



GRADE SCHOOL STUDENT HANDBOOK



I would have her distinguished by Christ-like charity,
a limpid simplicity of soul, heroic generosity, selflessness,
unswerving loyalty, prudent zeal, an orderly mind,
gracious courtesy, an adaptable disposition, solid piety,
and the saving grace of a sense of humor.

Mother Mary Joseph
foundress of the Maryknoll Sisters

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WELCOME TO MCN!

Dear Grade School Students,

Greetings of peace and joy!

We hope this letter finds you in high spirits as another exciting academic year at Miriam College Nuvali begins. As we start another school year, we are delighted to introduce the Grade School Student Handbook, designed to enhance your educational experience and provide valuable information to navigate through your school journey.

The Student Handbook serves as an important guide, outlining the school's policies, procedures, and expectations. Whether it's details about school rules, classroom etiquette, extracurricular activities, or academic programs, you'll find everything neatly organized within these pages.

Our goal is to foster a positive and inclusive learning environment that promotes personal growth and academic excellence. The Student Handbook reflects our commitment to these principles, emphasizing mutual respect, responsibility, and collaboration among students, teachers, and staff.

Please take the time to study the contents of the handbook. We encourage you to refer to it throughout the school year to ensure a smooth and meaningful experience. Should you have questions about any of the guidelines in the handbook, please don't hesitate to reach out to your teachers or administrators.

We look forward to a wonderful year ahead, filled with exciting challenges, new discoveries, and rewarding accomplishments. As you embark on this journey, remember that the Student Handbook is here to support and guide you every step of the way.

Wishing you all the best for this new academic year!

Sincerely,
Your Miriam College Nuvali Administrators

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CHAPTER 1

HISTORY AND SPIRIT OF MIRIAM COLLEGE NUVALI

A. HISTORY

Beginnings

The story of Miriam College Nuvali is inseparable from the story of the Maryknoll Sisters of St. Dominic, who did not only establish a school, but also passed on a legacy of service and mission to the Filipino nation.

1926

The Maryknoll mission in the Philippines began when Most Rev. Michael J. O'Doherty, DD, then the Archbishop of Manila, requested them to open a teacher training school for Filipino women. The Sisters came to the Philippines from Ossining, New York, and established the Malabon Normal School, which would later be renamed Maryknoll Normal College.

1945

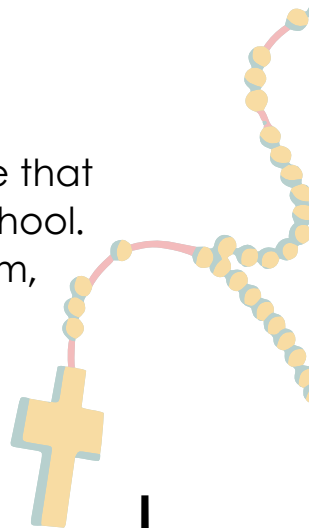
After a temporary closure during the war, the school reopened as Maryknoll College, offering more academic programs and moving from place to place.

1952

The school finally laid down its permanent roots in Loyola Heights, Quezon City.

Evolving a Unique Identity

The school came to be known for its distinct character, one that reflected the liberal nature of the Sisters who staffed the school. Its students learned to speak freely and to value freedom, learning, and a community of purpose.



After Vatican II, the Maryknoll congregation began to reevaluate its work in light of their original apostolate as a missionary order. Seeing the readiness of Filipino lay educators to manage the school, they turned Maryknoll College over to lay administrators as a foundation. This transition was marked by the appointment of the school's first lay President in 1976, and the changing of its name from Maryknoll College to Miriam College in 1989.

Responding to the challenges of the times, Miriam College has continued to develop innovative academic programs, upgrade its campus facilities, and strengthen its advocacy programs through the Center for Peace Education (CPE), the Environmental Studies Institute (ESI), the Women and Gender Institute (WAGI), and the Child Rights Advocacy Center (CRAC).



Miriam College Nuvali

Miriam College built a second campus in Nuvali Calamba, Laguna. This allowed us to welcome more students, find new ways to serve others, and share our school's mission with a larger community.

SY 2014-2015

MC Nuvali officially opened, initially accepting 141 boys and girls from preschool to Grade 7 coming from growth areas south of Manila.

SY 2016-2017

It accepted its first batch of Senior High School students.

SY 2017-2018

A second building, the Early Childhood Education Complex, was built.



SY 2020-2022

Creativity, innovation, and community spirit allowed MC Nuvali to continue providing caring, quality education even as the school temporarily went online due to the Taal Volcano eruption and the Covid-19 pandemic.

SY 2022-2023

The campus reopened, offering a hybrid flexible learning arrangement that gave students the choice to attend classes on campus or online.

SY 2023-2024

Full on-campus classes resumed.

SY 2024-2025

MC Nuvali celebrated its 10th year. For the first time, all classes from First Step to Grade 6 were housed in the ECEC, which is now called the Grade School Building. This paved the way for new Grade School traditions like the Morning Assembly, which the sections and clubs take turns leading every Monday.

SY 2025-2026

As it enters its second decade, MC Nuvali remains committed to championing the academic excellence and core values that form its Miriam identity. At the same time, it strives to maintain a caring and inclusive environment that makes its students, employees, and parents regard it not just as their school, but their home.

B. SCHOOL SEAL



This is the official seal of Miriam College. It carries the Greek letters Chi (X) and Rho (P), the first two capital letters of the Greek word for Christ. It also carries the word VERITAS, which means “truth” in Latin.

The school seal is used in most of the institution’s formal internal and external communications. It may only be used based on the set guidelines approved by the College President.

C. SCHOOL NAME

“Miriam” is the Aramaic name with which Mary, our Blessed Mother and the school’s patroness, was called in her lifetime. “Miriam” is also a fitting reminder and tribute to Sr. Miriam Thomas Thornton, M.M., who devoted 50 years of service to Maryknoll College.

D. INSTITUTIONAL VISION AND MISSION STATEMENT

Vision

A Filipino Catholic learning community that nurtures the whole person committed to lead in mission and service for the greater good.

Mission

To provide quality and Christ-centered education that forms lifelong learners and mindful catalysts of social transformation.

To offer excellent programs at the basic, tertiary, postgraduate, and adult education levels through learner-centered, value-integrating, and innovative approaches.

E. CORE VALUES

Miriam College is firmly committed to the Christian values of **veritas (truth), justice, peace, and integrity of creation.**

Veritas (Truth)

We believe in the power of knowledge and the liberating force of truth. We commit ourselves to the systematic and scientific search for the truth and to fairness and openness in its pursuit. We reject all forms of deceit, falseness, and dishonesty. We strive for the highest quality of intellectual and academic output at the same time that we recognize and value the wisdom of the heart.



Justice

We believe that all human beings should be equally blessed to be responsible for and to enjoy the fruits of knowledge generation and social progress. We commit ourselves to a society where the “naked are clothed and the hungry are fed.” We reject discrimination of any kind against any individual or any group. We strive for and support a diverse and interdependent human community in which people’s rights, welfare, and empowerment are centrally valued.



Peace

We believe that God has called us to be peacebuilders. We also believe that peace means the absence of violence as well as the presence of values, attitudes, behavior, and ways of life based on non-violence and respect for the fundamental rights and freedom of every person.

We reject violence of every form and in every social interaction and all institutions. We are committed to work for creative and constructive ways of solving conflict and to foster caring and loving relationships among all human beings and between humans and the rest of creation.



Integrity of Creation

We believe that God has called us to be stewards of all creation and that the well-being and happiness of future generations rest upon sustainable and equitable systems and processes of production and consumption. We reject the destruction of the environment and the waste of natural resources. We commit ourselves to care for the earth and to practice a lifestyle that sustains the health of the planet on which all life depends.



F. PHILOSOPHY

Miriam College is a learning institution that fosters a climate of academic excellence and collegiality. It provides an empowering environment that sees the student as the center of the educational process. Dedicated to a holistic education for lifelong learning, Miriam College exposes students to diverse learning opportunities for intellectual engagement, social transformation, and nourishment of the spirit that is rooted in Miriam Spirituality. The school also prepares the students for responsible leadership, while instilling social consciousness anchored on the love of country and global awareness.

G. MIRIAM SPIRITUALITY

Accompanied by Mary, the Christ bearer, our Miriam spirituality leads us to follow Jesus who brings us in the Spirit to God. Jesus' greatest disciple and follower is Mary, His mother and ours. Miriam spirituality is Christ-centered, Catholic, Lay, Missionary, and Filipino, embodying the Gospel values of truth, justice, peace, and integrity of creation. Inspired by the Maryknoll legacy, rooted in the person of Jesus Christ, and lived by Miriam of Nazareth, Miriam Spirituality empowers our community to lead in mission, communion, and service.

H. MMJ IDEALS

The MMJ Ideals are based on Mother Mary Joseph's description of an ideal Maryknoll Sister. Today, these ideals inspire our everyday interactions in the MC Nuvali community.



MMJ Ideals	MC Nuvali students...
Orderly Mind Maayos na Pag-iisip	put things in order and think before they act;
Gracious Courtesy Magiliw na Pakikitungo	respect others;
Unswerving Loyalty Di-matinag na Katapatan	are proud of their school and the values it stands for;
Solid Piety Matibay na Pananampalataya	know how to pray and follow God;
Heroic Generosity Magiting na Pagiging Bukas-palad	go out of their way to help others and share their blessings;
Selflessness Pag-aalay ng Sarili	think of others before themselves;
Prudent Zeal Mahinahong Kasigasigan	stand for what is right and true;
Limpid Simplicity of Soul Payak na Kalooban	live simply and truthfully;
Adaptable Disposition Mahusay na Pakikibagay	are brave and open to change;
Saving Grace of a Sense of Humor Biyaya ng Masayahing Kalooban	know how to be happy and have fun; and
Christ-like Charity Pagkakawanggawa	love and care for their neighbor.

I. MIRIAM COLLEGE NUVALI VISION AND MISSION STATEMENT

Vision

Miriam College Nuvali is a premier Filipino Catholic basic education unit for boys and girls that develops well-rounded, highly motivated, service-oriented students who manifest a lifelong love for learning.

Mission

Miriam College Nuvali provides an excellent, developmentally responsive academic and formation program grounded in the core values of truth, peace, justice, and integrity of creation. It fosters student-centered learning, analytical and innovative thinking, and a global orientation.

J. EDUCATIONAL QUALITY POLICY

Guided by its vision and mission, Miriam College ensures the delivery of excellent transformative education through a continually improving educational management system responsive to learner and stakeholder needs.

This policy provides the framework for establishing, monitoring, and reviewing the institution's quality objectives.

The institution commits to meeting applicable statutory, regulatory, and accreditation requirements, and to maintaining ethical and responsible management of academic, intellectual, and creative outputs.



CHAPTER 2

THE MIRIAM COLLEGE NUVALI COMMUNITY

A. ORGANIZATION

Miriam College Nuvali is managed by the Administrative Board, which is composed of the following:

1. The **Director/Principal** heads MC Nuvali and takes care of the development of the whole school. The Director is also part of the President's Council, along with the heads of other units.
2. The **Assistant Principal for Grade School** is responsible for developing, implementing, monitoring, and evaluating the instructional program for First Step to Grade 6.
3. The **Assistant Principal for High School** is responsible for developing, implementing, monitoring, and evaluating the instructional program for Grade 7 to Grade 12.
4. The **Assistant Principal for Student Life** is responsible for developing, implementing, monitoring, and evaluating programs for student formation, wellbeing, and services.
5. The **Administrative Officer** is responsible for developing and implementing policies on health and safety, use, and maintenance of school facilities and grounds.

Under the supervision of the Administrative Board are:

1. The **Maryknoll - Miriam Identity, Spirituality, and Mission Office (MMISMO-Nuvali) Coordinator** oversees the work of the **Campus Minister** and **Social Action Coordinator**, who both develop, implement, monitor, and evaluate programs for the community's spiritual formation and social involvement.

2. The **Human Resources and Finance Coordinator** manages all employment and financial matters.
3. The **Admissions and Registration Coordinator** screens student applications, facilitates enrollment, and keeps student records.
4. **Cluster Heads** coordinate activities and coach subject teachers in their grade levels.
5. The **Student Formation Officer** develops, implements, monitors, and evaluates programs for the overall discipline and formation of students.
6. The **Student Wellness Officer** develops, implements, monitors, and evaluates the guidance program.
7. The **Student Development Specialist** develops, implements, and evaluates interventions for students with additional needs.
8. The **Athletics Coordinator** develops, implements, monitors, and evaluates the athletics program.
8. **Subject Teachers** facilitate student learning in the different content areas.
9. **Homeroom Advisers** cares for students' character formation.
10. **Teacher Assistants** help the Preschool and Grade 1 Homeroom Advisers in managing the class.
11. **Club and Organization Moderators** guide students' growth in their chosen interests.
12. **Guidance Counselors and Associates** care for students' psychological wellbeing and guide them in their personal development.



13. **Librarians** develop, implement, and evaluate the instructional media program.

14. **Office Management Associates** facilitate administrative or clerical functions to support the school's operations.

15. **School Physicians and Nurses** attend to the physical health needs of the community.

16. **Students**, led by the **Class Officers**, collaborate with teachers in creating meaningful learning experiences.

17. **Parents**, led by the **Parent-Teacher Association**, support school programs and reinforce student formation at home.

18. The **Security and Maintenance Personnel** keep the campus safe, clean, and conducive to learning.

B. MIRIAM COLLEGE DNA AND STUDENT SUCCESS MODEL

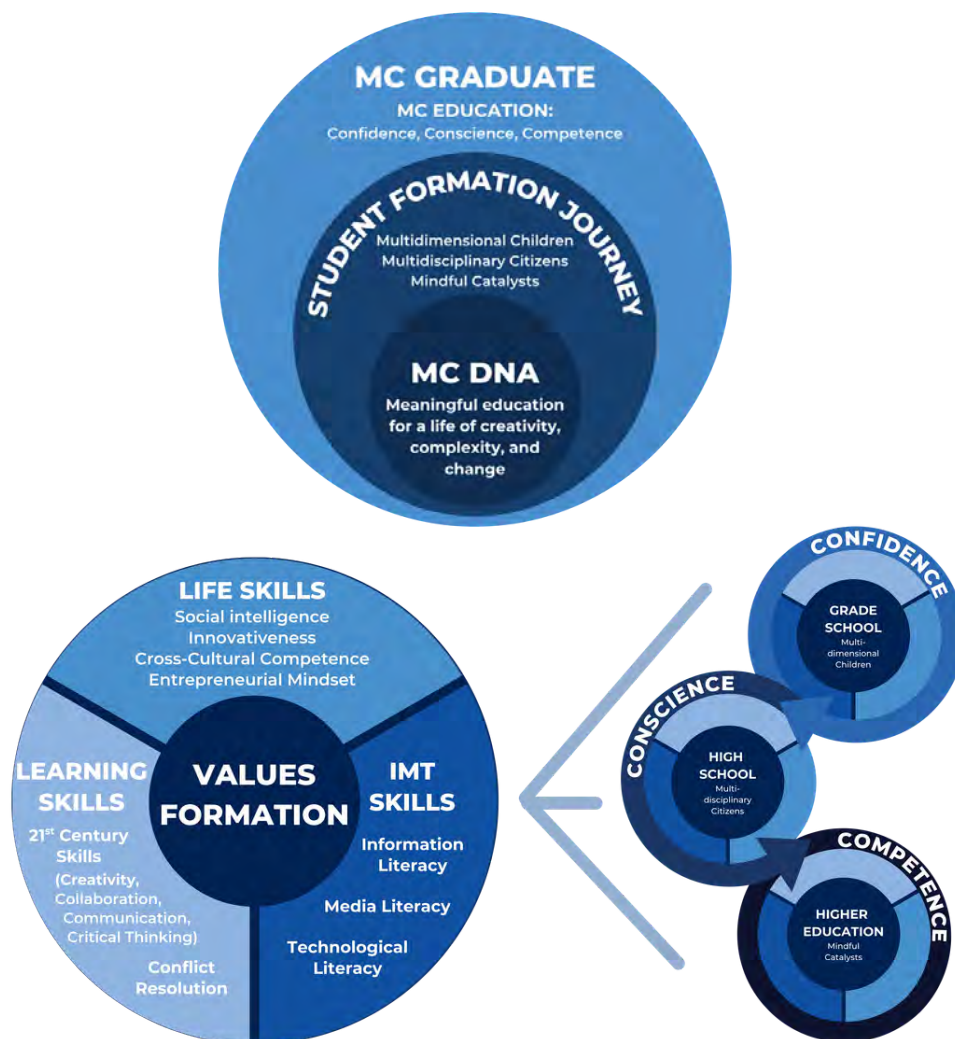
Confidence, Conscience, and Competence compose Miriam College's DNA, the qualities that distinguish the MC graduate from the rest.

Nurtured at every level of a student's learning journey, these 3 C's make our graduates ready and steadfast as they go out in the world and realize themselves and create impact in their communities—resilient despite expected and new disruptions that may come their way.

The 3 C's define our **Student Formation Journey**:

- **Confidence-building** begins at the Grade School level, where the school will leverage on young learners' innate creativity and curiosity to mold them to become Multi-dimensional Children who are able to think innovatively.

- **Conscience formation** rooted in the school's core values is the emphasis at the High School level, where the school will form learners who are Multi-disciplinary Citizens, guided by truth and a spirit of service in a larger community.
- **Competence** with a strong sense of mission is the focus at the College level, where the school will nurture Mindful Catalysts who will effect change for the greater good.



C. STUDENT RIGHTS AND RESPONSIBILITIES

MC Nuvali students have the rights to...	MC Nuvali students have the responsibility to...
1. learn and attend school;	1. actively participate in class discussions and activities to gain new knowledge;
2. a qualified teacher;	2. respect and follow their teachers;
3. a fair assessment;	3. prepare and study for their assessments – written tests, performance-based tasks, projects, and others;
4. be seen as an individual and be respected for their differences;	4. accept, respect, and help each other;
5. receive support from the school;	5. initiate and inform their teachers regarding their needs and problems;
6. express themselves freely; and	6. use appropriate language when expressing themselves; and
7. feel safe.	7. participate in practice drills and have emergency or Go-bag kits with them.



CHAPTER 3

THE STUDENT DEVELOPMENT PROGRAM

A. SPIRITUAL FORMATION

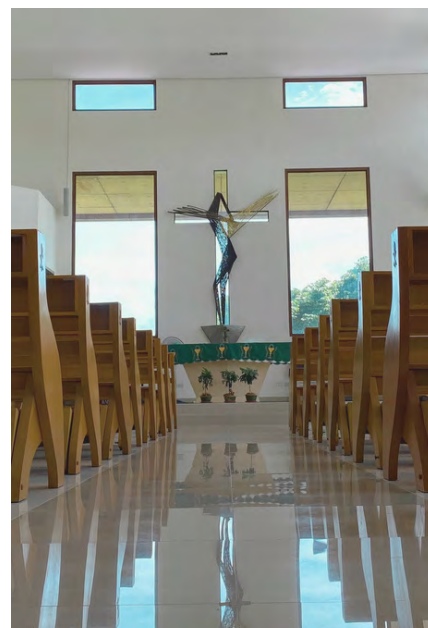
An essential part of being an MC Nuvali student is being open to a holistic Catholic education. The MC Nuvali spiritual formation program follows the pastoral spiral of see, judge, act, evaluate, and celebrate, allowing us to balance action with reflection. It is inspired by the four moments in the life of our school's patroness, Miriam of Nazareth:

1. Magnificat. These activities invite students to worship God as a community.

- Angelus
- Confession
- Confirmation
- Daily class prayers
- Divine Mercy Prayer
- First Holy Communion
- Living Rosary
- Marian celebrations
- Masses

2. Conservabat. These activities allow students to keep the memories of God's revelation in their hearts.

- Advent and Lenten practices
- B.R.A.V.E. (preschool)
- Catechism before Mass
- CLE and GMRC classes
- Divine Reading
- Retreats and recollections
- Student sharing on MMJ ideals



3. Stabat. These activities help students stand in solidarity with others in their suffering and to actualize the Church teachings discussed in their CLE-GMRC-VE classes.

- Christmas Gift-giving
- Disaster Response
- Mary's Kitchen
- Medical-Dental Mission
- Miriam Bookstore
- Orphanage Visit
- Visit to Home for Senior Citizens

Outreach activities are integrated into various subjects and grade levels, from Preschool to Grade 6. These activities allow MC Nuvali students and members of partner communities to work together and learn from one another.

4. Fiat. These activities equip MMISMO volunteers to affirm their “Yes” to be bearers of Christ every day.

- Leadership and Skills Training for Student Volunteers
- Formation Sessions for Homeroom Advisers

5. Policies on Spiritual Formation Activities

a. Spiritual formation activities are official school functions. All students are expected to attend and participate in activities in their grade level.

b. Students who are not Catholic also attend all spiritual formation activities for their grade level. Details regarding this are stated in the waiver that their parents sign upon admission.

c. Students who are absent must submit an excuse letter from their parent or guardian. They must attend make-up sessions organized by MMISMO.

d. For activities held off-campus or beyond official school hours, the school sends a circular containing relevant details. Students must submit a signed reply slip in order to participate.

B. ACADEMICS

1. Preschool Program

The MC Nuvali Preschool program follows a **holistic learning** approach that aims to nurture the whole child. The program addresses all areas of children's development: physical, socio-emotional, spiritual, and cognitive.

a. **Hands-on and Play-based Learning** approaches involve enjoyable, engaging, and meaningful child-initiated and teacher-supported activities. They allow students to explore, experiment, investigate, discover, and solve problems in imaginative and playful ways. Academic concepts in Math and Literacy and other essential life skills are creatively built into play experiences to nurture children's growing understanding of the world around them.

b. The **Project-Based Learning (PBL)** program provides opportunities for students to explore and investigate topics they are interested in within or beyond set themes (e.g. self, family, community, and integrity of creation).

c. **Lit Ladder** is the preschool's early literacy program. In today's language, Lit means exciting or excellent. It also stands for literacy and the foundational reading skills that students develop through a systematic learning process. As students move up the Lit Ladder, they acquire new literacy skills and also build on previous ones, which prepare them for reading success later on.

Lit Ladder offers a balanced-literacy approach to early literacy learning that helps students develop reading readiness skills toward reading fluency. It targets different domains of literacy through developmentally-appropriate activities and practices. Together with the Peek-a-Book activities, this program also nurtures a deep love for reading and books.

d. The **Early Math Program** follows a developmentally-appropriate scope and sequence in learning different Math concepts and skills fit for the student's level. Concepts and skills are introduced during class.

The program uses the C-P-A Approach. C stands for Concrete, where students use concrete objects such as blocks, loose parts, and manipulatives to develop skills such as counting, making patterns, creating shapes, and more. P stands for Pictures that guide students when they begin to count and represent using drawings and illustrations. Finally, A stands for Abstract, where numbers and symbols are introduced to represent quantities and Math processes like addition and subtraction. In practicing addition and subtraction, different ways are taught where children can solve word problems.

The approaches are aligned with the Math Program in the Grade School. Thus, they are used to help students understand Math concepts better in an enjoyable yet meaningful way.

e. **Be Righteous And Virtuous Every day (B.R.A.V.E)** is a special program based on Miriam Spirituality. During B.R.A.V.E time, teachers instill Christian values and MMJ ideals through praise songs, Bible stories, arts and crafts, and prayers.

2. Grade School Academic Program

The MC Nuvali Grade School academic program provides learning opportunities for students to develop themselves to become well-rounded individuals who manifest a lifelong love for learning. This is achieved through varied approaches and strategies that facilitate the teaching-learning process.

a. **Project-Based Learning (PBL)** is a student-centered approach that encourages learners to



build upon their experiences and knowledge in order to create new understanding.

Integration is an essential component of PBL. Students learn skills from different subjects through discussions, group work, and other related activities in the pursuit of projects that students themselves plan to make.



Miriam College has designed a contextualized PBL framework called Laro, Likha, Linang, which maps out the cycle of discovery that students undergo when actively engaging in real-world and personally meaningful projects.

b. **Curricular Offerings for Grade School**

The Grade School program consists of six major subjects: CLE-GMRC, English, Filipino, Math, Science, and Makabansa/AP, and six special subjects: Music, Art, PE, Health, HELE, and Computer.

- **Christian Living Education and Good Manners and Right Conduct (CLE-GMRC)** presents the fundamentals of Christian living, a life rich in the Blessed Trinity that integrates Scripture, doctrine, liturgy, community building, and social action. Students become agents of love and service and active participants in building a Catholic community in the midst of challenges brought by the changing times.
- The **English** program develops communicative competence and critical literacy. Students benefit from explicit instruction that covers a variety of literary genres such as fiction, nonfiction, poetry, and drama. Communication skills are meaningfully integrated into lessons, helping students become proficient speakers, effective writers, and enthusiastic, reflective readers.

- Sa **Filipino**, binibigyang-diin ang Wika at Pagbasa upang malinang ang epektibong komunikasyon sa pagbasa, pagsulat at pakikipagtalastasan. Natututo ang mag-aaral na umunawa ng pangunahing diwa sa mga tekstong binasa o napakinggan, tumukoy ng mga kasingkahulugan at kasalungat ng mga salita, at magpahayag ng sariling ideya, damdamin, at karanasan sa iba't ibang paraan.
- The **Mathematics** program develops a solid foundation and mastery of basic mathematical skills. It focuses on developing the proficiency of the students in Mathematical concepts and understanding, computation, and problem-solving. Lessons are presented using a wide range of strategies, varied hands-on activities, and hands-on learning materials.
- The **Science** program emphasizes both the concepts and processes with the aim to inculcate scientific attitudes and values. Science instruction provides for meaningful experiences through the guided discovery approach and hands-on activities like experimenting, reporting, doing research, building models, and working on investigatory projects.
- Ang **Makabansa/Araling Panlipunan** ay binubuo ng pitong tema: 1) tao, kapaligiran, at lipunan; 2) panahon, pagpapatuloy, at pagbabago; 3) kultura, pananagutan, at pagkabansa; 4) karapatan, pananagutan, at pagkamamamayan; 5) kapangyarihan, awtoridad, at pamamahala; 6) produksiyon, distribusyon, at pagkonsumo; 7) at ugnayang pangrehiyon at pangmundo. Ang mag-aaral ay bumubuo ng sariling pagpapakahulugan sa bawat paksang at nailalapit ito sa iba't ibang konteksto.
- **Music** enhances students' musical understanding and appreciation through the ability to perceive and perform



music aesthetically. Students learn through varied musical experiences such as singing, listening, composing, analyzing, and performing. Classroom learning also enhances critical thinking, develops values, and instills nationalism and high regard for history and culture.

- The **Art** program merges the creative and aesthetic aspects of the three H's - the Head, by developing awareness and application of beauty; the Heart, by encouraging personal expression, and the Hand, by creating functional and creative works of art. Students develop a love for local and world-class art forms, artists, and styles. They also build confidence while developing their art skills.
- **Physical Education** motivates students to remain physically active and promotes good health, physical fitness, and safety skills. It also develops a variety of skills involved in body management, rhythmic movement, and fundamental and specialized skills used in sports. Through the different activities, the students practice sportsmanship, cooperation, and team building.
- **Health** promotes lifelong health and total well-being. The program focuses on preventing and controlling diseases; knowing the use, abuse, and misuse of substances; reducing health-related risk behaviors; preventing and controlling injuries; and promoting good nutrition.
- **Home Economics and Livelihood Education (HELE)** develops skills that prepare students for home management and entrepreneurship, equipped with basic lifelong values for a satisfying family life. Hands-on activities and practical projects lead them to appreciate the value of work and prepare them to take active roles in the home, community, and larger society.

- **Computer Education** promotes computer literacy and responsible use of technology. Students are exposed to full-featured applications, web browsing, web page creation, and desktop publishing to equip them with the necessary skills to face the new challenges of digital media.

3. Excellence, Development, Growth, and Enrichment (EDGE)

EDGE programs supplement students' learning in their regular classes. Students are considered officially enrolled in the program upon submission of the reply slip and payment of the quarterly fee.

a. **SPARK** is a learning assistance program for students who have difficulty in one or more major subjects. It seeks to provide supplemental instruction and reinforcement activities that may help students cope with their lessons in the classroom. Students join SPARK classes upon the advice of their subject teacher.

b. **STEP** is designed for students with very limited knowledge of the Filipino language and/or Philippine culture and history. The program primarily aims to help the students in developing their skills in reading, speaking, listening, and writing in Filipino.

STEP students transfer to the regular Filipino or Makabansa/AP class after three years in the program or earlier, upon the recommendation of their teacher.

- **Filipino for Non-Filipino Speakers** aims to develop students' skills in reading, speaking, listening, and writing in Filipino.
- **Araling Panlipunan for Non-Filipino Speakers** aims to strengthen students' understanding of Philippine geography, culture, history, and government.



c. **BOOST** is a remedial program for students who have received failing marks in any subject. It focuses on helping students gain confidence in the subject as they progress. Boost classes are held every summer.

d. **PATHS** is an invitational program for students who show exceptional performance in specific subjects. PATHS classes teach advanced topics and prepare students to represent the school in academic competitions.

4. Policies on Tutoring

a. Tutoring may be recommended to students who need assistance in their lessons. The office of the Assistant Principal for Grade School may help facilitate the request for a tutor.

b. A student may not engage in the tutoring services of a faculty member who is their subject teacher for the current school year.

c. All arrangements are made between the parent/guardian and the tutor. Tutoring is done after official school hours.

C. STUDENT LIFE

MC Nuvali offers programs and activities that help students discover new interests and share their talents with the community. In the process, they develop confidence, build lasting friendships, and create meaningful memories.

1. Meeting Time or Homeroom

The Meeting Time or the Homeroom Program provides a venue for students to interact with their homeroom adviser and with one another, and to address students' academic and developmental needs. Students learn school routines, discuss important school announcements, and plan classroom activities together.

2. Educational Trips

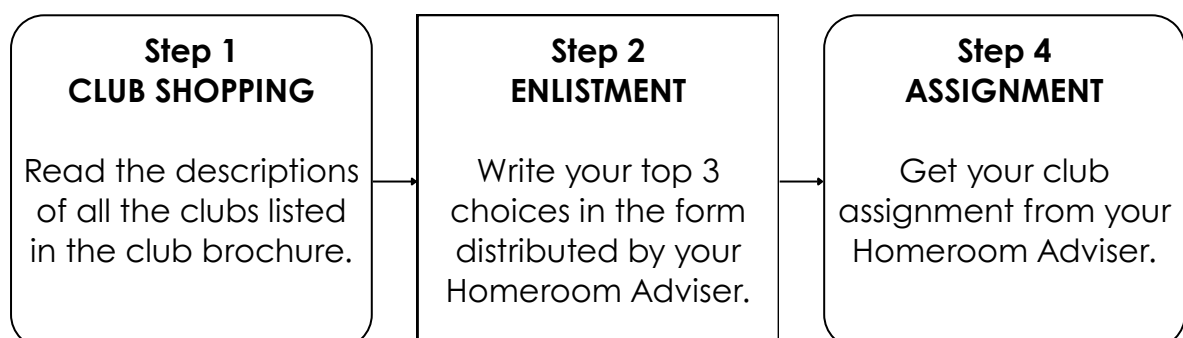
Off-campus trips expose students to new situations, enhances their learnings inside the classroom, and provides them meaningful and memorable experiences. Each preschool and grade school level goes on an educational trip once a year. On occasion, smaller educational trips may also be organized for specific subjects or clubs.

3. Interest Clubs

The school offers a variety of interest clubs to develop students' individual talents and allow them to explore new interests. Club membership is mandatory for students from Grade 3 to 6.

Policies on Club Membership

- a. Each student must be a member of an interest club. Once the club lists are final, students stay in their club for one school year.
- b. Club performance is not graded; however, attendance and participation are recorded and evaluated.
- c. Students must attend club meetings on designated days. Some clubs have additional skills training sessions and/or fees, which are discussed in detail through a circular to the parents.
- d. The enlistment procedure for clubs is as follows:



4. Council of Leaders

MC Nuvali students aspire for a Christian and Filipino community conscious of the importance of respect, human rights, and a sense of duty to follow the rules and regulations of the school. It is for the attainment of these aspirations that the student government exists.

The Council of Leaders (COL) is the school's student government in the Grade School. It is composed of the class presidents of Grade 3 to 6. These officers assist teachers in maintaining student discipline and serve as the voice of their schoolmates when planning, implementing, and evaluating student activities. They also serve as role models to their fellow students.

The COL, through its projects, aims to propose activities that highlight the school's core values:

- having a voice and action plans that are aligned with policies instructed by the Administrative Board that directly concern the student body;
- maintaining peace and order in and out of the classrooms;
- promoting the importance of human rights, particularly children's rights; and
- emphasizing the importance of the environment.

5. Class Officers

In Grade 3 to 6, students nominate and elect class officers who:

- work with their HRA to set and achieve class goals
- model the MCN core values and ideals
- remind their classmates to behave and follow school rules
- promote peace and help the whole class get along
- talk to the HRA about unsafe behavior and other concerns
- perform other responsibilities that their HRA might assign

The **Class President:**

- leads the class when the teacher is not present
- encourages classmates to participate in school activities
- represents the class to teachers, administrators, and others

The **Class Vice President:**

- helps the Class President
- performs their role when they are absent
- reminds classmates to wear proper uniform or Friday attire

The **Class Secretary:**

- records daily class attendance
- checks on classmates who are absent or late
- updates the classroom calendar with important dates

The **Class Treasurer:**

- collects reply slips and gives them to the Homeroom Adviser
- reminds classmates to submit their reply slips

6. Campus Ministry Auxiliary

The Campus Ministry Auxiliary (CMA) is the student arm of the Maryknoll-Miriam Identity, Spirituality, and Mission Office (MMISMO). Students can volunteer for various ministries that allow them to use their talents in service of the community.

The **Campus Ministry Representative:**

- reminds classmates to observe the 3 P's (prayer position, participation, proper behavior) during prayers and Masses
- ensures that the class prays the Angelus, Divine Mercy Prayer, grace before and after meals, and other designated prayers
- leads prayers when the prayer leader of the day is absent
- encourages classmates to practice the MMJ Ideals
- informs classmates about the schedule of Batch Masses
- may also volunteer to be trained as readers, altar servers, and collectors for school Masses

The **Social Action Representative**:

- helps collect donated items in their classroom
- informs the class about upcoming social action activities
- encourages the class to participate meaningfully in social action activities

7. Academic Celebrations

These activities are extensions of MCN's academic program.

- Advocacy Week
- Arts Week
- Buwan ng Wika
- College Week
- Intramurals
- Lighting of the Advent Star
- Literacy Week
- STEM Week

8. Extracurricular Activities

These activities enrich student life and encourage the creative expression of students' talents.

- Christmas Celebration
- Family Day
- First Step/Nursery Year-End Celebration
- Graduation for Grade 6
- Honors Assembly
- Kindergarten Moving Up Day
- Parent-Child Dialogue
- Preschool 100 Days of School
- Preschool Grandparents' Day
- Teacher's Day Celebration

9. Policies on Academic Celebrations and Extracurricular Activities

- a. Academic celebrations and extracurricular activities are official school functions. All students must attend activities that involve their grade level.
- b. Students who are absent in these activities must submit an excuse letter from their parent or guardian.
- c. For activities that are held off-campus or beyond school hours, the school sends a circular containing relevant details. Students must send a signed reply slip in order to participate.
- d. Academic celebrations and extracurricular activities must be aligned with the school spirit and values. Performances, games, solicitations, and the like must be approved by school administration. Students are to observe simplicity, creativity, and resourcefulness.

CHAPTER 4

STUDENT SERVICES

A. GUIDANCE SERVICES

Monday to Friday, 7:30 a.m. to 4:00 p.m.

The MC Nuvali Guidance Office upholds that every human person is unique and special, and has the capacity to make the most of individual potential. It provides a comprehensive program that is developmental, and sequential in approach; integrated in curricular and co-curricular offerings; inclusive, and centered on all learners.

The Guidance Program aims to promote the personal, social, emotional, educational, and career development of all learners. It is implemented through the different services, activities, classroom guidance modules, and special projects organized by the counselor in collaboration with the school administration, faculty, staff, parents, external partners, and other stakeholders.

1. Counseling Services

These aim to assist and empower students in their personal, emotional, social, academic, and career development.

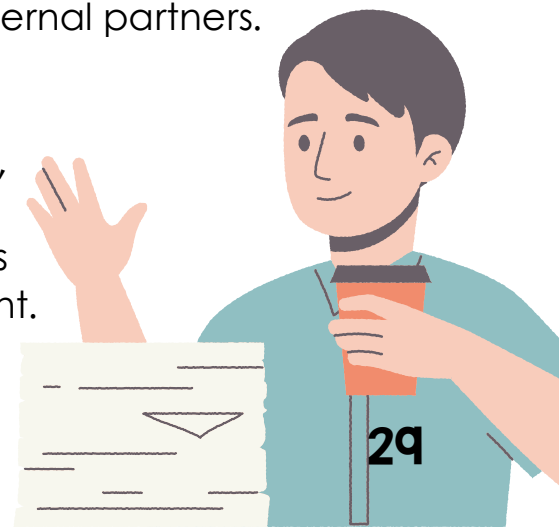
2. Consultation and Referral Services

These allow proper mechanisms to collaborate with teachers, and other school personnel in addressing student concerns, and to endorse specific psychosocial needs to external partners.

3. Appraisal and Placement Services

These include administration of forms, surveys, and evaluation for needs assessment.

The Guidance Office also conducts interviews for admission selection and student placement.



4. Enrichment and Information Services

The Guidance Office facilitates homeroom-guidance sessions, workshops, and talks that discuss personality development, mental health, and psychosocial needs, among others.

5. Guidance Consultation Procedure

The Guidance Office follows these procedures when meeting students for routine interviews or counseling.

Routine Counseling	During Recess or Lunch	During Class
1. When you get a call slip from the Guidance Office, show it to your teacher and ask her to sign it. 2. Bring the slip to your counselor. 3. At the end of your session, ask for a Return Slip and give it to your teacher when you return to class.	1. Visit the Guidance Office to check if your counselor is available. 2. If your session extends beyond recess or lunch, ask for a Return Slip and give it to your teacher when you return to class.	1. If you need to talk to your Guidance Counselor during class, ask your teacher for a Permission Slip. 2. Bring the slip to your counselor. 3. At the end of your session, ask for a Return Slip and give it to your teacher when you return to class.

B. CLINIC

Monday to Friday, 6:30 a.m. to 4:30 p.m.

The Clinic is staffed with a physician and a nurse who carry out the objective of the school health services to promote, protect, and maintain the health of students and staff. Beyond regular clinic hours, the clinic is also open when there are school activities where students are present.

The services of the clinic include preventive measures, emergency and first aid care, counseling, and consultation.

1. Preventive Measures

The clinic staff conducts medical examinations of students, has an immunization program, prepares and disseminates health and safety information through circulars and use of the clinic bulletin board, and coordinates with other school offices in the areas of health counseling, physical safety, and nutrition.

2. Emergency and First Aid Care

The clinic has basic equipment, medicines, and supplies in order to respond to first aid and emergency needs and for symptomatic relief of illness while in school.

Students and employees who are not feeling well may stay in the clinic while under observation or while waiting to be sent home. Nebulization and oxygen inhalation may be done for sudden asthma attacks. Those with symptoms of communicable diseases are sent home and instructed to follow the advice of the school physician. The clinic personnel assist in accident and Covid-related insurance claims and issue medical certifications.

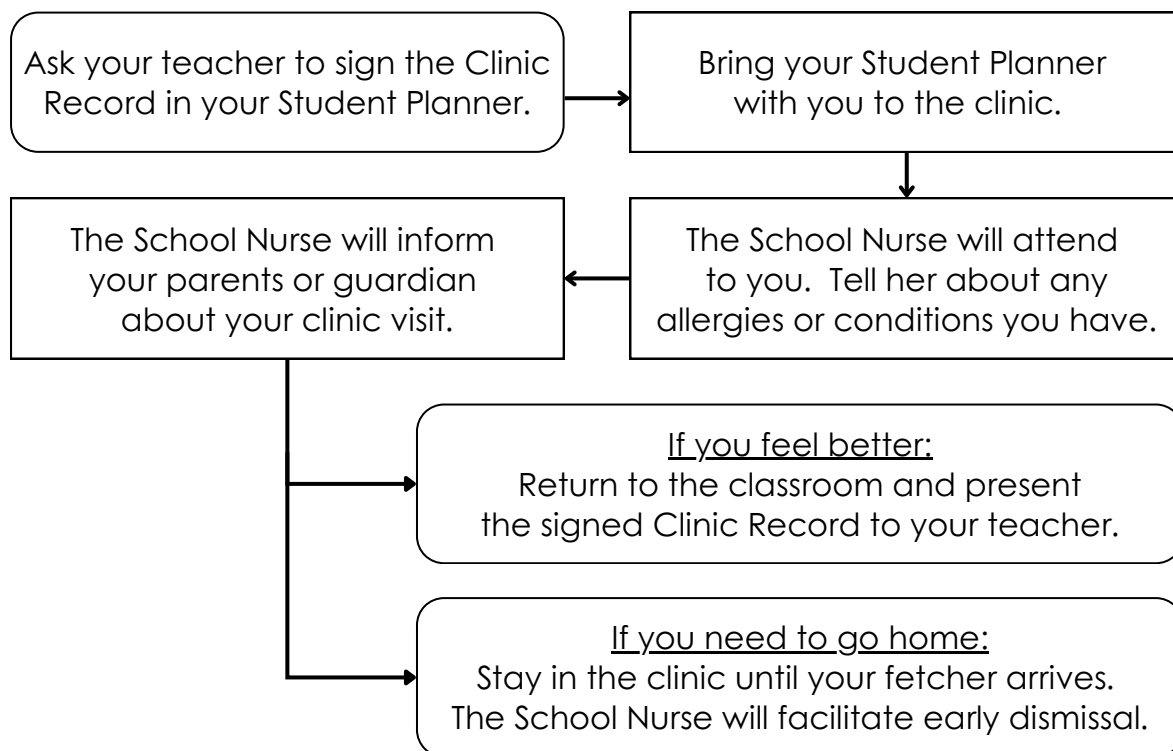
3. Counseling, Consultation, and Referral

Medical counseling is rendered as needed. Medical consultation and simple cases among the adults handled by the school doctor and nurse. In general, however, all medical and dental cases, especially among students, are managed through the referral system.

4. Clinic Procedure

In a medical emergency, go to the clinic immediately. In non-urgent cases, follow the procedure on the next page:



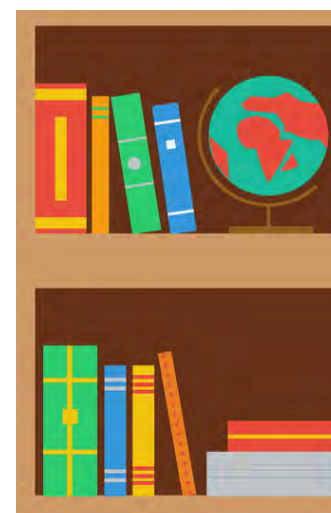


C. LIBRARY MEDIA CENTER

Monday to Friday, 7:30 a.m. to 4:30 p.m.

The Library Media Center has a collection of various types of learning materials for information, research, and recreation. It provides print, audiovisual and electronic resource materials.

Students may come to the library or the reading room during recess and lunch breaks, and after dismissal.



D. CAFETERIA

Monday to Friday, 6:30 a.m. to 4:30 p.m.

The cafeteria serves a variety of healthy food prepared under the supervision of a nutritionist. Students may bring their own food to school or buy from the canteen using cash or a meal card. The TAPSO features of the school ID may also be used for cashless transactions.

1. Healthy Food Guidelines

- a. In line with DepEd Order No. 13, s. 2017, students are highly encouraged to bring healthy, nutrient-rich food for recess and lunch.
- b. Chips, soft drinks, and energy drinks are not allowed. These will be confiscated by the security guard at the building entrance and returned to the fetcher at dismissal time.

2. Zero Waste Policy

- a. Snacks and lunch must be packed in reusable containers. Wrappers, bottles, and other packaging from food brought to school must be kept in lunch boxes and brought home.
- b. Students who borrow plates, cups, glasses, or utensils from the cafeteria must return them immediately after use.
- c. All waste must be segregated using the color-coded garbage bins at the cafeteria and other designated eating areas.

E. CASHIER AND RECORDS SERVICES

Cashier: Monday to Friday, 7:30 a.m. to 3:30 p.m.

Records: Monday to Friday, 7:30 a.m. to 4:00 p.m.

The cashier receives payments for tuition and other school-related matters. They also receive monetary collections for safekeeping. On the other hand, the records section accepts requests for transcripts of records, certificates, and other school documents.

1. Policies on Payment of Tuition and Other Fees

a. General Policies

- Tuition and other fees may be paid through credit card, check, or cash at the school cashier, or through the online campus management system, Camu. Cashless payments are encouraged.
- Fees can be paid in full or through the school's prescribed installment plans, which have a minimal interest rate on remaining balance. A student is considered officially enrolled once the first installment has been paid.
- A surcharge of 2% per month, or 0.066% per day, is charged for overdue accounts. This surcharge is waived if the account is settled within five calendar days from the due date.
- Report cards, transcripts of records, letters of recommendation, certificates of attendance, and other official documents are released only after all outstanding accounts and installment payments have been settled.

b. Payment may be done through cash, check, or BPI credit card at the school cashier, or online or over the counter through the school's partner banks. Instructions may be found on the Registration and Assessment Form issued upon enlistment, on the MC Nuvali website, or at the cashier's window.

c. A student who transfers or otherwise withdraws their enrollment in writing, for whatever reason, shall be charged tuition and other fees in accordance with the schedule on the next page:

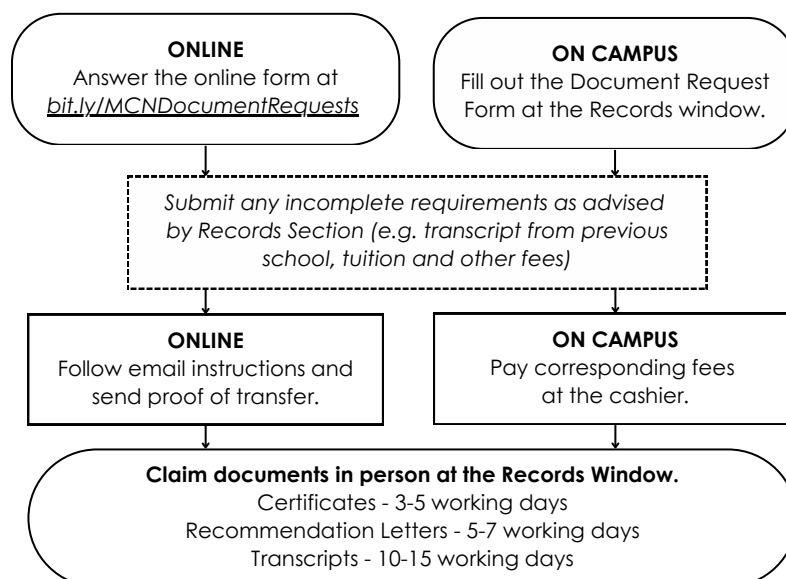
Withdrawal Period (attended or not)	Payable Tuition and Fees
First week of classes	10%
Second week of classes	20%
After the second week of classes	100%

d. Foreign students are given a 60-day conditionality status period based on the completeness of the required documents. Failure to secure a valid visa or study permit within the first 60 days of the school year will result in automatic enrollment cancellation without refund.

e. Registration, insurance, and ID fees, as well as payments for textbooks, are non-refundable and non-transferable.

2. Requests for School Documents

Transcripts of records, copies of report cards, certificates, and other school documents may be requested following the procedure below:



F. TRANSPORTATION SERVICE

The school does not accredit school bus services. However, it assists parents who are looking for bus service providers for their children by posting a list of school bus operators during the enrollment period. The school ensures that these operators have complied with LTFRB requirements and MCN's safety standards. All arrangements related to schedule and fees are between parents and school bus operators.

Students who are left by their school service during dismissal time may use the school phone to call their parents or legal guardians.



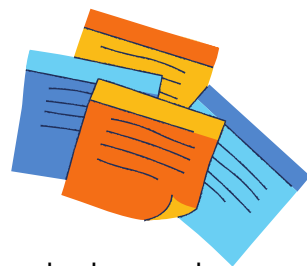
CHAPTER 5

ASSESSMENT AND EVALUATION

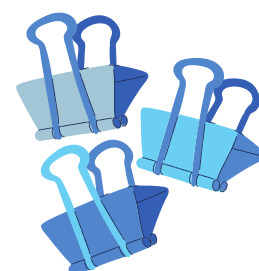
A. ADMISSIONS

MC Nuvali admits students who are open to receiving a holistic Catholic education. To apply for admission, a prospective student must prepare the requirements below:

1. Application Form
2. Certified True Copy of most recent report card
3. Certified True Copy of complete report card for the previously completed grade level
4. Recommendation form from Class Adviser
5. Recommendation form from Guidance Counselor
6. Student Health Record Form
7. Original Philippine Statistics Authority (PSA) Birth Certificate
8. Two (2) pieces 2x2 recent colored ID picture
9. For preschool applicants: Parent Questionnaire
10. For Catholic applicants: clear copy of Baptismal Certificate (present original for verification)
11. For non-Catholic applicants: signed MCN Waiver Form for Spiritual Formation Activities
12. For applicants from homeschooling programs based abroad: certificate of accreditation of homeschooling program
13. For foreign students:
 - Original Transcript of Records with English translation, duly authenticated by Philippine Foreign Service Establishment located at student's country of origin or legal residence
 - English translations of report cards that are in a language other than English or Filipino
 - Certification from previous school indicating promotion to the next level



- Photocopy of updated Passport and Visa of parents and student (present original)
- Photocopy of Alien Certificate of Recognition / I-Card (present original)
- BI Form 2014-02-005 Rev 0/CGAF Form from MCN
- For applicants with dual citizenship: Certificate of Recognition as a Filipino



B. MARKING SYSTEM

1. Preschool Assessments

Authentic assessment is used to track preschool students' progress throughout the school year. Teachers gather evidence of learning during everyday classroom activities.

At the start of each term, teachers identify target skills under the different domains of development. These goals, which will be the bases for the different types of assessments for the term, are communicated to parents.

The Progress Report is one of the tools that teachers use to show each student's progress in the goals set for the term:

Emerging	The skill is beginning to be observed in the student.
Developing	The student is progressing toward the goal.
Evident	The skill is present and the goal has been achieved.

2. Academic Achievement for Grade 1 to 6

Academic marks are indicators of students' strengths as well as the areas where the students need to be helped. Marks in major subjects are made up of the following:

Application (<i>performance tasks, projects</i>)	35%
Summative (<i>tests</i>)	30%
Participation (<i>class discussions, activities</i>)	20%
Drills and Exercises (<i>seatwork, worksheets</i>)	15%
TOTAL	100%

c. The final average for each major subject is obtained by adding the grades for each term and dividing the sum by the number of terms for the year.

d. The general average is obtained by adding the final average for each major subject and dividing the sum by the number of major subjects. This average is then converted into a letter mark.

Letter Mark	Description	Grade Range
A+	Most Outstanding	96.50 - 100
A	Outstanding	93.50 - 96.49
A-	Very Good	89.50 - 93.49
B+	Good	86.50 - 89.49
B	Average	83.50 - 86.49
B-	Satisfactory	79.50 - 83.49
C+	Fairly Satisfactory	77.50 - 79.49
C	Needs Improvement	75.50 - 77.49
C-	Passed	74.50 - 75.49
D	Failed	74.49 and below

e. Special subjects are marked as Passed or Failed, depending on students' mastery of the competencies set for the term.

3. Personality Development

a. The Personality Development Mark (PDM) that is given every term is an indicator of students' general behavior in school. It describes students' progress in self-direction and development of positive attitudes toward schoolwork and other members of their community.

Component	Observable Behaviors
Appearance and Poise	• Is neat and well-groomed • Wears complete and clean school uniform properly • Follows the dress code for special activities • Stands, walks, and sits properly and confidently • Speaks in a well-modulated voice • Uses proper tone and words in speaking and writing • Others related to caring for one's appearance and carrying oneself with composure
Cooperation and Industriousness	• Does what is best for the group, class, or community • Does fair share of work in class or group activities • Participates actively in schoolwork • Assists classmates in school activities • Others related to active participation in the group, class, or school community
Courtesy	• Greets and addresses administrators, faculty, staff, fellow students, and visitors politely • Uses polite words when talking to others • Listens and behaves appropriately during assemblies • Raises questions and concerns respectfully • Keeps prayer time, Masses, and morning ceremonies solemn • Follows email or posting etiquette • Others related to respectful interaction with others

Component	Observable Behaviors																				
Neatness and Orderliness	- Follows instructions and AJM format for assigned tasks - Maintains cleanliness in submitted work - Keeps school materials neat and orderly under the desk and chair, on classroom shelves, and in lockers - Observes proper waste segregation and disposal - Others related to cleanliness and organization																				
Responsibility	- Follows school rules - Attends classes, Masses and school functions regularly except in cases of illness or emergency - Finishes assigned tasks - Submits requirements, reply slips, and excuse letters promptly - Demonstrates qualities of good Christian leadership - Takes care of one's belongings - Others related to doing one's duty as a student																				
Social Sensitivity	- Shows respect for others' rights and property - Volunteers to help others - Shows concern for others' needs and feelings - Behaves in ways that are appropriate for the situation - Accepts own faults and receives feedback graciously - Forgives offenses and apologizes for one's faults - Others related to selflessness, respect, and mindful consideration of social cues and contexts																				
Punctuality in Attendance	Comes to class on time <table> <thead> <tr> <th><u>Times Tardy</u></th><th><u>Letter Mark</u></th></tr> </thead> <tbody> <tr> <td>0-1</td><td>A+</td></tr> <tr> <td>2-3</td><td>A</td></tr> <tr> <td>4-5</td><td>A-</td></tr> <tr> <td>6-7</td><td>B+</td></tr> <tr> <td>8-9</td><td>B</td></tr> <tr> <td>10-11</td><td>B-</td></tr> <tr> <td>12-14</td><td>C+</td></tr> <tr> <td>15-18</td><td>C</td></tr> <tr> <td>19 and above</td><td>C-</td></tr> </tbody> </table>	<u>Times Tardy</u>	<u>Letter Mark</u>	0-1	A+	2-3	A	4-5	A-	6-7	B+	8-9	B	10-11	B-	12-14	C+	15-18	C	19 and above	C-
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8-9	B																				
10-11	B-																				
12-14	C+																				
15-18	C																				
19 and above	C-																				

b. PDM is represented by a letter mark.

Letter Mark	Description
A+	Exceptional
A	Always Observed
A- to B+	Generally Observed
B	Sometimes Observed
B-	Rarely Observed
C+ to D	Major Offenses

C. REPORT ON STUDENT PROGRESS

1. Report Cards

a. Report cards are issued for every term.

b. Parents and guardians are encouraged to claim the cards from their child's homeroom adviser during the Parent-Teacher Conference (PTC).

c. Students who lose or damage their report cards may get a new copy from the Records Section upon submission of a notarized Affidavit of Loss and payment of a processing fee.

2. Parent-Teacher Conferences (PTC)

a. Parents or guardians are highly encouraged to attend scheduled parent-teacher conferences to receive updates about their child's progress.

b. Parents or guardians are encouraged to confer with their child's teacher or counselor for questions or concerns. They may set appointments through the Student Planner or through email.

c. Teachers who wish to confer with a student's parent will send an email or a note in the Student Planner.

D. POLICY ON PROMOTION AND RETENTION

After obtaining the final and general averages, the student may be given one of the following recommendations:

1. Promotion to the Next Grade Level

General average of C- (74.50-75.49) or higher, with no final average of D (74.49 and below) in any major subject and with no final average of Failed in any special subject

2. Retention in Current Grade Level

- General average of D (74.49 and below), or
- General average of C- (74.50-75.49) or higher but with final average of D (74.49 and below) in three (3) or more major subjects

3. Conditional Promotion Status

- General average of at least C- (74.50-75.49) but with final average of D in one (1) or two (2) major subjects
- General average of at least C- (74.50-75.49) but with final average of F in one (1) or two (2) special subjects
- In order to lift the Conditional Status and be promoted to the next grade level, the student must take and pass BOOST classes in the concerned subjects.



- A student who fails a special subject at the end of the year must complete a BOOST remedial project in order to be promoted to the next grade level.
- A student on Conditional Status who wishes to enroll in another school should first take the BOOST remedial classes required prior to transfer. The result of the remediation will determine the final status of the student.

E. HONORS AND AWARDS

1. Academic Merit Award (AMA)

The Academic Merit Award recognizes students who consistently display academic excellence throughout the semester. This is given to students who have:

- a cumulative grade average of A- for the semester;
- marks of B or higher in all major subjects and PDM criteria in both grading terms, with no major offenses; and
- a mark of Passed in all special subjects in both grading terms.

2. Academic Excellence Award (ACE)

This award recognizes students who consistently display academic excellence throughout the school year.

It is given to students who have:

- a general average of A- or higher;
- marks of B or higher in all major subjects and PDM criteria in all grading terms, with no major offenses; and
- a mark of Passed in all special subjects in all grading terms.



3. Exemplary Behavior Award

This award recognizes students who consistently model good behavior aligned with the school's values and ideals throughout the school year. It is given to students who have:

- a final average of A or higher in each PDM criterion, with no major offenses;
- marks of B+ or higher in any all PDM criteria in every term; and
- no failing marks in any subject in any grading term.

4. Graduation Awards

Graduation Awards are conferred at the graduation ceremony, which is held at the end of the school year. To qualify for graduation awards, students must have studied at MC Nuvali for at least two consecutive years.

a. Graduation Honors

To qualify for Graduation Honors, a graduate must have:

- a cumulative average of 90.000 or higher (30% from Grade 5 and 70% from Grade 6);
- marks of B or higher in all subjects and PDM criteria in every term of Grade 5 and 6, with major offenses; and
- a mark of Passed in all special subjects in all terms of Grade 5 and 6.

Graduation Honors are classified as follows:

Graduation Honors	GPA
With Highest Honors <i>May Pinakamataas na Karangalan</i>	97.500 - 100.00
High Honors <i>May Mataas na Karangalan</i>	94.500 - 97.499
With Honors <i>May Karangalan</i>	90.000 - 94.499

b. Exemplary Behavior Award

The Exemplary Behavior Award is given to a graduating student who has:

- a final average of A or higher in all PDM criteria in Grades 5 and 6;
- marks of B+ or higher in all PDM criteria in all quarters of Grades 5 and 6;
- no failing marks in any subject in any quarter in Grades 5 and 6; and
- no major offenses in Grade 5 or 6.

c. Loyalty Award

The Loyalty Award is given to graduating students who have been in Miriam College Nuvali from Kindergarten to Grade 6, with no gap year.

d. Valedictorian

This academic title is conferred upon the highest ranked student of the graduating batch, based upon the cumulative grade point average obtained at the end of the school year.

The Valedictorian must have taken all regular classes in Grade 5 and 6; that is, they were not enrolled in any STEP programs.

e. Salutatorian

This academic title is conferred upon the second highest ranking student in the graduating batch. The Salutatorian must have taken all regular classes in Grade 5 and 6; that is, they were not enrolled in any STEP programs.



CHAPTER 6

DISCIPLINE

Students of MC Nuvali are expected to behave in a manner that is aligned with the MC core values and MMJ ideals. In order to attain this, the school has formulated rules and regulations. They serve to strengthen conduct by requiring every student to exercise self-discipline. Likewise, they guarantee peace and order, which is necessary for studying efficiently. This is the spirit in which MC Nuvali students should follow school rules.

A. DISCIPLINE PHILOSOPHY

MC Nuvali believes in discipline with compassion manifested through:

- integration of the school's core values;
- promotion of student well-being;
- respect for the individual's uniqueness and giftedness;
- restoration of relationships;
- freedom with accountability and responsibility; and
- reflections of Christ, following the example of Miriam of Nazareth.

B. RULES AND REGULATIONS

1. Attendance and Punctuality

a. Regular class attendance is important for learning and self-direction. Students who are not in class are marked absent.

b. A student who has been absent must submit an excuse letter from their parent or guardian upon their return.

c. Absences are considered unexcused if an excuse letter is not submitted within two days after the student returns to school. Make-up work is not given for unexcused absences.

d. A student who has been absent for at least three consecutive days due to illness must submit a medical certificate along with their excuse letter.

e. A student who arrives after the second period is considered absent for half a school day.

f. In case of foreseen absences, parents or guardians should notify the Homeroom Adviser in writing before the first day of absence.

g. In accordance with DepEd Order no. 11, s. 2011, a student whose absences exceed 20% of the total number of school days will be retained in the current grade level.

g. A student must stay in class during school hours unless called for. Students must present their Student Planner or Permission Slip if they need to go to another location on campus during class.

h. Parents will be notified if a student is absent for three (3) consecutive days or following an established pattern.

i. Students who request early dismissal will be considered absent for half of the school day. They are responsible for any schoolwork they may miss due to their absence.

j. The process for requesting early dismissal is as follows:

Foreseen Early Dismissal	Emergency Cases	Advised by Clinic
1. Parent/guardian sends request to HRA through Student Planner or email. 2. HRA forwards letter to Administrative Officer. 3. On the day of early dismissal, student gets Gate Pass from Admin Office and presents it to guard upon exit.	1. Parent/guardian brings or emails letter of request to Admin Office. 2. AO signs request and informs HRA. 3. Admin Office calls for student and issues Gate Pass. 4. Student presents Gate Pass to guard upon exit.	1. Nurse calls parent/guardian while student waits in clinic. 2. Nurse informs HRA and gets student's bag from classroom. 3. Nurse gets Gate Pass from Admin Office. 4. Fetcher picks student up at the clinic and presents Gate Pass to guard upon exit.

2. Tardiness

- a. Students are expected to follow the class schedule. Parents may refer to the schedule given by the Homeroom Adviser.
- b. A student is considered tardy if they join the class after the Morning Ceremony has begun, or after a class period or school event has started.
- c. Parents will be notified if a student has been tardy five times in a term. This includes tardiness in the morning and after breaks.
- d. A student who comes to class late due to late dismissal from the previous class or due to official business must present a note from the teacher or person of authority.

3. Early Withdrawal

- a. When it is extremely necessary, the school will accommodate individual requests for early withdrawal.
- b. One month before the scheduled withdrawal, the parent or guardian sends a letter to the Director/Principal informing them of the decision to withdraw enrollment.
- c. Once the request is approved, the student accomplishes the Clearance Form.
- d. The Records Section issues the report card to the student upon receiving the completed Clearance Form.

4. Tests and Performance-based Tasks

- a. Teachers announce dates of tests at least three (3) days in advance.

b. Students who are unable to take the tests or perform tasks on schedule will accomplish them on a date set by the teacher. There will be a maximum of two notices for makeup work. Non-compliance will result in a grade of zero.

c. The following rules apply during tests:

- Silence should be observed.
- Only writing instruments and test papers shall be on the desk.
- Borrowing of materials (e.g. Bibles, rulers, maps, calculators, and crayons) is not allowed.
- The students should do the proper hand signal if they have questions.
- Test papers or task sheets should be carefully reviewed before submitting them to the teacher.
- No one may leave the room without permission from the teacher.
- Smart watches must be removed.

5. School Materials

a. Students must come to school with the complete materials for class such as writing materials, books, notebooks, reports, projects, pad papers, and club requirements.

b. In the school's desire to teach responsibility to the students, the only forgotten things that the school will accept are water bottles, eyeglasses, and medicines.

6. School Wear

a. Students are expected to wear clean, complete uniform with ID on campus.

b. For First Step to Kinder, the prescribed uniform for both boys and girls consists of the Miriam College polo style shirt, khaki pants with MC logo, socks, and rubber-soled shoes.

c. For Grade 1 to 6, the prescribed uniform for girls consists of tan blouse with MC patch and green tie, green skirt, tan socks, and black school shoes without heels.

The daily uniform for boys consists of the white polo with MC patch, khaki pants, white regular-length socks, and black school shoes.

d. The PE uniform for Grade 1 to 6 consists of jogging pants, a batch-colored PE shirt with the MC logo, white or black athletic socks, and rubber shoes. The PE uniform may be worn on PE and non-PE days for safety reasons.

If needed, students may change into another MCN PE shirt or any MCN shirt in their batch color after PE class.

e. During the First Communion, Confirmation, Honors Assembly, and Graduation, students are required to wear the prescribed attire and footwear.

f. For activities that require costumes, students are encouraged to use clothing and accessories they already have at home.

g. Students may wear civilian clothes every Friday. Casual clothes guidelines are as follows:

- Regular-length top with sleeves
- Pants or jeans without rips above the knee
- Skirt or sleeved dress, knee-length or longer
- Closed shoes

h. The school ID should be worn at all times with the official MC Nuvali lanyard. Covering important information on the ID, wearing another student's ID, and letting another student wear one's own ID are considered offenses.



i. A student who loses their ID must submit a written letter from their parents or guardian requesting a replacement, which will be given for a fee.

j. The school uniform may be worn in public gatherings only when students are officially representing the school.

k. Students who graduate from MC Nuvali or transfer to another school must ensure that the uniforms will not be turned into costumes or used in any activity that is not sanctioned by MCN.

7. Good Grooming

a. Students are to observe proper personal hygiene and good grooming habits.

b. Hair must be neatly combed, simply styled, and in its natural color.

b. Nails must be kept short, clean, and free of polish.

c. Faces must be clean and free of face paint and makeup.

d. Students may wear simple accessories (i.e. wristwatch, hair clips, one pair of stud earrings for girls). They are encouraged to have a handkerchief and a rosary in their pockets.

8. Respect and Care for Property

a. Students are responsible for their bags, lunch boxes, and other belongings.

b. Unless assigned, toys, electronic devices, and large amounts of money may not be brought to school.



b. They are to take good care of school property such as desks, doors, lockers, windows, bulletin boards, laboratory equipment, and audio-visual materials.

c. They should respect the property of others. They must always seek permission from the owner first before using anything.

d. Lost items should be turned over to the Administration Office. If students lose something, it must be reported at once to the Homeroom Adviser. They may verify and claim the lost items at the Administration Office.

e. They must take good care of the report cards, letters to parents, and other documents that contain information about the school and its members.

f. Lights, fans, and TVs must be turned off whenever the class leaves the classroom for recess, lunch, or dismissal, or when they transfer to another venue. However, the air conditioning units may only be turned on and off by assigned school personnel.

9. General Rules on Conduct

To maintain a safe academic atmosphere in school, students are expected to:

a. Behave mindfully of others in school, as well as on the school bus and in the immediate vicinity of the campus.

b. Respect all the members of the school community.

c. Avoid rough games, name-calling, bullying acts, making faces, rude comments, and other disrespectful behaviors that are unbecoming of an MC Nuvali student.

- d. Be attentive and participate actively in class and other school activities.
- e. Observe the 3Ps: Prayer **P**osition, Active **P**articipation, and **P**roper Behavior during Mass and other religious activities.
- f. Maintain cleanliness and orderliness on school grounds and follow proper waste segregation practices.
- g. Keep lavatories, water fountains, chairs, desks, and other facilities clean and ready for the next user.
- h. Avoid causing any disturbance to classes or activities.
- i. Proceed to the dismissal area immediately once their name is called by the Homeroom Adviser or the security personnel.
- j. Avoid bringing toys and other electronic devices. The school is not liable for any losses or untoward incidents involving the use of students' electronic devices.

10. Academic Atmosphere

Students are expected to manifest the necessary behavior that will promote and maintain the proper academic atmosphere for themselves and for others. Therefore, they should know and observe the following:

- a. Prayers are said at the beginning and end of every period.
- b. Homeroom periods shall be used for quiet study when there are no announcements and module discussions.
- c. In leaving and returning to the classrooms, students must walk in single-line formation, and as much as possible, keep away from the side near the classrooms.

d. If the class before recess and lunch requires a transfer of rooms, the students should bring their packed snacks or lunch.

e. Students may make announcements or talk to any member of the class only upon presenting a note of permission to the teacher or person in authority in charge of the class.

f. Students must follow the AJM format for written work, and make sure to write the complete information on test papers and task sheets.

	AJM MCN	
Complete Name		CN
Grade and Section		Date

Note: AJM stands for All for Jesus through Mary.

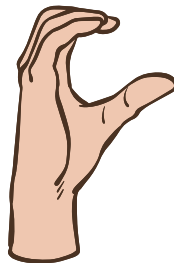
g. Students use the following hand signals to communicate with their teachers without interrupting the class discussion or activity:



to go to
the
lavatory



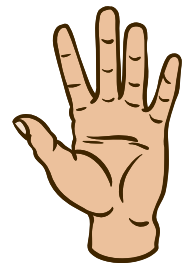
to drink
water



to go to
the clinic



to ask a
question



to recite
or answer
a question

11. Off-Campus Activities

a. School authorities have the right to control the use of the name of the school. Students may use the name of the school if designated as official representatives of MC Nuvali.

Since participation in public activities is considered a private act, students who wish to participate in public functions as students of MC Nuvali should first secure permission from the MC Nuvali Director/Principal.

b. Any student reported for misconduct and/or scandalous behavior off-campus will be subject to inquiry and investigation.

c. Students designated to attend official functions outside the school should return the permission slip signed by their parents or authorized guardians.

d. Students appearing in advertisements, films or in any form of mass media must secure the school's written permission, and are bound by the following guidelines:

- The school's name and uniform should never be used without the school's written permission.
- The content of the entire advertisement should not go against Catholic values.
- The following rules for visual presentation (TV, film, modeling, and pictorials for print and digital ads, social media, vlogs, and any presentation or publication) should be followed:
 - The attire should be modest, not flimsy or skimpy.
 - The pose, action, or focus of the shots should not have a sexual seductive, or violent overtone.
 - The whole visual presentation should be in keeping with good taste and moral values.

- The following rules for auditory presentation (Radio, TV) should be followed:
 - Verbal messages and background music should not have sexual and/or discriminatory overtones.
 - Foul or vulgar language must not be used.

12. Assigned Places and Passageways

- a. Students are expected to be at teaching-learning venues such as the classroom, laboratory, library or reading room, covered court, Music and Movement Room, Chapel, assigned club venue, or any facility designated by the teacher or the moderator during class, club hours, and after-school activities.
- b. They must be with their respective sections and teachers at the place assigned to them during the academic celebrations and general or grade-level assemblies.
- c. They may eat only at the cafeteria or other designated eating area for their grade level.
- d. Playing with any sports equipment and doing PE-related activities should only be done at the Covered Court and designated play area supervised by a teacher.
- e. The Preschool Play Area can be used by the preschool students for their outdoor play and the grade school students for their P.E. classes. However, its mini playground must only be used by the First Step, Nursery, Kindergarten, and Grade 1 students.
- f. Students playing at the playground near the Administration Office must be supervised by an adult companion.
- g. Students are expected to proceed to the dismissal area during dismissal time.

h. For those attending special classes and after-school activities, they must proceed to their designated venues.

i. To ensure orderliness during class hours, the following behavior must be observed along passageways:

- Stay in line while moving from one venue to another.
- Always keep right and pass quietly along corridors and stairs.
- Refrain from running and acting boisterously along the corridors.

13. Use of the Library and Reading Room

a. Silence and proper behavior must be observed at all times.

b. Internet stations in the library are open to all students for free on a first-come-first-served basis for school research-related work. However, students are encouraged to check the available printed materials first before availing of the Internet service. Typing of homework, and personal documents is not allowed.

c. Since school ID serves as a library card, it must be used in borrowing materials and in using Internet stations.

d. Borrowed books must be returned on time. A minimal fee will be imposed on overdue books.

e. Lost books should be replaced with the same books as the ones lost. In the event that a replacement cannot be found, students may opt to pay for the lost books.

14. Forms, Letters, Announcements to Parents

The MC Nuvali Student Planner and MC KNOLLER learning management system are to be used as communication channels between students, teachers, and parents/guardians.

However, there are times when printed letters are sent to parents and guardians through students, or announcements are posted on MC KNOLLER online classrooms. In such cases, letters and announcements must be read carefully by the parents or guardians and their children. If a response is needed through the completion of a reply slip, it must be brought back to school on or before the due date. Close communication between the school and parents/guardians is necessary.

15. On Birthday Celebrations

Birthday celebrations are part of the children's milestones. These guidelines ensure a positive and inclusive environment while prioritizing the safety and well-being of all:

- a. Parents or guardians must inform the homeroom adviser at least three days in advance.
- b. A maximum of three (3) parents or guardians may enter the classroom to facilitate the celebration.
- c. Celebrations should be kept brief and simple, allowing for a reasonable amount of time for children to enjoy the festivities without interfering with the educational goals of the day.
- d. The birthday celebrator's parents should consult other parents regarding food allergies and dietary restrictions. These must be taken into consideration when planning food for the class. Soft drinks and chips are not allowed.
- e. Food must be individually packed in reusable containers. Any leftovers should be taken home.
- f. If food will be delivered to the school, a parent or guardian must personally receive the delivery. School personnel are not authorized to receive food deliveries.

g. Gifts and loot bags are optional. They may be distributed only during dismissal time.

h. In support of our Zero Waste Policy, parents are responsible for bringing home all party-related waste. Please provide trash bags for proper waste disposal.

C. OFFENSES

Offenses violate the values of veritas (truth), peace, justice, and integrity of creation upheld by the school.

1. Acts against Veritas (Truth)

a. Bringing out, opening, or passing of notes and unauthorized use of codes and signals during tests, performance-based tasks, and other graded activities

b. Copying of answers in tests, projects, homework, seatwork, and other graded work, or allowing others to copy from them

c. Full or partial reproduction of grades, projects, requirements, and assignments

d. Changing of answers and scores on returned test papers and other graded activities

e. Plagiarism and/or submitting other's projects as one's own

f. Borrowing of answer sheets

g. Tampering with school records and official school documents like report cards, tests, and reply slips

h. Falsification of signatures

- i. Posting, passing, tampering, or creating messages or materials that are offensive or inappropriate through the Internet or other means
- j. Spreading rumors in person or through text messages, email, and the like on social networking sites
- k. Concealing or influencing others to conceal the truth
- l. Tampering with school ID (i.e. putting stickers, drawing, writing)
- m. Other acts that misrepresent or conceal the truth

2. Acts against Peace and Justice

- a. Bullying
- b. Non-attendance to regular classes, clubs, programs, and similar assemblies during class hours
- c. Preventing, threatening, or influencing from attending classes or activities or entering the school premises
- d. Habitual tardiness
- e. Habitual absence
- f. Leaving the school premises without permission from authorities
- g. Asking money or materials from others with threat
- h. Getting others' things without permission
- i. Influencing others to steal
- j. Hiding and destroying somebody else's property

- k. Writing on walls, lavatories, desks, lockers, library, school equipment, and school uniform
- l. Destroying library materials, P.E. or laboratory equipment, bulletin boards, signs, notices, and other school property
- m. Uttering or writing vulgar words with the intention to hurt others
- n. Accessing unauthorized or inappropriate websites
- o. Taking, sharing, or distributing photos, videos, or personal information of any student, faculty member, administrator, personnel, parent, or guest without permission
- p. Loitering, shouting, talking loudly, and/or laughing boisterously outside the classroom or places of the assembly during class hours
- q. Unauthorized selling or buying of items or goods on campus
- r. Non-compliance with school rules and policies
- s. Other acts that disrupt peace and justice

3. Acts against Integrity of Creation

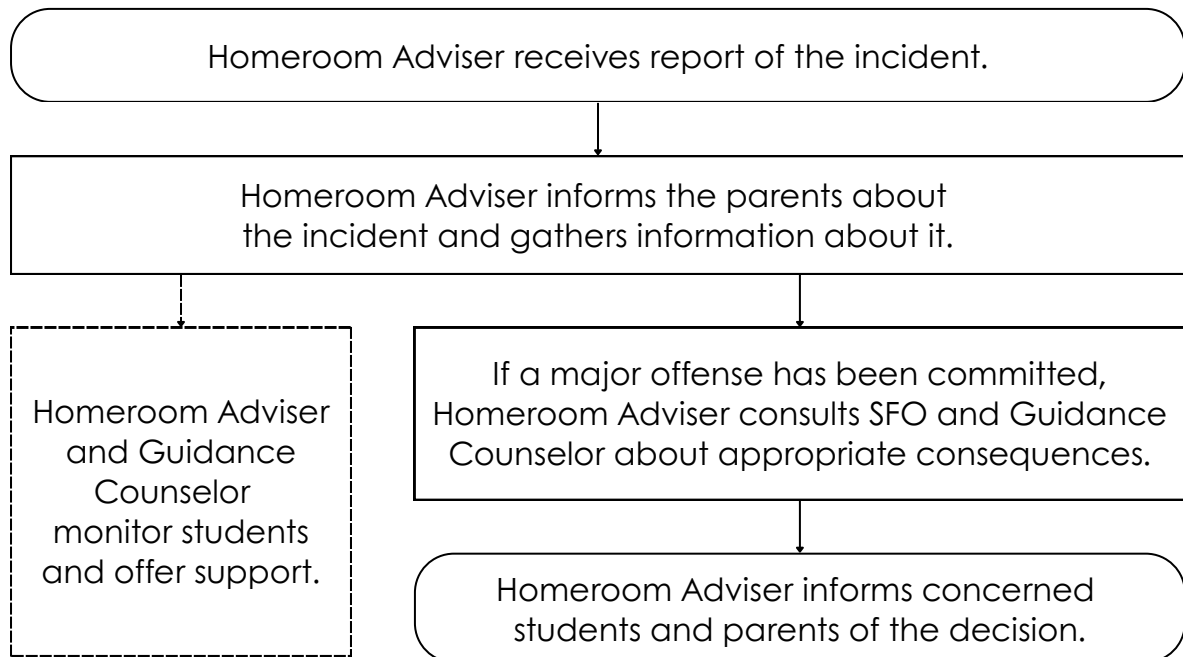
- a. Physical and verbal harm toward student or school authority
- b. Possessing or drinking prohibited drinks and substances, or influencing others to do the same
- c. Possessing or smoking cigarettes or e-cigarettes, or influencing others to do the same
- d. Possessing or using firearms, weapons, explosives, and harmful objects or substances

- e. Possessing, using, or pushing of dangerous drugs
- f. Littering in any part of campus grounds
- g. Failure to follow proper waste segregation in the classroom, canteen, and other designated places
- h. Other acts that go against the integrity of creation

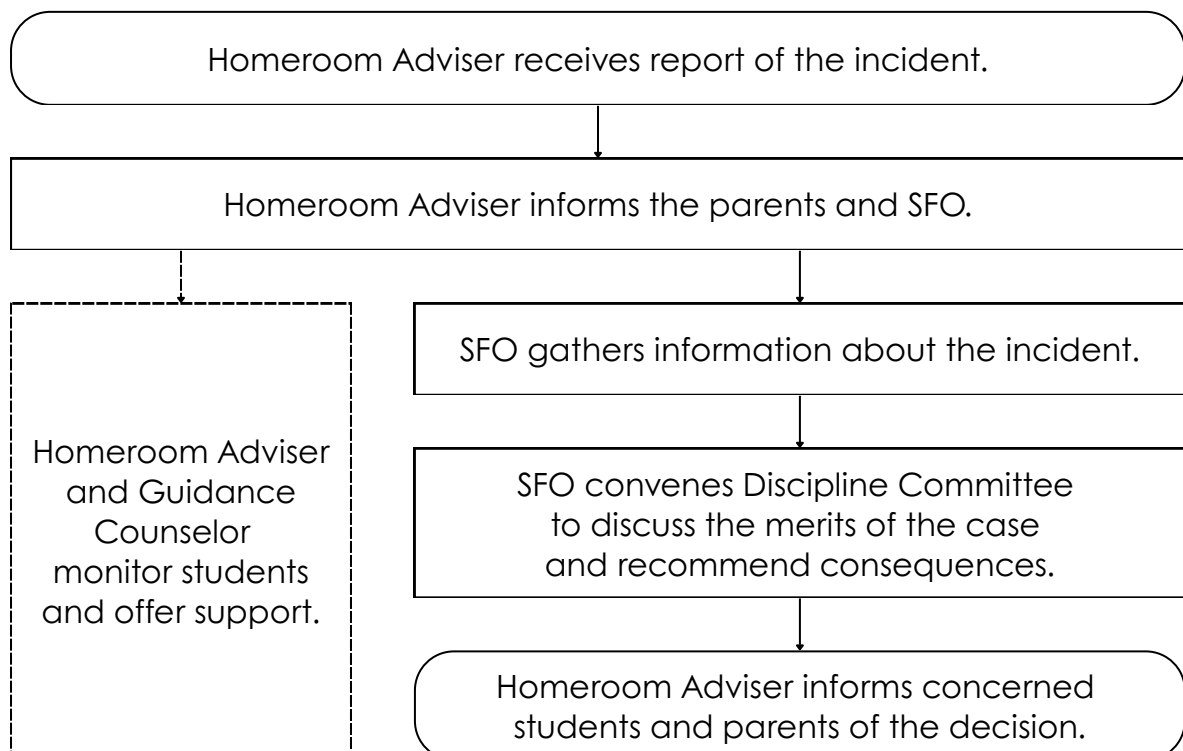
D. PROCESSING OFFENSES

- a. MC Nuvali treats every offense with objectivity, fairness, and compassion. Misbehavior is addressed in ways that are appropriate to the student's developmental stage and to the context in which the misbehavior takes place.
- b. Simple disruptions are managed by the teacher. Parents or guardians are notified if the same behavior is repeated. If it happens a third time, the behavior is escalated as a minor infraction.
- c. Minor infractions are behaviors that go against general school rules and compromise the quality or safety of the learning environment. The homeroom adviser informs the parent through a note in the Student Planner (for Grade 1-4) or a Discipline Reminder Form (for Grade 5-6). The behavior is then recorded and referred to when teachers discuss the student's PDM.
- d. Major offenses are behaviors that cause significant harm to a fellow student, to the community, or to the student themselves. Major offenses indicate a need for deeper support and more structured repair, so they are handled with the help of the Guidance Counselor and the Student Formation Office.

Grade 1-4



Grade 5-6



E. CONSEQUENCES FOR OFFENSES

MC Nuvali imposes consequences on students who have committed an offense. These practices aim to develop students to become responsible citizens. Consequences are determined based on the context and gravity of the offense.

1. For minor infractions, the following consequences are given as deemed fit:

- Verbal reminder
- Written reminder
- Teacher-student-parent conference
- PDM grade consequence

2. For academic dishonesty, the following consequences may be applied:

- PDM grade consequence
- Zero in the entire assessment or the relevant portion
- No opportunity for make-up work

3. For major offenses, the consequences may be applied:

- PDM grade consequence
- Days of reflection
- Community service (CS)
- Probation (P)
- Suspension (S)
- No graduation ceremony (NGC)
- Dismissal (D)

Other relevant consequences or interventions may be recommended, as needed.

Range of Consequences for Major Offenses

Major Offenses	PDM	CS	P	S	NGC	D
Acts Against Veritas						
Academic dishonesty	/	/	/	/	/	/
Tampering with school records and official school documents	/	/	/	/	/	/
Falsification of signatures	/	/	/	/	/	/
Posting, passing, tampering, or creating offensive or inappropriate messages or materials	/	/	/	/	/	/
Spreading rumors in person or online	/	/	/	/	/	/
Concealing or influencing others to conceal the truth	/	/	/	/	/	/
Tampering with school ID	/	/	/	/	/	
Acts Against Peace and Justice						
Bullying	/	/	/	/	/	/
Non-attendance to regular classes, club meetings, programs, and other school activities during class hours	/	/	/	/	/	/
Preventing or influencing a student not to attend classes or activities	/	/	/	/	/	/
Habitual tardiness	/	/	/			
Habitual absence	/	/	/			/
Leaving school premises without permission	/	/	/	/		
Using threat to get money or materials from others	/	/	/	/	/	

Range of Consequences for Major Offenses

Major Offenses	PDM	CS	P	S	NGC	D
Getting others' things without permission	/	/	/	/		
Influencing others to steal	/	/	/	/	/	/
Hiding and/or destroying someone else's property	/	/	/	/		
Writing on school materials, equipment, buildings, uniforms, and the like	/	/	/	/	/	
Destroying library materials, PE and laboratory equipment, bulletin boards, and other school property	/	/	/	/	/	/
Uttering or writing vulgar words with the intention to hurt others	/	/	/	/	/	
Accessing unauthorized or inappropriate websites	/	/	/	/	/	
Taking, sharing, or distributing photos, videos, or personal information of any member of the community without permission	/	/	/	/	/	/
Loitering, shouting, talking loudly, and/or laughing boisterously outside the classroom or places of assembly during class hours	/	/	/			
Unauthorized selling or buying of goods inside the campus	/	/	/	/	/	/
Non-compliance with school policies and general rules of conduct	/	/	/	/	/	/
Acts Against Integrity of Creation						
Physical and verbal harm to student or school authority	/	/	/	/	/	/

Range of Consequences for Major Offenses

Major Offenses	PDM	CS	P	S	NGC	D
Drinking or possessing prohibited drinks and substances or influencing others to do the same	/	/	/	/	/	/
Smoking or possessing cigarettes or influencing others to do the same	/	/	/	/	/	/
Possessing or using firearms, explosives, harmful objects, or chemicals	/	/	/	/	/	/
Possessing, using, or pushing of dangerous drugs	/	/	/	/	/	/
Littering in the classroom, corridors, dismissal areas, and other school facilities	/	/	/			
Failure to follow proper waste segregation in the classroom, canteen, and other designated places	/	/	/			

CHAPTER 7

SAFETY AND SECURITY



A. Administration Office

Monday to Friday, 7:30 a.m. to 4:00 p.m.

The Administration Office is the central office for matters related to safety, security, and school facilities.

1. Facilities Reservation

Students who wish to use school facilities must be supervised by a teacher, who must sign the Facilities Reservation Form on their behalf and serve as their official chaperone for the entire duration of the activity.

2. CCTV Review

Reviewing of CCTV footage is permitted only if it relates directly to a specific incident or concern (e.g. physical harm, stealing). Parents or students who wish to request a CCTV review must accomplish a CCTV Review Form, which the office will decide on following the school's CCTV viewing policy.

3. Lost and Found

All surrendered or claimed items will be recorded by the Admin Office. Students may claim only items that belong to them.

B. Entry and Exit

1. The MC Nuvali car sticker is required for all motor vehicles regularly entering the campus.

a. The MC Nuvali car sticker is valid only for the current school year and the vehicle for which it has been issued.



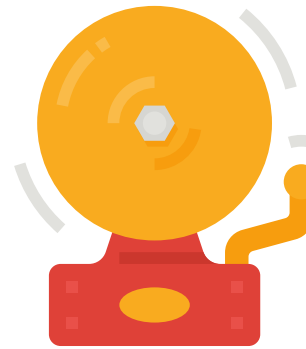
- b. The car sticker is issued upon submission of the necessary documents and payment of the processing fee.
 - c. Drivers and passengers must comply with campus rules and regulations as stated in the car sticker application form.
 - d. If a vehicle does not have a car sticker, the driver must surrender a valid ID to the security guard in order to be given a Gate Pass. The Gate Pass must be prominently displayed on the dashboard and returned to the guard upon leaving school premises.
2. Parents, guardians, and visitors who wish to enter the school building must secure a Visitor's Pass at the building entrance.
- a. Visitors must present a valid ID to the school guard and register in the Visitor's Logbook.
 - b. Upon clearance by the office or person to be visited, the school guard will issue a Visitor's Pass and accompany the visitor to the Administration Office or waiting area.
 - c. Parents and guardians are encouraged to set an appointment with their child's teacher or with the concerned office before going to school. They may do this through a letter, e-mail, or a phone call.
 - d. All visitors must follow school rules, policies, procedures, and dress code.
3. A Companion Pass is issued to a family-designated companion of a student who is physically challenged or has special needs arising from a medical condition.
4. Students are highly discouraged from receiving personal visitors on campus.

C. PARKING

1. Engines must be turned off while the vehicle is parked or idle.
2. Drivers must ensure the safety of their passengers while waiting for students to be dismissed. Children must be kept off the campus roads by an accompanying adult.

D. SMOKE AND LITTER-FREE CAMPUS

MC Nuvali is a smoke and litter free zone. Smoking, smoke-belching, and littering are strictly prohibited. Proper waste segregation should be observed at all times. Those caught violating this policy will be dealt with accordingly.

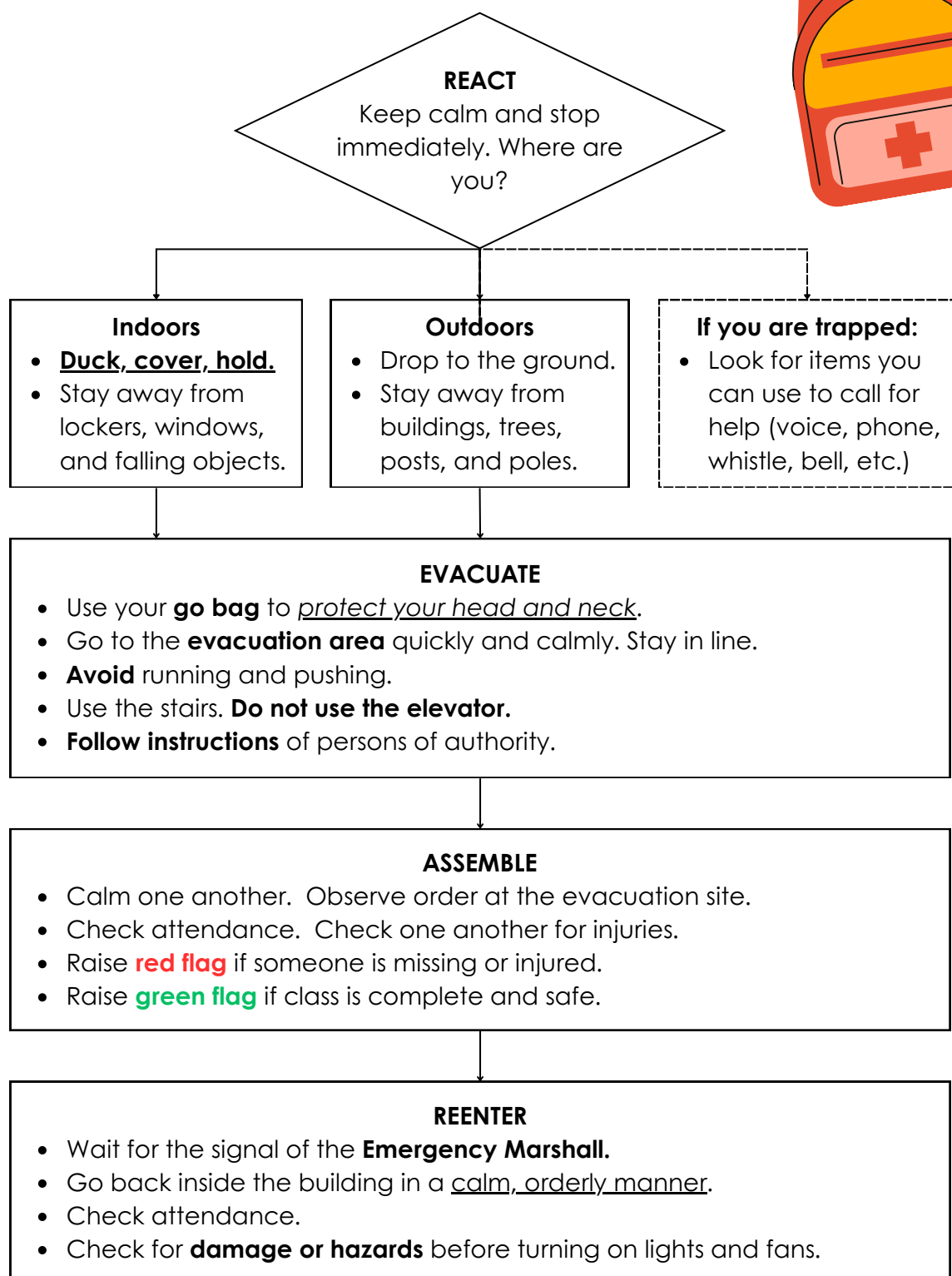


E. DISMISSAL

1. Fetchers are advised to pick up students not later than 15 minutes after dismissal.
2. Authorized fetchers must have the **Dismissal Card** with them.
3. Students who are not fetched beyond the dismissal time must wait at the dismissal area.
4. If the authorized fetcher fails to present the Dismissal Card, or claims that the card is with the child, they will be given the **Temporary Dismissal Pass** which is only valid on that day.
5. A student who loses their Dismissal Card must submit a written letter from their parents or guardians to request for a replacement with a corresponding fee.

F. EMERGENCY PROCEDURES

1. Earthquake Drill



2. Fire Drill

EVACUATE

- **Stop** all activity and leave the building immediately.
- **Be aware** of your surroundings. Stay low if you see smoke.
- **Cover your nose and mouth** to keep from inhaling smoke.
- **Stay in line.** Avoid running and pushing.
- **Use the stairs.** Do not use the elevator.
- **Follow instructions** of persons of authority.



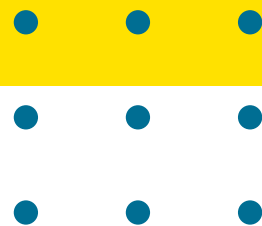
ASSEMBLE

- Calm one another. Observe order at the evacuation site.
- Check attendance. Check one another for injuries.
- Raise **red flag** if someone is missing or injured.
- Raise **green flag** if class is complete and safe.

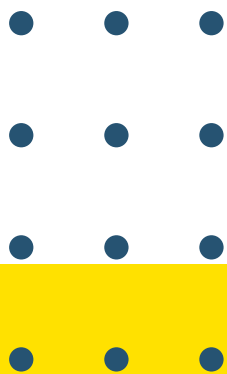


REENTER

- Wait for the signal of the **Emergency Marshall**.
- Go back inside the building in a calm, orderly manner.
- Check attendance.
- Check for **damage or hazards** before turning on lights and fans.



APPENDICES



Appendix 1

SCHOOL PRAYERS

Aspiration Prayer

Miriam of Nazareth, teach us your ways and lead us to Jesus.

Prayer for Truth

Lord, Jesus Christ,
You are the Way, the Truth and the Life.
Hear our prayer for truth and integrity
in all segments of society today.

May the truth be spoken by us and affirmed in others,
that in seeking truth, the world will come to find You,
the Source of All Truth.

Wherever relationships are weakened by deception or hypocrisy,
strengthen good Christian character among us
that we may bear witness to the critical need for truth.

May your Spirit of Truth fashion minds and hearts
open to a moral integrity so strong
that both words and actions can be trusted.

In public and private life,
deepen among us a genuine commitment
to honesty, sincerity and truth-telling.

Let nations and peoples not compromise truth
by rationalization or pretense,
but safeguard and defend it always
as Your most precious gift.

Lord, may those around us come to know
that they can take us at our word,
until that day when all the world lives in truth
and the Truth sets us free. Amen.

Prayer for Justice

Grant us, Lord God, a vision of your world
as your love would have it:
a world where the weak are protected,
and none go hungry or poor;
a world where the riches of creation are shared, and everyone can enjoy them;
a world where different races and cultures
live in harmony and mutual respect;
a world where peace is built with justice,
and justice is guided by love.
Give us the inspiration and courage to build it,
through Jesus Christ our Lord. Amen.

Panalangin para sa Kapayapaan

San Francisco ng Assisi

Panginoon, gawin Mo kaming daan ng iyong kapayapaan:
upang kung saan may alitan, magtanim kami ng pagmamahal;
kung saan may kapinsalaan, ng pagpapatawad;
kung saan may alinlangan, ng pananampalataya;
kung saan may kahinaang-loob, ng pag-asa;
kung saan may kadiliman, ng liwanag;
kung saan may kalungkutan, ng ligaya.

O Makalangit na Guro, igawad sa amin ang biyaya
na kami'y maghanap ng maaaruga at hindi ng sariling kapakanan;
na kami'y umunawa sa halip na unawain;
na kami'y magmahal sa halip na mahalin.

Sapagkat sa pagbibigay kami nakatatanggap;
sa pagpapatawad kami nakasusumpong ng kapatawaran;
at sa pagkamatay sa sarili kami isinisilang
sa buhay na walang hanggan. Amen.

Prayer for Our Earth

Pope Francis (Laudato Si')

All-powerful God, you are present in the whole universe
and in the smallest of your creatures.
You embrace with your tenderness all that exists.

Pour out upon us the power of your love,
that we may protect life and beauty.
Fill us with peace, that we may live
as brothers and sisters, harming no one.

O God of the poor,
help us to rescue the abandoned
and forgotten of this earth,
so precious in your eyes.

Bring healing to our lives,
that we may protect the world and not prey on it,
that we may sow beauty, not pollution and destruction.
Touch the hearts of those who look only for gain
at the expense of the poor and the earth.

Teach us to discover the worth of each thing,
to be filled with awe and contemplation,
to recognize that we are profoundly united
with every creature
as we journey towards your infinite light.

We thank you for being with us each day.
Encourage us, we pray, in our struggle
for justice, love, and peace. Amen.

Prayer for the Philippines

O Almighty God, bless and protect the Philippines. May it ever be a country
of freedom and justice. Teach us to love You and to love our country.
Inspire and guide our rulers. May we always be united and loyal to You,
and may we always be loyal to our country and to our flag. Grant us true
peace. Amen.

Appendix 2 LUPANG HINIRANG

Bayang magiliw, Perlas ng Silanganan
Alab ng puso, sa dibdib mo'y buhay
Lupang hinirang, duyan ka ng magiting
Sa manlulupig di ka pasisiil
Sa dagat at bundok
Sa simoy at sa langit mong bughaw
May dilag ang tula at awit sa paglayang minamahal
Ang kislap ng watawat mo'y
Tagumpay na nagniningning
Ang bituin at araw niya kailan pa ma'y di magdidilim
Lupa ng araw, ng luwalhati't pagsinta
Buhay ay langit sa piling mo
Aming ligaya na pag may mang-aapi
Ang mamatay nang dahil sa iyo.

Musika ni Julian Felipe
Titik ni Jose Palma

Appendix 3

ANG BAGONG PANATANG MAKABAYAN

Iniibig ko ang Pilipinas,
Aking lupang sinilangan
Tahanan ng aking lahi
Kinukupkop ako at tinutulungang
Maging malakas, masipag at marangal
Dahil mahal ko ang Pilipinas
Diringgin ko ang payo ng aking magulang
Susundin ko ang tuntunin ng paaralan
Tutuparin ko ang tungkulin
Ng mamamayang makabayan
Naglilingkod, nag-aaral, at nananalangin
Nang buong katapatan.
laalay ko ang aking buhay, pangarap,
Pagsisikap sa bansang Pilipinas.

Appendix 4

PANUNUMPA NG KATAPATAN SA WATAWAT NG PILIPINAS

Ako ay Pilipino,
Buong katapatang nanunumpa
Sa watawat ng Pilipinas,
At sa bansang kanyang sinasagisag,
Na may dangal, katarungan at kalayaan,
Na pinakikilos ng sambayanang
Maka-Diyos, makatao,
Makakalikasan at makabansa.

Appendix 5 MIRIAM COLLEGE HYMN

The blue and gold of Miriam
Will keep our spirits flying high
Wherever we are, wherever we'll be
Faithful we'll always be to thee
Alma Mater, we'll be true
To your spirit through and through

REFRAIN

We sing thy praises, Miriam
Thy joy, thy wisdom, and love
Lead onward, heavenward Miriam
God's blessings be yours from above

Oh Miriam so fair and true
We pledge our loyalty to you
Witness to Christ throughout the land
Children of Mary, hand in hand
Alma Mater you, will be
Even fair and dear to me

(REPEAT REFRAIN)

*Revised in 1989
Original lyrics by MCHS Class of 1954,
arranged by Sister Mary Francis Leo, M.M.*

Appendix 6

PROGRESS REPORT CARDS FOR PRESCHOOL

FIRST STEP

FIRST STEP

NAME: _____

SECTION: _____

KEY: EV – Evident D – Developing EM – Emerging
NE – Not Evident N – not introduced or not assessed

	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
PHYSICAL DEVELOPMENT				
<i>Gross Motor Skills</i>				
Shows good body balance and control				
Shows good body awareness and coordination in doing various body movements				
Imitates body movements during music and movement activities and Fitness Fun				
<i>Fine Motor Skills</i>				
Demonstrates eye-hand coordination in doing functional tasks				
Engages in various art activities				
Draw recognizable figures				
Exhibits pre-writing skills				
Demonstrates construction skills using different materials				
Manipulates toys and small objects				
Performs daily self-help tasks				
SOCIO-EMOTIONAL DEVELOPMENT				
<i>Self-Awareness</i>				
Responds to name when called				
Shares information about self				
Labels own feelings				
<i>Self-Management</i>				
Expresses feelings appropriately				
Does assigned tasks during Center Time Activities				
Adjusts to change in routine				
<i>Social Awareness, Relationship Skills, Responsible Decision-Making</i>				
Recognize the feelings of others				
Interacts with other children				
Interacts with adults				
Exhibits appropriate behavior during Circle Time				
Participates in Circle Time Activities				
SPIRITUAL DEVELOPMENT				
Does BRAVE Time activities				
Says simple prayers				
Observes proper behavior when praying				
Relates MMJ ideals with one's experiences				
Listens and reacts to Bible stories and BRAVE Time lessons				

	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
COGNITIVE DEVELOPMENT				
<i>Early Math Skills</i>				
Identifies basic colors				
Identifies basic shapes				
Copies, completes, extend, and creates single patterns				
Sorts objects according to color and shape				
Identifies same and different objects in a set				
Compares objects by size and length				
Rote counts up to 10				
Counts objects with one-to-one correspondence (up to 5)				
Identifies and sequences numerals (0-5)				
<i>Early Science Skills</i>				
Observes and explores the environment using five senses				
Shows interest and curiosity about the world and how things work				
Participates in investigations, problem-solving, and Tinker Time activities				
<i>Early Literacy Skills</i>				
Participates in Peek-a-Book Activities				
Demonstrates print awareness				
Demonstrates phonological awareness				
Recognizes uppercase and lowercase letters				
Listens actively to stories and shares one's own experiences related to the text				
Represents ideas through symbols				
<i>Language and Communication Skills</i>				
Names familiar objects in English and Filipino				
Speaks in a way that can be understood by others				
Expresses ideas in phrases				
Shares stories about recent events				
Answers simple questions				
Asks "why" and "what" questions				
Able to hold attention and focus during Discovery Time				
Follows two-step instructions				

ATTENDANCE	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Days of School				
Days Absent				
Days Tardy				

NURSERY

NURSERY		SECTION:			
NAME:					
KEY: EV - Evident D - Developing EM - Emerging NE - Not Evident N - not introduced or not assessed					
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
COGNITIVE DEVELOPMENT					
Early Math Skills					
Identifies basic colors and shapes					
Recognizes, compares, and creates single and double patterns					
Compares objects according to color, shape, and size					
Compares and arranges objects by size, length, and height					
Understands the concept of time					
Recalls counts from 1-20					
Counts objects with one-to-one correspondence (up to 10)					
Identifies and separates numbers 1-10					
Manipulates problems using ordinal numbers (1st to 10th)					
Understands the relationship between numbers and quantities					
Adds and subtracts within 5 using different strategies					
Early Science Skills					
Observes and explores the environment using five senses					
Shows interest and curiosity about the world and how things work					
Participates in investigations, problem-solving, and Thinker Time activities					
Early Literacy Skills					
Participates in Read-aloud Activities					
Identifies and separates sounds					
Demonstrates phonological awareness					
Identifies uppercase and lowercase letters					
Recognizes letter sounds and matches letters with corresponding letter sound					
Writes actively to describe and share thoughts and experiences related to the text					
Represents ideas through drawings and drawings					
Language and Communication Skills					
Uses vocabulary appropriate for the level					
Speaks clearly					
Expresses ideas in complete sentences					
Gives short explanations when answering questions					
Asks simple questions					
Recalls ideas discussed during Discovery Time					
Follows three-step instructions					
ATTENDANCE					
Days of School					
Days Absent					
Days Tardy					

KINDERGARTEN

KINDERGARTEN		SECTION:			
NAME:					
KEY: NE - Not Evident EM - Emerging D - Developing EV - Evident					
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
COGNITIVE DEVELOPMENT					
Early Math Skills					
Copy, complete, extend and create patterns (AAB, AAB, AAB, AAB, AAB)					
Sorts, classifies, arranges objects according to a given attribute					
Describes, compares and measures objects based on size, height, length and weight					
Demonstrates understanding of the concept of time					
Demonstrates understanding of numbers					
Demonstrates understanding of the relationship between numbers and quantities					
Adds and subtracts within 10 using different strategies					
Represents and interprets data using symbols, pictures and simple graphs					
Early Science Skills					
Observes and explores the environment using five senses					
Shows interest and curiosity about the world and how things work					
Participates in investigations, problem-solving, and Thinker Time activities					
Early Literacy Skills					
Shows interest in books, stories, poems and songs					
Demonstrates print awareness					
Demonstrates phonemic awareness					
Exhibits mastery of letters and letter sounds					
Recalls CVC words, sight words, phrases, and sentences					
Writes actively to share and contribute meaningful ideas related to the text					
Writes descriptive spelling in writing words, phrases and simple sentences to communicate					
Expresses ideas through drawings and words					
Language and Communication Skills					
Uses vocabulary appropriate for the level					
Uses and applies basic grammar concepts and skills					
Speaks clearly and audibly					
Expresses ideas in complete sentences					
Gives meaningful and relevant answers to questions					
Asks significant questions					
Shows understanding of topics discussed in during Discovery Time					
Follows four-step instructions					
ATTENDANCE					
Days of School					
Days Absent					
Days Tardy					

Appendix 7

GUIDANCE ON CANCELLATION OF CLASSES DUE TO INCLEMENT WEATHER AND OTHER FACTORS'

Miriam College Nuvali follows national and institutional guidelines on cancellation of work and classes due to inclement weather, as issued by the Department of Education and the School President of Miriam College.

A. Cancellation of Classes

1. Students and parents are advised to monitor media advisories coming from government agencies such as PAGASA, Local Government Unit/Local Disaster Risk Reduction and Management (DRRM) Council, Regional or National DRRM Councils, and the Office of the President (Malacañang).
2. When class suspensions are officially announced by the LGU or other government agencies, onsite sessions scheduled for the affected grade level shall be suspended.
3. In case of suspension of face-to-face classes, MCN has the discretion to shift to online synchronous or asynchronous mode. Class schedules and activities will be announced by the Homeroom Adviser.
4. Make-up classes will be required if the number of actual school days, considering class suspensions and holidays, falls below 90% of the contact days as outlined in the school calendar.
5. Consistent with DepEd guidelines, MC Nuvali also relies on the discretion of parents to decide if their child will attend class. Students who are unable to attend classes due to heavy rain, flooding, and the like must present an excuse letter upon return to class. Be assured that MC Nuvali shall be considerate of students who are absent on these days.

B. Mid-day Suspension of Classes

1. The dismissal time for mid-day class suspensions is as follows:

First Step and Nursery	10:00 AM
Kindergarten and Grade 1	10:15 AM
Grade 2 and 3	10:30 AM
Grade 4 to 6	10:45 AM
Grade 7 to 12	11:00 AM

2. In case of mid-day cancellation of classes, students shall be allowed to leave the campus only when their fetchers arrive.

3. Cancellation of classes will apply for the entire day, even when the storm signal warning is lifted.

C. Out-of-Classroom Activities

1. In the event of class and work cancellation due to inclement weather or an emergency, all unit activities scheduled on the same day shall be automatically cancelled. Parents and students will be informed of the new schedules on Facebook, Instagram, the MCN Viber community, and the Miriam College website as soon as work and classes resume.

2. For weekend (Saturday and Sunday) activities, announcements will be posted via Facebook, Instagram, and the website not later than 5:00 p.m. the day before.

D. Announcements

1. Announcements will be made through the following channels:

- School trunk line: +63 49 576 0987
- Facebook: <https://www.facebook.com/MiriamCollegeNuvali/>
- Instagram: <https://www.instagram.com/miriamcollegenuvali/>
- MCN Viber community

2. The Institution will make announcements through major radio and television networks, particularly GMA 7, only in cases when it decides to cancel classes/work independently.

3. Only official announcements or those approved by the Vice President for Academic Affairs (VPAA) may be shared on social media and other communication platforms.

4. As a general guideline, it should be presumed that the absence of any announcement on cancellation of classes/work by government agencies or by the school means there will be classes/work.

Appendix 8

MIRIAM COLLEGE SAFE SPACES PRIMER

I. PURPOSE

What is the purpose of the Safe Space Primer?

This primer presents a detailed guide for all Miriam College employees and students on what to do and on what actions they can take should they or someone they know encounter incidents of Gender-Based Sexual Harassment (GBSH) within spaces covered by the school. This primer will mainly cover the procedures and steps that individuals or groups may take in reporting and filing a complaint, using the different mechanisms and channels provided by the school. It will also cover relevant information relating to investigation, hearing, and deciding a case, as well as options a Complainant and a Respondent have should they decide to appeal a decision.

Note that the Primer may be subject to change and may be updated from time to time as the Institutional Committee on Ethics and Protocol (ICEP) and the Committee on Decorum and Investigation (CODI) continue to review policies and guidelines of the school in relation to the Safe Spaces Act and to previous and current cases being handled.

What is Miriam College's responsibility?

As a premier learning institution, Miriam College values the dignity of every human person, respects human rights, believes in the role of women in nation-building, and upholds the fundamental equality before the law of men and women. As such, the school is committed to creating a safe space environment for all members of its community that is free from discrimination and harassment. It is also committed to truth and will ensure prompt investigation of all allegations of harassment that happens on its campus in a fair and objective manner.

II. SCOPE

What offenses are covered by the primer?

This primer covers gender-based sexual harassment (GBSH) and online sexual harassment concerning students and employees. The Safe Space Act (R.A. 11313) defines GBSH as a form of harassment that is based on sex, sex-stereotyping, sexual orientation or gender identity. It can come in these forms:

- Verbal (i.e. catcalling, sexual jokes, homophobic remarks)
- Nonverbal (i.e. intrusive gazing, stalking, and cyberstalking, incessant messaging)
- Graphic (i.e. sharing inappropriate images or videos such as gifs or unauthorized sharing of photos and videos)
- Physical aggression (i.e., unwelcome sexual advances, demand for sexual favors)
- Intimidation (i.e. threatening a person through private messaging or online comments)
- Hostile conduct (i.e. psychological and emotional threats)

This form of harassment involves conduct of a sexual nature that causes or likely to cause the following to a person:

- mental, emotional or psychological distress
- fear of personal safety such as sexual harassment acts committed through nonconsensual, unwanted, or uninvited sexual action
- fear of personal safety for remarks against any person regardless of the motive for committing such action or remarks

Incidents of GBSH are also provided under the following:

- 1.R.A. No. 11313 and Sections 5, 13, and 18 of its IRR (Safe Spaces Act)
- 2.R.A. No. 7877 (Anti-Sexual Harassment Act of 1995)
- 3.Department of Education (DepEd) Order No. 40, 2. 2012 (Child Protection Policy)
- 4.Miriam College's Policy Against Sexual Harassment.

Who can commit these offenses?

Under the Anti-Sexual Harassment Act of 1995 (RA7877), an offender is a person who has authority, influence or moral ascendancy over another (i.e principals, school heads, teachers, instructors, professors, coaches). This definition has since been expanded under the Safe Space Act of 2019 where it states that anyone can be an offender, regardless of age, sex, or status.

In training and educational institutions, sexual harassment is committed:

- Against a student, trainee by a faculty, trainer, coach, or employee;
- Against a faculty, trainer, or coach by a student or trainee or employee;
- Against a subordinate by a supervisor;
- Against a supervisor by a subordinate;
- Against peers by classmates or friends or co-employees;
- Against third party service providers and suppliers and other stakeholders by students, faculty, and co-workers; and
- Against students, employees by third party service providers and suppliers and other stakeholders.

Can students who are minors be held liable for GBSH acts?

Minor students who are found to have committed acts of GBSH shall only be held liable for administrative sanctions as stated in the School Handbook.

What possible places/areas can these offenses be committed?

In the context of Miriam College, anywhere within its premises covering its branches in MC Nuvali and MC Alviera, including organizations, companies, on-the-job sites which the school has partnered with for its students', faculty members', and employees' internship, apprenticeship, seminars/workshops, or training and development. It can also cover outsourced services such as school buses, canteen concessionaires, and janitorial and security services, among others.

Examples of places where GBSH may occur that is within Miriam College's jurisdiction:

- Offices
- Classrooms
- Chapel
- Canteen
- School club hangouts or offices on campus
- Inside a school bus
- Faculty Rooms
- Laboratories
- A partner school abroad or locally where a student is doing her internship or attending an event
- A partner company where a student is doing her OJT
- A company where a faculty may be attending a workshop
- A place visited during a field trip

Who can complain?

Employees; students or those undergoing training, instruction, or education; third party service providers; suppliers; applicants for employment; and other relevant stakeholders of Miriam College can report or file a complaint for GBSH or sexual violence. These complaints can be filed through the following:

- Regular channels or designated offices identified by the school
- Safeline, an anonymous and confidential telephone service
- Safe Spaces email: safespaces@mc.edu.ph
- MC Nuvali Reporting Form: bit.ly/MCNsafespacesreport

III. REPORTING AN INCIDENT

How do I report a complaint and in what form?

The school has three mechanisms in place where incidents of GBSH or sexual violence may be reported. Each mechanism upholds the safe space definition that every person is respected, handled, and accommodated with no judgement or no discrimination in relation to gender, age, race, social standing, and experiences.

1. Regular Channels

The different members of the Miriam College community may approach these designated offices to report incidents of GBSH:

- Students may report to the Student Council and Office of Student Affairs
- Parents may report to the Office of the Principal (for the Basic Education Unit) or Office of the Dean (for the Higher Education Unit)
- Employees may report to the Human Resources Division
- Third party service providers and suppliers may report to the Administrative Service Office
- Alumni may report to the Alumni Engagement Office

Should the following offices know or reasonably know that acts of GBSH or sexual violence could have been committed and have created a hostile environment, said offices must take immediate action to eliminate the same acts, prevent their recurrence, and address their effects.

To this end, the following offices shall include the conduct of an investigation, on its own initiative, and referral of offended party for appropriate psychosocial or medical services.

Upon the receipt of report or complaint, the designated offices will determine if the complainant needs immediate assistance (e.g., counseling, medical services, etc.), and shall ensure that these are provided if the complainant chooses to avail of such.

2. MC SAFE SPACES EMAIL: safespaces@mc.edu.ph

This is a dedicated email where student and employees may report incidents, violations, or concerns related to safe spaces. Senders have the option to report an incident or file a complaint anonymously or otherwise. Either way, complainants are assured that every report will be treated with utmost confidentiality.

Once you have emailed a report, a counselor will be at the receiving end and will email you back questions related to the incident that will guide the school in its investigation. A coordinator will be responsible for directing the complaint to the proper committee/ services for case management which may be any of the following:

- Institutional Committee on Decorum and Investigation (CODI)
- Employee Discipline Committee
- Unit-level discipline committees
- Institutional counseling services
- Unit-level guidance and counseling services

3. MC NUVALI REPORTING FORM: bit.ly/MCNsafespacesreport

This is a dedicated Google Form where students and employees may report incidents, violations, or concerns related to safe spaces specifically for MC Nuvali. Senders have the option to report an incident or file a complaint anonymously or otherwise. Either way, every report will be treated with utmost confidentiality.

The Student Formation Office will receive the report and will be responsible for gathering further information and directing the complaint to the proper committee or services for case management.



MC Nuvali Reporting Form
bit.ly/MCNsafespacesreport

4. MC SAFELINE: (0918) 964-5301

Call Operations: Mondays to Fridays, 3:00-10:00 p.m.

MC Safeline is an anonymous and confidential telephone service for MC students, faculty, and staff to report incidents, violations, or concerns related to safe spaces. Safeline also offers advice and support and refer callers to appropriate resources or services for further information and support.

A counselor will receive the call and will be responsible for directing the complaint to the proper committee/services for case management.

Should the caller need counseling support, the Coordinator will refer him/her to an internal guidance and counseling services or to an external resource. The Safeline service will also provide information on the ways the school handles issues related to other safe space concerns and violations, such as bullying and social media abuse.

How will Safeline handle anonymous callers?

Whether a caller is anonymous or not, he/she will be given a case number, which will be used to confirm that the report has been received and will be acted on. Anonymous callers will be asked to contact Safeline after a given period to be informed of actions that will be taken. Expect the counselor on the other end of the line to ask a couple of questions related to the incident that will guide the school in investigating the case.

How do the aforementioned mechanisms ensure fair handling of both Complainant and Respondent?

It is the school's responsibility to uphold both the Complainant's and Respondent's rights and privacy from the moment a report is made and all throughout the process of investigation, hearing, and decision. Given this, Miriam College made sure that all the reporting mechanisms have their respective case management protocols that are guided by the principles of due process and fair investigation. Such protocols will include safeguards against and proper handling of false accusations.

IV. FILING AN INCIDENT

What is expected of me once I have filed a complaint?

After reporting an incident through any of the mechanisms provided by the school, the coordinator will guide the complainant in the formal filing of a complaint. This complaint will be filed in writing and endorsed to the Institutional Committee on Decorum and Investigation (CODI) within 48 hours. The following will be asked of you:

- Full name
- Position
- Address and contact details
- Parent(s) or legal guardian, if you are a minor
- Full name, position, and contact details (if known) of the party being complained about ("Respondent")
- The full name and mother unit, office, or department where the alleged offender is assigned (if known)

- The full name and mother unit, office, or department where complainant is assigned (if employee) and full name and grade/year level (if student). Information about the complainant will be for the use of the committee members only if the complainant wants to remain anonymous.
- A brief statement of the relevant and material facts and evidence
- Additional evidence and witness/es

Within five (5) days from receipt of the complaint referral, a hearing for the complainant will be scheduled. In cases involving a student, a counselor may sit in or accompany him/her during the hearings, if there is a need or request to do so.

Can someone else file a complaint on behalf of another student / faculty / employee?

Yes, anyone can file a complaint on behalf of someone who has experienced incidents of GBSH, online sexual harassment, or sexual violence. As stated in the Safe Spaces Act, even if the individual does not file a complaint or does not request that the school take action, the school is duty-bound to act and resolve the situation as long as school authorities have knowledge or reasonably know about a possible or impending act of GBSH or sexual violence. It is the school's duty to take immediate action to eliminate the same acts, prevent their recurrence, and address their effects.

I am a Respondent, what is expected of me?

1. If a complaint has been filed against you, you will be contacted by the coordinator and informed about the complaint made against you. The coordinator will also ask for the following:

- Full name
- Position
- Address and contact details
- Parent(s) or legal guardian, if you are a minor
- Evidence and present witnesses

2. You will be given a Notice to Explain and upon receipt, you will be given a period of three (3) working days to submit your written and duly signed answer. If you do not file a response within the given period without justifiable cause, this right will be waived.

3. In cases where the Respondent is a minor, the Notice to Explain will be given in the presence of a parent, guardian, or counselor.

How long after a GBSH offense has been committed should a complaint be filed?

Ideally, GBSH complaints should be filed at the earliest time possible so the school can immediately act on it and prevent another incident from recurring. The school, however, understands that reporting incidents of GBSH are not always easy for an individual or group because of stigma or shame, possible retaliation from the offender, not wanting to let the parents know, or for fear of being blamed for the incident, among many other reasons. This is why the school has provided mechanisms that remove these possible blocks and allow a person to report and file a complaint without fear at whatever time for as long as the student and employee are still connected with the school.

V. INVESTIGATION AND HEARING

What happens during the investigation of a case?

Separate interviews/hearings shall be conducted to allow the Committee to clarify and ask questions from both the Complainant and the Respondent, relevant witnesses, and resource persons. This would also allow all the parties involved to present their additional evidence and other matters concerning the incident.

If I am a Respondent who is an employee of the school, can I still submit my resignation letter even if a case was filed against me?

In case the Respondent is an employee of Miriam College, and he/she should resign at any time while the case is ongoing, the decision of Miriam College shall be deferred until the Committee resolves the complaint. The school shall have the option to terminate the Respondent's employment for just cause, depending on the outcome of the case and based on the school's policies and regulations.

Can a lawyer be present during the course of the hearing and what is the extent of his/her participation?

Yes, a lawyer or a representative of a Complainant or a Respondent is allowed to be present during a hearing. However, only the Complainant or Respondent will be allowed to speak to or address the Committee, but they may seek advice or confer with their lawyers or representatives as they may deem necessary.

Representatives or lawyers shall be strictly prohibited from recording any or all of the proceedings before the Committee in any form (e.g. screenshot, video, audio). Any recording shall only be done by the Committee Secretariat. Any violation of this rule by the representative or lawyer shall

be reported to the Human Resources Director of Miriam College who shall perform the appropriate actions necessary to address the issue.

What happens after a hearing?

Minutes of hearings will be made available to both Complainant and Respondent for review or comments the following day. Both parties should submit their comments or questions the day after the minutes is received. If they fail to do so within the given period, it will be presumed that they agree to the contents of the minutes.

If I decide to withdraw my complaint in the middle of an investigation, what will happen to my case?

Withdrawal of a complaint may be allowed at any stage. However, this will not prevent the school or the Committee from investigating and making a recommendation on the case especially if there is compelling evidence to do so.

VI. CONFIDENTIALITY AND PRIVACY

How will my privacy be protected from the time of complaint, during the hearing, and by the time a decision is made?

Parties participating in any of the proceedings shall be made to sign a non-disclosure agreement, taking into consideration the privacy and general well-being of all concerned.

Neither Complainant nor Respondent can disclose matters from the proceedings to guarantee confidentiality to the greatest extent possible as mandated by Section 22 (c) (8) under the Safe Spaces Act.

Once a Respondent is informed about a complaint, how will the school protect the Complainant from possible retaliation?

The following support services shall be made available:

- Miriam College shall provide all possible support services to employees, faculty members, and students who are who are complainants of sexual harassment such as but not limited to counseling, and/or medical services, and coordination with law enforcement should the complainant choose to avail of such.
- In the event that the Complainant decides to go to court, it shall be incumbent upon Miriam College to make the proper referral for legal assistance.
- The school shall cooperate in court proceedings as may be required through appearances and/or provision of documents/records.

- The school shall give due consideration to parties involved in court proceedings with respect to school or work requirements, such as excusing their absences from classes when they need to attend court hearings.

The following mechanism will be applicable to a Respondent to ensure the protection of a Complainant:

- Employees will be asked to go on leave.
- Preventive suspension may be imposed. In such cases, the employee is informed of the alleged infraction and is asked not to report for work pending investigation. Meantime, the immediate supervisor should retrieve the employee's ID card, departmental keys and other vital documents entrusted to her/him. During the preventive suspension the employee is not compensated. The compensation of the employee is reinstated retroactively if s/he is proven innocent.
- Students will be offered alternative learning platforms and/or transfer of section.
- Employees of third-party service providers will be asked to disengage from MC.

VII. DECISION, APPEAL, AND SANCTIONS

Who will hear and decide on the case?

Members of the CODI will be handling all GBSH and online sexual harassment-related cases of the school. Their formation is in compliance with the Safe Spaces Act's Implementing Rules and Regulations (IRR). All members of the committee undergo continuing training on gender sensitivity, gender-based violence, sexual orientation, gender identity and expression, and other gender and development (GAD) topics as needed. They are composed of a legal adviser to the CODI and representatives from the following sectors:

- Parents
- Alumni
- Students
- Administration
- Faculty

In the event that at least two members of the Committee would inhibit himself/herself for just cause in any of the cases, alternates for those members will be brought in to replace the concerned members.

How long will it take for them to make the decision?

The Committee will formulate its recommendation within ten (10) days after the investigation and deliberation. A vote of the majority of the Committee members shall be required to approve the Committee recommendation, its findings, and proposed sanction(s), if any.

What disciplinary sanctions may apply if a respondent is found liable?

The appropriate penalties for the offense will be determined and carried out by the Human Resources Division, as appropriate, based on the school's Policy on Sexual Harassment. Since the School commits to zero tolerance of any and all forms of sexual harassment, the following disciplinary sanctions for the commission of sexual harassment may apply:

1. Students will be stripped of their diploma or will be issued an expulsion order consistent with the guidelines set out by the Commission on Higher Education, TESDA, and Department of Education. On the other hand, students who are minors and who are found to have committed acts of GBSH shall only be held liable for administrative sanctions as stated in the School handbook.
2. Employees may be sanctioned with the following: termination which will be reflected in his/her Certificate of Employment, disclosure of decision to future employers, non-issuance of recommendation.
3. Third Party Service Provider and Suppliers will face termination of engagement and will be blacklisted in Miriam College.
4. Other stakeholders will be blacklisted in Miriam College.

How will the decision be carried out and is an appeal still possible after that?

The Committee recommendation will be endorsed to the school President for approval. The latter shall act on the recommendation and issue a decision within seven (7) days from receipt of said document.

The President's decision is considered final. A copy of the decision will be sent through registered mail/local courier and e-mail (if available) to all parties concerned.

An appeal may still be made even after a decision. The parties will be given a period of five (5) working days from receipt of the decision to make the appeal to the Institutional Appeals Committee. Failure to appeal the aforementioned decision within the given period shall render the same final and executory and non-appealable.

The decision on the appeal will be communicated to the Complainant and Respondent through the following:

- Human Resources Division for employees and third-party service providers
- Unit Head for students and parents
- Alumni Engagement Office for alumni

Once final, designated representatives shall provide copies of the decision to the Direct Supervisor and Unit Head of the Respondent and Complainant and to the parent of student, as well as the Human Resources Division and designated offices to receive complaints as identified herein.

VIII. DEFINITION OF TERMS

- **Complainant** – Refers to the party filing a complaint for an incident/s related to GBSH.
- **Respondent** – Refers to the party being complained about for an incident/s related to GBSH.
- **Minor** – Children who are below eighteen (18) years old (R.A. 6809).
- **Mechanism** – Refers to channels available to the school that a complainant may use or approach to report incidents of GBSH, online sexual harassment, or sexual violence. This may be in the form of an email, telephone, or a designated person they may approach personally like a Grade Level Coordinator, Homeroom Teacher, or Guidance Counselor.
- **Committee** – Refers to the independent multi-sectoral Committee on Decorum and Investigation (CODI), with representatives from the administration, faculty, parents and students and created for the purpose of handling and investigating gender-based sexual harassment complaints
- **MC Employee** – Any person who holds an official appointment or designation in Miriam College. These covers those with or without remuneration, those who belong to any unit or office whether academic or administrative, and those who are contractual or project-based.

- **Student** – A person duly enrolled for any of the following: (a) a degree course; (b) certificate course; (c) short-term review; (d) short-term training; or (e) cross-registration in any of the academic units, institutes, or training centers of Miriam College.
- **Employer** – A person who exercises control over an employee. Faculty - Any member of the teaching staff of Miriam College, regardless of academic rank or category and includes the librarian, guidance counselor, researcher or research associate, coach, trainor, or training specialist, and extension worker.
- **Safe Spaces** – A place or an environment where a person is respected, secured, could show and communicate their true self where there is genuine care, support system, sensitivity, equality, no judgment and no discrimination of one's gender, age, race, social standing, and experiences.
- **Gender-based sexual harassment (GBSH)** – Refers to any criminal and/or unethical acts or unacceptable behavior consisting of unwanted sexual actions or remarks against a particular person, regardless of motive or intent, whether verbal, physical, or through the use of technology that causes or are likely to cause mental and emotional or psychological distress and fear of personal safety. These may also consist of any act or behavior that may otherwise create a hostile, intimidating or offensive environment for the student.
- **Gender-based online sexual harassment** – An online conduct targeted at a particular person that causes or likely to cause another mental, emotional or psychological distress, and fear of personal safety, sexual harassment acts including unwanted sexual remarks and comments, threats, uploading or sharing of one's photos without consent, video and audio recordings, cyberstalking and online identity theft.
- **Catcalling** – Refers to unwanted remarks directed towards a person, commonly done in the form of wolf-whistling and misogynistic, transphobic, homophobic, and sexist slurs. Common carriers – Refer to persons, corporations, firms, or associations engaged in the business of carrying or transporting passengers or goods or both, by land, water, or air, for compensation, offering their services to the public.

- **Public spaces** – Refers to streets and alleys, roads, sidewalks, public parks, buildings, Schools, churches, public washrooms, malls, internet shops, restaurants and cafes, transportation terminals, public markets, spaces used as evacuation centers, government offices, common carriers, public utility vehicles (PUVs) as well as private vehicles covered by app-based transport network services, other recreational spaces such as, but not limited to, cinema halls, theaters and spas, bars and clubs, resorts and water parks, hotels and casinos, and all other areas, regardless of ownership, openly accessible or offered to be accessed by the public.
- **Sexist remarks or slurs** – Are statements in whatever form or however delivered, that are indicative of prejudice, stereotyping, or discrimination on the basis of sex, typically against women.
- **Transphobic remarks or slurs** – Any statements in whatever form or however delivered, that are indicative of fear, hatred, or aversion towards persons whose gender identity and/ or expression do not conform with their sex assigned at birth.
- **Stalking** – Refers to conduct directed at a person involving the repeated visual, or physical proximity, non-consensual communication, or a combination thereof that cause or will likely cause a person to fear for one's own safety or the safety of others, or to suffer emotional distress.
- **Cyberstalking** - A form of stalking that is committed through an electronic medium in which online communication takes place

ACRONYMS

- **CODI** – Committee on Decorum and Investigation
- **GBSH** – Gender-based Sexual Harassment

Appendix 9
EXCERPTS FROM THE IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC
ACT NO. 11313, OTHERWISE KNOWN AS THE SAFE SPACES ACT

Pursuant to Section 38 of Republic Act No. 11313, otherwise known as the Safe Spaces Act, the following rules and regulations are hereby issued:

RULE I
GENERAL PROVISIONS

SEC. 1. Title. These rules and regulations shall be known and cited as the Implementing Rules and Regulations (IRR) of Republic Act (R.A.) No. 11313, otherwise known as the “Safe Spaces Act”.

SEC. 2. Purpose. These rules and regulations are hereby promulgated to provide guidelines and mechanisms in the implementation of the Safe Spaces Act.

SEC. 3. Declaration of Policies. It is the policy of the State to value the dignity of every human person and guarantee full respect for human rights. It is likewise the policy of the State to recognize the role of women in nationbuilding and ensure the fundamental equality before the law of women and men. The State also recognizes that both men and women must have equality, security, and safety not only in private but also on the streets, public spaces, online, workplaces and educational and training institutions.

RULE IV
GENDER-BASED ONLINE SEXUAL HARASSMENT

SEC. 13. Gender-Based Online Sexual Harassment. Gender-based online sexual harassment includes acts that use information and communications technology in terrorizing and intimidating victims through:

- a. Physical, psychological, and emotional threats, unwanted sexual misogynistic, transphobic, homophobic and sexist remarks and comments online whether publicly or through direct and private messages;
- b. Invasion of the victim’s privacy through cyberstalking and incessant messaging;
- c. Uploading and sharing without the consent of the victim any form of media that contains photos, voice, or video with sexual content;
- d. Any unauthorized recording and sharing of any of the victim’s photos, videos or any information online;

e. Impersonating identities of victims online or posting lies about victims to harm their reputation; or

f. Filing false abuse reports to online platforms to silence victims.

SEC. 14. Implementing Bodies for Gender-Based Online Sexual Harassment. For gender-based online sexual harassment, the PNP Anti-Cybercrime Group (PNP ACG) as the national operational support unit of the PNP primarily responsible for the implementation of Philippine laws on cybercrime, shall receive complaints of gender-based online sexual harassment, develop an online mechanism for reporting real-time gender-based online sexual harassment acts and apprehend perpetrators.

The Department of Justice (DOJ) shall lead in the development of protocols and standards of gathering evidence and case build-up.

The Cybercrime Investigation and Coordinating Center (CICC) of the DICT shall coordinate with the PNP ACG, National Telecommunications Commission (NTC), National Privacy Commission (NPC) and other relevant agencies to prepare appropriate and effective measures to monitor and penalize gender-based online sexual harassment, including:

a. The development of a monitoring and evaluation system, including a database for gender-based online sexual harassment, tools, and/or process to see whether the law is effectively being implemented.

b. The recommendation of policies, law, issuances, and measures for the effective implementation and enforcement of the provisions of gender-based online sexual harassment, based, among others, on the results of the monitoring and evaluation.

The CICC may, whenever necessary, submit a report on the above-enumerated measures to the Oversight Body.

All agencies involved in receiving complaints, case build-up, and implementation of penalties shall at all times ensure confidentiality, privacy, and security of the victim.

SEC. 15. Procedure for Filing Cases of Gender-Based Online Sexual Harassment.

The DOJ, PNP, and NBI shall develop procedures and protocols for receiving complaints and addressing gender-based online sexual harassment, including preliminary measures to immediately address reports of Gender-Based Online Sexual Harassment, within one hundred fifty (150) days from the effectivity of these rules.

SEC. 16. Penalties for Gender-Based Online Sexual Harassment. The penalty of *prision correccional* in its medium period or a fine of not less than one hundred thousand pesos (P100,000.00) but not more than five hundred thousand pesos (P500,000.00), or both, at the discretion of the court shall be imposed upon any person found guilty of any gender-based online sexual harassment.

If the perpetrator is a juridical person, its license or franchise shall be automatically deemed revoked, and the persons liable shall be the officers thereof, including the editor or reporter in the case of print media, and the station manager, editor and broadcaster in the case of broadcast media. An alien who commits gender-based online sexual harassment shall be subject to deportation proceedings after serving sentence and payment of fines.

Exemption to acts constitutive and penalized as gender-based online sexual harassment are authorized written orders of the court for any peace officer to use online records or any copy thereof as evidence in any civil, criminal investigation or trial of the crime: Provided, That such written order shall only be issued or granted upon written application and the examination under oath or affirmation of the applicant and the witnesses may produce, and upon showing that there are reasonable grounds to believe that gender-based online sexual harassment has been committed or is about to be committed, and that the evidence to be obtained is essential to the conviction of any person for, or to the solution or prevention of such crime.

Any record, photo or video or copy thereof of any person that is in violation of the preceding sections shall not be admissible in evidence in any judicial, quasi-judicial, legislative or administrative hearing or investigation.

RULE VII GENDER-BASED SEXUAL HARASSMENT IN EDUCATIONAL AND TRAINING INSTITUTIONS

SEC. 25. Gender-Based Sexual Harassment in Educational and Training Institutions.

1. Designation of office or person to receive complaints. All educational and training institutions, whether public or private, shall designate an *officer in charge* to receive complaints regarding violations of the law, and shall ensure that the victims are provided with a gender-sensitive environment that is both respectful to the victims' needs and conducive to truth-telling.

Towards this end, educational and training institutions shall:

a. Assign an office or a person that must be readily accessible to receive complaints on GBSH. The educational and training institutions shall ensure that received complaints are processed in a manner that is most efficient and convenient to the complainant. The officer-in-charge shall also determine, upon receipt of the complaint, if the offended party needs immediate assistance, such as counseling, and/or medical services, and to the extent possible, be provided, should the complainant choose to avail of such. The complaints shall be forwarded to the CODI within forty-eight (48) hours from receipt therefrom.

The office or the person assigned to receive complaints shall be knowledgeable about gender, gender-based violence such as sexual harassment, mental health, counselling, and other relevant knowledge and skills in handling the subject cases. The task will be part of the usual assignment of the office or the person, and will be included in the determination of salaries and benefits, if applicable, and the performance shall be part of any regular work-related assessments.

b. Ensure confidentiality in the process of accepting the complaint. The area where the offended party may stay to receive counseling or narrate the incident shall be comfortable and safe, keeping in mind the privacy and general wellbeing of the offended party.

For purposes of these rules, educational and training institutions include those that offer courses or programs online, alternative learning systems, and other non-conventional forms of higher education. Government agencies with educational or training academies either for its employees or for the public are also covered by these rules. These rules shall also cover educational and training institutions with their own charter, or those created by law.

Students refer to those enrolled full-time or part-time in regular courses or short-term and special training offered by the educational or training institutions.

Notwithstanding this provision, an offended party may directly file a complaint with the CODI.

2. Within one hundred fifty (150) days from the effectivity of these rules, every education and training institution must adopt and publish grievance procedures to facilitate the filing of complaints by students, staff and faculty members as provided in Section 21 of the law. The pendency of the adoption or absence of such grievance procedures shall not prevent the

educational and training institution from immediately addressing GBSH based on the law and these rules.

Even if an individual does not want to file a complaint or does not request that the school take any action on behalf of a student, staff, or faculty member and school authorities have knowledge or reasonably know about a possible or impending act of GBSH or sexual violence, the school should promptly investigate to determine the veracity of such information or knowledge and the circumstances under which the act of GBSH or sexual violence were committed, and take appropriate steps to resolve the situation. If a school knows or reasonably should know about acts of GBSH or sexual violence could have been committed that creates a hostile environment, the school must take immediate action to eliminate the same acts, prevent their recurrence, and address their effects. This shall include the conduct of an investigation, on its own initiative, and referral of offended party for appropriate psychosocial or medical services.

Once a perpetrator is found guilty by the CODI, the educational institution may reserve the right to strip the diploma from the perpetrator or issue an expulsion order.

The Commission on Higher Education (CHED), Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA), and other agencies or offices with attached training institutions shall formulate the guidelines to effectively implement this penalty. Provided, that the perpetrator covered in this section refers to students who were currently enrolled in the school or training institution at the time of the commission of the crime complained of.

The CODI of educational and training institutions shall address GBSH and online sexual harassment in accordance with the rules and procedures contained in their CODI manual. Provided, that, the CODI manual shall conform to the provisions required under the law and its rules.

In all instances, the confidentiality of the proceeding shall be protected. Notwithstanding the prompt obligation of the school to investigate, it shall respect the privacy of the victim and exert efforts to determine the readiness and willingness to pursue a case against the perpetrator. In the event that the victim decides to go to court, it shall be incumbent upon the educational and training institutions to make the proper referral for legal assistance.

3. Support parties involved in GBSH-related court proceedings. When a case is brought before the appropriate courts, educational and training institutions shall give due consideration to parties involved in court proceedings with respect to school or work requirements, such as excusing their absences from classes when they need to attend court hearings.

SEC. 26. Who Can Commit Gender-Based Sexual Harassment in Educational and Training Institutions. GBSH may be committed by principals, school heads, teachers, instructors, professors, coaches, trainers, or any person who has authority, influence or moral ascendancy over another, students, and trainees.

SEC. 27. Duties of School Heads and Heads of Training Institutions. School heads and heads of training institutions shall have the following duties:

a. Disseminate or post a copy of the law in a conspicuous place in the educational or training institution;

Dissemination of the law may be done through, among others:

1. Sending copies of the law and its Rules through official notices or means of communications among heads of different departments, bureaus, offices, units or such subdivisions in an educational or training institution for proper information to members;

2. Posting a copy of the law and its Rules online or in the official website of the educational or training institution;

3. Conducting orientation on the law and providing copies in print or electronically, as well as preparing information materials such as primers, frequently asked questions, and the like.

Copies of the law and its IRR should always be posted in areas of the educational or training institutions that are easily visible to students, especially in areas where they usually congregate.

The law and its rules may be translated into a language easily understandable to the students/trainees.

b. Provide measures to prevent GBSH in educational or training institutions, like information campaigns, express inclusion in the student handbook, orientation of student organizations, and training of teaching and non-teaching staff, students, security officers, and other members of the school community.

Heads of educational and training institutions shall ensure that all students will receive age-appropriate training on gender sensitivity and gender-based violence, including sexual harassment and other gender and development (GAD) related topics as may be relevant;

c. Create an independent internal mechanism or a CODI to investigate and address complaints of GBSH which shall carry out such functions as stated under Section 22(c) of the law and as further outlined in Section 33 of these rules;

d. Provide and disseminate, in consultation with all persons in the educational or training institution, a code of conduct or school policy which shall:

- Expressly reiterate the prohibition on GBSH;
- Prescribe the procedures of the internal mechanism created under the law; and
- Set administrative penalties;

e. Designate an office or person to receive complaints of sexual harassment.

SEC. 28. Liability of School Heads and Heads of Training Institutions. In addition to liability for committing acts of GBSH, principals, school heads, teachers, instructors, professors, coaches, trainers, or any other person who has authority, influence or moral ascendancy over another in an educational or training institution may also be held responsible for:

a. Non-implementation of their duties under Section 22 of the law, as provided in the penal provisions; or

b. Failure to act on reported acts of GBSH committed in the educational institution.

Any person who violates subsection (a) of this section, shall upon conviction, be penalized with a fine of not less than Five thousand pesos, (P5,000.00) nor more than Ten thousand pesos (P10,000.00).

Any person who violates subsection (b) of this section, shall upon conviction, be penalized with a fine of not less than Ten thousand pesos (P10,000.00) nor more than Fifteen thousand pesos (P15,000.00).

These shall not preclude the filing of administrative cases against the school head with the appropriate disciplinary authority.

SEC. 29. Liability of Students. Minor students who are found to have committed acts of GBSH shall only be held liable for administrative sanctions by the school as stated in their school handbook.

Sec. 30. Independent Action for Damages. Nothing shall preclude the victim of education or training-related GBSH from instituting a separate and independent action for damages and other affirmative relief.

SEC. 31. Routine Inspection. DepEd, CHED, and TESDA shall conduct regular spontaneous inspections to ensure compliance of school heads with their obligations under the law.

DepEd, CHED, and TESDA shall include consultations with the student councils or the student body in the conduct of their inspection.

RULE VIII THE CODE OF CONDUCT AND THE COMMITTEE ON DECORUM AND INVESTIGATION

SEC. 32. Development of Code of Conduct. Within one hundred fifty (150) days from the effectivity of these rules, employers both from the public and private sector, and heads of educational and training institutions shall develop a Code of Conduct, in consultation with workers or the union, if any, in workplaces, and with the student council in the case of schools and training institutions, that will:

a. Define GBSH, its coverage, forms, classifications, appropriate penalties; when and where it may be committed and by whom.

The Code of Conduct may include a prohibition against sexual harassment by:

1. Employers or employees to customers or clients of the establishment or agency;
2. Employers or employees in a company, office, or agency acting as a Partner OnThe-Job-Training Institution to student interns, if the Code of Conduct covers the workplace;
3. Student interns to employers, employees, or workers in a company, office or agency that is acting as a Partner On-The-Job-Training Institution, if the Code of Conduct covers the educational or training institution;

b. Specify the procedures in the filing of cases, investigation, and resolution and appeal thereof that will be the bases of the functions of the CODI.

Rules and procedures in case of a request for inhibition of any of the members of the CODI either from the parties or a member of the CODI shall also be developed;

c. Specify the functions, responsibilities, composition, and qualifications of the members of the CODI, including the penalties to be imposed on members of the CODI in cases of nonperformance or inadequate performance of functions. All members of the CODI shall undergo continuing training on gender sensitivity, gender-based violence, sexual orientation, gender identity and expression, and other gender and development (GAD) topics as needed.

To the extent possible, employers may also include the provision of support especially for victims of GBSH, including among others, psychological or psychosocial counseling services, or referral to such services, and assistance in the filing of administrative, civil, and/or criminal case/s.

SEC. 33. Committee on Decorum and Investigation (CODI). Within one hundred fifty (150) days from the effectivity of these rules, employers and heads of educational and training institutions shall constitute a Committee on Decorum and Investigation (CODI) that shall serve as an independent internal grievance mechanism that will act as the main body in the investigation and resolution of cases involving GBSH in the workplace and in educational and training institutions.

a. For workplaces, the CODI shall be composed of at least one representative each from the management, the employees from the supervisory rank, the rank-and-file employees, and the union/s or employees association, if any. The representatives of the workers shall be selected among them and by vote. The employer may include other groups in the CODI as may be applicable. The employer shall also ensure that there will be a sufficient number of people who may immediately replace any member of the CODI in case s/he inhibits from any case, or when needed, so as not to cause any delay in the process being undertaken.

b. For educational and training institutions, the CODI shall be composed of at least one (1) representative each from the school administration, the trainers, instructors, professors or coaches and students or trainees, students and parents, as the case may be. The school head or the head of the training institution may include other groups in the CODI as may be

applicable. It shall be ensured that there is equal representation of persons of diverse sexual orientation, gender identity and/or expression, as far as practicable. Aside from the regular members of the CODI, the school head or the head of training institution must designate their respective permanent alternate who shall act on their behalf in case of absence of the regular member and must have the authority to render decision so as not to delay the proceedings being undertaken and to ensure continuity of deliberation.

c. Every CODI shall be headed by a woman and not less than half of its members shall be women.

d. Every CODI shall be composed of members who should be impartial and not connected or related to the alleged perpetrator within the fourth degree of consanguinity or affinity and have no prior record of involvement as a respondent, defendant or accused in any case of whatever nature on Sexual Harassment. Further, in case of relation by consanguinity or affinity to either the complainant or respondent, the CODI member shall inhibit from participating in any part of the proceeding, or be substituted by another.

The complainant or the respondent may request a member of the CODI to inhibit, or the CODI member may, on his/her initiative, cause the inhibition based on conflict of interest, manifest partiality, and other reasonable grounds. Upon such a grant of inhibition, the member shall immediately be replaced so as not to cause a delay in the proceedings.

he CODI shall, at all times, observe due process and, investigate and decide on written complaints within ten (10) working days or less upon receipt thereof. It shall ensure the protection of the complainant from retaliation and guarantee confidentiality to the greatest extent possible. The ten-day period will not include the period of appeal which shall be available to either party.

The CODI, in accordance with the Code of Conduct, shall ensure that the respondent is given the opportunity to be properly notified of and respond to the charge/s and that parties are given information on the hearings and its outcomes. An appeal process will be ensured.

e. The CODI shall ensure the protection of a complainant from retaliation without causing her/him any disadvantage, diminution of benefits or displacement, and without compromising his/her security of tenure.

It shall also guarantee gender-sensitive handling of cases, and confidentiality of the identity of the parties and the proceedings to the greatest extent possible.

All workplaces, educational and training institutions that have existing Code of Conduct or Policy on Sexual Harassment, including a CODI established under Republic Act No. 7877 will heretofore amend them to conform to the law and these rules.

Notwithstanding the duty of every employer to develop CODI guidelines, it may consider as part thereof the guidelines, policies or pertinent issuances on sexual harassment developed by the DOLE for the effective implementation of the law in the private sector. The public sector shall comply with the standards set by the CSC.

School heads or heads of training institutions covered by CHED, DepED, and TESDA shall comply with the standards set by them, accordingly.

Nothing in these rules prevents the victim from seeking redress in the appropriate courts of justice.

RULE X COMMON PROVISIONS

SEC. 35. Confidentiality. At any stage of the investigation, prosecution, and trial of an offense under R.A. No. 11313, the rights of the victim and the accused who is a minor shall be recognized.

In all cases of GBSH as enumerated in the law, the confidentiality of records on the victim, and when the accused is a minor will be protected.

SEC. 36. Restraining Order. Where appropriate, the court, even before rendering a final decision, may issue an order directing the perpetrator to stay away from the offended person at a distance specified by the court or to stay away from the residence, school, place of employment, or any specified place frequented by the offended person.

SEC. 37. Remedies and Psychological Counseling. A victim of gender-based street, public spaces or online sexual harassment may avail of appropriate remedies as provided for under the law as well as psychological counseling services with the aid of the LGU and the DSWD, in coordination with the DOH and the PCW. Any fees to be charged in the course of a victim's availment of such remedies or psychological counseling

services and other services in consonance with R.A. No. 11036 or the Philippine Mental Health Law shall be borne by the perpetrator.

LGUs and concerned agencies may partner with private entities in the provision of psychological counseling services and other related processes such as the development of a referral system. In all instances, any fees that may be charged or incurred in the course of the counseling shall be borne by the perpetrator.

Psychological counselling and other remedies referred to in this Section may also be provided to victims of workplace and school-based sexual harassment.

SEC. 38. Administrative Sanctions. The imposition of penalties outlined under R.A. No. 11313 is without prejudice to any administrative sanctions that may be imposed if the perpetrator is a government employee.

SEC. 39. Imposition of Heavier Penalties. Nothing in the law shall prevent LGUs from coming up with ordinances that impose heavier penalties for the acts specified herein.

SEC. 40. Exemptions. — Acts that are legitimate expressions of indigenous culture and tradition, as well as breastfeeding in public shall not be penalized. Expressions of indigenous culture and tradition include, among others, the wearing of traditional attires of tribes or clans that may show partial nudity. Provided that, such expressions of indigenous culture and tradition do not discriminate against women, girls, and persons of diverse sexual orientation, gender identity, and expression.

RULE XI FINAL PROVISIONS

SEC 42. Educational Modules. All schools, whether public or private, including formal and non-formal systems, shall educate students from the elementary to tertiary level about the provisions of the law and how they can report cases of gender-based streets, public spaces and online sexual harassment committed against them. School courses shall include age-appropriate, inclusive and culturally-sensitive educational modules against gender-based streets, public spaces and online sexual harassment which shall be developed by DepEd, CHED, TESDA, and PCW.

Schools and agencies concerned shall ensure that all forms of GBSH shall be included in the development of said educational modules.

SEC. 44. Safety Audits. LGUs are required to conduct safety audits on their responsibilities enumerated in Section 8 of the law and Section 9 of these rules every three (3) years to assess the efficiency and effectivity of the implementation of the law within their jurisdiction. Such audits shall be multisectoral and participatory, with consultations undertaken with schools, police officers, and civil society organizations.

In conducting safety audits, provinces shall assess the implementation of cities and municipalities within their jurisdictions, and the cities and municipalities shall assess the barangays, in the exercise of their general supervision.

The DILG and concerned agencies shall assist the LGUs in developing indicators that will guide the safety audits, covering not only the extent of the people served by this law but also the effectivity of the law.

SEC. 46. Prescriptive Period. Any action arising from the violation of any of the provisions of R.A. No. 11313 shall prescribe as follows:

- a. Offenses committed under Section 11(a) of the law shall prescribe in one (1) year;
- b. Offenses committed under Section 11(b) of the law shall prescribe in three (3) years;
- c. Offenses committed under Section 11(c) of the law shall prescribe in ten (10) years;
- d. Offenses committed under Section 12 of the law shall be imprescriptible;
- e. Offenses committed under Sections 16 and 21 of the law shall prescribe in five (5) years.

SEC. 47. Separability Clause. If any provision or part hereof of these rules is held invalid or unconstitutional, the remaining provisions not affected thereby shall remain in full force and effect.

SEC. 48. Repealing Clause. All administrative orders, rules, regulations, memoranda, circulars, local ordinances, resolutions, and other issuances or orders contrary to the provisions of the Safe Spaces Act or inconsistent herewith are hereby repealed, modified or amended accordingly.

Appendix 10
IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 10627,
OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013

Pursuant to the provisions of Section 7 of Republic Act No. 10627, this Order is hereby issued to implement the provisions of the Act.

RULE I
PRELIMINARY PROVISIONS

Section 1. Short Title. These rules shall be known as the “Implementing Rules and Regulations of the Anti-Bullying Act of 2013.”

Section 2. Scope and Coverage. These rules shall cover all public and private kindergarten, elementary and secondary schools and learning centers.

RULE II
DEFINITION OF TERMS

Section 3. Definition of Terms. – As used in this Implementing Rules and Regulations (IRR), the following terms shall be defined as:

a. **“Act”** refers to Republic Act No. 10627, otherwise known, as the “Anti-Bullying Act of 2013”

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

1. 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;

2. Any act that causes damage to a victim's psyche and/or emotional well-being;

3. 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;

4. **"Cyber-bullying"** or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012; and

5. Any other form of bullying as may be provided in the school's child protection or anti-bullying policy, consistent with the Act and this IRR.

The term *"bullying"* shall also include:

1. **"Social bullying"** – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.

2. **"Gender-based bullying"** – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

c. "Bully" – refers to any student who commits acts of bullying as defined by the Act or this IRR.

d. "Bullied" or "Victim" – refers to any student who experiences the acts of bullying or retaliation as defined by the Act or this IRR.

e. "Bystander" – refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by this IRR.

f. "Learning center" – refers to learning resources and facilities of a learning program for out-of-school youth and adults as defined in DepED Order. No. 43, s. 2013.

g. "Service provider" – refers to any person who is not a teacher or school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel.

h. “Student” – refers to a person who attends classes in any level of basic education, and includes a pupil or learner as defined in DepED Order No. 40, s. 2012.

RULE III ANTI-BULLYING POLICIES

Section 4. Adoption of Anti-Bullying Policies. All public and private kindergarten, elementary and secondary schools shall 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 on prohibited acts, prevention and intervention programs, mechanisms and procedures.

RULE IV PROHIBITED ACTS

Section 5. Prohibited Acts. Consistent with Section 3 of the Act, the anti-bullying policy shall prohibit:

1. Bullying at the following:
 - a. school grounds;
 - b. property immediately adjacent to school grounds;
 - c. school-sponsored or school-related activities, functions or programs whether on or off school grounds;
 - d. school bus stops;
 - e. school buses or other vehicles owned, leased or used by a school;
 - f. school buses or school services privately-owned but accredited by the school.
2. Bullying through the use of technology or an electronic device or other forms of media owned, leased or used by a school.
3. Bullying at a location, activity, function or program that is not school-related and through the use of technology or an electronic device or other forms of media that is not owned, leased or used by a school; and

4. 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.

RULE V

PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

Section 6. Prevention Programs. All public and private schools shall adopt bullying prevention programs. These programs shall be applicable to all students regardless of level of risk or vulnerability to bullying.

Said programs shall also be comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain among others:

1. School-wide initiatives centered on:

- a. positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individual differences;
- b. periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;
- c. periodic review and enhancement of the students' and personnel's manual or code of conduct in relation to bullying;
- d. conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying.
- e. continuing personnel development to sustain bullying prevention programs; and
- f. coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders.

2. Classroom-level initiatives that focus on:

- a. reinforcing school-wide rules pertaining to bullying;
- b. building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;

- c. discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
- d. teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
- e. providing an inclusive and caring learning environment for students.

3. Involving parents in bullying prevention activities, such as:

- a. discussions of the anti-bullying policy of the school, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars; and
- b. conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.

4. Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Section 7. Intervention Programs. There shall be intervention programs to promote the continuity of comprehensive anti-bullying policies. Intervention refers to a series of activities which are designed to address the following:

- a. issues that influence the student to commit bullying;
- b. factors that make a student a target of bullying; and
- c. effects of bullying.

Interventions may include programs such as counseling, life skills training, education, and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bully. Such programs may:

- a. involve activities that will address acts of bullying;
- b. emphasize formative and corrective measures rather than punishment;
- c. conform to principles of child protection and positive and non-violent discipline;

d. help the victim, the bully, and the bystanders understand the bullying incident and its negative consequences; and

e. provide opportunities to practice pro-social behavior.

All schools shall develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying incident.

RULE VI

MECHANISMS AND PROCEDURES IN HANDLING BULLYING INCIDENTS IN SCHOOLS

Section 8. Duties and Responsibilities. In addition to the duties and responsibilities of education stakeholders enumerated in Sections 4 to 9 of DepED Order No. 40, s. 2012, the following offices and persons shall have the following duties and responsibilities:

Section 8.1. Central Office. The DepED Central Office shall:

a. Conduct a nationwide information dissemination and campaign on anti-bullying;

b. Monitor and evaluate reports of Regional Offices on incidents and cases of bullying;

c. Maintain a central repository of reports, through the Office of the Undersecretary for Legal and Legislative Affairs, on an annual aggregated basis, focusing on the number of incidents of bullying, results of investigations undertaken to verify the details made in complaints, and the sanctions imposed;

d. Initiate training programs and activities where best practices on intervention and prevention strategies are adopted, to ensure quality, relevant, effective and efficient delivery of prevention and intervention programs in schools; and

e. Submit a comprehensive annual report on bullying to the Committee on Basic Education of both the Senate and the House of Representatives.

Section 8.2. Regional Offices. The Regional Offices shall:

a. Encourage and support anti-bullying campaigns and capability-building activities on handling bullying cases;

b. Review all anti-bullying policies adopted by public and private schools forwarded by Division Offices as required by the Act and submit consolidated reports to the Central Office through the Office of the Undersecretary for Legal and Legislative Affairs, (Annex A of DepED Order No. 40, s. 2012);

c. Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report to the Office Undersecretary for Legal and Legislative Affairs;

d. Monitor and evaluate the implementation and enforcement of this IRR; and

e. Impose sanctions and penalties on erring private schools and DepED academic personnel.

Section 8.3. Division Offices. The Division Offices shall:

a. Conduct information-dissemination and capacity-building activities for teachers, guidance counselors, and members of the Child Protection Committees on handling bullying cases;

b. Monitor the adoption of anti-bullying policies in all public and private elementary and secondary schools within the Division, maintain a repository of such policies, and submit reports on compliance to the Regional Office;

c. Consolidate the reports on incidents and cases of bullying of all schools in the Division and submit a Division Report to the Regional Office (Annex A of DepED Order No. 40, 2012);

d. Assess and evaluate the implementation and enforcement by public and private schools of this IRR;

e. Review the anti-bullying policies submitted by the schools, to ensure compliance with this IRR;

f. Resolve appeals in bullying cases in both public and private schools pursuant to the existing rules and regulations of the Department and DepED Order No. 88, s. 2010, or the "Revised Manual of Regulations for Private Schools," respectively;

- g. Coordinate with appropriate offices and other agencies or instrumentalities for such assistance as it may require in the performance of its functions; and
- h. Encourage and support activities and anti-bullying campaigns initiated by stakeholders; and
- i. Impose sanctions and penalties on erring non-teaching DepED personnel.

Section 8.4. – Schools. Public and private kindergarten, elementary and secondary schools, through their administrators, principals and school heads, shall:

- a. Adopt and implement a child protection or anti-bullying policy in accordance with this IRR and submit the same to the Division Office. The anti-bullying policy may be a part of the school's child protection policy;
- b. Provide students and their parents or guardians a copy of the child protection or anti-bullying policy adopted by the school. Such policy shall likewise be included in the school's student and/or employee handbook and shall be conspicuously posted on the school walls and website, if there is any;
- c. Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for the anonymous reporting of acts of bullying or retaliation;
- d. Educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home;
- e. Devise prevention, intervention, protective and remedial measures to address bullying;
- f. Conduct the capacity building activities for guidance counselors/teachers and the members of the Child Protection Committees;
- g. Ensure effective implementation of the anti-bullying policy and monitor compliance therewith;
- h. Ensure the safety of the victim of bullying, the bully, and the bystander and determine the students' needs for protection;

- i. Ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation;
- j. Accomplish the Intake Sheet prescribed in Annex “B”, whenever there is an incident of bullying, maintain a record of all proceedings related to bullying, and submit reports prescribed in “Annex A,” of DepED Order No. 40, s. 2012, to the Division Office;
- k. Maintain a public record or statistics of incidents of bullying and retaliation;
- l. Coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.

The school principal or any person who holds a comparable role shall be responsible for the implementation and oversight of the child protection or anti-bullying policy.

Section 8.5 – Teachers and Other School Personnel. Teachers and other school personnel shall:

- a. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;
- b. Report to school authorities any incident of bullying; and
- c. Perform the duties as specified in this IRR.

Section 8.6. – Students. Students shall:

- a. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;
- b. Avoid or refrain from any act of bullying;
- c. Intervene to protect the victim, unless it will jeopardize his safety and security; and
- d. Report to school authorities any incident of bullying.

Section 9. Child Protection Committee as Anti-Bullying Committee. For the implementation of this IRR, the Child Protection Committee (CPC) established by DepED Order No. 40, s. 2012, shall also be the committee that will handle bullying cases in the public or private school.

The Committee, as provided in DepED Order No. 40, s. 2012, 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 students, except in kindergarten, as designated by the Supreme Student Council; and
6. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC). For private schools, a representative from the Community provided in the preceding number shall be optional.

In addition to their duties and responsibilities provided by DepED Order No. 40, s. 2012, the CPC shall perform the following tasks:

- a. Conduct awareness-raising programs with school stakeholders in preventing and addressing bullying;
- b. Ensure that the anti-bullying policy adopted by the school is implemented;
- c. Monitor all cases or incidents related to bullying reported or referred by the teacher, guidance counselor or coordinator or any person designated to handle prevention and intervention measures mentioned by the preceding sections of this IRR; and
- d. Make the necessary referrals to appropriate agencies, offices or persons, as may be required by the circumstances.

Section 10. Procedures in Handling Bullying Incidents in Schools.

A. Jurisdiction. Complaints of bullying and other acts under this IRR shall be within the exclusive jurisdiction of the Department or the private school and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

B. Procedures. Consistent with Sections 3 and 4 of the Act, all public and private kindergarten, elementary and secondary schools shall adopt procedures that include:

a. Immediate Responses

1. The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel.
2. The school personnel who was notified of a bullying incident or retaliation shall intervene, by:
 - i. Stopping the bullying or retaliation immediately;
 - ii. Separating the students involved;
 - iii. Removing the victim or, in appropriate cases, the bully or offending student, from the site;
 - iv. Ensuring the victim's safety, by:
 - Determining and addressing the victim's immediate safety needs; and
 - Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.
 - v. Bringing the bully to the Guidance Office or the designated school personnel.

b. Reporting the Bullying Incident or Retaliation

1. A victim or a bystander, or a school personnel who receives information of a bullying incident or retaliation, or any person, who witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher, guidance coordinator or counselor or any person designated to handle bullying incidents.

2. The bullying incident or retaliation shall be immediately reported to the school head. The designated school personnel shall fill up the Intake Sheet as provided in DepED Order No. 40, s. 2012. The school head or the designated school personnel shall inform the parents or guardian of the victim and the bully about the incident.

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

4. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained, and the person who reported the incident shall be afforded protection from possible retaliation; provided, however, that no disciplinary administrative action shall be taken against an alleged bully or offending student solely on the basis of an anonymous report and without any other evidence.

c. Fact-Finding and Documentation

The school administrator, principal or school head, or guidance counselor/teacher, or school personnel or person designated to handle bullying incidents shall:

1. Separately interview in private the bully or offending student and the victim.

2. Determine the levels of threats and develop intervention strategies. If the bullying incident or retaliation or the situation requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken by the school within twenty-four hours (24) from the time of the incident.

3. Inform the victim and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation; and

4. Make appropriate recommendations to the Child Protection Committee on proper interventions, referrals and monitoring.

d. Intervention

The CPC shall determine the appropriate intervention programs for the victim, the bully and bystanders. The School Head shall ensure that these are provided to them.

e. Referral

The school head or the Child Protection Committee may refer the victims and the bully to trained professionals outside the school, such as social workers, guidance counselors, psychologists, or child protection specialists, for further assessment and appropriate intervention measures, as may be necessary. The school head or the designated school personnel shall notify the Women and Children's Protection Desk (WPCD) of the local Philippine National Police, if he believes that appropriate criminal charges may be pursued against the bully or offending student.

f. Disciplinary Measures

All public and private schools shall include in the school's child protection or anti-bullying policy a range of disciplinary administrative actions that may be taken against the perpetrator of bullying or retaliation.

Bullying incidents or retaliation shall be treated according to their nature, gravity or severity and attendant circumstances.

1. The school head, considering the nature, gravity or severity, previous incidents of bullying or retaliation and attendant circumstances, may impose reasonable disciplinary measures on the bully or offending student that is proportionate to the act committed.
2. Written reprimand, community service, suspension, exclusion or expulsion, in accordance with existing rules and regulations of the school or of the Department for public schools, may be imposed, if the circumstances warrant the imposition of such penalty, provided that the requirements of due process are complied with.
3. In addition to the disciplinary sanction, the bully shall also be required to undergo an intervention program which shall be administered or supervised by the school's Child Protection Committee. The parents of the bully shall be encouraged to join the intervention program.

g. Due Process

In all cases where a penalty is imposed on the bully or offending student, the following minimum requirements of due process shall be complied with:

- a. The student and the parents or guardians shall be informed of the complaint in writing;

- b. The student shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;
- c. The decision of the school head shall be in writing, stating the facts and the reasons for the decision; and
- d. The decision of the school head may be appealed to the Division Office, as provided in existing rules of the Department.

h. Applicability of RA 9344, as amended, and other related laws

If the bullying incident or retaliation resulted in serious physical injuries or death, the case shall be dealt with in accordance with the provisions of Republic Act 9344 or the “Juvenile Justice and Welfare Act,” as amended, and its Implementing Rules and Regulations, in connection with other applicable laws, as may be warranted by the circumstances attendant to the bullying incident.

i. False Accusation of Bullying

If the student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to disciplinary actions or to appropriate interventions in accordance with the existing rules and regulations of the Department or the private school.

Section 11. Confidentiality. Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Child Protection Committee and the school personnel, provided, that the names may only be available to the school head or administrator, teacher or guidance counselor designated by the school head, and parents or guardians of students who are or have been victims of bullying or retaliation.

Any school personnel who commits a breach of confidentiality shall be subject to appropriate administrative disciplinary action in accordance with the existing rules and regulations of the Department of Education or the private school, without prejudice to any civil or criminal action.

**RULE VII
MISCELLANEOUS PROVISIONS**

Section 12. Training and Development. The Department 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 incidents of bullying or retaliation.

Section 13. Reporting Requirement. All private and public kindergarten, elementary and secondary schools shall submit a copy of their child protection or anti-bullying policy to the Division Office within six (6) months from the effectivity of this IRR.

They shall also submit to the Division Office within the first week of each school year a report on relevant information and statistics on bullying and retaliation from the preceding school year.

In addition to the requirements for an application for a permit to operate and/or recognition as prescribed by the existing rules of the Department, private schools shall submit a child protection or anti-bullying policy to the Regional Director. The Regional Director shall review the policy to ensure that it is consistent with the Act and this IRR.

Section 14. Sanctions for Non-compliance

14.1. Public Schools. School personnel of public kindergarten, elementary or secondary schools who fail to comply with the provisions of the Act or this IRR shall be subject to administrative disciplinary proceedings in accordance with the Civil Service Rules and the relevant issuances of the Department of Education.

14.2. Private Schools. School personnel of private kindergarten, elementary or secondary schools who fail to comply with the requirements of the Act or this IRR shall be subject to appropriate disciplinary sanctions as may be imposed by the private school. A copy of the decision in such cases shall be submitted to the Division Office.

Private schools that fail to comply with the requirements of the Act or this IRR shall be given notice of such failure by the Division Office. The school shall be given thirty (30) days to comply. An extension of not more than one (1) month may be granted by the Regional Director in meritorious cases.

The Secretary of the Department of Education, through the Regional Director, may suspend or revoke, as appropriate, the permit or recognition of a private school that fails to comply with the requirements under the Act or this IRR.

Section 15. 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 16. Amendment of DepED Order No 40, s. 2012. The provisions of DepED Order No 40, s. 2012, on bullying are hereby deemed amended by this IRR. All other provisions of DepED Order No 40, s. 2012 shall remain in full force and effect.

Section 16. Repealing Clause. All prior Department Orders or other issuances, or provisions thereof, inconsistent with this IRR are hereby repealed, revised or modified accordingly.

Section 17. Effectivity. This IRR shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

This IRR shall be registered with the Office of the National Administrative Register at the UP Law Center, University of the Philippines, Diliman, Quezon City.

Signed this 13th day of December 2013, Pasig City, Philippines.

(Sgd.) **BR. ARMIN A. LUISTRO FSC**
Secretary
Department of Education

Appendix 11

MIRIAM COLLEGE CHILD PROTECTION AND SAFEGUARDING POLICY

I. Rationale

Protecting children's development is paramount to fostering a safe and thriving society. By ensuring that they grow, learn, and flourish without fear of abuse or neglect, children will be empowered and develop emotional resilience.

Since child protection and safeguarding involves a holistic and proactive approach, it is crucial to guarantee the participation of educators, parents, health care professionals, and the broader community in safeguarding children especially in schools and public environments. Thus, this policy aims to ensure that the welfare and well-being of the children shall be the paramount consideration in all actions concerning them.

Moreover, this policy is also being issued in compliance with Section 231, Rule VII of DepEd Order No. 40, series of 2012 requiring private schools to promulgate a child protection policy that includes a protocol for reporting and procedures for the handling and management of cases involving children.

II. Policy Statement and Commitment

Miriam College (MC) believes that all students have the right to a safe, peaceful school environment. Thus, MC declares/affirms to:

1. Give paramount consideration to child's best interest as regards any measures, corrective actions, and scenarios that will require their special protection.
2. Create a safe and enabling environment for children regardless of their gender preference, religious beliefs and practices, culture, socio-economic status, and physical and mental condition through the institutionalization of child participation and the use of positive and non-violent discipline.
3. Maintain an exemplary reputation through a hiring and promotion process that favors individuals without any record of child neglect, abandonment, exploitation and violence; by not tolerating any unacceptable acts toward children committed by its personnel during and beyond working hours; and by transacting business only with providers of goods and services that do not violate children's rights.

4. Ensure that in managing cases involving children, all its personnel and other key stakeholders shall adhere to the Guiding Principles in Child Protection and Safeguarding, which includes, but is not limited to the following:

a. **Empowerment** – the creation of an environment that empowers children to have autonomy over their own decisions, allowing them to say “no” or speak up when faced with uncomfortable positions.

b. **Protection** – the provision of support needed by the children to prevent further harm on them. These may include access to healthcare, provision of social workers, and other key child protection services.

c. **Prevention** – the need to ensure that personnel shall prevent abuse or harm of any kind from happening to children. This also includes the provision of appropriate orientation and training on child protection to all key stakeholders (e.g., personnel, students, parents) to raise awareness on child abuse prevention.

d. **Community Participation** – ensuring successful child protection requires forming partnership with key stakeholders (social workers, health care providers, local communities) to guarantee that child protective services are effectively and efficiently provided.

e. **Accountability** – reinforcing the idea that everyone has a role to play towards ensuring the safeguarding and protection of children. Hence, visitors and guests of the institution must be oriented on the Child Protection and Safeguarding Policy.

f. **Do No Harm** – entails that personnel conduct actions and provide corrective actions that shall not put the child at risk of harm. Hence, corporal punishment shall not be imposed on any child in school for the purpose of discipline, training, or control. Rather, the school shall advocate for a positive and non-violent mode of disciplining children that will help foster self-discipline and improve self-discipline.

g. **Confidentiality** - requires that all information gathered are protected, and are not shared nor discussed without the written consent of the child and/or their guardian.

III. Legal Bases

1. **Convention on the Rights of the Child** which requires the protection of children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment, and exploitation, including sexual abuse. It also mandates that all appropriate measures are undertaken to ensure that school discipline is administered in a manner consistent with the child's human dignity.
2. **Article XV, Section 3 [2] of the 1987 Philippine Constitution** which provides that the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, cruelty, exploitation, and other conditions prejudicial to their development.
3. The **Child and Youth Welfare Code (Presidential Decree 603)**, which defined the rights and responsibilities of children and the corresponding authority and obligations towards them by their parents, the community, and the government and other duty bearers.
4. **Section 2, Article 1, Republic Act 7610**, which states that 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, and that every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life.
5. **Republic Act 10627**, otherwise known as the Anti-Bullying Act of 2013, which recognizes the importance of preventing and responding to bullying, including cyberbullying, in educational institutions. The law also mandates schools to adopt policies and mechanisms to effectively handle and address bullying incidents.
6. **Republic Act 11313**, otherwise known as the Safe Spaces Act of 2019, which directs all educational institutions to guarantee the protection of students for all forms of gender-based sexual harassment. It also mandates educational institutions to develop programs to prevent and address gender-based sexual harassment.

7. **Section 2, Republic Act 11930** which provides for the special protection of children from all forms of sexual violence, abuse, and exploitation, especially those committed with the use of the information and communications technology (ICT), provides sanctions for their commission, and carries out programs for the prevention, deterrence, and intervention in all situations of online sexual abuse and exploitation of children in the digital and non-digital production, distribution, or possession of child sexual abuse or exploitation material.

8. **Section 4, Republic Act 116486** which requires public and private institutions engaged in the education, training, and care of children to ensure that their curriculum for continuing staff development includes plans and learning sessions on the scope of their duties and responsibilities in identifying, responding to, and reporting rape and other sexual offenses.

9. **DepEd Order No. 40, series of 2012**, or the **DepEd Child Protection Policy** which provides 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.

10. **DepEd Order No. 55, series of 2013**, or the **Implementing Rules and Regulations of Republic Act No. 10627** which mandates all educational institutions to adopt a mechanism to prevent and address bullying. It also assigns the Child Protection Committee (CPC) as the body that will handle bullying cases in public and private schools.

11. **DepEd Order No. 32, series of 2017**, or the **Gender-Responsive Basic Education Policy** which also promotes the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying in schools.

12. **DepEd Memorandum No. 090 s.2025**, or the Dissemination of the Revised Implementing Rules and Regulations of RA 10627 otherwise known as the Anti-Bullying Act of 2013, which expands what counts as bullying and requires schools to adopt a tiered system of managing cases, depending on severity.

IV. Coverage and Scope

This policy shall cover all incidents involving violations of the prohibited acts sanctioned under DepEd Order No. 40, series of 2012, and DepEd Order No. 55, series of 2013, that may be committed by school officials, personnel (teaching and non-teaching), regardless of their employment status, and by students.

V. Definition of Terms

The following terms are defined for the purpose of this policy:

1. **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.

For purposes of complying with DepEd Order No. 40, series of 2012, the term shall include students who may be eighteen (18) years of age or older but are still in school.

2. **CHILDREN IN SCHOOL** – refers to bonafide 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 center premises or participating in school-sanctioned activities.

3. **PUPIL, STUDENT, OR LEARNER** – means a child who regularly attends classes in any level of the basic education system, under the supervision of a teacher or facilitator.

4. **CHILD ABUSE** – refers to the maltreatment of a child whether habitual or not, which includes the following:

- Psychological or physical abuse, neglect, cruelty, sexual abuse, and emotional maltreatment.
- Any act or deeds or words which debases, degrades, or demeans the intrinsic worth dignity of a child as a human being.
- Unreasonable deprivation of the child's basic needs for survival such as food and shelter; or
- 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. (Section 3 (b) RA 7610)

5. **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 inflicted by 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 freedom.

6. 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:

- 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;
- Striking of a child's face or head, such being declared as a "no contract zone";
- Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing, or throwing of a child;
- 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;
- Deprivation of a child's physical needs as a form of punishment;
- 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, insecticides, excrement, or urine;
- Tying up a child;
- Confinement, imprisonment, or depriving the liberty of a child;
- Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing, or denigrating the child;
- Forcing a child to wear a sign, to undress or disrobe, or put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;
- 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
- Other analogous acts.

7. CHILD EXPLOITATION – refers to the use of children for someone else's advantage, gratification, or profit resulting in an unjust, cruel, and harmful treatment of the child. These include: (a) sexual exploitation or the abuse of position of vulnerability, differential power, or trust, for sexual purposes; and (2) economic exploitation or the use of the child in work or other activities for the benefit of others.

8. 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:

- Physical violence – bodily or physical harm. It includes assigning tasks which are hazardous to their physical well-being.
- Sexual violence – acts that are sexual in nature. It includes, but is not limited to: rape, sexual harassment, forcing the child to watch obscene, indecent, or inappropriate shows, and forcing the child to engage in any sexual or sexually-related activity.
- Psychological violence – acts or omissions causing or likely to cause mental or emotional suffering of the child.
- Other acts of violence of a physical, sexual, or psychological nature that are prejudicial to the best interest of the child.

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

- Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting, pouring of liquids, and the use of available objects as weapons;
- Any act that causes damage to a victim's psyche and/or emotional well-being;
- 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;
- **“Cyber-bullying”** or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012; and
- Any other form of bullying as may be provided in the school's child protection or anti-bullying policy, consistent with Republic Act 10627 and its Implementing Rules and Regulations.

10. 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 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 to teach life-long skills and values to students.

11. RESTORATIVE JUSTICE – as applied in the giving of corrective actions in cases where both children are involved, means balancing and representing the needs of both the offended party and the offender. It addresses misbehaviors by focusing on repairing harm and restoring relationships rather than only carrying out corrective action. It emphasizes accountability, empathy, and dialogue to resolve conflicts and restore harmony.

VI. IMPLEMENTING MECHANISMS TO PROTECT AND SAFEGUARD CHILDREN

1. All personnel shall be required to sign the Child Protection and Safeguarding (CPSP) Form 1 (ANNEX "A") or the Statement of Commitment to the Child Protection and Safeguarding Policy of Miriam College.

2. To ensure the promotion of the rights of children, and their protection, the following rules shall be integrated in the Employees Code of Conduct:

- In handling and managing incidents involving children, all necessary assistance shall be provided to them, taking into account their best interest.
- Work with, engage, involve, or utilize services only of individuals or business entities that do not have any involvement in child abuse, sexual harassment, exploitation, child pornography, and violence.
- Never be involved in a romantic relationship with a minor.
- Take immediate action upon learning of or witnessing unacceptable acts or behaviors toward children within or outside the vicinity of Miriam College.
- Treat a child with respect and never allow behavior that will result in any form of child abuse, discrimination, or exploitation.
- Be considerate to children, taking into consideration their varying backgrounds and social conditions.
- Never participate in any acts involving child abuse, discrimination against children, child exploitation, violence against children, corporal punishment, and any similar or analogous acts.
- Always abide with the principles of child protection and safeguarding.

3. All Guests and Visitors (to include those attending seminars or meetings) shall be given a briefer relative to the school's Child Protection and Safeguarding Policy. They shall be required to conform to the school's policy by affixing their signature in the briefer.

4.. A Learner Formation Officer (LFO) shall be assigned in each academic unit to ensure that:

- All stakeholders are well-informed of this Child Protection and Safeguarding Policy;
- complaints and cases are processed and resolved within the prescribed period of time while maintaining confidentiality and following the school core values of truth, justice, peace, and integrity;
- records and documentation are maintained and properly filed; and
- all requests for conferences and dialogues are given appropriate and adequate attention.

The following are assigned as LFOs:

LH Grade School - Assistant Principal for Student Affairs (APSA)
LH High School - Assistant Principal for Student Affairs
LH SDTEC - Academic Support and Student Services Coordinator
MC Nuvali - Assistant Principal for Student Life (APSL)
MC Alviera - Campus Minister

5. A three-tiered system shall be in place to address complaints depending on the level of severity and in consideration of requests for appeals.

- **Tier 1 (lowest level)** - to be managed by the Unit Discipline Committee
- **Tier 2 (mid level)** - to be managed by the Basic Education Unit (BEU) Child Protection Committee
- **Tier 3 (highest level)** - to be managed by the Institutional Child Protection and Safeguarding Committee

6. The Unit Discipline Committee (Tier 1) shall also serve as the Child Protection and Safeguarding (CPS) Sub-Committees. The Sub-Committees shall be headed by:

LH Grade School - Grade Level Coordinator
LH High School - Assistant Principal for Student Affairs
LH SDTEC - Student Life Coordinator
MC Nuvali - Student Formation Officer
MC Alviera - Senior Faculty Member

The Sub-Committees shall be composed of the current members of the respective Unit Discipline Committees, with the addition of a barangay representative from the local community of the unit concerned.

The Sub-Committees shall be responsible for:

- the initial processing of all complaints;
- the conduct of initial fact-finding investigation relative to reports and/or complaints involving violations of this Policy, including that of bullying;
- determining whether or not the incident needs to be elevated;
- giving assistance to parents or guardians, whenever necessary; and
- ensuring that children's right to be heard is respected and upheld in all matters and procedures affecting their welfare.

7. In order to facilitate reported incidents of prohibited acts covered by this policy, a BEU Child Protection and Safeguarding Committee (CPSC) (Tier 2) shall be created in BEU units and campuses.

The BEU CPSC shall be composed of the following:

- Chairperson: Unit Head of another unit
- Members:
 - Representative from the LH GS Parent-Teacher Association
 - Representative from the LH HS Students
 - Representative from the SDTEC and MC Alviera faculty (holdover)
 - Representative from the MC Nuvali Guidance Team (holdover)
 - APSA / APSL representative of the unit concerned, who will also serve as Secretariat head
 - Barangay representative from the local community of the unit concerned

The BEU CPSC shall be responsible for:

- reviewing and acting upon the recommendations of the Unit Discipline Committees;
- making the necessary referrals to appropriate agencies, offices, or persons, as may be required by the circumstances.
- monitoring the implementation of positive measures to prevent and address all forms of child abuse and bullying.
- monitoring all cases or incidents related to violations of this policy, including bullying, that are reported or referred to the committee.
- submitting reports to the Institutional Appeals Committee on appealed cases or incidents that were referred to and handled by the committee
- ensuring that children's right to be heard is respected and upheld in all matters and procedures affecting their welfare.

8. The policy shall establish an Institutional Appeals Committee (IAC) constituted by the President and three (3) members selected based on the nature, complexity, and subject matter of the appeal, to ensure that members possess the appropriate expertise, independence, impartiality, and objectivity necessary for the fair resolution of the case.

The IAC shall have the following functions and responsibilities:

- reviewing and resolving appeals submitted by any of the parties on the results of the fact-finding investigation conducted by the BEU CPSC
- analyzing the results of the report submitted by the BEU CPSC and providing recommendations on how to improve and/or strengthen the implementation of the Child Protection and Safeguarding Policy.
- ensuring that children's right to be heard is respected and upheld in all matters and procedures affecting their welfare.

9. An ICPC Committee Secretariat shall also be created, to be headed by the Associate Director of CRAC. The BEU units and campus shall appoint their respective representatives as members of the Secretariat.

The Committee Secretariat shall have the following duties and responsibilities:

- Receive complaints against school officials and personnel, letter appeals, and documents that should be acted upon by the ICPC.
- Inform the BEU CPSC members of complaints against school officials and personnel, letter appeals or any incidents that requires their immediate actions.
- Consolidate and prepare an institutional report on cases of abuse, violence, discrimination, bullying and other acts of abuse using the DepEd prescribed template.
- As directed by the Chair of the BEU CPSC, issue Notice of Meeting to members.
- Act as repository of all documents of the BEU CPSC.
- Document the meetings and proceedings of the BEU CPSC.
- Inform the parties of the Resolutions/Decisions of the BEU CPSC.

VII. Procedures in Handling Incidents involving violations of the Child Protection and Safeguarding Policy

1. The following acts as defined under this policy are hereby prohibited and shall warrant corrective actions, if committed by a fellow student, and sanctions, if committed by the school officials and personnel:

- Child Abuse;
- Discrimination Against Children;
- Child Exploitation;
- Violence Against Children in School;
- Corporal Punishment;
- Bullying; and
- Any other similar or analogous cases.

2. Incidents or complaints related to gender-based sexual harassment where one or both of the parties are children, shall be jointly investigated by the ICPC and the Committee on Decorum and Investigation (CODI).

3. The following shall be the Protocol in handling and managing reported incidents or cases involving violations of this policy.

3.1. Procedures in the ICPC

3.1.1. *Complaints or Reports against school officials and personnel*

3.1.1.1. Complaints or Reports for child abuse, violence, exploitation, or discrimination committed by school officials and personnel (*who will be referred to as "Respondent"*) shall be directly filed to the ICPC through the Committee Secretariat.

3.1.1.2. Complaints or Reports should be in writing, and should state the:

- Full name of the complainant
- Mother unit, office, or department where the complaint is assigned, if an employee
- Grade/Year Level, if the complainant is a student
- Full name of the respondent
- Mother unit, office, or department where the respondent is assigned (if known)
- Brief statement of the relevant and material facts or circumstances of the incident or case.

3.1.1.3. In cases where the report made by other MC community members involves students, the ICPC, through the BEU School Head/Administrator, shall inform the parents/guardians of the students involved within 48 hours from receipt of the report.

3.1.1.4. Within 5 working days upon receipt of the complaint or report, the Committee Secretariat shall inform the Chair of the ICPC, who shall issue a Notice for Pre Fact-finding Investigation Conference (PFIC) to all members. During the PFIC, the members shall be informed of the nature of the complaint or report, as well as the parties involved therein. Should the complaint or report involve allegations violating the MC Safe Spaces Policy, the ICPC Chair shall forward the complaint or report to the CODI and request for a joint investigation, in compliance to the CODI

Manual and the guiding principles on child protection and safeguarding, as enshrined in this policy.

3.1.1.5. If the case is purely a violation of this policy, a fact-finding investigation shall commence immediately after the PFIC.

3.1.1.6. The respondent shall be informed in writing of the complaint or report against her/him and shall be given a period of 10 working days to submit her/his Answer.

3.1.1.7. Within five (5) working days after receiving the Answer of the Respondent, the ICPC Chair shall issue a Notice setting the interview of the parties involved, as well as the witnesses named in the complaint or report, and in the Answer of the Respondent.

3.1.1.8. Within 10 working days after completing the interviews, the ICPC shall issue its Resolution recommending either the dismissal of the complaint/report, or the submission of the case to the Employees Discipline Committee for the appropriate filing of an administrative case against the erring school official or personnel.

3.1.1.9. The ICPC shall furnish the President a copy of its Resolution.

3.1.2. *Appeal for Review of the results of the CPC sub-committees Fact-Finding Investigation*

3.1.2.1. Appeals from the results of the CPC sub-committees Fact-Finding Investigations involving violations of this policy committed by a student against a fellow student shall be directly filed to the ICPC through the Committee Secretariat.

3.1.2.2. The Committee Secretariat shall inform the Chair of the ICPC of the Appeal within 5 working days upon receipt of the same.

3.1.2.3. The Chair of the ICPC shall issue a Notice to the CPC sub-committee Chair to forward the complete records of the case that is subject of the appeal.

3.1.2.4. The CPC sub-committee shall be given 5 working days to comply with the Notice of the ICPC Chair.

3.1.2.5. Within 5 working days after receiving the complete records from the CPC sub-committees, the ICPC shall convene and deliberate on the allegations on the appeal.

3.1.2.6. Within 10 working days after the deliberation, the ICPC shall issue its Decision on the Appeal, furnishing a copy to the President.

3.1.2.7. The parties shall be given a period of 10 working days from receipt of the ICPC Decision to appeal the same to the President. Failure to appeal the decision within the given period shall render the Decision of the ICPC final and executory.

3.2. Procedures in the CPC Sub-committees

3.2.1. Complaints or reports for violation of this policy, which includes bullying, shall be directly filed to the CPC sub-committee, addressed to the Chair. Should the complaints or reports be directed to the School Head/Administrator, the latter shall forward the same to the Chair of the CPC sub-committee.

3.2.2. Complaints or Reports should be in writing, and should state the:

- Full name of the complainant(s), Grade(s)/Year Level(s), and section(s)
- Full name of the respondent(s), Grade(s)/Year Level(s) and section(s)
- Brief statement of the relevant and material facts or circumstances of the incident or case.

3.2.3. In case the person reporting is not the parent or guardian, the Chair of the sub-committee shall, within 48 hours upon receipt of the same, inform the parents/guardians of the involved students.

3.2.4. Upon receipt of the complaint or report, the Chair of the CPC sub-committee shall determine its nature. Should the complaint or report involve allegations violating the MC Safe Spaces Policy, the Chair shall forward the complaint or report to the CODI, and request for a joint investigation, in compliance to the CODI Manual, and the guiding principles on child protection and safeguarding as enshrined in this policy.

3.2.5. If the case is purely a violation of this policy, including that of bullying, the Chair of the CPC sub-committee, within 5 working days, shall issue a Notice directing the Discipline Committee and/or Student

Formation Board or its equivalent to conduct a fact-finding investigation or inquiry.

3.2.6. The Discipline Committee shall complete the interviews and their reports within 5 working days. The reports shall be furnished to the members of the CPC sub-committee.

3.2.7. Within 10 working days upon receipt of the reports, the CPC shall issue its Resolution with its corresponding recommendation and forward the same to the School Head/Administrator. Should the School Head/Administrator find the Resolution to be in order, it shall approve the same.

3.2.8. Within 5 days, the Chair of the CPC sub-committee shall schedule a conference with the parents to discuss the results of the Investigation, as well as the recommendations of the committee. If the parents failed to attend the conference, the Resolution shall be sent to them through email or registered mail within 5 days from the date of the scheduled conference. The parents are given 5 days to submit its response to the Resolution.

3.2.9. The ICPC Committee Secretariat shall also be furnished with a copy of the said Resolution.

3.2.10. The parties shall be given a period of 10 working days from receipt of the Fact-finding Resolution to appeal the same to the ICPC. Failure to appeal the Resolution within the given period shall render the same final and executory.

4. Corrective actions to be imposed for violations of this policy committed by students shall be based on existing corrective actions as stated in the Student Handbook, and other policies implemented by the school.

5. Sanctions and penalties for acts committed by school officials and personnel shall be that which are provided by the rules of the school. The administrative sanctions shall be without prejudice to any civil or criminal cases that may be filed by the offended party against the school official or personnel.

6. In child abuse, violence, discrimination, exploitation, bullying, and any other acts of abuse by a student or learners, the identity or other information that may reasonably identify them whether as offended or the offender, shall be withheld from the public to protect their privacy. Hence, in all Resolutions and Decisions, the names of the students shall be withheld.

VIII. Preventive Measures to Address Child Abuse, Exploitation, Violence, Discrimination, Bullying and other Acts of Abuse

1. In order to guarantee the protection of the rights of children, the following initiatives shall be implemented:

1.1. Capability Building for Teachers, School Personnel, Parents and Students, which includes but is not limited to:

- Learning sessions on how to deal and manage child abuse, exploitation, violence and discrimination cases, as well as bullying and peer violence.
- Seminars on positive discipline, peer relationships and enhancement of social and emotional competence.
- Trainings on anger and stress management, and gender sensitivity.

1.2. Inclusion of children's rights and responsibilities in classroom discussions.

1.3. Integration of education sessions on the negative effects of corporal punishment in the mental and psychological development of children, and Generational Trauma Healing, as part of the initiatives of the Parent-Teacher Association (PTAs).

1.4. Creation of mechanisms where students can share the challenges and difficulties they faced at home and in school, and receive appropriate psychological first aid and counseling.

1.5. Implementation of school activities or events that raise awareness on children's rights.

1.6. Setting-up of child-friendly mechanisms for obtaining children's view and participation in the formulation, monitoring and assessment of school rules and policies related to student discipline.

1.7. Collaboration with existing organizations promoting positive peer relationships and self-image, and non-violent resolution of conflicts.

2. The CRAC shall assist the different units and departments in the development and implementation of the preventive measures.

3. Monitoring and evaluation of the preventive measures shall be regularly conducted to determine the impact of these initiatives. Findings and recommendations resulting from the evaluation shall serve as the basis in enhancing the preventive measures.

Appendix 12

MIRIAM COLLEGE ENVIRONMENTAL POLICY

Passed by the President's Council on July 5, 1995

Miriam College is committed to stewardship of God's creation. It draws on its capabilities and charism to help sustain the health of our planet on which all life depends. It works toward this vision mainly through Environmental Education (EE). EE is delivered primarily to students, secondarily to the other sectors of the Miriam College community and thirdly to the general public through its outreach program, Miriam P.E.A.C.E. (Public Education and Awareness Campaign for the Environment).

Environmental Education is an integral part of the total Miriam College curriculum in the formal classroom setting, in co- and extra-curricular activities and through its campaigns, practices, and management. For the other members of the Miriam College community, programs are established to ensure participation in the environmental thrust(s) of the school.

Through Miriam P.E.A.C.E., Miriam College promotes EE among the general public, involves itself in local, national, and global environmental issues, and engages in field projects that contribute to the Philippines' pursuit of sustainable development. All in the Miriam College community are expected to support this mission and work towards the realization of this vision.

THE ENVIRONMENTAL CURRICULUM

Environmental Education shall be, about, for, in, and through the environment. As such, it shall not only deliver intellectual understanding of environmental issues and problems; it shall develop concern and behavior for environmental protection. Furthermore, it shall utilize as a main pedagogical tool maximal exposure of students to nature and varying degrees in which it is affected by human activities.

The primary goal of Environmental Education in the elementary level is the development of environmental persons, individuals whose regard for the planet is manifested in their everyday habit, actions, and decisions, their careful use of natural resources, and promotion of a clean, healthful, and sustainable environment.

Appendix 13

MCN PARENT-TEACHER ASSOCIATION CONSTITUTION

PURPOSE AND LIMITATIONS

Sec. 1. The MC Nuvali PTA shall support the Miriam College Nuvali in the implementation of the School's programs and policies.

Sec. 2. The MC Nuvali PTA shall serve as a consultative body on matters which the School administration may wish to refer to.

Sec. 3. The MC Nuvali PTA shall be the forum through which the members can have an effective channel of communication among themselves for matters concerning the PTA.

Sec. 4. The MC Nuvali PTA may raise funds, receive donations, and administer the allocation of such funds for various PTA projects which it may initiate for the benefit of MC Nuvali students, in coordination with and the approval of the MC Nuvali Administrative Board.

Sec. 5. The MC Nuvali PTA shall not interfere in the academic and administrative management and operations of the School.

What do we expect from the Executive Board and Core Group Members?

- Attend and actively participate in all meetings up to the end of the school year
- Represent the class in all meetings/activities
- Make decisions for the class/student body
- Punctuality on all meetings, activities, etc.
- Support all activities of the PTA/school
- Motivate parents to participate in all activities.
- Represent the parents and children in one's section and not only his/her child
- No spending of personal money
- All letters to parents should be noted by the Director/Principal, the Assistant Principal of the cluster involved, and the Administrative Officer.

DUTIES AND FUNCTIONS OF THE MEMBERS OF THE EXECUTIVE BOARD

Sec. 1. The **President** is the head of the Miriam College Nuvali PTA and shall have the following duties and functions:

- Convene the Executive Board at the beginning of the School year and cause the preparation of the MC Nuvali PTA plan for the year;
- Represent the MC Nuvali PTA in all official and social functions;
- Preside over all its meetings as well as those of the Executive Board;
- Sign for and in the name of the organization on all matters authorized by the Executive Board;
- Create adhoc committees and appoint its officers as needed;
- Make an annual report concerning the activities of the organization for the year;
- Make recommendations for the continuation of unfinished business to the new Board.
- Ensure the submission of MC Nuvali's PTA documentation to the Office of the Assistant to the President for MC Nuvali.

Sec. 2. The **Vice President** shall assist the President in the performance of his/her functions, perform other duties as the President of the Executive Board may assign, and exercise powers of the President during his/her absence, disability or resignation.

Sec. 3. The **Secretary** shall have the following duties and functions:

- Prepare the Executive Board Directory and provide the members with a copy of such directory; (following data privacy policy)
- Send notice of meeting, approved agenda and arrange for meeting essentials
- Determine and record the existence of a quorum;
- Compile all documents and assist the President in submitting the documentation for the year;
- Safe keep all pertinent document of the MC Nuvali PTA.

Sec. 4. The **Assistant Secretary** shall assist the Secretary in the performance of his/her functions, perform other duties as the Secretary of the Executive Board may assign, exercise powers of the Secretary during his/her absence, disability or resignation. This has to be a faculty member.

Sec. 5. The **Treasurer** shall have the following duties and functions:

- Request and receive MC Nuvali PTA dues from the Finance Director through the Administration Office, care of Ms. Janice;
- Handle finances, pay such amounts as have been authorized by the Executive Board;
- Collate Financial Reports from all Committee Heads of all PTA projects;
- Oversee the implementation of approved guidelines for the management of resources, funding and disposition of goods for PTA projects and activities;

- Prepare a Financial Report and submit an audited copy to the Office of the Assistant to the President for MC Nuvali at the end of the year.

Sec. 6. The **Assistant Treasurer** shall assist the Treasurer in the performance of his/her functions, perform other duties as the Treasurer of the Executive Board may assign, exercise powers of the Treasurer during his/her absence, disability or resignation. This has to be a faculty member.

Sec. 7. The **Auditor** shall audit the books of accounts and shall submit his/her report after audit to the President with his/her comment/s and recommendations. This has to be a faculty member.

Sec. 8. The **Public Relations Officer** will be in charge of Timbrel and will take care of all publications of the association.

Sec. 9. The **Board Member** will come from the previous Executive Board.

Appendix 14

MC DATA PRIVACY POLICY FOR STUDENTS AND PARENTS / GUARDIANS

MC Nuvali recognizes its duty to secure the personal information it handles and to hold information that it reasonably needs to effectively discharge its function as an educational institution.

It is the policy of the School to keep private and secure personal information, including written records, photographic and video images via CCTV or other similar recording devices, voice recording devices, digital material, and biometric records about its employees, students, and other stakeholders.

By enrolling at MC, you expressly acknowledge that you have read, understand and agree to all the terms of this Privacy Statement as outlined below and as may be modified from time to time as required by law or the National Privacy Commission (NPC) without prior notice to you.

Collected or Generated Information

MC Nuvali as an educational institution may collect various personal data from applicants, students, parents or any authorized representatives during application for admission and enrollment. We also request documents from the previous school of the applicant, if applicable. The information and documents that we collect/generate include but are not limited to the following:

- a. Personal Data Form with personal information, educational background, and details regarding family Academic Background, Activities (co-curricular and extracurricular), Attendance, Disciplinary Record and Information for non-Filipinos
- b. Recommendation Forms with applicant's qualities and performance
- c. Student's Health Record on common illnesses, past disease, family disease, drug preparation given to student in case of certain illness, immunization record and physical check-up results, including drug test results
- d. Legal documents such as:
 - original NSO birth certificate
 - photocopy of baptismal certificate
 - report card

- learner reference number
 - transcript of records
 - copies of Philippine passport and certificate of recognition as a Filipino issued by the Bureau of Immigration or from the Philippine consulate of the country of birth (for applicants with dual citizenship)
 - special study permit and alien certificate of registration (for foreign students)
- e. Requirement for scholarship or grant application such as:
- application form with the following personal information on parents and sibling/s information, sources of family income, list of persons who are dependent on family income, honors and awards, membership in organizations, community involvement and assets and liabilities
 - copy of utility bills
 - pay slip of parent/s
 - credit card statement of parent/s
 - bank book/ time deposit certificates of parent/s
 - photo of house/parts of the house

How We Use the Information

MC Nuvali uses the information to deliver and provide our students with the best educational services to include counseling, health, information technology, library, sports and recreation, transportation, parking, safety and security. We may combine your information with other information that we have about your child that is publicly available and/or that we may have obtained from third parties.

Among others, we may use the student's information to:

- Evaluate his/her application for admission or enrollment
- Determine and record his/her academic performance, to include conduct and behavior, co-curricular and extracurricular progress
- Establish and maintain student information systems
- Process scholarship and other financial grants
- Investigate disciplinary incidents to implement measures for reform
- Maintain directories and alumni records
- Generate reports for statistical and research purposes
- Ensure protective safeguards of College facilities and grounds
- Communicate with the parent or the student
- Share marketing and promotional materials regarding college-related functions and projects
- Comply with academic, administrative, historical and statistical requirements, including government regulations

Disclosing the Information

MC shares the student's information as permitted or required by law and in line with our objectives as an educational institution. In the area of social media, disclosure of personal and/or academic-related information will be upon explicit consent of the student or parent guardian.

Congruent with our objectives as an educational institution, disclosure of information is not limited to:

- Posting of class lists and class schedules on bulletin boards
- Sharing of information to parents, guardians or next of kin, as required by law or as may be determined in the best interests of the student and that of the school community
- Providing academic institutions, companies, government agencies, or the like, upon their request with scholastic ranking information or certification of good moral character for purposes of admission and student programs;
- Disclosing information to the NPC and other regulatory government agencies; e.g. Department of Education
- Sharing of information to potential donors and benefactors for purposes of grants and other forms of assistance
- Sharing information for accreditation (e.g. Philippine Accrediting Association of Schools, Colleges and Universities)
- Responding to queries whether or not the person is a bona fide student or graduate of MC
- Conducting research or surveys for purposes of institutional development
- Sharing the student's directory information to MC's alumni association
- Sharing the student's academic accomplishments and co-curricular or extracurricular achievements with other schools and third parties through photos, videos, brochures, website posting, and other media

How Long We Keep Your Information

The student's information shall be retained for as long as the purpose for which it was collected, (e.g. legal, regulatory administrative, academic, historical or statistical purpose) remains in effect. It will be disposed of when no longer relevant or necessary to the operations of MC in compliance with applicable laws and regulations.

Your Rights to Information

Parents / guardians / authorized representatives) have the right to:

- inspect and review their child's information records especially during the enrollment period, the right to seek amendment and updating of such records, and the right to restrict the disclosure of directory information
- receive test scores and other measures of their child's progress in school, and updates on school regulations and policies

Former students (those who have moved on to the next unit, those who have transferred schools, or alumni) may submit requests for their records through the School Head. For any queries, clarifications or requests on any aspect of this Policy, you may also write our:

DATA PRIVACY OFFICER

Miriam College Foundation, Inc.
Katipunan Road, Quezon City 1108

Changes to our Policy Statement

We may modify or amend this Privacy Statement and Terms of Agreement from time to time to keep up with any changes in relevant laws and regulations. Any relevant updates will be posted on our website and will be effective immediately upon posting.

DATA PRIVACY CONSENT FORM

I hereby acknowledge that I have read and understood the terms as provided in the Miriam College Data Privacy Policy for Students and Parents/Guardians. Furthermore, I agree and give my full consent in the implementation of the said policy.

Complete Name of Student

Complete Name of Parent or Legal Guardian

Signature of Parent or Legal Guardian

Date Signed



STUDENT PLEDGE OF COMMITMENT

As a student of Miriam College Nuvali, I promise to uphold and abide by the school rules, guidelines, and procedures stated in the Student Handbook. I understand and agree that the school reserves the right to take appropriate disciplinary action if my conduct is contrary to its best interest and to the common good.

I will strive to live the ideals of Miriam College Nuvali and to do my part to keep our school a safe, welcoming community that embraces each individual's uniqueness and encourages them to learn, grow, and achieve their potential.

Student's Handwritten Name in Print / Date

Homeroom Adviser's Signature over Printed Name / Date



PARENT PLEDGE OF COOPERATION AND SUPPORT

As Miriam College Nuvali's partners in our child's holistic development, we pledge our cooperation and support in implementing school rules, guidelines, and procedures. We agree to guide our child in understanding the contents of this handbook.

Conscious of our role as co-educators, we promise to:

- read and discuss all school communication with our child and submit reply slips in a timely manner;
- keep the school informed of our child's concerns as needed;
- attend meetings, activities, conferences we are invited to;
- communicate school-related concerns through proper channels;
- and reinforce our child's learning through proper guidance at home.

Father's Signature over Printed Name / Date

Mother's Signature over Printed Name / Date

Guardian's Signature over Printed Name / Date



