

“Character Building is Nation Building”



**UNIVERSITY OF
PERPETUAL HELP
SYSTEM DALTA**

Grade School Pupil Handbook



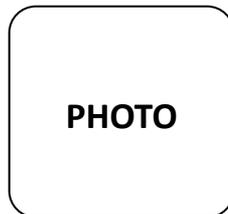


UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA

Pamplona, Las Piñas City

GRADE SCHOOL DEPARTMENT

----- *Campus*



PERSONAL INFORMATION

This Pupil Handbook belongs to:

Name:
Grade Level / Section:
Class Adviser:

In case of emergency, please inform:

Name:	
Address:	
Phone No.:	Mobile No.:
Relationship:	



UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA



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 Pupil Handbook, you are walking through the pathways that led to the building of the community of UPHS DALTA. Each page, each policy and each document is a step towards the achievement of our guiding principle that Character Building is Nation Building.

This document is a product of the combined efforts of Perpetualites whose only objective is to help YOU as you pass through the corridors, the steps, the stairways, the buildings and the facilities of the University and as you interact with the teachers, the Administrators and all our support personnel to achieve the goal of your university life.

This handbook will be your guide and support in your needs in facing the challenges of academic life.

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

A handwritten signature in black ink, appearing to read "Antonio L. Tamayo".

DR./BGEN ANTONIO L. TAMAYO

Chairman of the Board and CEO

Founder, University of Perpetual Help System DALTA



VICE-CHAIRMAN OF THE BOARD AND TREASURER'S MESSAGE

My dear Perpetualites,

The publication of this pupil 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 35 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 pupil handbook will guide you as a pupil 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



UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA

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PRESIDENT'S MESSAGE

My dear pupils 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 Hardworking and resourceful pupils.

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.

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, spurring you towards the same course and direction.

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

Congratulations and thank you for entrusting your schooling to UPHSD.

Sincerely yours,

Sincerely yours,

MR. ANTHONY JOSE M. TAMAYO

President

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LEGACY OF THE 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 his 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 (UPHSD).

Driven by 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 “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. Perpetual Help College of Rizal (PHCR) was indeed on its way to becoming a premier university south of Metro Manila.

Having taken post-graduate courses in Hospital Administration at the George Washington University in Washington, D.C. , supplemented with Special Studies on Hospital Management from

Ateneo de Manila and a Ph.D. in Organization Development from the Southeast Asian Interdisciplinary Development Institute, Sir Tony 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 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 Manila, the First Chancellor of the Perpetual Help Biñan, and former Acting President of Pamantasan ng Lungsod ng Maynila, and Mr. Teofilo Gallardo, formerly a Regional Director of the 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 in hurdling the challenges of organizational growth; Dr. Perla R. Sope, the University Registrar; and consultants Mr. Emiliano Armas of the Ateneo De Manila University and Mr. 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 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 steeped in 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 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 thru education and livelihood skills training and development.

In November 1984, the Bilibid Extension Program (BEP) 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 Piñas 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 envisions to train the selected inmate-pupils 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 of PHCR now the University of Perpetual Help System DALTA (UPHSD). All colleges of the university extend their community services to BEP. To date, the

degree program has already graduated 448 pupils since its inception in 1984.

In 1995, another notable project in the form of educational assistance to the poor but deserving pupils in Las Piñas was pioneered by Dr./ BGEN Antonio L. Tamayo. He offered one hundred percent (100%) free tuition and miscellaneous scholarship to grantees endorsed by Barangay Councils, Parish Priests, Lions Club International and the Associations of Market Vendors and Tricycle Drivers in Las Piñas City. A total of 350 scholars had enrolled and graduated through the educational scholarship program offered by PHCR.

The Kalinga sa Mahihirap (KASAMA) was another COP project that dealt with Community Outreach Adult Education and aimed to support the mission of 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 in 1984. In its 28 years as a member of the league, it has won a total of 14 championships in volleyball played by juniors, seniors and women divisions. In the cheerleading sports, the University of Perpetual Help System Dalta Perpsquad capped the distinction of being the first grand slam champion in NCAA Cheerleading Competition after it hauled a third three-peat championship win in the NCAA Season 87. It showed ALTAS Perpsquad's domination in sports

after its introduction in the oldest collegiate league eight seasons ago. Other sports played in the Institution marked their presence by winning bronze and silver medals which contribute to the enthusiasm felt by the Perpetualites whenever the school competes in any sports event. The community of Perpetualites brims with joy and hope that will always bag the championship for basketball.

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

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 pupils. Shortly, 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 University of Perpetual Help System (UPHS). 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 of the eight (8) 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 the JONELTA Group of Companies forming the University of Perpetual Help System (UPHS). 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 non-sectarian. It offers courses in pre-school, elementary, secondary, tertiary and graduate levels; as well as short-term vocational, technical and special courses. To date, it has a workforce complement of about 1,200 faculty and non-teaching personnel and more than 18,000 pupils.

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 BGEN/ Dr. Antonio L. Tamayo and Dr. Daisy M. Tamayo are their two sons, Anthony Jose (Ph.D. Candidate) and Major Richard Antonio who are both outstanding *cum laude graduates* of the University of the Philippines.

Anthony Jose M. Tamayo assumed presidency of the UPHSD campuses in January 2010. He is also the Senior Executive Vice-President 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. holder 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 Executive Vice-President for Administration 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

associations in the country. Among them are:

- 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: 2008 , All Programs, Bureau Veritas
- ISO 9001: 2015
- 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

This academic excellence has been proven through the years with the laurels that the University has garnered in government licensure examinations. In 2000, the UPHR 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:

PROGRAM	PLACE	NAME OF PUPIL	YEAR
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	2013
		Punzalan II	

BS Mechanical Engineering	2nd Placer	Melquiades M. Garcia	1996	
	17th Placer	Ramon Aldana	1987	
	5th Placer	Noel S. De Castro	1984	
BS Medical Technology	1	0th 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 Delloza	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	3rd Placer	Mercie Marie Mendoza	2001	
Therapy	5th Placer	Rigel O. Lagumbay	2001	
BS Occupational	3rd Placer	Mercie Marie Mendoza	2001	
Therapy	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	200
	7th Placer	Jemma Mae A. Aguilar	2016
	7th Placer	Richard P. Santillan	2014
	8th Placer	Davie C. Regalaro	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	
		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 extensive network of national and international linkages in Higher Education and Business. It has 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

- 1st 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.”

- 3rd 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 PACU-COA “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 Dalta”

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 University of Perpetual Help System DALTA (UPHSD).

The university seal was inspired by the special devotion of Dr. Josefina L. Tamayo, UPHS Co-founder and 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 whose 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 is 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 and international linkages.

The University shall take 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 sciences, arts, humanities, sports 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 pupils 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 Christ-centered, service-oriented and research – driven individuals 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 Goal

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;
- 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 (UPHS) 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 pupils by equipping them with higher-level thinking competencies and instilling in them life-promoting values.

Thereby, the pupils 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.
- 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.

1.5 The Eight (8) Perpetualite Core Values

- Core Value 1 : Love of God, Love of Self, Family, and Neighbor
- Core Value 2 : Love of Country and Good Governance
- Core Value 3 : Academic and Professional Excellence
- Core Value 4 : Health and Ecological Consciousness
- Core Value 5 : Peace and Global Solidarity
- Core Value 6 : Filipino Christian Leadership
- Core Value 7 : Value of Catholic Doctrine
- Core Value 8 : UPHSD and the Perpetualite

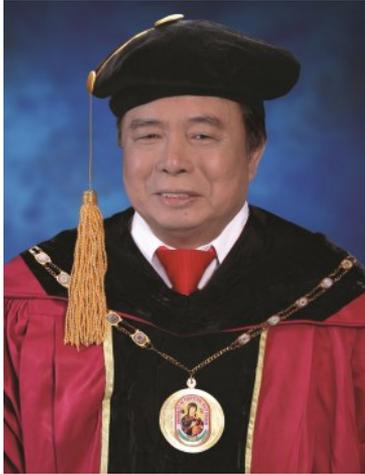
1.6. Perpetual Help Hymn

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 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 Perpetualite Pledge

I am a Perpetualite,
I love God above all things
I love my neighbor as myself,
I love my country with my whole heart, my whole mind and my whole soul.
I respect my school administrators, teachers, parents and classmates
I am honest and truthful, I am punctual,
I am studious, innovative and resourceful.
I am kind, humble and helpful to others.
I obey the rules and regulations of my school.
I will be a true Perpetualite in thought, in word and in deed.

1.8 The Founders and Board of Directors



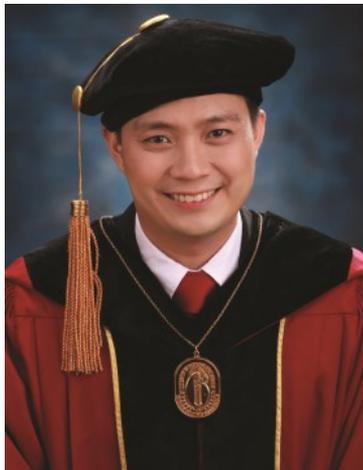
DR. / BGEN ANTONIO L. TAMAYO, AFP, FPCHA
Chairman of the Board, CEO
Founder



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



ANTHONY JOSE M. TAMAYO
CPA, MBA, Ed.M., FBE
Member



LT. COL. RICHARD ANTONIO M. TAMAYO
PAFR (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



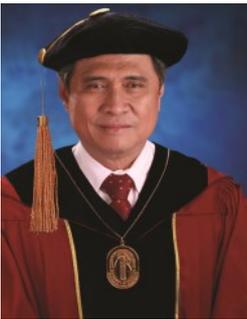
JOSEFINA VIRGINIA G. TAMAYO
Member

1.9 ACADEMIC OFFICIALS



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

1.10 UPHSD Campuses



Alfonso H. Loreto, Ed.D.
School Director
Las Pinas Campus



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



Reno R. Rayel, DBA
School Director
Molino Campus

Las Piñas Campus



Molino Campus

Calamba Campus



I. OBJECTIVES OF THE GRADE SCHOOL DEPARTMENT

To develop in the child the mastery of basic skills in the core learning areas.

To train the child in developing self-responsibility and prepare him for living with emphasis on development of independent living skills.

To stimulate the child in thinking, reasoning and problem-solving so he may experience challenge, success and attain academic excellence.

To encourage the child to participate actively in the community with the opportunities to develop leadership skills and good citizenship qualities.

To develop the child into a responsible and well-rounded individual who is conscious and mindful of his duties and obligations towards God, family, community and nation.

To develop and instill in the child devotion, love and gratitude to Our Mother of Perpetual Help for her maternal care and protection of every Perpetualite.

II. UPHSD STAFF AND PERSONNEL

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

The Grade School Department is headed by the Grade School Principal/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.

The Records Officer is in charge of generating, safekeeping and releasing pupils' 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 Chairman/Coordinator of Co-Curricular Activities supervises the club moderators and the chairmen of different committees in the performance of their tasks. The Chairman ensures the successful implementation of the Co-Curricular Program of Activities.

The Subject Area Coordinators (SAC) and Preschool Coordinator are responsible for the sequence and continuity of subject content, enrichment of the syllabi, and the curricular program of their respective learning areas.

The Grade Level Coordinators (GLC) assist and coordinate in the grade level discipline, activities and concerns.

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

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

The Teachers are persons in authority in the school. They are responsible for instruction and pupil formation. They serve as role models in the development of the pupil's character and personality.

Club Moderators organize and manage the interest clubs and pupil organizations in the school. They guide the officers and members so that the objectives of the clubs are achieved to ensure holistic development of the pupils.

The Clinic Personnel include the school physicians, the nurses, and the dentists who look after the health needs of the staff and the

pupils.

The Chief Finance Officer heads the Business Office. Together with his staff at the Cashier's Office, he manages the financial operations of the university.

The Librarian manages the operations of the library. He sees to it that the library is a conducive place for reading and study and that silence is observed at all times.

The Security Officers manage the security and safety of the pupils and staff while in the campus.

The University Chaplain offers the Eucharistic celebration during the official opening of every major, important, significant and meaningful occasion/celebration in UPHSD. He also manages retreats and recollections for the pupils and employees.

The Coordinator of Pupil Welfare/Prefect of Discipline manages the peace and order and discipline of the department. He/she oversees that school services are catered to the pupils.

III. PUPIL SERVICES AND SCHOOL FACILITIES

UPHSD is the second home of the Perpetualites. All the pupils may use and avail of its facilities and services. Each pupil is expected to show respect to the school by using property and facilities with proper care.

These facilities include:

- Air-conditioned classrooms for learning experiences.
- The Chapel for Eucharistic celebrations, prayer, meditation and other religious activities. It is the place where pupils go to have a closer communication with the Lord and His Mother of Perpetual Help.
- The Library for study and research.
- The Computer Laboratory for hands-on application of theories and

lessons.

- The Clinic for health services.
- The Canteen for food services.
- The Guidance Office for consultation and counseling.
- The Home Economics and Livelihood Education (HELE) laboratory for practical housekeeping skills.
- The Science Laboratory for experiments.
- The swimming pool and gymnasium for physical education activities.
- The soccer field for track and football events.
- The Security Office for assistance in security and safety matters.

IV. POLICIES AND PROCEDURES

A. Institutional Policies

1. A pupil enrolled in UPHSD is regarded as a Perpetualite. As such, he is expected to adhere to the institutional philosophy, goals, thrusts, and to follow the rules and regulations of the institution and the Grade School Department.
2. The institutional motto is “Character Building is Nation Building”. A Perpetualite, therefore, is expected to embody in character the very ideals of the institution so that as a citizen, he is able to responsibly contribute to nation building.
3. A Perpetualite is a helper of God. He is one who is always willing to extend a helping hand to anyone who is in need.
4. The school uniform and school ID identify the Perpetualite. They should be worn with dignity and pride at all times.
5. The Perpetual Help Hymn is the anthem of all Perpetualites. It

should always be sung with respect.

6. The Perpetualite Pledge embodies the ideals and the expectations of a true Perpetualite.

B. Admission and Enrolment Procedures

B.1. Admission

11.1 A pupil applying for admission to the Department should present the following:

- 1.1.1 Form 138 (Original Report Card);
 - 1.1.2 Certification of good moral character issued by the Principal/Basic Education Director or Guidance Counselor of the previous school attended;
 - 1.1.3 Two copies of 2 x 2 pictures;
 - 1.1.4 Birth Certificate (NSO – Issued or certified true copy).
- 1.2 For foreign pupils, the admission committee evaluates the credentials based on the guidelines issued by the Department of Education. The following requirements should also be complied with:
- 1.2.1 Certificate/proof of compliance with the Bureau on Immigration requirements and the Department of Foreign Affairs;
 - 1.2.2 Certificate of eligibility for admission from the Bureau of Immigration;
 - 1.2.3 Photocopy of Alien Certificate of Registration (ACR) based on the original copy and signed by the officer from the Foreign Division, DepEd.;
 - 1.2.4 Approved study permit from the Foreign Pupil Division, DepEd including evaluation papers;
 - 1.2.5 Authenticated Birth and baptismal certificates;

- 1.2.6 Report card;
 - 1.2.7 Results of the entrance test;
 - 1.2.8 Interview with the principal.
- 1.3. When all pertinent credentials are accepted, the pupil fills up the application form.
 - 1.4. When the application is accepted, the pupil pays the required testing fee to the Cashier who issues a receipt.
 - 1.5. The pupil presents the receipt to the Admission Staff who schedules him for entrance examination.
 - 1.6. When the entrance exam results are satisfactory, the pupil is given a designated date and time for interview.
 - 1.7. The pupil is interviewed by duly designated school personnel.
 - 1.8. If the pupil passes the interview, he is issued an Enrolment Slip which he presents to the Staff upon enrollment.
 - 1.9. The University reserves the right to refuse admission or re-admission to any pupil who files or whose parents file a case or a complaint against the University, its owners, officials, faculty and employees, in court or any administrative agency of the government. As a result hereof, scholarships, discounts given to a pupil shall be forfeited.

C. Enrollment Procedure

- 2.1. The pupil presents the enrollment slip and his original report card to the Enrolment Staff.
- 2.2. He secures and fills out the Registration and other forms.
- 2.3. He gets the Pupil Control Number [SCN] and the approval of his enrolment. A pupil uses the same SCN assigned to him during his entire stay in the Basic Education Department.
- 2.4. He proceeds to the assessment center then pays at the

cashier's window.

2.5. He presents the official receipt of payment to the Enrollment Staff for recording purposes.

D. Payment of Fees and Refunds

1. Payment of Fees

1.1 Payment of fees may be made using different schemes:

1.1.1 Full payment upon enrolment, in the form of cash, check, credit card or bank transfer.

1.1.2 By installment either on monthly, quarterly, or semi-annual bases in the form of cash, check, credit card or bank transfer.

Tuition and miscellaneous fees should be paid to duly authorized personnel only at the Cashier's Office.

The University shall not be responsible for payments made to personnel NOT duly authorized to receive the same from the pupil and/or his parents. Any payment made to persons NOT duly authorized to receive the same shall not be binding on the school.

An official receipt for payment made shall be issued. In case of failure on the part of the duly authorized representative to issue the same, the parent / pupil should request for it.

Official receipts should be attached to the Registration Form and enrolment contract and kept by the pupil or his parent for record and reference purposes.

1.2 In case of failure to pay the installment due within ten (10) calendar days beyond the due date, it is understood that the pupil and parents recognize, without reservation, the right/ authority of the School to either (1) drop the pupil from the school or (2) prevent the pupil from further attending classes and entering the school premises or (3) withhold the records of

the pupil.

- 1.3 The pupil and his parents agree that they are bound to recognize the policy that the pupil shall not be readmitted unless and until payment of the tuition and school fees are made. The pupil shall be solely responsible in keeping up with the lessons and assignments missed and shall not have any right to require that special lessons, quizzes and/or examinations be given to make up for those he missed during the time he was not allowed to enter and attend classes.
- 1.4 All accounts of the pupil should be settled before the scheduled date of enrollment for the succeeding school year; otherwise, the school shall have the discretion whether or not he will be allowed to enroll.
- 1.5 A pupil shall not be considered officially enrolled and a *bona fide* pupil of the University unless he has submitted his complete credentials and fully paid for his tuition fees, miscellaneous fees and other fees.

2. Dropping Period and Procedure

- 2.1 Enrolment of a pupil is for an entire school year. However, a pupil is allowed to drop or discontinue his studies within a school year for valid reasons like illness, change of residence or personal reasons.
- 2.2 The following is the procedure for dropping:
 - 2.2.1 The pupil submits a letter of request for dropping to the Principal indicating the reason for his dropping.
 - 2.2.2 Upon approval, the pupil is given a clearance form to be accomplished.
 - 2.2.3 An exit interview is conducted by the Guidance Counselor.
 - 2.2.4 The pupil settles all accounts at the Business Office.

2.3.A pupil who drops or withdraws after two weeks of classes whether or not he has actually attended classes will be charged the full amount of the total fees for that school year. However, if the transfer or withdrawal is due to a justifiable reason, the pupil may be charged the pertinent fees only up to and including the last month of attendance.

3. Refunds

As provided by the 1982 Manual of Regulations for Private Schools

(DECS Order No. 92, s. 1992) of the Department of Education on Tuition and Other Fees (Section 66, On Tuition Charges), a refund could only be given to a pupil who officially drops or withdraws when written withdrawal is approved by the Principal within two weeks after the start of classes and school fees have been paid fully or partially. The pupil is charged ten percent (10%) of the total amount due for the school year if he withdraws within the first week of classes. While twenty percent (20%) shall be charged if the pupil withdraws within the second week of classes, whether or not he has actually attended classes.

4. Pull Outs

Twenty percent (20%) of the tuition fee as service fee is charged a pupil who pulls out a day or two after the registration period for a valid reason.

5. Manner of Paying Refunds

All refunds are paid in check to the enrollee after at least one week but not exceeding a processing period of two weeks.

6. Special Discount Benefits

Special discounts are granted by the school for the following:

6.1. A five percent (5%) discount on tuition fee is given for all full payments upon enrollment.

6.2. A pupil is entitled to only one special discount.

7. Sibling Discount

Number of Brothers / Sisters Enrolled	Discount Entitlement
Two (2)	2.5% discount on tuition fee applied to the account of the pupil with the lower tuition fee.
Three (3)	2.5% discount on tuition fee for each pupil.
Four (4)	5% discount on tuition fee for each pupil.
Five (5) or more	50% discount on tuition fee applied to the account of the pupil with the lowest tuition fee.

7.1. The following discounts on tuition fee are granted to siblings enrolled in all departments of the University.

7.2. To avail of this particular discount, the pupil must fill out the discount form and attach a photocopy of the birth certificate of the brother(s) or sister(s) listed in the form and submit the same to the Principal for processing and approval.

7.3 Only approved Sibling Discount Forms shall be honored at the Cashier's Office.

(*Subject to change)

7.4. All terms and conditions apply.

8. Unpaid Balance/s

8.1 The University reserves the right to deny the pupil to take the periodic examinations if the concerned pupil has an outstanding unpaid balance/s the previous year.

8.2 Likewise, the University reserves the right to refuse admission or re-admission to any pupil who has unpaid balance/s the previous year.

E. Pupil Scholarship and Benefits

Scholarship is not a right but a privilege given to deserving and qualified pupils. It is based on the beneficence of the University and upon the scholastic and economic conditions of the beneficiary. It is given annually and may be discontinued and/or modified depending

on the discretion and capability of the University to sustain such scholarship grant/s.

To encourage pupils to excel in the field of academics and sports and to help needy but deserving pupils, the University grants the following scholarships:

1. Academic Scholarship

In recognition of excellence in academics achieved by the pupils, the University grants a 100% discount on tuition fee only to the top 1 pupil for K12 to Grade 6 levels, 50% discount on tuition fee only to the top 2 pupil for K2 and the six grade levels, 25% discount on tuition fee only for the top 3 pupil for K2 and the six grade levels (1, 2, 3, 4, 5, and 6).

2. Other Scholarship Grants

Presidential Scholarship Grant

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

- 3.** 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 be subjected to proper proceedings.

F. Records

Requests for any school record (Form 137, 138, Certificate of Good Moral Character) should be made in writing by the records owner and submitted to the Records Officer for the approval of the Principal. If the requestor is other than the records owner, the requestor should submit a notarized Special Power of Attorney with attached valid government copy of issued identification card. This policy may be amended from time to time to fully comply with the Data Privacy Act, its implementing Rules and Regulations and any other related issuances that the Government may issue.

Once approved, a ten - day working period for processing of

records is required.

V. ACADEMIC POLICIES

A. The Grade School Curriculum

The Grade School Curriculum follows the prescribed Elementary Curriculum of the Department of Education.

The Grade School in keeping with the school's institutional motto: "Character Building is Nation Building", develops and encourages its pupils to become Filipino leaders who are self reliant, responsible and integral members of society.

B. Grading System

1. The grading system is in accordance with the guidelines of the school and the Department of Education (DepEd).
2. There are four grading periods. Pupil performance is graded every grading period.
3. The Averaging System is followed in all subjects as prescribed by DepEd.
4. The passing grade for every subject is at 75%.

C. Promotion

1. Promotion is the movement of the pupil from a lower grade to a higher grade level.
2. Promotion to the next grade level is based on the general average of a pupil, provided he/she has no failing grades in 3 or more subjects.
3. A pupil with a general average of 75% or higher is promoted to the next grade level while a pupil whose general average is below 75% is retained in the same level.

D. Honors and Awards

The Committee on Honors and Awards is composed of the Principal as over-all Chairman, Vice Principal, Academic

Chairman, and Area Coordinator. The Chairman of Co-Curricular Activities, Coordinator for the Learning Area, Prefect of Discipline, the Class Advisers, the Grade Level Coordinator/s and the Subject teachers as members.

1. For a pupil to be considered as a candidate for honors, the average grade per quarter must be at least 90% and he must not have a grade lower than 85% in any subject. The conduct and co-curricular rating as qualifier must be 85% in all grading periods of the school year.
2. Honor pupils of all levels are awarded merit cards at the end of every grading period.
3. Those who qualify for honors in Kinder 1 and Grades 1 to 5 at the end of the school year are awarded medals during the Recognition Day Program.
4. Kinder 2 and Grade 6 awardees are recognized during Moving Up and Completion Ceremonies.
5. Academic Excellence Award is given to the pupils with final average grade of at least 90% and no grade lower than 85% in all learning areas every grading period of the school year.

A grade school completer who has studied in the University of Perpetual Help System DALTA from Kinder 1 to Grade 6 is eligible for the Loyalty Award provided that he has no record of suspension during his entire stay at UPHSD.

Academic Excellence Award	General Average
1. With Highest Honors	98—100
2. With High Honors	95—97
3. With Honors	90—94

In recognition of excellence and merit in other fields of endeavor such as leadership and sports, special citations or medals are awarded to pupils in the Grade 6 level.

A grade school completer who excels in the regional and/or national level in academics, leadership and co-curricular areas

shall be awarded the Dr. Josefina Laperal Tamayo Award (JLT).

6. Candidates for honors and awards must not have violated any existing rules and regulations leading to a minimum penalty of suspension.
7. Award for Outstanding Performance in Specific Disciplines including Sports, Arts, Communication Arts, Mathematics and Science and Social Sciences

7.1. Co-Curricular Award

This is given to a graduating Grade VI pupil with the highest grade in Co-Curricular Activities based on his performance and active involvement in activities inside and outside of the school campus.

7.2. Conduct Award

This is given to a pupil with the highest Conduct grade in the grade level.

The Grade School Department reserves the right to give special awards to deserving pupils other than the ones listed.

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.

E. Periodic Examination

1. Periodic examinations are given every quarter.

For a pupil to take a quarterly examination, he must present an examination permit issued by the Business Office.

Any pupil caught cheating in any form gets an automatic 70% in

the test of that subject, and a 72% Conduct grade for that grading period. He shall be subject to other disciplinary sanctions/ penalties.

No special examination is given to any pupil except for a very valid reason as approved by the Principal/Basic Education Director.

F. Remedial Enrichment Classes

1. Remedial classes are offered during the second, third, and fourth grading periods to pupils who have difficulties in coping with classroom work. Pupils attending remedial classes shall pay the appropriate fees to the Cashier's Office.
2. Enrichment classes are offered to pupils who desire to have either advance or reinforced learning in different learning areas during the summer period. Pupils attending enrichment classes shall pay the appropriate fees to the Cashier's Office

G. Report Card

1. The report card (Form 138) is an index of the pupil's progress in school every grading period. This is released to parents/guardians during scheduled teacher-parent conferences.

Parents must sign the report cards and have them returned within three days after issuance. Lost report card must be reported with a written explanation and an affidavit of loss.

The replacement fee for lost Report Card must be paid at the Cashier's Office.

Tampering with the report card or forging of parent's/guardian's signature is considered a serious offense and is subject to disciplinary action.

At the end of the school year, report cards are issued upon presentation of the duly accomplished clearance form.

VI. THE CO-CURRICULAR PROGRAM

Co-curricular activities have long been recognized as a way for pupils to discover and widen their interest and potentials, try a new skill, learn and develop leadership, social and organizational skills and provide service to the community. They are designed to supplement formal lessons inside the classroom. The following are the policies and standards of the Co-Curricular Program:

1. Activities are functional and are in consonance with the philosophy, goals and objectives of the school.
2. Activities are scheduled such that they do not coincide with testing periods.
3. A moratorium on activities is observed a week before examination days.

To ensure the safety and security of pupils, only University accredited food concessionaires, service and venue providers shall be utilized by the pupils for co-curricular and extra curricular programs and activities.

A. Pupil Organizations

All pupils are encouraged to join the various interest clubs and recognized organizations of the Department. A pupil chooses the interest club where he would like to become a member.

1. Pupil Council

This is the highest governing body of the pupils in the Grade School Department. The council is responsible for ensuring teamwork among the pupils, the administration, and the faculty.

2. The Junior Perpetualite

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

3. Arts Club

This is an organization of pupils who desire to develop their artistic talents.

4. Glee Club

This is an organization of young Perpetualites who would like to develop and share their talents in singing.

5. Computer Club

This is an organization of computer enthusiasts. It aims to encourage exploration and application of computer knowledge and skills.

6. 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 pupils in the intermediate level.

7. Filipino Club

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

8. Homemakers Club

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

9. Math Club

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

10. Science Club

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

11. Scouting

This is an organization 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.

12. Social Studies Club

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

13. Sports Club

This is a club that encourages and supports pupils to pursue their interest and love for sports.

14. Book Lovers Club

This is a club that aims to promote love for books and reading.

15. Performing Arts Club

This is an interest club that enhances pupils' potentials and talents and encourages participation in singing, dancing and acting.

A fund-raising activity undertaken by any pupil organization needs the approval of the President and endorsed by the Principal/Basic Education Director and the School Director.

16. Young Perpetualite 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.

B. Community Extension Service

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, alumni and non-teaching personnel are utilized through their area of competencies in pursuing a needs-based development plan.
2. Students community involvement are given the equivalent points in their individual participation in outreach programs.
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.
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.

VII. GENERAL GUIDELINES

A. Textbooks, School Supplies, and Uniform Materials

To ensure that only school-prescribed textbooks and uniform materials are used by the pupils, all textbooks and uniform materials shall be purchased from the University bookstore. Pupils may go to the bookstore for their textbooks and the uniform materials before the start of the school year. No pupil is allowed to procure the uniform materials from any other sources except the bookstore.

B. Pupil Diary

The diary serves as a tool of communication between the school and the home. Parents and teachers may use it to write important notes and messages. Reminders, assignments, quiz and test dates may be recorded in the diary.

The diary does not need additional or special decoration or design. It should be protected to last a year and kept clean at all times.

C. Lost and Found Articles

1. A pupil is responsible for his own belongings. In case of loss, he should inform his teacher immediately.
2. The teacher acts on the matter which may include but not limited to a physical search of any and all other pupils who may be responsible for the loss based on a reasonable belief on the part of the teacher or he may refer the matter to the Grade Level Coordinator (GLC)/Prefect of Discipline and other higher authorities.
3. In case of loss of money or a valuable article is involved and there is a need for a search, the Prefect of Discipline and Principal/Basic Education Director is immediately informed. The Prefect of Discipline immediately endorses the case to the Security Office for appropriate action.
4. In case there is a need to effect a search of the personal belongings of the pupil and his person, appropriate measures must be observed
5. Lost and found articles should be turned over to the Office of the Principal/Basic Education Director for proper posting of notice of loss and found articles on the bulletin board.

D. Contributions

Selling, collecting, or soliciting contributions in any form is not allowed unless approved by school authorities.

A request for such is done in writing and its approval is announced through a letter to parents.

Financial transactions or voluntary contributions for a given school or class activity should follow accounting and auditing procedures. Documents are kept as part of the records of the organization or club undertaking the activity.

E. Use of the name of the school

The prior approval of the University President should be obtained when the name of the school will be used in any publication or activity outside of the school.

F. Suspension of Classes

Classes are automatically suspended during public holidays.

Classes may also be suspended during school-related activities and celebrations which the school may announce from time to time. In such events, the parents/guardians are informed if and when classes will be suspended.

Suspension/cancellation of classes when typhoon and other calamities occur shall be in accordance with the rules as provided by DepEd Order No. 28 s. 2005.

1.1. Automatic Suspension of Classes

Signal No. 1	Kinder Level
Signal No. 2	Kinder, Grade School, High School Levels
Signal No. 3	All Levels

And as announced by the local government unit.

1.2. Localized Suspension of Classes

In the absence of a typhoon signal warning from PAG-ASA,

the localized suspension or cancellation of classes is declared by DepEd through the Regional Director or the Superintendent of Schools, the local authorities or the University President.

1.3. Parents' Responsibility

Parents have the ultimate responsibility of determining whether their children should go to school or not even if no order of suspension of classes has been issued.

They may not send their child to school if they feel that travelling to and from school will place their child at risk.

G. Guidelines for Parents and Guardians

Parents as primary educators, are members of the school community as defined by Section 6 of the Education Act of 1982 (BP 232) which provides that –Educational Community – refers to those persons or group of persons as such or associated with institutions INVOLVED in organized teaching and learning systems.

The members and elements of the education community are:

PARENTS/GUARDIANS:

As legal members of the school community of UPHS, parents and guardians are expected to follow school rules and regulations and may therefore be sanctioned accordingly for such violations.

The right to establish and enforce reasonable rules and regulations in the school extends as well to parents and guardians, who are under a social and moral, if not legal obligation individually and collectively to assist and cooperate with the school. Thus, they:

- 1.1 must bring and fetch their children promptly. They should be aware of the importance of punctuality.
- 1.2 must observe proper decorum and dress code while inside the campus. The use of slippers, undershirt (sando), shorts and other improper attire is not allowed.

- 1.3 should supervise their children's studies. They should help them develop proper study habits.
- 1.4 can accompany the children up to the gates of the building only. During dismissal, they must wait in the waiting area and avoid crowding at the gates, corridors and stairs.
- 1.5. should attend meetings called by the school.
- 1.6. should not go directly to the classroom or the faculty room. They should make necessary arrangements with the personnel at the Principal's/Basic Education Director's office and transact their business in the reception area.
- 1.7 are encouraged to visit the school and discuss with the Class Adviser, the Grade Level Coordinator, the Guidance Counselor or the Principal as to what would be the best means to assist pupils in their studies and other concerns.
- 1.8 are prohibited from selling any goods or conducting business within the school premises.

H. Parent-Teacher Conferences [PTC]

1. Parents/Guardians are encouraged to confer with the Class Adviser and/or Subject Teachers regarding their children's academic and behavioral performance regularly or at least once in every grading period.
2. Parents/Guardians are expected to come for a conference when letters of invitation are sent to them regarding their child/ward. This is to ensure that concerns are addressed immediately.
3. After a second letter has been duly received or sent through mail and there is no response from the parent or guardian or they do not come for the scheduled conferences, the parents/guardians shall be considered to have waived their right to be notified/informed of the programs/actions/solutions the University shall take/adopt regarding the education, discipline, and welfare of their child and thereby shall adopt and

implement the same including but not necessarily limited to the imposition of appropriate sanctions on their child for infractions of disciplinary rules committed.

I. Parent-Teacher Advisory Board (PTAB)

The PTAB may be convened by the School Director. The PTAB will coordinate with Administration, Faculty and parents on programs and activities for the betterment of pupils that may be implemented. Parents may nominate two(2) representatives per grade level. The PTAB is only recommendatory and all its proposed projects or activities are subject to the prior approval of University Administration. Teacher representatives shall be appointed by the School Director from nominees of the Basic Education Director.

J. Alumni Association

All graduates of the Department are members of the Alumni Association. A membership fee is due upon graduation. All members are enjoined to attend all Alumni activities.

K. Pupil Medical Care Assistance

This is a healthcare and accident plan made available to each pupil at a minimal fee. It covers injuries suffered by the pupil in school and during school sanctioned activities, physical and dental check-ups and a personal accident insurance which provides pupils protection in and out of the school premises during the school year subject to the terms and conditions of the Insurance Company.

VIII. ORDER AND DISCIPLINE

All Perpetualites strive to gain self-discipline. They do the right thing not because they are forced to do so but because they want to do what is right. Thus, the teachers do their best to make pupils understand the importance of proper conduct. They talk to the pupils about desirable and undesirable actions.

UPHSD promotes the use of the preventive approach and applies disciplinary actions only when necessary. When positive discipline is present, sanctions are not needed. It is important that the home and

school agree on the behavioral expectations so that pupils will learn to behave responsibly. The school desires to correct, teach and restore relationships and not to embarrass or “get even”. This handbook serves the purpose of making these expectations and conditions clear and understandable.

A. Identification Card

Each pupil is issued an identification card as proof of his being a bona fide pupil of the University.

The ID is non-transferable. Wearing somebody else’s ID or letting somebody else wear one’s ID is prohibited and is a ground for disciplinary action.

The pupil must wear his ID properly at all times together with the prescribed school ID lace while inside the school campus.

If the ID is lost or stolen, the pupil should report the matter to the class adviser for necessary action. He should submit an incident report and affidavit of loss as requirements for the application of a new ID Card and shall be charged a reasonable amount for the replacement.

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 pupils and visitors with legitimate business. All visitors are required to register and leave a valid ID with the guard.

B. Uniform

A Perpetualite should be concerned about his general appearance characterized by the following qualities: appropriate, neat, simple, modest and pleasant.

Pupils must wear the school uniform with pride and respect. They are expected to come to school daily in the **complete prescribed uniform**.

C. General Appearance

In keeping with the desired appearance of a Perpetualite, the following are considered as inappropriate and are not allowed: distracting haircuts or hair coloring; wearing make-up or lipstick; tattoo; over-bearing accessories/multiple earrings; wearing caps, scarves, bandanas, anklets; using gel/spray net; long nails, painted/polished nails; wearing skirt/pants on the hips; ankle-length skirts/socks; wearing slippers; body hugging/tight fitting/transparent clothes; mini-skirts/skirts with high slits/hanging shirts/blouse; shorts/baggy pants; using another blouse/shirt with the official skirt; and unbuttoned polo shirt/tucked-out shirt under the polo, polo jacket.

D. Prescribed Haircut for Boys

The prescribed haircut is semi-clean cut. Haircut inspection is held every first Monday of the month.

The hair at the back should be two inches above the collar. The bangs must not cover the eyebrows and the side area of the hair must not touch the earlobe.

E. Attendance and Punctuality

1. A pupil is expected to attend class regularly and punctually. An absence due to a valid reason may be excused by the Principal. The pupil should present an excuse letter from the parents/guardian and secure an admission slip from the Grade Level Coordinator/Prefect of Discipline.
2. A pupil who has been absent for three or more days due to illness is required to present an excuse letter and a medical certificate.
3. A pupil may be dropped from the rolls when he incurs ten consecutive absences. He may be readmitted for valid cause upon approval by the Principal/Basic Education Director.
4. The school adopts an attendance policy to govern absences of its pupils. The Principal at his/her discretion and in individual case, may exempt a pupil who exceeds the twenty percent

(20%) limit for reasons considered valid and acceptable to the school. Such discretion shall not excuse the pupil concerned from his responsibility in keeping up with lessons, assignments and taking examinations when scheduled.

5. A pupil is considered tardy when he is not in the line formation in the morning or during flag ceremony.
6. A pupil is considered tardy when he is not in class after the second or final bell and shall be considered absent if he comes after 15 minutes. The pupil should secure an admission slip from the Prefect of Discipline/Grade Level Coordinator before he is admitted to class.

F. Code of Discipline

The University Rules and Regulations on Conduct provide the basic framework of disciplinary procedures to enable the university to effect the total formation of the pupils. It contains the enumeration of the desired conduct and standard of morality necessary to form the child 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 list 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 be considered 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.

1. Classification of Offenses and Corresponding Sanctions

1.1 Minor Offenses

1.1.1 Tardiness

1.1.2 Absences

1.1.3 Uniform/Haircut Violations

1.1.4 Littering/Loitering

1.1.5 Improper Attire in School

1.1.6 Negligence in doing assigned school tasks

1.1.7 Unbecoming behavior such as: teasing, fighting not resulting in physical injuries/damage to property.

1.1.8 Bringing/Using prohibited gadgets and materials

1.1.9 Entering any restricted area within the school without prior permission.

1.1.10 Lending ID to another or using someone else's ID.

1.1.11 Frequent violation of school rules and regulations.

1.2. Procedures and Sanctions for Minor Offenses

- | | |
|----------------|--|
| First Offense | - Warning by Class Adviser (CA) and Grade Level Coordinator (GLC) |
| Second Offense | - Conference with the parents, Prefect of Discipline, GLC, CA and three (3) points deduction from the Conduct grade for the quarter and will be referred for counseling. |

- Third Offense - Conference with the parents, Prefect of Discipline, GLC, CA and the Principal with 74% conduct grade for the quarter, one day Class Suspension or Community Service and will be referred for counseling.
- The pupil shall be placed on Strict Conduct Probation Status and Certificate of Good Moral Character shall not be issued.
- Fourth Offense - Conference with the parents, Prefect of Discipline, GLC, Class Adviser and the Principal with 73% conduct grade for the quarter, and two days Class Suspension or Community Service; referred for counseling.
- Fifth Offense - Conference with the parents, Prefect of Discipline, GLC, CA and the Principal with 72% conduct grade for the quarter and three days Class Suspension or Community Service; referred for counseling.
- The pupil shall be placed on Strict Conduct Probation Status and Certificate of Good Moral Character shall not be issued.
- Sixth Offense - Advised to transfer or dropped from the enrollment list with 70% conduct grade and Certificate of Good Moral Character shall not be issued.

1.3 Major Offenses

These are acts that cause serious damage to a pupil's honor and dignity as a person or to the name, property or reputation of the University.

- 1.3.1. Truancy/Cutting of Classes
- 1.3.2. Bullying/Cyber Bullying
- 1.3.3. Stealing
- 1.3.4. All forms and means of cheating and dishonesty
- 1.3.5. Open defiance/answering back/name calling
- 1.3.6. Bringing, reading and watching pornographic materials
- 1.3.7. Smoking inside and outside the campus
- 1.3.8. Committing and display of malicious and inappropriate acts
- 1.3.9. Serious fighting resulting in physical injuries and/or damage to property
- 1.3.10. Forgery, fabrication and tampering of school documents
- 1.3.11. Bringing and taking alcoholic beverages and drugs inside and outside the campus
- 1.3.12. Leaving the campus during class hours without proper authorization
- 1.3.13. Vandalism and destruction of school property and/or belongings of others
- 1.3.14. Threatening, coercing, intimidating, assaulting, extorting

- 1.3.15. Spreading rumors that damages the reputation of the school and/or the people concerned
- 1.3.16. Bribery or attempt to bribe teachers or other personnel of the school
- 1.3.17. Carrying or possession of a deadly weapon inside the School premises or outside the school during an academic function or school activity
- 1.3.18. Gambling in any form inside the School or outside during an academic function or school activity
- 1.3.19 Commission of a crime punishable by law.
- 1.3.20. Use of the internet, social media or social networking to commit a crime or any act which tends to put the University or any person in an embarrassing position.
- 1.3.21 Misrepresentation or withholding of information

1.4. Procedures and Sanctions for Major Offenses

- | | |
|----------------|---|
| First Offense | - Conference with the Parents, Prefect of Discipline/GLC, Class Adviser (CA), with 2 days suspension and automatic 74% in conduct grade in the periodic grading and advised for counseling |
| Second Offense | - Conference with the parents, Prefect of Discipline, GLC, CA and the Principal with 3 days suspension and 72% in conduct grade in the periodic grading |
| Third Offense | - Conference with the parents, Prefect of Discipline, GLC, CA and the Principal with 5 days suspension and 70% in conduct grade in the periodic grading and to be dropped from the enrollment list. |

2. Other Discipline Related Guidelines

- 2.1 A pupil 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 his/her parents/guardians.
- 2.2 A pupil is allowed to entertain visitors after class hours only in the lobby or waiting area.
- 2.3 A pupil who has no fetcher or bus service must apply for a Permanent Gate Pass.

3. Grievance Procedures

Any pupil or his parent(s)/guardian who has complaints or a disagreement which affects his studies or school activities should observe the following steps for redress of grievances:

- 3.1 He discusses the matter with the teacher concerned or with his Class Adviser, together with parent or guardian.
- 3.2 If the matter is not settled or if the pupil is not satisfied, he may refer the matter to the Grade Level Coordinator, the Prefect of Discipline or the Principal.

4. Probationary Status

- 4.1 A pupil who is new in the grade school is automatically placed on probationary status.
- 4.2 A pupil who is on probation sees to it that the conditions stipulated pertinent to his status are strictly carried out.
- 4.3 A pupil who is placed under “Very Strict Academic or Conduct Probation Status” at the start of a school year is evaluated at the end of every grading period. Should he fail to meet the conditions as set forth by his VSP Status, he will be advised to transfer to another school within a school year after a conference with his parents.

5. Non-Readmission (NRA) Policies and Procedure

A pupil who is placed on the Non-Readmission List (NRA) will no longer be eligible for admission to the Department in any school year.

A pupil who is on Very Strict Academic and/or Very Strict Conduct Probationary Status is placed on the NRA List if he fails to follow the conditions stipulated in his status.

A pupil who commits a major offense and who is advised to transfer to another school is likewise placed in the NRA List.

When a pupil's name is included in the NRA List, the pupil and his parents are called for a conference by the principal or his duly authorized representative and they are informed of the pupil's status.

6. The school reserves the right to sanction and discipline a pupil for any act committed outside the school and beyond school hours in the following instances:

- 6.1 When violations of school policies or regulations are incurred in connection with a school-sponsored activity off-campus;
- 6.2 When misconduct of the pupil involves his status as a pupil or affects the good name or reputation of the school.

7. 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 pupil 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 pupil 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 pupil 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 pupil is not indicative of his/her official status as non-graduate. Likewise, the inclusion of the name of a pupil 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.

IX. DISASTER PREPAREDNESS

1. For Earthquakes

- If there is no teacher, the pupil must; go under the desk and protect his head with his arms.
- Wait for some minutes after the first shock as there may be aftershocks.
- Go to the nearest exit and stay out of the building.
- Proceed to the designated evacuation area

2. For Fire

- If there is a teacher inside the room, the pupil should listen to instructions.
- If there is no teacher, the pupil should:
 - 2.1. keep calm and try to switch off any electrical equipment being used.
 - 2.2. leave the room and everything behind but do not run.
 - 2.3. walk away from the fire.
 - 2.4 stay out of the building.
 - 2.5 proceed to the designated evacuation area

X. AMENDMENTS

The University reserves the right to amend, supplement or revise the provisions of this Pupil Handbook as well as the policies contained herein, as may be needed from time to time.

APPENDICES

APPENDIX A

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 pupils of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another pupil 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 pupil; infringing on the rights of the other pupil 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 pupil'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 pupils;
- D. Enable pupils 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. Subject a pupil who knowingly makes a false accusation of bullying to disciplinary administrative action;
 - F. Educate pupils 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 pupils 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 pupils and parents or guardians of pupils who are or have been victims of acts of bullying or retaliation.

All elementary and secondary schools shall provide pupils 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 pupil 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, pupil, 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 pupils 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 B

REPUBLIC ACT 7610

AN ACT PROVIDING FOR STRONGER DIFFERENCE AND SPECIAL PROTECTION AGAINST CHILD ABUSE, EXPLOITATION AND DISCRIMINATION AND FOR OTHER PURPOSES

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 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 protected 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 prison 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 prison 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 prison 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 prison 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 prison 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 prison 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.

(e) Any person who shall use, coerce, force or intimidate a street child or any other child to;

(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 C

THE ANTI-HAZING LAW OF THE REPUBLIC OF THE PHILIPPINES REPUBLIC ACT No. 8049

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

SECTION 1. Hazing, as used in this Act, is an initiation rite or practice as a prerequisite 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 other similar tasks or activities or otherwise subjecting 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 corp of the Citizen's Military Training and Citizen's Army Training. The physical, mental and psychological testing and training procedure 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 as approved ny the Secretary of National Defense and the National Police Commission duly recommended by the Chief of Staff, Armed Forces of the Philippines and the Director General of the Philippine National Police shall not be considered as hazing for the purposes of this Act.

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

SECTION 3. The head of the school or organization or their representatives must assign at least two (2) representatives of the school or organization, as the case may be, to be present during the initiation. It is the duty of such representative to see to it that no physical harm

of any kind shall be inflicted upon a recruit, neophyte or applicant.

SECTION 4. If the person subjected 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 (life imprisonment) if death, rape, sodomy or mutilation results there from.
2. The penalty of reclusion temporal in its maximum period (17 years, 4 months and 1 day to 20 years) 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 (14 years, 8 months and one day to 17 years and 4 months) if in consequence of the hazing the victim shall have lost the use of speech or the power to hear or to smell, or shall have lost an eye, a hand, a foot, an arm or a leg or shall have lost the use of any such member 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 (12 years and one day to 14 years and 8 months) if in consequence of the hazing the victim shall become deformed or shall have lost any other part of his body, or shall have lost the use thereof, or shall have been ill or incapacitated for the performance on the activity or work in which he was habitually engaged for a period of more than ninety (90) 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 on the activity or work in which he was habitually engaged for a period of 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 a period of ten (10) days or

more, or that the injury sustained shall require medical assistance 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 one (1) to nine (9) days, or that the injury sustained shall require medical assistance for the same period.
8. The penalty of prison correccional in its maximum period (4 years, 2 months and one day to 6 years) 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 attendance.

The responsible officials of the school or of the police, military or citizen's army training organization, may impose the appropriate administrative sanctions on the person or the persons charged under this provision 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 age at the time of the 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 faculty 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 officers, former officers, or alumni of the organization, group, fraternity or sorority who actually planned the hazing although not present when the acts constituting the hazing were committed shall be liable as principals. A fraternity or sorority's adviser who is present when the acts constituting the hazing were committed and failed to take action to prevent the same from occurring shall be liable as principal.

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

Any person charged under this provision shall not be entitled to the mitigating circumstance 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.

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

SECTION 6. All laws, orders, rules or regulations which are inconsistent with or contrary to the provisions of this Act are hereby amended or repealed accordingly.

SECTION 7. This Act shall take effect fifteen (15) calendar days after its publication in at least two (2) national newspapers of general circulation.

APPENDIX D

SEXUAL HARRASSMENT REPUBLIC ACT NO. 7877

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

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

SECTION 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, pupils 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 pupil, trainee or apprentice.

SECTION 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.

SECTION 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 pupils 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, pupils 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 pupils 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.

SECTION 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.

SECTION 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.

SECTION 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.

SECTION 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.

SECTION 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.

SECTION 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.

APPENDIX E

TOBACCO REGULATION ACT OF 2003 REPUBLIC ACT NO. 9211

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

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

SECTION 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.

SECTION 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.

SECTION 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, jeeps, 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 a 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

SECTION 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 6. 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 F

PROVISIONS FOR PUPILS WITH SPECIAL NEEDS

The pupil-applicant undergoes the usual process of admission procedures including admission test and preliminary interview.

1. Should the pupil-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.
2. 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.
3. The certification must bear the recommendations and limitations of the pupil-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 pupil-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 pupil-applicant), GCO Head will deliberate for such case.
6. The Principal shall relay to the pupil-applicant with his/her parent/guardian the results of the deliberation (for Basic Education).
7. For college level, the College Dean shall relay to the pupil-applicant with his/her parent/guardian the results of the deliberation.
8. An appeal may be made by the pupil-applicant or his/her parents/guardians through writing which will be handled again by the same body.
9. The Principal shall inform the pupil-applicant and his/her parents on the final decision of the body (for Basic Education)For College level, the Dean shall inform the pupil-applicant and his/her parents on the final decision of the body.

APPENDIX G

DepEd ORDER No. 36 , s. 2016

POLICY GUIDELINES ON AWARDS AND RECOGNITION FOR THE K TO 12 BASIC EDUCATION PROGRAM

- To: Undersecretaries
Assistant Secretaries
Regional Secretary, ARMM
Regional Directors
Bureau and Service Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned
1. In line with the implementation of Republic Act No. 10533, otherwise known as
 2. *Enhanced Basic Education Act of 2013 (K to 12 Law)*, the Department of Education (DepEd) is adopting the enclosed **Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program**.
 3. These awards have been designed to formally recognize the outstanding performance and achievement of learners in academics, leadership, and social responsibility, among other aspects of pupil progress and development. These awards are given to encourage learners to strive for excellence and to become proactive members of the school and community.
 4. All learners, including transferees, who have met the standards, criteria, and guidelines set by this policy shall be recognized.
 5. There can be two or more recipients of any award. However, should there be no qualified learner, the awards shall not be given.
 6. For learners in the Special Education (SpEd) program who follow the K to 12 Curriculum, the same policy guidelines shall apply. Learners using a modified curriculum may receive recognition in the class based on their performance in meeting the standards of their

curriculum.

7. Effective School Year 2016-2017, the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program shall be implemented in public elementary and secondary schools, including Grade 6 classes under the old Basic Education Curriculum (BEC).
8. Private schools, higher education institutions (HEIs), technical-vocational institutions (TVIs), state universities and colleges (SUCs), and local universities and colleges (LUCs) offering basic education or any grade levels thereof, shall be responsible for promulgating their policy guidelines on awards and recognition for the K to 12 Basic Education Program, consistent with these policies and guidelines. Any modifications in the guidelines should be subject to the approval of the DepEd Regional Office.
9. These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All provisions in existing Orders and Memoranda which are inconsistent with this Order are rescinded.
10. Immediate dissemination of and strict compliance with this Order is directed.

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 pupils 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 pupil achievements.

The awards aim to acknowledge and promote pupil excellence in various areas and to provide formal recognition of pupil 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 pupils 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 pupil diversity and dedication to learning contributes to the creation of a positive school climate that supports the well-being and achievement of all pupils.

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, Makabansa*).

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

Academic Excellence Award	Average Grade per Quarter
With Highest Honors/May <i>Pinakamataas na Karangalan</i>	98-100
With High Honors/May <i>Mataas na Karangalan</i>	95-97
With Honors/May <i>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	Average Grade per Quarter
With Highest Honors/ <i>May Pinakamataas na Karangalan</i>	98-100
With High Honors/ <i>May Mataas na Karangalan</i>	95-97
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
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 (40%) a. Plans and designs relevant activities for the class, club and/or school b. Implements planned activities effectively and efficiently c. Monitors implementation of plans and tasks d. Manages and/or uses resources wisely	24%	16%

3. Contribution to the School and/or Community (20%) Renders service and/or implements activities relevant to the school population and/or community	12%	8%
Total	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 sportsman like conduct and character.

The academic rating that will be considered for this award would be the pupil'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 pupil's final grade in Filipino, English, or other foreign-language subjects and related learning areas in Senior High School 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 pupils 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 pupil'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 pupils in class.

The academic rating that will be considered for this award is the pupil'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 pupil'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 pupil'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
<p>1. Academic Rating</p> <p>Final grade in the learning area or average of the final grades in subjects specifically related to the award</p>	20%
<p>2. Skill in the Discipline</p> <p>As shown through:</p> <ul style="list-style-type: none"> a. Output (oral or written work, projects, etc., if applicable) b. Membership in a club/team (if applicable) c. Class or school representation d. Winnings and awards 	40%

<p>3. Attitude toward the Discipline</p> <ul style="list-style-type: none"> a. Peer evaluation (if applicable) b. Commendation from coach/adviser 	20%
<p>4. Contribution to the School related to the Discipline</p> <p>In any of the following:</p> <ul style="list-style-type: none"> a. Tutorials/Coaching b. Performance in school's various functions and events c. Products d. Projects e. Volunteer work 	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 pupils 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.

Award for Research or Innovation

Award for Research or Innovation is specific to the SHS tracks. Grade 12 graduating pupils—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
1. Research Grade	20%
2. Output	
a. Usefulness / Significance of Research Usefulness to the school and/or community or contribution of the research to the existing body of information related to the study	35%
b. Rigor Soundness of methodology (research design, data collection, and data analysis)	30%
3. Research Presentation Presentation and defense of research output	15%

Table 6. Innovation criteria and weights

Criteria	Weight
1. Output	
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%
Cost-effectiveness, efficiency, and/or practicality	20%
Environmentally safe	10%

<p>2. Delivery or Presentation</p> <p>a. Clarity of the product development process and the innovative features shown during presentation</p> <p>b. Acceptability of the innovation to the target beneficiaries</p>	<p>10%</p> <p>5%</p>
<p>3. Study or Research</p> <p>Research basis of the service or product</p>	<p>15%</p>

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
<p>1. Club/Organization Performance</p> <p>a. Plans and develops club/organization's objectives, projects, and activities</p> <p>b. Implements projects and activities, and delivers services based on the club/organization's objectives and plans</p> <p>c. Manages and/or uses resources wisely</p> <p>d. Shows teamwork and collaboration among its members</p>	<p>50%</p>

<p>2. Exemplary Output Delivers a concrete output related to the objectives and purpose of the organization and the school</p>	30%
<p>3. Contribution to the School or Community Benefits the members of the club/organization and the greater majority of the school population and/or community</p>	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
b.With high honors	Silver	
c.With honors	Bronze	
2.Award for Leadership	Gold	Medal with DepEd seal Diameter Size: 6cm Weight: 30g Ribbon width: 1 inch Rib- bon color: gold
3.Award for Work Immer- sion	Gold	Medal with DepEd seal Diameter Size: 5cm W e i g h t : 2 5 g Ribbon width: 1 inch
4.Award for Research/ Innovation	Gold	
5.Award for Outstanding Per- formance 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
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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.

M. 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

STEP	PROCESS	MONTH
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)	March
Step 9	Announce or post 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 Pupils of Grades 1 to 10 of the K to 12 Basic Education Curriculum, DepEd Order 74, s.2012

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APPENDIX H



Republic of the Philippines
Department of Education

DNC-218506

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

- 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.**"
- Pursuant to Section 26 thereof, this DepEd Order shall take effect immediately upon issuance.
- All Orders, Memoranda and other related issuances inconsistent with these policy and guidelines are deemed amended accordingly upon its effectivity.
- 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 psycho-social intervention to help the child victim recover from whatever trauma he or she has experienced as a result of the abuse. The offender shall likewise undergo psycho-social intervention, if such is warranted.

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

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

- D. The Revised Rules of Procedure of the Department of Education in Administrative Cases shall apply in all other aspects.
- E. A complaint for education-related sexual harassment as defined under Resolution No. 01-0940 of the Civil Service Commission, must be in writing, signed and sworn to by the complainant. It shall contain the following:
1. the full name and address of the complainant;
 2. the full name, address, and position of the respondent;
 3. a brief statement of the relevant facts;
 4. evidence, in support of the complainant, if any;
 5. 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. LUJASTRO FSC
Secretary

[UPHSD's Copy]

UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA**PUPIL HANDBOOK****Undertaking**

I have carefully read and understood the UPHSD Pupil Handbook and I accept full responsibility for the knowledge and observance of all school policies and regulations contained herein. If found guilty to have violated any of the provisions of this Pupil Handbook after due process, I shall be liable to disciplinary action as so prescribed .

PUPIL'S NAME in PRINT

PUPIL'S SIGNATURE
Grade/Section : _____

Date : _____
ATTESTED BY:

**Signature of Parent/Guardian
Over Printed Name**
Date : _____

[Pupil's Copy]

UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA

PUPIL HANDBOOK

Undertaking

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PUPIL'S SIGNATURE

Grade/Section : _____

Date : _____

ATTESTED BY:

**Signature of Parent/Guardian
Over Printed Name**

Date : _____



Revised 2017

University of Perpetual Help System DALTA
Alabang-Zapote Avenue, Pamplona 3, Las Piñas City, 1740 Philippines