

“I would have them 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

Dear High School Students,

Welcome to Miriam College Nuvali!

We are pleased to share with you the Student Handbook, a comprehensive guide designed to provide all the information you need to make the most of your time at MC Nuvali. This handbook serves as your go-to resource for understanding the various facets of student life, including academic policies, co-curricular opportunities, campus facilities, and shared community values.

At MC Nuvali, we nurture intellectual curiosity and a passion for learning. Learn about our academic programs, grade requirements and policies, and academic support services, which ensure that your academic journey is enriching and fulfilling.

We take pride in a vibrant campus life that complements your academic endeavors. Explore the various interest clubs, organizations, and events that encourage social engagement and foster a sense of belonging within our dynamic community.

Your well-being and success are our priority. Read about the programs and services that our school offers in order to support your intellectual, socio-emotional, physical, mental, and spiritual growth.

We, together with the dedicated faculty, professionals, and staff, are your partners in your academic and personal development. As members of one community, we adhere to a set of shared values and principles. Get to know our discipline philosophy, rules, and standards of behavior which promote respect, inclusivity, and integrity and ensure a positive learning environment for everyone.

We hope this handbook becomes a helpful companion during your time at MC Nuvali. May it empower you to navigate your academic journey successfully and make the most of the countless opportunities available to you. Embrace the challenges, nurture the friendships, and revel in the transformational experience that awaits you.

Once again, welcome to Miriam College Nuvali. Together, let us build a thriving community of passionate learners and responsible global citizens. Let your journey begin!

Sincerely,
Your MCN Administrators

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CHAPTER I

HISTORY AND SPIRIT OF MIRIAM COLLEGE NUVALI

A. HISTORY

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.

The Maryknoll mission in the Philippines began in 1926, 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 the Maryknoll Normal College.

After a temporary closure during the war, the school reopened in 1945 as Maryknoll College, offering more academic programs and moving from place to place until it finally laid down its permanent roots in Loyola Heights, Quezon City in 1952.

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, Dr. Paz Adriano, 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 and mission through the Maryknoll-Miriam Identity, Spirituality Office (MMISMO), the Center for Peace Education (CPE), the Environmental Studies Institute (ESI), the Women and Gender Institute (WAGI), and the Child Rights Advocacy Center (CRAC).

The establishment of a second campus in Nuvali, Calamba, Laguna was a strategic move toward growth and new expressions of service. MC Nuvali officially opened in SY 2014-2015, initially accepting 141 boys and girls from preschool to Grade 7 coming from growth areas south of Manila. It accepted its first batch of Senior High School students in SY 2016-2017. A second building, the Early Childhood Education Complex, was built in time for the opening of SY 2017-2018.

Creativity, innovation, and community spirit allowed MC Nuvali to continue providing

caring, quality education even as the school temporarily went online from 2020 to 2022 due to the Taal Volcano eruption and the Covid-19 pandemic. The campus reopened in SY 2022-2023, offering a hybrid flexible learning arrangement that gave students the choice to attend classes on campus or online. Full on-campus classes resumed in SY 2023-2024.

A decade later, MC Nuvali continues to offer a full, co-educational K to 12 program. It 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 and employees regard it not just as their school, but their home.

B. SCHOOL SEAL



The Miriam College seal carries the Chi Rho, a symbol used to indicate the word CHRIST in Greek. It is made up of the Greek letters chi (X) and rho (p) and was used by the early Christians as a sign of their solidarity with one another. The Chi Rho is placed at the center of a circle to remind the community that they are to become witnesses to Christ in the world.

The seal also carries the word *Veritas*, which is Latin for Truth. Christ said, "I am the Way, the Truth, and the Life." MC Nuvali students are to incarnate Christ in the world by living the truth in love.

Truth is the foundation of the Maryknoll-Miriam vision. As MC Nuvali students pursue truth through their academic endeavors, they apply what they learn by working for justice, peace, and the integrity of creation.

The school seal is used in formal communications, documents, and marketing efforts. It may only be used based on the guidelines approved by the President of Miriam College.

C. SCHOOL NAME

"Miriam" is the Aramaic name by which Mary, our Blessed Mother and the school's patroness, was called in her lifetime. "Miriam" is also a fitting tribute to Sister Miriam

Thomas Thornton, MM, who devoted 50 years of service to Maryknoll College.

D. INSTITUTIONAL VISION AND MISSION

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 committed to the values of **truth, justice, peace, and the 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 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 destruction of the environment and 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 OF MIRIAM COLLEGE

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 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.

Ideals	This means...	MMJ also said...
Christ-like Charity <i>Pagkakawanggawa</i>	Our love is directed first toward God, then toward ourselves and our neighbors	"In the soul of the missionary, there should be no place for pettiness, meanness,

	as objects of God's love. Like Christ, we live in solidarity with others.	selfishness, or love of power or comfort." (MMJ)
Limpid Simplicity of Soul <i>Payak na Kalooban</i>	We strive to be genuine in our words and actions so that we can live our truth and embrace our beauty without fear or pretensions.	"I like to have people see in us real simplicity and gentleness." (MMJ)
Heroic Generosity <i>Magiting na Pagiging Bukas-Palad</i>	Heroic generosity entails sacrifice: we give something up in order to share ourselves with others, for the good of the entire community.	"People who are truly patient, who suffer things out of love of God, are people who are strong." (MMJ)
Selflessness <i>Pag-aalay ng Sarili</i>	We let go of our pride to be of greater service to others, following the example of Christ, the Son of God who became man in order to save us.	"Be generous, try to serve and to cooperate with others placed over you." (MMJ)
Unswerving Loyalty <i>Di-matinag na Katapatan</i>	We strive to live out our core values and fulfill our purpose even in the face of many challenges.	"You must see the beauty in the tensions, and have joy over differences." (MMJ)
Prudent Zeal <i>Mahinahong Kasigasigan</i>	Being passionate, when not controlled, can burn us. We balance our passion and energy with wisdom and good judgment.	"In everything that you do, if it is not done for God, you are not bringing any merit to me or the community. Each of us has their place and that is the place we should fill." (MMJ)
Orderly Mind <i>Maayos na Pag-iisip</i>	Aside from establishing good habits and routines, we also develop the habit of discernment. We ask, "Will this bring me closer to who I am as a child of God?"	"Each of us has our place and that is the place we should fill." (MMJ)
Gracious Courtesy <i>Magiliw na Pakikitungo</i>	We accept one another as members of our community. We treat everyone equally	"Our mission is to have the ready smile, the affable greeting, the radiating charm

	out of a genuine desire to see Christ's gentle, tender presence in them.	which will draw others to us." (MMJ)
Adaptable Disposition <i>Mahusay na Pakikibagay</i>	Like Mary, who said yes to the will of God in her life, we are open to challenges and possibilities. We remain hopeful in any situation.	"Adaptability is that power of creating...the feeling of "fitting"...attempting anything which you may be asked to do." (MMJ)
Solid Piety <i>Matatag na Pananampalataya</i>	Prayer helps us to be like Mary, who remained faithful to God in times of weakness and victory. We become aware that God is present at all times.	"Prayer need not be long...it may be the consciousness of the beauty around us." (MMJ)
Saving Grace of a Sense of Humor <i>Biyaya ng Masayahing Kalooban</i>	We can laugh at ourselves and remain hopeful in any situation. Our humor uplifts others: it is gentle and joyful and does not hurt or humiliate.	"We have to be patient with ourselves – perhaps more patient with ourselves than with others." (MMJ)

I. MIRIAM COLLEGE NUVALI VISION MISSION

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 the 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.

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

CHAPTER II 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 is responsible for the development of the whole school. The Director/Principal is part of the President's Council, along with the heads of other units in Miriam College.
2. The **Assistant Principal for Grade School** develops, implements, monitors, and evaluates the instructional program for First Step to Grade 6.
3. The **Assistant Principal for High School** develops, implements, monitors, and evaluates the instructional program for Grade 7 to Grade 12.
4. The **Assistant Principal for Student Life** develops, implements, monitors, and evaluates programs for student formation and wellbeing.
5. The **Administrative Officer** develops and implements policies on health and safety and on the use and maintenance of school premises.

Under the supervision of the Administrative Board are the other members of the community:

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 teachers in their grade levels.
5. The **Student Formation Officer** develops, implements, monitors, and evaluates overall discipline and formation programs for students.
6. The **Student Wellness Officer** develops, implements, monitors, and evaluates

the guidance program.

7. The **Student Development Specialist** develops and evaluates interventions for students with learning or behavioral needs.
8. The **Athletics Coordinator** develops, implements, monitors, and evaluates the athletics program.
9. **Subject Teachers** facilitate student learning in the different content areas.
10. **Homeroom Advisers** care for students' character formation.
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 and Library Associates** develop, administer, 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** collaborate with faculty in creating learning experiences on campus, under the leadership of the **Class Officers** and **Student Council officers**.
17. **Parents** belong to the **Parent-Teacher Association**, which supports the implementation of school programs and policies. They reinforce student formation at home.
18. **Security and Maintenance Personnel** keep the campus safe, clean, and conducive to learning.

MC Nuvali and its administrators and faculty exercise special parental authority and responsibility over students while they are in school.

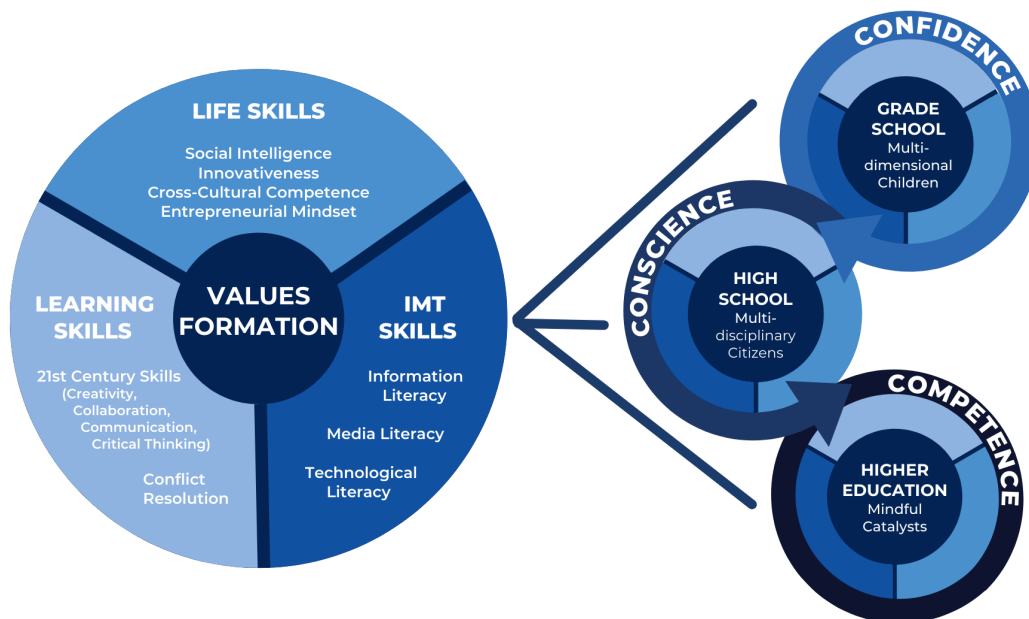
B. THE MIRIAM COLLEGE DNA AND STUDENT SUCCESS MODEL

Confidence, Conscience, and Competence comprise 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 DUTIES

<i>Rights</i>	<i>Duties</i>
An MC Nuvali student has the right to expect... 1. meaningful, relevant learning experiences that address their spiritual, intellectual, social, and psychological needs as adolescents;	It is an MC Nuvali student's duty to... 1. study conscientiously, do assigned tasks, and participate actively in school activities; 2. be present and punctual on school days; 3. behave in a manner that is considerate of others and appropriate for school;
2. sufficient and timely dissemination of school policies, guidelines, and procedures that affect them;	4. know, understand, and uphold all policies, guidelines, and procedures in the handbook;
3. a safe, secure, and inclusive learning environment suitable for the growth and development of young men and women	5. keep school premises and equipment clean and in good condition; 6. treat other people with respect and avoid actions that may put others at the risk of harm.
An MC Nuvali student has the right to... 4. express their opinions and offer suggestions on matters that affect their education; and 5. consult faculty, administrators, and other personnel regarding school-related matters.	7. fully utilize opportunities for doing evaluation and giving feedback and go through proper channels; and 8. address concerns in a respectful manner.

CHAPTER III THE STUDENT DEVELOPMENT PROGRAM

A. SPIRITUAL FORMATION

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

1. **Magnificat.** These activities invite students to worship God as a community.
 - Confession
 - Confirmation
 - Daily prayers
 - Living Rosary
 - Marian celebrations
 - Masses
2. **Conservabat.** These activities teach students to keep the memories of God's revelation in their hearts.
 - Advent and Lenten practices
 - Catechism before Mass
 - CLE-VE 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 actualize the Church teachings discussed in their CLE-VE classes.
 - Christmas Gift-giving
 - Disaster Response
 - Kusina at Klase ni Maria
 - Miriam Bookstore
 - Medical-Dental Mission
 - Orphanage Visit
 - Tree Planting
 - Visit to Senior Citizens

Social action is integrated in various subjects, teaching students that using our gifts in service of others begins with understanding those we seek to serve.

- 4. Fiat.** These activities equip MISMO student, faculty, and personnel volunteers to affirm their “yes” to be bearers of Christ every day.

- Leadership and Skills Training for 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 for their grade level.
- b. Students who are not Catholic also attend all spiritual formation activities for their grade level. Information about this is discussed in the waiver that their parents or guardians 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 school hours, the school sends a circular containing relevant details. Students must submit a signed reply slip in order to participate.

B. ACADEMIC FORMATION

The Academic Program of MC Nuvali provides learning opportunities for students to become well-rounded individuals who manifest a lifelong love for learning. This is actualized through varied approaches and strategies that facilitate the teaching and learning process.

1. Project-Based Learning

Students learn through Project-Based Learning (PBL), a student-centered approach that guides learners to create understanding by posing questions, finding relevant resources, making decisions about how they work, and reflecting on the quality of their learning.

Integration is an essential component of PBL. Different subjects are connected to the school’s core values and advocacies, local and global current events, and students’ life experiences.

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

2. Curricular Offerings for Junior High School

The Junior High School program consists of six major subjects and six special subjects.

a. Christian Living Education-Values Education (CLE-VE)

The CLE-VE program presents the fundamentals of Christian living, integrating Scripture, doctrine, liturgy, and social action. Students receive a holistic education of faith that forms the whole person and leads them to participate in building a Christian community amidst changing times.

b. English

The English program develops communicative competence and critical literacy while studying various texts from the Philippines and the world. Students become attentive listeners, proficient speakers, effective writers, and reflective readers.

c. Filipino

Nalilinan ang kakayahang komunikatibo at pagpapahalaga sa wika at panitikan. Ang mag-aaral ay nagiging kritikal na mambabasa na malayang nagtatanong at nagmumungkahi ng solusyon sa mga suliranin. Ang wika ay nagiging instrumento tungo sa aktibong pakikilahok sa lipunan.

d. Araling Panlipunan

Nalilinan ang iba't ibang kasanayan sa agham panlipunan sa pamamagitan ng pagsusuri sa kasaysayan at kultura ng Pilipinas, Asya, at daigdig. Nauunawaan ng mag-aaral ang halaga ng pag-unawa sa nakaraan, pakikilahok sa kasalukuyan, at paghahanda para sa kinabukasan upang mamuhay nang payapa bilang mamamayan.

e. Mathematics

The Mathematics program uses varied strategies and authentic materials to help students build a solid foundation and mastery of fundamental mathematical skills. Students understand and apply mathematical concepts, compute efficiently and accurately, and solve problems critically.

f. Science

The Science program emphasizes concepts, processes, theories, and applications to inculcate scientific attitudes and values. Students gain meaningful experiences through guided discovery and hands-on activities like experimenting, reporting, building models, and doing research.

g. Music

The Music program combines theory, history, composition, and performance to teach students to understand, appreciate, and perform music aesthetically. Through singing, composing, and analyzing music, students develop critical thinking and a high regard for history and culture.

h. Art

The Art program merges the creative and aesthetic aspects of the three H's: the head, by developing an awareness and appreciation of beauty; the heart, by encouraging creative expression and love for arts; and the hand, by developing skills and using design principles to solve problems.

i. Physical Education (PE)

The PE program motivates students to remain physically active throughout their lives. It promotes good health, physical fitness, nationalism, and safety, and develops fundamental skills in body management, rhythmic movement, and sports. Students also learn fair play and cooperation.

j. Health

The Health program promotes total health and wellbeing by providing a strong foundation in skills needed for a good quality of life. It focuses on healthy relationships, good nutrition, reduction of health-related risk behaviors, and prevention and control of illness and injury.

k. Technology and Livelihood Education (TLE)

TLE uses practical hands-on activities to teach students the value of work. Exploratory classes in Grade 7 and 8 teach fundamental skills in carpentry, electrical work, handicrafts, dressmaking, cookery, baking, and food processing, while specialized classes in Grade 9 and 10 integrate intermediate cooking skills and entrepreneurship.

l. Computer

The Computer program promotes computer literacy and responsible use of technology. Students learn graphic design, programming, and desktop publishing to equip them with skills needed to face the new challenges of digital media. The program also integrates robotics programming.

3. Curricular Offerings for Senior High School

In line with the Strengthened Senior High School Curriculum, MC Nuvali offers two pathways: Humanized Sciences and Leadership and Society. The subjects included in each pathway are designed in collaboration with the incoming Grade 11 students.

All Senior High School subjects are considered major subjects. This forms well-rounded students who take a critical, interdisciplinary approach to challenges.

a. Core Subjects

These subjects are taken by all students to give them a solid, well-rounded foundation.

- Effective Communication/Mabisang Komunikasyon
- General Mathematics

- General Science
- Life and Career Skills
- Maryknoll-Miriam Spirituality
- Pag-aaral ng Kasaysayan at Lipunang Pilipino

b. Elective Subjects

These subjects equip students with knowledge and skills for further study in their chosen pathway.

- Arts, Social Sciences, and Humanities subjects
- Science, Technology, Engineering, and Mathematics subjects
- Sports, Health, and Wellness subjects
- Business and Entrepreneurship
- Field Experience

c. University-Offered Elective Subjects

Students choose one elective every semester, giving them the opportunity to deepen or broaden their education in their chosen pathway.

4. Empowering Development, Growth, and Excellence (EDGE) Programs

These 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

This is a voluntary enrichment program for students who have difficulties in major subjects. It provides activities that help students understand topics currently being discussed in their regular classes.

b. STEP

These are bridging programs for foreign students and Filipino students with less than three years of residence in the Philippines. STEP students are promoted to the regular Filipino or AP class after three years in the program or earlier, upon the recommendation of the teacher.

- Filipino for Non-Filipino Speakers develops reading, speaking, listening, and writing skills in Filipino.
- Araling Panlipunan for Non-Filipino Students strengthens students' understanding of Philippine geography, culture, history, and government.

c. BOOST

This is a remedial program for students who have received failing marks in any subject. BOOST classes are held every summer for Grade 7-10 and at the end of each semester for Grade 11-12.

d. PATHS and TRAILS

These are invitational programs for students who show exceptional performance in specific subjects and represent the school in academic competitions. PATHS classes teach advanced topics in Math and Science, while TRAILS classes teach advanced communication and literary skills in English and Filipino.

5. Academic Policies

- a. Students are expected to read and understand the course outlines given at the beginning of each quarter. Course outlines include topics to be covered, guidelines on submitting tasks, and subject-specific policies.
- b. Tutoring may be requested by students who need additional guidance. The office of the Assistant Principal for High School may help facilitate the request for a tutor. All arrangements are made between the parent or guardian and the tutor. Tutoring is done after official school hours.
- c. A student may not engage the tutoring services of a faculty member who is their subject teacher for the current school year.

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. Homeroom

The Homeroom Program teaches students to interact meaningfully with peers. During daily homeroom, students practice school routines, learn helpful behaviors, and discuss important announcements.

2. Educational Trips

Off-campus trips expose students to new experiences and allow them to enhance or apply their learnings in the classroom. Each grade level goes on a field trip once a year. Some clubs and organizations also organize educational trips.

3. Interest Clubs

Interest clubs offer opportunities for students to explore passions and hobbies. These clubs help students develop new skills, make friends, and build a sense of belonging.

Policies on Club Membership

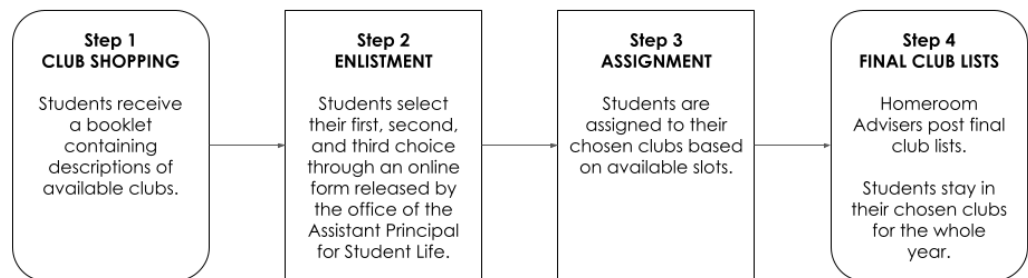
- a. Each student must be a member of an interest club. Once the club lists

have been finalized, students stay in their club for the whole school year.

- b. Clubs are not graded; nevertheless, attendance and participation will continue to be evaluated.

Attendance	presence in club meetings
Participation	effort, responsibility, cooperation, and interest shown in different club activities

- c. Students must attend club meetings on designated days. Some clubs have additional sessions and/or fees to cover special equipment and training. These are discussed through a circular sent to parents.
- d. The enlistment procedure for interest clubs is as follows:



4. Organizations

In addition to Interest Clubs, students may join one or more organizations. Each organization has its own requirements or criteria for membership.

Organizations include the Student Council, the MMISMO Volunteers, and the Glee Club. More organizations may be formed depending on student interest and alignment with school values.

5. Academic Celebrations

These activities supplement the academic program.

- Buwan ng Wika
- Career Orientation
- College Week
- Intramurals
- Lighting of the Advent Star
- Miriam Advocacy Week
- Literary Festival
- STEM Week

Some students also represent MC Nuvali in inter-school competitions and exchange programs.

6. Extracurricular Activities

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

- Acquaintance Party
- Christmas Party
- Completion Ceremony
- Graduation Ceremony
- High School Prom
- Honors Assembly
- Leadership Training
- School Fair
- Teacher's Day

7. 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 will be absent at 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 submit 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 other related activities must be approved by school administration. Students are to observe simplicity, creativity, and resourcefulness.

CHAPTER IV STUDENT SERVICES

A. GUIDANCE SERVICES

Office Hours: Monday to Friday, 7:30 AM to 4:00 PM

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 offers 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 promotes the personal, social, emotional, educational, and career development of all learners. This is done through the different services, activities, classroom modules, and special projects organized by the counselors in collaboration with the school administration, faculty, parents, external partners, and other stakeholders.

1. Counseling Services

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

2. Consultation and Referral Services

There are proper mechanisms that allow the office 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

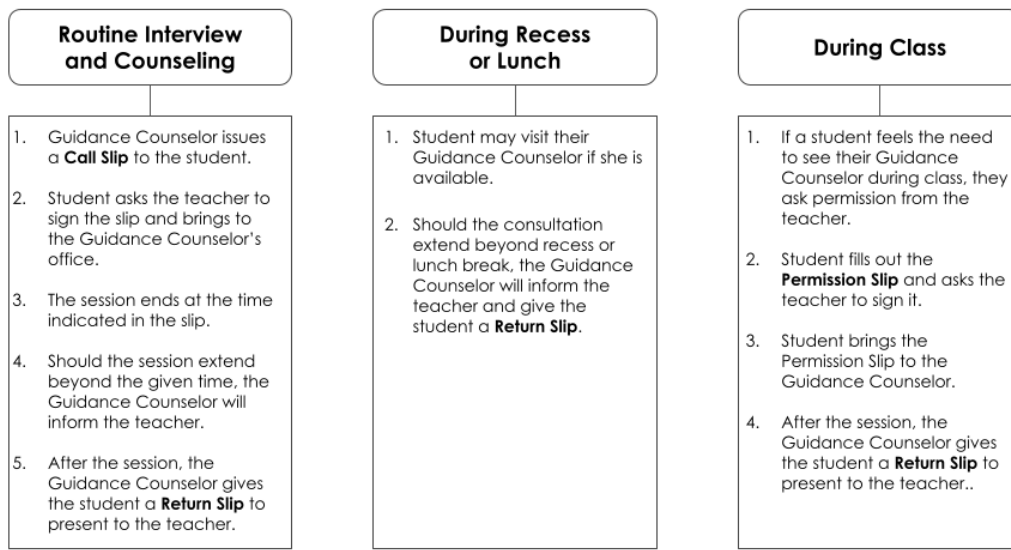
These include administration of Guidance forms, surveys, and evaluation for needs assessment, and data gathering for improvement of programs and services. The Guidance Office also conducts assessment and interviews for admission selection and placement of students.

4. Enrichment and Information Services

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

5. Guidance Consultation Procedure

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



B. CLINIC

Office Hours: Monday to Friday, 6:30 AM to 4:30 PM

The clinic is staffed with a physician and a nurse who promote, protect, and maintain the health of students and staff. In addition to its regular office hours, the clinic is also open when there are school activities where students are present.

To ensure correct, adequate, and timely management, there are written guidelines on clinic services:

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 posters, and coordinates with other school offices in the areas of medical counseling, physical safety, and nutrition.

2. Emergency and First Aid Care

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

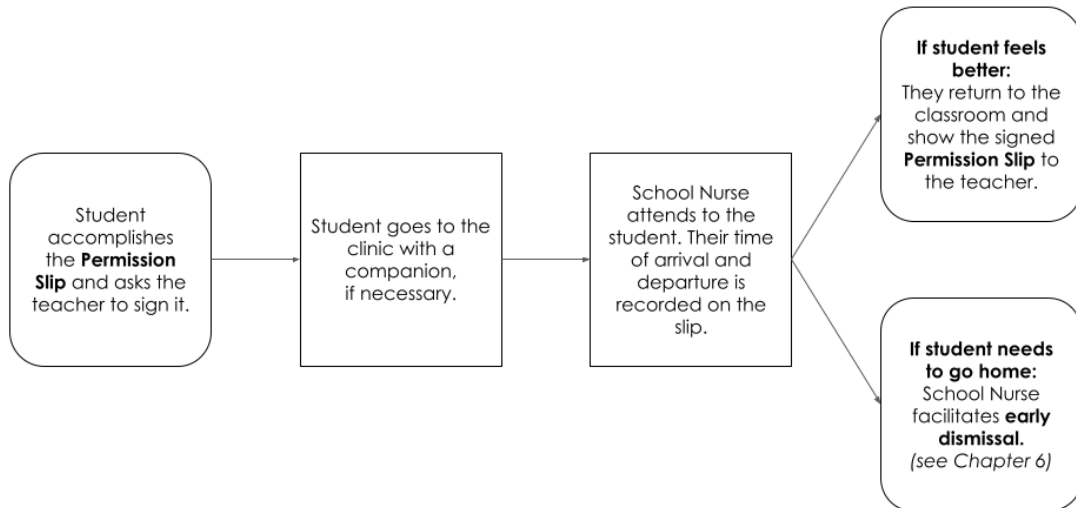
Students and employees who are not feeling well may stay in the clinic while under observation or while waiting to be sent home. Nebulization and oxygen inhalation may be done for sudden asthma attacks. Those with symptoms of communicable diseases are sent home and instructed to follow the advice of 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 are 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 non-urgent cases, students who wish to go to the clinic are to follow the procedure below:



C. LIBRARY MEDIA CENTER

Library Hours: Monday to Friday, 7:30 AM to 4:30 PM

The Library Media Center offers print, audiovisual, and electronic resources, as well as other materials for information, research, and recreation. It also conducts activities that promote media literacy and facilitate the incorporation of various media resources into curricular and co-curricular activities.

Students may visit the library during breaks and after dismissal.

D. CAFETERIA

Office Hours: Monday to Friday, 6:30 AM to 4:30 PM

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 their own food using cash or a meal card. The TAPSO features of the school ID may also be used for cashless transactions.

1. Healthy Food Guidelines

- 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 and will be confiscated by the security guard at the building entrance. Students who bring these items to school may claim them upon leaving the school at dismissal time.
- c. Food deliveries are allowed only after 4:30 PM, when the cafeteria has closed, and on special school activity days when students bring food to share.

2. Zero Waste Policy

- a. Snacks and lunch must be placed in reusable containers. Empty food wrappers, bottles, and other packaging from food brought to school must be kept in students' lunch boxes and brought home at the end of the day.
- b. Students are encouraged to bring their own utensils and tumblers.
- c. Students who borrow plates, cups, glasses, or utensils from the cafeteria must return them immediately after use.

E. CASHIER AND RECORDS SERVICES

Cashier: Monday to Friday, 7:30 AM to 3:30 PM

Records: Monday to Friday, 7:30 AM to 4:00 PM

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
 - i. 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 highly encouraged.
 - ii. These 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.
 - iii. 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 (5) calendar days from the due date.

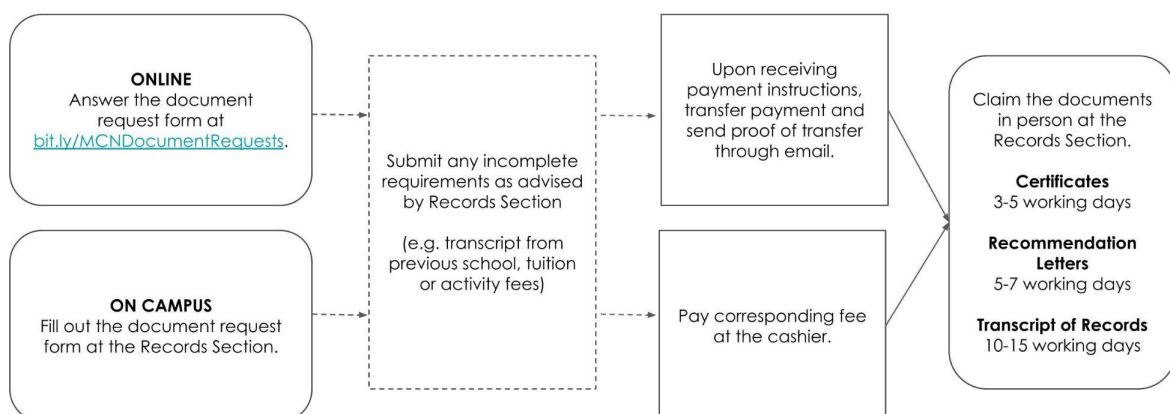
- iv. Student report cards, transcripts of records, letters of recommendation, certificates of attendance, and other official documents are released only after all outstanding accounts, including unsettled installment payments, have been settled.
- b. Payment may be done through credit card, check, or cash at the school cashier, online through Camu, or over the counter at the school's partner banks. Instructions may be found on the Registration and Assessment Form issued upon enlistment, on the MC Nuvali website, or beside the cashier's window on campus.
- 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 below:

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 SERVICES

The school does not accredit school bus services. However, it assists parents by providing a list of school bus operators who have complied with LTFRB requirements and MC Nuvali's safety standards. All arrangements related to schedule and fees are between parents and school bus operators.

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

CHAPTER V 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. Recommendation Forms from the Homeroom Adviser and Guidance Counselor, each placed in a sealed envelope with recommender's signature across the flap
3. Student Health Record Form
4. Certified True Copy of the most recent report card for the current grade level
5. Certified True Copy of the complete report card for the previously completed grade level
6. Original copy of Philippine Statistics Authority (PSA) Birth Certificate
7. One (1) 2"x2" recent colored ID picture
8. For Grade 10 and 11 applicants: Photocopy of National Career Assessment Examination (NCAE) results
9. For Catholic applicants: Clear photocopy of Baptismal Certificate (present original for verification)
10. For non-Catholic applicants: signed MCN Waiver Form for Spiritual Formation Activities
11. For applicants from homeschooling programs based abroad: Certificate of accreditation of homeschooling program
12. For foreign students:
 - a. Original Transcript of Records with English translation and duly authenticated by the Philippine Foreign Service Establishment located at the student's country of origin or legal residence
 - b. English translations of report cards that are in a language other than English or Filipino
 - c. Certification from previous school indicating promotion to the next level
 - d. Clear photocopy of updated passport and visa of parents and student (present original for verification)
 - e. Clear photocopy of Alien Certificate of Recognition/I-Card (present original for

- verification)
- f. BI Form 2014-02-005 Rev 0/CGAF Form (provided by MCN)
 - g. For applicants with dual citizenship: Certificate of Recognition as a Filipino

B. MARKING SYSTEM

1. Academic Achievement

- a. Quarterly marks are indicators of a student's strengths as well and areas for improvement
- b. Quarterly marks for major subjects are composed of the following:

Application <i>Performance tasks and projects</i>	35%
Summative <i>Tests</i>	30%
Participation <i>Class discussions</i>	20%
Practice <i>Worksheets and exercises</i>	15%
Total	100%

- c. For Grade 7 to 10, the final average for each major subject is obtained by adding the quarterly grades and dividing the sum by four.

For special subjects, which are taken for only one semester, the final average is obtained by adding the quarterly grades and dividing the sum by two.

- d. For Grade 11 and 12, each subject is one semester long. The final average for each subject is obtained by adding the quarterly grades and dividing the sum by two.
- e. The general average is obtained by adding the final averages for each major subject and dividing the sum by the number of major subjects. This average is then converted into a letter code.

Codes, Descriptions, and Numerical Equivalents:

A+	Most outstanding	97-100
A	Outstanding	94-96

A-	Very good	90-93
B+	Good	87-89
B	Average	84-86
B-	Satisfactory	80-83
C+	Fairly satisfactory	78-79
C	Needs improvement	76-77
C-	Passed	75
D	Failed	74 and below

2. Personality Development

- a. The quarterly Personality Development Mark (PDM) is an indicator of a student's general behavior in school. It describes a student's progress in character traits that will help them succeed in school and grow in the school's core values.

Component	Observable Behaviors
Appearance and Poise	• Is neat and well-groomed • Wears complete and clean school uniform properly • Follows the prescribed dress code for special activities • Stands, walks, and sits properly and confidently • Uses the 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, teachers, staff, fellow students, and visitors politely • 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														
Neatness and Orderliness	• Follows instructions and AJM format for assigned tasks • Maintains cleanliness in submitted work • Keeps school materials neat and orderly under the chair and in the locker • Observes proper waste segregation and disposal • Others related to cleanliness and organization														
Responsibility	• Attends classes, Masses and school functions regularly except in case 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	• Follows school rules • Respects 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 one's faults and accepts feedback gracefully • 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 border="1"> <thead> <tr> <th>Times tardy</th><th>Punctuality mark</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> </tbody> </table>	Times tardy	Punctuality mark	0-1	A+	2-3	A	4-5	A-	6-7	B+	8-9	B	10-11	B-
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0-1	A+														
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4-5	A-														
6-7	B+														
8-9	B														
10-11	B-														

	12-14	C+
	15-18	C
	19 and above	C-

- b. The PDM is determined through student self and peer evaluation and teacher feedback. It is represented by a letter code.

A+	Exceptional
A	Always Observed
A- to B+	Generally Observed
B	Sometimes Observed
B-	Rarely Observed
C+ to C-	Major disciplinary cases

C. REPORTS ON STUDENT PROGRESS

1. Report Cards

- Report cards are issued four times during the year.
- Parents or guardians are encouraged to claim the cards from their child's Homeroom Adviser during the Parent-Teacher Conference.
- Students who lose or damage their report cards may get a new copy from the Administration Office upon submission of a notarized Affidavit of Loss and payment of a processing fee.

2. Parent-Teacher Conferences

- Parents or guardians are highly encouraged to attend quarterly parent-teacher conferences to receive updates about their child's progress.
- Parents or guardians are encouraged to confer with their child's teacher or guidance counselor for any questions or concerns. They may set an appointment through a letter or email.
- Teachers who wish to confer with a student's parents will send an invitation letter or email.

D. PROMOTION AND RETENTION POLICY

1. Promotion

In order to be promoted to the next grade level, a student should have a general average of at least C-, with no final average of D in any major subject.

2. Conditional Promotion

a. Conditional Promotion due to Major Subjects

A student who has a general average of at least C- but has a final average of D in one or two major subjects must take and pass BOOST classes to be promoted to the next grade level.

b. Conditional Promotion due to Special Subjects

A student who fails a special subject at the end of the year must complete a remedial project in order to be promoted to the next grade level.

3. Retention

A student who has a general average of D and/or a final average of D in three or more major subjects will be retained in the current grade level. They may opt to re-enroll in the same grade level or transfer to another school.

E. HONORS AND AWARDS

1. Academic Merit Award

The Academic Merit Award recognizes students who exhibit academic excellence throughout the semester. It is given to students who have:

- a. a cumulative semestral average of A-;
- b. a grade of B or higher in all major subjects and PDM criteria in both quarters;
- c. a grade of Passed in all special subjects in both quarters; and
- d. no disciplinary cases for the semester.

2. Year-End Awards

Year-end awards are conferred at the Honors Assembly, which is held at the beginning of the next school year.

a. Academic Excellence Award

The Academic Excellence Award recognizes students who consistently exhibit academic excellence throughout the school year. It is given to students who have:

- i. a general academic average of A- or higher;
- ii. a general PDM average of B+ or higher, with no disciplinary cases;
- iii. grades of B or higher in all major subjects and PDM criteria in all four quarters; and
- iv. a grade of Passed in all special subjects in all four quarters.

b. Exemplary Behavior Award

The Exemplary Behavior 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:

- i. a final average of A or higher in each PDM criterion, with no disciplinary cases;
- ii. grades of B+ or higher in all PDM criteria in all quarters; and
- iii. no failing marks in any subject in any quarter

3. Graduation Awards

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

a. Graduation Honors

Graduation Honors are awarded to graduating students who meet the following criteria:

- i. an absolute grade point average of 90.000 or higher in all Senior High School subjects;
- ii. a general PDM average of B+ or higher in Grade 11 and 12, with no disciplinary cases; and
- iii. grades of B or higher in all subjects and PDM criteria in all quarters of Grade 11 and 12.

Graduation Honors are classified as follows:

Graduation Honors	GPA
With Highest Honors	97.500 - 100.000
With High Honors	94.500 - 97.499
With Honors	90.000 - 94.499

b. Exemplary Behavior Award

The Exemplary Behavior Award is given to graduating students who have:

- i. a final average of A or higher in all PDM criteria in Grade 11 and 12, with no disciplinary cases;
- ii. grades of B+ or higher in all PDM criteria in all quarters of Grade 11 and 12; and
- iii. no failing marks in any subject in any quarter of Grade 11 or 12.

c. Loyalty Award

The Loyalty Award is given to graduating students who have been enrolled in

Miriam College Nuvali every year since the school opened in SY 2014-2015, with no gap year.

d. Valedictorian

The Valedictorian is the graduating student with the highest cumulative grade point average for Grade 11 and 12.

The Valedictorian must have taken all regular subjects in Grade 11 and 12; that is, they were not enrolled in any STEP programs.

e. Salutatorian

The Salutatorian is the graduating student with the second highest cumulative grade point average for Grade 11 and 12.

The Salutatorian must have taken all regular subjects in Grade 11 and 12; that is, they were not enrolled in any STEP programs.

f. Generosity Award

The Generosity Award recognizes graduating students who have made outstanding contributions of time, talent, or resources as manifested in their class, club, and school activities, as well as involvement in their community.

g. Sister Miriam Thomas Thornton Award

The Sister Miriam Thomas Thornton Award recognizes graduating students who have shown outstanding leadership and scholarship. It is given to students who:

- i. have been enrolled in MC Nuvali for at least the last four years of high school;
- ii. headed at least one major school activity;
- iii. belong to the top 15 students of the graduating batch; and
- iv. have been actively involved in extracurricular activities in school and in the larger community.

h. Mother Mary Joseph Award

The Mother Mary Joseph Award is the highest award conferred to an MC Nuvali graduate. It is given to a graduate who has embodied the MMJ ideals to the highest degree:

“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.”

In addition, this student must:

- i. have been enrolled in MC Nuvali for at least the last four years of high school;

- ii. have consistently exhibited academic excellence and exemplary behavior;
and
- iii. also be a recipient of the Generosity Award and the Sister Miriam Thomas Award

CHAPTER VI DISCIPLINE

A. DISCIPLINE PHILOSOPHY

MC Nuvali seeks to embrace each individual's uniqueness and encourage them to achieve their potential. Each member of our community contributes toward this end by behaving in a manner that is aligned with the Miriam College core values and MMJ ideals.

Our school rules serve to strengthen character and self-discipline. Likewise, they promote an atmosphere of peace, help us form meaningful relationships with others, and allow us to work efficiently. This is the spirit in which we uphold our school rules both on and off-campus, online and in person, whether we are observed or unobserved, even during holidays and summer breaks.

While discipline is the primary responsibility of each individual, it is also the concern of the community as a whole. This means that we are accountable to one another: to fellow students, to our administrators and teachers, and to other members of the community. This also means recognizing school leaders who exercise their special parental authority to implement rules and enforce consequences when necessary.

MC Nuvali believes in compassionate discipline that integrates the school's core values, promotes student wellbeing, respects each individual's uniqueness and giftedness, observes freedom with accountability and responsibility, and restores relationships.

The school's approach toward discipline aims to support students as they transform into confident, conscientious, and competent Christians who are true reflections of Christ, following the example of Miriam of Nazareth.

B. RULES AND REGULATIONS

1. Attendance and Punctuality

Students are expected to come to class regularly and on time throughout the year in order to maximize learning experiences and community interaction.

a. Absence

- i. A student who is not in class will be marked absent.
- ii. A student who has been absent must submit an excuse letter from their parent or guardian to their Homeroom Adviser upon their return.
- iii. 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.

- iv. To ensure that they are fit to go back to school, a student who has been absent for three or more consecutive days due to illness must submit a medical certificate along with their excuse letter.
- v. A student who arrives on campus after the second period is considered absent for half a school day.
- vi. In case of foreseen absences, a student's parents or guardian must inform the Homeroom Adviser in writing before the first day of absence.
- vii. In accordance with Department of Education 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.
- viii. A student must stay in class during class hours unless called for. If they have been in another location on campus, they must present a note from the person of authority upon returning to the classroom.
- ix. Parents or guardians will be notified if a student is absent for three (3) consecutive days or following an established pattern.
- x. A student is considered to have cut class if they are on campus, but have been absent from class for more than 15 minutes or are not in the assembly during a school activity without a legitimate reason.

b. Tardiness

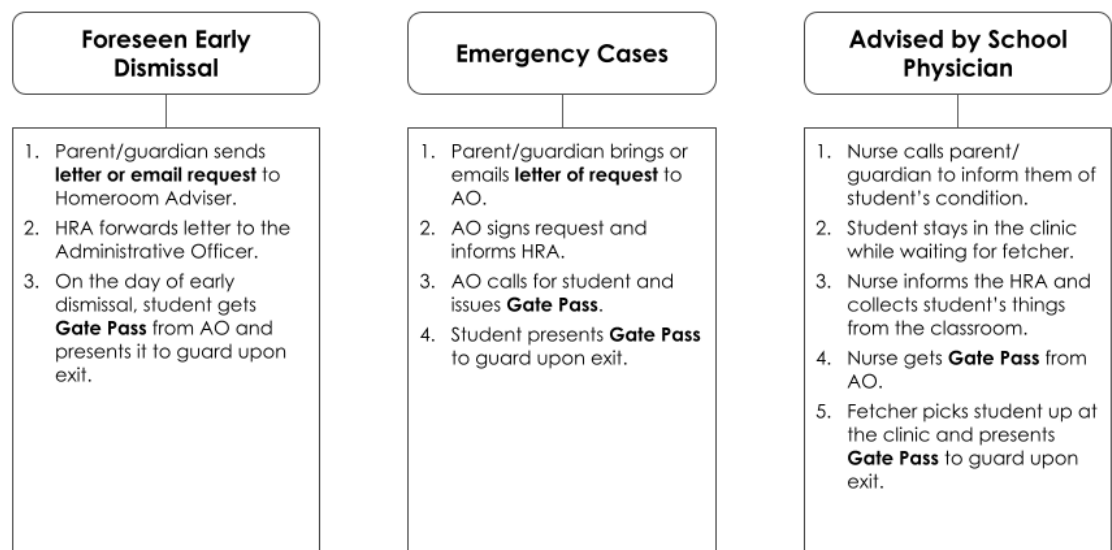
- i. A student is considered tardy if they join their class:
 - after the Morning Ceremony has begun, or
 - after the opening prayer has started for a class or event.

They must get an Admit-to-Class Slip from the Student Formation Office and present it to their teacher upon joining the class.

- ii. Parents will be notified if a student has been late five (5) times in a quarter. This includes being late in the morning, after recess, or after lunch.
- iii. 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.

c. Early Dismissal

- i. Students must stay on campus from the time they arrive until the time they are officially dismissed. A student may be allowed to leave the campus early if requested by their parents or legal guardian.
- ii. 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.
- iii. Students and parents requesting early dismissal must follow the procedure below:



d. Early Withdrawal

When it is extremely necessary, the school accommodates requests for early withdrawal following this procedure:

- i. 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.
- ii. Once the request is approved, the student accomplishes the Clearance Form.
- iii. The Records Session issues the report card to the student upon receiving the completed Clearance Form.

e. Daily Class Schedule

- i. Students must follow the daily class schedule issued at the start of the school year.
- ii. Instead of using a bell to signal transitions between periods, there are clocks installed at strategic areas on each floor. Students are to be aware of the time throughout the day.
- iii. Students are encouraged to be in their classrooms at least 10 minutes before the Morning Ceremony to prepare the things they need for the day.
- iv. The school day officially begins with the Morning Ceremony. Students must be in line and conduct themselves properly during the ceremony.

2. School Attire

Students are expected to wear clean, complete uniforms and school IDs on campus.

- a. The regular uniform for female students consists of the tan blouse with MC patch; green skirt; white socks with MC logo; and black school shoes (heels up to 1 inch, if any).

The regular uniform for male students consists of the white polo with MC patch; khaki pants; black regular-length dress socks; and black school shoes.

- b. The PE uniform consists of navy blue MC jogging pants; batch-colored PE shirt with MC logo; plain white, black, or gray athletic socks; and rubber shoes. The PE uniform may be worn on PE and non-PE days for comfort and safety reasons.



If needed, students may change into another PE shirt, a plain white shirt, or a plain batch-colored shirt after PE.

- c. Students must wear the prescribed attire and footwear for special school activities such as the prom, Confirmation, Honors Assembly, Completion Ceremony, and Graduation Ceremony.

- d. For activities that require costumes, students are encouraged to observe simplicity and use clothing and accessories they already have at home.
- e. Students may wear simple, school-appropriate casual attire on Fridays, following the prescribed dress code:
 - i. Regular-length sleeved top that is free of offensive text or images and does not show the torso
 - ii. Pants without rips above the knee. Dark-colored leggings may be worn if the top is of mid-thigh length or longer
 - iii. Skirt with hem that is knee-length or longer
 - iv. Closed footwear with a heel that is one inch or lower, if any. For safety reasons, stilettos and other shoes with thin heels may not be worn.
 - v. Students who do not wish to wear casual attire may wear the school uniform.
- f. A student who commits a dress code violation will receive a Discipline Reminder Slip to be signed by their parent or guardian.
- g. The school uniform may be worn in public gatherings only when a student is representing the school in an official capacity.
- h. 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 the school.

3. School ID

- a. The school ID shall be worn at all times with the official MCN lanyard.
- b. The school ID shall serve as an official pass for entry to and exit from the school premises, including when going home. It may also be used for cashless transactions at the cafeteria.
- c. Students must handle their school IDs properly at all times, as these are equipped with RFID technology.
- d. A student who forgets to wear their ID must get a temporary ID from the Administrative Office.

- e. A student who loses their ID must submit a duly notarized Affidavit of Loss and pay a fee in order to get a replacement ID. The Administrative Office issues a temporary ID which will remain valid until the new ID is released.

4. Good Grooming

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

- a. Students may wear simple accessories such as a wristwatch. Girls may wear one pair of simple earrings. For safety reasons, dangling or hoop earrings should not be worn in school.
- b. Nails must be kept short, clean, and free of polish.
- c. Hair must be neat and simply styled at all times.
- d. Students must maintain their natural color or a shade close to it. A student who dyes their hair in a color that calls unnecessary attention is given one month to recolor their hair.
- e. Students are to keep their faces clean and free of makeup. Minimal, natural-looking makeup is allowed for Grade 11 and 12 students.
- f. Tattoos, temporary or permanent, are not allowed.
- g. Students are encouraged to keep a handkerchief and rosary in their pockets.
- h. A student who commits a violation of the rules on good grooming receives a Discipline Reminder Slip from the Student Formation Office, to be signed by their parents.

5. Respect and Care for Property

School property, as well as personal items brought to school, should be used with the intention to maximize one's learning from class activities. Thus, they should be handled responsibly.

- a. Students are responsible for their personal property. Unless assigned, toys, electronic devices, and large amounts of money may not be brought to school.
- b. Students must come to school with complete materials for the day. The school does not accept deliveries of items that have been left at home, except eyeglasses, water bottles, and medicines.

Students who have forgotten their lunch or lunch money at home may order their recess and lunch from the canteen. The canteen will issue a statement of account which can be settled the following day.

- c. Students are to take good care of school property such as desks, doors, windows, bulletin boards, and audio-visual materials.
- d. 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. The assigned key monitor should lock both classroom doors.
- e. Air conditioning units in classrooms may only be turned on and off by assigned school personnel. The assigned aircon monitor will be responsible for the remote control.
- f. Students are to respect the property of others by seeking permission from the owner before taking or using anything that is not their own.
- g. Found items are to be turned over to the Administration Office. Students who have lost something must report it to their Homeroom Adviser at once. They may claim their lost items at the Administration Office.
- h. Special care must be taken in handling report cards, letters to parents, and other documents that may contain personal information about the school and its members.

6. Use of Electronic Devices

To encourage students to focus on classes and face-to-face interactions, the use of electronic devices is highly discouraged.

- a. Cellular phones, laptops, and tablets may be used only during recess, lunch, and dismissal.

These devices must be in silent mode at all times during school hours. They should be kept safely out of sight during and between class periods, unless they are required by the teacher for specific tasks.

- b. Gaming consoles, cameras, and the like may only be brought to school if they will be used for a school activity. Students must present a letter from their parent or guardian stating that they have been allowed to bring the device to school.

These devices may only be used during the specific period they have been allowed to use it for.

- c. Students are responsible for charging their devices at home. Charging of any electronic devices on campus is highly discouraged.
- d. Students must ask explicit permission from any person before taking a photo or video of them or their property. Additional permission must be sought to

edit, post, or share these pictures or videos.

- e. The consequences for unsanctioned use of electronic devices are as follows:

1st instance: Warning	• Student's device is confiscated by the Student Formation Officer. • Student may claim their device at dismissal time.
2nd instance: Discipline Reminder Slip	• Student's device is confiscated by the Student Formation Officer. • Student may claim their device upon returning the Discipline Reminder Slip with their parent/guardian's signature.
3rd instance: Conference with Parent	• Student's device is confiscated by the Student Formation Officer. • Parent/guardian may claim their child's device in person.

- f. The school is not liable for any losses or untoward incidents involving the use of students' electronic devices.

7. Home-School Communication

Home-school communication is a two-way responsibility.

- a. MC Nuvali is responsible for informing parents about their children's performance and scheduled school activities.

Official letters to parents and guardians are written using the official school letterhead and are signed by the Director/Principal and/or the Assistant Principal for High School, Assistant Principal for Student Life or Administrative Officer.

Parents and guardians are to discuss the contents of these letters with their children and sign the accompanying reply slips. Reply slips must be submitted to the Homeroom Adviser or Class Treasurer on or before the due date.

- b. Parents and guardians are expected to keep the school informed about their children as needed.

Only letters from the parents and/or legal guardian listed in the Student Database Management System will be recognized by the school.

- c. MC KNOLLER, the school's official Learning Management System, is

designed for constant communication between the school and home. Students, parents, and guardians are encouraged to maximize its use.

8. Tests

Test guidelines and procedures ensure that every assessment is an accurate reflection of student learning.

- a. Dates of tests are announced by the teacher at least three (3) days in advance. These must be indicated in the classroom calendar.
- b. A student who misses a test must take a make-up test on a date agreed upon by the student and the teacher. The schedule of the make-up test must be set in writing through the Make-up Test Form.

The student must submit the Make-up Test Form with their parent or guardian's signature in order to take the make-up test.

A student who misses the scheduled make-up test twice forfeits their chance to take it and automatically gets a zero on the test.

- c. The following rules apply during tests:
 - i. Silence should be observed during tests.
 - ii. Only writing instruments and test papers shall be on the desk during the test. Books, handouts, and reviewers must be out of sight.
 - iii. Students must have all the necessary materials (e.g. rulers, maps, calculators, coloring materials) on their desk before the test starts. They may not borrow any materials from their classmates while the test is ongoing.
 - iv. Students may direct their questions only to the proctor. They should raise their hand and wait for the proctor to approach them.
 - v. Students must review their papers carefully before submitting them to the teacher.
 - vi. Students may leave the room only when permitted by the teacher.

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 members of the school community and avoid name-calling, bullying, making faces, jeering, spreading rumors, excessive public displays of affection, and the like.
- c. Pay attention and participate actively during class and other school activities.
- d. Maintain cleanliness and orderliness on school grounds and keep facilities clean and ready for the next user.
- e. Take care not to disrupt classes and other school activities.
- f. Use electronic devices only when absolutely necessary.

10. Off-Campus Activities

MC Nuvali reserves the right to regulate the use of the name of the school. A student may use the name of the school if designated as an official representative of MC Nuvali or of the institution.

- a. A student who wishes to participate in public functions as a representative of MC Nuvali must secure permission from the School Director/Principal.
- b. A student who has been designated to represent the school in an official function must submit a permission slip signed by their parents or guardian.
- c. A student who appears in an advertisement, film, or in any form of mass media, whether as an official school representative or not, must secure the school's written permission beforehand. They are bound by the following guidelines:
 - i. The school name and uniform may not be used without the school's written permission.
 - ii. The content of the entire advertisement should not go against Catholic values.
 - iii. Any visual presentation (TV, film, vlogs, magazine features, fashion shows, print or digital ad, and the like) that features an MC Nuvali student should abide by the following:
 - The whole presentation must be in keeping with good taste and school values.
 - Attire must be modest and age-appropriate.
 - Poses or angles of the shots must not have sexual, discriminatory, or violent overtones.

- iv. Any auditory presentation (TV, radio, podcasts, recordings, and the like) that features an MC Nuvali student should abide by the following:
- Verbal messages should not have sexual, discriminatory, or violent overtones.
 - Foul or vulgar language must not be used.
 - Background music should not be erotic, discriminatory, or violent.

C. STANDARD BEHAVIORS

1. During the Flag Ceremony

To show reverence for our country and heritage during flag ceremonies, students are expected to:

- a. Bring their prayer booklets
- b. Observe silence and stay in assigned places while waiting for the ceremony to begin.
- c. Stand at attention with their right hand over their chest while singing the National Anthem, and with their right hand raised while reciting the Panatang Makabayan and the Panunumpa ng Katapatan sa Watawat ng Pilipinas. Students who are not Filipino are to stand respectfully during the ceremony.
- d. Lead the flag ceremony properly and solemnly when assigned to do so.

2. In the Classroom

To maintain a conducive learning environment, students are expected to:

- a. Arrange all materials for their morning classes neatly on the shelf under their chair before the Morning Ceremony, and to spend a few minutes of their lunch break to do the same for their afternoon classes.
- b. Begin and end each period with a prayer.
- c. Speak in a clear, well-modulated voice for everyone to hear.
- d. Use the AJM heading and the latest APA guidelines for written work.

AJM
MCN

Complete Name

CN

- e. Seek permission from the teacher before leaving the classroom.
- f. Use the back door when entering or leaving the classroom in the middle of a class period.
- g. Seek permission from the teacher before making announcements or speaking to a student while a class is ongoing.
- h. Keep their desks, lockers, and classroom in order.
- i. Put their things back inside their lockers before leaving at dismissal time.
- j. Seek permission from the teacher before handling anything on the computer or teacher's table.
- k. Vacate the classroom during recess, lunch, and dismissal time.

3. Along Stairways and Corridors

To ensure orderliness and avoid disruptions, students are expected to:

- a. Walk quietly in single file along the right side of corridors and stairs.
- b. Bring the lavatory pass when going to the lavatory.
- c. Take the elevator only if accompanied by a teacher or other person of authority, and wait for passengers to get off the elevator before entering.

4. During Prayer and Masses

To maintain a reverent atmosphere, students are expected to:

- a. Observe prayerful silence when near the chapel.
- b. Participate actively in reciting prayers, responding during Mass, and singing songs clearly and with devotion.
- c. Kneel, stand, and sit reverently at appropriate times during Masses.
- d. Pull out and return the kneelers gently.
- e. Maintain a prayerful disposition before, during, and after receiving communion.

5. During Assemblies

To give courteous attention and express appreciation during programs, students

are expected to:

- a. Stay in their assigned seats.
- b. Stand when guests of honor enter and leave.
- c. Speak in a low tone, move discreetly, and stay seated while waiting for assembly to begin.
- d. Applaud properly when the situation calls for it.
- e. Help stack chairs and return to the classroom in an orderly manner when the program has ended.

6. In the Library Media Center

To enable every student to benefit from the various services of the library, students are expected to:

- a. Observe silence.
- b. Present their school ID to avail of library services.
- c. Use Internet stations only for school-related research and avoid using them to type homework and personal documents. Students are encouraged to check available print materials before availing of the Internet service.
- d. Bring only essential study materials into the library and leave school bags, water bottles, and food items on the shelves outside the library.
- e. Observe due dates for returning borrowed books. A minimal fee will be imposed on overdue books, while lost books should be replaced or paid for.

7. In the Science Laboratories

To keep science laboratories safe for exploration, students are expected to:

- a. Enter the laboratory only when accompanied by a Science teacher.
- b. Occupy only their assigned workstations.
- c. Refrain from running, boisterous laughter, and all kinds of rough play.
- d. Wear protective clothing and, if necessary, wear gloves and safety goggles and restrain loose clothing or hair.
- e. Know the location of all safety equipment (safety showers, blankets, eye wash, fire extinguisher, first aid kit).

- f. Conduct only authorized experiments in the laboratory.
- g. Read experiment procedures carefully before performing them.
- h. Read labels carefully and replace caps immediately after use.
- i. Use all equipment properly and refrain from leaving a flame unattended or pointing the open end of a test tube towards oneself or others.
- j. Use chemicals only in the amounts called for by the experiment. Do not ingest or encourage classmates to ingest any substance, unless otherwise instructed by the teacher.
- k. Report any accident, however small, to the Science teacher and follow instructions for disposing of broken glassware or chemical waste.
- l. Keep their work area clean and wash all glassware after use.
- m. Replace laboratory equipment they have lost or broken.

8. In the Computer Laboratory

To maximize available class time and keep the computers running properly, students are expected to:

- a. Turn computers on and off properly.
- b. Use only the computer assigned to them.
- c. Report to the Computer teacher immediately in case of any problems encountered before or during hands-on activities.
- d. Avoid opening other users' files or folders other folders without permission.
- e. Avoid changing the wallpaper, screen saver, and other default settings, or deleting or renaming other files and programs.
- f. Leave the computer ready for the next user by closing all programs and rearranging the monitor, keyboard, mouse, mousepad, and chair.

9. In the Art / Music and Movement Room

To maximize available class time and keep facilities in good condition, students are expected to:

- a. Bring in only materials needed for the current class.

- b. Use instruments and materials only in the presence of the subject teacher.
- c. Follow the teacher's instructions on how to handle instruments and materials.
- d. Seek the teacher's permission before bringing instruments or materials out of the room
- e. Clean up their workstations and put all materials in their proper places before leaving the Art Room.
- f. Stay in the Music or Art Room only with permission from the Administrative Officer and the supervision of a teacher.

10. In the TLE Room

To maintain high standards of work performance, food sanitation, and kitchen safety, students are expected to:

- a. Follow all food safety and sanitation protocols as instructed by the teacher.
- b. Occupy only the workstation assigned to them.
- c. Wear aprons and hairnets when preparing or handling food.
- d. Practice good grooming and make handwashing a habit.
- e. Refrain from unnecessary talk, running, and all kinds of rough play.
- f. Read and follow the recipe carefully, and seek adult supervision before using any appliance or equipment.
- g. Clean as they go and observe proper storage of ingredients and kitchen supplies.
- h. Immediately report any broken or malfunctioning equipment to the teacher.
- i. Wash all kitchen utensils and wipe down their workstation before leaving.
- j. Observe proper storage of ingredients and kitchen supplies.

11. At the Covered Court and Field

To allow everyone to enjoy safe, wholesome play, students are expected to:

- a. Seek permission from the PE teacher before using balls and other sports equipment during breaks, and return them after use.
- b. Play fair and follow all the rules of the game.

- c. Avoid distracting, teasing, or jeering at those who are on the court or field.
- d. Be mindful of available space and give other students a chance to play.
- e. Obey the person of authority overseeing the activity.
- f. Immediately wipe up any spilled food or liquid to avoid accidents.
- g. Inform the Administration Office if a ball has gone over a fence or has landed on a roof or ledge. Only authorized personnel may retrieve stray balls from these areas.

12. During Recess and Lunch Breaks

To allow everyone to enjoy their wellness breaks, students are expected to:

- a. Line up and observe the first come, first served policy at the canteen.
- b. Return all plates, glasses, cups, and utensils to the bussing area after use.
- c. Clean as they go and observe proper waste disposal and segregation. Students are encouraged to dispose of wrappers and bottles in the trash cans in the cafeteria or covered court instead of those in classrooms or lavatories.
- d. Be aware of the time to avoid being late for their next classes.

13. At Dismissal Time

To facilitate an orderly exit during dismissal time, students are expected to:

- a. Proceed to the dismissal area immediately unless they are attending after-school activities, in which case they must proceed to their activity venue.

Students who will be fetched late may stay in the common areas on the first floor; stairways or higher floors are off-limits after dismissal time.

- b. Tap their ID at the TAPSO kiosk before leaving the building.
- c. Proceed to their vehicle immediately upon leaving the building.

14. On the School Bus

The school bus is an extension of the school. Students are expected to:

- a. Uphold all school rules.
- b. Interact respectfully with the bus driver, conductor, fellow bus riders, and other pedestrians or passengers on the road.

- c. Follow the bus driver's route and refrain from asking them to deviate from their routes or run errands.
- d. Refrain from loud noises and boisterous play that may distract the bus driver.

D. OFFENSES

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

1. Acts against Truth

- a. Academic dishonesty, including but not limited to:
 - i. Possession, use, or sharing of any form of crib notes during tests and other graded activities
 - ii. Talking, whispering, making unnecessary noise, or signaling to one another during tests and other graded activities
 - iii. Glancing at a classmate's test paper, whether answers are visible or not
 - iv. Exchanging, borrowing, or showing one's test paper to another student, whether answers are visible or not
 - v. Copying or allowing others to copy answers in any graded task
 - vi. Unauthorized possession or use of electronic devices during tests and other graded activities
 - vii. Full or partial reproduction of tests, projects, and other assignments
 - viii. Submitting another person's work as one's own
 - ix. Seeking information from students who have already taken the same test
 - x. Asking another student to take a test in one's place
 - xi. Plagiarism (submitting uncredited content from written or electronic sources as one's original work)
 - xii. Changing one's answers or scores in a test or assessment that has already been graded
- b. Tampering with official school documents like school IDs, report cards, tests,

and reply slips

- c. Falsification of signatures
- d. Using another person's ID or dismissal card or lending one's own to others
- e. Concealing the truth or influencing others to do so
- f. Spreading rumors in person or through messages, email, social networking sites, and the like
- g. Impersonating another person through messages, letters, email, social networking sites, and the like
- h. Other acts that misrepresent or conceal the truth

2. Acts against Peace and Justice

- a. Habitual absence
- b. Habitual tardiness
- c. Habitual noncompliance with school rules
- d. Unauthorized use of electronic devices on campus
- e. Improper decorum during class, assemblies, Masses, and other school activities
- f. Non-attendance in regular class periods, club meetings, assemblies, Masses, and other school activities during class hours
- g. Leaving school premises without permission from school authorities
- h. Preventing other students from attending classes or activities or entering the school premises
- i. Using threats to get money, food, materials, or favors from others
- j. Hiding or using others' property without permission
- k. Stealing
- l. Destroying another person's property
- m. Vandalism (destroying or defacing school uniform and equipment, signs, and

other school property)

- n. Discourtesy toward any student, faculty member, administrator, personnel, parent, or guest
- o. Taking or sharing photos or videos of any student, faculty member, administrator, personnel, parent, or guest without permission
- p. Obscene, abusive, or defamatory language, whether it is directed at specific persons or not
- q. Physical or verbal assault of school authority, personnel, or student resulting in injury or moral damage
- r. Sexual harassment and other similar acts
- s. Accessing unauthorized or inappropriate websites
- t. Illegal possession, use, or distribution of copyrighted material
- u. Possession of pornographic or obscene material
- v. Unauthorized solicitation or selling on campus
- w. Possession, use, or distribution of prohibited substances such as alcohol, cigarettes, e-cigarettes, or restricted drugs, or influencing others to do the same
- x. Possession of playing cards and other gambling paraphernalia
- y. Participating in any form of legal or illegal gambling
- z. Grave defiance of school authority
- aa. Bullying
- bb. Acts that offend the sensibilities of others (e.g. inappropriate displays of affection)
- cc. Cooperating or conspiring in the offenses of others
- dd. Other acts that disrupt peace and justice

3. Acts against Integrity of Creation

- a. Littering

- b. Failure to follow proper waste segregation or return utensils to cafeteria
- c. Wasteful or irresponsible use of school resources
- d. Possession, use, or distribution of firearms, explosives, weapons, and other harmful objects or substances
- e. Harming animals and other creatures that wander onto school premises
- f. Other acts that harm the environment and school premises

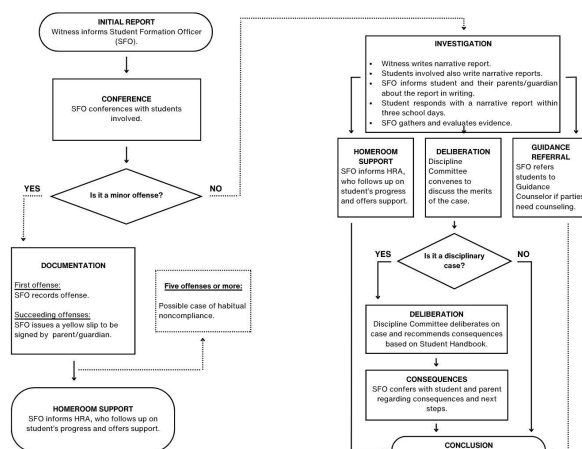
4. Processing Offenses

MC Nuvali treats every offense with objectivity, fairness and compassion. Incidents are processed with the goal of helping the student understand the impact of their behavior and determine what can be done to repair it.

- a. Minor offenses are handled by the Student Formation Officer. A student who commits a minor offense is issued a Discipline Reminder Slip for the parent or guardian to sign.
- b. Major offenses are forwarded to the Discipline Committee, which is composed of the Assistant Principal for Student Life, the Student Formation Officer, a faculty representative, and the Guidance Counselors and Homeroom Advisers of the students involved.

The parents of students involved are informed in writing.

- c. If, after deliberating on an incident, the committee deems it a disciplinary case, they recommend appropriate consequence. Otherwise, they refer the students involved to the Homeroom Adviser, Guidance Counselor, or another relevant office for intervention.
- d. Offenses are processed following the procedure below:



5. Consequences

MC Nuvali imposes consequences on students proven to have committed an offense. These are decided based on the gravity of the act and the circumstances surrounding it.

a. For minor offenses, the following are given as deemed fit:

- Verbal reminder
- Discipline Reminder Slip
- Teacher-student conference
- PDM grade consequence

b. For academic dishonesty, the following may be applied:

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

c. For major offenses, the following may also be applied:

- PDM grade consequence
- Days of reflection
- Community service
- Probation
- Suspension
- No graduation ceremony
- Dismissal

Range of Consequences for Major Offenses

Major Offenses	PDM	Comm unity Service	Probati on	Suspe nsion	No gradua tion ceremo ny	Dismis sal
Acts Against Truth						
Academic dishonesty	/	/	/	/	/	/
Tampering with official school documents	/	/	/	/	/	/
Falsification of signatures	/	/	/	/	/	/
Using another person's ID, dismissal pass, or lending one's own to others	/	/	/	/	/	

Major Offenses	PDM	Comm unity Service	Probati on	Suspe nsion	No gradua tion ceremo ny	Dismis sal
Concealing or influencing others to conceal the truth	/	/	/	/	/	/
Spreading rumors in person or through text messages, email, social media, and the like	/	/	/	/	/	/
Impersonating another person	/	/	/	/	/	/
Acts against Peace and Justice						
Habitual absence	/	/	/			/
Habitual tardiness	/	/	/			
Habitual noncompliance with school rules, policies, and guidelines	/	/	/	/	/	/
Unauthorized use of electronic devices on campus	/	/	/	/	/	
Improper decorum during class, assemblies, Masses, and other school activities	/	/	/	/	/	
Non-attendance in regular class periods, club meetings, programs, and similar assemblies during class hours	/	/	/	/	/	/
Leaving school premises without permission from school authorities	/	/	/	/		
Preventing other students from attending classes or activities or entering the school premises	/	/	/	/	/	/
Using threats to get money, food, materials, or favors from others	/	/	/	/	/	/
Hiding or using others' property without permission	/	/	/	/		
Stealing (must return or replace the stolen item)	/	/	/	/	/	/

Major Offenses	PDM	Comm unity Service	Probati on	Suspe nsion	No gradua tion ceremo ny	Dismis sal
Destroying another person's property	/	/	/	/	/	/
Destroying or defacing school equipment, bulletin board displays, signs, notices, and other school property	/	/	/	/	/	/
Discourtesy toward any student, faculty member, administrator, personnel, parent, or guest on campus	/	/	/	/	/	/
Taking or sharing photos, videos, or personal information of any student, faculty member, administrator, personnel, parent, or guest without permission	/	/	/	/	/	/
Obscene, abusive, or defamatory language	/	/	/	/	/	
Physical or verbal assault of school authority, personnel, or student resulting in injury or moral damage	/	/	/	/	/	/
Sexual harassment and similar acts	/	/	/	/	/	/
Accessing unauthorized or inappropriate websites	/	/	/	/	/	
Possession of pornographic or obscene material	/	/	/	/	/	
Unauthorized solicitation or selling on campus	/	/	/	/	/	/
Possession, use, or distribution of prohibited substances (e.g. alcohol, cigarettes, e-cigarettes, restricted drugs) or influencing others to do the same	/	/	/	/	/	/
Grave defiance of school authority	/	/	/	/	/	/
Bullying	/	/	/	/	/	/
Acts that offend the sensibilities of others (e.g. inappropriate displays of affection)	/	/	/	/	/	/

Major Offenses	PDM	Comm unity Service	Probati on	Suspe nsion	No gradua tion ceremo ny	Dismis sal
Cooperating or conspiring in the offenses of others	/	/	/	/	/	/
Acts against Integrity of Creation						
Littering	/	/	/	/		
Failure to follow proper waste segregation or return utensils to cafeteria	/	/	/	/		
Wasteful or irresponsible use of school resources	/	/	/	/	/	
Possessing or using firearms, explosives, harmful objects, and chemicals	/	/	/	/	/	/
Harming animals and other creatures that wander onto school premises	/	/	/	/	/	/

CHAPTER VII SAFETY AND SECURITY

A. ADMINISTRATIVE OFFICE

Office Hours: Monday to Friday, 7:30 AM to 4:00 PM

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

1. Students who wish to use school facilities outside of regular school hours must be supervised by a teacher, who must sign and submit the reservation request on their behalf. This teacher will also serve as their official chaperone for the entire duration of the activity.
2. Students who wish to request CCTV access must submit a **CCTV Review Form**. These requests are subject to the approval of the Administrative Officer.
3. Loitering inside the Administrative Office during class hours or breaks is not allowed. Only three (3) students may stay inside the Administrative Office at any given time.

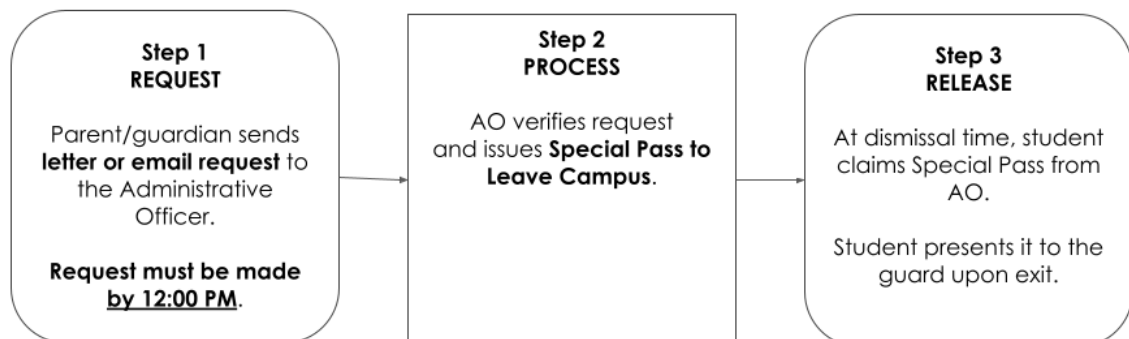
B. ENTRY AND EXIT

1. The **MC Nuvali car sticker** is required for all motor vehicles that enter the campus on a regular basis.
 - a. The car sticker is valid only for the current school year and only for 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 exchange for a **Gate Pass**. The Gate Pass must be prominently displayed on the dashboard and returned to the guard upon leaving the campus.
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, email, or a phone call.
 - d. All visitors must follow school rules, policies, and procedures.
- 3. A **Companion Pass** is issued to a family-designated companion of a student who has additional needs arising from a medical condition.
 - 4. Students are highly discouraged from receiving personal visitors on campus.
 - 5. Visitors may stay only in the common areas of the building such as the lobby and cafeteria. Special permission from the Administration Office is required in order to visit classrooms and faculty rooms.

C. DISMISSAL

- 1. Parents and legal guardians are expected to discuss dismissal arrangements with their child. Students must follow the arrangements that they have agreed upon with their parents or legal guardians.
- 2. Fetchers are advised to pick up students at their designated dismissal gate not later than 15 minutes after dismissal.
- 3. Students who walk home, take public transportation, or ride a bicycle, e-bike, or scooter must acquire a **Commuter Pass**. This is valid for the whole school year unless otherwise indicated in the request form.
- 4. In case of last-minute changes in fetcher arrangements, a student may request a **Special Pass to Leave Campus**, which is valid for one day. Students and parents requesting this pass must follow the procedure below.



5. Once a student has left school premises for the day, they may re-enter only with prior approval from the Administrative Officer.

D. PARKING

1. Car 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 campus roads by an accompanying adult.

E. STUDENT DRIVING

1. In the interest of safety, parents are discouraged from allowing their children to drive themselves to and from school, or to ride student-driven vehicles.
2. Licensed students who drive their own vehicles must secure a **Student Driver Pass**. Student-driven vehicles will not be allowed to enter the campus if the driver does not have this pass.
3. Student drivers must follow all rules and regulations regarding vehicles on campus, as stated in the Car Sticker Application Form and the Student Driver Application Form. Failure to comply may result in withdrawal of on-campus driving privileges.
4. Students below 17 years old are not allowed to drive on campus. Any minor student driving a car without a license, or in possession of a license secured by giving false information to the LTO, will receive disciplinary consequences.

An LTO student permit is not a driver's license.

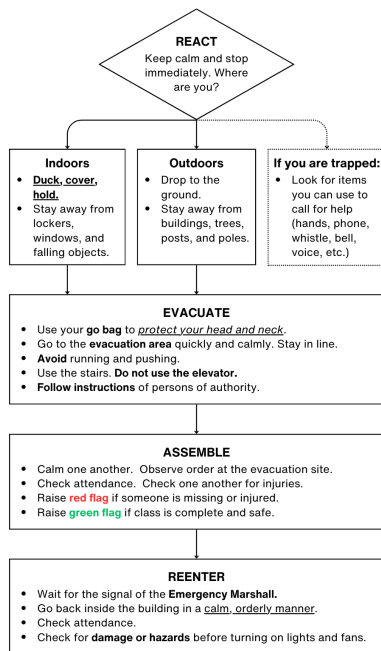
5. The school shall not be held liable for damages, injuries, or death caused by its students while they are driving.

F. SMOKE AND LITTER-FREE CAMPUS

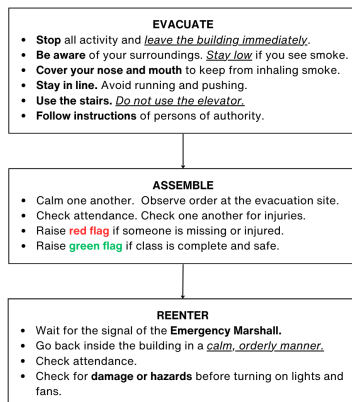
MC Nuvali is a smoke and litter-free zone. Smoking, smoke-belching, and littering are strictly prohibited on campus. Proper waste segregation should be observed at all times. Those caught violating this policy will be dealt with accordingly.

G. EMERGENCY PROCEDURES

1. Earthquake



2. Fire Drill



Appendix 1 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 2

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 3
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 4

MIRIAM COLLEGE SCHOOL 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.

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
ever fair and dear to me.

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

Revised in 1989.

Original lyrics by MCHS Class of 1954, arranged by Sister Mary Francis Leo, M.M.

Appendix 5

GUIDELINES ON CANCELLATION OF WORK AND CLASSES DUE TO INCLEMENT WEATHER

Miriam College Nuvali (MC Nuvali) follows the Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies issued by the Department of Education (DepEd) Order No. 22, series of 2024.

I. Cancellation of Classes and Work

A. Conditions for Automatic Cancellation of Classes

In line with DepEd DO 22, s.2024, classes in all levels (First Step to Grade 12) shall be suspended under any of the following conditions in Calamba, Laguna as announced by the Philippine Atmospheric Geophysical and Astronomical Services Administration (PAGASA) or the Philippine Institute of Volcanology and Seismology (PHIVOLCS):

1. Typhoon Cyclone Wind Signal (TCWS) Number 1 for Preschool
2. Typhoon Cyclone Wind Signal (TCWS) Number 2 for Grades 1-12
3. Orange and Red Rainfall Warning
4. Flood Warning
5. Intensity 6 Earthquake
6. Air Quality Index Level of Emergency (Maroon) PM 2.5>91

B. Procedure of Announcement and Dismissal of Students

If the TCWS or rainfall warning or earthquake intensity level is issued on or before 6:00 a.m., students should not report to school based on conditions specified in Section A.

If the TCWS or rainfall warning or earthquake intensity level is issued when classes have already begun, the school shall immediately suspend classes and announce the orderly dismissal of students, as reflected in Section III A or as determined by unit heads upon approval of the VPAA.

C. Arrangement for School Employees

1. Teaching (Faculty)

- a. When classes are suspended due to inclement weather, the academic teaching staff members (faculty) of the levels concerned are not required to report for work except during In-Service Training days.
- b. If classes are not suspended but the faculty member is affected by floods or strong winds, the policy on force majeure leave will apply.
- c. In case of mid-day suspension, faculty members of the affected units shall be required to stay until advised by the Principal to leave.

2. Non-Teaching (Professional Group, Academic Non-teaching Faculty, and Administration)
 - a. Work (regardless of onsite or online) is suspended only upon the following conditions:
 1. Typhoon Cyclone Wind Signal (TCWS) Number 3
 2. No work for government offices by the national government
 3. A state of calamity
 4. As announced by the institution
 - b. In the absence of conditions listed in Section C.2.a., non-teaching staff are expected to report to work, whether onsite or from home, as agreed upon with unit heads or institutional leaders.
 - c. Should there be unit or institutional exigencies that merit immediate attention even when work is suspended, a skeletal group or selected non-faculty members may be asked to report to campus or work from home, as determined by unit heads or institutional leaders.
 - d. The policy on force majeure leave will apply if the non-faculty's ability to work onsite or from home is affected by the environmental conditions. The employee must present proof of the condition for approval of immediate supervisor and endorsement of the unit head to the Human Resources Division.

II. Localized Cancellation of Classes

A. Conditions for Localized Cancellation of Classes (DepEd Order No. 22 s. 2024)

1. Announcement by the Local Government Unit on Class Suspension
 - a. As stated in the most recent guidelines issued by the DepEd, "In case there is no automatic suspension of classes and in the absence of a declaration from the LGU, the school head, or the district or division ALS coordinator, may suspend classes and work in cases listed below:
 - Torrential rain, flooding, and the risk of landslides and storm surge
 - In case of earthquake, at any intensity if in their assessment, the buildings and other structures within their facilities are deemed to be in danger of collapsing or are found to have major damage
 - In case power outages or interruptions last more than half a school day
 - In case the temperature in classrooms or learning spaces is not conducive to learning and affects the health and safety of the learners and teachers

- In case the air quality or vog levels in the area are poor and could harm students' health or hinder learning
 - In case other calamities, emergencies, and hazards not enumerated above threaten the safety of students and school personnel
- b. Parents are advised to monitor media advisories coming from government agencies such as the PAGASA, Local Government Unit/Local Disaster Risk Reduction and Management (DRRM) Council, Regional or National DRRM Councils, and the Office of the President (Malacañang).
 - c. When class suspensions are officially announced by the local government or other government agencies, onsite / synchronous sessions scheduled for the affected grade or year level shall be suspended.
 - d. In case of suspension of face-to-face classes due to calamities and emergencies, school heads have the discretion to choose any of the following Alternative Delivery Modes to support learning:
 1. Online learning, should online access be available
 2. Modular, independent, or asynchronous learning, if online learning is not possible

Note: Distance education classes shall continue on either synchronous or asynchronous mode, as pre-determined by the curriculum guide or as instructed by the teacher in line with any announcement by DepEd, the LGU, or the school.

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.

- e. Students who are not able to attend classes due to heavy rain, flooding, etc. shall be required to present an excuse letter upon return to class. Be assured that MC shall be considerate of students who are absent on these days. No tests, examinations, graded recitations or oral reports, etc. shall be held in these cases.

2. Parental Discretion on Students' Attendance

- a. Consistent with the DepEd guidelines, the school will also rely on the discretion of parents to decide if their child/ren will attend class.
- b. "The DepEd still maintains that parents have the ultimate responsibility of determining whether their children should go to school, even if no order for cancellation/suspension of classes has been issued, if they feel that traveling to or from school will place their children at risk."

III. Implementation of Cancellation

A. Schedule of Mid-day Suspension of Classes

1. The dismissal time for mid-day suspension of onsite classes will be as follows:

LEVEL	DISMISSAL TIME
First Step and Nursery	10:00 a.m.
Kindergarten and Grade 1	10:15 a.m.
Grades 2-3	10:30 a.m.
Grades 4-6	10:45 a.m.
Grades 7-12	11:00 a.m.

2. In case of mid-day cancellation of classes, students shall be allowed to leave the campus only when their authorized fetchers arrive.
3. Cancellation of classes will apply for the entire day, even when the storm signal warning is lifted.

B. Out-of-Classroom Activities

1. In the event of class and work cancellation due to inclement weather or an emergency, all unit activities scheduled for the same day shall be automatically cancelled. Parents and students will be informed of the new schedules on Facebook, Instagram, and also 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 also the MC website not later than 5:00 p.m. the day before.

C. 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 shall 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 MC means there will be classes/work.

Please be guided accordingly.

(signed)

GRACE F. FAVILA, M.A.

OIC President

Appendix 6

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:

- A. R.A. No. 11313 and Sections 5, 13, and 18 of its IRR (Safe Spaces Act)
- B. R.A. No. 7877 (Anti-Sexual Harassment Act of 1995)
- C. Department of Education (DepEd) Order No. 40, 2. 2012 (Child Protection Policy)
- D. 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:

- a. Against a student, trainee by a faculty, trainer, coach, or employee;
- b. Against a faculty, trainer, or coach by a student or trainee or employee;
- c. Against a subordinate by a supervisor;
- d. Against a supervisor by a subordinate;
- e. Against peers by classmates or friends or co-employees;
- f. Against third party service providers and suppliers and other stakeholders by students, faculty, and co-workers; and
- g. 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 Alvia, 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:

1. Offices
2. Classrooms
3. Chapel
4. Canteen
5. School club hangouts or offices on campus
6. Inside a school bus
7. Faculty Rooms
8. Laboratories
9. A partner school abroad or locally where a student is doing her internship or attending an event
10. A partner company where a student is doing her OJT
11. A company where a faculty may be attending a workshop
12. 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:

- a. Students may report to the Student Council and Assistant Principal for Student Life
- b. Parents may report to the Office of the Principal
- c. Employees may report to the Human Resources Division
- d. Third party service providers and suppliers may report to the Administrative Service Office
- e. 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 students 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 Officer will receive the report and will be responsible for gathering further information and directing the complaint to the proper committee/ services for case management.

4. MC SAFELINE: (0918) 964-5301
Call Operations: Mondays to Fridays, 3:00-10:00 PM

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.

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

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:

1. 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.
2. 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.
3. The school shall cooperate in court proceedings as may be required through appearances and/or provision of documents/records.

4. 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:

1. Employees will be asked to go on leave.
2. 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.
3. Students will be offered alternative learning platforms and/or transfer of section.
4. 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.
- **Gender** – Refers to a set of socially ascribed characteristics, norms, roles, attitudes, values, and expectations identifying the social behavior of men and women, and the relations between them.
- **Gender identity and / or expression** – Refers to the personal sense of identity as characterized, among others, by manner of clothing, inclinations, and behavior in relation to masculine or feminine conventions. A person may have a male or female identity with physiological characteristics of the opposite sex, or may have been assigned a particular sex at birth but who identifies with the opposite sex, or may have an identity that does not correspond to one's sex assigned at birth or to one's primary or secondary sex characteristics, in which case this person is considered transgender.
- **Homophobic remarks or slurs** – Refers to any statements in whatever form or however delivered, which are indicative of fear, hatred or aversion towards persons who are perceived to be or actually identify as lesbian, gay, bisexual, queer, pansexual and such other persons of diverse sexual orientation, gender identity or expression, or towards any person perceived to or actually have experienced same-sex attraction.

- **Information and communication system** – Refers to a system for generating, sending, receiving, storing or otherwise processing electronic data messages or electronic documents and includes the computer system or similar devices by or in which data are recorded or stored and any procedure related to the recording or storage of electronic data messages or electronic documents.
- **Information and Communications Technology or ICT** – The totality of electronic means to access, create, collect, store, process, receive, transmit, present, and disseminate information.
- **Misogynistic remarks or slurs** – Any statements in whatever form or however delivered, that are indicative of the feeling of hating women or the belief that men are inherently better than women.
- **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 7
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 genderbased 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:
 1. Expressly reiterate the prohibition on GBSH;
 2. Prescribe the procedures of the internal mechanism created under the law; and
 3. 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.

The 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. 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.

SEC. 49. Effectivity. These Implementing Rules and Regulations shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation in the Philippines.

Appendix 8
REVISED IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC
ACT NO. 10627, OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013

RULE I
GENERAL PROVISION

Section 1. Title. These rules and regulations shall be referred to as the Revised Implementing Rules and Regulations (Revised IRR) of the “Anti-Bullying Act of 2013.”

Section 2. Scope and Coverage. Unless otherwise specifically provided in the subsequent sections, the provisions of this IRR shall apply to all public and private basic education schools and Community Learning Centers (CLCs), including those granted authority and/or supervised by the Department of Education (DepEd), such as Philippine Schools Overseas and International Schools.

Section 3. Declaration of Policy. The State recognizes education's vital role in human capital development, socio-economic equality, inclusive growth, sustainability, and fulfillment of human rights. Towards this end, educational institutions shall cultivate humanism, respect for rights, strengthen ethical and spiritual values, develop moral character and personal discipline, and create safe, inclusive environments through the development of comprehensive anti-bullying policies aimed at:

- a. Promoting safe learning environments which ensure that educational institutions are free from bullying and violence and fosters an atmosphere that is conducive to learning;
- b. Upholding children's rights, ensuring that every child has the right to express their views and have those views considered in matters affecting them;
- c. Developing character and social-emotional skills to cultivate positive character traits such as empathy, kindness, respect, and responsibility while equipping children with essential social and emotional skills to navigate relationships effectively, manage emotions, and resolve conflicts constructively; and
- d. Fostering positive school climate by requiring schools to proactively create and maintain a learning space where every learner feels physically, emotionally, and socially secure and cultivating a culture where respect, empathy, and understanding are consistently modeled and reinforced.

RULE II
DEFINITION OF TERMS

Section 4. Definition of Terms. – As used in this Revised IRR, the following terms

shall mean or be understood as follows:

- a. **“Act”** refers to Republic Act No. 10627, otherwise known, as the “Anti-Bullying Act of 2013”;
- b. **“Alternative Learning System (ALS)”** refers to a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both nonformal and informal sources of knowledge and skills;
- c. **“ALS Learner”** refers to out-of-school children in special cases, out-of-school youth, and out-of-school adults which include, among others, indigenous peoples, learners with disabilities, teenage mothers, socioeconomically disadvantaged learners, children in conflict with the law, persons deprived of liberty, rebel returnees, learners in emergency situations, and other marginalized sectors who have not completed basic education and are enrolled in the ALS Program;
- d. **“Bully”** refers to any learner who commits acts of bullying as defined by the Act or this Revised IRR;
- e. **“Bullying”** refers to any severe, or repeated use by one or more learners of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another learner that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to their property; creating a hostile environment at school for the other learner; infringing on the rights of another learner 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 forms:
 - i. **Physical Bullying** refers to any unwanted physical contact between the bully and the victim, like punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head locking, grappling, inflicting school pranks, teasing, fighting, and the use of any available objects as weapons;
 - ii. **Psychological or Emotional Bullying** refers to any act that causes damage to a victim’s psyche and/or emotional well-being;
 - iii. **Verbal Bullying** refers to any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting, taunting, threatening, cursing, making offensive jokes, and and commenting negatively or inappropriately on victim’s looks, clothes and body; and all forms of aggression involving the use of written or spoken language to demean, harm, or exert power over another learner;

- iv. **Cyber-bullying** refers to all forms of bullying, including online harassment, carried out through the use of technology or any electronic means such as but not limited to texting, emailing, instant messaging, chatting, trolling, spamming, posting hurtful comments, or posting of inappropriate photos and videos;
- v. **Social Bullying** refers to a form of bullying that aims to damage the social reputation of a learner or a group of learners, including but not limited to relationships affecting the victim's social standing. Such acts include, but are not limited to, deliberate, repetitive, or aggressive social behavior against learners with disabilities, learners who are members of indigenous or ethno-linguistic groups, and learners who are part of religious groups, among others;
- vi. **Gender-based bullying** refers to any act that humiliates, excludes a person, or targets individuals based on their gender or perceived gender identity and gender expression. It includes acts that create an intimidating, hostile, or humiliating environment for the victim such as unwanted sexual remarks or actions, and the use of sexist, homophobic, misogynistic, or transphobic remarks, among others.
- f. **"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 Revised IRR;
- g. **"Community Learning Center (CLC)"** refers to a physical space to house learning resources and facilities of a learning program for out-of-school youth and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life;
- h. **"Hostile environment"** refers to the situation where unwelcome or offensive behavior creates an intimidating, unfriendly, aggressive, or abusive atmosphere for the victim and upstander, among others;
- i. **"Learner"** refers to a pupil or student, or a learner in the alternative learning system;
- j. **"Philippine Schools Overseas"** refers to a private educational institution operating outside the Philippines and implementing the Philippine basic education curriculum with a permit or recognition from the Department of Education, wherein its operation is in accordance with the laws of the Philippines and its host country;

- k. **"Precursor to Bullying"** refers to acts, whether physical or through the use of technology or any electronic means, which indicate that bullying may occur or that a learner is starting to bully or to be bullied;
- l. **"Retaliation"** refers to acts which include any form of intimidation, reprisal, or harassment, against a person who reports bullying, or who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying;
- m. **"School Personnel"** refers to all persons working for an educational institution, which includes the following:
 - i. **Teacher** refers to a person who is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on a full-time or part-time basis, in schools and CLCs.
 - ii. **Non-Teaching Personnel** refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.
 - iii. **Related-Teaching Personnel** refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation;
- n. **"Service provider"** refers to any person who is not school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel;
- o. **"Victim"** refers to any learners to whom acts of bullying or retaliation, as defined by the Act or this IRR are directed; and
- p. **"Upstander"** refers to a person who speaks, acts or intervenes on behalf of a learner being bullied, including but not limited to getting help from a trusted adult.

Section 5. Adoption of Standard Anti-Bullying Policies. All public basic education schools and CLCs shall adopt and operationalize the standard anti-bullying policies to be cascaded by the DepEd Central Office. Nothing shall preclude the Schools Division Office from aligning the standard anti-bullying policies appropriate to their social context to address the existence of bullying in their respective institutions.

Private basic education schools are likewise required to adopt and operationalize

anti-bullying policies, which should, at minimum, align with the standard policy released by the DepEd Central Office.

Section 5.1. Standard Anti-Bullying Policies in ALSI. DepEd shall establish guidelines on the Standard Anti-Bullying Policies applicable to ALS, specifically addressing instances of bullying that occur within CLCs or other learning spaces.

Section 6. Minimum Provisions in the Standard Anti-Bullying Policy. The standard anti-bullying policy shall be updated every three (3) years, and at the minimum, shall include provisions on the following:

- a. School-wide prevention programs to prevent bullying incidents;
- b. Intervention Programs for all parties involved in bullying to include others who may be affected by the bullying incident;
- c. Prohibited acts and clear definitions of bullying behaviors and examples;
- d. Range of disciplinary administrative sanctions that consider the nature and gravity of the offense committed by the bully and the necessary, appropriate interventions;
- e. Roles and responsibilities of the school, teacher, other school personnel, other local key stakeholders, and learners, including parents or parent substitutes;
- f. Clear procedures and strategies for the following:
 - i. Proper information dissemination and communication, including orientation on anti-bullying policies and programs;
 - ii. Reporting acts of bullying, precursors to bullying or retaliation, including enabling students to anonymously report the same;
 - iii. Responding promptly to and investigating reports of bullying or precursors to bullying;
 - iv. Assessing whether there is a need for further intervention on all involved learners;
 - v. Restoring a sense of safety for all the parties involved;
 - vi. Protecting a person who reports acts of bullying, retaliation, precursors to bullying, or provides information relative thereto; and
 - vii. Providing intervention programs such as counseling, or any other appropriate forms of aid necessary for victims of bullying.

- g. Resources for support and provision of appropriate referral or strategy, including contact information for school personnel, other government agencies, and external organizations;
- h. Educating students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms of such school for the anonymous reporting of acts of bullying or retaliation;
- i. Educating parents and guardians about the dynamics of bullying, the anti-bullying policies of the school, and how parents and guardians can support and reinforce such policies at home; and
- j. Maintaining a public record of relevant information and statistics on acts of bullying or retaliation in school, provided that the names of learners who committed acts of bullying or retaliation shall be strictly confidential and only made available to the school administration, teachers directly responsible for the said learners, and parents or guardians of learners who are or have been victims of acts of bullying or retaliation.

Section 7. Inclusion of the standard Anti-Bullying policies in the school's handbook. The standard anti-bullying policies shall be incorporated in the student and employee handbook and posted in at least three (3) conspicuous places on the school premises. These policies shall likewise be posted on the school's website or social media accounts, if applicable, and discussed during the opening of the school year at the parents' and learners' orientation.

Section 8. False Accusation of Bullying. If the learner, after an investigation, is found to have knowingly made a false accusation of bullying, the said learner shall be subjected to disciplinary actions or to appropriate interventions in accordance with the existing rules and regulations of DepEd or the private school.

RULE III PROHIBITED ACTS

Section 9. Prohibited Acts. The following acts are prohibited:

- a. All forms of bullying as provided under Section 4(e) of this IRR:
- b. Bullying at the following:
 - i. at the school grounds;
 - ii. at the property immediately adjacent to school grounds up to a two (2) kilometer radius from the school;

- iii. at school-sponsored or school-related activities, functions, or programs whether on or off school grounds;
 - iv. at school bus stops;
 - v. at school buses or other vehicles owned, leased, or used by a school; or
 - vi. using technology or an electronic device owned, leased, or used by a school;
- c. Bullying at a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased, or used by a school if the act or acts in question create a hostile environment at the school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school; and
 - d. 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 IV ROLES AND RESPONSIBILITIES

Section 10. The Department of Education (DepEd).

Section 10.1 Central Office. The DepEd Central Office shall:

- a. Develop the framework and standards for Anti-Bullying Programs such as but not limited to information dissemination campaigns, training programs, or activities, which will provide opportunities for teaching, teaching-related, non-teaching personnel, and parents and parent substitutes to develop their knowledge and skills in preventing or responding to any bullying act;
- b. Plan, implement, coordinate, monitor, and evaluate programs, projects, and activities, including intervention mechanisms, related to bullying management;
- c. Initiate training programs and activities, through its relevant strands and bureaus, including the Bureau of Human Resource and Organization Development (BHROD), Bureau of Learning Delivery (BLD), the National Educators' Academy of the Philippines (NEAP), to provide opportunities for school personnel to develop their knowledge and skills in addressing bullying issues;
- d. Formulate policies and guidelines, in coordination with concerned offices, on all matters to minimize bullying issues and incidents;

- e. Provide technical assistance and support to the field offices based on the reports submitted;
- f. Coordinate with various offices of the Department to give due emphasis in integrating bullying prevention and life skills in the curriculum;
- g. Engage with the stakeholders, private educational institutions, and other national government agencies, local government units, non-government organization, and other key education partners in the implementation of this IRR;
- h. Establish guidelines regarding anti-bullying policies applicable to ALS specifically addressing instances of bullying that occur within CLCs or other learning spaces;
- i. Monitor and assess the national implementation and enforcement of this Revised IRR;
- j. Establish and maintain a monitoring and reporting mechanism for all bullying-related concerns and a central repository of reports focusing on the number of incidents of bullying including the interventions taken and status of cases, results of investigations undertaken to verify the details made in complaints, and the sanctions imposed;
- k. Formulate review and regularly update the intake sheets and annual bullying reports or its equivalent to ensure that it is responsive to changing circumstances;
- l. Monitor, evaluate, and report, the cases and incidents of bullying annually to the Secretary and to the Executive Committee;
- m. Regularly review and revise the performance indicators of offices and ensure the implementation of contextualized and comprehensive anti-bullying policies to promote the proper recording of bullying cases;
- n. Review, update, and issue guidelines regarding the designation of learner formation officer; and
- o. Transmit a comprehensive report of bullying to the Committee on Basic Education of both the House of Representatives and the Senate.

Section 10.2 Regional Offices. The Regional Offices shall:

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

- b. Provide technical assistance and support to the Schools Division Offices (SDO), including the development and implementation of prevention and intervention programs, based on the reports submitted by the SDOs;
- c. Engage with the stakeholders and encourage activities related to anti-bullying campaigns initiated by the stakeholders;
- d. Create and implement clear and concise methods for reporting of bullying cases, including anonymous reporting, walk-ins, calls on a designated hotline, or any other potential methods as may be deemed appropriate;
- e. Monitor, assess, and evaluate the implementation and enforcement by public and private schools of this Revised IRR in the Region through the:
 - i. Development of a monitoring tool with the technical assistance from the Central Office, if needed, in checking the effectiveness of the school's adoption of anti-bullying policies and its prevention and integrating it to monitoring on school-based management;
 - ii. Use of feedback to refine the monitoring tool and enhance technical assistance offerings;
 - iii. Implementation of periodic quality assurance reviews of the anti-bullying policies created by schools and the implementation of such; and
 - iv. Submit consolidated annual reports of the cases, implementation, and interventions to the Central Office;
- f. Ensure that the standard Anti-bullying policy is properly disseminated and enforced by the SDO; and
- g. Submit a report of incidents and cases of bullying at the regional level to the Central Office.

Section 10.3. Division Offices. The Division Offices shall:

- a. Designate a focal person in the Division Office who shall be responsible for coordinating and overseeing the implementation of the Act and this revised IRR;
- b. Conduct information dissemination and capacity building activities for school heads, teachers, school counselors, school counselor associates, learner formation officers, and other school personnel;
- c. Monitor the adoption of the standard anti-bullying policies in all public and private elementary and secondary schools within the Division and maintain a

repository of such policies, and submit reports on compliance to the Regional Office;

- d. Consolidate annual reports on incidents and cases of bullying of all schools in the Division and submit a Division Report to the Regional Office. The consolidated reports should include recommendations for policy improvements based on the data gathered;
- e. Assess and evaluate the implementation and enforcement by public and private schools and CLCs of this Revised IRR through the creation of channels for schools to share their experiences and challenges in implementing anti-bullying policies;
- f. Review the anti-bullying policies submitted by the schools and CLCs to ensure compliance with this Revised IRR;
- g. Resolve appeals in bullying cases in both public and private schools and CLCs pursuant to the existing rules and regulations of DepEd;
- h. Provide technical assistance and support to aid in the development and implementation of prevention and intervention programs of schools and CLCs, as necessary;
- i. Coordinate with appropriate offices and other agencies or instrumentalities for assistance, as may be required, in the performance of its functions; and
- j. Engage the stakeholders and encourage activities related to anti-bullying campaigns initiated by them.

Section 11. Schools and CLCs. All public and private schools and CLCs shall have the duty to protect their learners from all forms of violence and bullying, taking a proactive approach in responding to behavior exhibited by learners officially registered in their respective institutions. The minimum roles and responsibilities of the members of the school community in handling and resolving bullying cases, which include all school personnel, learners, parents, and parent-substitutes are established in the succeeding sections.

Section 11.1. Responsibilities of School Personnel. Specific roles and responsibilities of all school personnel shall include, but are not limited to, the following:

- a. **Principal/School Head.** The principal or school head shall:
 - i. Designate a Learner Formation Officer to handle bullying incidents, taking into consideration the population of the school and the historical data on the prevalence of bullying. In no case shall the school counselor and school counselor associate be designated as a Learner Formation Officer;

- ii. Adopt, implement, and oversee the effective implementation of the standard anti-bullying policy in accordance with this Revised IRR;
 - iii. Coordinate with the concerned local government unit for aid in the implementation of anti-bullying policies and programs;
 - iv. Ensure that parents are informed of the learners involved in the incidence of bullying or retaliation;
 - v. Report, refer, and monitor all cases or incidents related to bullying and ensure that bullying incidents investigated and resolved within the period indicated in the school's policies;
 - vi. Monitor, evaluate, and assess the implemented plans, programs, and policies;
 - vii. Spearhead advocacy activities or orientations on anti-bullying programs and procedures for reporting bullying cases for learners, school personnel, parents or parent-substitutes;
 - viii. Lead the consolidation and maintenance of a public record of relevant information and statistics on acts of bullying and retaliation in the school;
 - ix. If it is determined that bullying or retaliation, including precursors to bullying, has occurred:
 - a) Notify law enforcement should they believe that criminal charges under the Revised Penal Code may be pursued against the bully;
 - b) Take appropriate disciplinary administrative action;
 - c) Notify the parents or guardians of the bully;
 - d) Notify the parents or guardians of the victim of the incident and of the action/s taken to prevent any further acts of bullying or retaliation; and
 - e) Should the incident involve learners from more than one school, the school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school so that both may take appropriate action.
- b. **School Counselor/School Counselor Associate.** The school counselor or school counselor associate shall support all learners through the following:

- i. Conduct learning sessions or activities for teachers and other school personnel in handling bullying cases;
 - ii. Conduct regular awareness-raising programs, at least annually, with school stakeholders, including but not limited to parents or parent-substitutes, learners, and school personnel, to prevent and address bullying incidents;
 - iii. Ensure the safety and well-being of the victim of bullying, the bully, upstander and the bystander, determine their needs for protection and appropriate intervention, and ensure that these are provided to them;
 - iv. Refer cases to the appropriate offices and other agencies or instrumentalities or non-government organizations for appropriate assistance and intervention, as required by the circumstances;
 - v. Monitor learners who have gone through third-party intervention to ensure their continuous improvement and attendance in the intervention program; and
 - vi. Attend and participate in capacity-building and seminars relevant to counseling.
- c. **Learner Formation Officer.** The Learner Formation Officer is responsible for maintaining a safe and respectful learning environment by enforcing school policies and managing learner behavior. Further, it shall be their task to:
- i. Provide learners and their parents and/or parent-substitutes with a copy of the anti-bullying policy adopted by the school;
 - ii. Enable learners to anonymously report bullying or retaliation and provide clear instructions on how to make an anonymous report, provided, however, that no disciplinary or administrative action shall be taken against a bully solely on the basis of an anonymous report;
 - iii. Handle and resolve bullying complaints and cases, and ensure that the rights of the victim, the bully, the upstander, and the bystander are protected and upheld during the conduct of the investigation while maintaining confidentiality throughout the process;
 - iv. Maintain a public record of relevant information and statistics on acts of bullying and retaliation in school, provided that the names of learners who committed acts of bullying or retaliation shall be strictly confidential and be made available only to the school administration, teachers directly responsible for the said learners who are or have been victims of acts of bullying or retaliation; and

- v. Render desk duty for at least two (2) hours a day for sessions or consultations with learners, school personnel, and parents or parent-substitutes for purposes of reporting and inquiries.
- d. **Teaching and Non-Teaching Personnel.** All teaching and non-teaching personnel shall work together collaboratively to immediately address and respond to all cases of bullying. Further, it shall be their task to execute the following:
- i. Participate in and promote all bullying prevention and intervention measures mandated by the Revised IRR, including ongoing training and professional development on effective strategies in addressing and reporting bullying issues;
 - ii. Aid victims of bullying or those who are experiencing precursors to bullying;
 - iii. Report to the designated school authorities any incident of bullying or any of the precursors to bullying that may be taking place within school property or within a two (2) kilometer radius of the school's property, including incidents already resolved by the teacher or other school personnel;
 - iv. Create and maintain a positive school environment which allows learners to safely report incidents of bullying by regularly monitoring learner interactions and identifying bullying behaviors; and
 - v. Establish and maintain teacher-parent collaboration to prevent and address bullying concerns.

Alongside these responsibilities, the principal or school head, school counselor, school counselor associate, and learner formation officer shall convene on a quarterly basis to review all reports of bullying to ensure the prompt handling of all cases and to properly assess the effectiveness of all prevention and intervention strategies adopted.

Section 11.2. Role of the Learners in the Prevention of Bullying. Learners shall actively participate in all measures to prevent bullying. It shall be their duty and responsibility to:

- a. Actively participate in and cooperate with all prevention, intervention, and related measures implemented by the school to address bullying and its precursors;
- b. Familiarize themselves with the relevant anti-bullying policies;
- c. Refrain from engaging in any conduct that may be classified as bullying or that may contribute to an environment conducive to bullying; and

- d. Report all incidents of bullying or precursors to bullying that come to their attention.

Section 11.3. Role of Parents and Parent-Substitutes. Parents and parent-substitutes shall be encouraged to:

- a. Actively participate and cooperate with all prevention, intervention and related measures concerning anti-bullying initiatives implemented by the school;
- b. Familiarize themselves with the relevant school plans, programs, and policies related to anti-bullying;
- c. Cooperate with school authorities in managing incidents of bullying that involve their child/children;
- d. Adopt positive discipline strategies when addressing behavioral issues with their child/children; and
- e. Report any incidents of bullying or precursors to bullying that came to their attention to the designated school authorities.

RULE V RULES OF PROCEDURE

Section 12. Procedure in Commencing Actions in Cases of Bullying. In cases of bullying incidents, an action may be commenced by the student, his/her representative or any school personnel through the filing of a Complaint before the disciplining authority, including the Learner Formation Officer, as designated by the school in its policy.

The commencement of any action under RA 10627 and this Revised IRR shall not prejudice the right to file any other action pursuant to other laws, as may be appropriate.

Section 13. Action on the Complaint and Period to Render Decision. The disciplining body shall investigate and resolve the complaint within thirty (30) days from its filing.

Section 14. Appeal to the Division Offices. The party adversely affected by the decision of the disciplining body may appeal the decision to the Division Offices.

Section 15. Appeal to the Regional Offices. The decision of the Division Offices, as appealed by a party, may be reversed or sustained by the Regional Offices through an appeal filed by the party.

Section 16. Appeal to the Secretary. The decision of the Regional Offices may be further appealed to the Undersecretary of the Legal and Legislative Affairs by authority of the Secretary of DepEd. However, this authority given to the Undersecretary does not preclude the Secretary from directly issuing a decision on the appeal.

The decision of the Undersecretary or the Secretary, as the case may be, is final and executory.

Section 17. Motion for Reconsideration. No motion for reconsideration will be entertained throughout the process of appeal.

Section 18. Period of Filing Appeals. The party adversely affected by a decision may appeal the same in accordance with the procedure as stated in these Rules within ten (10) days from receipt thereof. If no appeal is filed within the ten (10) day period, the decision shall be considered final and executory.

RULE IV

PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

Section 19. Prevention Programs. All public and private schools and CLCs shall implement bullying prevention programs for all learners, regardless of their risk or vulnerability. Such programs shall be comprehensive, multi-faceted, and shall involve all education stakeholders and personnel. It shall also include school-wide initiatives that will foster a positive learning environment, adopt a whole-school approach to safety, and implement evidence-based interventions.

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 learners;
 - c. Periodic review and enhancement of the learners and personnel's manual or code of conduct in relation to bullying;
 - d. Conduct of activities for learners, school personnel, and service providers on how to recognize and respond to bullying;
 - e. Conduct of capacity building to personnel 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. Parental involvement 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 bullies or who are possible victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.
- 5. Other bullying prevention initiatives or activities, as the school may deem necessary.

Section 20. Intervention Programs. All public and private schools and CLCs shall develop intervention programs and strategies to promote the continuity of comprehensive anti-bullying policies.

Intervention refers to a series of activities which are designed to address issues or circumstances that influence the commission of bullying and its effects. It may include programs such as counseling, life skills training, education, and other mental health and psychosocial support activities that will enhance the psychological, emotional, and psychosocial well-being of the victim, the bully, the bystander, the upstander, and the school community. 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, the upstander, and the bystanders understand the bullying incident and its negative consequences;
- e. provide opportunities to practice pro-social behavior; and
- f. facilitate referrals to external service providers to ensure learners receive appropriate support, including specialized medical attention, for issues beyond the school's capacity to manage.

RULE VII **MECHANISMS AND PROCEDURES IN HANDLING** **BULLYING INCIDENTS IN SCHOOLS**

Section 21. Procedures in Handling Bullying Incidents in Schools.

1. **Jurisdiction.** Complaints of bullying and other acts under this Revised IRR shall be within the primary jurisdiction of the DepEd or the private school, respectively, which shall ensure the appropriate investigation, sanctions, and intervention programs, without prejudice to existing laws, rules, and regulations. Complaints for acts not covered by the Act or this IRR shall be referred to appropriate authorities who have jurisdiction over the same.
2. **Procedures.** Consistent with provisions of this Act, all public and private basic education schools shall adopt anti-bullying measures with minimum response standards, such as, immediate response and reporting.
3. **Due Process.** In all cases where a penalty is imposed on the bully, the following minimum requirements shall be complied with:
 - a. The learners and the parents or parent-substitute shall be informed of the complaint in writing;
 - b. The alleged bully shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or the parent-substitute;
 - 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 in accordance with the appeal procedure under Rule V of this Revised IRR.

4. **Levels of Discipline in Anti-Bullying Cases.** The specific procedure to address bullying incidents shall consider the frequency and severity of the bullying acts committed. Each level is designed to ensure effective discipline, intervention, and support for all learners involved, with distinct protocols and designated school officials responsible for managing each level.

- a. **First Level of Discipline.** This level of discipline applies to precursors to bullying or bullying behaviors that can be classified as "minor bullying acts."

Minor bullying acts involve less severe actions that do not pose immediate physical, or psychological, or emotional harm, but still disrupt the learning environment and these behaviors can often be handled through direct intervention and guidance from teachers.

For minor bullying acts, the teacher, upon observing or being informed of a minor bullying case, shall immediately conduct an initial assessment and resolve the issue with appropriate interventions, while still ensuring that such cases are duly documented and reported.

In cases where minor bullying behaviors persist despite intervention or escalate into more serious incidents of bullying, teachers shall refer these cases to the Learner Formation Officer for further action in accordance with established school policies on bullying.

- b. **Second Level of Discipline.** - This level of discipline applies to bullying behaviors that can be classified as "serious bullying acts."

Serious bullying acts are severe or repeated behaviors that go beyond minor offenses, which may pose immediate physical or psychological, or emotional harm, and necessitate a formal proceeding and require the intervention of the Learner Formation Officer or designated school personnel.

- c. **Third Level of Discipline.** - This level of discipline applies to acts of bullying that cannot be resolved by the teacher at the classroom level or by the Learner Formation Officer. These include more severe or complex situations as these incidents require a higher level of intervention due to their potential impact on learner safety and well-being.

In these cases, the principal or school head shall conduct thorough investigations, notify parents or parent-substitutes, implement safety plans

for affected learners, and coordinate with law enforcement and other relevant external stakeholders, if necessary.

5. **School Counselor Intervention.** The intervention of the School Counselor can be at any level of the disciplinary interventions. They shall work closely with teachers, the Learner Formation officer, school counselor associates, and the school principal or school head to create a comprehensive approach to bullying prevention and intervention.

Such interventions shall not in any instance take the place of the disciplinary measures to be carried out by the school and may take place during the initial reports of bullying, emotional support for victims, other interventions for bullies, follow-up support, emergency situations, and other similar scenarios.

6. **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 by RA No. 10630, along with its Implementing Rules and Regulations and other applicable laws, as warranted by the circumstances surrounding the bullying incident.

RULE VII MISCELLANEOUS PROVISIONS

Section 22. Confidentiality. Any information relating to the identity and personal circumstances of all parties involved in a bullying or retaliatory incident shall be treated with utmost confidentiality by all parties that collected the said data, including but not limited to the school head or school principal, teachers, school counselor or school counselor associate, and parents or parent-substitutes. Furthermore, all personal information, sensitive personal information, and/or privileged information collected shall be subject to the rules and regulations set forth in Republic Act No. 10173, or the Data Privacy Act of 2012 and its IRR.

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

Section 23. Reportorial Requirements. All public and private basic education schools shall submit annually a copy of their updated policies, case reports, and intervention programs to combat and resolve all issues involving bullying to the Division Office within six (6) months from the effectivity of this IRR.

The schools shall also submit to the Division Office within the first week of each school year a report on cases of bullying, including precursors to bullying, interventions done, statistics on all occurrences involving bullying from the preceding school year, and other relevant information.

Section 24. Sanctions for Non-compliance

Section 24.1. Public Schools. School personnel of public elementary or secondary schools who fail to comply with the provisions of the Act or this Revised IRR shall be subject to administrative proceedings in accordance with the Civil Service Rules and the relevant issuances of DepEd.

Section 24.2. Private Schools. School personnel of private elementary or secondary schools who fail to comply with the requirements of the Act or this Revised 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 DepEd.

Private schools that fail to comply with the requirements of the Act or this Revised IRR shall be subject to appropriate administrative proceedings governing private schools.

Section 25. Guidelines. DepEd may formulate additional guidelines to implement the components of the adoption of the Revised IRR of the Anti-Bullying Act, as may be necessary.

Section 26. Separability Clause. If any provision of this Revised IRR is declared invalid and/or unconstitutional, the remainder thereof not otherwise affected shall remain in full force and effect.

Section 27. Repealing Clause. Department Order No. 55, series of 2013 is hereby repealed. All other Department Orders, issuances, or provisions thereof, that are inconsistent with this Revised IRR are hereby repealed, revised, or modified accordingly.

Section 28. Effectivity. This revised IRR shall take effect immediately after its publication in the Official Gazette or a newspaper of general circulation and shall be filed with the Office of the National Administrative Register at the UP Law Center, University of the Philippines, Diliman, Quezon City.

This IRR shall take effect notwithstanding the non-issuance of the standardized anti-bullying policy, provided that existing policies align with the minimum standards herein and in the enabling law.

Signed this 1st day of August 2025, Pasig City, Philippines.

(Sgd.) **SONNY ANGARA**
Secretary
Department of Education

Appendix 9

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 and 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.²
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) Empowerment³ – 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

The Child and Youth Welfare Code (Presidential Decree 603) 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 76104

, 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

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 119305 provide for the special protection to children from all forms of sexual violence, abuse and exploitation especially those committed with the use of the information and communications technology (ICT), provide sanctions for their commission and carry 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.

Section 4, Republic Act 116486 requires public and private institutions engaged in the education, training, and care of children to ensure that their curriculum for continuing staff development include 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 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 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 that also promotes the protection of children against all forms of genderbased 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 AntiBullying 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

Appendix 10
MIRIAM COLLEGE NUVALI HIGH SCHOOL STUDENT COUNCIL CONSTITUTION

PREAMBLE

We, the high school students of Miriam College Nuvali, with the help of our Lord and through the intercession of Miriam of Nazareth, ordain and establish this Constitution to uphold our core values of truth, peace, justice, and integrity of creation and to promote a culture of excellence, unity, and wellbeing among the student body. Through this, we aim to develop empowered Filipino leaders in service.

Article I
NAME

This organization shall be known as the Miriam College Nuvali Student Council (MCN SC).

Article II
PURPOSES

Section 1. The Student Council shall be a forum for the articulation and expression of the aspirations and sentiments of the student body.

Section 2. The Student Council shall serve as a center for planning, implementing, monitoring, and evaluating student activities under the guidance of the Supervisor and Adviser.

Section 3. The Student Council shall facilitate effective communication and feedback between the student body and other sectors of the school community, especially on matters related to student life.

Section 4. The Student Council shall maximize its leadership potential with the guidance of the administration and faculty through the Supervisor and Adviser.

Section 5. The Student Council shall serve as a means to strengthen the values of truth, justice, peace, and integrity of creation, with the ideals of Mother Mary Joseph.

Section 6. The Student Council shall encourage students to practice good citizenship by providing a venue for the free exchange of ideas on student concerns and by taking a stand and promulgating a plan of action whenever necessary.

Section 7. The Student Council shall promote the Miriam College Nuvali school spirit by supporting its members' various endeavors such as inter-school competitions, advocacies, and the like.

Article III COMPOSITION

Section 1. All duly enrolled Grade 7 to Grade 12 students of Miriam College Nuvali automatically become members of the Student Council.

Section 2. The Student Council includes:

- 2-1. The SCEB: consisting of the President, Internal Vice President, External Vice President, Secretary, Treasurer, and Batch Representatives
- 2-2. The Student Council officers: consisting of all SCEB officers, class officers, and all other school organization officers.
- 2-3. The student body.

Section 3. As members of the Student Council, all MCN high school students have the right to:

- 3-1. Be elected into the Student Council Executive Board (SCEB) if they meet all other requirements to do so.
- 3-2. Vote for students running for positions in the SCEB or abstain from doing so.
- 3-3. Apply for Student Council committees and are eligible to be elected or appointed as Committee Heads.
- 3-4. Be informed about the projects, committees, and funds of the Student Council.
- 3-5. Give feedback on previous and upcoming projects of the SCEB.
- 3-6. Receive a response or updates about suggestions or concerns raised to the SCEB.
- 3-7. Participate in the projects of the Student Council.
- 3-8. Impeach SCEB officers who have failed to carry out their responsibilities as student leaders.

Section 4. As members of the Student Council, it is the duty of every MCN high school student to:

- 4-1. Participate actively in Student Council activities

- 4-2. Take part in helping the Student Council officers plan and come up with new project ideas through suggesting possible activities and through answering surveys given by the SCEB.
- 4-3. Encourage other students to participate and share ideas for the success of the Student Council.
- 4-4. Evaluate activities for improvements for the next school year.
- 4-5. Follow the rules set by the SCEB.
- 4-6. Integrate and uphold the MCN core values of truth, peace, justice, and integrity of creation during day-to-day life at school.

Article IV

THE STUDENT COUNCIL EXECUTIVE BOARD (SCEB)

Section 1. The SCEB shall:

- 1-1. Design a program for the year, consolidated from the suggestions or proposals of the student body.
- 1-2. Have the authority to create committees when deemed necessary, which will be effective after the election of class and club officers.
- 1-3. Create and implement projects and programs that are relevant, innovative, and creative, and beneficial to the whole MCN community, following the core values of the school.
- 1-4. Advocate truth, peace, justice, and integrity of creation by being role models themselves and by promoting awareness and participation in activities related to these values.
- 1-5. Act as official student representatives of Miriam College Nuvali to unit and institutional councils and external bodies.

Section 2. The President shall:

- 2-1. Act as executive officer and chairperson of the SCEB. They shall be directly accountable to the student body and to the Adviser.
- 2-2. Coordinate the work of all Student Council officers and committees to ensure that they are consistent with the organization's goals and the school spirit.
- 2-3. Present the SCEB annual plan to the students, faculty, and administrators

at the beginning of the school year and render a complete report at the end of the school year.

- 2-4. Act as official spokesperson of the Student Council to the faculty, administrators, parents, and other sectors of the community.
- 2-5. Represent the student body in unit and institutional councils and external bodies.
- 2-6. Design and direct activities that promote servant leadership and social involvement within the MCN community

Section 3. The Internal Vice President shall:

- 3-1. Perform all the duties of the President in their absence.
- 3-2. Design and direct activities that promote discipline, student wellbeing, and stewardship of the environment within the MCN community.
- 3-3. Render regular reports to the SCEB regarding activities related to discipline, student wellbeing, and stewardship of the environment.

Section 4. The External Vice President shall:

- 4-1. Design and direct activities that promote school spirit and participation in Student Council activities.
- 4-2. Promote Student Council activities both inside and outside the school.
- 4-3. Ensure that all published materials such as posters, social media posts, and the like are aligned with the organization's goals and the school spirit.
- 4-4. Establish linkages with other Miriam College units and with other schools and organizations.
- 4-5. Render regular reports to the SCEB regarding activities related to school spirit, student participation, and external linkages.

Section 5. The Secretary shall:

- 5-1. Take minutes and keep records of all Student Council meetings and assemblies.
- 5-2. Issue all announcements regarding Student Council meetings and assemblies.

- 5-3. Attend to all technical, logistical, and security matters for all Student Council activities, in coordination with school offices.
- 5-4. Design, distribute, collect, and interpret evaluation forms for all Student Council activities.

Section 6. The Treasurer shall:

- 6-1. Prepare an annual Student Council budget in coordination with the SCEB.
- 6-2. Raise Student Council funds and keep records of all collections and expenses.
- 6-3. Manage and maintain all Student Council materials and other resources.
- 6-4. Receive and record all collections and donations, if any, and turn them over to the cashier.
- 6-5. Make necessary requests for withdrawal of Student Council funds from the cashier two weeks before they are needed.
- 6-6. Submit a year-end report of all financial transactions such as collections and expenses, among others.
- 6-7. Render quarterly reports to the Student Council regarding the status of Student Council finances.

Section 7. The Batch Representative shall:

- 7-1. Represent their grade level in the SCEB and in other functions where their presence is needed.
- 7-2. Ensure the active participation of their grade level in Student Council and school activities.
- 7-3. Lead the class officers of their grade level in designing and directing activities that promote student wellbeing.
- 7-4. Relay to all students in their grade level any current and important matters being discussed in the SCEB concerning them.
- 7-5. Render regular reports to the SCEB regarding grade level concerns.

Section 8. Qualifications of SCEB Officers.

- 8-1. All members of the SCEB must:

- a. Be a duly enrolled MCN student, having received clearance from the previous school year and having been officially enrolled for the current school year.
 - b. Have a general PDM average of at least B+ or its equivalent, without any disciplinary case, during the year previous their term of office.
 - c. Be a member of a student club.
 - d. Not hold any other leadership position in any MCN club or organization during their term.
- 8-2. The President must:
- a. Be in Grade 11 or 12, with at least two years of residence at MCN.
 - b. Have a general academic average of B or its equivalent, with no grade below B- or its equivalent in any subject during the year previous their term of office.
 - c. Have been a high school class president or Student Council officer at MCN.
 - d. Have been an active member of a Student Council committee.
- 8-3. The Internal Vice President and External Vice President must:
- a. Be in Grade 11 or 12, with at least one year of residence at MCN.
 - b. Have a general academic average of B or its equivalent, with no grade below B- or its equivalent in any subject during the year previous their term of office.
 - c. Have been high school class officers or Student Council officers at MCN.
 - d. Have been active members of a Student Council committee.
- 8-4. The Secretary, Treasurer, and Grade Level Representative must:
- a. Be in Grade 7 to 12, with at least one year of residence at MCN.
 - b. Have a general academic average of B or its equivalent, with no grade below B- or its equivalent in any subject during the year previous their term of office.
 - c. Have been high school class officers, Student Council officers, or active members of the Student Council committee at MCN.
- 8-5. All SCEB officers must maintain all requirements set in the qualifications for officers throughout their term of office. Failure to maintain all of these at any point during their term will merit suspension from the SCEB for one quarter.

Article V

CLASS OFFICERS

Section 1. Each section will, through an election by secret ballot during the first month of the school year.

- 1-1. The class officers will be composed of the President, Vice President, Secretary, and Treasurer.
- 1-2. The Student Council Executive Board, in consultation with the Adviser, may add or remove positions in emergency cases.

Section 2. The class officers shall:

- 2-1. Work with their Homeroom Adviser to identify class goals and lead their classmates toward these.
- 2-2. Serve as role models of the MCN core values and ideals.
- 2-3. Lead their classmates to contribute to a peaceful, just classroom community.
- 2-4. Report to the Homeroom Adviser any classmates who have not followed school rules and regulations.
- 2-5. Organize classmates to maintain classroom discipline, harmony, and cleanliness throughout the day.

Section 3. The Class President shall:

- 3-1. Act as the overall leader of their class when no teacher is present. They shall be directly accountable to their classmates, the Homeroom Adviser, and the Grade Level Representative.
- 3-2. Facilitate active class participation in school activities.
- 3-3. Act as official spokesperson of their class to teachers, administrators, parents, other students, and other sectors of the community whenever necessary.
- 3-4. Facilitate lining up for morning ceremonies, Masses, and school programs.
- 3-5. Represent their class at Student Council meetings.
- 3-6. Relay all information about Student Council matters to their classmates and ensure their active participation.

Section 4. The Class Vice President shall:

- 4-1. Perform the duties of the Class President in their absence.
- 4-2. Assist the Class President during morning ceremonies, Masses, and

school programs.

- 4-3. Report to the Faculty Room if the subject teacher is not in class within the first 10 minutes of the period.
- 4-4. Monitor classmates' uniform and grooming throughout the day.
- 4-5. Communicate with the Student Formation Officer (SFO) regarding disciplinary cases that do not include severe or sensitive cases.

Section 5. The Class Secretary shall:

- 5-1. Monitor classmates' attendance throughout the day and ask the subject teachers to sign the attendance sheet.
- 5-2. Ensure that classmates who arrive late have secured an Admit-to-Class Slip before entering the classroom.
- 5-3. Submit a record of attendance to the Homeroom Adviser at the end of each quarter.
- 5-4. Plot all important dates and deadlines on the classroom calendar.
- 5-5. List homework assignments on the homework board.

Section 6. The Class Treasurer shall:

- 6-1. Collect and safeguard all reply slips.
- 6-2. Monitor classmates' submission of reply slips and submit a record to the Homeroom Adviser at the end of each quarter.
- 6-3. Collect and record payments for Student Council activities and turn all funds over to the cashier at the end of each day.
- 6-4. Represent the class in the Student Council Finance Committee.

Section 7. Qualifications for Class Officers.

- 7-1. Class Officers must not have an average grade lower than C+ or its equivalent in the previous year.
- 7-2. Class Officers must have a minimum average PDM grade of B or its equivalent.
- 7-3. Class Officers must not have a disciplinary case in the previous year.

Section 8. Procedure for Electing Class Officers.

- 8-1. Elections must be held within the first month of the school year.
- 8-2. On the nomination day, the HRA will discuss the duties of each position. Students will then be asked to write their nominees for the four positions on a size 4. These will be collected by the HRA and will be given a time frame of two days to finalize the nominees.
- 8-3. On the day of the elections, the HRA will show the names of the qualified candidates in each position. Each candidate will be asked if they wish to accept or decline. Election will then proceed through a secret ballot.
- 8-4. If there is only one nominee for a certain position, they must garner 50% + 1 vote from their classmates in order to be elected.
- 8-5. The whole class must be present for elections to take place. However, if the class cannot achieve complete attendance within the week, the election may proceed as planned.

Article VI
THE STUDENT COUNCIL SUPERVISOR AND ADVISER

Section 1. The Student Council shall have a Supervisor and an Adviser.

Section 2. The Assistant Principal for Student Life shall serve as the Student Council Supervisor. They shall:

- 2-1. Appoint a faculty member to serve as the Adviser.
- 2-2. Act in an advisory capacity and give advice on vital matters concerning student activities, school affairs, and the like.
- 2-3. With the help of the Adviser, ensure that Student Council activities maintain a degree of excellence in the promotion of MCN goals and values.

Section 3. The Student Council Adviser shall:

- 3-1. Guide the SCEB in formulating a yearly thrust for their endeavors.
- 3-2. Oversee the SCEB in planning, implementing, monitoring, and evaluating their activities.
- 3-3. Aid the SCEB in devising forms and procedures to ensure organizational

effectiveness.

- 3-4. Design a leadership training program in coordination with the Supervisor, based on expressed and observed needs.
- 3-5. Make representations with the Supervisor to inform the faculty and administration of any Student Council concern which needs their attention and/or action.

Article VII COMMITTEES

Section 1. The Election Committee.

- 1-1. The Election Committee shall be composed of the Adviser and four Grade 12 students, including the outgoing Grade 12 SCEB officers. Membership to this committee shall be approved by the Adviser.
- 1-2. The Election Committee shall start preparing before the fourth quarter of the school year and shall conduct general elections at the end of each school year.
- 1-3. It shall interpret and execute the Electoral Code stated in the by-laws.

Section 2. The Media Committee.

- 2-1. The Media Committee shall be composed of the committee adviser and volunteers from different batches, including the SCEB External Vice President and the SCEB Secretary.
- 2-2. The Media Committee shall serve as a bridge between the SCEB and the whole student body. They should be able to provide reliable information to ensure that all students are well-informed about upcoming activities and important announcements. They shall also promote Student Council events in the future.

Section 3. The Secretariat Committee.

- 3-1. The Secretariat Committee shall be composed of the SCEB Secretary and student volunteers.
- 3-2. The Secretariat Committee maintains documentation of all official Student Council activities and projects for the whole school year. They will be in charge of photographing and/or filming Student Council activities and maintaining files of paperwork written about what happened at a specific event.

Section 4. The Environment Committee.

- 4-1. The Environment Committee shall be composed of the SCEB Vice Presidents and student volunteers.
- 4-2. The Environment Committee shall design projects to instill the core value of Integrity of Creation within the students. They shall overlook and maintain the cleanliness of the campus and encourage students to be more responsible with how their actions affect the environment.

Section 5. The Social Action Committee.

- 5-1. The Social Action Committee shall be composed of the SCEB President along with student volunteers. The Committee shall coordinate with the MCN Maryknoll-Miriam Identity, Spirituality, and Mission Office.
- 5-2. The Social Action Committee shall organize community involvement projects that will give students the opportunity to be exposed to social issues and be able to contribute in solving them.

Section 6. The Finance Committee.

- 6-1. The Finance Committee shall be composed of the SCEB Treasurer and Class Treasurers.
- 6-2. The Finance Committee shall deal with any financial tasks assigned to the committee and shall also actively assist the SCEB Treasurer on any financial related projects.
- 6-3. The Finance Committee shall organize one or two fundraising events to support various student initiatives and projects throughout the school year. All funds raised will be allocated transparently and responsibly towards enhancing the student experience at our school.

Section 7. The Student Wellbeing Committee.

- 7-1. The Student Wellbeing Committee shall be composed of the Internal Vice President, Class Vice Presidents, Batch Representatives.
- 7-2. The Student Wellbeing Committee shall design projects to care for students' physical, mental, and emotional health, as well as other aspects of wellbeing.
- 7-3. The Student Wellbeing Committee shall coordinate with the Student Formation Officer (SFO) to develop comprehensive programs and

initiatives that promote the mental, emotional, and physical well-being of all students. The committee will work closely with the Student Formation Officer to address student concerns, provide resources for mental health support, and organize wellness workshops and events.

Section 8. A public call for membership applications must be sent to all high school students within the first month of the school year, along with detailed instructions for the application procedure. All applicants, whether accepted or not, must be informed about the decision on their application.

Section 9. Committee members must participate actively in meetings, events, communication, and other committee activities. Members who continue to neglect their responsibilities after two notices, whether verbal or written, may lose their membership status.

Section 10. At the end of each school year, every committee shall present a comprehensive review of their work throughout the year to the Student Council. This presentation serves to highlight the efforts, achievements, and impact of each committee's initiatives, ensuring transparency and accountability in serving the Student Council.

Article VIII REMOVAL FROM OFFICE

Section 1. Resignation from Office.

- 1-1. Any SCEB officer or class officer who wishes to resign or take a leave of absence must submit a written explanation to the Supervisor and Adviser.
- 1-2. The request to resign will then be presented by the Adviser to the SCEB. A 50% + 1 majority vote is needed for it to be recognized.
- 1-3. Upon approval, the outgoing officer must turn over to the SCEB all documents and information on projects and programs related to their position.

Section 2. Suspension from Office.

- 2-1. Any SCEB officer or class officer may be suspended from office following an investigation by an ad hoc committee appointed by the SCEB, in coordination with the Supervisor and Adviser.
- 2-2. Grounds for suspension include, but are not limited to:
 - a. Failure to maintain academic and/or conduct qualifications for the position.
 - b. Behavior unbecoming of an MCN student, whether it involves a

- disciplinary case or not.
 - c. Habitual negligence of duties and/or incompetence in performing their duties.
 - d. Insubordination or refusal to follow school rules and those in authority.
- 2-3. The period of suspension will be decided upon by the ad hoc committee. This may range from a temporary/preventive suspension (until a decision regarding a case is reached) to a maximum period of two quarters.
- 2-4. Suspension will take effect one week after the officer has been formally notified. During this period, the officer is expected to turn over to the SCEB all documents and information on projects and programs related to their position.
- 2-5. Failure to improve after one suspension may be considered as grounds for impeachment.

Section 3. Impeachment from Office.

- 3-1. Any SCEB officer may be impeached from office by a 2/3 majority vote of the Student Council following an investigation by an ad hoc committee appointed by the SCEB, in coordination with the Student Council Supervisor and Adviser.
- 3-2. Any class officer may be impeached from office by a 2/3 majority vote of the entire class following an investigation by an ad hoc committee appointed by the SCEB, in coordination with the Student Council Supervisor and Adviser.
- 3-3. Grounds for impeachment include, but are not limited to:
- a. Gross negligence and/or incompetence in performing their duties.
 - b. Extreme insubordination.
 - c. Malversation of school funds.
- 3-4. Dismissal from the position will take effect one week after the officer has been formally notified. During this period, the officer is expected to turn over to the SCEB all documents and information on projects and programs related to their position.

Section 4. Due Process.

- 4-1. All cases related to suspension or impeachment will be investigated by an ad hoc committee appointed by the SCEB, in coordination with the Student Council Supervisor and Adviser.

This committee will be made up of:

- a. The SCEB President (or the Internal Vice President, if the President is being investigated)
 - b. One Class President from Junior High School (Grade 7 to 10)
 - c. One Class President from Senior High School (Grade 7 to 10)
 - d. The Student Council Adviser (advisory capacity only, no voting powers)
 - e. The Homeroom Adviser, if a class officer is being investigated (advisory capacity only, no voting powers)
- 4-2. To ensure impartiality and to protect the rights of all parties involved, due process will be observed in investigating all cases related to suspension or Impeachment.
- a. A written report stating the nature and circumstances of the case is submitted in writing to the SCEB President. Any evidence or other materials related to the case must be included.
 - b. The SCEB President informs the officer involved about the case. They will be asked to submit a written report explaining their side.
 - c. The SCEB President and Adviser gather evidence and/or statements from relevant parties.
 - d. The ad hoc committee reviews the case and submits a recommendation to the Student Council Supervisor, who makes the final decision.
 - e. The SCEB President informs the officer involved of the committee's decision. This will be done in writing.
 - f. The officer involved may opt to make an appeal for reconsideration through a letter addressed to the Principal. The Principal's decision will be considered final.
- 4-3. All elected officers have the obligation to fulfill their responsibilities to the best of their ability, from the start to the end of their term. Removal from office due to incompetence or negligence may be considered only after all other reasonable measures have been taken to provide support, correction, or guidance.
- 4-4. Positions left vacant due to resignation, suspension, or impeachment will be filled either temporarily, appointed by the SCEB, or through a special election. This will be decided upon by the ad hoc committee.

Article IX

MEETINGS AND ASSEMBLIES

Section 1. The SCEB must be present in all meetings, absences must be communicated in advance to the SCEB President and Adviser.

Section 2. Student Council assemblies shall be held at least once every quarter to inform the student body of important matters concerning SC activities. Student

Council assemblies will be overseen by the Adviser.

Section 3. The SCEB shall hold meetings once a week and whenever the President and/or Adviser deem it necessary. A quorum shall consist of 2/3 of the SCEB.

Section 4. Grade level class officers or Student Council committees may hold meetings as necessary. A quorum shall consist of 2/3 of the total number of members in the group.

Section 5. Meetings must be announced at least one week in advance. The announcement must include the date, time, venue, and agenda for the meeting.

Section 6. All meetings must be held on campus during school days. Emergency meetings and online meetings may be allowed during special circumstances, with the approval of the SCEB President and Adviser.

Section 7. Minutes of meetings must be released to the public within three days after the meeting through a medium accessible by the students.

Article X AMENDMENTS AND EFFECTIVITY

Section 1. The SCEB shall review the Constitution every three years and present a proposed revision to the class presidents. Class presidents will be given a reasonable period of time to review the proposed revision and propose amendments as well.

Section 2. Amendments to the Constitution shall be made by a 50% + 1 majority vote of the class presidents and ratification by the SCEB. Prior to the final vote, the SCEB must present the proposed amendments to the school administration.

BY-LAWS ELECTORAL CODE

Election of SCEB officers will be held in the fourth quarter of the preceding school year. This will be done to allow the new SCEB officers to begin planning during the summer break.

A. Filing of Candidacy for SCEB Officers

1. Any student qualified to run for office may file their candidacy within the period stated by the Election Committee.
2. The number of candidates for each office is unlimited.

3. An elected officer may run for the same position for two consecutive years only.
4. A candidate may withdraw their candidacy within 48 hours before elections, but may not shift their candidacy to another position in the SCEB.

B. Campaign Period

1. The Election Committee shall release a set of guidelines for the campaign and election period.
2. All posters and other paraphernalia shall be approved by the Election Committee.

C. Election Procedures

1. The Election Committee shall announce the official candidates after screening. A general assembly shall be held before the elections, wherein the candidates shall present their platforms.
2. Elections shall be held through secret ballot.

D. Other Guidelines

1. Winners will be declared by the Election Committee immediately after the counting of ballots.
2. Ballots will be kept for one week after elections, during which all electoral complaints may be lodged with the Election Committee.
3. In order to win, the candidate must win the majority of the votes for the position they are running for.
4. In case there is only one candidate for a certain position, the candidate must garner at least 50% + 1 of the total votes of the student body.
5. If the said candidate does not garner at least 50% + 1 of the total votes of the student body, a reelection shall be held wherein all aspirants for the position may file their candidacy, including the original candidate. The Election Committee has the authority to issue additional guidelines as the need arises.

Appendix 11

MIRIAM COLLEGE NUVALI PARENT-TEACHER ASSOCIATION

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:

- a. Convene the Executive Board at the beginning of the School year and cause the preparation of the MC Nuvali PTA plan for the year;
- b. Represent the MC Nuvali PTA in all official and social functions;
- c. Preside over all its meetings as well as those of the Executive Board;
- d. Sign for and in the name of the organization on all matters authorized by the Executive Board;
- e. Create adhoc committees and appoint its officers as needed;
- f. Make an annual report concerning the activities of the organization for the year;
- g. Make recommendations for the continuation of unfinished business to the new Board.
- h. 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:

- a. Prepare the Executive Board Directory and provide the members with a copy of such directory; (following data privacy policy)
- b. Send notice of meeting, approved agenda and arrange for meeting essentials
- c. Determine and record the existence of a quorum;
- d. Compile all documents and assist the President in submitting the documentation for the year;
- e. 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:

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

- e. 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 School 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 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 extracurricular 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. In the secondary level, the focus shifts to the development of environmental citizens, people who involve themselves to the extent that they can in the environmental affairs outside of their homes and schools. In the tertiary and graduate levels, the aim is the formation of environmental professionals who will introduce and execute the environmental perspective in the careers of their choice and contribute to the sustainable development of the country.

Appendix 13

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 and 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.²
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**³ – 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 7610⁴**, 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 11930⁵** 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 2013⁷, 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:
 1. Psychological or physical abuse, neglect, cruelty, sexual abuse, and emotional maltreatment.
 2. Any act or deeds or words which debases, degrades, or demeans the intrinsic worth dignity of a child as a human being.
 3. Unreasonable deprivation of the child's basic needs for survival such as food and shelter; or
 4. Failure to immediately give medical treatment to an injured child resulting in serious impairment of his or her growth and development or in the child's permanent incapacity or death. (*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:

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

2. 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.
 3. Psychological violence – acts or omissions causing or likely to cause mental or emotional suffering of the child.
 4. 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:
1. 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;
 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 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:
 - a. In handling and managing incidents involving children, all necessary assistance shall be provided to them, taking into account their best interest.
 - b. 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.
 - c. Never be involved in a romantic relationship with a minor.
 - d. Take immediate action upon learning of or witnessing unacceptable acts or behaviors toward children within or outside the vicinity of Miriam College.
 - e. Treat a child with respect and never allow behavior that will result in any form of child abuse, discrimination, or exploitation.
 - f. Be considerate to children, taking into consideration their varying backgrounds and social conditions.
 - g. Never participate in any acts involving child abuse, discrimination against children, child exploitation, violence against children, corporal punishment, and any similar or analogous acts.
 - h. 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:
 - a. school policies regarding behavior and discipline are enforced;
 - b. Both prevention and intervention programs are well established;

- c. All stakeholders are well-informed of this Child Protection and Safeguarding Policy;
- d. 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;
- e. records and documentation are maintained and properly filed; and
- f. 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.
 - a. **Tier 1 (lowest level)** - to be managed by the Unit Discipline Committee
 - b. **Tier 2 (mid level)** - to be managed by the Basic Education Unit (BEU) Child Protection Committee
 - c. **Tier 3 (highest level)** - to be managed by the Institutional Child Protection and Safeguarding Committee
6. The Unit Discipline Committee (Tier 1) are responsible for:
 - a. the initial processing of all complaints;
 - b. the conduct of initial fact-finding investigation relative to reports and/or complaints involving violations of this Policy, including that of bullying;
 - c. determining whether or not the incident needs to be elevated;
 - d. giving assistance to parents or guardians, whenever necessary; and
 - e. ensuring that children's right to be heard is respected and upheld in all matters and procedures affecting their welfare.

The Unit Discipline Committees are headed by:

LH Grade School	Grade Level Coordinator
LH High School	Assistant Principal for Student Affairs
LH SDTEC	Academic Support and Student Services Coordinator
MC Nuvali	Senior Formation Officer
MC Alviera	Senior Faculty Member

7. In order to facilitate reported incidents of prohibited acts covered by this policy, a BEU CPC sub-committee (Tier 2) shall be created in BEU units and campus.

The BEU CPC sub-committee shall be composed of the following:

- a. Chairperson: Associate Director, Child Rights Advocacy Center (CRAC)
- b. Members:
 - b.1. Representative from the LH GS Parent-Teacher Association
 - b.2. Representative from the LH HS Students
 - b.3. Representative from the SDTEC and MC Alviera faculty (holdover)
 - b.4. Representative from the MC Nuvali Guidance Team (holdover)
 - b.5. Representative from APSAs / APSL
 - b.6. Representative from the Community, preferably a member of the Barangay Council for the Protection of Children

The BEU CPC sub-committee shall have the following functions:

- a. Review and act upon the recommendations of the Discipline Committee/ Student Formation Board.
 - c. Make the necessary referrals to appropriate agencies, offices, or persons, as may be required by the circumstances.
 - d. Monitor the implementation of positive measures to prevent and address all forms of child abuse and bullying.
 - e. Monitor all cases or incidents related to violations of this policy, including bullying, that are reported or referred to the committee.
 - f. Submit quarterly reports to the ICPC Committee Secretariat on cases or incidents that were referred and handled by the committee.
 - g. Ensure that children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.
8. An Institutional Child Protection Committee (ICPC) (Tier 3) shall be established in Miriam College, and shall be composed of:
 - a. Chairperson: Executive Director, CRAC
 - b. Vice-Chair: Unit Head Representative
 - c. Members:
 - c.1. Learner Formation Officers from the BEU
 - c.2. Student Affairs Officer from the Higher Education Unit (HEU)

The ICPC shall have the following functions and responsibilities:

- a. Receive, investigate and recommend appropriate actions on complaints against school officials and personnel for violation of the Child Protection and Safeguarding Policy.
 - b. Review and resolve appeals submitted by any of the parties on the results of the fact-finding investigation conducted by the CPC sub-committees.
 - c. Analyze the results of the report, and provide recommendations on how to improve and/or strengthen the implementation of the Child Protection and Safeguarding Policy.
 - d. Submit the CPS Institutional Report to the School President.
 - e. Initiate information dissemination programs and organize activities with stakeholders for the protection of children from abuse, exploitation, violence, discrimination, and bullying.
 - f. Implement and evaluate the effectiveness of the school-based referral and monitoring system (ANNEX "C").
 - g. Provide advice to the CPC sub-committees should they receive cases involving child abuse happening inside the home.
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:

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

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:
 - a. Child Abuse;
 - b. Discrimination Against Children;
 - c. Child Exploitation;

- d. Violence Against Children in School;
 - e. Corporal Punishment;
 - f. Bullying; and
 - g. 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)⁸.
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:
 - a. Full name of the complainant
 - b. Mother unit, office, or department where the complaint is assigned, if an employee
 - c. Grade/Year Level, if the complainant is a student
 - d. Full name of the respondent
 - e. Mother unit, office, or department where the respondent is assigned (if known)
 - f. 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 Resolution⁹ 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:
 - a. Full name of the complainant(s), Grade(s)/Year Level(s), and section(s)
 - b. Full name of the respondent(s), Grade(s)/Year Level(s) and section(s)
 - c. 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:
 - a. Learning sessions on how to deal and manage child abuse, exploitation, violence and discrimination cases, as well as bullying and peer violence.
 - b. Seminars on positive discipline, peer relationships and enhancement of social and emotional competence.
 - c. 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.

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 14

MIRIAM COLLEGE NUVALI

GENERATIVE ARTIFICIAL INTELLIGENCE POLICY

A. Rationale

Students in the Basic Education Unit learn foundational skills. Heavy reliance on generative artificial intelligence (AI), especially in summative assessments, may undermine the process of learning these skills. Thus, the extent of use of generative AI in the context of basic education must be clearly delineated. One way to demonstrate responsible use of generative AI is to disclose the extent of use of generative AI in students' outputs.

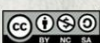
B. Generative AI Acceptable Use Scale

Generative AI refers to any artificial intelligence tool in which the model generates new content such as text, images, audio, video, code, and the like. These AI tools include, but are not limited to Large Language Models (LLMs) such as ChatGPT and Google Gemini, Image Creators such as Dall-E3 and Adobe Firefly, and any tools with built-in generative AI capabilities such as Microsoft CoPilot, Google Duet, and Canva.

The scale below is based on the type of content on which generative AI was used.

 CAN I USE AI ON THIS ASSIGNMENT? Generative AI Acceptable Use Scale Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc.) This includes, but is not limited to Large Language Models (LLMs) such as ChatGPT, Google Gemini, etc., Image Creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc.) 				
	Level of AI Use	Full Description	Disclosure Requirements	Disclosure Statement
0	NO AI Use	The assessment is completed entirely without AI assistance. AI must not be used at any point during the assessment. This level ensures that student rely solely on their knowledge, understanding and skills.	NO AI disclosure required. May require an academic honesty pledge that AI was not used.	No Generative AI was used in this output.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.	Generative AI was used to generate ideas for (specify the parts which it was used). Enclosed are the screenshots of the AI chat(s).
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.	Generative AI was used to generate ideas for (specify the parts which it was used). Enclosed are the screenshots of the AI chat(s).

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA & Dr. Jason McVaugh



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C. Guidelines

- The level of allowed AI use will be specified for each subject or each output. This will be communicated to the students by the subject teacher.

2. An AI disclosure statement must be present at the end of every submitted output along with the signature/s of the student/s.
3. The use of generative AI must be cited in-text as well as in the reference list.
4. A form will be provided to serve as an attachment to non-written outputs (ex. infographics, skit, short film, etc.)
5. If AI was used to generate ideas or edit content, a screenshot of the AI chat(s) must be provided along with the AI disclosure statement.

D. Disciplinary Consequences for Improper Generative AI Use

Improper use of AI in academic tasks is a disciplinary offense. If a teacher suspects a student of improper use of AI:

1. The teacher will gather information by talking to the student involved, using checkers, and other necessary means.
2. The teacher writes an incident report and submits it to the Student Formation Officer with attached screenshots, documents, and other evidence.
3. The Student Formation Officer will process the disciplinary case and present it to the Discipline Committee, which will deliberate on appropriate consequences. Consequences may include:
 - a. A grade of zero on the task, with no option for make-up work
 - b. A mark of C+ in the Responsibility component of the Personality Development Mark
 - c. Other consequences as deemed appropriate by the committee

References:

- Chan, C.K.Y. (2023). A comprehensive AI policy education framework for university teaching and learning. *International Journal of Educational Technology in Higher Education* 20(38). <https://doi.org/10.1186/s41239-023-00408-3>
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Appendix 14

MIRIAM COLLEGE DATA PRIVACY GUIDELINES IN USING ONLINE PLATFORMS IN LEARNING FOR STUDENTS AND PARENTS/GUARDIANS

To ensure proper and adequate protection of the personal data of all MC community members, we request the parents and guardians of our students to instill in their children the exercise of due diligence in their online classes, activities, and dealings. We also encourage our whole community to foster an environment where data privacy and security are given importance. In conducting any virtual/online class or activity, always bear in mind the acronym **ALT-P**:

- **Accountability.** The School is accountable for all the personal data it collects and processes.
- **Legitimacy.** The School must collect or feature only personal information according to its activity's authorized purpose.
- **Transparency.** The School must declare the purpose of collecting and featuring personal data to its participants.
- **Proportionality.** The School must collect, feature, or process only necessary information from its participants.

Moreover, provided below are some general information and guidelines for the students and their parents or legal guardians from the Department of Justice's Office of Cybercrime and National Privacy Commission's Data Privacy Council Education Sector.

For Students Using Online Platforms in Class, Sessions, and/or Activities

1. Create strong passwords when signing up on any e-learning tool/platform. Passwords should be at least 12 characters containing upper- and lower-case letters, numbers, and, if possible symbols.
2. Stay alert during online classes, especially when sharing videos, photos, and files. Similarly, do not spam the chatbox.
3. Use customized backgrounds to avoid accidental disclosure of personal information.
4. Install and regularly update an anti-virus program.
5. Mute the microphone and turn off the camera by default, especially when not speaking or reciting.
6. Turn off the microphone and camera when leaving one's station (e.g. restroom break, etc.)

7. As much as possible, do not connect phones, laptops, and other gadgets to free or public Wi-Fi networks. In unavoidable circumstances, ensure that the public network has a password and is not accessible to everyone.
8. Delete files or folders when the content no longer needs to be shared. Always ask your teacher before you erase them.
9. Submit assignments, projects, and other requirements to teachers via the official school E-learning tool/platform. Do not send files via social media.
10. Respect the privacy of your teachers and classmates. Do not take screenshots of their video feeds and do not give out online links and their passwords to people who should not be in your class or activity.

For Parents or Guardians Assisting Students in Their Online Classes, Sessions, and/or Activities

1. Help the child check and customize their privacy settings of the e-learning tool/platform.
2. Teach them basic online security (e.g. enabling two-factor authentication and avoiding sharing homework, passwords, and other personal information even with friends).
3. Take a moment to review the School's Data Privacy policy.
4. Ensure that your consent is obtained for the recording of classes.
5. Accompany the child, especially minors, during the conduct of online learning or activity.

Notes:

1. **Google Workspace for Education** is the official e-learning platform.
2. **Personal data** refers to any personal information whether recorded or in a material form or not, from which the identity of an individual is apparent or can be reasonably and directly ascertained by the entity holding the information or when put together with other information would directly and certainly identify an individual.

Appendix 15

MC NUVALI SOCIAL MEDIA USE POLICY

Miriam College Nuvali recognizes the importance of social media (e.g. Facebook, Instagram, X, Messenger, Viber, Discord, and the like) as a tool and venue in the exercise of the freedom of expression (e.g. creating and publishing content, discussing ideas, sharing of information, networking, and the like). At the same time, the school acknowledges that the use of these social platforms comes with a duty to respect the rights and privacy of others.

To ensure that the privacy and rights of the different stakeholders of the school are protected, the school sets out guidelines for responsible social media use. This policy ensures that employees, students, and other stakeholders use social media exclusively for the purposes of meaningful conversation, relevant knowledge management, and value-adding creative output.

Scope

In support of the original policy promulgated by the Miriam College Risk Management Office (RM-002, otherwise known as Employee Social Media Use, released on November 21, 2018), this policy covers all employees, students, learning partners, and other members of the MC Nuvali community whose use of social media involves the school and its stakeholders.

This policy may be referred to in handling complaints by any member of the MC Nuvali community and in the promulgation of fair and responsible use of social media. Regardless of the medium, all stakeholders concerned are expected to strictly follow the principles spelled out in this policy.

Implementing Guidelines for Students

It is the responsibility of students to behave in a way that upholds the school's core values, thereby protecting the good name and reputation of the school, both on and off campus. As such, everyone must act in accordance with socially responsible behavior as stated in the existing MC Nuvali Student Handbook, whether in person or online.

A. General Guidelines

1. Follow school policies and guidelines at all times. Inappropriate behavior in the classroom is also inappropriate online.
2. Follow rules and guidelines set forth by individual social media and social networking platforms. Be mindful of our school's core values when posting comments or responding to those made by others.

3. Communication is the key to mutual understanding. Raise school-related concerns through the proper channels and avoid using social media to escalate concerns.
4. Be mindful of intellectual property rights. Whenever relevant and necessary, seek ethical approval before posting materials, pictures, videos, or comments online.
5. Observe the principles of data privacy at all times. Refrain from revealing confidential information about the school and its students, employees, parents, or partners without express consent from the parties involved.
6. Uphold the core value of Truth. Accounts on social media should represent your true identity. Never use false information that may mislead people. Ensure that you post and share only what is truthful and fair.
7. Use social media as a venue for exchanging fair, carefully thought-out opinions that will help others learn and enhance understanding.
8. Use respectful, appropriate language when chatting or making comments.
9. Students 12 years old and below are discouraged to communicate through social media sites such as but not limited to Facebook, Twitter, Instagram for these sites require members to be at least 13 years old.
10. While students 13 years old and above are allowed to create their own accounts on social media sites, they are strongly encouraged to seek the permission and guidance of their parents or legal guardians.

B. Using Social Media Platforms for Learning

1. Maximize Google Workspace tools (e.g. Gmail, Meet, Chat, Drive, Docs, and the like) for school-related activities and communication. Use your complete name and a recent ID photo for your Knoller account profile.
2. Use your Knoller account exclusively for school-related activities. Do not use it to register for personal social media activities and engagements.
3. Ensure that messages, photos, and information sent and received are in accordance with existing school policies.
4. Entertain queries and/or provide personal information only to MC or MC Nuvali employees who are using their official Knoller accounts (mc-knoller.edu.ph) or MC email (mc.edu.ph).

C. Student Accountability in Social Media Use

1. Refrain from making inappropriate or defamatory comments about the school, its employees, or your fellow students online.
2. Do not upload any content that is confidential to the school and/or its members.
3. Do not post content that is contrary to the values and spirit of the school, or detrimental to the school's reputation. This includes text, images, or recordings that may amount to bullying or discrimination.
4. Do not post any content that breaches copyright law.

D. Responsible Social Media Activity

1. Be mindful of your digital footprint.
2. Always protect your personal information, including but not limited to your last name, phone number, address, date of birth, and pictures. Do not share these with people you have just met online.
3. Do not post content that encourages violent behavior or self-harm.
4. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
5. Do not access social media during school hours.

Implementing Guidelines for Parents and Learning Partners

MC Nuvali works hand-in-hand with parents and learning partners to ensure that students get the most out of their education. Parents and learning partners have a vital role in attending to students' needs and in ensuring that students' learnings are reinforced and supplemented off campus.

1. Monitor your child's online activities and engagements, especially if your child is below 18 years old.
2. Report to the school any alarming online behavior that involves your child. You may discuss your concerns with your child's Homeroom Adviser.
3. Raise questions, concerns, or complaints directly to the school rather than posting them on social media.

4. Help in implementing the school's social media use policy by making sure that your child abides by the set guidelines.

Penalty

All stakeholders are expected to abide by the provisions contained in this policy. Any student, employee, parent, or partner who, after proper investigation and due process, has been found to have committed an infraction of this policy shall be subject to disciplinary action based on:

- the Student Handbook for students
- the Code of Conduct for employees; and
- the decision of the Administrative Board for parents and other partners.

Appendix 16
MIRIAM COLLEGE 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 record

- 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: _____

Student's Signature (if of legal age): _____

Complete Name of Parent or Legal Guardian: _____

Signature of Parent or Legal Guardian: _____

Date Signed: _____

STUDENT PLEDGE OF COMMITMENT

I have been apprised and informed of the policies and rules regarding academic and extra-curricular programs, student formation and discipline, and other aspects of student life at Miriam College Nuvali.

As an MC Nuvali student, I pledge to uphold and abide by the school rules, guidelines, and procedures stated in the Student Handbook. I understand that the school reserves the right to take appropriate disciplinary action if my conduct is contrary to the school's 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 us to learn, grow, and achieve our potential.

Student's Signature over Printed Name / Date

Homeroom Adviser's Signature over Printed Name

PARENT'S PLEDGE OF COOPERATION AND SUPPORT

We have been apprised and informed of the policies and rules regarding academic and extra-curricular programs, student formation and discipline, and other aspects of student life at Miriam College Nuvali.

As the school's partners in our child's holistic development, we pledge our cooperation and support in implementing school rules, guidelines, and procedures. We will 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 (if applicable) / Date