate of Employment of Parent/Guardian (if applicable)
  - e. Latest Income Tax Return of Parents/Legal Guardian or Certification of Tax Exemption or Municipal Certification of Unemployment

3. Mail or submit VAF-1 and supporting documents to the PEAC NS on or before the third Friday of January. (Please refer to Annex B for the complete address of PEAC NS)

It shall be the responsibility of the voucher applicant to make sure that the documents they submit or mail to the PEAC NS arrive on or before the abovementioned deadlines. Failure to submit the required documents shall result in the disqualification of the student's voucher application.

#### Announcement of Results

The PEAC shall evaluate all of the submitted applications based on the submitted VAF-1 and supporting documents and shall submit the results to DepEd. Results of the voucher applications shall be posted by the PEAC on its website on the third Friday of March. A qualified applicant is considered a QVR and shall be issued a QVR Certificate through the OVAP website (<http://ovap.deped.gov.ph>).

Qualified applicants are required to attend the registration program which shall be conducted and scheduled by the PEAC NS at selected areas in the regions. Failure to attend the scheduled registration shall result in disqualification from participation in the SHS VP. Details on the registration schedule shall be announced with the release of voucher application results.

## **II. Voucher Validity and Redemption**

Vouchers shall be redeemed within the first semester of the School Year immediately after Junior High School completion and shall no longer be valid if not used within the aforementioned period. The SHS VP covers two years regardless of the number of years it takes the recipient to complete Senior High School.

A QVR who wishes to enroll in a Non-DepEd SHS Provider is required to submit the following to the SHS Provider:

- PSA Certified Birth Certificate
- Photocopy of Grade 10 Report Card (with Learner Reference Number (LRN) if Public Junior High School Student)
- Certificate of Junior High School Completion
- Certificate of Good Moral Character
- ESC Certification Letter from Junior High School Principal format available through the ESC IMS (ESC Grantees Only)
- QVR Certificate (Qualified Voucher Applicants Only)

QVRs are required to undergo the normal admission procedures of the Non-DepEd SHS Provider they prefer to enroll in. A QVR that successfully enrolls in a Non-DepEd SHS Provider becomes a voucher program beneficiary (VPB). Voucher payments are released on a per semester basis to the SHS Provider where the VPB is enrolled.

QVRs are encouraged to apply in the Non-DepEd SHS Provider of their choice as early as October to facilitate the immediate processing of their enrolment to the Non-DepED SHS provider.

### III. Conditions for Voucher Program Beneficiaries (VPB)

#### A. Continued Participation

A VPB shall continue to be a participant of the SHS VP if they are promoted to the next grade level and is enrolled in a Non-DepEd SHS Provider. No maintaining grade is required for a VPB to continue to participate in the SHS VP.

A VPB shall be disqualified from further participation in the SHS VP for any of the following reasons:

- VPB drops out in the middle of the School Year;
- VPB does not re-enroll the following School Year;
- VPB is retained in the same grade level;
- VPB transfers to another Senior High School Provider within the School Year;
- VPB transfers to a DepEd Senior High School Provider.

#### B. VPB Transfers

VPBs are not allowed to transfer to another Senior High School within the School Year. If a VPB decides to transfer to another Non-DepEd SHS Provider after the School Year, the VPB may continue to participate in the SHS VP in the accepting Non-DepEd SHS Provider. Transferring VPBs are required to submit the following documents to the accepting Non-DepEd SHS Provider:

- Grade 11 Report Card
- Certificate of Good Moral Character
- Certificate of Release of Voucher Program Beneficiary (Format available in the SHS VMS)

Transferring from one voucher tier location to another is allowed. However, the voucher amount to be received by the VPB in the accepting school shall be the voucher amount of the accepting school or the voucher amount from the releasing school whichever is lower. Please see table 2 for details on voucher tiers and voucher amounts.

VPB transfers shall be reported by both the releasing school and accepting school in the SHS VMS.

#### C. Track and Strand Shifting

VPBs are allowed to shift to another track or strand under the following scenarios:

- After the 1<sup>st</sup> Semester of Grade 11 (within the same school)
- After Grade 11 (whether in the same school or to another school)

To successfully shift from one track and strand to another, the Non-DepEd SHS Provider shall ensure that the VPB meets the required competencies of the track and strand they are shifting to. Schools are required to report in the SHS VMS the VPBs that shift track and strands.

#### D. VPB Leavers

VPBs that passed Grade 11 but did not enroll for Grade 12 the succeeding School Year are considered leavers. Leavers are disqualified from further participation in the SHS VP unless the reason for leaving school is due to health reasons and provided further that the period of medical leave is not more than one (1) School Year. Leavers due to medical reasons may

continue to participate in the SHS VP, however they are required to submit a medical certificate issued by a duly-licensed medical doctor.

#### **IV. Provider Eligibility and Requirements**

##### **A. Eligible SHS VP Schools**

All non-DepEd schools with permit to operate a Senior High School may accept QVRs. Non-DepEd SHS Providers may require applying QVRs to undergo normal admission procedures. Non-DepEd schools refer to the following:

- Private Schools, Colleges, and Universities
- Local Universities and Colleges (LUC)
- State Universities and Colleges (SUC)
- Technical and Vocational Schools

The DepEd shall provide the PEAC NS the list of Non-DepEd SHS Providers and their approved tracks and strands for inclusion in the SHS VMS database of schools and issuance of school account identification number and passwords that they will use to access the SHS VMS.

##### **B. School Requirements for Participation**

1. SHS VP participating schools are encouraged to conduct an annual early registration of QVRs in October to coincide with the early registration of DepEd Senior High Schools.
2. SHS VP participating schools are also required to attend the annual orientation on the SHS VP Guidelines and the SHS Voucher Management System which will be held in every region from April to May. The PEAC NS shall conduct these orientations and inform the schools of the schedule of orientations on the first week of March.
3. Orientation of VPBs and their parents shall be organized by the SHS VP participating schools during the start of the School Year. SHS VP participating schools are required to keep a copy of the orientation program and attendance sheet as evidence that the orientation was conducted.
4. The SHS VP participating schools shall also attach the SHS VP logo on the student ID cards of VPBs. The SHS VP logo may be downloaded in the Downloads Section of the SHS VMS.
5. Voucher payments to SHS VP participating schools are deposited through Land Bank of the Philippines (LBP) accounts. These accounts shall be under the name of the SHS VP participating school. DepEd shall not deposit payments to LBP accounts named after any individual or school official.

#### **V. Voucher Tier**

The Voucher Tier shall depend on the location of the Non-DepEd SHS Provider. Private Senior High Schools located in the National Capital Region (NCR) shall have a full voucher value of Php22,500; private SHS providers in Non-NCR Highly Urbanized Cities (HUC) shall have a full voucher value of Php20,000; and private SHS providers in Non-HUCs located outside NCR shall have a full voucher value of Php17,500.

VPBs enrolled in State Universities and Colleges and Local Universities and Colleges are entitled to 50% of the full Voucher Amount in their location regardless of the school type where they completed their JHS.

Each Voucher Tier shall have corresponding voucher amounts depending on the VPB type. Please see Table 2 for details.

Voucher Tier	VPB Type	Voucher Amount (per School Year)	Voucher Amount if enrolled in SHSs in LUCs & SUCs (per School Year)
<i>National Capital Region (NCR)</i>	Public JHS Completer	Php22,500	Php11,250
	ESC JHS Completer	Php18,000	
	Non-ESC Private JHS Completer	Php18,000	
<i>Non-NCR Highly Urbanized Cities (HUCs)</i>	Public JHS Completer	Php20,000	Php10,000
	ESC JHS Completer	Php,16,000	
	Non-ESC Private JHS Completer	Php,16,000	
<i>Non-HUCs Outside of NCR</i>	Public JHS Completer	Php17,500	Php8,750
	ESC JHS Completer	Php14,000	
	Non-ESC Private JHS Completer	Php14,000	

Table 2. Voucher Value and Voucher Tier

Voucher amounts represent the maximum payment a Non-DepEd SHS Provider shall be paid per VPB per School Year. Schools receive voucher payments based on the total school fees they charge or the voucher amount applicable to the VPB type whichever is lower.

## VI. Processing of Vouchers and Payments

All Non-DepEd SHS Providers that have VPBs are required to process their payments through the SHS Voucher Management System (SHS VMS). The SHS VMS is an online information management system for schools that are participating in the SHS VP.

The SHS VMS contains all QVR details, such as Learner Reference Numbers (LRN), ESC Student IDs (E-SIDs) and Qualified Voucher Applicant Numbers (QVAN). The system facilitates the updating of school profile, registration of QVRs, student applications for SHS VP, updating of VBPs, creating billing statements and monitoring of school payments.

To gain access to the SHS VMS, schools are registered in the SHS VMS database and provided unique School IDs and passwords by the PEAC NS. The basis for registering schools in the SHS VMS shall be a DepEd approved List of Non-DepEd SHS Providers. Included in the list are the tracks and strands offered and the exact addresses of the Non-DepED SHS Providers.

A detailed SHS VMS Manual is available in the PEAC website.

### A. Updating of SHS VP Participating School Profile

If necessary, SHS VP participating schools may update their school profile in the SHS VMS, such as contact details, email addresses and others.

For processing of payments, the system requires the school to encode their LBP account details and school fees (tuition, other, and miscellaneous fees) per track and strand. Dates of the start and end of each semester is also required for updating of grantees and billing purposes.

**B. Registration of QVRs and Voucher Applications**

At the start of the School Year, SHS VP participating schools are required to register the QVRs in the SHS VMS. To register a QVR, schools encode the name of the QVR and the corresponding LRN for Public Junior High School completers or E-SID for an ESC Grantee Junior High School completers or QVAN for Qualified Voucher Applicants. The system shall check if the QVR registered by the school is existing in the QVR database.

**C. Updating of VPBs Status**

Every start of the semester, SHS VP participating schools are required to update the previous semester status and current enrolment status of the VPBs in the SHS VMS. The purpose of updating the status of the VPBs is to report students that are currently enrolled in the SHS VP participating school and to declare dropouts, leavers, and transfer-outs of the SHS VP participating school. This is also in preparation for creating billing statements for the current semester of the School Year.

**D. Creating Billing Statements**

Payments to schools shall depend on the Billing Statements they create using the SHS VMS. These billing statements are provided unique Billing Statement numbers used for system verification, processing and monitoring of payments.

When creating Billing Statements, schools are required to select the names of the VPBs enrolled in their school for the semester. Once these VPBs are selected, the system shall generate the Billing Statements indicating the unique Billing Statement number, total number of VPBs billed and the total amount due to the school.

Schools print the Billing Statements in five (5) copies. These billing statements shall be signed by the designated School Official representing the SHS VP participating school.

The following documents are also required when submitting the Billing Statements:

- Matrix of Tuition, Other and Miscellaneous Fees per track and strand offered;
- ST11 (Savings Account) or IM11 (Current Account) printout from the Land Bank of the Philippines;
- Official Receipt for previous SHS VP payments.

Voucher payments are released in two tranches in a School Year. Therefore, schools are required to create and submit billing statements every semester. The Billing Statement submitted by the SHS VP participating schools in the first semester represents one half of the voucher amount they shall receive per VPB they bill.

The other half of the voucher amount shall be billed in the second semester of the School Year. The second tranche of SHS VP payments shall depend on the number of continuing VPBs in the SHS VP participating school in the second semester. This is to ensure that VPB attrition in the

first semester is no longer included in the second semester payments released to SHS VP participating schools.

The deadline for creating billing statements shall be no more than two months after the opening of classes as declared by the SHS VP participating school in its SHS VMS profile.

**E. Processing of Billing Statements**

SHS VP Billing Statements and required documents are submitted to the PEAC Regional Secretariat (PEAC RS) for verification of Billing Statements' existence in the SHS VMS and checking for completeness of documents submitted.

Once the submitted Billing Statements and required documents are deemed by the PEAC RS as compliant with the requirements of the SHS VP, the PEAC Regional Program Director (PEAC RPD) signs the Billing Statements and forwards these to the DepEd Regional Office for the signature of the DepEd Regional Director (DepEd RD). The PEAC RPD and DepEd RD may assign alternate signatories to sign the Billing Statements.

The PEAC RS collects the Billing Statements signed by the DepEd RD and forwards these to the PEAC NS. The PEAC NS verifies the submitted Billing Statements through the SHS VMS and checks for completeness of documents submitted. The PEAC NS prepares these Billing Statements in batches and submits a List of Schools for Payment together with the Billing Statements and required documents to the DepEd Central Office Accounting Division (DepEd AD).

DepEd AD reviews the submitted List of Schools for Payments and the attached Billing Statements and prepares the Payroll and Obligation Request (POR). Once the PORs are endorsed by DepEd approving authorities, payments are released directly to SHS VP participating schools' Land Bank accounts.

**F. Monitoring of Payments**

SHS VP participating schools may monitor the progress of the processing of their Billing Statements through the SHS VMS panel. The progress of the Billing Statements is updated by the PEAC RS and NS while it is going through the processing period while the DepEd AD updates the payment status of the Billing Statements. This SHS VMS module can be accessed through the "Tools Section" of the SHS VMS School Panel. In this section, the SHS VP participating school can view all of the Billing Statements they created and their respective status.

**VII. Monitoring and Program Compliance**

**A. Monitoring**

The PEAC NS shall monitor and report to the DepEd the compliance with the SHS VP Guidelines of the SHS VP participating schools. Monitoring shall be conducted to ascertain the identities of VPBs billed by the participating schools as seen in their account via the SHS VMS and to ascertain the schools' compliance with other requirements of the SHS VP. Monitoring visits are unannounced.

All SHS VP participating schools are subject for monitoring to ascertain the existence of their VPBs. These shall be done through unannounced visits of a Monitoring Team. No SHS VP participating school shall turn away monitoring teams that visit their school. During monitoring,

the SHS VP participating school is required to gather all of their VPBs for a roll call and present the following documents for inspection:

- Enrolment List (School Form 1)
- Class Record/Class Register
- Orientation Attendance Sheet
- ESC Certification Letter from ESC JHS (ESC VPBs)
- QVR Certificates (Qualified Voucher Applicants)

The monitoring team may require other documents from the SHS VP participating school for further validation of their VPBs.

The PEAC shall prepare a report on the results of the monitoring and submit it to DepEd at the end of the School Year. This report shall include SHS VP participating schools that did not comply or in violation of the SHS VP Guidelines.

#### H. Program Violations and Sanctions

Actions taken by the SHS VP participating school to defraud government and/or its VPBs have corresponding sanctions which may result in the termination of participation from the SHS VP guidelines and the filing of legal cases against the school.

The following are the program violations and their corresponding sanctions:

1. Falsification of data or information in any of the program forms and related attachments submitted by the SHS VP participating school.

The penalty shall be a minimum of one (1) year suspension from recruiting Grade 11 QVRs.

2. Padding and/or inclusion of "ghost students" in the list of VPBs discovered during monitoring. "Ghost students" refer to the following:
  - a. Significant number of VPB absences during a monitoring visit whose existence cannot be satisfactorily explained by the school officials;
  - b. VPBs billed under a specific school campus or unit and delivery mode who are actually attending classes in a different school campus or unit or delivery mode;
  - c. VPBs listed as "enrolled" but who have not been attending classes since the opening of classes;
  - d. Double-listed VPBs;
  - e. VPBs listed but whose continued participation in the SHS VP are deemed terminated (See Section III-Conditions for Voucher Program Beneficiaries (VPB)).

The penalty shall be the return of payments to DepEd equivalent to the amounts due for the "ghost students" identified and termination of school participation in the SHS VP.

3. Charging VPBs in excess of the school's tuition and other standard and non-standard fees as declared by the SHS participating school in the SHS VMS.

The penalty shall be a documented return of the excess funds charged by the school and a minimum of one (1) year suspension from recruiting Grade 11 QVRs.

4. Non-reimbursement or undue delay in the reimbursement of school fees advanced by the VPBs after the school has been paid by DepEd.

The penalty shall be a documented return of the excess funds charged by the school and a minimum of one (1) year suspension from recruiting Grade 11 QVRs.

It is to be understood that other violations analogous to the list above may also be penalized. PEAC reserves the right to decide on cases of violations and their corresponding sanctions.

Finally, violations of the SHS VP guidelines may bar the institution from participating in or benefiting from the said program, and from other programs of the Department of Education, without prejudice to administrative and criminal charges as may be filed against the school and/or its responsible officers under existing laws.

Beneficiaries enrolled in disqualified schools due to the aforementioned reasons will be allowed to transfer in any SHS provider of their choice.



REPUBLIC OF THE PHILIPPINES

DEPARTMENT OF EDUCATION

**SENIOR HIGH SCHOOL VOUCHER PROGRAM**Voucher Application Form (VAF-1) Manual Application  
School Year 2016-2017**Instructions:**

- Please fill-out the application form legibly and in all caps.
- Endose VAF-1 and the following documents in a long brown envelope in the following order:
  - Recent Identical 2x2 ID photo (2 copies)
  - Philippine Statistics Authority (PSA) Certified Birth Certificate
  - Photocopy of Latest Grade 10 Report Card
  - Certificate of Employment of Parent/Guardian (if applicable)
  - Latest Income Tax Return of Parents/Legal Guardian or Certification of Tax Exemption or Municipal Certification of Unemployment
- Mail or submit this application form together with the required documents to:

**SHS Voucher Program Applications**

PEAC National Secretariat  
197 Salcedo Street  
5<sup>th</sup> Floor Salamin Building  
Makati City 1229

- Deadline for submission of Manual Application is on January 15, 2016. Applications received after the deadline shall no longer be processed.
- It is the applicant's responsibility to ensure that this application and its supporting documents arrive on or before January 15, 2016.

**APPLICANT INFORMATION**

Last Name		First Name		Middle Name	
Suffix (i.e. Jr., III)		Date of Birth		Mobile No.	
				E-mail Address	
Street Address			Barangay/District		
Municipality/City			Province		

List below the names of the Senior High School/s where you are applying/would like to apply.

School (1 <sup>st</sup> Choice)		Municipality/City		Province	
Track		Strand			
School (2 <sup>nd</sup> Choice)		Municipality/City		Province	
Track		Strand			

**FAMILY BACKGROUND**

1 <sup>st</sup> Parent or Guardian Name			Relationship		Age
Occupation		Employer		Gross Monthly Income	
2 <sup>nd</sup> Parent or Guardian Name (If applicable)			Relationship		Age
Occupation		Employer		Gross Monthly Income	
No of Siblings	Below 5 years old	5 to 12 years old	13 to 18 years old	Above 18 years old	

JUNIOR HIGH SCHOOL EDUCATION			
School Name		Contact No./Mobile No.	
Address		Barangay/District	
Municipality/City		Province	
<i>Please indicate the school fees charged by the Junior High School.</i>			
Level	Tuition (Php)	Other (Php)	Miscellaneous (Php)
Grade 7			
Grade 8			
Grade 9			
Grade 10			
DISCLAIMER AND SIGNATURE			
Documents attached to this application	<input type="checkbox"/> Recent Identical 2x2 ID photo (2 copies) <input type="checkbox"/> PSA Certified Birth Certificate <input type="checkbox"/> Photocopy of Grade 10 Report Card <input type="checkbox"/> Latest Income Tax Return for the previous year or Certificate of Tax Exemption or Municipal Certification of Unemployment of Parents/Legal Guardian		
I certify that the information above is true and correct to the best of my knowledge. I understand that any false information entered therein may be used as grounds for the disqualification of my application to the SHS Voucher Program.			
Signature over printed name		Date	

This portion is to be filled out by the Junior High School where the applicant is enrolled in Grade 10 if applicable.

PROOF OF FINANCIAL ASSISTANCE			
Grade Level	Provided financial assistance to the applicant?		Amount of financial assistance in Php
Grade 7	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Grade 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Grade 9	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Grade 10	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
I certify that the information above is true and correct. I understand that any false information entered therein may be used as grounds for civil/criminal charges that may be filed in court.			
Certification issued by:			
Name of School Official		Signature	
Designation		Date	

**CONTACT NUMBERS AND ADDRESSES**

*For student voucher applications please send your application form/confirmation slip and supporting documents to:*

**SHS Voucher Program Applications**

PEAC National Secretariat  
197 Salcedo Street  
5<sup>th</sup> Floor Salamin Building  
Makati City 1229

Student Voucher Application Website: [ovap.deped.gov.ph](http://ovap.deped.gov.ph)

*Inquiries regarding the SHS Voucher Program may be sent to the following contact numbers and addresses:*

**Department of Education Central Office (DepEd)****Office of the Undersecretary for Finance and Administration**

(02) 633-9342 and 631-9640

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**PEAC Regional Secretariat Region 8**

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**PEAC Regional Secretariat Region 12 & ARMM**

Notre Dame Educational Association  
Purok San Jose, New Isabela  
Tacurong City  
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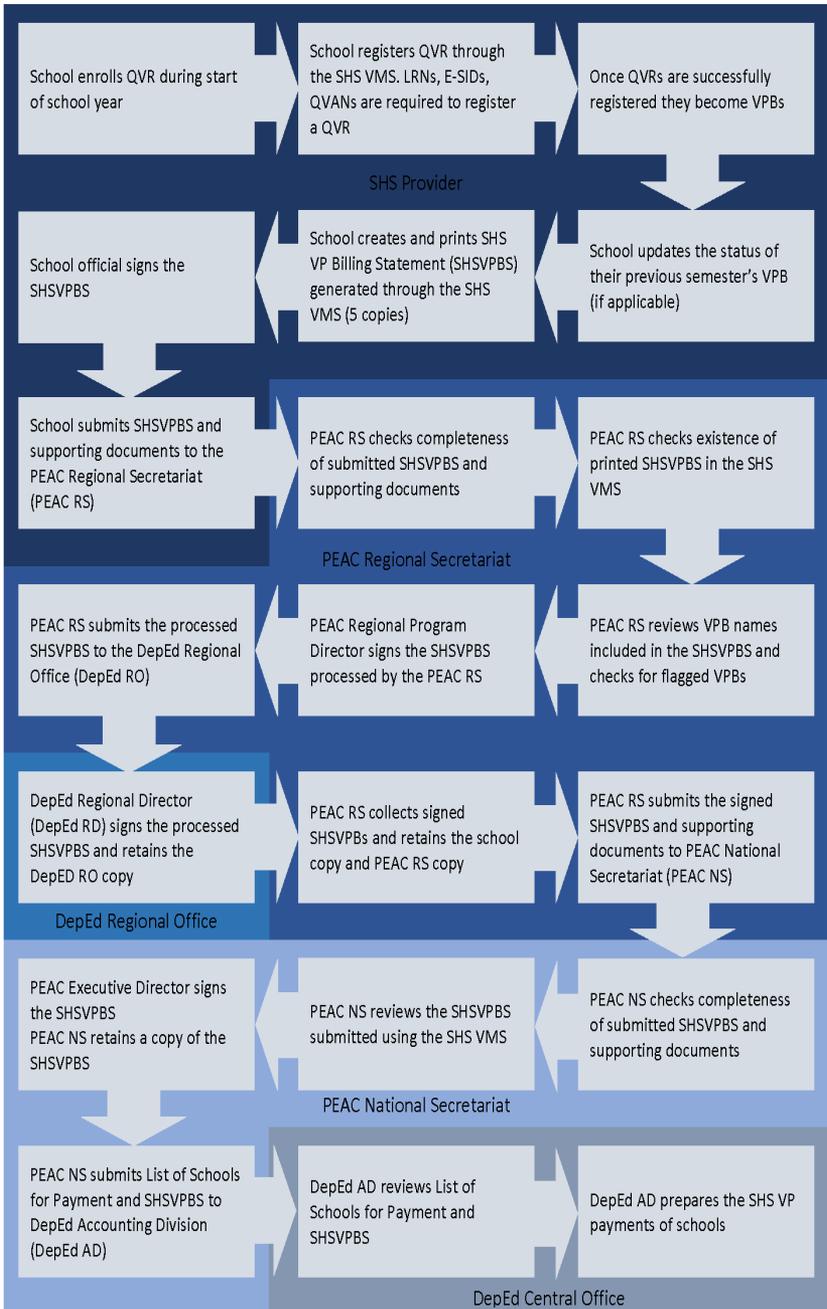
**PEAC Regional Secretariat Region 13**

Father Saturnino Urios University  
Butuan City  
Contact No.: (085) 3421830 loc. 1912

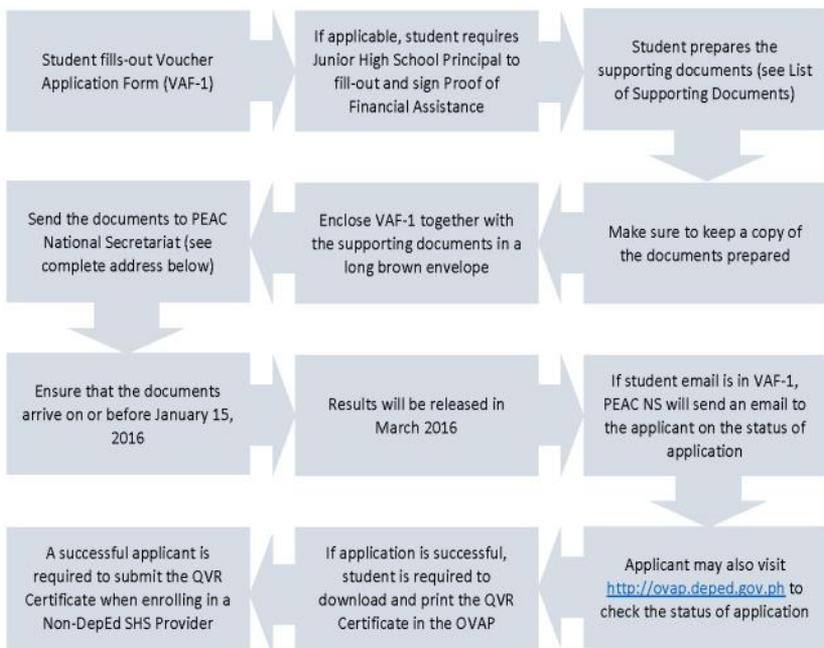
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# SHS VP Processing of Payments



## SHS VP Student Application Process (Manual)



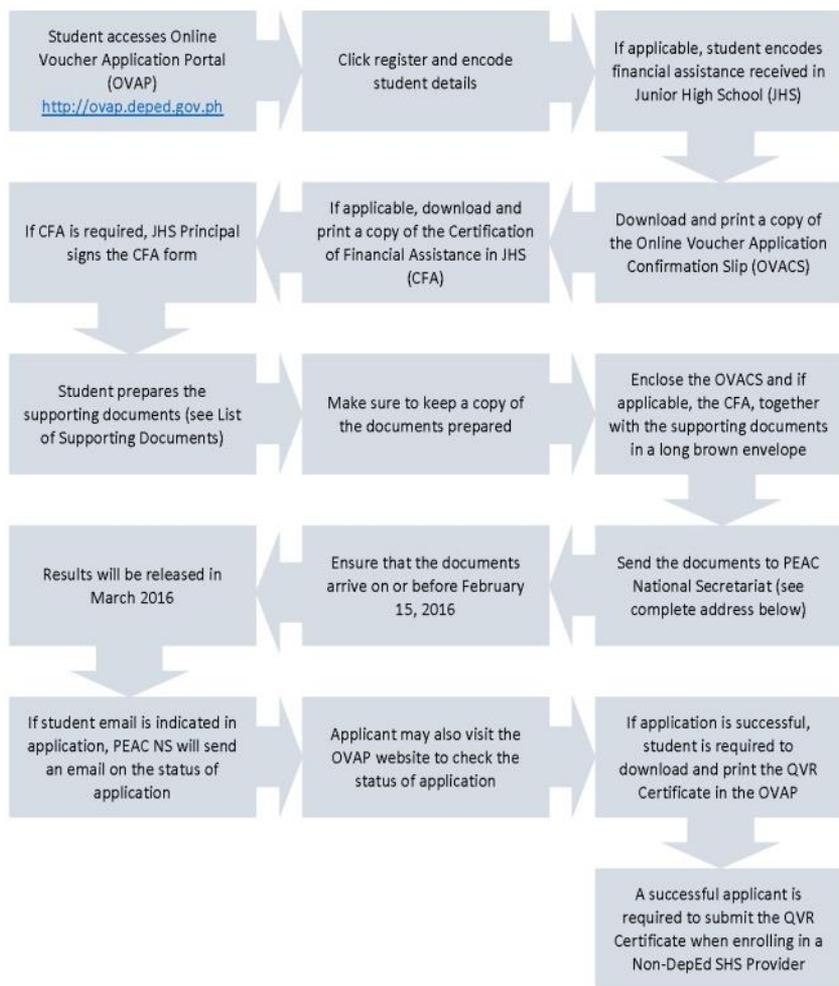
### Address your documents to:

**SHS Voucher Program Applications**  
 PEAC National Secretariat  
 197 Salcedo Street  
 5th Floor Salamin Building  
 Makati City 1229

### List of Supporting Documents

- 2 copies recent identical 2x2 ID Photo
- Philippine Statistics Authority Certified Birth Certificate
- Photocopy of Latest Grade 10 report card
- Certificate of Employment (if parent/guardian is employed)
- Latest Income Tax Return of Parents/Legal Guardian or Certification of Tax Exemption or Municipal Certification of Unemployment

## SHS VP Student Application Process (Online)



### Address your documents to:

**SHS Voucher Program Applications**  
PEAC National Secretariat  
197 Salcedo Street  
5th Floor Salamin Building  
Makati City 1229

### List of Supporting Documents

1. 2 copies recent identical 2x2 ID Photo
2. Certification of Financial Assistance (if applicable)
3. Philippine Statistics Authority Certified Birth Certificate
4. Photocopy of Latest Grade 10 report card
5. Certificate of Employment (if parent/guardian is employed)
6. Latest Income Tax Return of Parents/Legal Guardian or Certification of Tax Exemption or Municipal Certification of Unemployment

**POLICY GUIDELINES ON AWARDS AND RECOGNITION  
FOR THE K TO 12 BASIC EDUCATION PROGRAM**

**I. Rationale**

The Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program articulates the recognition given to learners who have shown exemplary performance in specific areas of their school life. These guidelines are anchored in the Classroom Assessment for the K to 12 Basic Education Program (*DepEd Order No.8 s.2015*), which supports learners' holistic development in order for them to become effective lifelong learners with 21st-century skills. This policy aims to give all learners equal opportunity to excel in relation to the standard set by the curriculum and focus on their own performance rather than to compete with one another. It recognizes that all students have their unique strengths that need to be identified, strengthened, and publicly acknowledged.

In support of the holistic development of Filipino learners, it is important to veer away from valuing only academic achievement based on high grades and move toward valuing and celebrating a wide range of student achievements. The awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility. In effect, the policy encourages all learners to remarkably and skillfully perform specific kinds of tasks critical to their success in school and at work. Consequently, the policy will include all learners and encourage them to be proactive members of their school and community.

In addition to acknowledging and promoting the development of the learners' unique cognitive and other skills that underpin success in school and at work, the awards also aim to nurture the formation of the learners' values and attitudes anchored on the core values of the Department of Education.

Awards and recognition bestowed on learners who have successfully attained standards set by the school support the efforts and accomplishments of these learners and affirm their latent potential, abilities, and dispositions. Learners who feel good about their abilities and contributions to the school and society are more likely to be happy, content, and motivated. When these learners are recognized for their efforts, they will also persist in their desire to excel.

The giving of awards and recognition is but one of the many ways by which teachers and schools provide students with positive feedback and affirmation, which can improve the learner's confidence, self-awareness, and enthusiasm for learning. Other ways by which teachers can provide learners with information about their competence or the value of their accomplishments can be explored. A motivating environment that promotes respect for student diversity and dedication

to learning contributes to the creation of a positive school climate that supports the well-being and achievement of all students.

## II. What awards do we give?

**Classroom Awards** are recognition given to learners in each class or section. A simple recognition may be given per quarter, semester, or at the end of the school year. Awardees are given merit by the adviser and/or other subject teachers in recognition of the learners' outstanding performance in class.

**Grade-level Awards** are given to qualified learners for every grade level at the end of the school year. Candidates for the awards are deliberated by the Awards Committee (AC) if they have met the given criteria.

**Special Recognition** is given by the school to the learners who have represented and/or won in competitions at the district, division, regional, national, or international levels. This is to publicly affirm learners who have brought honor to the school.

### A. Classroom Awards

#### 1. Performance Awards for Kindergarten

Learners in Kindergarten should be recognized for their most evident and most prominent abilities. They can also be recognized for showing significant improvement in a specific area (e.g., from having poor fine-motor skills to being able to draw or write well). Since kindergarten learners have no numerical grades, teachers are advised to recognize outstanding achievement of learners based on the different domains and/or learning competencies of the kindergarten curriculum at the end of every quarter.

Since all learners must be given equal opportunity to excel and demonstrate their strengths, an award may be given to more than one learner. Teachers can choose from the domains and skills listed in Appendix 1. They have the option to provide creative or unique titles for each award appropriate to their context and community (e.g., in mother tongue).

#### 2. Conduct Awards

These awards are given to learners who have been observed to consistently demonstrate the DepEd core values (*Maka-Diyos, Makatao, Makakalikasan, Makahansa*).

##### 2.1. Character Traits for Kindergarten to Grade 3

These awards are given to younger learners to affirm their positive traits and attitudes or to recognize significant improvement in their behavior. Teachers can choose from, but are not limited to, the character traits listed in Appendix 2. They

also have the option to provide creative or unique titles for each award appropriate to their context and community.

## 2.2. Conduct Awards for Grades 4 to 12

Conduct Awards for grades 4 to 12 in each class will be given at the end of the school year. This will be based on the evaluation of the adviser and subject teachers, using the guidelines stipulated in Section VI of DepEd Order No. 8, s. 2015. Awardees must have consistently and dutifully carried out the core values of the Department as indicated in the report card. They must have obtained a rating of at least 75% “Always Observed” (AO) at the end of the school year (with at least 21 out of 28 AO rating in the report card). They also must have not been sanctioned with offenses punishable by suspension or higher sanction within the school year according to the Department’s service manual and child protection policies.

## 3. Academic Excellence Award

The Award for Academic Excellence within the quarter is given to learners from grades 1 to 12 who have attained an average of at least 90 and passed all learning areas.

The Average Grade per Quarter is reported as a whole number following DepEd Order No. 8, s. 2015.

Table 1 shows the specific Academic Excellence Award given to learners who meet the following cut-off grades.

**Table 1. Academic Excellence Award**

<b>Academic Excellence Award</b>	<b>Average Grade per Quarter</b>
1. With Highest Honors/ <i>May Pinakamataas na Karangalan</i>	98–100
2. With High Honors/ <i>May Mataas na Karangalan</i>	95–97
3. With Honors/ <i>May Karangalan</i>	90–94

## 4. Recognition for Perfect Attendance

This award is given at the end of every quarter to encourage learners to attend and actively participate in class. Perfect attendance means that a learner must be present in all of his/her classes, and must have no absences for the entire quarter. Learners who are representing the school for various purposes (e.g., in-school or off-campus activities) may also qualify for this award.

## B. Grade-level Awards

### 1. Academic Excellence Award

At the end of the school year, the Academic Excellence Award is given to learners from grades 1 to 12 who have attained a General Average of at least 90 and a passing Final Grade in all learning areas.

The General Average is reported as a whole number following DepEd Order No. 8, s. 2015.

The class advisers will give to the AC the list of qualified learners to be awarded during a school ceremony. Refer to Table 2 for the Academic Excellence Award at the end of the school year.

**Table 2. Academic Excellence Award**

Academic Excellence Award	General Average
1. With Highest Honors/ <i>May Pinakamataas na Karangalan</i>	98–100
2. With High Honors/ <i>May Mataas na Karangalan</i>	95–97
3. With Honors/ <i>May Karangalan</i>	90–94

### 2. Leadership Award

The leadership award is given to learners in grades 6, 10, and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during the completion or graduation ceremony.

To qualify for this award, a learner must:

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

Table 3 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Schools may opt to add more indicators based on the decision of the AC. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their class or club advisers. Only those learners who have met at least 90% of the criteria on the next page shall be awarded.

**Table 3. Criteria for Leadership Award**

Criteria	Weight	
	Advisers	Peers
<b>1. Motivational Skills (40%)</b> a. Communicates effectively b. Shows initiative and responsibility c. Engages group and/or club mates to participate actively d. Establishes collaborative relationships e. Resolves conflicts	24%	16%
<b>2. Planning and Organizational Skills (40%)</b> a. Plans and designs relevant activities for the class, club and/or school b. Implements planned activities effectively and efficiently c. Monitors implementation of plans and tasks d. Manages and/or uses resources wisely	24%	16%
<b>3. Contribution to the School and/or Community (20%)</b> Renders service and/or implements activities relevant to the school population and/or community	12%	8%
<b>Total</b>	60%	40%

### 3. Award for Outstanding Performance in Specific Disciplines

These awards are given to recognize learners in grades 6, 10, and 12 who have exhibited exemplary skills and achievement in specific disciplines. These disciplines are Athletics, Arts, Communication Arts, Mathematics and Science, Social Sciences, and Technical-Vocational Education (Tech-Voc). These awards also value the learner's achievement in a specific discipline that has contributed to the school and/or community. Table 4 on page 7 specifies the criteria and weights for these awards.

There may be more than one category of awards under the following disciplines: Athletics, Arts, Communication Arts, and Tech-Voc. There will be no separate awards for special programs.

#### 3.1 Athletics

This award is given to learners who have shown outstanding skills in athletics (particularly in games and sports) through participation and victories in competitions, as well as discipline in training and sportsmanlike conduct and character.

The academic rating that will be considered for this award would be the student's final grade in Physical Education.

### **3.2 Arts (e.g., visual, media, music, or performing arts)**

This award is given to learners who have consistently demonstrated outstanding skills in the arts and above average creativity and craftsmanship exemplified through contribution to school's various functions and events.

The academic rating that will be considered for this award is the final grade in Music, Arts, or Contemporary Philippine Arts from the Regions for Senior High School (SHS).

### **3.3 Communication Arts**

This award is given to learners who have demonstrated proficiency in any language (Filipino, English, or other foreign languages), in written or in oral communication, shown creativity in expressing ideas in written or oral activities in various subjects, and contributed to the school community.

The academic rating that will be considered for this award is the student's final grade in Filipino, English, or other foreign-language subjects and related learning areas in Senior High Schools specific to the award.

### **3.4 Science**

This award is given to learners who have high academic standing in Science, demonstrated passion for science expressed through an excellent attitude toward science work, shown enthusiasm for science which positively influences other students in class and the wider school community, and displayed inquisitiveness about the environment, how things work, and how natural processes occur.

The academic rating that will be considered for this award is the student's final grade in Science for grades 6 and 10, or the average rating for the two core Science subjects in SHS.

### **3.5 Mathematics**

This award is given to learners who have high academic standing in Mathematics, demonstrated passion for math expressed through an excellent attitude toward math work, and shown enthusiasm for math, which positively impacts other students in class.

The academic rating that will be considered for this award is the student's final grade in Mathematics for grades 6 and 10, or the average rating for the core Mathematics subjects in SHS.

### **3.6 Social Sciences**

This award is given to learners who have high academic standing in social sciences. They have consistently demonstrated the willingness and ability to contribute to and participate in activities that serve the common good. They have used their knowledge, skills, and disposition in history, geography, economics, and other areas of the social sciences to promote the common good and to achieve shared

ends for others in the school and/or community above and beyond their personal good.

The academic rating that will be considered for this award is the student's final grade in *Araling Panlipunan* for grades 6 and 10, or the average rating for the core Social Science subjects Personal Development/*Pansariling Kaunlaran* and Understanding Culture, Society, and Politics) in SHS.

### 3.7 Technical-Vocational Education

This award is given to learners who have consistently exhibited exemplary skills and achievement in their area of specialization in technical-vocational (Tech-Voc) education. They have applied their knowledge and skills in Tech-Voc to projects and activities that have contributed to the school and/or community.

The academic rating that will be considered for this award is the student's final grade in Technology and Livelihood Education (TLE) for grades 6 and 10, or the average rating for the specialized Tech-Voc subjects in SHS specific to the award.

Table 4 specifies the criteria and weights that will be used in the evaluation and deliberation process for the award for outstanding performance in specific disciplines. This award shall be given to learners who have met at least 90% (outstanding rating) of the criteria.

**Table 4. Criteria for awards for outstanding performance in specific disciplines**

Criteria	Weight
<b>1. Academic Rating</b> Final grade in the learning area or average of the final grades in subjects specifically related to the award	20%
<b>2. Skill in the Discipline</b> As shown through: <ol style="list-style-type: none"> <li>Output (oral or written work, projects, etc., if applicable)</li> <li>Membership in a club/team (if applicable)</li> <li>Class or school representation</li> <li>Winnings and awards</li> </ol>	40%
<b>3. Attitude toward the Discipline</b> <ol style="list-style-type: none"> <li>Peer evaluation (if applicable)</li> <li>Commendation from coach/adviser</li> </ol>	20%
<b>4. Contribution to the School related to the Discipline</b> In any of the following: <ol style="list-style-type: none"> <li>Tutorials/Coaching</li> <li>Performance in school's various functions and events</li> <li>Products</li> <li>Projects</li> <li>Volunteer work</li> </ol>	20%

Note: Peer evaluation is only applicable to disciplines that involve collaborative work. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their class or club advisers.

#### 4. Award for Work Immersion

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

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

#### 5. Award for Research or Innovation

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

Tables 5 and 6 show the set of criteria and weights that will be used in the evaluation and deliberation process for Award for Research or Innovation, respectively. Only those learners who have received at least 90% of the criteria below shall be awarded.

**Table 5. Research criteria and weights**

Criteria	Weight
<b>1. Research Grade</b>	20%
<b>2. Output</b>	
<b>a. Usefulness / Significance of Research</b> Usefulness to the school and/or community or contribution of the research to the existing body of information related to the study	35%
<b>b. Rigor</b> Soundness of methodology (research design, data collection, and data analysis)	30%
<b>3. Research Presentation</b> Presentation and defense of research output	15%

**Table 6. Innovation criteria and weights**

Criteria	Weight
<b>1. Output</b>	
a. Originality or novelty of the product or service	15%
b. Relevance, applicability, replicability, sustainability and/or usefulness to the school and/or larger community	25%

Criteria	Weight
c. Cost-effectiveness, efficiency, and/or practicality	20%
d. Environmentally safe	10%
<b>2. Delivery or Presentation</b>	
a. Clarity of the product development process and the innovative features shown during presentation	10%
b. Acceptability of the innovation to the target beneficiaries	5%
<b>3. Study or Research</b>	
Research basis of the service or product	15%

## 6. Award for Club or Organization Achievement

This award is given to a duly recognized club or organization that has created positive impact on the school and/or community it serves through the implementation of all its planned projects and activities, provided strong support to the implementation of the school activities and attainment of the school's objectives, and taken great strides to help its members develop their potentials.

Table 7 shows the set of criteria and weights that will be used in the evaluation and deliberation process for this award. Only those clubs or organizations that have received at least 90% of the criteria below shall be awarded.

**Table 7. Criteria and weights for awards for Club or Organization Achievement**

Criteria	Weight
<b>1. Club/Organization Performance</b>	
a. Plans and develops club/organization's objectives, projects, and activities	50%
b. Implements projects and activities, and delivers services based on the club/organization's objectives and plans	
c. Manages and/or uses resources wisely	
d. Shows teamwork and collaboration among its members	
<b>2. Exemplary Output</b>	
Delivers a concrete output related to the objectives and purpose of the organization and the school	30%
<b>3. Contribution to the School or Community</b>	
Benefits the members of the club/organization and the greater majority of the school population and/or community	20%

### C. Special Recognition

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

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

The actual certificates, medals, trophies and/or plaques received by the learners from the various activities or competitions shall be used to publicly affirm and acknowledge the contribution of the awardees in giving honor to the school. This will be done during a flag ceremony or in a school-awarding ceremony.

In case external sponsors, partners, and donors opt to give awards, they shall be regulated by the school, subject to compliance with the policy guidelines. These awards should be consistent with the DepEd's Vision, Mission, and Core Values, and must be named after the trait, value, or achievement recognized, or an esteemed person who is deceased.

### III. What do awardees receive?

The grade-level awardees shall receive certificates, medals, and/or plaques from the school, bearing the official seal of the Department (DepEd Order No. 63, s.2011). Schools are required to follow the specifications to ensure the quality of awards, certificates, and medals and uphold the prestige of the awards.

Certificates indicating the specific awards shall be given to all awardees. It is important to note that in the preparation of certificates, attention to proportion and detail is important. The date and venue of the school ceremony should also be complete and accurate.

Table 8 shows the medal specifications for each of the awards.

**Table 8. Medal and plaque specifications**

Award	Technical Specifications	
1. Academic Excellence Award a. With highest honors	Gold	Medal with DepEd seal Diameter Size: 6cm Weight: 30g Ribbon width: 1 inch Ribbon color: depending on region
b. With high honors	Silver	
c. With honors	Bronze	

Award	Technical Specifications	
2. Award for Leadership	Gold	Medal with DepEd seal Diameter Size: 6cm Weight: 30g Ribbon width: 1 inch Ribbon color: gold
3. Award for Work Immersion	Gold	Medal with DepEd seal Diameter Size: 5cm
4. Award for Research/Innovation	Gold	Weight: 25g Ribbon width: 1 inch
5. Award for Outstanding Performance in the specific learning areas	Gold	Ribbon color: depending on region
6. Award for Club or Organization Achievement (members from different grade levels)	Plaque for the club/organization Certificate for each member with school logo	

To facilitate compliance with these guidelines, schools must coordinate with external sponsors, donors, and partners regarding the awards they wish to give the school.

Awards must have specific rubrics prepared or adapted by the AC at the school level, based on the given qualifications and indicators.

#### **IV. How do schools determine awardees?**

An Awards Committee (AC) shall be organized by the school head or principal in every school for each grade level at the beginning of the school year. For small schools, only one (1) AC shall be organized. The committee must be composed of at least three (3) members from the teaching staff, guidance counselor or designated teacher. The total count of committee members should be an odd number. The chairperson of the AC could be any of the teachers, department head, grade-level chairperson, or curriculum head. No member of the AC must be related within the second degree of consanguinity or affinity to any of the candidates for awards.

The AC shall:

1. Establish the processes of and timelines in accepting nominations and determining qualifiers for grade level awards.
2. Formulate rubrics specific to the grade level awards.
3. Communicate to the school community, parents, and other stakeholders the processes involved in giving awards.
4. Verify the authenticity of documents submitted.
5. Deliberate on the qualifications of the candidates for the awards based on the rubrics and the documents submitted.
6. Recommend to the school head or principal the result of evaluation for approval.

7. Communicate to the school community, parents, and other stakeholders involved in the results of the evaluation.
8. Recommend to the school head or principal the resolution on any related issue that may arise from the results of the awards.
9. Ensure that guidelines stipulated in this policy are followed.

Table 9 shows the activities for determining the awardees with indicative timelines that need to be conducted by the AC.

**Table 9. Steps for determining the awardees**

<b>STEP</b>	<b>PROCESS</b>	<b>MONTH</b>
Step 1	Establish the processes of and timelines in accepting nominations and in determining qualifiers for specific awards consistent with the policy guidelines	May to June
Step 2	Formulate rubrics specific to the grade-level awards	July to August
Step 3	Seek approval from the school head or principal on processes, timelines, and rubrics	August
Step 4	Communicate the approved processes, timelines, and rubrics to the school community	August
Step 5	Accept nominees for each award from the class/club advisers based on the minimum requirements set by these guidelines. Those that meet the requirements are endorsed to the AC by the class/club adviser.	February
Step 6	Evaluate and deliberate candidates for each award based on the portfolio (report card, certificates, documentation) submitted by the learner against the rubrics set by the AC	March
Step 7	Submit results of the evaluation and deliberation to the school head or principal for approval	
Step 8	Ensure that the results of the evaluation and deliberation are communicated to the class advisers, parents, nominees, and school community; (in case of protest/s, the AC will facilitate its timely resolution)	
Step 9	Announce orpost the final list of awardees	

The AC shall use the report cards and permanent records as the main reference for Academic Excellence Awards. For other awards, a portfolio of copies of all documents such as DepEd Advisories, written authorization from the school head or principal, certificates, medals, trophies, plaques, accomplishment reports (verified through certifications by proper authorities), and others shall be presented.

The report on the results of the AC shall be signed by all members of the committee and certified by the principal. The school head or principal shall approve the final list of awardees upon the recommendation of the committee. If the school head or

principal is related within the second degree of consanguinity or affinity to any of the candidates for awards, the school head or principal must inhibit him/herself from participating in the process. The approval shall come from the person next in rank.

The documents shall be kept in the office of the principal for ready reference. Copies of the results shall be submitted to the Schools District and Division Offices. The AC, through the Office of the School Head/Principal, shall release the final list of awardees upon the request of stakeholders for scholarship purposes.

The AC, together with the school head, shall determine roles and assign tasks to the awardees (e.g., delivery of graduation speech, batch history) for the graduation or school-awarding ceremony.

## **V. When to file and settle protests?**

Cases of protest shall be filed by the candidate with his/her parent or guardian to the School Head within three (3) working days from the announcement and shall be decided on by the school head or principal, considering the recommendations of the AC within three (3) working days from filing.

## **VI. References**

*Policy Guidelines on Classroom Assessment of the K to 12 Basic Education Program, DepEd Order No. 8, s. 2015*

*Department of Education, Culture and Sports (DECS) Service Manual 2000*

*DepEd Child Protection Policy, DepEd Order No. 40, s. 2012*

*Guidelines on the Selection of Honor Pupils and Students of Grades 1 to 10 of the K to 12 Basic Education Curriculum, DepEd Order 74, s. 2012*

*Lehr, Camilla A. "Positive School Climate: Information for Educators." In Helping Children at Home and School II: Handout for Families and Educators, S4-75-4-78. 2nd ed. National Association of School Psychologists, 2004.*

*"Promoting a Positive School Climate: A Resource for Schools." Ontario Ministry of Education. 2013. Accessed 28 September 28, 2015. <http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>*

*Chance, Paul. "The Rewards of Learning." Phi Delta Kappan 74, no. 3 (November 1992): 200-07. [http://andrews.blogs.com/usu/files/the\\_rewards\\_of\\_learning.pdf](http://andrews.blogs.com/usu/files/the_rewards_of_learning.pdf)*

## Appendix 1

<b>PERFORMANCE AWARD FOR KINDERGARTEN</b>	<b>SAMPLE TITLES</b>
1. Award in Communication/Self-expression	Public Speaker Award, Good Communicator Award, Word Weaver Award
2. Award in Literacy (Reading, Composing, Writing)	Batang Manunulat, Star Reader Award, Aspiring Author, Bookworm Award, Book Lover Award, Potential Composer Award
3. Award in Numeracy	Quantum Leap, Budding Mathematician
4. Award in Performing Arts (Singing, Dancing)	Tinig ng Kabataan Award, Young Dancer Award, Young Singer Award, The Voice, Graceful Dancer Award
5. Award in Physical Agility	Athletics Award, Sporty Kid Award
6. Award in Science	Quantum Leap Award, Naturalist Award, Budding Scientist Award, Kinder Curious Award
7. Award in Self-care	Self-care Star Award, Neat Kid Award, Tiny Tidy Award
8. Award in Visual Arts (Coloring/Drawing)	Awesome Artist Award, Artistic Hands Award

**Appendix 2**

<b>CHARACTER TRAITS FOR KINDERGARTEN TO GRADE 3</b>	<b>SAMPLE TITLES</b>
1. Active (participation)	Eager Beaver Award
2. Cheerfulness	Sunshine Award, Cheerful Soul Award, Exuberant Heart Award
3. Cooperation/Team player	Collaborative Kid Award, Contributor Award, Team Player Award
4. Friendliness	Friendly Neighbor Award, Miss/Mister Congeniality, Kinder Buddy Award
5. Gentleness	Peace Maker Award, Ambassador Award, Peace Keeper Award
6. Hardworking	Extra Miler Award, TaskChamp Award, Busy Bee Award
7. Helpfulness	Happy Helper Award
8. Honesty	Honest Kid Award, Matapat Award
9. Initiative	Enthusiastic Learner Award, Sparkler Award
10. Kindness	Golden Heart Award
11. Leadership	Mr/Ms Motivator, Kinder Leader Award, Little Teacher Award
12. Motivation / Enthusiasm	Eager Beaver Award
13. Patience	Ms/Mr Patience, Patience Advocate Award
14. Perseverance	Out-of-Your-Shell Award, Extra Miler Award, Determined Kid Award
15. Persistence	Tenacious Striver Award, Batang Masigasig Award
16. Politeness/Courtesy	Batang Magalang Award, Courteous Kid Award
17. Responsibility	Batang Maasahan Award
18. Risk taking	Brave Soul Award, Kaya Ko! Award
19. Self-discipline	Prudent Worker Award, Disiplinado Ako Award
20. Sharing	Great Giver Award, Mapagbigay Award
21. Sportsmanship	Good Sport Award

## APPENDIX O: D.O. no. 55, s. 2016

### POLICY GUIDELINES ON THE NATIONAL ASSESSMENT OF STUDENT LEARNING FOR THE K TO 12 BASIC EDUCATION PROGRAM

<b><u>Section</u></b>	<b><u>Content</u></b>
1	Definition of Terms
2	Early Language, Literacy, and Numeracy Assessment
3	Exit Assessments
4	Career Assessment
5	Accreditation and Equivalency Assessment
6	Grade-level Placement Assessment
7	Test Development Process
8	Testing Center Requirements
9	Test Accommodations for Learners with Special Needs
10	Testing Personnel
11	Allocation, Delivery, and Retrieval of Test Materials
12	Reiterating the Constitutional Right of DepEd Testing Personnel and Examinees to Free Exercise of Religion
13	Breach of Security in National Examinations and Corresponding Sanctions
14	Guidelines on Assessment Data Utilization
15	Monitoring and Evaluation of Test Administration
16	References

## SECTION 1: Definition of Terms

For purposes of this Order, the following terms are defined/understood as follows:

1. **21st-century Skills** are abilities embedded in the K to 12 Basic Education Curriculum that learners must acquire. These include:
  - a. **Communication Skills** refers to the ability to express one's self clearly and collaborate with others.
  - b. **Information, Media and Technology Skills** refers to the ability to gather, manage, evaluate, use, and synthesize information through media and technology.
  - c. **Learning and Innovation Skills** refers to the ability to think critically, analyze and solve problems, create and implement innovations, and generate functional knowledge.
  - d. **Life and Career Skills** refers to intrinsic and socialized personal values, ethics, and attitudes for life after basic education and learning within the workforce.
2. **Accreditation and Equivalency** refers to the process of assessing the learners' prior learning to certify completion of elementary and secondary education.
3. **Career Assessment** refers to the process of determining learner's aptitude and occupational interest on any of the Senior High School Tracks.
4. **Flexible Learning Options** refers to a variety of alternative means of delivering education services to learners that are unable to attend formal schooling.
5. **Instructional Practices** refers to the specific and effective teaching methods, approaches, and strategies that guide the learning process in the classroom.
6. **Learner** refers to a pupil or student in the formal system, or to a learner in the alternative learning system.
7. **Learners' Aptitude** refers to the innate ability/potential of the learner in the following areas: General Scholastic, Academic, Sports, Arts and Design, and Technical-Vocational-Livelihood Tracks in Senior High School.
8. **Learners in special circumstances** refers to those who have difficulty accessing regular schooling. These include learners who are disadvantaged geographically and economically, those who are victims of abuse and/or are in conflict with the law.
9. **Learners with special needs** refers to those who require special education services and modification of school practices to access educational opportunities and the general education curriculum. They include those who have difficulty seeing,

hearing, walking or climbing steps, remembering or concentrating, and communicating.

10. **Learning standards** refers to the content standards, performance standards and learning competencies that are articulated in the curriculum.
11. **Occupational Interest** refers to the learner's preference in specific vocations/career categories.
12. **Placement** refers to the process of determining learners' grade level equivalence in the formal system based on assessment and validation of prior learning.
13. **Progressive Test Items** refers to test items that measure varying levels of skills.
14. **Public Accountability** refers to the obligation of DepEd to carry out responsibilities that affect the public. It means that decision makers across all levels will explain publicly, fully, and fairly what education outcomes they intend to bring about, for whom, and why.
15. **Stakeholders** refers to internal and external end users of the assessment results.
  - a. **Internal Stakeholders** include learners, teachers, school administrators, policy makers program managers, and learning resource developers.
  - b. **External Stakeholders** include parents/guardians, academic, community leaders, local government units, nongovernment organizations (NGOs), civil society organizations, legislators, industries, local and foreign donors, researchers, and other government agencies.

## **SECTION 2: Early Language, Literacy, and Numeracy Assessment**

Beginning School Year 2016–2017, DepEd shall conduct the Early Language, Literacy, and Numeracy Assessment (ELLNA) for Grade 3 learners.

### **1. Test Results Utilization**

The assessment results shall be utilized to:

- a. determine if learners are meeting Grade 3 learning standards
- b. analyze patterns in language development together with other language, literacy, and numeracy assessments to develop appropriate intervention programs
- c. formulate evidence-based policies and plans for Mother Tongue Based-Multilingual Education (MTB-MLE) instructional practices and learning environment provisions that impact learning outcomes
- d. improve MTB-MLE instruction
- e. identify teacher training needs
- f. initiate and conduct research on MTB-MLE instructional practices and learning environment provisions that impact student learning outcomes

### **2. Test Data Dissemination and Reporting**

Test Results will be released not later than three months after the examination. To maximize information dissemination and utilization of test results, the following data shall be released to the field offices through a report card:

- a. National/Regional/Division Performance Profile by Type of School (based on current typology of schools used in the Enhanced Basic Education Information System [EBEIS])
- b. National/Regional/Division Competency/Skills Profile by Type of School (based on current typology of schools used in the Enhanced Basic Education Information System [EBEIS])
- c. National/Regional/Division Performance Profile of Learners with Special Needs
- d. National/Regional/Division Performance by School Location (based on current typology of schools used in the Geographical Information System [GIS] or EBEIS)

The dissemination of test results shall be through different modalities:

- a. Website
- b. DepEd Issuance
- c. Media (print, broadcast)
- d. Educational forums
- e. Other modes of delivery (courier)

### 3. Test Design

The coverage of the assessment tool for Grade 3 includes the following:

- a. Language and Literacy
  - i. Mechanical Component
    - 1. Alphabet Knowledge
    - 2. Phonics and Word Reading
    - 3. Spelling
  - ii. Meaning Component
    - 1. Book and Print Knowledge
    - 2. Vocabulary
    - 3. Grammar
    - 4. Reading Comprehension
    - 5. Listening Comprehension
    - 6. Study Skills
- b. Numeracy
  - i. Counting
  - ii. Estimating
  - iii. Calculating
  - iv. Measuring
  - v. Problem solving

The test items shall measure language skills using learning area content and numeracy skills; test format shall be multiple choice. The test design is progressive in nature wherein test items measure varying levels of skills. Moreover, English, Filipino, and Mother Tongue shall be the languages of assessment for ELLNA. The 19 Mother Tongue languages that shall be continually assessed in the national level are the following:

- a. Akcanon/Akianon
- b. Bikol
- c. Chavacano/Chabacano
- d. Hiligaynon
- e. Ibanag/Ybanag
- f. Ilokano/Iloko
- g. Ivatan
- h. Kapampangan
- i. Kinaray-a
- j. Maguindanaon
- k. Maranao
- l. Pangasinan/Pangasinense
- m. Sambal
- n. Sinugbuanong Binisaya/Cebuano
- o. Surigaonon
- p. Tagalog
- q. Tausug
- r. Waray
- s. Yakan

Other languages with approved working orthographies may be included in DepEd's roster of national assessments as per decision of the bureaus under the Curriculum and Instruction strand of the Department.

#### **4. Test Development**

The test development process for all national student learning assessments is illustrated in **Section 7**.

#### **5. Test Administration**

##### **5.1 Target Clientele**

All Grade 3 learners from the schools to be sampled will take the test including those with special needs. Provided in **Section 9** are the test accommodations for examinees with special needs.

##### **5.2 Mode of Administration**

Stratified random sampling procedure shall be used representing all types of schools and all mother tongue languages in the division and region. All regions and divisions shall be given the test but schools shall be sampled. All examinees in the school to be sampled shall take the test.

##### **5.3 Schedule of Administration**

The test shall be administered to Grade 4 learners three weeks after the first day of classes.

##### **5.4 Number of Examinees per Testing Room**

Examinees in a school must be alphabetically arranged regardless of gender. There shall be a maximum of 30 examinees per testing room who should be seated in alphabetical order. Each listed examinee should have a Learner Reference Number (LRN).

##### **5.5 Testing Center Requirements**

Public schools shall serve as testing centers. The testing center requirements are found in **Section 8**. Test accommodations for examinees with special needs as articulated in **Section 9** must be provided.

## **5.6 Testing Personnel**

To ensure the smooth and proper administration of the test, the specific duties and responsibilities of key testing personnel are presented in **Section 10**.

## **5.7 Allocation, Delivery, and Retrieval of Test Materials**

The scheme in the allocation, delivery, and retrieval of test materials is presented in **Section 11**.

Specific test administration procedures including different forms to be accomplished before, during, and after the test are indicated in the Examiner's Handbook that will be distributed and discussed during the National Conference/Consultative Workshop of field testing personnel to be conducted by the Bureau of Educational Assessment (BEA). Schedule and venue of said conference/consultative workshop shall be announced through a memo.

## **6. Test Data Processing and Interpretation**

### **6.1 Data Processing**

The answer sheets retrieved from the Schools Division Offices shall be forwarded to BEA and shall be electronically processed.

### **6.2 Interpretation of Test Data (Classification of Scores)**

Test scores shall be reported as percentage scores. Proficiency level for each cluster of early language, literacy and numeracy skills is at least 75%

Domains are clustered according to language and literacy and numeracy skills. Language and literacy skills have mechanical and meaning components. The mechanical component covers alphabet knowledge, phonics and word reading and spelling while the meaning component covers book and print knowledge, vocabulary, grammar, and reading and listening comprehension. Numeracy covers counting, estimating, calculating, measuring and problem solving.

Normative data using measure of standard deviations will be computed based on mean percentage score.

### **6.3 Data Requirements**

The data shall be presented according to the Performance Profile: (a) competency skills, (b) learners with special needs, (c) school typology, and (d) school location.

## **SECTION 3: Exit Assessments**

Beginning School Year 2017–2018, DepEd shall conduct Exit Assessments for Grades 6, 10, and 12.

### **1. Test Results Utilization**

The exit assessment results shall be utilized to:

- a. determine if learners are meeting the learning standards
- b. help provide information to improve instructional practices
- c. assess/evaluate effectiveness and efficiency of education service delivery using learning outcomes as indicators
- d. provide empirical information as bases for curriculum, learning delivery, assessment and policy reviews, and policy formulation

Exit Assessment results is not a requirement for graduation.

### **2. Test Data Dissemination and Reporting**

To maximize information dissemination and utilization of test results, the following data shall be released to the field offices through a report card:

- a. National/Regional/Division Performance Profile per Learning Area by Type of School (based on current typology of schools used in the Enhanced Basic Education Information System [EBEIS])
- b. National/Regional/Division Competency/Skills Profile per Learning Area by Type of School (based on current typology of schools used in the Enhanced Basic Education Information System [EBEIS])
- b. National/Regional/Division Performance Profile of Learners with Special Needs
- c. National/Regional/Division Performance by School Location (based on current typology of schools used in the Geographical Information System [GIS] or EBEIS)
- d. National/Regional/Division Performance by Tracks in Senior High School:
  - i. Academic Track
    1. Science, Technology, Engineering and Mathematics (STEM)
    2. Humanities and Social Sciences (HUMSS)
    3. Accountancy, Business and Management (ABM)
    4. General Academic Strand (GAS)
  - ii. Technical-Vocational-Livelihood Track
    1. Agri-Fishery Arts
    2. Home Economics
    3. Industrial Arts
    4. Information and Communications Technology
  - iii. Sports Track
  - iv. Arts and Design Track
  - v. Other unique or special programs
- e. National/Regional/Division Performance Profile by Alternative Delivery Modes

The dissemination of test results to the public shall be through different modalities such as the DepEd website, through DepEd issuances, conferences and forums. Requests for access to data may be done in writing through the BEA Director stating the purpose of the request and the specific data aspects required.

### **3. Test Design**

The Grades 6 and 10 exit assessments shall cover 21st-century Skills (Information, Media and Technology Skills, Learning and Innovation Skills, Communication Skills, and Life and Career Skills) using learning areas as content (English, Science, Mathematics, Filipino and *Araling Panlipunan*).

The Grade 12 assessment shall cover 21st-century skills and the core Senior High School learning areas of Languages, Humanities, Communication, Mathematics, Science, Social Science, and Philosophy.

The test design is progressive in nature wherein test items measure varying levels of skills. The language of the assessment tools for Grades 6, 10, and 12 will be English and Filipino. The tests shall be in multiple-choice format.

### **4. Test Development**

The test development process for all national student learning assessments is illustrated in **Section 7**.

### **5. Test Administration**

#### **5.1 Target Clientele**

All Grades 6, 10, and 12 learners including those with special needs from the schools to be sampled shall take the test. Test accommodations for examinees with special needs as articulated in **Section 9** must be provided.

#### **5.2 Mode of Administration**

##### **Grades 6 and 10**

Stratified random sampling procedure shall be used, representing all types of schools in the district, division and region. All regions, divisions and districts shall be given the test but schools shall be sampled. All examinees in the school to be sampled shall take the test.

##### **Grade 12**

Stratified random sampling procedure shall be used to represent all types of schools in the district, division and region. Fifty percent of the schools per track (public and private) shall be included in the sample. If there is only one school

offering a track in a region, the school shall be automatically included in the test administration.

The same sampling procedure shall apply for learners with special needs in Grades 6, 10, and 12 assessments.

### **5.3 Schedule of Administration**

#### **Grades 6 and 10**

The test shall be administered to Grades 7 and 11 learners three weeks after the first day of classes.

#### **Grade 12**

The test shall be administered on the third week of the second semester.

### **5.4 Number of Examinees per Testing Room**

Examinees must be alphabetically arranged in the whole school regardless of gender. There shall be a maximum of 30 examinees per testing room who should be seated in alphabetic order. Each listed examinee should have a Learner Reference Number (LRN).

### **5.5 Testing Center Requirements**

Public and private schools shall serve as testing centers. The testing center requirements are found in **Section 8**. Test accommodations for examinees with special needs are provided in **Section 9**.

### **5.6 Testing Personnel**

To ensure the smooth and proper administration of the test, the specific duties and responsibilities of key testing personnel are presented in **Section 10**.

### **5.7 Allocation, Delivery, and Retrieval of Test Materials**

The scheme in the allocation, delivery, and retrieval of test materials is presented in **Section 11**.

Specific test administration procedures including different forms to be accomplished before, during, and after the test are indicated in the Examiner's Handbook that will be distributed and discussed during the National Conference/Consultative Workshop of field testing personnel to be conducted by BEA. Schedule and venue of said conference/consultative workshop shall be announced through a memo.

## **6. Test Data Processing and Interpretation**

### **6.1 Data Processing**

The answer sheets retrieved from the Schools Division Offices shall be forwarded to BEA and shall be electronically processed.

### **6.2 Interpretation of Test Data (Classification of Scores)**

Test scores shall be reported as percentage scores. Competencies from each learning area are organized according to 21st-century skills. Results shall be presented by levels of progression. Proficiency level is at least 75%

Normative data using measure of standard deviations will be computed based on mean percentage score.

### **6.3 Data Requirements**

The Performance Profile shall be presented according to: (a) type of school, (b) competency skills, (c) learners with special needs, and (d) school location.

## **SECTION 4: Career Assessment**

In order to guide the conduct of career guidance at the school level and to ensure the development of skills and competencies required in the world of work, DepEd shall conduct a career assessment to Grade 9 students beginning School Year 2016–2017.

The specific objectives of Career Assessment are the following:

1. To provide guidance to individual learners for their future educational and career choices; and
2. To provide a basis for profiling learners' aptitude in the four Senior High School tracks:
  - a. Academic
    - i. Accountancy, Business and Management (ABM)
    - ii. Science, Technology, Engineering and Mathematics (STEM)
    - iii. Humanities and Social Sciences (HUMSS)
  - b. Technical-Vocational-Livelihood
  - c. Sports
  - d. Arts and Design

### **1. Test Results Utilization**

The utilization of the career assessment results shall support the national framework on career guidance, which will be released in another issuance. Reporting and interpretation of the results shall be used in career advocacy, career guidance, and homeroom guidance.

The career assessment results shall also be used for entry assessment to the specific Senior High School (SHS) tracks/strands in all public and private schools. Prior to entering SHS, the aptitude of students in select programs shall be measured in order to ensure that they have the potential to complete the program.

There will be a required cut-off score for students who wish to enroll in the Science, Technology, Engineering, and Mathematics (STEM) Strand. The Final Grade both in Science and Math in Grade 10 should be 85 and above. Learners should also have at least a percentile rank of 86 and above in the STEM subtest in the career assessment exam.

There will be two screenings for students who wish to enroll in the Sports and Arts and Design Tracks. The first screening will be the results of the career assessment in the corresponding subtests. Aptitude should be at least a percentile rank of 51 and above.

The second screening for the Sports Track will be done through skills-related fitness tests which will be administered by the accepting schools. For the Arts and Design Track, the second screening will be through a performance and skills assessment which will also be administered by the accepting schools.

There will be no prescribed cut-off for scholastic grades and scores in any subtest for those who desire to enter into the Humanities and Social Science (HUMSS) Strand, the Accountancy, Business and Management (ABM) Strand, and the Technical-Vocational and Livelihood (TVL) Track.

A summary of the criteria for entry to the SHS tracks/strands are shown in the table below:

**Table 1. Criteria for entry to senior high school (SHS) tracks/strands**

Criteria	SHS Tracks/Strands						
	Academic Track				Sports Track	Arts and Design Track	Technical Vocational Livelihood Track
Science, Technology, Engineering and Mathematics Strand	Accountancy, Business and Management Strand	Humanities and Social Science Strand	General Academic Strand				
Scholastic Grades at Grade 10	Final Grade no lower than 85 both in Math and Science	None	None	None	None	None	None
Career Examination Results	Percentile rank of 86 and above in the STEM subtest	None	None	None	Percentile rank of 51 and above in the corresponding career subtests		None
Alternative Entry Requirements	Writeup of scientific inquiry process, draft experiment, and other such summative assessments	Simple business concept/ idea, marketing ideas, and other such summative assessments	Essay on current social issues, short story or articles, book/movie reviews, and other such summative assessments	Essay on a project of interest, project plan, and other such summative assessments	Skills-related fitness tests administered by the accepting schools	Performance and skills assessment administered by the accepting schools	Livelihood project idea/s, and other such summative assessments

Accepting schools shall administer alternative entry requirements as needed. Schools may also opt to have other alternative assessments aside from those in the table above. These assessments should be in line with their chosen track/strand.

## 2. Test Data Dissemination and Reporting

Test results will be released not more than three months after the examination. Specific test data shall be disseminated to different stakeholders as specified below:

### 2.1 Internal stakeholders

#### a. Learners

They shall receive individual Certificate of Rating (COR) that contains the obtained test scores in the domains and level of preferences in the occupational fields.

- b. School/Schools Division/Region  
A report on the Institutional Performance Profile (IPP) or summary of test results by domain shall be released to these offices.
- c. Policy makers, program managers, and learning resource developers  
A report on the national test results by specific variable shall be provided.

## **2.2 External stakeholders**

- a. Parents/Guardians  
An orientation/forum shall be conducted by the guidance counselor to inform them of the test results and the in-demand and hard-to-fill occupations by industry per region, to guide them in the track or course for senior high school.
- b. Academic, community leaders, local government units, nongovernment organizations (NGOs), civil society organizations, legislators, industries, local and foreign donors, researchers, and other government agencies  
  
Test results by specific scope (municipal/congressional and school year) and variable (gender, type of school, etc.) shall be provided upon request.

The procedure on the releasing of test results and guidelines on the utilization of national examination results are discussed in **Section 14**.

## **3. Test Design**

The Career Assessment covers the following domains:

- a. General Scholastic Aptitude (GSA)  
The GSA is the average of the standard scores in these areas: Scientific Ability, Reading Comprehension, Verbal Ability, Mathematical Ability, and Logical Reasoning Ability.
- b. Occupational Interest Inventory (OII)  
The OII is an inventory/checklist of occupational interests which provides an assessment on inclinations/preferences for comprehensive career guidance. A profile chart of the student's occupational inclinations and preferences through the identified cluster occupations is provided.
- c. Aptitude for Senior High School (SHS) Tracks  
The Aptitude Test for SHS Tracks measures the innate ability or potential of a student to succeed in the SHS tracks, namely: (1) Academic, which includes Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Math (STEM) and Accountancy, Business and Management (ABM); (2) Technical-Vocational-Livelihood; (3) Sports; and (4) Arts and Design.

The test design shall be applicable for both regular learners and learners with special needs.

#### 4. Test Development

The test development process for all national student learning assessments is illustrated in **Section 7**.

#### 5. Test Administration

##### 5.1 Target Clientele

The test shall be administered to all Grade 9 learners who are currently enrolled in public schools and private schools with a government permit or recognition. Learners with special needs may also be assessed provided that test accommodations as articulated in **Section 9** are met.

##### 5.2 Mode of Administration

Census will be the mode of administration.

##### 5.3 Schedule of Administration

The test shall be administered annually every last Wednesday and Thursday of August.

##### 5.4 Test Administration Scheme

The test shall be administered in two days following the administration scheme shown below.

**Table 2. Career assessment test administration scheme**

Day	Booklet Number	Test Domain
1	1	General Scholastic Aptitude
		Technical-Vocational-Livelihood
		Sports
2	2	Academic
		Occupational Interest
		Arts and Design

##### 5.5 Number of Examinees per Testing Room

Examinees in a school must be alphabetically arranged regardless of gender. There shall be a maximum of 30 examinees per testing room who should be seated in alphabetical order. Each listed examinee should have a Learner Reference Number (LRN).

## **5.6 Testing Center Requirements**

All schools shall serve as testing centers. The testing center requirements are found in **Section 8**. Test accommodations for examinees with special needs are provided in **Section 9**.

## **5.7 Testing Personnel**

The specific duties and responsibilities of the aforementioned testing personnel are presented in **Section 10**.

## **5.8 Allocation, Delivery, and Retrieval of Test Materials**

The scheme in the allocation, delivery, and retrieval of test materials is presented in **Section 11**.

Specific test administration procedures including different forms to be accomplished before, during and after the test are indicated in the Examiner's Handbook that will be distributed and discussed during the National Conference/Consultative Workshop of field testing personnel to be conducted by BEA. Schedule and venue of said conference/consultative workshop shall be announced through a memo.

## **6. Test Data Processing and Interpretation**

### **6.1 Data Processing**

The answer sheets retrieved from the Schools Division Offices shall be forwarded to BEA and shall be electronically processed.

### **6.2 Test Interpretation**

The career assessment results shall be recommendatory. No cut-off score shall be prescribed by DepEd. The career choice of the student based on his/her aptitude and occupational interest shall prevail as facilitated by the guidance counselor/guidance teacher and as guided by the trends in the labor market. Specifically, the Certificate of Ratings shall include a report on the students' General Scholastic Aptitude, occupational interest (with first and second preferences), and the track they opt to pursue vis-à-vis their aptitude in the SIS tracks. Results shall be reported in Standard Scores and Percentile Ranks.

## **SECTION 5: Accreditation and Equivalency Assessment**

The Accreditation and Equivalency Tests (A&E Tests) are nationally administered tests that aim to measure the competencies and life skills of those who have not attended or finished the formal elementary or secondary education. These assessments will allow the learners to obtain certification of completion at different exits in Basic Education, which may be used to access further education, job promotion, entry to job training, and employment.

### **1. Test Results Utilization**

A&E Tests provide an alternative means of certification of basic education for learners in ALS and flexible learning options.

The assessment results shall be utilized to:

- a. determine if learners are meeting the learning standards for specific exit points in the educational system
- b. help provide information to improve instructional practices
- c. assess/evaluate effectiveness and efficiency of education service delivery using learning outcomes as indicators
- d. provide empirical information as bases for curriculum, learning delivery, assessment and policy reviews, and policy formulation

### **2. Test Data Dissemination and Reporting**

The results of the A&E Tests for examinees who took the regular examination, shall be released not more than 3 months from the date of examination. For walk-in examinees, it shall be released after two weeks from the date of examination. Certificates may be claimed from Schools Division Offices.

### **3. Test Design**

The tests shall cover 21st-century skills based on the Alternative Learning System Strands listed below:

1. Communication Skills
2. Critical Thinking and Problem Solving
3. Sustainable Use of Resources and Productivity
4. Development of Self and a Sense of Community
5. Expanding One's World Vision

The test design is progressive in nature wherein test items measure varying levels of skills. A&E learners may also take the career assessment to determine their aptitude in the following domains: General Scholastic Aptitude, Technical-Vocational Aptitude, SHS Track/Strand Aptitude as well as Occupational Fields of Interest. The career assessment results shall provide guidance for learners' future educational and career choices.

For test passers of elementary and junior high school levels, certificates for Grades 6 and 10 shall be given.

A&E final assessment rating shall be determined by 50% written assessment results and 50% portfolio content. The portfolio will contain work samples and projects with corresponding rubrics. Work samples will have a weight of 40% while projects will have a weight of 60%.

The test design shall be applicable for both regular learners and learners with special needs.

#### **4. Test Development**

The test development process for all national student learning assessments is illustrated in **Section 7**.

#### **5. Test Administration**

##### **5.1 Target Clientele**

These tests may be administered to learners in the alternative learning system and nonformal education programs. They may also be administered to out-of-school children and youth who are prepared for assessment as well as adults seeking certification of learning. The minimum age for taking the Elementary exam is 12. The minimum age for taking the High School exam is 16.

Learners with special needs may also be assessed provided that test accommodations as articulated in **Section 9** are met.

##### **5.2 Mode of Administration**

The A&E is a paper-and-pencil test. Additional/equivalent alternative assessments may also be administered.

##### **5.3 Schedule of Administration**

*Field Office Administration.* The test shall be administered yearly by BEA every first Sunday of October for the Luzon cluster, and every second Sunday of October for the Visayas and Mindanao clusters at designated testing centers in Schools Division Offices.

*Walk-in Administration.* The test shall also be administered at BEA to accommodate walk-in clients. They shall be accommodated immediately after the test administration at field offices in October.

##### **5.4 Number of Examinees per Testing Room**

There shall be 30 examinees per testing room.

## **5.5 Testing Center Requirements**

The testing center must be located near the Division Office and accessible to the examinees. The testing center must be available on Sunday in addition to requirements found in **Section 8**. Test accommodations for examinees with special needs are provided in **Section 9**.

## **5.6 Testing Personnel**

The specific duties and responsibilities of the aforementioned testing personnel are presented in **Section 10**.

## **5.7 Allocation, Delivery, and Retrieval of Test Materials**

The scheme in the allocation, delivery, and retrieval of test materials is presented in **Section 11**.

Specific test administration procedures including different forms to be accomplished before, during, and after the test are indicated in the Examiner's Handbook that will be distributed and discussed during the National Conference/Consultative Workshop of field testing personnel to be conducted by BEA. Schedule and venue of said conference/consultative workshop shall be announced through a memorandum.

## **6. Statistical Test Data Processing and Interpretation**

### **6.1 Data Processing**

The answer sheets retrieved from the Division Offices shall be forwarded to BEA and shall be electronically processed.

### **6.2 Interpretation of Test Data**

An examinee should score at least 75% to pass the test. Examinees who failed the test may be allowed to retake it in the next cycle of administration.

## **3. Data Requirements**

The data requirements would include the different types of learners such as overaged in-school learners, adult learners, learners in difficult/special circumstances, and learners with intervention.

## SECTION 6: Grade Level Placement Assessment

### 1. Test Results Utilization

The Philippine Education Placement Test (PEPT) is a nationally administered assessment for learners in special circumstances. The result of this assessment will allow these learners to: a) access or resume schooling and/or b) obtain certification of completion by grade level in the DepEd formal system. Specifically, it aims to fulfill the following purposes:

1. To establish that students have met learning standards for specific grade levels
2. To determine the appropriate grade level of learners in special circumstances in the formal school system
3. To assess competencies in academic areas gained through informal and non-formal means for entry or reentry into formal school
4. To assess competencies in academic areas for entry or reentry to formal school

The test must not be used for grade-level acceleration but for the aforementioned purposes only. For grade-level acceleration, kindly refer to DepEd Order No. 40, s. 2002, "Accelerated Learning Program for Public Elementary Schools".

### 2. Test Data Dissemination and Reporting

*Field Office Administration.* The Certificate of Rating (COR) of examinees who took the test in November shall be released to Division Offices not later than three months after the date of examination.

*Walk-in and Special Administration.* The COR of examinees in walk-in and special administrations shall be released after two weeks from the date of examination.

*Effectivity of Grade-level Placement of PEPT Qualifiers.* In reference to DepEd Order No. 49, s. 2013, the guidelines on the effectivity of the grade level placement of PEPT qualifiers are as follows:

- a. The placement of PEPT qualifiers who took the test during the field office, walk-in, and special administrations shall take effect in the next or subsequent school year, not during the current school year when the test was administered.
- b. The placement of the PEPT qualifiers who took the test during the special administration in celebration of the Philippine Independence Day (June 12) shall take effect in the same or current school year when the test was administered.

Moreover, the following data are to be indicated in Forms 137 and 138 of the PEPT qualifiers should they enroll in school:

"Placed/Reclassified in <u>      (Grade Level)      </u> on the basis of the PEPT results dated <u>      (Date of Examination)      </u> with Examinee No. _____."
--

In addition, the PEPT Certificate of Ratings (COR) should be attached to Forms 137 and 138 of the PEPT qualifiers for reference.

### **3. Test Design**

The test is a Multiple-choice type assessing 21st-century skills based on content learning areas (English, Filipino, Science, Mathematics and *Araling Panlipunan*). The Table of Specifications by subject area is prepared by BEA in consultation with the Bureau of Curriculum Development (BCD).

The test design shall be applicable for both regular learners and learners with special needs.

### **4. Test Development**

The test development process for all national student learning assessments is illustrated in **Section 7**.

### **5. Test Administration**

#### **5.1 Target Clientele**

The test may be administered to the following:

- a. Learners from schools without a government permit
- b. Learners from nonformal and informal education programs
- c. Learners who have incomplete or no record of formal schooling
- d. Learners with back subjects
- e. Learners who need grade level standards assessment
- f. Learners who are overage for their grade levels

Learners with special needs may also be assessed provided that test accommodations as articulated in **Section 9** are met.

#### **5.2 Testing Centers and Test Administration Schedule**

*National Testing Center.* BEA shall serve as a registration and testing center for walk-in examinees all year round.

*Regional Testing Center.* Test administration under special arrangements should be coordinated with BEA. Placement exam will be administered when requested at the same time as other national assessments.

*Field Office Administration.* All examinees who register for the November examination shall take the test in designated testing centers in Schools Division

Offices. Division Testing Centers only administer the placement test once a year. The test shall be administered yearly by BEA every third Sunday of November (for the Luzon Cluster) and every fourth Sunday of November (for the Visayas and Mindanao Clusters) at designated division testing centers.

*Walk-in Administration.* BEA shall serve as a testing center for walk-in examinees. The test shall be open for registration to walk-in registrants all year round.

*Special Administration.* In some cases, the test may be administered at the school site provided expenses shall be shouldered by the requesting party. Such request should be endorsed by the Regional Office. The test may also be administered in juvenile centers, rehabilitation centers, jail facilities or wherever learning activities are conducted based on learners' needs. The test schedule for special test administration shall be determined by BEA and the requesting party.

### **5.3 Number of Examinees per Testing Room**

There shall be 20 examinees per testing room.

### **5.4 Testing Center Requirements**

The testing center must be located near the Division Office and accessible to the examinees. The testing center requirements are found in **Section 8**. Test accommodations for examinees with special needs are provided in **Section 9**.

### **5.5 Testing Personnel**

The specific duties and responsibilities of the aforementioned testing personnel are presented in **Section 10**.

### **5.6 Allocation, Delivery, and Retrieval of Test Materials**

The scheme in the allocation, delivery, and retrieval of test materials is presented in **Section 11**.

Specific test administration procedures including different forms to be accomplished before, during, and after the test are indicated in the Examiner's Handbook that will be distributed and discussed during the National Conference/Consultative Workshop of field testing personnel to be conducted by BEA. Schedule and venue of said conference/consultative workshop shall be announced through a memo.

## **6. Statistical Test Data Processing and Interpretation**

### **6.1 Data Processing**

The answer sheets retrieved from the Schools Division Offices shall be forwarded to BEA and shall be electronically processed.

### **6.2 Interpretation of Test Data**

The interpretation of scores shall be done through a conversion table of percentage scores that are based on the norms. The passing rate per subject area is 75%.

Examinees whose test score in one subject is lower than 75% may be allowed to retake the failed subtest within six months.

## SECTION 7: Test Development Process

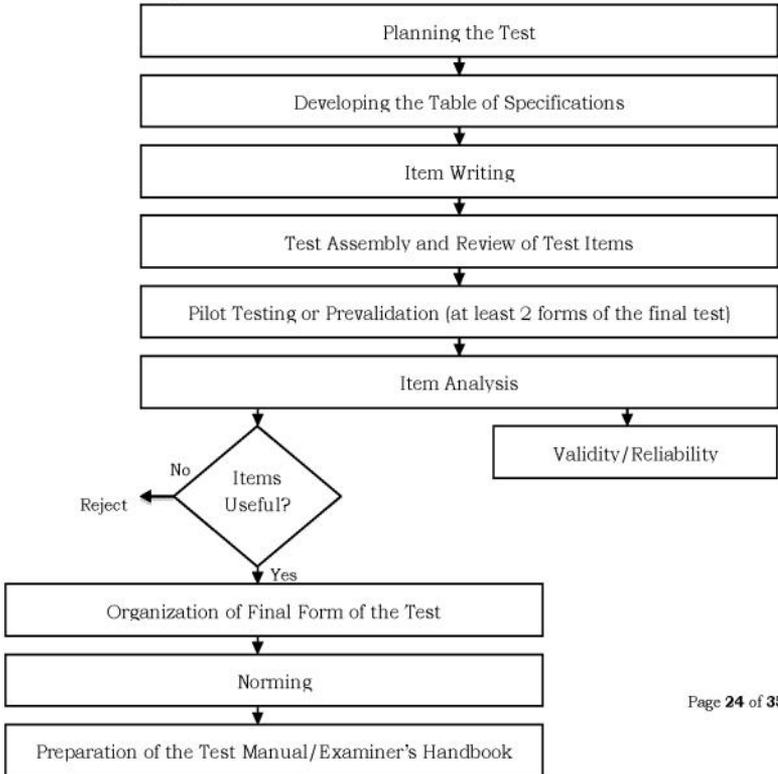
The test development process begins with the planning stage, including the theoretical framework on which the test design is anchored. Based on the test design, the table of specifications shall be formulated by BEA and BCD. Consultants from the academe by domain and related government agencies shall review and revise, if necessary, the Table of Specifications.

Workshops shall be conducted for the construction of test items. Test construction shall be done by a pool of item writers including specialists from BEA, BCD, and field personnel. The items shall be organized by domain/competency for content and language review of consultants from the academe. After approval, prevalidation of **two to three** test forms shall be administered in select sample public and private secondary schools.

Prevalidation results shall be processed to obtain the validity and reliability of the test. Acceptable items shall be stored in the item bank for the organization of the final form. The final form shall be subjected to validation and norming. The organized final form shall be reviewed by the consultants from the academe vis-à-vis the psychometric properties. The last stage of the test development process is the preparation of the camera-ready form, the test manual, and examiner's handbook for reproduction.

This process is depicted in the flowchart below.

**Figure 1. Test Development Process**



## SECTION 8: Testing Center Requirements

Listed below are the testing center requirements:

1. There must be a distribution room for the test materials to ensure the security and confidentiality of the test. It must be accessible to all testing rooms to facilitate the release and retrieval of test materials.
2. There must be enough testing rooms to accommodate the examinees.
3. The testing rooms must be well-ventilated and well-lighted, and free from any kind of noise that may distract the examinees while taking the test.
4. The List of Actual Examinees should be posted in each testing room the day before the exam. The list should be in alphabetical order, regardless of gender.
5. The first and last rows of seats should be close to the classroom walls to ensure enough spacing in between rows.
6. Seats of absentees should be left vacant.
7. There must be a comfort room accessible to the examinees and testing personnel in the area.
8. Instructional materials/aids posted on the classroom walls should be covered.
9. Each testing room should have the following materials:
  - a. Test materials enough for all examinees in the room in sealed boxes/packs
  - b. Table and chair for the Room Examiner
  - c. Enough seats for the examinees
  - d. Name grid
  - e. Board work
  - f. Pencils
  - g. Extra sheet of paper for computation
10. Other requirements are stated in detail in the Examiner's Handbook, which will be released during the National Conference/Consultative Workshop to be scheduled by BEA.
11. Test accommodations for learners with special needs must be provided as indicated in **Section 9**.

## **SECTION 9: Test Accommodations for Learners with Special Needs**

The inclusion of learners with special needs in national assessments aims to measure their progress in the attainment of learning standards of the curriculum. Given their specific needs, the following test accommodations are prescribed:

1. Separate, accessible testing room situated at the ground floor near clean and accessible restrooms. They must be grouped according to difficulty as:
  - a. Learners who have difficulty seeing
  - b. Learners who have difficulty hearing
  - c. Learners who have difficulty remembering/concentrating
  - d. Learners who have difficulty walking/moving/climbing steps
  - e. Learners who have difficulty communicating
2. Double the time to take the exam. This is to give them ample time to read and answer the test.
3. Flexible rules such as allowing test takers to stand up once in a while or get out of the room for those who have difficulty concentrating
4. Personal assistant to help those with difficulty walking/moving/climbing steps.
5. Qualified sign language interpreter who shall ensure that all spoken instructions during testing are adequately interpreted to those who have difficulty hearing
6. Alternative test formats (Braille, large print, audio, electronic)
7. For examinees with difficulty seeing, alternative response formats can be used, such as oral type wherein an examiner reads the test items to the examinee and a scribe shades the answers in the scannable Answer Sheet. These alternative formats may also be used by other learners as needed.
8. Appropriate test furniture (table, chair)

## SECTION 10: Testing Personnel

The following are the testing personnel involved in the administration of national examinations.

1. **Schools Division Superintendent (SDS).** The SDS shall oversee the test administration and shall be responsible for the smooth conduct of the test in the Division. He/she shall also designate the Education Program Supervisors who shall serve as Division Testing Coordinator and Private School Supervisor.
2. **Regional Testing Coordinator (RTC).** He/she shall provide Division Offices the list of private schools operating with permit that are to be included in the test administration. He/she shall also prepare a team to monitor the test in the whole region.
3. **Division Testing Coordinator (DTC).** He/she shall supervise the administration of the test in public schools.
4. **Private School Supervisor (PSS) or Division Testing Coordinator Assistant (DTCA).** He/she shall supervise the administration of the test in private schools.
5. **Chief Examiner (CE).** The School Head shall serve as the Chief Examiner and shall oversee the conduct of the test in the school.
6. **School Testing Coordinator (STC).** The Guidance Counselor/Department Head shall serve as the School Testing Coordinator whose task is to assist the Chief Examiner in the overall conduct of the test.
7. **Room Supervisor (RS).** Teachers from other schools shall serve as Room Supervisors. They shall monitor and supervise in the rooms assigned to them. There must be 1 RS assigned in every 10 testing rooms if there are 20 examinees per room. On the other hand, there must be 1 RS in every 5 rooms if there are 30 examinees per room. They shall conduct ocular inspection the day before the test to familiarize themselves with the layout of the school.
8. **Room Examiner (RE).** Teachers from other schools shall serve as Room Examiners. They shall conduct the test in accordance with the standardized test administration guidelines. RSs and REs must not come from the same school. Transportation and other incidental expenses shall be charged to their school's Maintenance and Other Operating Expenses (MOOE)/local funds.
9. **Support Staff (SS).** Administrative support staff shall provide any test-related assistance to the School Head, such as preparation of testing rooms.

A national conference shall be conducted by cluster to prepare for the yearly administration of the test and to ensure the standardized system of test administration. It shall also provide an avenue for feedback to and from the field. The details of the Examiner's Handbook shall also be discussed during the national conference. In addition, the constitutional right of the testing personnel as well as the examinees to free exercise of religion is in **Section 12**.

## **SECTION 11: Allocation, Delivery, and Retrieval of Test Materials**

### **1. Allocation of Test Materials**

The test materials are composed of answer sheets, test booklets, and nonclassified materials.

The allocation of test materials shall depend on the submitted enrolment data/ number of test registrants duly signed by the SDS. During the national conference, DTCs and PSSs shall submit to BEA the enrolment data as of cut-off date of the present school year. The enrolment data by school shall serve as basis for the allocation of test materials and budget estimates.

*Language, Literacy, Numeracy, Exit, and Career Assessments.* The RTC shall provide the PSSs the list of private schools that are qualified to take the test. The test materials shall be packed by school and by municipality.

*Accreditation, Equivalency, and Grade-level Placement Assessments.* The DTC shall submit to BEA the number of test takers per testing center. Likewise, the test materials shall be packed by testing center.

### **2. Delivery and Retrieval of Test Materials**

The Division Testing Coordinator or an authorized designate such as the Property Custodian shall be responsible in receiving and releasing test materials from BEA or its forwarder.

*Language, Literacy, Numeracy, Exit, and Career Assessments.* The test materials shall be delivered and retrieved through a forwarder. Test materials shall be delivered to Schools Division Offices by priority based on geographic location. Test Materials must be delivered to the Schools Division Offices at least a week before the exam date. Test materials must then be distributed to schools at least two days before the exam date. For schools in the city, they will be delivered on the day itself.

The forwarder shall retrieve the test materials the day after the exam date and return the test materials to the Central Office for test data processing. Schools Division Offices who fail to follow the prescribed retrieval timeline shall shoulder the shipment cost of test materials to the Central Office.

*Accreditation, Equivalency, and Grade-level Placement Assessments.* The test materials shall be delivered and retrieved by a BEA personnel/forwarder. Specific guidelines shall be discussed during the national conference of testing personnel.

Security measures must be observed in the delivery and retrieval of test materials.

## **SECTION 12: Reiterating the Constitutional Right of DepEd Testing Personnel and Examinees to Free Exercise of Religion in the Conduct of National Assessments**

The religious rights of DepEd testing personnel and examinees should be considered in scheduling special examinations and any assessment-related activities such as seminars and test orientations as per DepEd Order No. 105, s. 2010, *“Reiterating the Constitutional Right of DepEd Personnel and Students to Free Exercise of Religion.”*

Specifically, DepEd testing personnel and examinees belonging to the Seventh-Day Adventist Church should not be required to attend examinations, seminars, test orientations, pretest and posttest activities and any assessment-related activities held on a Saturday, which is their day of rest or church day, in accordance with their religious beliefs. A special arrangement should be made by the concerned testing personnel/examinee with the school/Division Office/Regional Office to comply whatever the requirement is, without prejudice to their right to free exercise of religion.

In addition to the provisions in DepEd Order No. 105, s. 2010, considerations shall be provided for other religious faiths as necessary.

## **SECTION 13: Breach of Security in National Examinations and Corresponding Sanctions**

The security and integrity of test materials shall be upheld in the whole process of test administration. This Order rescinds DECS Order No. 85, s. 1999, *“Breach of Security in National Examinations and Corresponding Sanctions”* and DepEd Order No. 47, s. 2015, *“Inclusion of Acts as Violations to National Examinations.”* The following acts are deemed as violation/infractions of security pertaining to national examinations in addition to:

1. Reading of test booklets other than by the examinee
2. Supplying answers to examinees
3. Cheating
4. Plagiarizing
5. Loss of test booklets
6. Photocopying of test booklets
7. Capturing test items through electronic gadgets
8. Distribution and posting of photos of the test booklet in any form of media
9. Opening the test materials prior to testing schedule
10. Late submission of test booklets and/or answer sheets
11. Tampering of examinees’ answer sheets
12. Infringement of copyright
13. Allowing impostors and substitute examinees
14. Misrepresentation with regard to age, residence, and status
15. Failure to closely monitor test procedures resulting in test irregularities

Any or all of the following sanctions will be imposed on any or all of the aforementioned violations committed by those involved:

1. Examinees

The degree of violation and corresponding sanction shall be determined by the Chief Examiner.

- a. First and second offenses: reprimand
- b. Third offense: Cancellation of test papers / invalidation of test results

2. Testing Personnel

The degree of violation and corresponding sanction shall be determined by the Schools Division Superintendent.

- a. Suspension of salaries and incentives/benefits of those concerned for one to three months
- b. Work suspension
- c. In the case of infringement of copyright, legal remedies will be considered.

## **SECTION 14: Guidelines on Assessment Data Utilization**

National assessment data can be released to and utilized by both internal and external stakeholders (identified in **Section 1**). The following guidelines and requirements are issued to regulate the use of assessment data as per DepEd Order No. 91, s. 2009, “*Prescribing Guidelines and Requirements Regulating the Use of National Examination Results.*”

### **1. Internal**

BEA shall release the assessment results/data reports to the Region and Division Offices. The Division Office will then forward the documents to the schools. For career assessment in Grade 9, original copies of the COR must be given to the learners.

These results should not be used to rank schools and schools divisions. The Institutional Performance Profile shall be posted in the DepEd/BEA website and can be downloaded by individual schools, divisions, and regions. The site has restricted access because it contains information that may be accessed only by authorized users. BEA shall provide usernames and passwords to authorized personnel in regions, division, districts or schools so they can access the data uploaded in the website.

BEA shall present the national assessment results to the Office of the Secretary and different bureaus in the Central Office.

### **2. External**

*External stakeholders* may be provided with the assessment results. To safeguard and prevent the misuse, mishandling, misinterpretation, exploitation, and manipulation of these assessment results, they must submit a letter specifying the purpose of their request and the data being requested (year of administration, scope, variables). A corresponding amount shall be charged by BEA for the processing of the requested data.

For *student-researchers*, the following must also be presented:

- a. School ID to show proof that he/she is enrolled in a higher education institution
- b. Copy of his/her approved thesis/ dissertation proposal signed by the Adviser
- c. Endorsement letter signed by the school Dean

Both individual and institutional stakeholders shall sign a Memorandum of Agreement (MOA) with BEA, agreeing to the provision that they shall not compare regions, divisions, schools, and examinees without taking into consideration other variables that may have a substantial effect on the outcome of the assessments and that they shall furnish DepEd a copy of the completed research/study.

Requests for reports or data may be communicated through fax or e-mail; the requesting party may also visit BEA personally.

Finally, BEA shall only provide and release to external stakeholders the assessment data for 10% of the actual number of examinees per year. Individual test results with names shall not be released unless the *“data subject agrees to the collection and processing of personal information about and/or relating to him/her”* per Section 3 of Republic Act 10173 or Data Privacy Act of 2012.

## **SECTION 15: Monitoring and Evaluation of Test Administration**

The national test administration shall be monitored and evaluated in levels: by the Central Office through BEA and by the Regional and Schools Division Offices and schools through their field personnel. For the Placement/Accreditation/Equivalency Tests, the test administration shall also be monitored and evaluated by the Bureau of Learning Delivery aside from the personnel aforementioned above.

The Regional and Division Offices shall form a committee to monitor and evaluate the processes done before, during, and after the conduct of the test using a monitoring tool. A monitoring tool is provided to every test monitor to ensure that the standard procedures are followed.

The Regional Office committee shall be composed of personnel from the Curriculum and Learning Management Division (CLMD) and Quality Assurance Division (QAD), while the Schools Division Office committee shall be composed of personnel from the Curriculum and Instruction Division (CID) and the School Governance and Operations Division (SGOD).

The monitoring and evaluation to be conducted in random schools in select divisions shall be part of the research on the effectiveness of the test administration scheme and utilization of data.

Monitoring Forms will be distributed during the National Conference/Consultative Workshop of field testing personnel to be conducted by BEA. Schedule and venue of said conference/consultative workshop shall be announced through a memorandum.

## SECTION 16: References

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## APPENDIX P: D.O. no. 70, s. 2016

### GUIDELINES ON THE ENCODING OF SENIOR HIGH SCHOOL ENROLMENT FOR SECOND SEMESTER IN THE LEARNER INFORMATION SYSTEM FOR SCHOOL YEAR 2016-2017

#### I. Rationale

Pursuant to the implementation of the Senior High School (SHS) Program and in accordance with DepEd Order No. 52, s. 2016 entitled *Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017*, the Department of Education (DepEd) issues these guidelines on the enrolment and encoding of Grade 11 learners in the Learner Information System (LIS) for the second semester. It ultimately aims to count all learners, and establish the Department's basic education statistics, particularly on enrolment data.

The encoding of Grade 11 learners in the system is crucial, thus the issuance of guidelines for the encoding of enrolment of SHS learners is necessary.

#### II. Scope

These guidelines provide guidance to all public and private schools, state universities and colleges (SUCs) and local universities and colleges (LUCs), and higher education institutions (HEIs) offering the SHS Program in updating the status of first semester learners and encoding SHS enrolment for the second semester in the LIS.

#### III. Definition of Terms

**Date of First Attendance.** This refers to the actual date that the learner has started attending class.

**Drop-out.** Refers to a learner who left school during the first semester.

**In School.** Refers to a learner who finished the first semester regardless of his/her academic status.

**Learner Who Shifted to Another Program.** Refers to a learner who enrolled in another program different from the previously recorded one.

**New Entrants.** Refers to Grade 10 completers who enrolled for the first time as Grade 11 in the second semester.

**Not Yet Enrolled.** Refers to a learner who has completed the first semester but has not yet been enrolled in the second semester.

**Transferee.** Refers to a learner who was previously enrolled in one school and transferred to another school.

#### **IV. Policy Statement**

This DepEd Order lays to all persons involved in data collection the procedures and necessary requirements on the updating of the status of first semester SHS Learners and encoding of enrolment of second semester SHS Learners in the LIS.

The aforementioned data collection activities intend to provide accurate and relevant education statistics to school heads, education managers, policy and decision-makers, and all other stakeholders of the Department for purposes of planning, resource allocation and policy development.

#### **V. Procedures in status updating of first Semester learners and encoding of second Semester Learners in the LIS**

##### **A. Roles and Responsibilities**

LIS Coordinators/School Registrars shall do the updating of the status of their first semester learners and the encoding and enrolling of SHS Learners for second semester in the system from November 21 to December 22, 2016, following the procedures provided in these guidelines.

All Schools Division Offices through the SGOD-Planning Research Section and the Division ITO shall provide technical assistance to all public and private schools, SUCs, LUCs and higher education institution offering SHS in their respective jurisdiction.

##### **B. Who are qualified to enroll?**

For the second Semester enrolment of SHS learners, the following are qualified to enroll:

1. All SHS Grade 11 Learners who were enrolled during the first semester in any strand or track are qualified to enrol for the second semester.
2. Grade 10 completers who were not enrolled in the first semester, but are considered Grade 11 new entrants to be enrolled for the second semester.
3. Grade 11 learners enrolled in the previous semester who will transfer to another school or shift to other program.
4. Grade 11 learners who failed in any subject in the first semester may continue and be allowed to enrol for the second semester, and take subjects as long as the failed subject is not a pre-requisite of any upcoming subject. In case the failed subject is only offered in the first semester, the learner may retake the said subject in the first semester of the next school year or during summer classes. However, if the failed subject is offered in the second semester, then the learner may retake the same within the aforesaid semester.

**C. Process in status updating of first Semester learners and encoding of second Semester enrolment of SHS learners in the LIS.**

Schools with pending request to unenrol learners in the LIS may proceed with the updating of the status of the first semester learners and encoding of second semester learners in the LIS. However, the said learners will be automatically considered as No longer in school (NLS).

There will be three tabs/screens available for SHS:

1. First Semester (existing)
  - a. The first semester tab will continue to function the same.
  - b. Schools may continue to enrol learners that have not been enrolled in the LIS during the first semester.
2. Status updating of first semester learners (End of first semester and Start of second semester)
  - a. A masterlist of all first semester enrolled learners, with no pending issues, will be available. Columns for first semester and second semester status will be displayed.
  - b. There will be an update link for each learner. The learner's end of first semester status and second semester enrolment status will be updated.
    - i. End of First Semester Status
      1. In School (default)
      2. No longer in school - This will be the status of some learners who may have transferred or dropped out, who will be identified at the end of the second semester.
        - a. Drop down for Date of Last Attendance should be later than Date of First Attendance of Learner (Limit month options from May to November)
        - b. Drop Down for Reason
    - ii. Beginning of Second Semester Status (deactivated if first semester status is no longer in school)
      1. Drop down for date of first attendance - If there is no second semester date of first attendance, the default learner status will be not yet enrolled for the second semester.
      2. Drop down for assign to class - Default is first semester section. If the learner changes section, his/her program offering is automatically tagged as that section's program offering. An option for a new class will be available.
        - a. If a new class is selected, a blank for class name, and drop down for program offering will be made available.

- c. An update button will be available per learner, which will trigger the saving of the status indicated. The school may continue to edit both first and second semester statuses until the deadline. The last confirmed status until the deadline will be used for official end of first semester and beginning of second semester statuses.
3. Second semester (will be available once the date of start of second semester is declared)
    - a. This will display the masterlist of enrolled learners in the second semester.
    - b. The enrol learner function may be used to enrol learners who transferred to the school for the second semester and were tagged as no longer in school for the first semester.

## **VI. Monitoring and Evaluation**

LIS coordinators/school registrars of all schools offering SHS must ensure the status updating of first semester SHS learners and the encoding of enrolment of second Semester SHS learners in the system. School heads (SHs) must ensure the accuracy and completeness of the school's enrolment data.

The Schools Division Superintendents (SDSs), through the School Governance and Operations Division-Planning and Research Unit (SGOD-PRU) and the Information Technology Officers (ITOs), shall jointly provide technical assistance, as necessary, to the schools to ensure compliance with the guidelines. Particular attention should be given to schools with no/limited access to internet facilities.

The Regional Director (RDs) through the Policy Planning and Research Division (PPRD) shall monitor the schools division's provision of technical assistance to schools for the updating and encoding of enrolment of SHS learners.

The Education Management Information System-Planning Service (EMISD-PS), at the Central Office level, shall closely monitor and coordinate with the regions and schools divisions the respective statuses of submissions of schools. The said office shall also provide guidance in the implementation of these guidelines.

## **VII. References**

DepEd Order No. 52, s. 2016. *Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017*

DepEd Order No. 34, s. 2016. *Senior High School Enrolment of Learners in Private Schools, Higher Education Institution, State Universities and Colleges and Local Universities and Colleges in the Learner Information System for Beginning of School Year 2016-2017*

Encl.:

As stated

References:

DepEd Order: Nos. 52 and 34, s. 2016

To be indicated in the Perpetual Index  
under the following subjects:

DATA  
ENROLMENT  
FORMS  
INFORMATION TECHNOLOGY  
LEARNERS  
OFFICIALS  
POLICY  
PROGRAMS  
PROJECTS  
SENIOR HIGH SCHOOL

SMMA, DO Encoding of SHS Enrolment  
0840, November 15, 2016

## APPENDIX Q

Republic of the Philippines  
Congress of the Philippines  
Metro Manila  
Ninth Congress

Republic Act No. 7610

June 17, 1992

**AN ACT PROVIDING FOR STRONGER DETERRENCE AND SPECIAL PROTECTION AGAINST CHILD ABUSE, EXPLOITATION AND DISCRIMINATION, AND FOR OTHER PURPOSES**

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

### ARTICLE I

#### Title, Policy, Principles and Definitions of Terms

**Section 1. Title.** – This Act shall be known as the "***Special Protection of Children Against Abuse, Exploitation and Discrimination Act.***"

**Section 2. Declaration of State Policy and Principles.** – It is hereby declared to be the policy of the State to provide special protection to children from all forms of abuse, neglect, cruelty, exploitation and discrimination and other conditions, prejudicial to their development; provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination. The State shall intervene on behalf of the child when the parent, guardian, teacher or person having care or custody of the child fails or is unable to protect the child against abuse, exploitation and discrimination or when such acts against the child are committed by the said parent, guardian, teacher or person having care and custody of the same. *1awphi1@alf*

It shall be the policy of the State to protect and rehabilitate children gravely threatened or endangered by circumstances which affect or will affect their survival and normal development and over which they have no control.

The best interests of children shall be the paramount consideration in all actions concerning them, 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 United Nations Convention of the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life.

**Section 3. Definition of Terms.**

(a) "Children" refers to 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;

(b) "Child abuse" refers to the maltreatment, whether habitual or not, of the child which includes any of the following:

- (1) Psychological and 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 his 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 growth and development or in his permanent incapacity or death.

(c) "Circumstances which gravely threaten or endanger the survival and normal development of children" include, but are not limited to, the following;

- (1) Being in a community where there is armed conflict or being affected by armed conflict-related activities;
- (2) Working under conditions hazardous to life, safety and normal which unduly interfere with their normal development;
- (3) Living in or fending for themselves in the streets of urban or rural areas without the care of parents or a guardian or basic services needed for a good quality of life;
- (4) Being a member of a indigenous cultural community and/or living under conditions of extreme poverty or in an area which is underdeveloped and/or lacks or has inadequate access to basic services needed for a good quality of life;

- (5) Being a victim of a man-made or natural disaster or calamity; or
- (6) Circumstances analogous to those abovestated which endanger the life, safety or normal development of children.

(d) "Comprehensive program against child abuse, exploitation and discrimination" refers to the coordinated program of services and facilities to protect children against:

- (1) Child Prostitution and other sexual abuse;
- (2) Child trafficking;
- (3) Obscene publications and indecent shows;
- (4) Other acts of abuses; and
- (5) Circumstances which threaten or endanger the survival and normal development of children. *1awphi1Y*

## ARTICLE II

### Program on Child Abuse, Exploitation and Discrimination

**Section 4. *Formulation of the Program.*** – There shall be a comprehensive program to be formulated, by the Department of Justice and the Department of Social Welfare and Development in coordination with other government agencies and private sector concerned, within one (1) year from the effectivity of this Act, to protect children against child prostitution and other sexual abuse; child trafficking, obscene publications and indecent shows; other acts of abuse; and circumstances which endanger child survival and normal development.

## ARTICLE III

### Child Prostitution and Other Sexual Abuse

**Section 5. *Child Prostitution and Other Sexual Abuse.*** – Children, whether male or female, who for money, profit, or any other consideration or due to the coercion or influence of any adult, syndicate or group, indulge in sexual intercourse or lascivious conduct, are deemed to be children exploited in prostitution and other sexual abuse. The penalty of reclusion temporal in its medium period to reclusion perpetua shall be imposed upon the following:

- (a) Those who engage in or promote, facilitate or induce child prostitution which include, but are not limited to, the following:

- (1) Acting as a procurer of a child prostitute;
- (2) Inducing a person to be a client of a child prostitute by means of written or oral advertisements or other similar means;
- (3) Taking advantage of influence or relationship to procure a child as prostitute;
- (4) Threatening or using violence towards a child to engage him as a prostitute; or
- (5) Giving monetary consideration goods or other pecuniary benefit to a child with intent to engage such child in prostitution.

(b) Those who commit the act of sexual intercourse of lascivious conduct with a child exploited in prostitution or subject to other sexual abuse; Provided, That when the victims is under twelve (12) years of age, the perpetrators shall be prosecuted under Article 335, paragraph 3, for rape and Article 336 of Act No. 3815, as amended, the Revised Penal Code, for rape or lascivious conduct, as the case may be: Provided, That the penalty for lascivious conduct when the victim is under twelve (12) years of age shall be reclusion temporal in its medium period; and

(c) Those who derive profit or advantage therefrom, whether as manager or owner of the establishment where the prostitution takes place, or of the sauna, disco, bar, resort, place of entertainment or establishment serving as a cover or which engages in prostitution in addition to the activity for which the license has been issued to said establishment.

**Section 6. Attempt To Commit Child Prostitution.** – There is an attempt to commit child prostitution under Section 5, paragraph (a) hereof when any person who, not being a relative of a child, is found alone with the said child inside the room or cubicle of a house, an inn, hotel, motel, pension house, apartelle or other similar establishments, vessel, vehicle or any other hidden or secluded area under circumstances which would lead a reasonable person to believe that the child is about to be exploited in prostitution and other sexual abuse.

There is also an attempt to commit child prostitution, under paragraph (b) of Section 5 hereof when any person is receiving services from a child in a sauna parlor or bath, massage clinic, health club and other similar establishments. A penalty lower by two (2) degrees than that prescribed for the consummated felony under Section 5 hereof shall be imposed upon the principals of the attempt to commit the crime of child prostitution under this Act, or, in the proper case, under the Revised Penal Code.

**ARTICLE IV**  
**Child Trafficking**

**Section 7. *Child Trafficking.*** – Any person who shall engage in trading and dealing with children including, but not limited to, the act of buying and selling of a child for money, or for any other consideration, or barter, shall suffer the penalty of reclusion temporal to reclusion perpetua. The penalty shall be imposed in its maximum period when the victim is under twelve (12) years of age.

**Section 8. *Attempt to Commit Child Trafficking.*** – There is an attempt to commit child trafficking under Section 7 of this Act: *1awphi1@alf*

- (a) When a child travels alone to a foreign country without valid reason therefor and without clearance issued by the Department of Social Welfare and Development or written permit or justification from the child's parents or legal guardian;
- (c) When a person, agency, establishment or child-caring institution recruits women or couples to bear children for the purpose of child trafficking; or
- (d) When a doctor, hospital or clinic official or employee, nurse, midwife, local civil registrar or any other person simulates birth for the purpose of child trafficking; or
- (e) When a person engages in the act of finding children among low-income families, hospitals, clinics, nurseries, day-care centers, or other child-during institutions who can be offered for the purpose of child trafficking.

A penalty lower two (2) degrees than that prescribed for the consummated felony under Section 7 hereof shall be imposed upon the principals of the attempt to commit child trafficking under this Act.

**ARTICLE V**  
**Obscene Publications and Indecent Shows**

**Section 9. *Obscene Publications and Indecent Shows.*** – Any person who shall hire, employ, use, persuade, induce or coerce a child to perform in obscene exhibitions and indecent shows, whether live or in video, or model in obscene publications or pornographic materials or to sell or distribute the said materials shall suffer the penalty of prision mayor in its medium period.

If the child used as a performer, subject or seller/distributor is below twelve (12) years of age, the penalty shall be imposed in its maximum period.

Any ascendant, guardian, or person entrusted in any capacity with the care of a child who shall cause and/or allow such child to be employed or to participate in an obscene play, scene, act, movie or show or in any other acts covered by this section shall suffer the penalty of prision mayor in its medium period.

## **ARTICLE VI** **Other Acts of Abuse**

### **Section 10. *Other Acts of Neglect, Abuse, Cruelty or Exploitation and Other Conditions Prejudicial to the Child's Development.* –**

(a) Any person who shall commit any other acts of child abuse, cruelty or exploitation or to be responsible for other conditions prejudicial to the child's development including those covered by Article 59 of Presidential Decree No. 603, as amended, but not covered by the Revised Penal Code, as amended, shall suffer the penalty of prision mayor in its minimum period.

(b) Any person who shall keep or have in his company a minor, twelve (12) years or under or who in ten (10) years or more his junior in any public or private place, hotel, motel, beer joint, discotheque, cabaret, pension house, sauna or massage parlor, beach and/or other tourist resort or similar places shall suffer the penalty of prision mayor in its maximum period and a fine of not less than Fifty thousand pesos (P50,000): Provided, That this provision shall not apply to any person who is related within the fourth degree of consanguinity or affinity or any bond recognized by law, local custom and tradition or acts in the performance of a social, moral or legal duty.

(c) Any person who shall induce, deliver or offer a minor to any one prohibited by this Act to keep or have in his company a minor as provided in the preceding paragraph shall suffer the penalty of prision mayor in its medium period and a fine of not less than Forty thousand pesos (P40,000); Provided, however, That should the perpetrator be an ascendant, stepparent or guardian of the minor, the penalty to be imposed shall be prision mayor in its maximum period, a fine of not less than Fifty thousand pesos (P50,000), and the loss of parental authority over the minor.

(d) Any person, owner, manager or one entrusted with the operation of any public or private place of accommodation, whether for occupancy, food, drink or otherwise, including residential places, who allows any person to take along with him to such place or places any minor herein described shall be imposed a penalty of prision mayor in its medium period and a fine of not less than Fifty thousand pesos (P50,000), and the loss of the license to operate such a place or establishment.

- (1) Beg or use begging as a means of living;
- (2) Act as conduit or middlemen in drug trafficking or pushing;  
or
- (3) Conduct any illegal activities, shall suffer the penalty of prison correccional in its medium period to reclusion perpetua.

For purposes of this Act, the penalty for the commission of acts punishable under Articles 248, 249, 262, paragraph 2, and 263, paragraph 1 of Act No. 3815, as amended, the Revised Penal Code, for the crimes of murder, homicide, other intentional mutilation, and serious physical injuries, respectively, shall be reclusion perpetua when the victim is under twelve (12) years of age. The penalty for the commission of acts punishable under Article 337, 339, 340 and 341 of Act No. 3815, as amended, the Revised Penal Code, for the crimes of qualified seduction, acts of lasciviousness with the consent of the offended party, corruption of minors, and white slave trade, respectively, shall be one (1) degree higher than that imposed by law when the victim is under twelve (12) years age.

The victim of the acts committed under this section shall be entrusted to the care of the Department of Social Welfare and Development.

## ARTICLE VII Sanctions for Establishments or Enterprises

### ***Section 11. Sanctions of Establishments or Enterprises which Promote, Facilitate, or Conduct Activities Constituting Child Prostitution and Other Sexual Abuse, Child Trafficking, Obscene Publications and Indecent Shows, and Other Acts of Abuse.***

All establishments and enterprises which promote or facilitate child prostitution and other sexual abuse, child trafficking, obscene publications and indecent shows, and other acts of abuse shall be immediately closed and their authority or license to operate cancelled, without prejudice to the owner or manager thereof being prosecuted under this Act and/or the Revised Penal Code, as amended, or special laws. A sign with the words "off limits" shall be conspicuously displayed outside the establishments or enterprises by the Department of Social Welfare and Development for such period which shall not be less than one (1) year, as the Department may determine. The unauthorized removal of such sign shall be punishable by prison correccional.

An establishment shall be deemed to promote or facilitate child prostitution and other sexual abuse, child trafficking, obscene publications and indecent shows, and other acts of abuse if the acts constituting the same occur in the premises of said establishment under this Act or in violation of the Revised Penal Code, as amended. An enterprise such as a sauna, travel agency, or recruitment agency which promotes the

aforementioned acts as part of a tour for foreign tourists; exhibits children in a lewd or indecent show; provides child masseurs for adults of the same or opposite sex and said services include any lascivious conduct with the customers; or solicits children or activities constituting the aforementioned acts shall be deemed to have committed the acts penalized herein.

## **ARTICLE VIII** **Working Children**

**Section 12. *Employment of Children.*** – Children below fifteen (15) years of age may be employed except:

- (1) When a child works directly under the sole responsibility of his parents or legal guardian and where only members of the employer's family are employed: Provided, however, That his employment neither endangers his life, safety and health and morals, nor impairs his normal development: Provided, further, That the parent or legal guardian shall provide the said minor child with the prescribed primary and/or secondary education; or
- (2) When a child's employment or participation in public & entertainment or information through cinema, theater, radio or television is essential: Provided, The employment contract concluded by the child's parent or guardian, with the express agreement of the child concerned, if possible, and the approval of the Department of Labor and Employment: Provided, That the following requirements in all instances are strictly complied with:
  - (a) The employer shall ensure the protection, health, safety and morals of the child;
  - (b) the employer shall institute measures to prevent the child's exploitation or discrimination taking into account the system and level of remuneration, and the duration and arrangement of working time; and;
  - (c) The employer shall formulate and implement, subject to the approval and supervision of competent authorities, a continuing program for training and skill acquisition of the child.

In the above exceptional cases where any such child may be employed, the employer shall first secure, before engaging such child, a work permit from the Department of Labor and Employment which shall ensure observance of the above requirement.

The Department of Labor Employment shall promulgate rules and regulations necessary for the effective implementation of this Section.

**Section 13. *Non-formal Education for Working Children.*** – The Department of Education, Culture and Sports shall promulgate a course design under its non-formal education program aimed at promoting the intellectual, moral and vocational efficiency of working children who have not undergone or finished elementary or secondary education. Such course design shall integrate the learning process deemed most effective under given circumstances.

**Section 14. *Prohibition on the Employment of Children in Certain Advertisements.*** – No person shall employ child models in all commercials or advertisements promoting alcoholic beverages, intoxicating drinks, tobacco and its byproducts and violence.

**Section 15. *Duty of Employer.*** – Every employer shall comply with the duties provided for in Articles 108 and 109 of Presidential Decree No. 603.

**Section 16. *Penalties.*** – Any person who shall violate any provision of this Article shall suffer the penalty of a fine of not less than One thousand pesos (P1,000) but not more than Ten thousand pesos (P10,000) or imprisonment of not less than three (3) months but not more than three (3) years, or both at the discretion of the court; Provided, That, in case of repeated violations of the provisions of this Article, the offender's license to operate shall be revoked.

## **ARTICLE IX**

### **Children of Indigenous Cultural Communities**

**Section 17. *Survival, Protection and Development.*** – In addition to the rights guaranteed to children under this Act and other existing laws, children of indigenous cultural communities shall be entitled to protection, survival and development consistent with the customs and traditions of their respective communities.

**Section 18. *System of and Access to Education.*** – The Department of Education, Culture and Sports shall develop and institute an alternative system of education for children of indigenous cultural communities which culture-specific and relevant to the needs of and the existing situation in their communities. The Department of Education, Culture and Sports shall also accredit and support non-formal but functional indigenous educational programs conducted by non-government organizations in said communities.

**Section 19. *Health and Nutrition.*** – The delivery of basic social services in health and nutrition to children of indigenous cultural communities shall be given priority by all government agencies concerned. Hospitals and other health institution shall ensure that children of indigenous cultural communities are given equal attention. In the provision of health and nutrition services to children of indigenous cultural communities, indigenous health practices shall be respected and recognized.

**Section 20. *Discrimination.*** – Children of indigenous cultural communities shall not be subjected to any and all forms of discrimination.

Any person who discriminate against children of indigenous cultural communities shall suffer a penalty of *arresto mayor* in its maximum period and a fine of not less than Five thousand pesos (P5,000) more than Ten thousand pesos (P10,000).

**Section 21. *Participation.*** – Indigenous cultural communities, through their duly-designated or appointed representatives shall be involved in planning, decision-making implementation, and evaluation of all government programs affecting children of indigenous cultural communities. Indigenous institution shall also be recognized and respected.

## ARTICLE X

### Children in Situations of Armed Conflict

**Section 22. *Children as Zones of Peace.*** – Children are hereby declared as Zones of Peace. It shall be the responsibility of the State and all other sectors concerned to resolve armed conflicts in order to promote the goal of children as zones of peace. To attain this objective, the following policies shall be observed.

- (a) Children shall not be the object of attack and shall be entitled to special respect. They shall be protected from any form of threat, assault, torture or other cruel, inhumane or degrading treatment;
- (b) Children shall not be recruited to become members of the Armed Forces of the Philippines of its civilian units or other armed groups, nor be allowed to take part in the fighting, or used as guides, couriers, or spies;
- (c) Delivery of basic social services such as education, primary health and emergency relief services shall be kept unhampered;
- (d) The safety and protection of those who provide services including those involved in fact-finding missions from both government and non-government institutions shall be ensured. They shall not be subjected to undue harassment in the performance of their work;
- (e) Public infrastructure such as schools, hospitals and rural health units shall not be utilized for military purposes such as command posts, barracks, detachments, and supply depots; and
- (f) All appropriate steps shall be taken to facilitate the reunion of families temporarily separated due to armed conflict.

**Section 23. Evacuation of Children During Armed Conflict.** – Children shall be given priority during evacuation as a result of armed conflict. Existing community organizations shall be tapped to look after the safety and well-being of children during evacuation operations. Measures shall be taken to ensure that children evacuated are accompanied by persons responsible for their safety and well-being.

**Section 24. Family Life and Temporary Shelter.** – Whenever possible, members of the same family shall be housed in the same premises and given separate accommodation from other evacuees and provided with facilities to lead a normal family life. In places of temporary shelter, expectant and nursing mothers and children shall be given additional food in proportion to their physiological needs. Whenever feasible, children shall be given opportunities for physical exercise, sports and outdoor games.

**Section 25. Rights of Children Arrested for Reasons Related to Armed Conflict.** – Any child who has been arrested for reasons related to armed conflict, either as combatant, courier, guide or spy is entitled to the following rights;

- (a) Separate detention from adults except where families are accommodated as family units;
- (b) Immediate free legal assistance;
- (c) Immediate notice of such arrest to the parents or guardians of the child; and
- (d) Release of the child on recognizance within twenty-four (24) hours to the custody of the Department of Social Welfare and Development or any responsible member of the community as determined by the court.

If after hearing the evidence in the proper proceedings the court should find that the aforesaid child committed the acts charged against him, the court shall determine the imposable penalty, including any civil liability chargeable against him. However, instead of pronouncing judgment of conviction, the court shall suspend all further proceedings and shall commit such child to the custody or care of the Department of Social Welfare and Development or to any training institution operated by the Government, or duly-licensed agencies or any other responsible person, until he has had reached eighteen (18) years of age or, for a shorter period as the court may deem proper, after considering the reports and recommendations of the Department of Social Welfare and Development or the agency or responsible individual under whose care he has been committed.

The aforesaid child shall subject to visitation and supervision by a representative of the Department of Social Welfare and Development or any duly-licensed agency or such other officer as the court may designate subject to such conditions as it may prescribe.

The aforesaid child whose sentence is suspended can appeal from the order of the court in the same manner as appeals in criminal cases.

**Section 26. *Monitoring and Reporting of Children in Situations of Armed Conflict.*** – The chairman of the barangay affected by the armed conflict shall submit the names of children residing in said barangay to the municipal social welfare and development officer within twenty-four (24) hours from the occurrence of the armed conflict.

## **ARTICLE XI**

### **Remedial Procedures**

**Section 27. *Who May File a Complaint.*** – Complaints on cases of unlawful acts committed against the children as enumerated herein may be filed by the following:

- (a) Offended party;
- (b) Parents or guardians;
- (c) Ascendant or collateral relative within the third degree of consanguinity; *1awphi1@ITC*
- (d) Officer, social worker or representative of a licensed child-caring institution;
- (e) Officer or social worker of the Department of Social Welfare and Development;
- (f) Barangay chairman; or
- (g) At least three (3) concerned responsible citizens where the violation occurred.

**Section 28. *Protective Custody of the Child.*** – The offended party shall be immediately placed under the protective custody of the Department of Social Welfare and Development pursuant to Executive Order No. 56, series of 1986. In the regular performance of this function, the officer of the Department of Social Welfare and Development shall be free from any administrative, civil or criminal liability. Custody proceedings shall be in accordance with the provisions of Presidential Decree No. 603.

**Section 29. *Confidentiality.*** – At the instance of the offended party, his name may be withheld from the public until the court acquires jurisdiction over the case.

It shall be unlawful for any editor, publisher, and reporter or columnist in case of printed materials, announcer or producer in case of television and radio broadcasting, producer and director of the film in case of the movie industry, to cause undue and sensationalized publicity of any case of violation of this Act which results in the moral

degradation and suffering of the offended party. *Lawphi1@alf*

**Section 30. *Special Court Proceedings.*** – Cases involving violations of this Act shall be heard in the chambers of the judge of the Regional Trial Court duly designated as Juvenile and Domestic Court.

Any provision of existing law to the contrary notwithstanding and with the exception of habeas corpus, election cases, and cases involving detention prisoners and persons covered by Republic Act No. 4908, all courts shall give preference to the hearing or disposition of cases involving violations of this Act.

## **ARTICLE XII**

### **Common Penal Provisions**

#### **Section 31. *Common Penal Provisions.***

- (a) The penalty provided under this Act shall be imposed in its maximum period if the offender has been previously convicted under this Act;
- (b) When the offender is a corporation, partnership or association, the officer or employee thereof who is responsible for the violation of this Act shall suffer the penalty imposed in its maximum period;
- (c) The penalty provided herein shall be imposed in its maximum period when the perpetrator is an ascendant, parent guardian, stepparent or collateral relative within the second degree of consanguinity or affinity, or a manager or owner of an establishment which has no license to operate or its license has expired or has been revoked;
- (d) When the offender is a foreigner, he shall be deported immediately after service of sentence and forever barred from entry to the country;
- (e) The penalty provided for in this Act shall be imposed in its maximum period if the offender is a public officer or employee: Provided, however, That if the penalty imposed is reclusion perpetua or reclusion temporal, then the penalty of perpetual or temporary absolute disqualification shall also be imposed: Provided, finally, That if the penalty imposed is prision correccional or arresto mayor, the penalty of suspension shall also be imposed; and
- (f) A fine to be determined by the court shall be imposed and administered as a cash fund by the Department of Social Welfare and Development and disbursed for the rehabilitation of each child victim, or any immediate member of his family if the latter is the perpetrator of the offense.

**ARTICLE XIII**  
**Final Provisions**

**Section 32. Rules and Regulations.** – Unless otherwise provided in this Act, the Department of Justice, in coordination with the Department of Social Welfare and Development, shall promulgate rules and regulations of the effective implementation of this Act.

Such rules and regulations shall take effect upon their publication in two (2) national newspapers of general circulation.

**Section 33. Appropriations.** – The amount necessary to carry out the provisions of this Act is hereby authorized to be appropriated in the General Appropriations Act of the year following its enactment into law and thereafter.

**Section 34. Separability Clause.** – If any provision of this Act is declared invalid or unconstitutional, the remaining provisions not affected thereby shall continue in full force and effect.

**Section 35. Repealing Clause.** – All laws, decrees, or rules inconsistent with the provisions of this Acts are hereby repealed or modified accordingly.

**Section 36. Effectivity Clause.** – This Act shall take effect upon completion of its publication in at least two (2) national newspapers of general circulation.

Approved: **June 17, 1992**

# APPENDIX R



Republic of the Philippines  
**Department of Education**

2012-21576

DepEd ORDER  
No. **40**, s. 2012

MAY 14 2012

## DEPED CHILD PROTECTION POLICY

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Unit  
Regional Secretary, ARMM  
Regional Directors  
Schools Division/City Superintendents  
Chiefs of Divisions  
Heads, Public and Private Elementary and Secondary Schools  
All Others Concerned

1. For the information and guidance of all concerned, the Department of Education (DepEd) issues the enclosed copy of the Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse entitled "**DepEd Child Protection Policy.**"
2. Pursuant to Section 26 thereof, this DepEd Order shall take effect immediately upon issuance.
3. All Orders, Memoranda and other related issuances inconsistent with these policy and guidelines are deemed amended accordingly upon its effectivity.
4. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.: As stated  
Reference: DepEd Memorandum No. 297, s. 2006  
To be indicated in the Perpetual Index  
under the following subjects:

LEGISLATIONS	RULES & REGULATIONS
POLICY	STUDENTS
PUPILS	TEACHERS

SMA, DO DepEd Child Protection Policy  
1190- April 23, 2012

**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 9231.

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 abovementioned 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.



## **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;
2. Discrimination against children;
3. Child Exploitation ;
4. Violence Against Children in School;
5. Corporal Punishment;
6. 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 psychosocial 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 psychosocial 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. a certification 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.



**BR. ARMIN A. LUISTRO FSC**  
Secretary



## AGREEMENT

I, \_\_\_\_\_, with address at \_\_\_\_\_, a Grade \_\_\_\_ Level student of University of the Perpetual Help System DALTA (UPHSD), enrolled in the Junior/ Senior High School of the Basic Education Department, do hereby acknowledge, agree and understand that as a condition for my admission and continued stay in UPHSD, I will abide by all the rules and regulations, academic standards and curriculum of UPHSD, as these may be amended from time to time, which rules and regulations, academic standards and curriculum have been made known to me and which I understand and accept. I also understand and accept that the minimum passing grade for each learning area is Seventy-Five percent (75%) and that if I get a grade lower than Seventy-Five percent (75%), I agree and accept that I have failed the learning area and repeat the same. Furthermore, I have to maintain a minimum passing grade in all learning areas and comply with all the requirements, so that I may be considered for promotion to the next level.

Finally, I will abide by all the policies stipulated in the Junior and Senior High School Student Handbook as these may be amended from time to time.

I am signing this Agreement freely and voluntarily with complete and full understanding of its contents and corresponding consequences.

\_\_\_\_\_  
Student (Signature Over Printed Name)  
Date Signed: \_\_\_\_\_

\_\_\_\_\_  
Parent/ Guardian (Signature Over Printed Name)  
Date Signed: \_\_\_\_\_

\_\_\_\_\_  
Basic Education Director/ Principal (Signature Over Printed Name)  
Date Signed: \_\_\_\_\_

Witnesses:

\_\_\_\_\_

\_\_\_\_\_



## UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA

### STUDENT HANDBOOK

#### **Undertaking**

I have carefully read and understood the UPHSD Student Handbook including all annexes and I accept full responsibility for the knowledge and conform to all provisions and the observance of all school policies and regulations contained herein. If found guilty to have violated any of the provisions of this Student Handbook after due process, I shall be liable to disciplinary actions prescribed herein.

---

**STUDENT'S NAME in PRINT**

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**STUDENT'S SIGNATURE**

**Basic Education Department of the Junior/ Senior High School**

**Grade/Section :** \_\_\_\_\_

**ATTESTED BY:**

---

**Signature of Parent/Guardian Over Printed Name**

[UPHSD's Copy]



## UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA

### STUDENT HANDBOOK

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**STUDENT'S NAME in PRINT**

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**STUDENT'S SIGNATURE**

**Basic Education Department of the Junior/ Senior High School**

**Grade/Section :** \_\_\_\_\_

**ATTESTED BY:**

---

**Signature of Parent/Guardian Over Printed Name**

[ Student's Copy]



Revised 2017

University of Perpetual Help System DALTA  
Alabang-Zapote Avenue, Pamplona 3, Las Piñas City, 1740 Philippines