



BASIC EDUCATION STUDENT HANDBOOK

Revised 2021



CONFORMATION SLIP



PERSONAL DATA

Name: _____

Grade/Section: _____

LRN: _____

Address: _____

Email: _____

Contact Nos.: _____

Birthdate: _____

Specimen signatures:

Father's Signature over Printed Name

Mother's Signature over Printed Name

Guardian's Signature over Printed Name

Student's Signature over Printed Name

I have read and fully understood the rules and regulations stipulated in the handbook of the College of Our Lady of Mercy of Pulilan Foundation, Inc. It is clear to me and likewise well-appreciated, that in my crucial age, I am appropriately guided by this institution towards becoming a law-abiding, responsible, and sensitive individual.

I understand that student discipline occupies a central place in the COLM educational program. In view thereof, the school extends implementing rules and regulations to safeguard the students' welfare and to ensure that the norms of behavior expected of a young COLM student will be properly displayed at all times. Therefore, I agree that any willful disregard or violation, or any minor infraction of such will render me subject to appropriate course of action or disciplinary measures herein cited.

Should my behavior render me unworthy of being called a COLM student by virtue of my willful non-adherence to the school's philosophy, mission and vision, I shall accept the severe penalty of exclusion or withdrawal from the official roll, without waiting for the end of the school year.

In complete adherence to, and with a strong faith in the mission and vision of COLM, I promise to uphold the ideals and virtues of a COLM student during my stay in this institution.

Conforme:

_____ Signature Over Printed Name of Student	Contact No.: Section
--	-----------------------------

I understand the provisions stipulated in the Student Handbook. I authorize the school in full trust to implement these provisions. I also acknowledge that the school reserves the right to add, interpret, amend, supplement and apply these provisions which I know are beneficial to my child's/ward's growth and development.

_____ Signature Above Printed Name of Parent/Guardian	Contact Numbers:
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Foreword

These are times of great changes for our nation and our people. By necessity, the students and pupils of our school take part in the task of meeting these changes by means of their respective technological competencies acquired by virtue of the COLM education. Whether during their stay in the campus or when practicing their professions, our students are expected to show their COLM upbringing. And whether here or outside the campus gates, the quality of student involvement in school is inevitably shaped by the quality of their “breeding” here at COLM. And it is in “breeding” students properly and preparing them to be achievers and responsible citizens where a Student Handbook - with its norms, values and vision - plays a significant role.

This handbook was produced as an auxiliary material in our desire to form COLM students who exude a high degree of competence and who exercise deep commitment in their undertakings. Let this handbook not only serve as a mere publication of rules but also a document that encourages students to maintain a harmonious, cordial, and productive relationship with their peers, teachers, administrators, and other stakeholders of our school.

With this handbook, I hope that dynamic members of the COLM studentry would manifest their solidarity in promulgating and conforming to its provisions. This, in more ways than one, would express deep love for our school that we hold so dear in our hearts.



JIAN CARLO SJ. CASTILLO
Executive Vice President

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COLLEGE OF OUR LADY OF MERCY HYMN

College of Our Lady of Mercy

To thee we pledge our loyalty

Whenever we may be,

We salute and honor thee.

We will live by your mission

Together we'll realize your vision.

*Academic excellence and spiritual value
are your foundation for youth formation.*

Hail our Alma Mater, Hail COLM dear!

Soar the sky, let the banners fly,

We proclaim your name head high.

College of Our Lady of Mercy,

the home of academic excellence.

Faithful our God-given mission,

Providing quality education.

You empower us to be

effective members of the society,

preserving our morals and values

with honesty and integrity.

LETTERS

Date _____

Dear _____,

Parent/Teacher/Principal Signature

Date _____

Dear _____,

Parent/Teacher/Principal Signature

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EXCUSE SLIP

Date _____

Kindly excuse my son/daughter _____
 _____ for having been absent/being
 tardy on _____
 because _____
 _____.

 Parent's/Guardian's Signature

Date _____

Kindly excuse my son/daughter _____
 _____ for having been absent/being
 tardy on _____
 because _____
 _____.

 Parent's/Guardian's Signature

Date _____

Kindly excuse my son/daughter _____
 _____ for having been absent/being
 tardy on _____
 because _____
 _____.

 Parent's/Guardian's Signature

Appendix D

Transmutation Table

Following is the range of initial Grades and their equivalent Transmuted Grades that will be reflected in the report card.

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40-99.99	99	66.40-67.99	79
96.80-98.39	98	64.80-66.39	78
95.20-96.79	97	63.20-64.79	77
93.60-95.19	96	61.60-63.19	76
92.00-93.59	95	60.00-61.59	75
90.40-91.99	94	56.00-59.99	74
88.80-90.39	93	52.00-55.99	73
87.20-88.79	92	48.00-51.99	72
85.60-87.19	91	44.00-47.99	71
84.00-85.59	90	40.00-43.99	70
82.40-83.99	89	36.00-39.99	69
80.80-82.39	88	32.00-35.99	68
79.20-80.79	87	28.00-31.99	67
77.60-79.19	86	24.00-27.99	66
76.00-77.59	85	20.00-23.99	65
74.40-75.99	84	16.00-19.99	64
72.80-74.39	83	12.00-15.99	63
71.20-72.79	82	8.00-11.99	62
69.60-71.19	81	4.00-7.99	61
68.00-69.59	80	0-3.99	60

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CORPORATE PROFILE

Brief History

The College of Our Lady of Mercy of Pulilan Foundation, Inc. is a non-stock, non-profit educational institution. All its income is channeled back to improve its facilities and equipment in accomplishing the purpose for which it was established - to foster relevant and values-oriented education and training.

The school had a very modest beginning. Incorporated in 2006 by a woman of vision, Mrs. Arsenia C. Castillo and her husband, Mr. Marte N. Castillo, it started operations in 2007 with only 69 high school students.

In 2010, the secondary institution expanded to include tertiary courses under CHED and technical-vocational programs under TESDA. From only a few students in its initial years of operation, the school steadily grew in enrolment and gradually expanded its curricular offerings. At present, many additional courses were offered by the institution.

In 2011, COLM acquired Dear Jesus Montessori located at Sto. Cristo, Pulilan. The annex building housed the Pre-School, Grade School and other Tech-Voc laboratories.

In 2016, COLM started offering Senior High School under the K-to-12 program of the Department of Education.

At present, the school is committed to helping the nation's development through education using world-class and international standards. It continues with its tradition of training students to acquire knowledge and relevant skills to meet the needs of business and industry.

To date, COLM is continually pursuing notable programs and plans which are all geared towards the successful attainment of its avowed mission.

Appendix C

DepEd Order 52, s. 2003 Policy on Educational Field Trips

Policy on Educational Field Trips (Supplemental to DECS Order No. 56, s. 2001 and DepEd Order No. 51, s. 2002)

With reference to field trips and other forms of outing, the following guidelines are being issued in addition to those contained in DECS ORDER No. 56, s. 2001 and DepEd Order No. 51, s. 2002;

- a. No field-trip should be undertaken without the written consent of the parents, or student's guardians;
- b. Where a majority joins the field trip, there should be no punitive measures or activities such as tests related to the trip that will put the students who could not join the field trip at a disadvantage. They should be given activities in school to compensate for their inability to join the field trip;
- c. The field trip should be well planned ahead of time with the students, so that they know exactly what to look for in the field trip. Safety measures should be discussed before the field trip;
- d. Places to visit should be educational places, such as cultural and historical sites or science exhibits in museums which complement or supplement classroom lessons;
- e. Trips to malls and attendance at noon time TV shows, especially during class hours are discouraged;
- f. As much as possible, field trips should not put an additional financial burden on the parents. Possible sponsors or other sources can be tapped for the purpose; and
- g. Attention is called to the other provisions of the previous DepEd Orders on field trips which still hold true.

Immediate dissemination of and compliance with this Order is directed.

- a. First Offense: Reprimand and Summon of Parents
 - b. Second Offense: Suspension from Classes for three (3) to five (5) school days, or Community Service of three (3) to five (5) school days, or both. The duration of the suspension and/or community service may be further reduced or lengthened by the School depending on the nature, gravity, or severity of the bullying act.
 - c. Third or Subsequent Offense: Non-readmission may result to dropping from the rolls.
2. Depending on the seriousness or gravity of the offense committed and/or the extent of injuries suffered by the victim, the School reserves the right to impose the extreme penalty of expulsion subject to approval of the Department of Education.
 3. In addition to the disciplinary sanction imposed, the School may, after careful evaluation, likewise refer the alleged bully and/or the alleged victim for counseling of the School's Guidance Counselor or to a private counselor of their choice, or to other intervention programs of the School should it become necessary.

Section 28. Preventive Suspension. The School may at its discretion and during the pendency of the investigation, put alleged offender on preventive suspension for a period not longer than three (3) school days, if there is a reason to believe that the presence of said student will jeopardize the general peace and order of the campus.

Section 29. False Accusation of Bullying. If a student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to the same disciplinary actions or to appropriate interventions for "bullies" under this Policy.

Section 30. Confidentiality. Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Anti-Bullying Committee, teacher concerned, and the Office of Student Affairs/Prefect of Formation/Guidance Office, provided that the names may be made available to the parents or guardians of students who are or have been victims of bullying or retaliation.

Any school personnel who commits a breach of confidentiality shall be subject to appropriate sanctions including termination of employment as may be provided in the School's Employee's Handbook.

Section 30. Effectivity. This Policy shall take effect immediately after orientation of the students by the Guidance Office/Prefect of Formation.

Our School Emblem



The central symbol of seal is the shield which means to protect. The shield is divided vertically. To the left is a book with tussles to symbolize wisdom and nobility. To the right are the cross and a silhouette of Mary whose protection we implore. On the bottom left of the shield is a tower which symbolizes the foundation and strength of the Institution. Top most are the three stars - "Ad Astra Per Aspera" - Reach for the stars through hardships. In plain English, stars and number three is a common meaning for excellence.

The school adopted green and white. Green is the color of hope which in Old English was *growan* or to grow - this means to build a new foundation in education, a new society that will build the skill of every student, therefore, signs of a Promise of a New Life. White is the color that symbolizes purity.

Our Vision - Mission

VISION

COLM envisions itself as a Center of Excellence within the region in the areas of Instruction, Research and Community Service

MISSION

COLM as a non-profit organization, commits itself to offer relevant affordable programs through high quality education responsive to the needs of the industries and the communities that will develop well-rounded and competent graduates imbued with Christian values.

Our Core Values

C - Commitment to Excellence

The true essence of our existence is academic excellence so all our activities must be directed toward this ultimate goal and yet well-balanced for the total development of our students.

O - Ownership

Ownership of creating value for students, employees and stakeholders. Ownership and Accountability for our actions.

L - Leadership

The spirit of leadership is instilled in every student and teacher. They have the values, the confidence and the experience to lead change in their world.

M - Maturity

Maturity is the foundation that protects our other core values. All are expected to behave in a respectable manner towards others both within and outside the campus, i.e. being polite, speaking with tact, respecting those around you, etc.

- B. The Complaint should be duly executed by:
 1. The complaining student with the assistance of his/her parents
 2. Or solely by the parents on the basis of their child's statement.
- C. In both instances, the Complaint must be duly sworn to be the executing student and/or parent stating clearly how the act/s of bullying was/were committed and other attendant circumstances. The complaining party may attach sworn statements of witnesses and other proofs to substantiate the Complaint.
- D. The Complaint or Charge for Bullying shall be filed with the Office of Student Affairs/Prefect of Formation/Guidance Office.
- E. The Office of Student Affairs/Prefect of Formation/Guidance Office shall furnish the parents of the respondent student/s a copy of the Complaint or Charge and direct the student/s concerned with the assistance of the parents or counsel if they do so desire within a period of forty eight (48) hours or within a reasonable period from the receipt of the Complaint or Charge as may be allowed under the circumstances.
- F. Upon receipt of the Sworn Answer, the Office of Student Affairs/Prefect of Formation/Guidance Office may schedule a conference with the Complainant and/or Respondent separately to clarify the allegations in the Complaint and the Sworn Answer. The Office of Student Affairs/Prefect of Formation/Guidance Office may also interview witnesses, bystanders, and others who may have knowledge of the circumstances surrounding the incident.
- G. The Office of Student Affairs/Prefect of Formation/Guidance Office shall the issue a resolution on the Complaint Charge stating clearly its basis. A resolution finding the commission of bullying shall state the appropriate sanction. The resolution shall be deemed a recommendation to the Vice President for Student-Personnel Services, which the latter may either disapprove or modify. The decision of the Vice President for Student-Personnel Services may be subject to reconsideration, or appeal to the Office of the President within five (5) calendar days in cases of suspension of three days or more or higher penalties.

Section 27. Sanctions

1. If the act of bullying committed does not fall under any offense defined in the Student Handbook, the following sanctions shall apply:

where teachers in charge may keep track of bullying incidents or indications in the classroom or off-campus activities. The same shall be kept in strictest confidence in a central file with the Guidance Office.

Section 23. Fact-Finding and Documentation

The Office of Student Affairs/Prefect of Formation/Guidance Office shall:

1. Separately interview in private the bully or offending student and the victim.
2. Determine the levels of threats and develop intervention strategies. If the bullying incident or retaliation or the situation requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken by the school within twenty four (24) hours from the time of the incident.
3. Inform the victim and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation; and
4. Make appropriate recommendations to the Child Protection Committee on proper interventions, referrals and monitoring.

Section 24. Referral to Experts Outside the School. The School may, upon evaluation, refer the victim and the bully to trained professionals outside the school, such as social workers, guidance counselors, psychologists, or child protection specialist, for further assessment and appropriate intervention measures, as may be necessary. The School also undertakes to notify the Women and Children’s Protection Desk (WPCD) of the local Philippine National Police, in appropriate cases involving the bully or offending student.

VIII. DISCIPLINARY MEASURES

Section 25. Where students resist or refuse to respond to intervention or preventive strategies to address bullying, the School will resort to stringent actions to deal with persistent and violent bullying. Disciplinary actions may or may not be resorted to by the School depending on the circumstances of each case with due consideration of the age of the students or pupils involved.

Section 26. Due Process

- A. Bullying cases may be initiated either through:
 - a. A Complaint; and
 - b. A motu proprio Charge from the Office of Student Affairs/Prefect of Formation/Guidance Office on the basis of a report of the teacher, school personnel or bystanders.

Our School Philosophy

TEACHING THE WAY STUDENTS LEARN

At the heart of COLM's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age. COLM teaching methods are informed by the “theory of multiple intelligences” developed by Howard Gardner. Students come to COLM with varying intelligences, abilities, passions and skills. Curricular units are carefully designed to engage students with a variety of learning styles. A broad range of materials, activities, approaches, and interconnected learning opportunities encourages each student to discover and develop his or her own strengths. Students are also taught to recognize those areas where they may need to review in order to master required skills and content. COLM constantly monitors, analyzes, and refines all aspects of teaching and learning. The result is a “living” curriculum that evolves to accommodate teaching methods and topics for all grades.

Institutional Goals

Quality and Excellence. Provide basic and undergraduate education that meet standards of quality and excellence.

Relevance and Responsiveness. Generate and disseminate knowledge in the growing range of disciplines relevant and responsive to the complexities of the changing environment. Develop the potentials of the students so that they may acquire educational foundation for their development as committed, competent, compassionate, loyal and loving individuals.

Access and Equity. Make provision for expanded educational opportunities to deserving qualified students.

Efficiency and Effectiveness. Utilize school’s resources for the maximum institutional and individual returns and benefits.

General Objectives

- Strengthen the basic and undergraduate education programs to meet standards of quality and excellence.
- Enrich higher education curricula to meet the needs and demands of the knowledge-based society.
- Achieve the full development of the students in the grade school and high school levels both in values and skills so as to make them effective and efficient in the roles that they will play in the different social groups to which they belong, either as a preparation for a vocation or for college.
- Expand educational opportunities to reach out to capable and qualified students.
- Rationalize priorities and resources for maximum returns and benefits to the Institution and the students.

Specific Objectives

- Students will develop clear and effective written and oral communication skills using standard English.
- Students will acquire a strong foundation in mathematical reasoning and skills.
- Students will learn about the political, economic, cultural, geographic, and technological forces that have shaped the history of the world and of the Philippines.
- Students will acquire knowledge and skills in the sciences and will be able to conduct inquiries using the scientific method.
- Students will develop an informed appreciation of the arts and participate in their creation.
- Students will learn the essentials necessary for a healthy, safe, and physically fit life.
- Students will recognize the importance of hard-work, personal responsibility, and respect for others.
- Students will acquire necessary knowledge, skills and attitude necessary for them to be gainfully employed in both local and international companies and organizations.

Section 21. Immediate Responses. The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel. The school personnel who was notified of a bullying incident or retaliation shall intervene by:

- a. Stopping the bullying or retaliation immediately;
- b. Separating the students involved;
- c. Removing the victim or, in appropriate cases, the bully or offending student from the site;
- d. Ensuring victim's safety by:
 - i. Determining and addressing the victim's immediate safety needs;
 - ii. Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injuries.
- e. Bringing the bully to the Office of Student Affairs/Prefect of Formation/Guidance Office.

Section 22. Reporting the Bullying Incident or Retaliation

1. A victim or a bystander, or a school personnel who has personal knowledge of a bullying incident or retaliation, or any person, who witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher in-charge, or the Office the Student Affairs, Prefect of Formation/Guidance Office, who shall immediately report to the matter Vice President of Student-Personnel Services.
2. The School shall inform the parents or guardian of the victim and the bully about the incident.
3. If an incident of bullying or retaliation involves students from another school during a school authorized or school-sponsored activity on- or off-campus, this School shall promptly notify the appropriate administrator or school head of the other school so that appropriate action may be taken.
4. Reports of the incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained, and the person who reported the incident shall be afforded protection from possible retaliation; provided, however, that no disciplinary administrative action shall be taken against an alleged bully or offending student solely on the basis of an anonymous report and without any other evidence.
5. Teachers shall make sure that no bullying incident should be kept unreported or unnoticed. For this purpose, a record in Bullying Incidents Form is designed and developed

VI. THE ANTI-BULLYING COMMITTEE

Section 16. The Anti-Bullying Committee. The School's existing Child Protection Committee (CPCC) shall also be designated as the School's Anti-Bullying Committee as required under DepEd Order No. 40, series of 2012.

Section 17. Composition. The Committee shall be composed of the following:

- Guidance Counselor - Chairperson
- Prefect of Formation - Vice-Chairperson
- Principal Concerned
- Representative of the Teachers
- Representative of the Parents
- Representative of the Students
- Representative of the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (ad hoc)

Section 18. Functions. The Anti-Bullying Committee shall perform the following tasks:

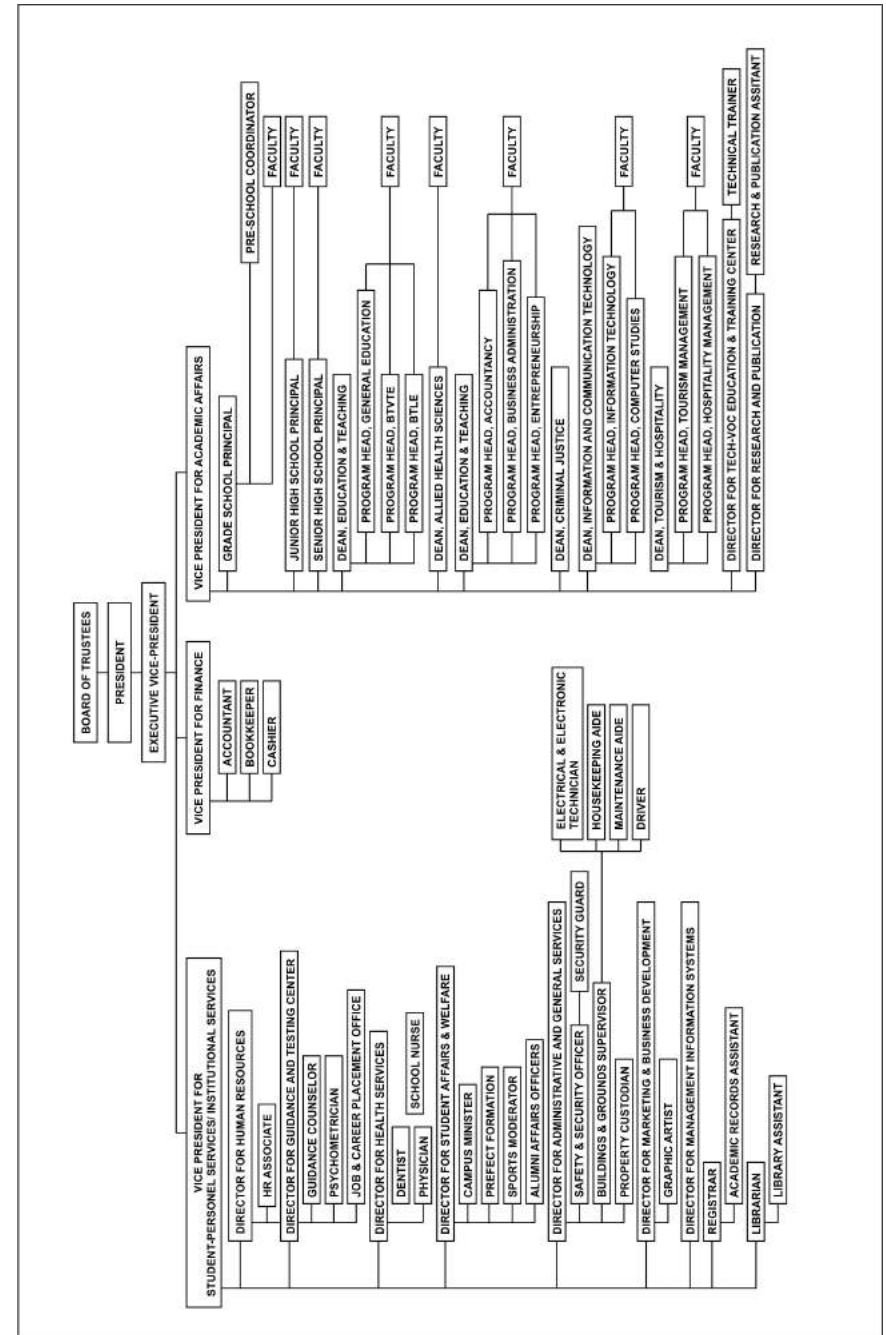
- Conduct awareness-raising programs with school stakeholders in preventing and addressing bullying;
- Ensure that the anti-bullying policy is adopted or referred by the teacher, guidance counselor or coordinator or any person designated to handle prevention and intervention measures mentioned by the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

VII. HANDLING BULLYING INCIDENTS IN THE SCHOOL

Section 19. Exclusive Jurisdiction. Complaints of bullying and other acts under this Policy shall be within the exclusive jurisdiction of this School or jointly by schools whenever the incident involves students from different schools. Bullying incidents shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules, and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

Section 20. Effect of Institution of Criminal Action. The filing of criminal complaint by either or both the bully and the bullied before the law enforcement agencies, prosecutor's office, or courts of law shall not operate to divest this School of its authority to conduct its own investigation, fact finding, and/or disciplinary proceeding on the students involved.

Organizational Chart



BASIC EDUCATION ACADEMIC PROGRAMS

PRE-SCHOOL

The preschool course is geared towards preparing 4 to 5 year old toddlers for their eventual entry into grade school. This course includes Nursery & Kinder levels which cover early introduction and further development of proficiency in words, numbers, shapes, colors, objects, sounds, drawings, speaking, writing, reading, and the enhancement of socialization skills and talents for music, art, games and even language, all of which are vital to the development of child's multiple intelligences. Adopting proven methods of instruction, the preschool activities are designed to develop each child for formal elementary education. Since the preschool curriculum lays the solid foundation of primary education, values education will be highly interwoven in all subject areas.

GRADE SCHOOL

Primary education aims to develop spiritual, moral, mental and physical capabilities of pupils, provides them with experiences in the democratic way of life and inculcates ideas and attitudes necessary for enlightened, patriotic, upright and useful citizenship. To achieve these objectives, the elementary education curriculum shall provide for the:

- Inculcation of the spiritual and civic values and the development of good Filipinos based on abiding faith in God and genuine love of country;
- Training of young citizens in their rights, duties and responsibilities in a democratic society so that they can actively participate in the building of a progressive home and community life;
- Development of the basic understanding about the Philippine culture and the desirable tradition and virtues of our people as essential requisites in attaining national consciousness and solidarity;
- Teaching of the basic health knowledge and the formation of desirable health habits and practices;
- Development of functional literacy in Filipino and English as basic tools for further learning; and

- i. Ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation;
 - j. Maintain a record o statistics of incidents of bullying and retaliation;
 - k. Coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.
5. The **Teachers and Other School Personnel** shall:
- a. Participate and cooperate in all prevention, intervention, and other measures related to bullying by the School;
 - b. Report incidents of bullying;
 - c. Update himself/herself on detection and proper handling of bullying incidents;
 - d. Be objective and handle incidents with due considerations of confidentiality and tender age of students involved;
 - e. Coordinate closely with the Child Protection Committee of the School;
 - f. Observe due diligence in the prevention of bullying cases during classes or other student activities he/she is directly in charge of.
6. The **Students in General** shall:
- a. Participate and cooperate in all prevention, intervention, and other measures related to bullying implemented by the School;
 - b. Avoid or refrain from any act of bullying; and
 - c. Report to school authorities any incident of bullying.
7. **Parents** shall:
- a. Participate in bullying prevention activities of the school which includes:
 - Education on relevant policies; and
 - Sharing the best practices on how to reinforce positive social and emotional skills to the children.
 - b. Cooperate with the school authorities in bullying incidents involving their child/children; and
 - c. Not to take matters into their own hands in resolving bullying incidents.

2. The **Bullied or Victim** shall:
 - a. Avoid retaliation;
 - b. Report his/her experience to the teacher, Office of the Student Affairs/Prefect of Formation/Guidance Office, or other persons or school authorities; and
 - c. Be circumspect in his/her claims against the alleged bully.
3. The **Bystander** shall:
 - a. Promptly report cases of bullying, that which he or she witnessed or has personal knowledge of, to the teacher, Office of the Student Affairs/Prefect of Formation/Guidance Office, or other persons or school authorities; and
 - b. Not to join the bullying.
4. The **School** through the Office of Student Affairs/Prefect of Formation/ Guidance Office, teachers, and other school administrators shall:
 - a. Implement the provisions of this Policy;
 - b. Provide all students and their parents or guardians a copy of this Policy. This policy shall likewise be included in School's Student and/or Employee Handbook and shall be conspicuously posted on the School walls and website;
 - c. Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for reporting of acts of bullying or retaliation;
 - d. Educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce this Policy at home;
 - e. Devise prevention, intervention, protective, and remedial measures to address bullying;
 - f. Conduct the capacity building activities for guidance counselors/ teachers and the members of the Child Protection Committee;
 - g. Ensure effective implementation of the anti-bullying policy and monitor compliance therewith;
 - h. Ensure the safety of the victim of bullying, the bully, and the bystander and determine the students' needs for protection;

- Acquisition of fundamental knowledge, attitudes, habits, and skills in science, civics, culture, history, geography, mathematics, arts, home economics, and livelihood education and their intelligent application in appropriate life situations.

JUNIOR HIGH SCHOOL

Parallel to the objectives of the Department of Education, the COLM High School aims to:

- Develop skills in higher intellectual operations, critical and creative thinking, and more complex comprehension and expression activities in varied life situations;
- Broaden scientific and technological knowledge and skills as means for optimizing one's potentials for self-development and/or promoting the welfare of others;
- Develop an enlightened commitment to the national ideals by discerning, preserving and developing desirable traditions and values of the Filipino;
- Acquire productive and entrepreneurial skills, work ethics, and occupational knowledge essential both for making an intelligent choice as regards one's career and for specialized training in one's occupation;
- Obtain knowledge, form desirable attitudes, and imbibe moral and spiritual values for understanding the nature and purpose of the human person and thus of one's self, one's own people, and other people's cultures and races both in our country and in the community of nations; and
- Heighten one's abilities in appreciation for the arts.

SENIOR HIGH SCHOOL

Senior High School (SHS) covers the last two years of the K to 12 program and includes Grades 11 and 12. In SHS, students will go through a core curriculum and subjects under a track of their choice.

These two additional years will equip learners with skills that will better prepare them for the future, whether it be employment, entrepreneurship, skills development or higher education.

COLM Senior High School covers eight (8) learning areas as part of its core curriculum, and adds specific tracks (similar to college courses)

Academic Track

Choosing this track means a student is looking forward to go to college. This track will help him/her prepare him/her for the subject specialization of the college course s/he will take in the future.

A student has 4 strands in this track to choose from:

- **Science, Technology, Engineering and Mathematics (STEM) Strand**

Science, Technology, Engineering, and Mathematics are intertwining disciplines when applied in the real world. The difference of the STEM curriculum with the other strands and tracks is the focus on advanced concepts and topics. Under this track, a student can become a pilot, an Astrophysicist, a biologist, a chemist, an engineer, a dentist, a nutritionist, a nurse, a doctor, and a lot more. Those who are also interested in Marine Engineering should take this track.

- **Accountancy, Business & Management (ABM) Strand**

The Accountancy, Business and Management (ABM) strand would focus on the basic concepts of financial management, business management, corporate operations, and all things that are accounted for. ABM can also lead a student to careers on management and accounting which could be sales manager, human resources, marketing director, project officer, bookkeeper, accounting clerk, internal auditor, and a lot more.

- **Humanities and Social Sciences (HumSS) Strand**

The HumSS strand is designed for those who wonder what is on the other side of the wall. In other words, you are ready to take on the world and talk to a lot of people. This is for those who are considering taking up journalism, communication arts, criminology, liberal arts, education, and other other social science-related courses in college. If a student takes this strand, s/he could be looking

IV. INTERVENTION PROGRAMS

Section 12. The School shall develop intervention programs to promote the continuity of comprehensive anti-bullying policies.

Intervention refers to a series of activities which are designed to address the following:

- a. Issues that influence the student to commit bullying;
- b. Factors that make a student a target of bullying; and
- c. Effects of bullying.

Section 13. Forms of Intervention. Interventions may include programs such as counseling, life skills training, education, and other activities that will enhance the psychological, emotional, and psycho-social well-being of both the victim and the bully. The purpose of the Anti-Bullying Policy of the school is not punitive but rather educative. Hence, circumstances of the bullying incident under investigation shall always be considered in the resolution of every case. Age of the perpetrator, the gravity of the offense, and mitigating circumstances shall be considered.

Such programs may:

- a. Involve activities that will address acts of bullying;
- b. Emphasize formative and corrective measures rather than the punishment;
- c. Conform to the principles of child protection and positive and non-violent discipline;
- d. Help the victim, the bully, and the bystanders understand the bullying incident and its negative consequences; and
- e. Provide opportunities to practice pro-social behavior.

Section 14. The School shall develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying incident.

V. RESPONSIBILITIES IN BULLYING INCIDENTS

Section 15. The following are the responsibilities of stakeholders in bullying incidents.

1. The **Bully** shall:
 - a. Comply with the intervention and prevention programs of the school;
 - b. Submit to due process of the school.

- b. Building a positive sense of self and interpersonal relationship through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
 - c. Discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
 - d. Teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
 - e. Providing an inclusive and caring learning environment for students.
3. Involving parents in bullying prevention activities, such as:
 - a. Discussions on this Policy, emphasizing bullying prevention during Homeroom Parents Representatives meetings and seminars; and
 4. Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Section 11. Early Detection of Bullying. These are signs indicative that a student is being bullied in school. A change in the student's behavior or actions, change in the student's routines, or the absence or presence of other circumstances, may be a sign that the student is a victim of bullying. The teacher, parents or guardians shall check and report to School authorities these changes should they manifest. These changes may include the following:

1. Feeling sick in the morning;
2. Unwillingness to go to school and leave home;
3. Unwillingness to be left alone in the school;
4. Crying to sleep at night or nightmares;
5. Bedwetting;
6. Doing poorly in class or school work;
7. Coming home with torn clothes or damaged belongings;
8. Has possessions missing;
9. Has unexplained cuts and bruises;
10. Being frightened to say what is wrong;
11. Being anxious or lacking self-confidence; and
12. Attempting or threatening self-harm.

forward to becoming a teacher, a psychologist, a lawyer, a writer, a police officer, a social worker, or a reporter someday. This strand focuses on improving one's communication skills. Oh! And priesthood is a choice in here too!

- **General Academics (GAs) Strand**

While the other strands are career-specific, the General Academic Strand is great for students who are still undecided on which track to take. A student can choose electives from the different academic strands under this track. These subjects include Humanities, Social Sciences, Applied Economics, Organization and Management, and Disaster Preparedness.

Technical-Vocational-Livelihood Track

If a student is really not sure if s/he will be able to pursue any degree after Senior High or if a student wants to earn money immediately after graduation, then this track is for them. Even without college, Technical-Vocational-Livelihood track will equip the student with job-ready skills in the future.

This track also invests primarily on skills that can gain a student requisite COC (Certificates of Competency) and NCs (National Certifications) which would be essential when looking for better career opportunities in agriculture, electronics, and trade. This is also important when applying abroad where the skills a student gains would prepare him/her as s/he joins the workforce.

Just like in the Academic Track, there are four strands to choose from to make sure that a student will go with the right fit.

- **Information and Communication Technology (ICT) Strand**

If a student is computer-savvy or a technological freak, step right into the ICT strand. Under this strand, a student will be encouraged to utilize information and communication technological tools to contextualize, collaborate, and create experiences for learning in this professional strand.

- **Home Economics (HE) Strand**

The Home Economics track offers various specializations that can lead to livelihood projects at home. This strand aims to give a student job-ready skills that can help you in finding the right employment.

- **Industrial Arts (IA) Strand**

Technical Livelihood Education subjects under this track are following the TESDA curriculum so if a student is thinking of taking any of technical-vocational courses, this is the strand s/he should take. Industrial Arts will provide the student the skills and knowledge on carpentry, automotive servicing, driving, electronics repair, electrical installation, welding, plumbing, and tile setting.

- **Agri-Fisheries Arts (AFA) Strand**

The Agri-Fishery strand was designed for hands-on learning and application of skills that are related to agriculture and aquaculture. A student will be taking various subjects that are connected to other jobs such as food processing, crop production animal production, or organic agriculture.

Arts and Design Track

This track is for those who are interested in pursuing careers on the performative and creative field. Get to discover your capabilities and stretch what you can do in industries of music, theatre, visual arts, media arts, and dance. You can gain various skills such as song composing, stage performing, illustrating, sculpting, photography, or choreography.

- **Visual and Media Arts**

Into cartoons and animations? Arts and Design Track will equip you with the right skills and basic knowledge you can use as you explore the fantastic and fun world of media and visual arts. This can land you a job in the fields of multimedia production, advertising, corporate communications, graphic designing, filmmaking, photography, and desktop publishing.

ment at school for the victim or infringes on the rights of the victims in school;

- Any other place where school-sponsored or school-related activities, functions or programs are conducted;
- School service, or transport used by the School in an off-campus activity;
- On Cyberspace, text messages, emails, chat rooms, and other social media and web sites regardless of the web administrator's permission to use foul or explicit language or content, absence of any particular standard of use.

III. PREVENTION PROGRAMS

Section 10. The School shall raise awareness of the anti-social nature of bullying through various programs, assemblies, activities, and integration in the curriculum as it may deem appropriate.

The School undertakes to develop anti-bullying programs that are comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain among others:

- School-wide initiatives centered on:
 - 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;
 - Periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;
 - Periodic review and enhancement of the students' and personnel's manual or code of conduct in relation to bullying;
 - Conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying;
 - Continuing personnel development to sustain bullying prevention programs; and
 - Coordination with Local Government Units, barangay and other stakeholders.
- Classroom-level initiatives that focus on:
 - Reinforcing school-wide rules pertaining to bullying;

Section 6. Other Forms of Bullying. The term “bullying” shall include:

1. “Social bullying” - refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group;
2. “Gender-based bullying” - refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity;
3. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying; and
4. All other forms of bullying analogous to those provided under the Anti-Bullying Law and its IRR.

Section 7. Common Forms of Bullying. The common forms of bullying shall include, but is not necessarily limited to, the following:

1. Calling names with the express purpose of humiliating, embarrassing a student, or otherwise cause trouble.
2. Rudeness and Intimidation. These may be done through unwanted physical acts but may also be carried through non-verbal means. A mean look or stare is an example of non-verbal bullying.
3. Threats and extortion. Creating fear and extorting money, food, or possessions from other students. Threatening texts or messages in chat rooms and social media sites are included in this form.
4. Malicious gossip and exclusion from the group. Circulating gossip or damaging stories that tends to discriminate, exclude and hate another student.

Section 8. Fair and equal treatment of bullying incidents. The School shall address each and every bullying incident fairly and equally. All forms of bullying should be taken seriously and dealt with appropriately.

Section 9. Bullying Sites. The School has the authority to impose discipline to its students including this Policy. This authority of the School is not confined within the School premises. The School particularly undertakes to prevent and address bullying committed at the following:

1. On Campus. School grounds including classrooms, hallways, canteen, faculty rooms, auditorium, gymnasium, computer rooms, laboratories, and all places and facilities within the campus.
2. Off Campus which covers:
 - a. Properties immediately adjacent to School grounds including places or establishments frequented by our students if the act or acts create a hostile environ

ADMISSION POLICIES AND ENROLMENT PROCEDURES

COLM adopts an “open admission policy”. Admission of applicants is based on academic performance and interview results. Every student has the right to enroll in any private school upon meeting its specific standards and reasonable regulations as well as the requirement prescribed by law or regulation. Except in the cases of academic delinquencies and/or violation of disciplinary regulations, the student shall be presumed qualified for enrolment for the entire period. S/He is expected to complete his/her course without prejudice to his/her right to transfer as provided for in this Manual and its complementing rules. **(2010 Revised Manual of Regulations for Private Schools in Basic Education)**

Section 1: Admission and Enrolment

A. Eligibility

To qualify, students seeking admission must meet these age requirements:

Nursery	:	4 years old
Kinder	:	5 years old by October 31
Grade 1	:	6 years old by October 31

B.1. Admission Requirements

- Accomplished Student Information Sheet (SIS) or online registration at <https://enroll.colm.edu.ph>
- Original Report Card with LRN (SF9) (except for Pre-school)
- Clear Photocopy of PSA Certified Birth Certificate
For enrolment purposes, the name and other personal data or circumstances of each student as officially indicated on his certificate of birth, or alien certificate of registration, if applicable, shall be strictly observed and followed. **(2010 Revised Manual of Regulations for Private Schools in Basic Education)**
- Two (2) copies 1x1 recent ID pictures
- One (1) long brown envelope
- Income Tax Return of parents of incoming Grade 7 students (for ESC application only)
- Certification from the school of origin indicating the ESC ID of the student and the school of origin’s ID (for ESC grantee transferees)

B.2. Admission Credentials

The transfer credentials required for the enrollment of a pupil or student in case of transfer at the beginning of a school year shall be:

- For the admission into Grade 2 of the elementary course up to Grade 12 of any secondary program or course, the uncanceled report card (SF9) or its equivalent from the school last attended with the eligibility certificate indicated and signed by the authorized school official. The report card or its equivalent shall be deemed canceled upon the enrollment of the pupil or student in the subsequent grade, and the admitting school shall immediately request for the permanent school record (SF10) from the school last attended.
- When a pupil or student is unable to present the required school record or credentials, a certificate of eligibility from passing the Philippine Educational Placement Test (PEPT) or Alternative Learning System (ALS) issued by the Department of Education will be required.

C.1. Walk-in Enrollment Procedure

1. The new student goes to the Registrar's Office to:
 - Submit required admission requirements
 - Fill out the Student Information Sheet (SIS)
 - Obtain a print-out of his/her Registration and Assessment Form (RAF)
2. The student goes to the Cashier to:
 - Present his/her Registration and Assessment Form (RAF)
 - Pay the tuition and other fees for the school year.
 - Obtain an admission slip
3. The student goes to IT desk to:
 - Get organizational email
 - Have a photo taken for the ID

C.2. Online Enrollment Procedure

1. The new student fills up the online registration at <https://enroll.colm.edu.ph>
2. The student sends admission credentials through email.

5. **School** - refers to College of Our Lady of Mercy of Pulilan.
6. **School Personnel** - refers to all staff and employees of the School; regardless of rank or status; whether classified as academic, academic-support, or non-academic; whether full-time or part-time; and whether probationary, contractual, or regular.
7. **Service Providers** - refers to outsourced personnel of the school, which includes, but is not necessarily limited to, security, coaches, and trainers.

II. PROHIBITION ON BULLYING

Section 4. Statement of Policy. The School as a matter of policy prohibits bullying in all its forms, regardless of the means, place and time of its commission.

Section 5. Definition of Bullying. The School adheres to the definition of bullying including the different forms, as provided in the IRR of RA no. 10627, which provides:

“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 the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
2. Any act that causes damage to a victim's psyche and/or emotional well-being;
3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body; and
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.

Appendix B

ANTI-BULLYING POLICY OF COLM

Prefatory Statement

The School values a healthy and peaceful educational environment. All members of the school community, which includes students, parents, and guardians, and the community members should be made aware of the negative effects that bullying can have on victims and the School in general, and should work towards ensuring that students can work in an environment without fear.

The School will do whatever is reasonably necessary and possible within its authority to eradicate bullying in all its forms. The School takes a strong stance against bullying. Bullying is unacceptable in our School and will not be tolerated.

I. PRELIMINARY PROVISIONS

Section 1. Legal Basis. This policy is adopted in compliance with Republic Act No. 10627, otherwise known as the “Anti-Bullying Act of 2013”.

Section 2. Scope and Coverage. This policy applies to the Kindergarten, Grade School, Junior High School, Senior High School and College programs at College of Our Lady of Mercy of Pulilan Foundation, Inc., hereafter referred to as the “School”.

Section 3. The following shall be the parties and/or stakeholders in bullying incidents:

1. **Bully** - refers to a student who commits any of the acts of bullying as defined in RA No. 10627, its Implementing Rules and Regulations (IRR), and this Policy. This term also includes a student who participates in any of the acts of bullying by supporting or aiding the commission thereof.
2. **Bystander** - refers to any student who witness or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by RA No. 10627, its IRR and this Policy. Bystanders include the silent majority of students who witness bullying but are unable to do something because of fear; and those who try to stop bullying by defending the victim or reporting the incident.
3. **Bullied or Victim** - refers to any student who experiences the acts of bullying or retaliation as defined by RA No. 10627, its IRR, and this Policy.
4. **Parent or Guardian** - refers to the parent or guardian, of either the bully or the victim, or other students involved in the bullying incident, on record with the School.

3. The students receives an email containing his/her Registration and Assessment Form (RAF) and payment instructions.
4. The student pays the tuition and other fees through Gcash, Paymaya, Palawan Express or online bank transfer and the student sends the proof of payment through email.
5. Student receives confirmation of his/her enrollment and the student also receives his/her organizational email and sign-in instructions in the Learning Management System (LMS).

D. Rules for Registration

The enrolment of pupils or students in every private school shall be conducted during the registration days indicated on the approved calendar and the pertinent procedures of the school, and subject to the following rules:

- When a student or pupil enrolls in a school, it is understood that s/he is enrolling for the entire school year.
- No pupil or student shall be officially enrolled unless he presents the proper school credentials on or before the end of enrollment period for the school term.
- A pupil or student is deemed officially enrolled after s/he has submitted his/her appropriate admission or transfer credentials, has made an initial payment of his/her school fees, has been accepted by the school, and has been authorized to attend classes in the school. **(2010 Revised Manual of Regulations for Private Schools in Basic Education).**

REMEMBER THESE:

** All documents submitted will automatically become part of the school files and will not be returned to the pupils/students.

** Transferees are required to submit their permanent records (SF10) from the last school attended.

Section 2: Withdrawal and Transfer

- A. Upon enrollment, a student pays for part or all of the required tuition and other fees for the entire school year. When a student enrolls, it is understood that he/she is enrolling for the entire school year. A student is considered officially enrolled if he/she has paid the required tuition and other fees whether in full or installment basis.
- B. Officially Enrolled Students who withdraw their enrollment before the official start of classes shall be charged two thousand five hundred pesos.
- C. Officially Enrolled Students who withdraw their enrollment after the start of classes, and have already paid the pertinent tuition and other school fees in full or for any length longer than one month (regardless of whether or not he has actually attended classes) shall be charged the retention fee as stipulated in 2010 Manual of Regulations for Private Schools (MRPS) of 2010:
 - Within the 1st week of classes - 25% of the total school fees.
 - Within the 2nd week of classes - 50% of the total school fees.
 - Beyond the second week of classes - 100% of the total school fees. In the event that a student wishes to withdraw from the school or transfer to another school the following procedures should be observed:

Procedure for Withdrawal and Transfer

1. Inform the Principal's Office and Registrar's Office of the intent to withdraw from the school.
2. Secure a Withdrawal Form from the Registrar's Office
3. Have this form be signed by the Class Adviser, Cashier, Librarian, Guidance Counselor, Registrar and the Principal
4. Settle the following accounts at the Finance Office:
 - Tuition, miscellaneous and other fees;
 - Fee for the permanent records; and
 - Other financial obligations.

3. While in school, the class advisers of the students of the parties involved assume responsibility over the student under their care against possible retaliation. These class advisers, along with the Prefect of Discipline monitor the day-to-day activities and behavior of the students involved in the case.
4. Protective measures (listed in IV) are implemented
5. Depending on the degree of the offense as decided by the Disciplinary Board and School Head, the individuals involved in the case go through one or more guidance and rehabilitation sessions.

*Specifically, for first-time bullying incidents, the following restorative measures are taken (depending on the gravity):

 - a. Peace-making between parties involved. This involves the voluntary expression of remorse, forgiveness, and restoration of reciprocal friendship; thus, re-establishing a sense of safety and trust.
 - b. Witnessing among peers. The student may speak before his peers about the experience and what he/she has learned from it.

When suspension is part of the sanction, the student is subject to community service within the school campus unless preventive suspension is the specific sanction.

For second-time and/or repeated occurrences of bullying by the same person, Progressive Discipline is imposed.

NOTE: The Discipline Coordinators in the Grade School and High School Departments keep a record of all cases. The Guidance Office keeps records of their guidance and/or rehabilitation meetings. These are held in strict confidence.

Regular follow-up meetings with the Discipline coordinators and Guidance Counselors are done

3. Responding to a report and referral of a student allegedly involved in any form of altercation and/or physical dispute outside the school involving persons who are not members of the school community.

Although the school is no longer directly accountable for incidents outside the school, it upholds a degree of responsibility to ensure the safety of its students and personnel. Depending on the gravity of the incident and the potential threat to the life and safety of the involved student or personnel, the CPC representative from the Barangay is notified/consulted.

After investigation and due process, appropriate disciplinary action may be imposed on the erring student or personnel if he/she is found guilty of violating the student or personnel Code of Discipline.

4. Responding to a report and referral of a student allegedly being physically hurt, abused by his/her own parents.

The School Head may refer the case to the Department of Social Welfare and Development (DSWD) for assessment. The Parents Assembly may also be asked to assist in the case. The DSWD shall determine the appropriate intervention.

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

C. Protecting from Retaliation

Fear of retaliation is a normal feeling experienced by all individuals involved in the case: the victim, the accused, and the witness, complainant or person responsible for exposing/reporting the person guilty of abusing another or any other acts in violation of the Code of Discipline. It is the responsibility of the school authority assigned to each case to ensure the safety of all these parties.

The following measures are taken:

1. All individuals involved in the case are given stern warning that while investigation is ongoing, there is not to be any form of retaliation or any form of negative reaction from anyone. If deemed necessary, they are asked to stay away from one another.
2. If there is a potential threat of physical retaliation from the erring individual, he/she is put under preventive suspension. Parents are advised to take precautionary measures while the student is not in school.

5. Present receipt of payment to the Registrar's Office. Only then will the SF9 be released. SF10 or the permanent records will be forwarded to the next school upon request.

REMEMBER THESE:

**If you don't comply with the rules of withdrawal or transfer you are:

- Considered dismissed from COLM;
- Disqualified for future admission to COLM; and
- Certificate of Good Moral Character will be withheld.

SCHOLARSHIP PROGRAM

Scholarships are awarded to deserving students who meet the following requirements:

1. Residence Scholarships. Students with the highest rank in Grades 1 to Grade 11 are given full tuition fee scholarships for the next academic school year, provided that, the batch size must at least be 50.
2. Athletic Scholarships. Qualified students are beneficiaries of partial tuition fee scholarships, provided that the students have the weighted average of at least 87% and no any outstanding disciplinary case.

	District	Provincial	Regional
Gold	40%	70%	100%
Silver	30%	60%	90%
Bronze	20%	50%	80%

3. Government Scholarship (ESC). Financially challenged but deserving incoming Grade 7 students are eligible to apply for the government subsidy under the Education Contracting Scheme Program (ESC).
4. SHS Voucher Program. The SHS Voucher Program is intended for Grade 10 (Junior High School) completers who wish to pursue Senior High School (SHS) education in COLM. The voucher enables students to claim a "discount" or a deduction from the cost of tuition and other fees charged by COLM.

INSTRUCTIONAL PROGRAM

Section 1. Departmental Vision, Mission, Goals & Objectives

A. Pre-school

Vision

We envision developing a future generation of leaders who value global well-being and approach their life challenges with integrity, resiliency and compassion.

Mission

COLM Preschool is focused on providing a nurturing, fun and curiosity-driven environment where children develop a love for learning and a grateful perspective on their lives.

Goals and Objectives

To develop the child physically, intellectually, psychologically, aesthetically, socially and spiritually by meeting his/her needs in actual-living experiences through self-activity in a prepared environment.

1. Physical Development

To develop muscular control of the small and big muscles, health, the habit of hygiene, and coordination of movement through rhythmic and gymnastic activities and games (indoor and outdoor free play).

2. Psychological Development

- a. To develop self-confidence, initiative and emotional security through the experience of success and acceptance; and
- b. To develop a happy attitude towards life as a necessary pre-requisite to successful living and learning.

3. Intellectual Development

To prepare the child's mind for later systematic learning, the curriculum aims to:

- a. achieve refinement of the senses as receptors for developmental experiences;
- b. awaken the child's cognitive power and develop the ability to think, observe, classify, plan,

- h. As soon as the sanction or course of action is approved, the parents of both parties are formally informed. They are asked to sign a document certifying that they were properly informed and that due process was undertaken. It also certifies that they accept the decision of the Disciplinary Board and that they will cooperate with the measures to be taken for intervention, prevention, and restorative justice.
 - i. If the Disciplinary Board decides that the violation warrants exclusion or the like, the case is brought to the Academic Director and the School President for further deliberation.
- #### 2. Responding to Reports when the aggressor is a teacher/employee
- a. For prohibited acts committed by school personnel or official against a learner such as child abuse, violence, discrimination, refer to DepEd Order #40, s. 2012).
 - b. The alleged teacher/employee accused of child abuse or violation of the Code of Discipline is informed in writing and is given 5 days to respond to the allegation.
 - c. Validation is further done by seeking both verbal and written narratives from witnesses, if possible.
 - d. The Human Resource Management Department (HRMD), in charge of personnel, schedules a Disciplinary Board Meeting made up of the President, Academic Director, HRMD Manager, Guidance Counselor, the Principals, one other administrator who will serve as the accused teacher/employee's unbiased counsel especially in writing the response to the accusation.
 - e. Prior to the Disciplinary Board Hearing, all pertinent documents/reports including the written response of the accused are studied by the administrators who will be hearing the case. The administrator-counsel assists the accused to be emotionally and psychologically prepared.
 - f. The Disciplinary Board Meeting is scheduled and held. The accused is given an opportunity to defend himself/herself in front of the Disciplinary Board.
 - g. A decision is reached and released as soon as possible.
 - h. The accused is met by his/her immediate superior for the result of the deliberation.
 - i. All personalities involved (victim, alleged offender, parents of the victim) are regularly apprised as due process is carried out.

- B. Responding to Reports of child abuse or any violation of the Code of Discipline
1. Responding to reports when both the offender and victim are students
 - a. The students involved in the reported case are met separately for a dialogue with the DC. They are requested to narrate the incident orally and in writing, if willing (in the presence of a teacher/adviser). The DC listens, takes down pertinent notes, assesses the information particularly if there is need for any of the involved parties to be protected; and then, explains the procedure that is to follow. The DC restores the sense of safety for the victim as well as for the alleged offender.
 - b. Investigation/gathering of sufficient documentation of supporting evidence commences. After this, involved parties are asked to face each other to further validate statements or gathered information; but only if they are willing to do so.
 - c. If the incident is deemed as a petty conflict, or misunderstanding, unintentional and not a deliberate act of abuse, the students are met by the DC separately or together for a dialogue (depending on the willingness of both parties). The objective of the dialogue is explained to the students and they are made to realize what had transpired and what changes in behavior are expected. They are reminded that if a similar incident occurs, they will be dealt with accordingly. An Incident Report is accomplished by the DC. It should contain the resolutions during the dialogues and recommendations, if any.
 - d. For bullying cases, an intake sheet is accomplished by the DC in lieu of any other adult reporting the incident; initial narrative reports written by the students in the presence of his/her teacher-adviser during the investigation, if any, are attached.
 - e. The Principal is apprised immediately about any and all incidents.
 - f. Parents of both students are informed immediately after the incident. They are called for a special conference by the DC on separate time schedules for formal relaying of the incident, what has been done, and to explain the process that is to follow. The parents are called back to school as soon as sufficient and validated information is collected.
 - g. Depending on the appraisal of the DC, the Disciplinary Board is gathered to deliberate and decide on the case. The result of deliberations is recommendatory in nature, for the approval of the Principal.

- c. form basic concepts through first-hand experience in self-chosen, guided, creative and constructive play activities.

4. Aesthetic Development

To develop creative self-expression and sense for beauty through a rich program of art activities, musical experiences and appreciation of the beauty of nature.

5. Spiritual Development

- a. To develop in him/her the desire to live as a true child of God by actual application of kindness, truth and honesty;
- b. To develop in him/her the desire for honesty, appreciation of work and the desire to do good;
- c. To respect the rights of others, to share and to follow accepted rules of democratic living; and
- d. To appreciate the value of prayer and the sacraments.

6. Social Development

- a. To develop in him/her the value of patriotism, love of country, concern for others and respect for Mother Earth through interactions with the community; and
- b. To appreciate his/her role in the current issues and concerns of the nation presented within his/her level of understanding.

B. Grade School

Vision

The COLM Grade School envisions to be the foundation of global excellence that disseminate quality education by providing holistic development to create better and empowered future high school students.

Mission

COLM Grade School commits to produce a dynamic core for learning which offers a favorable atmosphere for students to excel academically and develop into morally elevated individuals with strong values.

Goals and Objectives

1. Provide basic knowledge and develop the foundation skills, attitudes, and values, including the moral and spiritual dimensions essential to the child's personal development which are necessary for living and contributing to a developing and changing social milieu.
2. Provide learning experiences which will increase the child's awareness of and responsiveness to the changes in society and prepare him/her for constructive and effective involvement.
3. Promote and intensify the child's knowledge of, and love for the nation and the people to which he/she belongs.
4. Promote work experiences which develop and enhance the child's orientation to the world of work, and creativity in order to prepare him/her to engage in honest and gainful work.
5. Acquire a strong foundation in their elementary years that will foster range of attitudes and behaviors to be responsible citizens in the future.

C. Junior High School

Vision

COLM Junior High School envisions holistically-formed and competent community leaders with integrity and who excel locally and globally in the service of God and the society.

Mission

COLM Junior High School is committed to provide the youth, in partnership with their parents, an education which will awaken in them a true love of God and their fellowmen, and to equip them with sufficient scientific knowledge and technological skills necessary to make them productive, responsive stewards of nature, globally competitive, and creative members of the family, school, community, and society in general.

2. Report of student who allegedly witnessed an act of abuse or violation of the Code of Discipline (among students)

The student-witness reports to his/her class adviser. The teacher-adviser must take down notes of any verbal reports and have these notes validated by the student who is the source of the verbal incident report. The teacher will later request the student to write a narrative, but only if he/she is willing and able to do so.

3. Report of teacher who witnessed an act of child abuse (among students) or violation of the Code of Discipline

If the teacher witnessed or has validated an act of child abuse or violation of the Code of Discipline, she is to accomplish an Incident Report for submission to the Discipline Coordinator.

4. Report and referral of a student allegedly involved in any form of altercation and/or physical dispute outside the school involving persons who are not members of the school community.

When any member of the school, whether student or school personnel is reported to have been involved in a dispute outside the school with persons who are not members of the school community, an incident report may be filed and submitted to the school administrator under whose jurisdiction the involved student or personnel belongs.

5. Report and referral of a student allegedly being physically hurt, abused by his/her own parents.

When physical injury imposed upon any of our students by their own parents is validated through narratives or statements, all pertinent documents are presented to the School Head.

6. Reporting Anonymously

Anonymous reports of any form of child abuse or violation of the Code of Discipline are entertained but even if the perpetrator is found guilty, (technically) no disciplinary/administrative action can be taken.

7. Reporting False Information

If a student or school employee is found guilty of deliberately making a false accusation, he/she will be subject to disciplinary/administrative action.

* *Copies of Intake Sheets are submitted to the Division Office after each school year.*

IV. PROTECTIVE AND REMEDIAL MEASURES

1. Assertiveness training
2. Bystander training
3. Restorative practices
4. Friendly schools and families program

V. PROTOCOL FOR REPORTING

- A. Reporting acts of child abuse, exploitation, violence, discrimination, bullying, other acts of abuse, or any violation of the Code of Discipline

NOTE: When any report/complaint is raised (provided the person complained of is not a member of school personnel), the complainant is immediately attended to. Assessment is made if the complainant is fully aware of the circumstances that warrant validation of his/her accusation. He/she is informed of the requirements of a formal complaint and the consequences of such.

1. Report of the student-victim

Cases involving physical injury are dealt with in accordance with the Code of Discipline stipulated in the Student Handbook and in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.

The injured student is brought directly to the school clinic. The student's class adviser and the School Head are promptly apprised.

The School Nurse diagnoses the student and gives him/her the necessary first aid treatment. If additional hospital emergency treatment is necessary, the school nurse informs the parents of the injured students through the phone and seeks their permission regarding the recommended transfer to a hospital.

Later, the School Nurse prepares a written medical report for the parents the school clinic's file records. The teacher or school personnel who witnessed the incident or who was first at the scene of the incident fills out an Incident Report for submission to the Discipline Coordinator.

When/If the victim is able, he/she is requested to write a narrative of the incident which is later attached to the Intake Sheet if the incident is later decided as a case of bullying. If he/she is unable to write a narrative by himself, the Discipline Coordinator will take notes as he/she interviews the victim about the incident.

Goals and Objectives

1. Use experiential approaches that will allow the students to witness in daily life his/her dynamic love of GOD, a sense of personal worth and respect for others with preferential love of the poor, and to relate harmoniously and effectively with his/her family, school, Church and the country;
2. Enrich life through an appreciation of Filipino heritage and love of what is just, true, and noble;
3. Foster intellectual curiosity, analytical and logical thinking, and develop interests and aptitudes necessary to succeed in college and to choose a career wisely;
4. Encourage students to achieve academic excellence and to acquire skills, habits and desirable values and to meet the demands of a changing society;
5. Help students in identifying vocational interests to develop, to become worthy and effective members of home and community;
6. Discover and enhance the different aptitudes and interests of the individual student to be equipped with skills for productive endeavors and to be prepared for work in the real world and/or for further formal studies in higher education;
7. Instill in the adolescent the importance of family solidarity so that s/he can contribute to more meaningful encounters in the community
8. Help students develop physical fitness, self-discipline and self-renewal in day-to-day life.

D. Senior High School

Vision

COLM Senior High School envisions competent and rational thinking learners who are well equipped to face the challenges of today's society.

Mission

We champion a culture of high aspiration and excellence where our students are engaged and nurtured to become future ready citizens of a global community.

Goals and Objectives

The holistic formation of every student aims to develop in our students:

1. Leadership abilities that are anchored on Christian values and social responsibility.
2. Creative and critical thinking, the art of effective communication, problem solving skills and research aptitudes that meet higher learning standards in college level.
3. Technical and academic competencies pertinent to their chosen career.
4. Appreciation of the need to establish interconnection among various academic disciplines, knowledge and skills, linkages and networks that sustain growth and social.
5. Aims to demonstrate the students' competencies in the fields of language, science, mathematics and specific life skills which represent their chosen strands.
6. Promotes good values through the power of reasoning and compassion.
7. Supports diversity among students in terms of culture, beliefs and interests.

Section 2: The Grading System, Awards and Recognition

A. Grading System (DepEd Order No. 8, s.2015)

The K to 12 Basic Education Program uses standards-based and competency-based grading system. All grades will be based on the weighted raw score of learners' summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for Quarterly Grades and Final Grades.

Learners from Grades 1 to 12 are graded on Written Work, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

- a. **Progressive discipline** - a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive and productive behavior. This means that when inappropriate behavior occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.
- b. **Restorative discipline** - a type of discipline used to respond to incidents of bullying in order to repair harm to relationships. It refers to a range of processes that are underpinned by the following concepts:
 - 1) Misconduct is a violation of people and relationships
 - 2) These violations create obligations and liabilities
 - 3) Problem-solving focuses on healing and making things right

III. PREVENTIVE MEASURES to address child abuse, exploitation, violence, discrimination, bullying, and other acts of abuse

Capacity Building Activities

1. Professional leadership
2. Focus on teaching and learning
3. Purposeful teaching
4. Shared vision and goals
5. Whole-school programs
6. Collaboration and partnerships
7. Accountability
8. School-wide positive behavior support
9. Promoting cyber safety and preventing cyber bullying
10. Parenting orientation and seminars on effective parenting
11. In-service training and Fellowship meetings for school administrators, teachers and non-academic personnel

Training Topics;

- Values Integration
- Discipline with Dignity (Positive discipline versus corporal punishment)
- Conducting positive parent-teacher conferences and family counseling
- Classroom Management
- Anger and Stress Management

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:

- a. Blows such as, but not limited to, beating, kicking, hitting, slapping, or lashing, or 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;
- b. Striking of a child's face or head, such being declared as a "no contact zone";
- c. Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;
- d. 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;
- e. Deprivation of a child's physical needs as a form of punishment;
- f. Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials that can cause discomfort or threaten the child's health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;
- g. Tying up a child;
- h. Confinement, imprisonment or depriving the liberty of a child;
- i. Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
- j. Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;
- k. 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
- l. Other analogous acts.

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

How is learner progress recorded and computed?

For Kindergarten

Checklists and anecdotal records are used instead of numerical grades. Teachers keep a portfolio, which is a record or compilation of the learner's output, such as writing samples, accomplished activity sheets, and art-work. The portfolio can provide concrete evidence of how much or how well the learner is able to accomplish the skills and competencies. Through checklists, the teacher will be able to indicate whether or not the child is able to demonstrate knowledge and/or perform the tasks expected of Kindergarten learners. Through anecdotal records or narrative reports, teachers will be able to describe learner's behavior, attitude, and effort in school work.

For Grades 1 to 12

In a grading period, there is one Quarterly Assessment but there should be instances for students to produce Written Work and to demonstrate what they know and can do through Performance Tasks. There is no required number of Written Works and Performance Tasks, but these are spread out over the quarter and used to assess learner's skills after each unit has been taught.

The following are the steps in computing for the Final Grades.

Step 1: Grades from all student work are added up. This results in the total score for each component, namely Written Work, Performance Tasks, and Quarterly Assessment.

Raw scores from each component are converted to a Percentage Score. This is to ensure that values are parallel to each other.

Step 2: The sum for each component is converted to the Percentage Score. To compute the Percentage core (PS), divide the raw score by the highest possible score then multiply the quotient by 100%. This is shown below:

$$\text{Percentage Score (PS)} = \frac{\text{Learner's total raw score}}{\text{Highest possible score}} \times 100\%$$

Step 3: Percentage Scores are then converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects.

To do this, the Percentage Score is multiplied by the weight of the component found in Table 1 for Grades 1 to 10 and Table 2 for Senior High School. The product is known as the Weighted Score (WS).

$$\text{Weighted Score (WS)} = \text{PS} \times \text{Weight of Component}$$

Table 1: Weight of the components for Grades 1 - 10

	Components	Language, AP, & EsP	Science & Math	MAPEH EPP/TLE
1 to 10	Written Works	30%	40%	20%
	Performance Tasks	50%	40%	60%
	Quarterly Assessment	20%	20%	20%

The grading system for Senior High School (SHS) follows a different set of weights for each component. Table 2 presents the weights for the core and track subjects.

Table 2: Weight of the Components for SHS

		Academic Track		Technical Vocational and Livelihood (TVL)		
		Core Subjects	All other subjects	Work Immersion/ Research/ Enterprise Simulation/ Exhibit/ Performance	All other subjects	Work Immersion/ Research/ Exhibit/ Performance
11 to 12	Written Works	25%	25%	35%	20%	
	Performance Tasks	50%	45%	40%	60%	
	Quarterly Assessment	25%	30%	25%	20%	

Step 4: The sum of the Weighted Scores in each component is the Initial Grade. This Initial Grade will be transmuted using the given transmutation table to get the Quarterly Grade (QG).

Step 5: The Quarterly Grade for each learning area is written in the report card of the student.

a. **Bullying** - is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of one or more of the following:

1. Threats to inflict a wrong upon a person, honor or property of the person or on his or her family;
2. Stalking or constantly following or pursuing a person in his or her daily activities with unwanted and obsessive attention;
3. Taking of property;
4. Public humiliation, or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit, or expose a person to contempt.
5. Deliberate destruction or defacement of, or damage to the child's property;
6. Physical violence committed upon a student, which may or may not result to harm or injury, with or without the aid of a weapon. Such violence may be in form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;
7. Demanding or requiring sexual or monetary favors, or exacting money or property, from a pupil or student; and
8. Restraining liberty and freedom from a pupil or student.

b. **Cyber-bullying** - is any conduct defined in the preceding paragraph, as resulting in harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites or other platforms or formats.

14. **Other acts of abuse by a pupil, student or learner** - refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, not falling under the definition of "bullying" in the preceding provisions, including, but not limited to, acts of physical, sexual or psychological nature.

15. **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

Economic exploitation involves a certain gain or profit through the production, distribution, and consumption of goods and services. This includes, but is not limited to illegal child labor as defined in RA 9231.

12. **Violence against children committed in school** - 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:
- a. **Physical violence** refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being;
 - b. **Sexual violence** refers to acts that are sexual in nature. It includes, but is not limited to,
 - 1) Rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body;
 - 2) Forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and
 - 3) Acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion or through inducements, gifts or favors.
 - c. **Psychological violence** refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.
 - d. **Other acts of violence** of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.
13. **Bullying or Peer Abuse** - refers to willful aggressive behavior that is directed towards a particular victim who may be outnumbered, younger, weak, with disability, less confident, or otherwise vulnerable. More particularly:

For MAPEH, individual grades are given to each area, namely, Music, Arts, Physical Education, and Health. The quarterly grades for MAPEH is the average of the quarterly grades in the four areas.

$$\text{Quarterly Grade (QG) for MAPEH} = \frac{\text{QG Music} + \text{QG Arts} + \text{QG PE} + \text{QG Health}}{4}$$

How are grades computed at the end of the school year?

For Kindergarten

There are no numerical grades in Kindergarten. Descriptions of the learners' progress in the various learning areas are presented using checklists and student portfolios. These are presented to the parents at the end of each quarter for discussion.

For Grades 1-10

The average of the Quarterly Grades (QG) produces the Final Grade.

$$\text{Final Grade by Learning Area} = \frac{1\text{st QG} + 2\text{nd QG} + 3\text{rd QG} + 4\text{th QG}}{4}$$

The General Average is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.

$$\text{General Average} = \frac{\text{Sum of Final Grades of All Learning Areas}}{\text{Total number of Learning Areas in grade level}}$$

The Final Grade in each learning area and the General Average are reported whole numbers.

How is the learner's progress reported?

The summary of learner progress is shown quarterly to parents and guardians through a parent-teacher conference, in which the report card is discussed. The grading scale, with its corresponding descriptors, are in Table 3. Remarks are given at the end of the grade level.

Table 3. Descriptors, Grading Scale, and Remarks

DESCRIPTOR	GRADING SCALE	REMARKS
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectations	Below 75	Failed

When a learner’s raw scores are consistently below expectations in Written Work and Performance Tasks, the learner’s parents or guardians will be informed not later than the fifth week of that quarter. This will enable them to help and guide their child to improve and prepare for the Quarterly Assessment. A learner who receives a grade below 74 in any subject in a quarter will be given intervention through remediation and extra lessons from the teacher/s of that subject.

How are learners promoted or retained at the end of the school year?

This section provides the bases for promoting a learner to the next grade level or for retaining a learner in the same grade level. These decisions are applied based on evidence and judiciously.

A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. Table 11 specifies the guidelines to be followed for learner promotion and retention.

those who are within the school premises for certain reasons e.g. student teachers, catechists, service providers, suppliers, bidders, parents and guardians of other children.

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

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

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

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

 - a. **Sexual exploitation** - refers to the abuse of a position of vulnerability, differential power, or trust for sexual purposes. It includes, but is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim’s vulnerability.
 - b. **Economic exploitation** - refers to the use of a child in work or other activities for the benefit of others.

2. **Children in school** - refers to bona fide students or learners who are enrolled in the basic education system, whether regular, irregular, transferee or repeater, including those who have been temporarily out of school, who are in the school or learning centers premises or participating in school-sanctioned activities.
3. **Pupil, student or learner** - means a child who regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.
4. **School personnel** - means the persons, singly or collectively, working in a public or private school. They are classified as follows:
 - a. **School Head** - refers to the chief executive officer or administrator of a public or private school or learning center.
 - b. **Other school officials** - include other school officers, including teachers, who are occupying supervisory positions or positions of responsibility, and are involved in policy formulation or implementation in a school.
 - c. **Academic personnel** - includes all school personnel who are formally engaged in actual teaching service or research assignments, either on a full-time or part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers, and other similar persons. They may include school officials who are responsible for academic matters, and other school officials.
 - d. **Other personnel** - includes all other non-academic personnel in school, whatever maybe the nature of their appointment and status of employment.
5. **Child Protection** - refers to programs, services, procedures and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence.
6. **Parents** - refers to biological parents, step-parents, adoptive parents, and the common-law spouse or partner of the parent.
7. **Guardians or custodians** - refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.
8. **School visitor or guest** - refers to any person who visits the school and has official business with the school, and any person who does not have any official business but is found within the premises of the school. This may include

Table 4. Learner Promotion and Retention

	Requirements	Decision
For Grades 1 to 3 Learners	1. Final Grade of at least 75 in all Learning Areas	Promoted to the next grade level
	2. Did not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
For Grades 4 to 10 Learners	1. Final Grade of at least 75 in all Learning Areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
	4. Must pass all learning areas in the Elementary	1. Earn Elementary Certificate 2. Promoted to Junior High School
	5. Must pass all learning areas in the Junior High School	1. Earn the Junior High School certificate 2. Promoted to Senior High School
For Grades 11 to 12 Learners	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
	Requirements	Decision
	2. Did Not Meet Expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject
	3. Did Not Meet Expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subject failed.
	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

APPENDIX A

CHILD PROTECTION POLICY

DepEd Order No.40, s. 2012. "Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying, and Other Forms of Abuse"

For Grades 1-10, a learner who did Not Meet expectations in at most two learning areas must take remedial classes. Remedial classes are conducted after the Final Grades have been computed. The learner must pass the remedial classes to be promoted to the next grade level. Teachers ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Work and Performance Tasks by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year.

For Grades 11-12, Learners who fail a unit/set of competencies will be immediately given remedial classes. They should pass the summative assessments during remediation to avoid a failing grade in a learning area/subjects in Senior High School (SHS). However, if the learner still fails remedial classes, s/he must retake the subject/s failed during the summer or as a back subject.

Summative Assessments are also given during remedial classes. These are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The equivalent of the Final Grade for remedial classes is the Remedial Class Mark (RCM). The Final Grade at the end of the school year and the Remedial Class Mark are averaged. This results in the Recomputed Final Grade. If the recomputed Final Grade is 75 or higher, the student is promoted to the next grade level. However, students will be retained in the grade level if their Recomputed Final Grade is below 75.

How are the Core Values of the Filipino child reflected in the reported Card?

The goal of the K to 12 curriculum is to holistically develop Filipinos with 21st century skills. The development of learners' cognitive competencies and skills must be complemented by the formation of their values and attitudes anchored on the Vision, Mission, and Core Values of the Department of Education (DepEd Order No. 36, s.2013).

I. COLM POLICY STATEMENT

It is the policy of College of Our Lady of Mercy of Pulilan Foundation, Inc. (COLM) to create, promote, and maintain a respectful, safe, secure, stimulating, and supportive learning environment in order to optimize student learning, safety, and effectiveness.

COLM upholds discipline as a very essential element of an educative teaching-learning program and, therefore, considers maintenance of good discipline among students as a necessary precondition in establishing a school climate that is conducive to learning.

The school also recognizes that discipline begins at home with parents who are the first and primary educators and formators for their children. Such formation includes responsibility for social development, behavior, and discipline. Hence, partnership by the school with parents in the support of the students' social, emotional, and academic growth is very much part of the school's program.

The Child Protection Committee supports the school's use of a continuum of positive practices that strive to teach, promote, and reinforce productive behaviors while providing predictable and supportive consequences to behaviors that are identified as inappropriate.

The Committee also supports the school's existing progressive approach to discipline which is incorporated in its Student Handbook, activities and projects that promote interpersonal and social skills, and programs that enhance and build healthy relationships.

Finally, the Committee strongly supports the Department of Education's objective of promoting a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying, and other forms of peer abuse.

II. DEFINITION OF TERMS (DepEd Order No. 40, s 2012; p-2)

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; (RA 7610). For purposes of this Department Order, the term also includes pupils or students who may be 18 years of age or older but are in school.

15. DENGUE FEVER PREVENTION

We ask the parents to support our campaign against dengue fever by cleaning their own surroundings.

16. LUNCHBOX

Some children do not get their lunchboxes and complain afterwards that they were not able to eat. Some, after eating throw carelessly their lunchboxes anywhere. We informed you that to leave ones personal properly anywhere is not tolerated in COLM because we teach them how to be responsible. Please write the name of your child, grade and section and the adviser's name on the lunchbox and leave it with the guard-on-duty or on the table near the entrance gate. Kindly support our policy by teaching your children not to leave their lunchboxes anywhere.

17. FOLLOW-UP

Please make a follow-up at home on some values & practices in school like toilethics, table manners, courtesy, hygiene, etc. We believe that by constant practice, reminders and opportunities, we are forming responsible and productive citizens of our country.

Thank you very much for your cooperation. Our aim is always for the good of your child/children.

TOILETHICS

- Pour alcohol on the lip of the bowl and wipe it with a tissue.
- Sit properly on the bowl, do not step on it.
- Flush the toilet bowl.
- Wipe the bowl clean in courtesy to the next user.
- See to it that that no evidence of dirt is left.
- Wash your intimate parts and hands with soap.

COLMers' EATING MANNERS

- Return the empty bottles and utensils that belong to the canteen.
- Bring sufficient food and consume your food to the last grain.
- Share your "baon" to those who have none.
- Do not litter your food outside your lunchboxes when you eat.
- Clean your tables and throw your waste to the right bin.
- Do not leave your lunchboxes anywhere after eating.

Table 5. Description and Indicators of Observed values

Core values	Behavior Statements	Indicators
Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others	<ul style="list-style-type: none"> Engages oneself in worthwhile spiritual activities Respects sacred places Respects religious beliefs of others Demonstrates curiosity and willingness to learn about other ways to express spiritual life
	Shows adherence to ethical principles by upholding truth	<ul style="list-style-type: none"> Tells the truth Returns borrowed things in good condition Demonstrates intellectual honesty Expects honesty from others Aspires to be fair and kind to all Identifies personal biases Recognizes and respects one's feelings and those of others
Makatao	Is sensitive to individual, social, and cultural differences	<ul style="list-style-type: none"> Shows respect for all Waits for one's turn Takes good care of borrowed things Views mistakes as learning opportunities Upholds and respects the dignity and equality of all including those with special needs Volunteers to assist others in times of need Recognizes and respects people from different economic, social, and cultural backgrounds
	Demonstrates contributions towards solidarity	<ul style="list-style-type: none"> Cooperates during activities Recognizes and accept the contribution of others toward a goal Considers diverse views Communicates respectfully Accepts defeat and celebrates others' success Enables others to succeed Speaks out against and prevents bullying
Maka-kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically	<ul style="list-style-type: none"> Shows a caring attitude towards the environment Practices waste management Conserves energy and resources Takes care of school materials, facilities, and equipment Keeps work area in order during and after work Keeps one's work net and orderly
Makabansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen	<ul style="list-style-type: none"> Identifies oneself as a Filipino Respects the flag and national anthem Takes pride in diverse Filipino cultural expressions, practices, and traditions Promotes the appreciation and enhancement of Filipino languages Abides by the rules of the school, community, and country Enables others to develop interest and pride in being a Filipino
	Demonstrates appropriate behavior in carrying out activities in the school, community, and country	<ul style="list-style-type: none"> Manages time and personal resources efficiently and effectively Perseveres to achieve goals despite difficult circumstances Conducts oneself appropriately in various situations

A non-numerical rating scale will be used to report on learners' behavior demonstrating the Core Values. Table 6 presents the marks that must be used.

Table 6. Marking for the Observed values

Marking	Non-Numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

Learners who demonstrate behaviors that are not consistent with or do not reflect the core values may need additional psychosocial support from the school. The class adviser will discuss these observations with the parents/guardians to promote the child's affective development. Further probing may be needed to better understand the learner's situation and context.

B. Examinations, Written Works & Performance Tasks

1. Quarterly Examinations

- a. Periodical Examinations are given in October, December, February and April.
- b. Students/Parents should secure a test permit or a temporary test permit at least one week prior to the scheduled examinations for them to be able to take the examination.
- c. Any student who absents himself from the scheduled examination must present a letter of excuse with a valid reason signed by the parent/guardian on the first day he/she reports back to school after the said absence. Failure to do so will mean a score of zero for the examination missed.
- d. Students whose reason for the failure to take the examination has been deemed valid by the Principal will be allowed to take the special examination given the following conditions:
 - The Principal's Office will set a date for the special examinations and will be administered directly by the Office.

11. PARENTS INSIDE THE CAMPUS

Parents without any official and valid business in school are not allowed to loiter around the campus. Please secure a permit from the Office of the Principal, if you have an important business inside the school. **NO ONE IS ALLOWED TO GO STRAIGHT TO ANY OF THE CLASSROOMS OR TO ANY OF THE TEACHERS.** Classes must go on, please don't disturb.

Should you want to wait for your children, please stay at the "Waiting Area" near the exit gate.

12. VALUE OF INDEPENDENCE

We discourage parents coming in and out of the school just to pamper their child/children. In case you bring food, school materials, towels, etc., do please put the name of the child, his/her section and adviser's name on them and leave them with the guard-on-duty. Instruct your child/children to get them from him.

Medicine should be properly turned over to our School Nurse. Prescription should be with the medicine. Inform your child/children to see the School Nurse for proper instructions. The School Nurse is the only qualified personnel to administer the giving of medicine to students in the absence of the School Physician.

Help us train your child/children to do things the right way on his/her their own.

13. QUERIES

Parents are advised to go to the Principal if you have some queries or concerns to air out. Get an immediate appointment through a letter or through a call. Parents are not allowed to go to classrooms and attack teachers or students verbally. This is a grave breach of protocol. We don't want the students to witness such an UNCHRISTIAN ACT. If you'll pose as threats to the peace and order of the school community we will be forced not to accept your child/children the following school year.

14. SMOKING

Adhere to one of our goals which is *planet sustainability* by promoting a pollution-free environment. We also teach our children not to engage in any vices like smoking. We hope the parents will support us in this endeavor. We absolutely don't allow smoking inside the school premises.

7. TELEPHONE CALL

It is a social protocol to introduce oneself at the telephone when calling up somebody. A parent who will call to the school office is expected to mention his/her name to the receiving line as a gesture of respect and sincerity. People who do not introduce themselves at the telephone have an ill motive or either ignorant of the social decorum. The school secretary will not entertain anonymous callers.

8. POLICIES FOR THE PARENTS/GUARDIANS WHO EAT AT THE CANTEEN

You are allowed to eat at the canteen provided that you observe policies.

- a. Do not spoon-feed your children.
- b. You are given 10-15 minutes to consume your food.
- c. Stay at the canteen only. Teachers do not allow parents/guardians to “sit-in” classrooms. Classes should not be disturbed.
- d. Follow the canteen rules. Leave gracefully.

Note: We discourage spoon-feeding, changing dress, putting towels at the back of your children in front of our students. These contradict our efforts to teach your children how to be independent and responsible. We will teach your “big children” to do these “small things.”

9. BIRTHDAY CELEBRATION

Parents are encouraged to hold birthday celebrations of their children at home, restaurant or any suited place outside the school. The rationale: a) not all parents can spend such a big amount for their child/children, b) yet some children demand from their parents to do the same, c) it consumes the academic/activity time of the children. d) not all parents are amenable that their child/children will eat foods coming from other people.

10. ENTRANCE POLICY

For the safety of your children, we impose strict security measures. Please abide by the security procedures and give due respect to our security personnel. There are cases when some parents/guardians threaten and utter foul words against our personnel because of the security policies.

- A special examination fee of Php100.00 will be charged to the student on a per subject basis.
- The special permit will be issued only when payment of the corresponding examination fees has been made.
- If the student fails to take the special examinations on the set date, he/she receives a score of zero for that particular examination.

- e. Online examination can be viewed and answered only on the scheduled date and time frame.

2. Written Works

- a. In case a student missed a quiz, seatwork or assignment due to absences or any official school activity and is excused, s/he shall be given a completion period of five (5) school days from the day s/he reported back to school to take the special quiz, seatwork or assignment. Failure to do so will mean a score of zero.
- b. For unexcused absences, the teacher shall automatically record his/her score as zero.
- c. For some quizzes online, a student must complete first a requirement like completing the lesson before s/he could access the quiz.

3. Performance Tasks

- a. If a student with a valid reason for absences fails to submit his/her performance task on the day of submission, the teacher shall deduct the equivalent points from the total points under the performance task component.
- b. For unexcused absences, the teacher shall automatically record his/her score as zero.
- c. For online submissions, performance tasks should be submitted in the Learning Management System only on or before the deadline.

C. Report Cards

1. Report cards are issued at the end of each grading period. Parents or guardian must inspect them carefully.
2. The report cards of students with or without failure are given on the scheduled Parent-Teacher Conference (PTC)

3. During the Parent-Teacher Conference, the parents may confer with the class adviser or subject teachers regarding their son's/daughter's academic or conduct performance.
4. Report cards of students with financial arrears are to be withheld and will be given to the students only upon payment of the required fees.
5. Quarterly report cards are emailed to the students and printed report card will only be given at the end of the school year.
6. A tampered report card is a ground for exclusion from the roll.

D. Awards and Recognition (DepEd Order No. 36, s. 2016)

Rationale

This policy aims to give all learners equal opportunity to excel in relation to the standard set by the curriculum and focus on their own performance rather than to compete with one another. It recognizes that all students have their unique strengths that need to be identified, strengthened, and publicly acknowledged.

In support of the holistic development of Filipino learners, it is important to veer away from valuing only academic achievement base on high grades and move toward valuing and celebrating a wide range of student achievements. These awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility. In effect, the policy encourages all learners to remarkably and skillfully perform specific kinds of tasks critical to their success in school and at work. Consequently, the policy will include all learners and encourage them to be proactive members of COLM and their community.

The giving of awards and recognition is but one of the many ways by which teachers provide positive feedback and affirmation, which can improve the learner's confidence, self-awareness, and enthusiasm for learning.

Acerbic words and rough manners are accepted in uncivilized society but not in COLM for this institution adhere to the culture of civility.

3. MEETING

When the School Officials invite the parents to a meeting, the agenda will always be for the benefit of the children. Thus, it is only proper that the parents should attend the meeting to know what is going on in the school, the plans of the school and the performance of your child/children in school. Most of the parents who complain regarding the policies of the school are those who do not attend. Misunderstandings often arise because of the ignorance of some who did not receive the firsthand information from the School Officials but from unreliable sources. To ignore an invitation and to complain later on is often the source of misunderstanding.

4. APPOINTMENT/CALL

Parents are encouraged to call the Principal for appointments in case they want to bring out concerns to the Executive Committee. The teachers or the School Officials are always present in the school unless there are important academic-related schedules outside. When proper appointment is done, the concerned is also given proper attention and priority.

5. PROJECTS

Parents organize themselves in order to help the school in their plans and not to oppose or derail the projects of the school. In a non-profit and non-stock school like ours, it is very difficult to justify that the earnings of the school goes to the owner since the school is a foundation. The surplus goes back to the facilities as well as the project of the parents. Even in reputable schools, parents are taught with value of cooperation and generosity after all their labors and contributions go to their children. School Officials are sometimes maligned by malicious parents to cover up their selfish intent not to help at all.

6. SUPPORT SCHOOL POLICIES

Parents are encouraged to abide by the school policies. They should set an example to their children. Policies and other rules are formulated to be implemented which are necessary in governing a school. After all, the beneficiaries are the children themselves.

REMINDERS FOR PARENTS' PROPER DECORUM

We should like to appeal to our dear parents to support and cooperate in the endeavor of a "Child-friendly school". Friendship does not exist in isolation. It takes two to initiate friendship. In connection to this, we humbly request you dear parents to please exercise friendliness in the different areas of concerns that we will find ourselves in the course of our relationship as parents and as an institution.

1. DRESS CODE

We humbly request our parents to wear at least some modest dress when you come inside the school campus. Dress style that reveals fractions of the sensitive area of human anatomy e.g., cleavage, armpits and legs should be avoided. For male parents, we discourage coming in without shirt. The school is a place where we teach our students the proper decorum in public and it should start at home and from the parents themselves. The way we dress is a reflection of our values and inner dispositions. It reflects also the way we treat other people. We wear our best when we pay a visit to a known person as an expression of respect. It is also an expression of our self-respect. A man who comes bare proclaims to the world that he doesn't care about himself and to the people around him. School officials deserve the respect accorded to them, considering that they are mentors whom you entrusted your children. Thus, to meet them with a simple, modest and appropriate dress is the proper thing to do.

2. CONCERNS

Parents are always encouraged to air out their concerns, problems and feedbacks to the school so that the latter can address them right away. When a valid problem is communicated to the school, it is the responsibility of the School Officials to listen and act on it, unless it is beyond the control and capacity of the School Officials. In communicating grievances, parents are requested to exercise utmost prudence and self-control. All problems can be discussed with the School Officials in civil and friendly manner at their office not anywhere else. To lambaste, demean and humiliate any school personnel is totally discouraged. To attack for example a janitor or security guard-on-duty is simply unethical. The person concerned should recourse his complaints to any of the School Officials who can address the problems properly.

1. **Classroom Awards** are recognition given to learners in each class or section. Awardees are given merit by the adviser and/or other subject teachers in recognition of the learners' outstanding performance in class.

a. Performance Awards for Kindergarten

- i. Award in Communication/Self-Expression
- ii. Award in Literacy (Reading, Composing, Writing)
- iii. Award in Numeracy
- iv. Award in Performing Arts (Singing, Dancing)
- v. Award in Physical Agility
- vi. Award in Science
- vii. Award in Self-care
- viii. Award in Visual Arts (Coloring/Drawing)

b. Conduct Awards

i. Character Traits for Kindergarten to Grade 3

- Active (participation) - Leadership
- Cheerfulness - Motivation/Enthusiasm
- Cooperation - Patience
- Friendliness - Perseverance
- Gentleness - Persistence
- Hardworking - Politeness/Courtesy
- Helpfulness - Responsibility
- Honesty - Sportsmanship
- Initiative - Self-discipline
- Kindness - Sharing

ii. Conduct Awards for Grades 4 to 12

Awarded to a student who has exemplified the ideals of Christian education and whose exemplary behavior has served as a model for others. The candidate must have imbibed and lived out the values embodied in the vision-mission of the school. S/he must have an academic average grade of 80% or above with no failing grade in any quarter.

c. Academic Excellence Award

The Award for Academic Excellence within each quarter is given to learners from Grades 1 to 12 who have attained an average of at least 90 and passed all learning areas. The Average Grade per Quarter is reported as a whole number following DepEd Order No. 8, s. 2015.

d. Recognition for Perfect Attendance

This award is given to encourage learners to attend and actively participate in class. Perfect attendance means that a learner must be present in all of his/her classes (face to face and synchronous), and must have no absences for the entire school year. Learners who are representing the school for various purposes (e.g. off-campus activities) may also qualify for this award.

2. **Grade Level Awards** are given to qualified learners for every grade level at the end of the school year. Candidates for the awards are deliberated by the Awards Committee (AC) if they have met the given criteria.

a. Academic Excellence Award

At the end of the school year, the Academic Excellence Award is given to learners from Grades 1 to 12 who have attained a General Average of at least 90 and a passing Final Grade in all learning areas. The class advisers will give to the AC the list of qualified learners to be awarded during the school ceremony. Refer to Table 7 for the Academic Excellence Award at the end of the school year.

Table 7. Academic Excellence Award

Academic Excellence Award	Gen. Average
With Highest Honors	98-100
With High Honors	95-97
With Honors	90-94

b. Leadership Award

The leadership award is given to learners in Grades 6, 10 and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during completion or graduation ceremony.

To qualify for the award, a learner must:

- Have no failing grades in any of the learning areas
- Have not committed any offense punishable by suspension or higher sanction

and believe in us. On our part, we promise to give the best of ourselves in educating, forming and in providing care to your children.

7. DO NOT DEPRIVE US OF OUR RIGHT TO CORRECT, DEVELOP AND IMPROVE YOUR CHILDREN’S BEHAVIOR

We perfectly understand your feelings. If and when we correct your children, please bear in mind that the school is their second home and we are somehow second parents to them here. We can never allow them to continue doing things that may harm others and their own good selves.

8. ALWAYS BE HONEST AND TRUTHFUL

We strongly advise you to please be honest with us. We cannot improve the system if you will continue to hide your predicaments. As one family, we shall face all the consequences of our enlightened decisions and actions just like what professional adults do. If ever you have reactions, comments, and suggestions, we are ready to listen to all of them for us to serve you better.

9. DON’T BE JEALOUS OF OTHERS.

Some parents may accuse us of favoritism. It should, however, be made clear that here at COLM, we value fairness and treasure justice. We treat all children with a sense of equality and recognize that each one is unique and special.

10. DO NOT BE ENVIOUS OF THE GRADES OF OTHER PARENTS’ CHILDREN.

Parents at times complain about the grades of their own children in reference to other children’s grades. We are transparent to you in regard to the grading system that is being implemented in the school. Our teachers are all competent and qualified. We assure you that they have the proper credentials, knowledge, skills and experience to accomplish their noble tasks.

Remember:

Rome was not built in one day. It takes time to develop good habits. But we will never give up on your children because we believe that God has entrusted them to us and they have lots of potentials. We will continue to love them and take care of them as you do.

Our dear parents, we look up to you as our partners and we hope that you will continue to support us in all our endeavors.

TEN COMMANDMENTS FOR PARENTS

1. LOVE COLM WITH A SENSE OF OWNERSHIP

“Psychological ownership” dictates that you should treat the school as if it is your own. You should give the same level of concern to the school. The school is your partner in giving the best possible education to your children. In the same manner, as parents you are our partners in sharing our expertise in molding your children to be better students, better citizens and better children of God.

2. RESPECT THE NAME OF THE SCHOOL

Gossiping is strongly discouraged. If there are problems you may want to share to us, the School Officials are around. Let us remember that problems can be solved when properly addressed by the right people or persons in authority at the right time and proper forum.

3. KEEP THE RULES AND REGULATIONS OF COLM AS LEGAL LAWS.

Since we are teaching the children to follow the rules and regulations of the school, so we also demand from the parents the same exemplary behavior. Basic rules like the wearing of proper and decent attire inside the campus should be observed.

4. RESPECT YOUR SCHOOL OFFICIALS, FACULTY AND STAFF

We salute those parents who give due respect not just to the School Officials but also to the rest of the school personnel. We teach your children the value of respect to others and so behavior like berating our school guards defeats our teaching.

5. DO NOT HURT OR HARM ANYBODY.

If you know of any misconduct on the part of your child/children or any misbehavior involving other students, you may request for a conference or call up the Office of the Principal. We commend the parents who are truly exerting efforts to solve the problems fraternally and amicably. We are partners, not enemies.

6. BE LOYAL TO YOUR SCHOOL

A lot of times, we are tempted to compare. Comparing is unhealthy and unfair to all concerned. Since you have enrolled your children with us, it means you trust

- Be a class officer or an active member/officer of any recognized school club, team, or organization.

Table 8 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Candidates will be evaluated by at least 30% of their peers as well as their class or club advisers.

Table 8. Criteria for Leadership Award

Criteria	Weight	
	Advisors	Peers
Motivational Skills (40%)	24%	16%
Planning & Organization Skills (20%)	24%	16%
Contribution to the School/Community (20%)	12%	8%
Total	60%	40%

c. Award for Outstanding Performance in Specific Discipline

- i. Athletics
- ii. Arts (e.g. visual, media, music, or performing arts)
- iii. Communication Arts
- iv. Science
- v. Mathematics
- vi. Social Sciences
- vii. Technical Vocational Education

Table 9 specifies the criteria and weights that will be used in the evaluation and deliberation process for the award for outstanding performance in specific disciplines. This award shall be given to learners who have met at least 90% (outstanding rating) of the criteria.

Table 9. Criteria for awards for outstanding performance in specific disciplines

Criteria	Weight
Academic Rating	20%
Skills in the Discipline	40%
Attitude toward the Discipline	20%
Contribution to the School related to the Discipline	20%
Total	100%

d. Award for Work Immersion

Award for Work Immersion is specific to Senior High School tracks. This award may be given to Grade 12 graduating students who have exemplified outstanding performance based on the terms of reference or engagement set by the school and evaluation of the direct supervisor and subject teacher. The awardee(s) must have received high efficiency rating for their diligence and consistency in performing their duties and responsibilities throughout the immersion program.

e. Award for Research or Innovation

Award for Research or Innovation is specific to SHS tracks. Grade 12 graduating students - individuals, pairs, or groups of not more than four members - must have led the planning and execution of a research or innovation to advance the potential applications of technology, or research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.

Table 10 and 11 show the set of criteria and weights that will be used in the evaluation and deliberation process for Award for Research or Innovation, respectively.

Table 10. Research criteria and weights

Criteria	Weight
Research Grade	20%
Output	
Usefulness/Significance of Research	35%
Rigor	30%
Research Presentation	15%

Table 11. Innovation criteria and weights

Criteria	Weight
Output	70%
Delivery or Presentation	15%
Study or Research	15%

OTHER INFORMATION

Section 1: Tutoring/Skills Development Program

These are given to students who are failing and need additional supervision in their studies. However, these programs are not an assurance for your child’s/children’s successful grades. Your child/children should cooperate with their tutors and teachers.

Parents should check on the progress of their children through the teachers.

Tutoring should be assigned through the Office of the Principal. Those who wish to avail of these programs should send a letter of request to the Principal stating the reason/s prompting the need for assistance.

Teachers are not allowed to supervise/tutor students from their advisory classes nor tutor COLM students at home. Tutoring is not a guarantee that your child will pass. However, tutoring is strictly monitored by the Principal.

Section 2: Group Insurance Plan

All students are covered with an accident insurance plan. In case of accident the parents/guardians of the students may request for an insurance application form from the Office of Student Affairs and Welfare if they paid for the expenses. All necessary documents should be submitted to be able to claim for a medical expense reimbursement.

Section 3: School I.D.

We are strictly implementing the “NO I.D., NO ENTRY POLICY.” Students should wear their I.D.’s before entering the gate and these should be worn by them the whole day. The following sanctions shall be imposed to those who will violate this policy.

No. Offenses	Sanctions
1	Verbal Reprimand from Adviser
2	Warning from Discipline Coordinator
3	Student Conference with the Principal
4	Conference with the Parents
5	One day suspension by doing special task in school (Gr. 4 - Gr. 12)

EMERGENCY GUIDELINES

Section 1: Typhoon Signals

Please go back to School Rules & Regulations Sec. 7 Suspension of Classes Due to Typhoon and Other Calamities

Section 2: Fire/Earthquake Drill Instruction

- a. Signal - The alarm consists of a 30-second staccato ringing of a bell. Upon hearing this, leave the classrooms.
- b. Signal Instructions. These drills are serious preparations for the REAL THING.
 - Don't run, don't panic. Move quickly and calmly.
 - Teachers will lead their classes through the exit, designated to the safe space.
 - Teachers should check if everyone has gone out.
 - The main switch should be turned off after the action signal has rung.

Section 3: Sickness/Ailment

Sick children should stay at home. The school is not liable for any untoward incident that may happen to your sick children if you send them to their classes.

In case of state of emergency and or state of epidemic, the DepEd and/or the DOH memo will be followed. We will be requesting for parents' discretion regarding sending or not sending their children to school to ensure that all are in best of health and fine well-being.

Section 4: Dismissal Time

Parents/Guardians should make arrangements for their children to be picked up after dismissal time. Curfew time should be followed strictly by the students. The school is not liable for any untoward incident that may happen to the students after dismissal time.

f. Award for Club or Organization Achievement

This award is given to duly recognized club or organization that has created positive impact on the school and/or community it serves through the implementation of all its planned project and activities, provided strong support to the implementation of the school activities and attainment of the school's objectives, and taken great strides to help its members develop their potentials.

Table 12 shows the set of criteria and weights that will be used in the evaluation and deliberation process for this award.

Table 12. Criteria and weights for awards for Club or Organization Achievement

Criteria	Weight
Club/Organization Performance	50%
Exemplary Output	30%
Contribution to the school or Community	20%

3. Special Recognition

Learners who have represented and/or won in competitions at the district, division, regional, national or international levels will be recognized. These awardees have demonstrated their exemplary performance in academics, athletics, and the arts.

How does COLM determine awardees?

An Awards Committee (AC) shall:

1. Establish the processes of and timelines in accepting nominations and determining qualifiers for grade level awards.
2. Formulate rubrics specific to the grade level awards.
3. Communicate to the school community, parents, and other stakeholders the processes involved in giving awards.
4. Verify the authenticity of documents presented.
5. Deliberate on the qualifications of the candidates for the awards based on the rubrics and the documents submitted.

6. Recommend to the Vice President for Academic Affairs and Vice President for Student-Personnel Services for approval.
7. Communicate to the school community, parents, and other stakeholders involved in the results of the evaluation.
8. Recommend to the concerned Vice President the resolution on any related issue that may arise from the results of the awards.
9. Ensure that guidelines stipulated in this policy are followed.

The AC shall use the report cards and permanent records as the main reference for Academic Excellence Award. For other awards, a portfolio of copies of all documents such as certificates, medals, trophies, and others shall be presented.

When to file and settle protests?

Cases of protest shall be filed by the candidate with his/her parent to the Principal within three (3) working days from the announcement and shall be decided by the Principal, considering the recommendations of the AC within three (3) days from filing.

Section 17: Varsity Players, SC Officers

If officers are found guilty of committing any offenses under Major Offenses Subject to Automatic Suspension, this will mean their dismissal from the organization.

PARENT-TEACHER-SCHOOL CONFERENCE

Open line communication between the school and the parents is the greatest desire of COLM. The school is open for conferences and dialogues during the free time of the teachers. You may see the School Officials from 8:00 a.m. to 12:00 noon and from 1 p.m. to 4:00p.m. Anonymous letters and calls with fictitious names will not be entertained.

Section 1: Conferences Initiated by the Parents

- a. Send a letter of request for a conference with the date and the time to the Principal.
- b. The Principal will confirm the availability of the teacher or School Official concerned. The conference will only be at the Principal's Office.
- c. During examination days, requests for conferences won't be entertained.

Section 2: Conferences Initiated by the Teachers

- a. They'll send a conference letter to the parents through their children stating the time and the venue of the conference.
- b. Parents/Guardians will answer bearing the date, time and venue of the conference.

CONTRIBUTIONS, SALES AND FUND RAISING

Section 1: Unofficial activities with collection of contribution from students or parents are not allowed.

Section 2: The selling of items between and among students, teachers to students, teachers to parents are not allowed.

Section 3: Students and parents will be properly informed of authorized school fund-raising and contributions through circulars recommended by the principal and approved by the President.

f.1. Duties of Parents

As provided for in Education Act of 1982, parents shall have the following duties and obligations, in addition to those provided for under the existing law.

- To help carry out the attainment of the declared educational objectives and national goals through the school system;
 - To strive to enable their children to obtain an education towards the national objective of right information of the youth; and
 - To support and cooperate with the school administration in the proper implementation of all curricular and co-curricular programs.
- g. Yayas and fetchers should not be seen roaming around the campus during school hours. They should stay in the designated place to wait for the dismissal time.
- h. Report cards, transfer credentials and permanent records are only issued to students who have settled their accounts.
- i. Special written examinations, recitations, projects, workbook activities, oral or practical tests and other evaluation procedures shall be given to students when reasons of their absences are considered.
- j. Sanctions will be given to students who failed to attend official practices for the Foundation Day Celebration, Graduation and Recognition Exercises.
- k. Calling or going to the teachers' places of residence to discuss school matters is not allowed. Any school related concern should be discussed in school.
- l. Clearance is signed only when:
- students complied with subject requirements;
 - students complied with Clinic, Registrar and Guidance requirements;
 - damaged equipment and materials are paid for or replaced;
 - lost or damaged textbooks, library books are either paid for or replaced; and
 - ALL ACCOUNTS are paid.

RULES AND REGULATIONS

The school's rules and regulations shall govern the conduct of all the students. These rules and regulations were formulated in accordance with the provisions of Article XIV of the Manual of Regulations for Private Schools.

A just hearing of all parties involved will be done by an authorized body of COLM before disciplinary actions or sanctions of any form shall be issued.

Corporal punishment is not allowed at COLM. The school believes in the "Corrective Discipline" which is based on parental love.

ATTENDANCE

The parents and guardians share with the school the responsibility of asking their children or charges to attend classes regularly and punctually whether face-to-face or online synchronous classes.

The class advisers will check the daily attendance and punctuality of the students.

How is attendance reported?

Learners' class attendance shall be recorded by teachers daily. At the end of each quarter, the attendance is reflected in the report card.

The number of school days in each month is presented, which is based on the school calendar for a given school year. The number of days that each learner is present and absent is indicated. Recording of attendance is done from kindergarten to Grade 12. Table 13 shows how attendance is recorded at the end of the school year.

Table 13. Attendance Record at the End of the School Year

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
No. of school days	21	21	22	21	21	20	14	21	21	18	200
No. of days present	21	21	22	21	21	20	11	21	21	18	197
No. of days Absent	0	0	0	0	0	0	3	0	0	0	3

A learner who incurs absences of more than 20% of the prescribed number of class or laboratory periods during the school year or semester should be given a failing grade and not earn credits for the learning area or subject. Furthermore, the Principal may, at his/her discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the school. The discretionary authority is vested in the Principal, and may not be availed of by a student or granted by a faculty member without the consent of the Principal.

Such discretion shall not excuse the learner from the responsibility of keeping up with lessons and taking assessments. When absences cannot be avoided, the school must give the learner alternative methods and materials that correspond to the topics/competencies that were or will be missed. When students successfully accomplish the learning activities through these materials, they shall be exempted. However, the report card should still reflect the number of absences. Parents of learners who are accumulating many absences will be immediately informed through a meeting to discuss how to prevent further absences.

Section 1: Entry and Exit Gate Pass & etc.

- a. A student, once inside the school compound will not be allowed to go out unless his/her parents/guardians sign him/her out.
- b. Exit permit should be signed by the Principal and should be presented to the class adviser and to the guard-on-duty.
- c. When the student is sick, these should be followed:
 - advise the parents to pick up the students from the clinic;
 - ask for the signatures of the class adviser and the Principal;
 - present the exit pass to the guard-on-duty.
- d. In the event that your child is sick, please let him/her stay at home until he/she is well. Provide him/her an Excuse letter in reporting to school.

- b. Students from Pre-school to High School should be in school 15 minutes before their time. Our teachers are not obliged to supervise students who will come to school earlier than the specified time. They may be teaching during this time. No student is allowed to stay beyond their curfew time. COLM is not liable for any untoward incident that may happen to your child beyond the specific allowable time.
- c. Students should not contribute to any funds, class dues, raffles, without the permission of the School Head.
- d. Outings, picnics, parties outside COLM are not sanctioned by the school thus these are not allowed.
- e. Enrolling our children in COLM is a reciprocal obligation between the school and the family, particularly the students and the parents/guardians. The school's obligations are to educate, appraise, discipline, protect and care for your children. The students' obligations are to study and obey rules and regulations whereas parents'/guardians' obligations are to pay tuition fees and other fees (yearbook, field trips, retreat/recollection, first communion, etc.) and to obey rules and regulations of the school. Please take note that when a student fails to meet his financial obligations, the school should drop him from the rolls. (Paragraph 119, Manual of Information for Private Schools, 6th edition 1960). To drop the student is to extra-judicially cancel the enrolment contract.
- f. Parents' Responsibility to Follow School Rules. Compliance with school rules and regulations is not the sole responsibility of the student but also of parents. The Supreme Court has ruled that parents' refusal to follow the rules and regulations of their child's school may be a legal ground for denying their child's re-admission. The Court of Appeals stated that the right of schools to establish and enforce reasonable rules and regulations for admissions, discipline and the promotion of students "extends as well to parents and parent-teacher associations, as parents are under a social and moral (if not legal) obligation, individually and collectively, to assist and cooperate with the schools" (Education Law and the Private Schools, copyright 2002, p. 394 Ulpiano P. Sarmiento, III).

7. Non-readmission in COLM once dismissed. Non-readmission is denying the students readmission in the next school year for a grave offense (has to be deliberated by the Discipline Committee) he/she may have committed in the ongoing/present school year.

Section 14: Maintenance of Discipline and Discipline Committee

Every school is required by government regulation to maintain discipline and to issue disciplinary rules for strict compliance. They are designed to develop among students the highest standard of decency, morality and good behavior.

Any student who, after due investigation, has been found guilty of violating any disciplinary rule shall be sanctioned in accordance with the provision specified in the Student’s Handbook.

COLM Discipline Committee is composed of the Prefect of Formation, the Discipline Coordinators, and the Guidance Counselor.

Section 15: Parents/Teachers Cooperation

- a. The home and the school should have a close communication in order to address the needs and problems of our students. Information letters and notices will be sent through the students. School newsletter and other forms of media will also be used.
- b. Parents who wish to talk with the School Officials or teachers should get an appointment from the Principal.
- c. Academic problems should be discussed with the Principal.
- d. Consultation with the teachers should be during their free-time or after classes. Get an appointment through a letter, or through a phone call.

Section 16: Other School Policies

- a. The maximum number of students to be allocated to a class in any subject taught should be as follows:
 - Lecture: limited to 50 students
 - Laboratory class: limited to the number of students able to be accommodated by the space, equipment and tutor allocation.

Section 2. Absences

Absences with valid reasons like illness or death of a member of the family are considered excused. Excuse slip should be presented otherwise the absence will be considered unexcused.

Students please take note of these:

- a. If you are absent, you are expected to make up for any missed lessons or activities within a week after your return. Missed quizzes/recitations will be scheduled by the teachers.
- b. Synchronous classes are recorded and students can accessed these recordings.
- c. If you are absent for one or more days, your parents/guardians should inform the school either with the visit to the teacher or with a letter of excuse with the parents/guardians signatures addressed to the class adviser and the Principal. If a medical certificate is required, the doctor’s license number should appear in the said certification.
- d. When incurred successive unexcused absences are above the 20% of the total number of school days, the student shall be given failing grades in all the subjects. (Article XIV Section 73 of the Manual of Regulations for Private Schools). If the student incurred 20% of the total number of school days, he/she will be dropped from the school registry. (DepEd Order No. 35, 3.1003)

The following disciplinary sanctions/conditions will be served to you if you have unexcused absences:

No. of Offenses	Sanctions
1-3	Verbal Reprimand from Adviser
4	Written reminder from Adviser
5	Student Conference with the Principal
6-8	Conference with the Parents
9-10	One day suspension (Gr. 4 - 12) One grade lower in Conduct (Preschool - Gr. 12)

- e. If you were suspended from your classes, you’ll be marked absent according to the number of days you were suspended.

- f. Absence without valid and sufficient reasons will affect your Conduct and Homeroom grades.
- g. A student is considered truant when he/she misses classes without permission and knowledge of his/her parents. The student must bring his/her parents/guardians for a conference with the Prefect of Formation after the discovery of the offense. The student automatically gets a zero in class recitations, quizzes, long tests, etc. on that day that he/she committed the offense. A second offense will mean a three (3) day suspension with a Conduct grade of 75% for that particular grading period.

Section 3: Tardiness

- a. A student who comes after the flag ceremony should go straight to the Principal to secure an admission slip to be presented to the class adviser.
- b. Four (4) accumulated tardiness is equivalent to one (1) day absence. The adviser should inform the parents or guardians through writing or a phone call.
- c. Waking up late on the part of the students and traffic problems are not valid reasons for tardiness.
- d. Subject teachers in synchronous classes marks a student tardy if s/he enters the virtual class fifteen minutes after the scheduled time.
- e. Frequent tardiness will affect the students' conduct and Homeroom grades.
- f. Students who will be late in reporting to their classes after recess or lunch will only be accepted to class if they bring with them an admission slip signed by the Principal.
- g. The following disciplinary sanctions will be served to students who failed to come on time:

No. of Offenses	Sanctions
1-3	Verbal Reprimand from Adviser
4	Written reminder from Adviser
5	Student Conference with the Principal
6-8	Conference with the Parents
9-10	One day suspension (Gr. 4 - 12) One grade lower in Conduct (Preschool - Gr. 12)

The Policy of Constructive Suspension

- a. The student should proceed to the Office of the Principal for some instructions regarding the tasks to accomplish and the area designated for him/her to stay during the entire duration of the suspension.
- b. The following steps should be followed in conducting a research and tasks assigned by the Discipline Committee:
 - first day of suspension - submit a research and/or task to the Prefect of Formation for checking;
 - second day of suspension - edit and review the finished research and/or get instructions for the task to be accomplished for the day; and
 - third day of suspension - submit the final copy of the research to the Prefect of Formation and/or report to your designated area.
- c. The student will automatically get zero in class recitation and quizzes on the days s/he is suspended.
- d. A failing conduct grade will be given to the student for the particular grading period that he/she is suspended.
- e. Once the student absents himself/herself on the day of suspension without valid reason, another two-day suspension will be extended to him/her.
- f. The student is not allowed to mingle and communicate with his/her classmates and/or schoolmates during the suspension days.
- 5. Probation. It is a retraining measure taken against a student found guilty of a single breach of conduct or repeated violation of school rules and regulations. When a student is placed on probation, s/he is in effect, given the chance to contemplate on his actions and realize that s/he did wrong, and thereafter resolve to improve his behavior and do better for which s/he may merit retention in COLM.
- 6. Dismissal/Exclusion. Dismissal/Exclusion is a penalty in which the school is allowed to drop the erring student without giving him/her the opportunity to finish the school year.

Note:

A student caught cheating in any examination, test, quiz, project, report or assignment gets a failing grade in the said examination, test, quiz, project, report or assignment. However, if the student is caught cheating during the final examinations or in the submission of a major project, report or assignment in partial fulfillment of the requirements for a subject, he/she shall automatically get a failing grade in the subject.

Any student who is found guilty of cheating or any offense found under the Major Offenses Subject to Automatic Suspension will not be issued a Certificate of Good Moral Character at the end of the school year where the offense was committed.

DISCIPLINARY ACTION

1st OFFENSE: Suspension
2nd OFFENSE: Probation
3rd OFFENSE: Dismissal/Exclusion

Section 13: Disciplinary Action

Students will undergo such when found guilty of misconduct not only within the school premises but also outside the institution and if such misconduct involves the status of the students, affects the name of their families and the name of the school. Disciplinary action may be in the form of:

1. Warnings;
2. Reprimands through parents. A letter will be given to the parents informing them for a Conference with the Principal and with their child.)
3. Special task as a form of corrective punishment. The student is denied of one day attendance in all curricular, co-curricular and extra - curricular activities in his/her classes and he/she is given a special task in the school as part of the corrective punishment.
4. Constructive suspension. The student is denied of 3-day attendance in all curricular, co-curricular and extra- curricular activities in his/her classes. Please read the policy of the Constructive Suspension on the next page.

Section 4: The following affairs if attended by the students shall be counted as class attendance if held simultaneously with classes:

- Mass
- Program
- Formations
- Ceremonies
- Special Assemblies
- Academic Exposures

Section 5: If students cannot attend P.E. classes, due to health reason, the students should present a doctor's certificate with the license number to the P.E. teacher and/or to the Principal.

Section 6: Cutting classes

A student cuts class when he/she is absent from any or all the other subjects after having reported to single class and marked present. S/he will not be readmitted to his class without an admission slip from the Office of the Principal.

Section 7. Suspension of Classes Due to Typhoons and Other Calamities (Department of Education DepEd, Order No. 59, S.2003)

- a. When Signal No. 1 is raised by PAG-ASA, face-to-face and online synchronous classes of the preschool shall be automatically suspended.
- b. When Signal No. 2 is raised by PAG-ASA, face-to-face and online synchronous classes of the preschool, elementary, and secondary levels shall be automatically suspended.
- c. When Signal No. 3 is raised by PAGASA, face-to-face and online synchronous classes in all levels are automatically suspended. PAG-ASA normally makes these announcements over broadcast media at 11pm in the evening and 5am in the morning.

Pursuant to this Order, COLM will observe this procedure:

1. Stay tuned to radio stations and watch TV channels for announcements on the suspension of classes. The school's social media accounts will post updates.

2. Classes will be suspended in accordance to the guidelines set by DepEd and the Local Government.
3. In case of mid-day suspension of classes these will be observed:
 - a. Riders of private vehicles should be picked up by their fetchers in the school.
 - b. If the administration deems it safe for students to leave by public transportation, only then will they be allowed to leave the school. If deemed otherwise, then parents/guardians must pick-up their child/children.
4. Parents' Responsibilities

Parents have the ultimate responsibility for determining whether their children should go to school or not, even if no order of suspension of classes has been issued. If they feel that traveling to or from school will place their children at risk, they should not allow their children to go to school. Parents' discretion should be followed.

UNIFORM REGULATIONS

Students are expected to come to school in complete uniform. Pre-school to High School students will wear their complete P.E. uniform during P.E. days.

Students are not required to wear their uniforms during online classes but are requested to wear proper and decent clothes during online classes.

On occasions where students are allowed to wear civilian attire, it is expected that they conform to the standards of propriety and decency. Appropriate footwear is also advised.

PERSONAL GROOMING

- a. All students are expected to observe a standard of good grooming.
- b. Students are ONLY allowed to wear inexpensive watches and simple set of earrings for girls.

MAJOR OFFENSES SUBJECT TO AUTOMATIC SUSPENSION

- a. maliciously insulting or assaulting a teacher, superior, a school authority or his/her agent
- b. forging of official papers and school records
- c. falsification or tampering with the signatures of teachers, administrators and parents in any of the important school papers
- d. serious quarreling with inflicting physical harm on other students
- e. taking part in brawls
- f. acts of vandalism or hooliganism
- g. stealing and gambling of any form
- h. carrying lethal or dangerous weapons or explosives
- i. posting negative, obscene, and malicious comments; recording and/or uploading a video to the internet which will damage the names of the student's family and school.
- j. intoxication (smoking & drinking liquor)
- k. cheating: shall constitute, but is not limited to the following acts:
 - cheating in examinations, competitions and activities;
 - changing test questionnaires/answers;
 - communicating answers during a test through signs and notes, electronically or otherwise;
 - exchanging answer sheets while taking a test;
 - copying the answers from another student's test papers;
 - allowing another student to copy from one's test papers;
 - possession of notes (kodigo) or crib notes; or materials expressly prohibited during examinations or tests;
 - talking, standing or transferring seats while inside the testing room without the authority/consent of the examination proctor;
 - plagiarism in projects, reports or term paper submission or passing of as one's own work somebody else's work with or without major or minor adjustment. In-text citation should cite the author and year;
 - not citing source of quoted materials even if these are just from the internet. The internet site and date should be retrieved.

- d. unauthorized posting of announcements, posters, or streamers in the school campus and in the school premises
- e. disturbances, obstruction, or interference with the normal functioning of classes, school offices and recognized school activities
- f. bringing of pets or endangered animals in the school campus except when authorized
- g. failure to return borrowed books from the library on time
- h. teasing other students inside and outside the classroom

DISCIPLINARY ACTION FOR LIGHT OFFENSES

- 1st OFFENSE: Warning
- 2nd OFFENSE: Reprimand through Parents’ Conference
- 3rd OFFENSE: Special task as a form of Corrective Punishment (1 day suspension)

MAJOR OFFENSES

- a. serious misconduct inside and outside the classroom
- b. habitual violation of school rules and regulations
- c. tampering of notices posted on bulletin boards and with any school forms
- d. using credentials of another students
- e. possession of pornographic materials
- f. habitual tardiness & absences
- g. roaming around the community in their uniform without the presence of the parents and guardians
- h. violation of municipal or city ordinance while in COLM uniform
- i. truancy/cutting classes
- j. bullying other students inside and outside the classroom which includes cyber bullying
- k. playing with the school property
- l. public display of affection: shall constitute, but is not limited to the following acts:
 - Kissing on the lips;
 - Sitting on another’s lap;
 - Licking; and
 - Hugging/holding from behind (front to back)

DISCIPLINARY ACTION FOR MAJOR OFFENSES

- 1st OFFENSE: Reprimand through Parents’ Conference
- 2nd OFFENSE: Suspension
- 3rd OFFENSE: Probation

CELLULAR PHONES AND LAPTOPS

COLM allows the bringing and using of cellular phones and laptops in the campus but COLM will not be responsible for any damages or losses of cell phones and laptops brought inside the campus. Class time should serve its function and it will not be used in retrieving lost cell phones or laptops.

Sanctions for Violations

Students who failed to comply with the rules and regulations will receive the following disciplinary sanctions:

Uniform and Use of Jewelry

No. of Offenses	Sanctions
1-3	Verbal Reprimand from Adviser
4-5	Written reminder from Adviser
6-7	Student Conference with the Principal
8-9	Conference with the Parents
9-10	One day suspension (Gr. 4 - 12) One grade lower in Conduct (Preschool - Gr. 12)

SCHOOL ID

- a. School ID must be worn at all times inside the campus.
- b. Students who forgot their school ID at home must secure a temporary pass from the Prefect of Formation before they can enter the classrooms.
- c. Damaged and lost school ID must be reported immediately for replacement.
- d. Students must pay the corresponding fee for the replacement of damaged or lost school ID.

NORMS OF CONDUCT

All students are enjoined to contribute to the atmosphere of learning with soft voices, by careful handling of print and non-print materials (e.g. books, films, tapes, etc.) chairs and other school properties, and maintaining silence in hallways and corridors, at the library and at the classrooms.

Should a teacher be absent or late to a class, students should begin working on their own in an orderly fashion. The class president is tasked to inform the Principal of any absences & tardiness on the part of teachers. Class Officers are students who provide leadership and guidance in their respective classes.

Section 1: Going to Classes

- a. Students should enter the classroom and leave their bags as soon as they arrive. They will go down immediately and wait for the General Assembly. There will be no general assembly if it rains that day. Students attending the mid-day and afternoon classes should go straight to the library and read books while waiting for their time. They should follow the rules and regulations set by the librarian. Bags should be arranged properly inside the library.
- b. Loitering outside the gates is prohibited.
- c. Students should respect the Guard-on-Duty and comply with pertinent gate guidelines.

Section 2: Flag Ceremony

- a. Every level will be assigned for the flag ceremony every Monday, except preschool levels.
- b. The following should be observed:
 - Students should put their right hand over their left chest and join the singing of the “Lupang Hinirang”;
 - They should stand at attention as they join in the singing of other hymns and recitation of the pledge;
 - Students should watch the presentation and listen attentively to commendation and announcement made;
 - After the flag ceremony students should proceed quietly to the classrooms and they should maintain straight lines;
 - Those who came in late will have a separate Flag Ceremony.
 - Flag ceremonies in online classes are scheduled in Homeroom classes.
- c. Flag retreat is scheduled every Friday at 3pm.

- these are prohibited:
 - * business between teachers and parents
 - * business between students and teachers; and
 - * the school telephone is strictly limited for business calls only.

Section 11: Policy Statement on Discipline & Deportment

The role of education is two-fold: the building of responsible citizenry through knowledge and skills and the nurturing of every student’s positive ideals, attitudes and aspirations that will zero in on the best interest of society.

COLM believes that if it is to form students and train responsible leaders of tomorrow, it has to go beyond academic excellence and give emphasis to proper conduct and character development.

In instilling good behavior, it gives high importance to the inculcation of the values of truth, justice and social responsibility. It focuses not on the error committed by the students but on the means to guide the students to realize their mistakes so as not to be on the same situation again.

Students are subject to the general disciplinary rules of the school contained in the Student’s Handbook.

A student who has a number of disciplinary cases as stated in the logbook and reported to the Prefect of Formation is placed under probation.

Section 12: Causes for Disciplinary Action

The following is a list of possible offenses with the corresponding standard prescribed disciplinary sanctions. This list is by no means exhaustive such that there may be other acts not expressly enumerated hereunder. In the event of such offenses, the school will impose the appropriate disciplinary measures. The causes for which the students may be subjected to disciplinary action are as follows:

LIGHT OFFENSES

- a. littering, eating or spitting in the classrooms, lobbies or hallways
- b. chewing gum within the campus or in the immediate vicinity of the school
- c. loitering in the corridor

Examples: all kinds of knives, pointed tools such as screw drivers, ice picks, and the like, corrosive chemicals, clubs of any kind, all kinds of guns or rifles, barbecue sticks, gagging materials, martial arts weapons, broken bottles or any sharp objects, sling shot, darts not intended for sports, explosives like grenades, dynamites, Molotov bombs, firecrackers, pillboxes and the like.

Any student found in possession with any of the examples will be suspended according to the gravity of the offense.

Section 8: Dangerous Drugs and Intoxicating Drinks

Definition: Dangerous drugs are either prohibited or regulated drugs. These are STRICTLY PROHIBITED in the campus AT ALL TIMES: liquor, shabu, marijuana, ecstasy, drinks with alcohol content, and possession of/using and/or pushing of dangerous drugs.

Any student found guilty of violating this rule will be dismissed immediately from COLM with no chance of readmission in the future. The student will also be reported to the proper authorities.

Section 9: Membership in Fraternities and Sororities

This is strictly not allowed in COLM. Violation of this section is punishable by immediate dismissal from this school.

Section 10: School Property

- a. Damaged property shall be repaired, replaced or paid for, whatever is the cause, may it be accidental or malicious.
- b. There are certain places and time that are “Off Limits” to students during school days:
 - the campus is off limits to students after their curfew time, students who are picked up late by their parents should stay with the guard near the entrance gate;
 - parent’s appointment with the teacher should be approved by the Principal.
 - parents should not see their children in the classroom during school hours; and

Section 3: Behavior in the Classroom

- a. Opening and closing prayer should be recited with respect and decorum.
- b. Students who wish to leave or enter the classroom should ask permission from the teacher. Permission to go to the clinic maybe asked if the student feels sick but he/she has to present a clinic slip to the teacher upon his/her return to the classroom.
- c. Politeness requires students to stand and greet when:
 - Teachers enter or leave the classroom before and after class hours;
 - School Officials or visitors visit them in the classroom;
 - Non-teaching staff visits them in the classroom; and
 - Students should stand when asking questions from the teachers.
- d. Students are required to listen attentively when a classmate is reciting or asking a question from the teacher or to another classmate. Once asked to recite, the student should speak loud enough to be heard by everybody in the classroom. Laughing at somebody else’s mistake, giving comments that are uncalled for, and the like are not tolerated in the classroom.
- e. Students should not play or do anything that would prevent others from quietly studying or doing some reading in the classroom.
- f. The teacher’s desk and table are off-limits to students. Students are not to touch anything placed on it/them except on the performance of some chores given to them by the teacher.
- g. Students must respect their School Officials, teachers and the non-teaching staff and there should be no uncalled names attached to their persons.
- h. Toys are not allowed at the classroom. Once confiscated by the teachers, only parents or guardians can redeem them through a promissory note that these toys won’t be brought to school again.
- i. All students should always have the necessary instructional materials ready like textbooks, workbooks, notebooks, pens, pencils, paper, etc. to maximize learning from classroom instructions.

- j. Students should take care of their school materials. Report immediately to the Discipline Coordinator any losses. Lost & found items should be given to the Discipline Coordinator and the Prefect of Formation shall take care of giving these back to the owners.
- k. Students at all times should keep their classrooms clean and orderly. The class monitor will take care of opening and closing the windows, turning on the lights, electric fans and air-conditioning units and turning them off after class hours.
- l. As soon as classes are dismissed, the students are expected to leave their classrooms and commuters should go straight home immediately.
- m. Students with tutors should go straight to the tutorial room.

Section 4. Netiquette in Online Class

- a. Students should enter their online classes on time.
- b. Students should mute their microphone when it is not their turn to speak. Students are required to listen attentively when a classmate is reciting or asking a question from the teacher. Microphones should only be unmuted when the teacher recognized a student to speak or to recite.
- c. Students should always turn their cameras ON.
- d. Students should wear proper and decent attire.
- e. Students should sit straight and should not be lying down during online classes.
- f. Avoid eating and drinking during online classes.
- g. Address your instructor and classmates professionally in emails, discussion boards, or any other means of communication.
- h. Get permission before you use emails, photos, or any other content from the courses.
- i. Avoid messaging your teachers beyond office hours and use the Learning Management System to communicate. Avoid using Facebook Messenger.
- j. Be aware that everything in the course is recorded.
- k. Don't mock or criticize people for opinion.

- l. Don't SHOUT with all cap. Stick with black text and either *italics* or **bold** for emphasis.
- m. Think before you post, interpret post correctly, and submit work free of spelling and grammar errors or inaccuracies.

Section 5: Along the Corridors, Stairways and Campus

- a. Students should walk through them quietly.
- b. They should not make these places a playground.
- c. Corridors, stairways and the campus should be kept clean. Students should not drop waste, litter trash or spit anywhere else. All rubbish must be dropped into the designated trash cans.
- d. Students should avoid sitting or mounting the railings of the corridors, nor go down to the ledge for these are dangerous.
- e. Students should pass through the stairs quietly - keeping it to the right. They should not run nor push one another.

Section 6: Theft

The Prefect of Formation will determine the disciplinary action that will be given to students who:

- a. with intent of gain, shall take personal property of another without his/her consent;
- b. having found lost property, shall fail to endorse the same to the authorities or return this to the owner; and
- c. after having maliciously destroyed the properties of other students, he/she is obliged to replace or pay the destroyed properties.

Section 7: Deadly Weapons

Definition: Any offensive or defense instrument or object intended or accidentally brought to school by the student, which may cause death, physical injuries, threaten, persuade, or to get the better of another student.