

計順市菲華中學

Philippine Institute of Quezon City



STUDENT HANDBOOK

(revised as of May 2019)

計順市菲華中學

Philippine Institute of Quezon City



STUDENT HANDBOOK

Name: _____

Grade & Section: _____

Year of Entry in PIQC: _____

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Foreword

Philippine Institute of Quezon City (PIQC) devotes serious effort to provide an intellectually and socially responsive campus that offers a safe and supportive environment for all. Each member of the school community plays a role in preserving this environment.

The Student Handbook describes the privileges and responsibilities granted to the students as members of this institution. It contains the school services, students' guidelines for acceptable behavior in school, and rules on discipline with proper disciplinary actions. Therefore, all students must be familiar with the provisions contained in this handbook. Ignorance of the rules and regulations does not excuse a student from incurring the corresponding sanctions stipulated.

PIQC reserves the right to change any and all contents without notice but will inform all the stakeholders of the revisions made.

History of PIQC

The Philippine Institute of Quezon City (PIQC) was founded in 1964. In 1949, Chinese businessmen of Quezon City decided to come together for the cause of strengthening local business community and preserving Chinese culture overseas. It was with relentless efforts of Mr. Tan Eng Hiong, Mr. Ting Bun Kiat, Mr. Ong Hong Ting, Mr. Ang Yong Hua that the Quezon City Chamber of Commerce took its rudimentary form. But it was through selfless contributions from individuals throughout the years that took the Filipino-Chinese Chamber of Commerce Quezon City (FCCCQC) to where it stands today.

Mr. Chua Hao Ku, as the 6th and 7th Chamber president, saw to the purchasing of land for the establishment of Chamber office and school. During the time of Mr. Ku's successor, Mr. Chua Tiek Yen, the office was built, which served as venue for important events such as member registration, tax seminars, and conflict resolution. When Mr. Leonardo Ty took over office, the Chamber had most of its business in order, hence the committee decided to focus on building a school.

It was not until the next term, when Mr. Alfredo Matti, after countless persuasions and negotiations that the Chamber was able to purchase a license from the Chinese Institute with ten thousand pesos, and with the approval of Department of Education, Philippine Chinese Institute of Quezon City was officially established in 1964 with the goal of continuing Chinese culture through the education of Chinese descendants, thus fulfilling Mr. Matti's desire of nurturing the children of Filipino-Chinese businessmen to receive Chinese education.

Even though the Philippine Chinese Institute of Quezon City started with only the elementary school, it had more than a hundred students in its first year and had the honor to recruit Mr. Tan Chiu Zong as its first principal. Classes were conducted in both English and Chinese, in a two-floor wooden building next to the Chamber office. The building was simple and small, but it was a harbinger of something great to come.

In its fledgling years, it was through the leadership of principals Mr. Tan Hua Yen, Mr. Sia Bun Ming, Mr. Yu Ching Yeng, and Mr. Fang Zhi Xu in 1968 that the school operations grew stable, the faculty expanded, and the quality of English-Chinese education improved. All this was made possible by efforts from School Board of Trustees chairman Mr. Dee Tian Kai and trustee Mr. Lee Ong Tian, and outside contributors. Physical Education and extra-curricular activities took place in a warehouse borrowed from Chairman Dee and Mr. Chua Bun Kwan single-handedly provided the funds to start the kindergarten department and later the high school department.

Just when the school was on the verge of great expansion, misfortune happened in June of 1971. On the eve of the school opening day, a massive fire devoured and destroyed the school. Once again, Chairman Dee Tian Kai and the rest of the Board had to start from scratch. In 1974, the Philippine Chinese Institute of Quezon City was officially renamed the Philippine Institute of Quezon City (PIQC). After a few years of difficult yet successful rebuilding, just when the school had once again started to expand, another fire struck in October of 1976. A nearby blaze spread to the school and the Chamber office. Documents and files were lost, including chronicles of all the directors and graduates, and all photographs of teachers and students. This was a time of unparalleled crisis for the school and for the near a thousand of students. President Mariano Chua of Chamber took upon himself the responsibility of ensuring uninterrupted education for the students while orchestrating the rebuilding of the school.

With the moral and financial support of Mr. Ong King, Mr. Carlos Cruz, and Mr. Tee Yeng Hok, the school was able to set up a temporary campus on nearby Williams Building Christian Church and Our Lady of Loreto Church to continue operations.

As the school advances towards the years, it has at its helm Chamber presidents Mr. Jose Balonan, Mr. William Gosiaco, Mr. Angel Ngu, Mr. Franklin Soriano, Mr. Yap Cho Ty, Mr. Alberto Aquilino; chairmen Guillermo Chutick, Mr. Johny Ng Chua, Mr. David Chua, Mr. Leonardo Matti, Mr. Hao Ping Hong and Ms. Liza Lim. Under their supervision, the school has seen the establishment of more scholarships and an overhaul of teaching methods with additional resources allocated for English instruction. Additional funds were raised for construction of

a new elevator, a new building with chemistry laboratories, office spaces for the kindergarten department, a playground, and renovation of sanitary facilities.

The school is extremely fortunate to continue to have the guidance and support of visionary Dr. Lucio Tan and the many Board members who constantly work for betterment of the school.

The passion for education has always been the heritable source of inspiration and strength for the school. It is the momentum that carries the school towards its goals of preserving the Chinese tradition while keeping up with the times and educating students to be responsible members of the Filipino society. This same passion has also inspired a great showing of support from the growing alumni base. The alumni celebrate their Alma Mater's birthday with a massive homecoming to strengthen the alumni core yearly. From this core will come the next generation of leaders who will carry on the task of growing PIQC.

It has been more than five decades since the founding of PIQC. It has continually improved under the leadership of School Directress, Ms. Lee Shu Hwei and Principals, Mrs. Rita Wang Chua, Ms. Fe Pe Ng, Mrs. John Tan, Ms. Angeline Tan and Ms. Marissa F. Ayson. The school has adapted the new K-12 program that includes Kindergarten, Grades 1-6, Junior and Senior High School. The school curriculum has been revised based on the DepEd's requirements and the mission-vision of the school. To make learning relevant, the school puts emphasis on the use of technology, students' work and collaboration and the inquiry method in teaching. The school is able to keep up with the times through participation in local and international professional training for the teachers, and the promotion of e-learning for the students. And more than competence, the school expects teachers to have a good character and attitude. Competence involves the use of effective teaching strategies as well as the inclusion of students themselves as subjects. These are accomplished through proper classroom management, creative methods, and flexible teaching styles, in keeping with the school's policy of discipline and self-improvement. With the perseverance and dedication of all involved, the school moves on to achieve the goal of being the center of advancement in Chinese culture and arts, as well as in science and technology.

The Philippine Institute of Quezon City marches on in history. Twice it was burned down, with the loss of twenty years' worth of documents related to the federation and the school. With much research attempts at recollecting facts, still a lot of information gaps exist in the school's history. With regard to the latter thirty years, too many important people are involved so that it is impossible to enumerate them all. It is inevitable that people or facts be overlooked in this account, and so the school continues to gather information in order to come up with a more accurate historical account.

PHILOSOPHY

PIQC, through a united effort, believes in the dynamic formation of a holistic individual immersed in a diverse Filipino-Chinese culture to become a globally competitive citizen.

VISION

PIQC seeks to produce students who are immersed in a Filipino-Chinese culture and who will be able to live comfortably in a globally competitive and dynamic world.

MISSION

As a diverse Filipino-Chinese school, PIQC seeks to:

P – Promote the development of a holistic individual

I – Inculcate the values of Filipino-Chinese heritage
and culture

Q – Quest for academic excellence and formation

C – Cultivate critical thinking skills

GOALS

(Revised as of May 2019)

1. To provide accessible, relevant and responsive services to students, faculty, staff, and the entire community
2. To ensure that faculty, staff, and the students understand the vision-mission and goals of the school
3. To put in place collaboration with and between the different services and all other stakeholders
4. To sustain quality and make improvements on the quality of services
5. To offer relevant and updated curriculum to a diverse student population
6. To promote learning and enrichment of knowledge by providing opportunities for talented and promising students to pursue their studies with undivided attention
7. To guide young scholars in achieving to be the GIANTS they are being molded into
8. To design academic programs assessment and teaching strategies that address individual differences
9. Use daily routines to develop in the students' discipline
10. To provide a caring, safe, clean environment that is conducive for learning

CORE VALUES

The school seeks to inculcate the following values to the students:

R – Resilience

Being able to recover quickly from difficulties and challenges

I – Inclusiveness

Being able to embrace the Filipino-Chinese culture and immerse themselves to the cultural diversity

S – Self-discipline

Being economical in times of need and able to deny oneself of worldly pleasures for the service of others

E – Excellence

Being able to apply the value of being outstanding in all aspects of one's learning experiences

S – Service

Being able to assist in and outside of the school community voluntarily

PIQC's PROFILE OF A GRADUATE

Upon completion of the K-12 program, the student must have been molded into a young person who is

- **Globally competitive**
 - Has undeniable strength in character and impeccable competence in skill demonstration.
 - Has the capacity to create solutions to global challenges and make responsible decisions that promote harmonious and sustainable society.
- **Innovative**
 - Has the ability to translate an idea or invention into a good service that creates value.
- **Adaptive**
 - Has the ability to easily and continuously improve one's skills through blended learning of digital instruction and conventional teaching in order to apply necessary skills and meet the demands of daily life.
- **Nationalistic**
 - Has developed love for country.
 - Has enough knowledge of one's roots and ancestors.
 - Has strong belief and has identified one's self in the spirit and aspirations of the Filipino-Chinese people.
- **Technologically skilled**
 - Has shown expertise in the field of modern technology and can use and apply it appropriately and effectively in one's daily life.
- **Socially responsible**
 - Has the ability to respond to the needs of others and to value ethical environmental and moral practices in order to maintain a balance between the economy and the ecosystem.

OBJECTIVES

At the completion of Grade 12, the **PIQCians** will:

1. Communicate effectively in both oral and written forms using appreciative language in Filipino, English and Chinese
2. Adapt to meet the demands of everyday living in a global society.
3. Understand their interests, abilities, and challenges and make them decide of a career of their choice and get ready for college life
4. Show a positive behavior in their relationships and dealings with other people based on the core values RISES
5. Apply basic knowledge and fundamental skills to exhibit positive values, attitudes, habits, and interests
6. Acknowledge their role in community building by being socially responsible
7. Strive to be innovative considering the changes and challenges of times through the wise use of technology

PIQC Hymn

計順市菲華中學校歌

南國新都，人傑地靈，以繁以廣，氣象崢嶸。

卓矣吾校，聲教遠宏，辛勤作育，奕奕群英。

宗邦永系，僑居是榮。德業光鮮，沾溉寰瀛。

愛戴我校，啟智之庠，外表謙虛，內心剛強。

不卑不亢，信守紀綱，發奮鼓舞，文理優良。

精神活潑，博愛宣揚。自強不息，民族之光。

General Information

Admission and Requirements

PIQC's admission policy is also based on the standard admission policy of Department of Education (DepEd) which states that, "learners who wish to enroll in private schools and state and local universities and colleges (SUCs/LUCs) offering basic education must submit the minimum documentary requirements stipulated in this Policy, and satisfy other conditions for admission that the institution may require. (**DepEd Order No. 03, s. 2018**)"

Admission includes the offices of the Assistant Principal for Academic Affairs (APAA) through the Registrar, the Office of the Assistant Principal for Student Activities and Formation (APSAF) through the Guidance Counsellor and The Discipline Officer, and the School Director through the Office of the Supervisor of Administrative and General Services and the Accounting Office.

Objectives:

1. To recruit and admit diverse student population
2. To identify the context of the student applicant
3. To make use of a student's relevant information and documentation in arriving at a decision to any issues he or she may be involved with in the course of his or her stay in school
4. To introduce the school to the student

I. Admission Requirements

A. Admission Requirements for New Students and Transferees

1. Filipino Applicants

- a. An interested applicant must personally apply during the announced period of application.
- b. He/ She must present the following documents upon application:
 - i. Original copy of Report Card with LRN from the last school attended
 - ii. Certificate of Good Moral Character signed by the authorized school official
 - iii. Original and photocopy of PSA Birth Certificate
 - iv. Certificate of Immunization (for preschool only)
 - v. Entrance Test Fee of ₱300 (non-refundable)
 - vi. 1 pc. 2x2 recent colored photo

2. Foreign Students

- a. Duly accomplished application form with 2x2 picture
- b. Photocopy of authenticated birth certificate
- c. Authenticated original copy of school records from previous school abroad
- d. Duly accomplished Bureau of Immigration application form with attached 2x2 colored photo with white background for processing Special Study Permit (to be processed by the school; fee will be shouldered by the student)

- e. Photocopy of Alien Certificate of Registration Identity Card (ACR I-Card) and Visa
- f. Photocopy of passport bio-page and latest admission with valid authorized stay
- g. Entrance test fee of ₱ 300 (non-refundable)

B. Admission Requirements for Old Students

- 1. Original Report Card (Form 138) in both Chinese and English
- 2. Agreement or waiver by parent/guardian and student for delinquent students

C. Other Requirements and Guidelines for New, Transferees, and Old Students

- 1. The applicant must pass the initial interview and entrance test before he/she can be allowed to fill out an application form.
- 2. After filling out the application form with the complete requirements for admission, the applicant can already enrol.
- 3. All data given upon application and enrolment and the accompanying documents should be true and correct. Misrepresentation is a sufficient reason for refusal of admission or enrolment. Failure to submit the requirements is likewise a reason of non-admission.
- 4. The school is given permission to use, share and disclose data from the accomplished forms and from the accompanying documents of the student for purposes related to admission, enrolment and promotion.

5. Documents filed in support of the application and enrolment become the property of the school and will not be returned to the applicant.

II. Administrative Regulations

A. Fees and Payments

Any form of official document such as certification, recommendation, Transcript of Records, Report Card or Duplicate Diploma requested from the school is issued upon payment to the school cashier. Processing period is three to five (3-5) working days from the receipt of request.

Transcript of Records/Form 137/SF 10 (with request letter from the current school)	₱ 120 (within NCR)
	₱ 160 (outside NCR)
Transcript of Records/Form 137/SF 10 (for other purposes)	₱ 150
Duplicate Report Card/ F-138 (English/Chinese)	₱ 150
Duplicate Diploma	₱ 150
Certification	₱ 100

(enrolment, GMC, ranking, graduation, etc.)	
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B. Policy on Refund

1. A student who transfers or otherwise withdraws, in writing, within two weeks after the beginning of classes and who has already paid the pertinent tuition and other school fees in full or any length longer than one month may be charged 10% of the total amount due for the term, regardless of whether or not he/she has actually attended the classes.
2. The student may be charged all the school fees in full if he/she withdraws any time after the second week of classes. However, if the transfer or withdrawal is due to a justifiable reason, the student shall be charged the pertinent fees only up to the last month of attendance.
3. Notice of withdrawal must be done **in writing**. There is **no refund** for reservation, registration, miscellaneous and examination fees.

C. Withdrawals/ Transfers

Official notification from parents should be submitted to the Registrar's Office on or before the last expected day of attendance of students concerned for the proper fee to be collected from them.

Students who wish to withdraw or transfer must secure clearance from the class advisers, subject teachers, library, clinic, laboratory, accounting office/finance, Assistant Principal for Student Activities and Formation (APSAF) and the Directress/Principal.

III. Student Guidelines and Policies

A. School Uniform

For Elementary and High School

1. **Boys** – khaki long pants, white polo shirt with school patch, plain white undershirt, black leather shoes, and plain white or black socks.
2. **Girls** – pleated navy-blue skirt, tucked-in white blouse with baby collar, black leather shoes, **only white socks** (of any length) are allowed.
The skirt of the girls should be at knee-level
3. **P.E. Uniforms** – White T-shirt with PIQC logo, dark blue jogging pants with PIQC name print, rubber shoes.

For Senior High School

1. Black vest over white inner polo and black slacks
2. Blue and white polo shirt, navy blue or black pants
(strictly **no faded jeans**)
Shoes: Ladies – foot socks, black shoes
Gentlemen – socks, black shoes
3. P.E. Uniform as prescribed by the school

***During P.E. time:**

1. Students are allowed to wear their P.E. uniforms during their scheduled P.E. class as they come to school and on days as required by the school.
2. Students/Pupils are asked to bring towel and extra shirts
3. Students/Pupils should only bring a plain white shirt, or their latest batch shirt as their extra shirts

Prescribed Uniform for Elementary and Junior High School



Prescribed PE Uniform for Elementary and Junior High School



Prescribed Uniform for Senior High School



B. School I.D.

1. School I.D. is issued within a month of the opening of classes
2. School I.D. is to be worn inside the school premises **at all times** unless there is a written request for doing otherwise. Failure to do so will mean a violation of the dress code
3. In case of lost I.D.:
 - a. The student reports to the discipline officer right away.
 - b. A replacement fee will be paid by the student/pupil.
 - c. After the payment, I.D. may be released within 3-5 school days.

C. Personal Grooming

1. **Boys** – the acceptable haircut for boys shall be at least one (1) inch above the ear and three (3) inches above the collar line.

ACCEPTABLE HAIRCUT FOR BOYS



2. **Girls** – hair should be simple, ladylike, and neat; long hair should be clipped, tied, or braided.
3. Dyed or highlighted hair, make-up, colored nails, dangling or multiple earrings, and other expensive jewelry are **not allowed**.
4. **Hair-Nail-Uniform Inspection** is done on a Monday during flag ceremony. All advisers will inspect their students and will be given a form to fill up.
All advisers will be informed to announce the uniform inspection during Fridays.
5. Tattoos on any part of the body is not allowed.

*****If students do not adhere to the prescribed haircut, the advisers will list down their names in the offense slip to be submitted to the Discipline Officer.**

D. Other Concerns:

1. School Bags

The school allows parents/guardians or house help to carry the school bags of the pupils in

- Grades 1-2 up to the ground elevator only
- Grades 3-6 up to the school gates only

2. School materials left at home

- a. The school prohibits leaving these items to the school guards. The school guards have to stay at their station.
- b. Forgotten items can be allowed to be brought by the parents or house helps themselves to the Discipline Office until 9:00am ONLY
- c. Students/Pupils should be trained to be responsible enough to bring these with them as needed.

3. Parent-Teacher Conference Appointment Schedule

The school office hours are from 8:00-11:30 am and 1:30-4:00 pm.

Appointment with any school administrator or office staff is only within the specified official time.

a. Appointment with teachers

Appointment is made with the Administrative Office Secretary, a day before the desired date and confirmed through a text message or a phone call at 7120067.

b. Ambush appointment

The school discourages request from parents for meeting with teachers without setting an appointment first. The teachers have busy schedules and cannot simply make themselves available.

4. Policy on suspension of classes:

- a. During stormy weather or strong rains, the school follows the Department of Education regulations which state that there will be:
 - a1. **No classes** for preschool for typhoon signal no. 1 and elementary and high school for typhoon signal no. 2.
 - b1. It also follows special announcements from the Department of Education and/or from the Quezon City Mayor which can be heard over radio stations like DZMM or DZRH or television channels 2 or 7. Therefore, the school **does not need** to give further formal announcements regarding this since it has already been directed by the government.
- b. For midday suspensions, everyone is requested to wait for the final announcement from the school as to the time when the students will be dismissed. Announcements may be given through each class parent representative or through PIQC's Facebook page.
- c. When there is no signal raised, but the residence area is flooded, parents may decide whether or not to send their children to school.
- d. The school may suspend classes on its own due to inclement weather or other critical conditions.
- e. If the **suspension falls on a quarterly examination day**, the test scheduled on the day will be given when classes resume. The schedule for the rest of the examination week will be subsequently followed.

IV. Other Guidelines and Policies

A. After-School Policy

Department of Education (DepEd) Order No. 88, series of 2010, “Revised Manual of Regulations for Private Schools in Basic Education,” section 159, par. 3, states that “No students or visitors, including parents or guardians, shall be allowed inside the school building and the premises after the last class period has ended except for schools with night classes.”

- a. The school is giving an allowance of up to **5:30 pm** for **Grades 1 to 10** and up to **6:00 pm** for **Grades 11 and 12** after the scheduled dismissal; therefore, the school would like to remind parents to fetch their children on time. It is the responsibility of the parents to take care of their children after the scheduled dismissal time. Students who are not fetched on time will be asked to wait for their parents at the **Ground Floor Waiting Area**.
- b. Students who have left the school campus after dismissal time to attend to their other personal activities like private tutoring, private parties, etc. are **not allowed to re-enter** the school campus. Parents have the responsibility to look after the welfare of their children after the official school hours. Likewise, parents with their children are not allowed to stay inside the school campus after dismissal time.
- c. In the event that an activity must be done after dismissal time, the student must apply for a request to use their classroom or area in school for their projects or activities and either approved by the APAA or the APSAF, provided also that there should be a teacher who will accompany them to the duration of their stay in school.
- d. School gates will be closed at exactly **7:00 pm**.

B. Care of School Property

PIQC students should:

1. Help keep the classroom and the campus clean and orderly.
2. Use school facilities or materials like bulletin board, audio-visual materials, etc. only with the permission of the teacher or whoever is in-charge.

3. Replace or repair at their own expense any school property they happen to damage.
4. Help save on water and electric bills by switching off lights and turning off water faucets when not in use.
5. Submit a written request addressed to the Administrative Supervisor for use of rooms and facilities at least two (2) days before the scheduled activity.

C. Pupil/Student Tuition Assistance

Pupil assistance speaks of the scholarship grants that PIQC offers to students with excellent academic rankings as well as to those who may need financial assistance.

Deserving students should maintain an average grade of 80% or above and a conduct grade not lower than B in both their English and Chinese classes.

Objectives:

1. To motivate talented students and provide them an opportunity to pursue their studies with undivided attention.
2. To guide young scholars in achieving academic excellence and living the core values of PIQC, to be the GIANTS.
3. To work in partnership with other stakeholders, including former beneficiaries, to achieve these objectives.

D. Health and Food Services

Health and food services are provided through the school system to improve the health and well-being of children. The services include serving healthy and nutritious food to the students and faculty.

The school clinic does not have a formal system of referral in case of emergency. However, health referrals are made when necessary and parents of students who are perceived/observed to have medical health problems are called for conferences.

Objectives:

1. To promote healthy development and well-being so students may reach their full potential.
2. To provide emergency care for illness or injury while at school.
3. To ensure that all students get appropriate referrals to health care providers.
4. To monitor and control the spread of communicable disease.
5. To improve the health of the students by providing nutritious foods while enhancing their nutrition education.
6. To provide each child the opportunity to purchase a meal that meets at least one-third of his/her daily nutritional requirements, at a price the child can afford to pay.

The school clinic has also a list of students with medical concerns for monitoring and for immediate action in case of emergency.

On days when students are diagnosed with serious illness the following procedure is being practiced:

1. Parents or guardians are notified through a phone call informing them of the need to pick up their child from school.
2. Upon the arrival of the parent or guardian, he/she will be informed of the medication given to his/her child so he/she could inform the doctor or nurse who will attend to his/her child outside the school.
3. During severe cases such as accidents or asthma attacks, the student will be brought to the hospital which is just adjacent to the school.

E. School Bus Service

Transportation of students via school bus is provided by a third party.

F. Safety and Security

1. TYPHOONS / FLOODS

As per Executive Order No. 66, classes in Kindergarten and Preschools are suspended if public storm signal no. 1 is raised in the area. Classes up to Senior High School are suspended if public storm signal no. 2 is raised in the area.

2. BOMB THREATS

Once a bomb threat is received by anyone inside the campus, the Administrative Office will be notified immediately who then will order the evacuation of the building under the fire drill procedures. The Administrative Office will then notify the police or the fire department of the said bomb threat.

3. FIRE DRILLS

A series of intermittent bells along with a “Red Alert Sound”, played through the school’s public announcement (PA) system, signal the entire campus that there is an ongoing fire incident.

The subject teacher in each classroom will open the doors immediately while the students are falling in line to evacuate their classrooms and move to the quadrangle.

All students are requested to walk quickly but not run or push anybody around. Students should listen to their teacher’s instructions.

4. EARTHQUAKE DRILLS

If there is an earthquake while the classes are ongoing, a “Rocks are Falling Sound Effect” will be played through the school’s public announcement (PA) system while the grounds are shaking. The teacher in the classroom should open all doors immediately while the students are in “Duck, Cover, and Hold” position.

When the shaking stops, an “Evacuate Alarm” will be played through the PA system. Students are then expected to fall in line and move quickly, but not run or push anybody around, to the quadrangle.

Once in the quadrangle, teachers are to check for the number of students in their class. If everybody in the class is present, the whole class must sit down to signal the school administrators that their class is complete, and nobody is missing. If there are missing students, the teacher must notify immediately the administrators.

Academic Regulations

I. Grading System

What is the grading system?

The K to 12 Basic Education Program uses a standard-and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of the student's summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card.

For these guidelines, the school will use a floor grade considered as the lowest possible grade that will appear in the student's report card.

Students/pupils 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.

II. Computation and Recording of Student Progress

For Kindergarten

Aside from the numerical grades, descriptions of the pupils' progress in the various learning areas are represented using checklists.

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 a required minimum number of Written Work and Performance Tasks, but these must be spread out over the quarter and used to assess learners' skills after each unit has been taught.

III. Steps in computing for the Final Grades

Step 1:

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

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

Step 2:

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

$$\text{PERCENTAGE SCORE (PS)} = \frac{\text{students' total raw score}}{\text{highest possible score}} \times 100\%$$

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).

$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of Component}$
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Table 1. Weight of the components for Grades 1-10

	COMPONENTS	LANGUAGES AP ESP	SCIENCE MATH	MAPEH EPP/ TLE
1 to 10	Written Work Quizzes – 65% Seatwork/ Homework – 35%	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

11		Academic Track	Technical-Vocational and Livelihood (TVL)/ Sports/ Arts and Design Track
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to 12		CORE SUBJECTS	All Other Subjects	Work Immersion/ Research/ Business Enterprise/ Simulation/ Exhibit	All Other Subjects	Work Immersion Research Exhibit Performance
	WRITTEN WORK	25%	25%	35%	20%	
	Performance Tasks	50%	45%	40%	60%	
	Quarterly Assessment	25%	30%	25%	20%	

Step 4:

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

Step 5:

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

IV. Grade Components

A. WRITTEN WORK

1. Written work is everything written and submitted by the students done at home or in school including quizzes, seatwork, and homework.
2. At least eight written works are given per subject area per quarter.

a. Homework

- a1. A maximum of 20 minutes each is allotted for the completion of Math, Science, and English homework and 10 minutes each for the rest of the other subjects.
- a2. All students are expected to submit their homework on the day specified by the teacher. Failure to submit a homework automatically means a zero mark.
- a3. If a student is absent on the day the homework is supposed to be submitted, then it must be submitted on the first day the student reports for class provided that his/her absence is excused.
- a4. If a student is absent on the day the homework is given by the teacher, it is his/her responsibility to find out what the homework is.
- a5. All submitted homework are graded.

b. Seatwork

- b1. Seatwork is done in the classroom.
- b2. If a student is absent on the day the seatwork is given, it is his/her responsibility to ask his/her classmates or his/her teacher. If it is a graded seatwork, the student must submit the graded seatwork on the first day the student reports for class provided that his/her absence is excused. If the seatwork is not graded, the

student will do the seatwork on his/her own for practice and review of the lesson discussed in class.

c. Quizzes

- c1. A quiz should include questions which assess the attainment of set objectives for the day's lesson.
- c2. At least one quiz is given per subject each week. A maximum of three quizzes per day for each class is allowed.
- c3. If a student is absent on the day the quiz is given, the student needs to take a special quiz provided that his/her absence is excused. The student must approach his/her subject teacher and take the special quiz within 2 days from the first day that he/she reports for class. Failure to take the quiz within two days automatically means a zero mark.

B. PERFORMANCE TASK

- 1. It is an activity done to measure transfer of learning of students.
- 2. It may be done individually or in groups of 2, 3, or 4.
- 3. At least four performance tasks are done per subject area per quarter
- 4. It is done in the classroom but may be completed at home. Research may be done at home, but the compilation should be done in the classroom.
- 5. The teacher makes sure that everyone contributed or are tasked when the work is done in groups. Peer evaluation may be done.

6. All performance tasks should be submitted on the day scheduled by the teacher.
7. Late performance tasks can be accepted but will be given corresponding deductions.
8. All performance tasks should be done/submitted on the week before the periodical exam.

C. PERIODICAL EXAM

1. Special Periodical Examinations are given to students who are absent during the exam with valid reason approved by the Assistant Principal for Student Activities and Formation (APSAF).
2. Students who take special exams are charged P200 per subject since a new set of questionnaires will be prepared.
3. If absence is due to the student officially representing the school in certain events, he/she will be given a special exam without charge.

* A student who fails to take a quiz, seatwork or other forms of examination due to unexcused absence shall get a raw score of zero (0), equivalent to a grade of sixty percent (60%). For excused absences, a make-up test/submission date shall be scheduled. The student must comply with the specified deadline to take or complete the necessary requirements. Make-up tests /submissions should be given a grade not higher than ninety percent (90%) and /or the teacher / principal has the discretion to excuse the student from deduction of grades after considering the reason for such absence.

V. Conduct Grade

Conduct refers to the manner in which a person behaves, especially in a particular occasion or in a particular context. It refers to the way a person conducts himself/herself with the utmost propriety. The school is a formal setting and as such the students are expected to conduct themselves in a mode or standard of personal behavior based on moral principles.

School rules are properly stated in the Student Handbook and these rules help the students determine whether the actions they do are within the norms of acceptable behavior. In this way, discipline is administered promptly and fairly. The conduct mark helps determine the development of the students' character. **Character** is a pattern of behavior, thoughts and feelings based on universal principles, moral strength, and integrity. It also includes the guts to live by those principles on a daily basis. Character is evidenced by the life's virtues.

Conduct grade will be given using numerical marks. It will be assigned to two areas namely, Subject Area and APSAF.

Academic and conduct grades will be given per subject area separately.

This is because the student may be good academically in one subject area but conducts himself/herself in an inappropriate manner. The manner in which the student behaves is also different in the different subject areas. The student may have a good conduct grade but has poor academic performance. The school desires a good academic performance with a good conduct grade in the students.

The conduct grade is based on the following criteria for assessing behavior and discipline:

A. Obedience: (20%)

1. Follows classroom and school rules and regulations
2. Maintains proper classroom behavior
3. Cares for classroom materials and school facilities
4. Exhibits obedience to teachers

B. Courtesy and Respect: (20%)

1. Listens attentively and purposely during recitations
2. Keeps an open mind and respects the opinion of others
3. Is conscious of one's space (not disturbing the space of others)
4. Is courteous in speech and actions (saying "thank you" or bowing to teachers)
5. Exhibits courtesy and respect to classmates

C. Honesty and Truthfulness (20%)

1. Returns lost items to the owner
2. Answers quizzes and other written works independently without copying from others.
3. Submits self-made projects
4. Admits mistakes voluntarily
5. Is candid, yet polite in giving one's opinion in any given issues

D. Generosity, Concern and Cooperation (20%)

1. Is willing to share one's talent, materials and other resources to others
2. Shows interest and cooperation in any class activity
3. Shows sympathy and concern for others

E. Refinement (20%)

1. Speaks in a well-modulated voice

2. Is discreet in speech and in action

These descriptors only apply to the different subject areas. The grade is independent of the Conduct grade given by the Discipline Officer under the Office of the Assistant Principal for Student Activities and Formation.

VI. Awards and Recognitions

Periodic and Annual Awards and Recognitions are given to deserving students upon thorough deliberations of the Principal, APAA, APSAF, Discipline Officer, Guidance Counsellor, Student Activities Coordinator, Subject Teachers, and Advisers.

1. General Excellence Awards

- a. Candidates must have a grade of at least 84 in all academic subjects including conduct and extra-curricular activities
- b. Candidates must have a general weighted average of 88 and higher with computation as follows:

<i>Academics (average of subjects' grades)</i>	<i>65%</i>
<i>Conduct Grade</i>	<i>20%</i>
<i>(average of the final conduct grades in all subjects)</i>	
<i>Extra-Curricular Activities</i>	<i>15%</i>
<i>Total</i>	<i>100%</i>

Given below is the breakdown/computation for extra-curricular activities grade.

<i>Inter-school competitions</i>	<i>40%</i>
<i>Student Council involvement</i>	<i>25%</i>
<i>Class Officer</i>	<i>15%</i>
<i>Club Participation</i>	<i>10%</i>
<i><u>School Activities</u></i>	<i><u>10%</u></i>
<i>Total</i>	<i>100%</i>

- c. After considering the criteria, candidates for general excellence award should get the following general average:
- WITH HIGHEST HONORS – 92 to 100 (Gold Medal)
 - WITH HIGH HONORS – 90 to 91.99 (Silver Medal)
 - WITH HONORS – 88 to 89.99 (Bronze Medal)

2. Other Awards

a. Subject Excellence Award

This award is given to students who get a final average of 90 and above, and no grade lower than 84 in the subject. The one with the highest final average in the subject gets the award in the event that several students get a final average of 90 and above.

b. Character Award

This award is given to students who have an average final conduct grade of 95.

c. PIQCian Service Award

This award is presented at the end of the school year to a student who has

- i. Performed/shown outstanding service in the following:
 - a. Class
 - b. School
 - c. Community
- ii. A conduct grade not lower than 84.

d. PIQCian Exemplary Performance Award

This award is given to a student who has displayed an exemplary performance both in academics and in extra-curricular activities coupled with a holistic character that embodies a true PIQCian.

e. Loyalty Award

This award is given to students who have attended PIQC from Kinder 1 up to Grade 12.

f. For Grade 10 Completers

f1. Ambassador Francis Chua Award

This award is given to three grade 10 students who have

- Consistently shown an excellent academic performance
- Manifested good moral conduct
- Shown intention of pursuing Senior High School Education at PIQC

The awardees will be given a partial discount from their tuition fee if the said criteria are met.

f2. Sharp Minds Award

This award is from the SHARP Minds Program- sponsored Mathematics activities and programs in member schools with the goal of recognizing the sharpest math minds and transforming the pedagogy of mathematics teaching in the Philippines.

g. For Grade 12 Graduates

g1. Gawad Talino Mercury Drug Foundation Award in Science and Mathematics

This award recognizes graduating senior high school students excelling in Mathematics and Science. By honoring these students, the program hopes to inspire and encourage them to maximize their potentials for careers in these fields, to pursue higher levels of education, and to contribute to the growth of the country by helping meet the country's need for leaders trained in these fields.

g2. Gerry Roxas Award

This award is given to an outstanding Senior High School student who is recognized for exemplifying the core values of integrity, service and excellence. He/She can be considered a leader or potential leader who can be encouraged to use his/her leadership skills, networks, experience and expertise for the good of the country and its people.

g3. Dr. Cecilio Pedro Award

This award is given to a student who is able to balance his/her academics studies with student activities. It gives recognition to one who has rendered exemplary service to PIQC through active leadership coupled with good moral character.

3. Quarterly Academic Excellence Award

This award is given to students whose general average for the quarter is 88 and above and have at least a grade of 84 in all academic subjects including conduct.

VII. Promotion and Retention

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

Table 3 specifies the guidelines to be followed for student promotion and retention.

Table 3A.

For Grades 1 to 3	
REQUIREMENTS	DECISION
Final Grade of at least 75 in all learning areas	Promoted to the next grade level
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 level. Otherwise the pupil is retained in the same grade level.
Did Not Meet Expectations in three or more learning areas	Retained in the same grade level.

Table 3B.

For Grades 4 to 10	
REQUIREMENTS	DECISION
Final Grade of at least 75 in all learning areas	Promoted to the next grade level
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 level. Otherwise the student/pupil is retained in the same grade level.
Did Not Meet Expectations in three or more learning areas	Retained in the same grade level.
Must pass all learning areas in the elementary	Earn the Elementary Certificate Promoted to Junior High School
Must pass all learning areas in the Junior High School	Earn the Junior High School Certificate Promoted to Senior High School

Table 3C.

For Grades 11 to 12	
REQUIREMENTS	DECISION
Final Grade of at least 75 in all learning areas	Can proceed to the next semester
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
Did Not Meet Expectations in any subject or learning area	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester.

at the end of the semester	Otherwise the student must retake the subjects failed.
Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Diploma

VIII. Academic Warning

1. A student/ pupil who, during any given grading period, obtains a failing grade in any subject shall be given a warning to improve his/her performance. The academic warning aims to remind the student and inform his/her parents about the need for improvement in academic performance.
2. A student / pupil who has been given warnings for two (2) successive grading periods shall be placed automatically under **academic probation** for the next grading period.
3. A student's/pupil's parents are informed during the release of the mid-quarter status report for grades 1-10 and 2nd term for grades 11 and 12.

IX. Academic Probation

Academic probation is a restraining measure imposed by the school on students who have failed. Its purpose is to make students concentrate more on improving their academic performance.

A. Students/Pupils under Academic Probation

The following are placed under academic probation:

1. Those repeating the year/level
2. Those who were given academic warning due to failure in two subjects or those who failed for two successive grading periods
3. Those who have failed in the summer class
4. Those who failed to enroll in a summer class
5. Those who are new or returning students with failed grades
6. Those who failed in the Entrance Test for New Applicants

B. Academic Probation Conditions

1. A student/pupil on academic probation is not allowed to participate in any extra-curricular activity, unless a written request from the parent(s) is submitted to the Directress/Principal whose decision will be final.
2. A student/pupil on academic probation will not be re-admitted for the next school year if he/she has a failing mark.
3. A student's/pupil's academic probation is lifted if he/she has no failing marks in any subject at the end of the first semester.

C. Remedial Measures for Students on Academic Probation

1. New Students
 - a. They should proceed to the Assistant Principal for Academic Affairs (APAA) for assessment.
 - b. They should sign a waiver form which states that they agree to undergo remedial measures to help them with their academic performance.
2. Old Students

Old students will be informed of their need to undergo remedial measures after the giving of the mid-quarter status report.

X. Participation During Moving Up/ Graduation Ceremony

1. A student with at most two failed grades can join the moving up/graduation ceremony on the condition that he/she will take summer classes and will only receive the official diploma after passing the summer class.
2. A Grade 10/Grade 6 student with more than two failed grades cannot join the moving up/graduation ceremony and will be retained on the same grade level.
3. A Grade 12 student with more than two failed grades cannot join the graduation ceremony and will take the failed subjects starting summer.

XIII. Chinese Curriculum

The Chinese Curriculum includes Chinese language, reading, mathematics and Hanyu Shuiping Kaoshi (HSK) classes. The teaching methods are both made diversified and practical through the use of audiovisual aids and multimedia teaching tools. The said approaches can assist in motivating the students and help attain proficiency in the Chinese language

The reading lessons aim to develop the reading interests of students from different ages through the use of Chinese picture books. In this way, not only are the students'/pupils' reading habits developed, but their Chinese vocabulary is also improved and good moral character is formed.

The HSK is an international standardization test of Chinese language proficiency. Its curriculum follows the principle of “combination of test and teaching”. The goal is to enable students to have plans to pass the HSK examinations at various levels and improve their Chinese language skills. Moreover, The HSK and Hanyu Shuiping Kouyu Kaoshi (HSKK) also meet the students’ needs in their daily lives and in future endeavors.

OBJECTIVES

The Chinese curriculum aims to:

1. Develop the students’ creative thinking skills through student-centered activities.
2. Train students’ communicative skills in the Chinese language.
3. Develop students’ leadership skills so they may find their own interests and expertise and enhance their sense of honor and value of cooperation.
4. Train students for the HSK examinations at various levels.
5. Strengthen students’ understanding on the relevance of the Chinese Language to Mathematics.

XIV. Academic Intervention Programs

Academic Intervention Programs are intended to assist students who have skills deficiency and have not met the grade level expectations.

A. CONSULTATION/REMEDIAL PROGRAM

1. Description

The Consultation/Remedial Program is given by the teacher to assist the students who want to clarify matters regarding the instructions given in class and the lessons they found confusing or difficult.

2. Students

- a. Students who need clarification on the instructions given by the teacher.
- b. Students who have difficulty in the lesson.

3. Teacher

The teacher gives fifteen minutes of his/her time daily for consultation and immediate remediation of the student.

4. Schedule

The Consultation/Remedial is done for fifteen minutes daily after the dismissal of the students.

5. Venue

The classrooms in the second floor of the Main Building are used for Consultation/Remedial.

6. Payment

The Consultation/Remedial Program is given free of charge.

7. Procedure

- a. Students will go directly to the Subject Teacher for consultation/remedial.
- b. A Consultation Form will be signed by the students to know their concerns and for record purposes.
- c. The teacher will meet the students in the venue.
- d. The teacher will reschedule the students he/she will not meet for the day.

B. ACADEMIC SUPPORT PROGRAM

1. Description

The Academic Support Program is an instructional program designed for students in Grades 7 to 10 who have identified deficiencies

on any of the major learning areas. The program provides individualized basic skills instruction to ensure students meet grade level expectations at the Junior High School level.

2. Students

- a. Students who received failed grade in their Report Cards on any of the subject areas are recommended/ advised to enroll in the Academic Support Program.
- b. If the student has multiple failures, the parents and the students will decide which subjects they will enroll since a maximum of two subjects only is allowed.

3. Teacher

- a. Subject Area Coordinators (SACs) are the first preference to conduct Academic Support classes.
- b. In case that the SAC is not available to conduct Academic Support classes, the SAC recommends/assigns a teacher in the subject area to handle the classes. This is upon the approval of the Assistant Principal for Academic Affairs.
- c. Academic Support teacher receives honorarium for handling the classes.

4. Schedule

- a. Students are recommended to enroll in this program after the release of Report Cards.
- b. Sessions are conducted twice a week for one month or equivalent to eight (8) sessions and each session is conducted for one hour.
- c. The Academic Support classes are conducted after dismissal and start at 4:00PM.

5. Venue

The classrooms in the second floor of the Main Building are used for Academic Support Classes.

6. Payment

- a. The Academic Support Program fee is PhP 1,200 per subject.
- b. Payment is made to the Accounting Office.

7. Procedure

- a. Subject Teachers submit list of failed students together with their Manual Class Record and Excel Grading Sheets to their Subject Area Coordinator (SAC) who then will submit the list to the Asst. Principal for Academic Affairs (APAA), and finally, the APAA will submit it to the School Principal.
- b. A letter will be given to parents on the day of the release of Report Cards informing them that their child is recommended to enroll in the Academic Support Program.
- c. Enrollment schedule for Academic Support Program will be given.
- d. Only students who are officially enrolled in the program will be allowed to join the session.

C. TUTORIAL PROGRAM

1. Description

The Tutorial Program is given intensively to students who have difficulty in understanding the lesson. The teacher helps the students by re-teaching what has been discussed in class. Activity sheets are given so that learning done in the classroom can be reinforced.

2. Students

- a. Students who have difficulty in understanding the lesson.
- b. Students who need intensive support in their academics.

3. Teacher

- a. A teacher signifies his/her intention to tutor by signing up the Tutorial Agreement for Teachers.
- b. The teacher is assigned to tutor students not within the level of his/her teaching assignments.
- c. The teacher receives 70% of the total tutorial fee of the student.

4. Schedule

- a. Tutorial sessions start at 4:00PM except for Grades 1 and 2 which will start after their dismissal time.
- b. All tutorial sessions should be up to 6:00PM only.
- c. The teacher should strictly follow the time allotment for tutorial which is one hour per subject starting from Grade 5 to Grade 10. For Grades 1 to 4, the English and Chinese tutorials which are held separately should be conducted for one hour each.
- d. Sessions are held daily after dismissal with a maximum of two hours a day depending on the subjects the students are enrolled in.

5. Venue

The classrooms in the second floor of the Main Building are used for Tutorial classes.

6. Payment

- a. The Tutorial fee for Grades 1 to 4 is Php 3, 000 for English or Chinese subjects but Php 5, 000 for both.
- b. The Tutorial fee for Grades 5 to 10 is Php 2, 000 per subject.
- c. Payment is made to the Accounting Office.

7. Procedure

- a. Students who are interested to enroll in the Tutorial Program need to proceed first to the following offices for assessment:
 - (1) For English Tutorial - Academic Affairs Office

(2) For Chinese Tutorial - Chinese Program Supervisor Office

- b. After assessment, students will proceed to the Accounting Office for payments.
- c. The student should be enrolled first in the Tutorial Program before he/she is allowed to attend the tutorial sessions.
Enrollment for tutorial should be done at least a week before the start of the tutorial month.
- d. Based on the list of the enrolled students for Tutorial Program, the Asst. Principal for Academic Affairs will assign teachers for the English Tutorial and the Chinese Program Supervisor will assign teachers for the Chinese Tutorial.
- e. The teacher will submit a report on the performance of his/her tutee at the end of every quarter.
- f. The student's performance in the tutorial class is evaluated to determine if it helps him/her improve his/her classroom performance.
- g. The period of being enrolled in the Tutorial Program depends on the parent's decision and recommendation of the teacher.

Student Activities
and Formation
Guidelines, Policies,
Rules and Regulations

I. DISCIPLINE

A. APSAF Conduct Grade

The APSAF conduct grade is given to students by the Discipline Officer based on the following:

CONDUCT GRADES

Number of points to be deducted from the conduct grade for the following offenses committed.

Offenses (Minor Offenses)	Sanctions Given	Points to be deducted
Tardiness	one community service	1
	two community services	2
Not following dress code	one detention	1
	two detentions	2
	three warnings committed during periodical exams	3
Eating/Drinking in the classroom during class hours	warning (after 1st offense)	1

Assigning a conduct grade to students from each of the subject areas and from the APSAF office is one way of monitoring the formation of the students so that their character builds up as they move across the different grade levels.

The student's conduct grade will have bearing on awards. A student must not only have good academic performance but also at least a good conduct grade. The student's character measures the student's growth and formation.

B. Attendance and Punctuality

1. Tardiness:

All students from Grades 1-12 are expected to come to school at 7:10 am daily.

- a. After 7:20 a.m., students from Grades 3-12 will not be allowed to attend their first period class. No make-up for missed quiz or activity will be given to the tardy students. Grades 1-2 pupils are allowed to enter their classrooms but still marked as late.
- b. Late students will stay in the library until 8:20 a.m.
- c. Students who have accumulated 6 tardiness, will be notified by the Discipline Officer (DO) and deductions from the APSAF Conduct will be made.
- d. On the 7th tardiness and onwards, the student will render community services
- e. If the student does not improve within the school year despite the Disciplinary Probation Agreement, a deliberation process will be undertaken to determine if the student will still be able to enroll for the next school year.

2. Absence:

- a. Any student who has been absent should present a letter of excuse signed by his/her parents or guardian before he/she can be allowed to attend class. A phone call is not a substitute for the excuse letter.
- b. The letter of excuse should be presented to the DO before classes start. After proper inquiry, the DO will issue an “Absence Form” to the English and Chinese Teachers. Any letter of excuse submitted is still subject for approval. The student is excused for any of the following reasons:
 - b1. Official representative of the school in an event
 - b2. Hospitalization and a valid medical certificate
 - b3. Any unforeseen events such as calamities
 - b4. Death of an immediate family member (parents, grandparents, siblings, closed relatives)
- c. In case of three (3) or more days of absence due to sickness, the student/pupil is required to present a letter of excuse and a valid medical certificate upon return to school. Request for exemption from strenuous activities should be supported by medical certificate.
- d. No student is allowed to leave the school campus during class hours, unless the DO is notified and permission is given.
- e. Students whose parents request that their child/children to be excused from classes for special reasons must seek permission through letter from the DO at least one (1) day before the absence.
- f. A student who wants to leave the school campus due to sickness should get a note certified by the school nurse or the DO who will issue a **gate pass** duly signed by the class adviser / subject teacher to be presented to the school guard.
- g. In case of emergency and a student needs to leave the campus, parents/guardians should coordinate with the DO.

- h. The subject coordinators will write a letter for the approval of the Directress /Principal for a student /pupil who will represent the school for activities /competitions outside the school to be excused.
- i. Special Examinations are given only for excused absences.
- j. In accordance with DepEd policy, a student who incurs absences of more than 20% of the total number of school days (200 days) can automatically be dropped by the school administrators at any given time. (Sec. 157.1 DepEd DO 88 series of 2010)
- k. Any absence without reasonable cause will be considered unexcused.

C. Proper Classroom Behavior

All students must:

1. During Class Hours

- a. Follow the class seating arrangement assigned by the homeroom/subject teacher
- b. Take care of the chair assigned to them
- c. Stay inside the classroom except for necessities which requires permission from the next teacher-in-charge
- d. Not eat, drink or chew gum in the classroom
- e. Not to go to their lockers to get their things
- f. Remain quiet when the teacher is absent, while the class president takes charge of the class and the vice-president informs the office.
- g. Use the English and Chinese language accordingly as means of communication in the school and Filipino only during Filipino and AP classes.

2. During Break times

- a. Keep their surroundings clean at all times
- b. Stay in their own classrooms only and not enter any other classrooms
- c. Take recess and lunch inside the school premises
- d. Not request any school employee to buy food or drinks for them

3. During Programs/Assemblies

- a. Observe silence and proper decorum at all times.
- b. Stand at attention for national anthem or upon entry of the Guest of Honor or Directress /Principal.
- c. Sit properly and listen attentively.
- d. Not leave while a speech or performance is going on.

D. Behavior on and off Campus

1. Observe silence in the classroom, corridors, library, laboratory, auditorium and other designated places.
2. Avoid class disturbances such as dragging of feet, howling, shouting, running and boisterous laughing.
3. Not loiter around the classroom
4. Not to smoke, drink alcohol and engage in gambling of any form and other vices at all times.
5. Behave properly at all times during off-campus activities.
6. Refrain from selling any item on campus.

E. Code of Discipline

GUIDELINES, POLICIES AND RULES ON DISCIPLINE

The students understand the importance of maintaining school discipline and complying with disciplinary rules set forth by the school in accordance with government regulations. The School Policy provides the school with quick and easy access to governance and operational policies and advice.

The Department of Education requires all schools to maintain discipline and to improve disciplinary measures for misdeed which requires it. These punitive measures are designed to establish among the students the highest standard of propriety, integrity, and decency.

Authority to Promulgate Disciplinary Rules

Article XIV, Sec. 78

“Every private school shall have the right to promulgate norms, rules, and regulations it may be deemed necessary and consistent with the provision of the Manual of Regulations for Private Schools for the maintenance of good school discipline and class attendance. Such rules and regulations shall be effective as of the date promulgated and notification to student/pupil in an appropriate school publication or issuance.”

Sanctions for Major Offenses:

Categories of Administrative Penalties

(As taken from Manual of Regulations for Private Schools, Article XIV)

ARTICLE XIV, Sec. 77

The three categories of disciplinary administrative sanctions for serious offenses for violation of school rules and regulations which may be applied upon erring student/pupil are:

a. Suspension

- Suspension is a penalty in which the school is allowed to deny or deprive an erring student/pupil of attendance in classes for a period of not exceeding twenty percent (20%) of the prescribed class days for the school year or term.
- Suspension can be one (1) day to (5) days.
- Suspension can be **in-campus** or **off-campus**. Student interaction within the school premises is not advisable. **In-campus** suspension can be on a weekday or a Saturday wherein the erring student will do assigned community service such as:
 1. Cleaning the school garden
 2. Picking up litters in the quadrangle
 3. Mopping the corridor of a certain floor
 4. Assisting kinder pupils in going to the comfort rooms, etc.
- **The erring student is not allowed to have any contact with his/her classmates and friends during the suspension days.**

b. Exclusion

Exclusion is a penalty in which the school is allowed to deny or deprive an erring student/pupil from the school rolls for being undesirable. Transfer credentials may be immediately issued. As long as a summary investigation has been conducted, no prior approval by the Department of Education is required in the imposition of this penalty.

c. Expulsion (Grave Offenses)

Expulsion is an extreme penalty on an erring student/pupil. It is the exclusion from admission to any public or private school in the country which requires the prior approval of the Secretary of the Department of Education.

Other related Information

A. Comprehensive Dangerous Drugs Act of 2002

(Repealing Republic Act No. 6425, Otherwise Known as the Dangerous Drugs Act of 1972)

Republic Act No. 9165, Article IV, Section 42

SECTION 42. *Student Councils and Campus Organizations.* — All elementary, secondary and tertiary schools' student councils and campus organizations shall include in their activities a program for the prevention of and deterrence in the use of dangerous drugs, and referral for treatment and rehabilitation of students for drug dependence.

SECTION 43. *School Curricula.* — Instruction on drug abuse prevention and control shall be integrated in the elementary, secondary and tertiary curricula of all public and private schools, whether general, technical, vocational or agro-industrial as well as in non-formal, informal and indigenous learning systems. Such instructions shall include:

- (1) Adverse effects of the abuse and misuse of dangerous drugs on the person, the family, the school and the community;
- (2) Preventive measures against drug abuse;
- (3) Health, socio-cultural, psychological, legal and economic dimensions and implications of the drug problem;
- (4) Steps to take when intervention on behalf of a drug dependent is needed, as well as the services available for the treatment and rehabilitation of drug dependents; and

(5) Misconceptions about the use of dangerous drugs such as, but not limited to, the importance and safety of dangerous drugs for medical and therapeutic use as well as the differentiation between medical patients and drug dependents in order to avoid confusion and accidental stigmatization in the consciousness of the students.

SECTION 44. *Heads, Supervisors, and Teachers of Schools.*— For the purpose of enforcing the provisions of Article II of this Act, all school heads, supervisors and teachers shall be deemed persons in authority and, as such, are hereby empowered to apprehend, arrest or cause the apprehension or arrest of any person who shall violate any of the said provisions, pursuant to Section 5, Rule 113 of the Rules of Court. They shall be deemed persons in authority if they are in the school or within its immediate vicinity, or even beyond such immediate vicinity if they are in attendance at any school or class function in their official capacity as school heads, supervisors, and teachers.

B. DO 7, S. 2006 – REITERATING THE PROHIBITION OF THE PRACTICE OF HAZING AND THE OPERATION OF FRATERNITIES AND SORORITIES IN ELEMENTARY AND SECONDARY SCHOOLS

1. In the past years, the Department of Education has released issuances that provide measures for preventing the practice of hazing and prohibit fraternities and sororities in elementary and secondary schools. Department Order No. 6 s. of 1954 prohibits the practice of hazing in schools and imposed sanctions for violations. Department Order No. 20 s. 1991, meanwhile, prohibits the operation of fraternities and sororities in public and private elementary and secondary schools.
2. Furthermore, Republic Act No. 8049 (The Anti-Hazing Act) provides for strict penalties for the conduct of hazing and other initiation rites associated with fraternities, sororities and similar organizations.
3. In view of recent incidences of fraternity-related violence involving high school students and in view of the history of violence associated with these organizations, some of which have resulted to juvenile deaths, the Department of Education reiterates the abovementioned policies regarding

fraternities and sororities and the use of hazing and other acts of violence in elementary and secondary schools.

4. School authorities are requested to take a more active role in the prevention of juvenile violence in their respective areas. They are further instructed to coordinate with local units of the Department of Interior and Local Government, the Department of Social Work and Development, and the Philippine National Police in order to monitor and control the proliferation of fraternities, sororities and similar organizations in elementary and secondary schools in their respective areas.
5. Moreover, school authorities are encouraged to promote co-curricular and extra-curricular organizations and activities that can serve as more wholesome and productive alternatives to fraternities, sororities and like organizations.

F. Anti-Bullying Policy and Child Protection Policy

(SEE APPEDIX)

G. Use of Mobile Phones and Other Related Gadgets

CELL PHONES:

The PIQC recognizes the convenience and usefulness of cell phones thus, students are allowed to bring their cell phones. However, students are encouraged to bring low brand cell phones because **the school will not be liable in case of loss of cell phones nor will exert effort to find it.**

1. Use of cell phones is only allowed during recess, break, and dismissal time.
2. Mp3 player, radio, tablet and other similar gadgets are not allowed.

Confiscation:

1st Offense – to be claimed by a parent immediately.

2nd Offense – to be claimed by a parent after one week.

3rd Offense – to be claimed by a parent after a month.

FOR OTHER GADGETS

(laptop/netbook, tablets, earphones, speakers):

Students who are asked to bring their laptops or netbooks should secure permission slip from the APSAF office. Without the slip, these gadgets can be confiscated.

Charging iPad's Battery

- iPads must be brought to school each day in a fully charged condition.
- Students are not allowed to charge their iPads using any school outlet

*****Any teacher, school staff and the APSAF office are authorized to confiscate iPads/tablets. ONLY PARENTS can retrieve confiscated iPads from the Discipline Officer.**

1st & 2nd Offenses – Confiscation of the charger and conference with parents.

3rd Offense – Deduction from conduct grades and holding of the charger for 1-5 days.

****The School reserves the right to change, revise or implement new rules and regulations.***

General Rules Concerning the Use of electronic gadgets.

(Revised edition, August 2015)

1. **Students should take care of their own iPad.** The school will not be liable for any loss or damage of the iPad
2. The following are prohibited:

- a. Making selfie shots during class hours.
- b. Any action that violates existing policy or public law (ex.: “Cyber-bullying”).
- c. Recording of conversations, taking pictures or video recording of a teacher, school personnel or fellow student, class activities **without the permission from the teacher**.
- d. Posting recorded incidents on the internet, distributing of the said recording to other people, and not surrendering the recording to proper school authorities.
- e. Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- f. Use of chat room, sites selling term papers, book reports and other forms of student works.
- g. Downloading apps without permission from the subject teacher.
- h. Spamming/Sending mass or inappropriate emails.
- i. Use of the school’s internet/email accounts for financial or commercial gain or for any illegal activity
- j. Giving out personal information, for any reason, over the internet. Which includes, but not limited to, setting up internet accounts including those for chat rooms, e-bay, email, etc.
- k. Participating in credit fraud, electronic forgery or other forms of illegal behavior.
- l. Vandalism (any malicious attempt to harm or destroy hardware, software or data).

SANCTIONS:

Violation of any of the stated prohibition number 2 (C) to (L) means
SUSPENSION

H. School Policy Violation

1. Set A Violations (MINOR OFFENSES)

- a. Violation of the dress code (hair, nails, uniform, I.D.)
- b. Littering
- c. Wearing of make-up and nail polish, colored contact lens
- d. Disregarding and neglecting deadlines for the submission of reply slips and other documents of the same nature
- e. Incurring unexcused absence
- f. Causing/triggering class disruption
- g. Eating/Drinking in the classroom during class hours

2. Set B Violations (MAJOR OFFENSES)

- a. Using elevators without permission
- b. Getting things without permission (even in a form of a joke)
- c. Possessing, borrowing or lending, and distributing pornographic magazines, indecent pictures or materials, viewing/downloading pornographic sites on cell phone and other gadgets of similar features
- d. Bringing to school prohibited items like beer or any intoxicating drinks, cigarettes/e-cigarettes, lighter/matches
- e. Playing Computer Games while in school.
(During dismissal time however, this violation is not applicable anymore).
- f. Falsifying parent's/guardian's/ teacher's or other official signatures
- g. Uttering/Writing of profane or indecent words
- h. Doing rude actions or expressions such as display of a "dirty finger".

- i. Forging or using forged school records, forms and documents and tampering school records
- j. Showing disrespect to teachers repeatedly
- k. Defying/Refusing to follow school policy repeatedly
- l. Cutting classes (classes, clubs, programs, activities)

Truancy:

- The action of intentionally staying away from school without good reason. (Such as going to malls, movie house, friend's house, etc.)

Cutting classes:

- Leaving the school premises without permission during school hours
- Non-attendance in classes, clubs, programs and activities during school hours

- m. Others which are related to any of the above-mentioned offenses.
- n. Five (5) instances of accumulated minor offenses

3. Set C Violations (MAJOR OFFENSES/Grave Offenses)

- a. Cheating during periodical exams, unit tests, quiz (During a quiz, if a student is caught cheating, he/she automatically gets ZERO (0). Parents would be notified by the class adviser.

Forms of Cheating:

- i. Glancing at another student's test paper

- ii. Using or possession of “kodigo”, cheat sheets
- iii. Exchanging examination papers
- iv. “Passing on answer” strategy
- v. Engaging in any form of leakages
- vi. Intentional changing of answers during checking
- b. Publishing, circulating or spreading any form of false, malicious or defamatory information against the school, a teacher or any school personnel or student.
- c. Destroying the reputation of the school or school personnel using any form such as written, oral or in social media.
- d. Using of school’s official name for any purpose such as soliciting donations or funds, holding unauthorized parties without permission/approval from authorities.
- e. Joining any team, contest with consent in the name of other school
- f. Using any picture of a classmate via FB, Instagram or any related features without permission
- g. Stealing
- h. Taking someone else’s work or ideas and passing them off as one’s own (plagiarism)
- i. Reproducing copyright illegally
- j. Inflicting wound to self or others; beating others
- k. Instigating a fight
- l. Quarrelling/brawling
- m. Bullying/Cyber-bullying (an elaborated information of this nature is discussed under the PIQC’s adaptation of RA 10627)
- n. Breaking in or trespassing into the school classrooms and offices without permission

- o. Gambling of any sort
- p. Smoking and/or influencing others to smoke on campus, or within the perimeter (500 meters) of the school and during activities and outside school. (RA 9211).
- q. Coming to school under the influence of intoxicating drinks or drugs.
 - **This violation as well takes into account stipulations in House Bill 5101 stating that drinking is prohibited among minors. Therefore, it means that drinking is NOT allowed even beyond the school premises and thus violators may be subjected by the school disciplinary actions.**
- r. Writing on or destroying school property like chairs, tables, windows, books, computer equipment and others. (Vandalism)
- s. Delivering an offensively lewd and indecent speech which contains sexual insinuations.
- t. Engaging in any acts of display of affection such as holding hands, kissing, necking, petting, hugging, staying in a certain place in school with no one else with them.

4. Set D Violations (MAJOR OFFENSES/Grave Offenses)

- a. Gross disrespect, disobedience, defiance, assault, or abusive behavior toward school authorities
- b. Affiliation or membership in organization not authorized by the school like fraternities or sororities
- c. Hazing in any form or manner or involvement in any initiation rite whether inside or outside the school premises
- d. Drug dependency or possession, pushing, bringing or using prohibited substance such as marijuana, shabu, ecstasy and the like on campus or into off campus activities

- e. Possession and/or use of firearms, pill box and tear gas into school premises
- f. Rebellious actions such as inciting others to boycott classes
- g. Disrespect of the Philippine flag
- h. Commission of a crime in or out of the school or in school related activities
- i. Habitual disregard or deliberate disobedience of school regulations

Sanctions for Violations of School Rules and Policies

This is in reference to the sanctions that will be applied to students who commit minor and major offenses against the school policies that are stated in the Student Handbook.

VIOLATIONS	SANCTIONS
Minor Offenses Tardiness	7th tardiness to 9th tardiness – community service If the student does not improve despite the Disciplinary Probation Agreement at the end of school year, a deliberation process will be undertaken to determine if the student will still be able to enroll for the next school year.
Dress Code	After three warnings – one period detention

	On the 4th offense- two period detentions On the 5th – Defiance – One day suspension
Other Offenses	After 2nd warning – detention for one period Defiance – One day Suspension
Major Offenses Set B Violations	First warning with deduction from APSAF conduct grade After 1st warning – detention Repeated offense – suspension
Set C Violation	No warning. Suspension after careful investigation
Set D Violation	Suspension after series of investigation leading to Expulsion at the end of the school year

Number of points to be deducted from the average conduct grade if the student committed any of the following:

Major Offenses

SET B Violations (upon detention)

- 2 points each

Shouting at one's ears
Causing/triggering class disruption
Using elevators without permission Set B
Playing games from iPad, cell phone, computer during class hours
Getting things without permission Set B
Displaying rude actions; haughty attitude
Falsifying parent's/guardian's/teacher's and other official's signature
Using of vulgar or profane expressions/words; foul names(after 1 st warning)
Forging, tampering or using forged school documents, records, report cards, and the like
Showing disrespect to teachers repeatedly
Defying/ refusing to follow school policy repeatedly
Playing/Cutting classes (other school activities)
Intimidating a classmate
Committing vandalism/damaging school properties
Violating Test Protocol

SET C violations (upon suspension)

Possessing, borrowing or lending, and distributing of pornographic materials, indecent pictures, viewing/downloading pornographic sites
Bringing to school prohibited items like cigarettes, matches, e-cigarettes, intoxicating drinks, sharp objects
Inflicting injury to self and on others
Instigating a fight verbally or physically
Using of school's official name for any purpose such as soliciting donations, funds,etc. Without authorization
Quarreling/fighting (verbally or physically)
Bullying/cyber bullying
Breaking in or trespassing into the school rooms/premises without permission
Gambling of any sort Intimidating a classmate repeatedly after warning
Smoking and/or influencing others to smoke on campus,or within the perimeter (500 meters) of the school and during activities and outside the school (RA 9211)
Drinking any intoxicating drinks and/or influencing others to drink (House Bill 5101)
Using obscene language;indecent speech /catcalling

Using any picture of a classmate via FB,Instagram or any related features without permission
Stealing
Engaging in any acts of display of affection such as kissing, holding hands, petting, hugging, staying in a certain place in school with no one else with them.
Destroying the reputation of the school or school personnel in any form thru written, oral, or in social media.
Joining any team, contest with consent in the name of other school.
Taking someone else's work or ideas and showing them off as one's own (Plagiarism)
Reproducing copyright illegally
Cheating in any form

SET D Violations (upon suspension)

Gross disrespect,disobedience, defiance,assault,or abusive behavior toward school authorities
Affiliation or membership in organization not authorized by the school like fraternities,sororities

Hazing in any form or manner or involvement in any initiation rite whether inside or outside the school premises
Drug dependency or possession, pushing, bringing or using prohibited substances such as marijuana, shabu, ecstasy, and the like on campus or into off campus activities
Possession/Use of firearms, pill box, and tear gas into school premises
Rebellious actions such as inciting others to boycott classes
Gross disrespect to the Philippine flag
Commission of crime in or out of the school or in school related activities

- The number of recorded offenses in dress code and tardiness is accumulated per quarter.
- When a student is placed **under suspension**, his/her **conduct grade is automatically 70**.
- If the violation committed falls under Set D - Conduct Grade is **automatically 68** and an **immediate dismissal** will be given to the student.

DETENTION

This is when the student stays in the Discipline Office for a period of time which can be one period to three periods. When a student is detained, he/ she will not be excused from any missed quiz or activity.

DEFIANCE

This is when the student has already tendered his/her community service and still commits another offense. This same applies to minor cases when offenses are repeated in spite of warnings from the discipline officer.

Procedure for Handling Misbehavior

a. Teacher- Formulated Sanctions

Ordinary cases of personal misconduct or breaches of discipline committed by a pupil/student are handled either by the Subject Teacher or Class Adviser, as the case maybe.

b. Referral to the APSAF office

Cases of a more serious nature are referred to the APSAF office. Cases are investigated properly after which appropriate sanctions will be given in accordance to the gravity of the offense. Parents are notified.

c. Discipline Committee

A recommendation, suspension or dismissal is referred to the Discipline Committee for major and grave offenses especially those violations under Sets C and D.

The Committee is composed of the Directress, Principal, Assistant Principal for Academic affairs (APAA), Assistant Principal for Student Activities and Formation (APSAF), Guidance Counsellor, and the Prefect of Discipline.

I. Disciplinary Probation

Disciplinary probation is a restraining measure imposed for one calendar year on a student/pupil who has been found guilty of consistent misbehavior or a single grave breach of conduct. This is primarily meant to help the student/pupil develop self-discipline and improve his/her conduct. However, a behavioral warning is given to students receiving a deportment of 75 or lower at any given grading period.

1. **The following are placed under disciplinary probation:**

- a. Those with an average conduct grade of 75 or below
- b. Those who have incurred three (3) minor or one (1) major demerit in a school year

2. **Conditions of Disciplinary Probation**

- a. A student/pupil under disciplinary probation shall be dismissed if he/she receives a deportment grade of **75%** or below for the succeeding four (4) quarters or a grade of **71% or below** in any succeeding quarter during the school year.
- b. A student/pupil will not be allowed to enroll for the following school year if he/she has been placed under probation at the start of the school year.
- c. A student/pupil shall not be allowed to participate in any extra-curricular activity unless permitted in writing by the Directress/Principal.

- d. A student's/pupil's disciplinary probation shall be lifted if the he/she obtains a deportment average of 80% or higher for four quarters.

J. Disciplinary Procedure

- a. The disciplinary infraction is brought to the attention of the student/pupil, and an incident report filed by the Adviser/ Subject teachers is submitted to the APSAF office indicating the time, place, person/s involved, facts of the case, the evidence, witnesses, and other pertinent information.
- b. The Discipline Officer (DO) conducts special conferences and investigations of the case.
- c. The DO will base its results of investigation through the incident reports, cross-examination, valid testimonies, credible witnesses and CCTV footage if it is covered.
- d. The DO initiates the investigation and submits his/her complete report, that includes the proposed sanctions, to the APSAF.
- e. Teachers, parents/guardians are duly notified about the case and are informed about the decision

***In case of a need to convene the Discipline Committee:**

- a. The DO calls for a meeting of the Discipline Committee composed of three (3) teachers and presides over the case
- b. The committee will then discuss and deliberate on the case and recommend proposed sanctions to the Executive Council composed of the School Directress, APSAF, APAA and the Administrative Affairs and Services Head.
- c. The Executive Council makes the final decision

K. Separation from School

A student/pupil may be separated from the school for any of the following reasons:

1. He/ She fails to meet the disciplinary probation during his/her first admission requirement--that is an average deportment rating of 80%
2. He/ She has been retained in the same grade level for 2 consecutive years
3. He/ She has not maintained a deportment grade of 80% on his/her 2nd year of stay in the same grade level.
4. He/ She has not maintained two deportment grades of 80% in one school year
5. He/ She fails or refuses to undergo medical, psychological, or psychiatric treatment if circumstances would warrant such

*A **warning of transfer** is issued after the 3rd quarter, while a **notice of transfer** is issued at the end of the 4th quarter

For more serious cases, the Discipline Officer convenes the Discipline Committee for deliberation and recommendation of suspension or dismissal which is referred to the Executive Council for final decision.

II. Guidance and Counselling

The Office of Guidance and Counselling provides services to students, families, teachers and administrators in order to maximize student success. The office coordinates with the Discipline Officer, Classroom Adviser, and the Subject Area Teachers for the total formation of the students.

Objectives:

1. To provide support for the students' academic achievement
2. To promote the personal and social development through individual counselling and classroom guidance
3. To assist in students' career choice as they prepare for college

The guidance office is equipped with standardized psychological tests that assess mental ability (Otis-Lennon Mental Ability Tests), personality (Children's Personality Questionnaire), aptitude (Differential Aptitude Test) and achievement administered by the Center for Educational Measurement (CEM). Results are made known to administrators and teachers if needed, otherwise it is kept confidentially by the Guidance Office. Results are also given to the parents through the students for information and further monitoring if the unfavorable results come in correlation to their actual performance in class and at home.

To further enhance the value formation of the students, the Guidance Counselor has created modules on self-help life skills such as bullying, drug abuse, careers choice, etc. The modules are used to conduct guidance classes in lieu of Edukasyon sa Pagpapakatao (ESP) at certain periods for different classes within the school year.

III. Student Activities

Student Activity Program

The PIQC Student Activity Program is an integral part of the educational program of the school. This program aims to hone the various skills and talents of every student beyond their academics. At present, the program is monitored and evaluated by the Student Activity Coordinator (STAC) under the Office of the Assistant Principal for Student Activities and Formation (APSAF).

Program Objectives

The Student Activity Program aims to:

1. Holistically form GIANTS by creating and offering opportunities for the students to be constantly engaged in enjoyable, impressionable, and rewarding activities;
2. Develop students' abilities, camaraderie, confidence, cooperation, empathy, skills, sportsmanship, and talents through various club activities;
3. Provide support for the students' academic achievement through co-curricular activities;
4. Recognize and accept diversity and offer quality extracurricular services.

Clubs Recognized by the School

Co-Curricular Clubs

Co-curricular clubs refer to clubs with programs in support of instruction. These clubs aim to enhance the academic or physical capabilities of the students in a specific field of study or interest.

- Ang Kabataang Pag-asa ng Bayan – KPB-PIQC (Araling Panlipunan)
 - Ang Kabataang Pag-asa ng Bayan o KPB ay isang kapatiran at pang-akademikong samahan na binuo upang malinang at magkaroon ng interes ang mga kabataan sa pag-aaral ng kasaysayan, kultura, at sa mga napapanahong usaping panlipunan.
- Fusion of Outstanding Responsible Curious Enthusiasts in Science - F.O.R.C.E.S. (Science)
 - This club aims to promote an interest in sciences and allows students to experience scientific concepts above and beyond the classroom setting through various hands-on activities and fun experiments.
- English Club (English)
 - This club aims to promote the use of English through various activities that provide students with opportunities to use English purposefully. Its activities are student-centered and often involve students' active participation, making the learning experience both fun, dynamic and authentic.
- Math Aspirants Training Hub – M.A.T.H. Club (Mathematics)
 - This club aims to develop students' level of math skills and knowledge through games, activities, and mock competitions. Its activities will support classroom learning, enrich their skills with

higher order thinking skills and appreciate the beauty of Mathematics.

- TLE Club (TLE)
 - This club aims to stimulate interest and empower students with life skills in Technology and Livelihood by providing hands-on activities and projects where the students can express their creativity and which can possibly give livelihood to them and their families. It also aims to develop camaraderie among its members by taking part in group activities.
- Ugnayang Pilipino (Filipino)
 - Layunin ng Ugnayang Pilipino na hubugin ang bawat miyembro sa pagtuklas ng kani-kanilang talento, tulungan silang lumikha ng makabuluhang gawain sa pang-unawang literal, interpretasyon, panunuri, aplikasyon, at pagpapahalaga tungo sa mahusay at mataas na pakikipagtalastasan maging sa pasalita at pasulat.

Extra-Curricular Clubs

Extra-curricular clubs refer to clubs with programs and activities not directly related to academics. These activities aim to nurture and develop their skills for them to become well-rounded individuals.

- Basketball

- This club aims to give non-varsity players an opportunity to learn the basics of basketball and to participate in friendly basketball games. It also focuses on the development of basic skills in playing basketball.
- Chinese Instrument (Institutional)
 - This club aims to promote awareness of Chinese orchestral music in PIQC. The Chinese Instrument club frequently participates in on-campus and off-campus performances.
- Cooking
 - This club aims to provide students the opportunity to learn both basic cooking skills and specific cooking styles and techniques from a trained chef. It will give opportunities for students to either listen to cooking lectures or prepare meals decided by the entire group.
- Chinese Dance (Institutional)
 - This club aims to provide venues for the students to showcase their talents in Chinese dance since they frequently participate in on-campus and off-campus performances.
- Dance Club

- This club aims to provide venues for students to showcase their talents in either modern dance or folk dance. The dance club participates in on-campus and off-campus performances.
- Ignite Campus Ministry
 - This club aims to build a community of active youth through activities focusing on leadership, character building, and community awareness.
- Programming
 - This club aims to make the students learn the basics of coding using Swift and EV3. Eventually, students who know how to code could make simple apps and manipulate robotic creations using Lego bricks.
- Scouting
 - This club aims to teach the students the basics of scouting, which then eventually teaches them to become practical, sensible, and helpful in their everyday lives.
- Volleyball
 - This club aims to give non-varsity players an opportunity to learn the basics of volleyball and to participate in friendly volleyball games. It also focuses on the development of basic skills in playing volleyball.
- Wushu (Institutional)

- This club aims to promote among its members the practice and performance of wushu, a sport comprising various styles of Chinese martial arts. The club also competes in various inter-school wushu competitions.

Club Schedules

1. Co-curricular and extra-curricular clubs are scheduled every Friday after the last period.
2. There shall be no meetings of co-curricular and extra-curricular clubs during the week of any periodical examination.

Policies on Club Membership

1. Only bona fide students of PIQC are allowed to join co-curricular and extra-curricular clubs. At present, only students from Grade 5 to 12 are allowed to join clubs.
2. Club sign-ups are held right after the Student Activities orientation. Club membership is on a first-come-first-served basis. The maximum number of club participants is determined based on the number of enrolled students for the current school year and the number of existing clubs.
3. A student is prohibited from transferring to another club within the school year unless due to medical reasons only.
 - a. If a student wishes to transfer to another club, he/she must present a written letter of explanation together with a medical certificate from his/her doctor.
 - b. Members of institutional clubs (Chinese Instrument, Chinese Dance, and Wushu) are prohibited from transferring to other clubs unless due to reasons evaluated by the APSAF.

- c. Transferring of clubs is allowed only upon the approval of the Student Activities Coordinator and the APSAF.
4. The acceptance and/or retention of students in the club is at the discretion of the moderator.

Policies on Grading

1. Co-curricular and extra-curricular clubs are graded. Grades coming from the club moderators are reflected in the report card as a separate component.
2. Co-curricular and extra-curricular club grades do not affect the academic grade of the student and is not included in the final computation of the student's general average. However, at the end of the year, a student must obtain a passing grade for him/her to be promoted to the next grade level.
3. At the end of each session, the students' performance is evaluated by the club moderator using the following rating system:
 - a. Completion of assigned tasks 20%
 - b. Active participation in club activities 20%
 - c. Inclination to follow directions 20%
 - d. Comprehension and application
of the content taught 20%
 - e. Demonstration of cooperation
in working with peers 20%
4. At the end of each quarter, the extra-curricular grade will be computed based on the following rating:

Student performance (per session)	40%
Final exam / activity	30%

Attendance	30%
TOTAL	100%

360° Student Publication

1. The 360° is a biannual school publication authored by students that aims to challenge young journalists to use their writing skills to produce responsible and well-researched articles, features, and commentaries in English, Filipino, and Chinese that promote a culture of awareness and responsible information dissemination within and outside the PIQC community.
2. Membership for the 360° is at the discretion of the moderator. Since the 360° is neither co-curricular nor extra-curricular, members are still required to enroll in co-curricular or extra-curricular clubs.
3. Regular meetings of the 360° will be set on any school day except Friday.
4. Members of the 360° will be graded according to the Policies on Grading similar to co-curricular and extra-curricular clubs. All members will have two grades for extra-curricular activities (one for 360° and one for the Friday club). The card grade will comprise of the following:

360° grade	70%
Friday club grade	30%
Total	100%

Incentives/Special considerations for students participating in Off-Campus Activities

For clubs requiring students to perform/compete in off-campus activities, the following incentives or consideration may be given:

1. Special considerations in classroom seatworks, quizzes, and performance tasks given during the day of performance or competition;
2. Rescheduling of mid-grading long tests and periodical examinations scheduled during the day of the performance or competition; and
3. Exemption from seatworks, quizzes, and performance tasks given during the first two periods of the following school day if and only if the performance of the competition from the previous day extends beyond 9:00pm.

Awards

1. A **Club Excellence Award** will be given to one (1) student per club whose performance is evaluated as exemplary by the club moderator.
2. Club Excellence Awards will be handed out during the Recognition Day.

Other Policies

1. Each club member shall abide by all rules, regulations, and policies as stipulated in the PIQC Student Handbook and the existing club by-laws.
2. At the beginning of the year, each club must elect four (4) members for the following positions: President, Vice President, Secretary, and Treasurer. Roles of each club officer must be clearly stipulated in the club by-laws.
3. During club time, all officers and members are expected to be in their designated club venues for the entire period. Any student caught outside his/her club venue without permission will be referred to the Discipline Office for cutting classes.
4. Club members or activities must not place in danger any person on campus, promote acts of violence, or disrupt PIQC operations.
5. No individual member shall personally profit from any activity affiliated with the club, nor solicit funds for personal use from other members.

- a. If the club requires a membership fee, or if the club members decide to collect funds, the money shall be kept by a designated club treasurer. Under no circumstances shall the club moderator be involved with the safekeeping of the funds.
 - b. Clubs shall not create or maintain an off-campus bank account.
- 6. Clubs shall not purchase, serve, or sell alcoholic beverages and/or illegal drugs at any club meeting.
 - 7. Clubs are not allowed to host fundraising events that are open to the general public, on or off campus.
 - 8. Off-campus activities must be presented to the Student Activities Coordinator, the APSAF, and the Directress for approval.
 - 9. Failure to abide by the guidelines and policies set by the school may result in the immediate dissolution of the club. The school shall take appropriate disciplinary action to address violations of its policies.

IV. Sports Program

A. Overview of School Sports

One important part of a school setting is school sports which refers to the athletic program. These are the intramurals and interschool competitions participated mostly by the Junior and Senior High School Students but may also include students in the grade school. The main purpose of school sports is primarily for the enrichment of life school experiences within the context of the educational mission of the school. The PIQC mission is to promote the development of a holistic individual. A formation of a holistic individual includes the development of the heart, mind, and body. The development of the body necessitates the need for a sports program in school which is a part of the student activities.

The Sports Program falls under the office of the Assistant Principal for Students Activities and Formation.

To facilitate the sports program, support is given by the school through the Sports Coordinator.

Sports Coordinator

General Responsibilities

The Sports Coordinator is the one responsible for collecting information on the school's varsity team. He/She will be the one to coordinate with organizations or federations regarding the different leagues or competitions that the school will participate. The Sports Coordinator reports directly to the Assistant Principal for Student Activities and Formation and the Head for Administrative Affairs and Services.

Specific Responsibilities

The Sports Coordinator is expected to:




1. Coordinate with different associations, organizations, and federations for the competitions that the school will participate in.
2. Provide schedules for annual tryouts of the different sports program of the school.
3. Discuss with coaches and come up with an effective program that will benefit the school's varsity team.
4. Supervise the different varsity teams in maintaining their required academic grades in all subjects.
5. Collects information from players such as birth certificates and report cards.

B. Objective of the Sports Program

The PIQC Sports Program aims to develop sportsmanship, fair play, teamwork, respect, health, self-discipline, hard work, and welfare of all students that will continue to adulthood. Sports can also help develop the analytical and critical thinking of the students. This is an avenue to provide the students to show their skills in sports. It has been proven through generations that athletics is an effective tool for developing physical prowess, leadership, and character.

C. Sports Program Activities

There are three main parts of PIQC Sports Program Activities

-  Varsity
-  Organizational Clubs
-  Intramurals

1. Varsity

This program aims to provide the students, both Juniors and Seniors, an avenue to show their talents in sports. Athletics is one of the avenues of formation. It has been proven by generations of athletics as an effective tool not just for developing physical prowess but for developing leadership and character as well. It is important for the school to clearly identify the players that will represent the school to ensure the utmost competence with other schools.

The student-athlete should take into heart that they are students first before they are athlete. They should give great care to their studies even as they continue to engage in extra-curricular activities.

a. Objectives

For Students to:

1. learn and practice good sportsmanship.
2. develop self-discipline, respect for authority, industry.
3. exhibit the core values that stem from the beliefs and practices as GIANTS.
4. achieve a balance between continued team and player development and strive for victory.

PIQC students are engaged in various sports. However, this is limited because there is not enough space for them to engage in a more physical agility type of sports such as the track and field, swimming, and the like.

b. Sports

(1) Basketball

- The basketball team for both Juniors and Seniors will be trained by the coach.

(2) Volleyball

- The volleyball team for both Juniors and Seniors and will be trained by the MAPEH Coordinator and coach.

c. Recruitment Guidelines

- (1) Within two weeks before the start of new school year, each program organizes try-outs to students who are qualified to join.
- (2) Try-outs will be administered by the head coach and assistant coach.

The following are requirements for students who are allowed to join the try-outs

- Proof to show that the student did not enroll in any SEP required subject in the summer of 2018
 - Duly accomplished application form.
 - The original and photocopy of the report card and submit a photocopy of the report card.
- (3) Aside from the home-grown athletes, students from other schools, aged 12-14 y/o may be considered. If accepted, the recruited students are given full scholarship to study at PIQC.

d. Age Requirement

The following age brackets are applicable to both basketball and volleyball:

- (1) Seniors Team – 15 to 18 y/o
- (2) Juniors Team – 11 to 14 y/o

e. Training Program Guidelines and Procedures

- (1) Training will be three (3) times a week, three (3) hours per session (from 5:00 pm to 8:00 pm).
- (2) No trainings shall be given to players one week before and during the Exam Week unless there is an upcoming championship game. Trainings shall resume on the day after the last subject exam.
- (3) Monthly physical check-up shall be done by the school nurse to all varsity players.

f. Logistics

- (1) Basketball
 - Fifteen (15) basketballs

- Ball carts
- Agility ladder
- Training cones
- Vests marked with number
- Shot clock
- Buzzer
- Score board machine

(2) Volleyball

- One (1) indoor or outdoor volleyball court (60 feet)
- Ten (10) to fifteen (15) volleyballs
- Ball bags
- Volleyball net
- Two (2) ball carts
- Two (2) agility ladder
- Ten (10) to fifteen (15) training cones

g. Criteria for Varsity Eligibility

The requirements for joining the varsity are as follows:

- (1) Currently studying at Philippine Institute of Quezon City (PIQC).
- (2) Must have a quarterly General Average of 80.00.
- (3) No failing marks in any of his/her subjects.
- (4) No conduct grade less than B in all of his/her subjects.
- (5) No more than 5 minor or 5 major offense committed and processed from the Office of Student Activities and Formation.
- (6) Does not have any existing health issues.

APPLICATION FORM

Date: _____ Sports Program Applying for: _____
 School Year: _____

Personal Information:

Name: _____ Birthday: _____
 Age: _____ Grade Level and Section: _____
 Address: _____

In case of emergency please contact: _____
 Relationship: _____
 Contact Number/s : _____

Academic Evaluation Gr. Level: _____
 (based on previous school year)

1st Qtr.	2nd Qtr.
Gen. Ave.: _____	Gen. Ave.: _____
APSAF conduct grade: _____	APSAF conduct grade: _____
3 rd Qtr.	4 th Qtr.
Gen. Ave.: _____	Gen. Ave.: _____
APSAF conduct grade: _____	APSAF conduct grade: _____

Please attached a copy of report card

Other comments: _____

For parents or guardians:

I am allowing my son/daughter to join the varsity this school year: _____.

I will have no claims against the institution and its members in case of my son/daughter's unsatisfactory academic performance due to his/her involvement in the said institutional organization.

_____ Parents' signature over printed name	_____ Date
_____ Student's name	_____ Grade level and Section

Approved by: _____

_____ APSAF	_____ Coach
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Fig.1: Sample Application Form

h. Competitions

The school actively participates in basketball and volleyball in the following:

1. Filipino Chinese Amateur Athletic Federation (FCAAF)
2. Filipino Chinese Schools Alliance (FCSA)

2. Intramurals

As part of nurturing the PIQCians into becoming responsible and productive citizens of the society, it is vital that students develop themselves their full potential by engaging in various sports activities. By joining the intramurals, students are trained to have active lifestyles beginning from the way they deal with successes and failure in the different sports competitions. Participation in intramurals will strengthen the students' character as the show resiliency in dealing with their expectations. Through this, students are also expected to develop physically, intellectually and morally.

The Intramurals are participated by the Junior and Senior High school students. At this stage, the students love to explore their skills beyond the academics, thus they are given a chance to enjoy what they are doing as they participate in this program to the best of their ability.

a. Objectives:

For students to:

1. Enjoy the idea of participation rather than competition;
2. Use their free time in joining different sports activities with the idea of promoting their physical, intellectual and moral well-being;
3. Foster positive attitudes through active lifestyle;
4. Enhance their community life and experiences in the school through social contact, participation and fair play;
5. Gain leadership skills, professional skills, and work experience through participating in different activities.

b. Sports

(1.) Basketball

(2.) Volleyball

(3.) Table Tennis

(4.) Chess

(5.) Badminton

c. General Rules and Guidelines

1. Students are only allowed to join two major events and one minor event or one major event and two minor events.
2. Batch students must take the sign-up sheet seriously. Changes cannot be done once the list is finalized and passed on to the Batch Representative for Sports.
3. Players are to be in the event location at the given time. Automatic loss by default will be given to players who are late. Players will be considered late if they exceed the 10 - minute grace period.
4. Batches are given deductions from their overall scores if they leave the event location without cleaning up their designated area. Deductions will range from 5 – 10 points and will be decided upon by the Sports and Recreation Committee.
5. Batches should be ready with their batch shirts on the opening day of the Intramurals.
6. Students who do not present their waiver forms are not allowed to join any of the sports/activities.
7. If a player is absent, no excuses and substitutions will be allowed.
8. No one is allowed to enter the high school building during the Intramurals.
9. Batches must be ready with their banner (4 ft. x 6 ft.) on the opening day of the Intramurals.
10. Batch secretaries must check the attendance every day.

d. Rules for Each Game

A. Basketball

A.1 Men's Basketball Competition

- a. This competition is for Grades 7-12 batches.
- b. Each team should have a maximum of 15 players and a minimum of 12 players. If a team fails to comply with the requirements, it will be disqualified and will automatically not be able to compete.
- c. Each game will consist of 4 quarters -10 minutes each quarter (Running Time).
- d. A maximum of 2 Varsity Players (current) will be allowed to enter the court.
- e. All team members must wear a jersey with a specified number.

- f. This competition is considered as a MAJOR sport.

A.2 Women's Basketball Competition

- g. This competition is for Grades 8-11 batches.
- h. Each team should have a maximum of 15 players and a minimum of 12 players. If a team fails to comply with the requirements, it will be disqualified and will automatically not be able to compete.
- i. Each game will consist of 4 quarters (5 minutes each quarter).
- j. All team members must wear a jersey with a specified number.
- k. Players' nails must be trimmed.
- l. This competition is considered as a MINOR sport.

B. Volleyball Competition

- a. This competition is for Grades 7 - 12 batches.
- b. Each team should have a maximum of 18 players and a minimum of 12 players. If a team fails to comply with the requirements, it will be disqualified and will automatically not be able to compete.
- c. Each team on court should be composed of 2 boys and 4 girls.
- d. A maximum of 2 Varsity Players (current) will be allowed to enter the court.
- e. All team members must wear a jersey with a specified number.
- f. Each game will consist of 3 sets.
- g. Championship will consist of 5 sets.
- h. This competition is considered as a MAJOR sport.

C. Singles Badminton Competition

- a. This competition is for Grades 8-11.
- b. Each batch should have 1 player (Boy or Girl) as its representative.
- c. Each game will consist of 3 sets of 21 points each.
- d. Championship will consist of 5 sets of 21 points each.
- e. Each team should provide its own badminton racket.
- f. This competition is considered as a MINOR sport.

D. Singles Table Tennis Competition

- a. This competition is for Grades 8-11 batches.
- b. Each batch should have 1 player (Boy or Girl) as its representative.
- c. Each game will consist of 3 sets of 11 points each.
- d. Championship will consist of 5 sets of 11 points each.
- e. Each team should provide its own paddle.
- f. This competition is considered as a MINOR sport.

E. Chess Competition

- a. This competition is for Grades 8-11 batches.
- b. Each batch should have 1 player as its representative.
- c. A player cannot re-do his/her move.
- d. This competition is NOT considered as a sport.

3. Organizational Clubs

Sports in the organizational clubs refer to the extra-curricular activities in school that are not directly related to academics. Moreover, sports activities here are graded and are considered as part of the Performance Task component (60%) of the students' MAPEH grade.

a. 1. Objectives:

Organizational clubs' sport activities aim to:

1. extend classroom learning and let students have a balanced development on knowledge, ability, attitude and values
2. develop leadership and acquire the skills necessary in organizing activities.
3. broaden students' horizons through rich learning experiences that are beyond the academics
4. nurture students' inherent talents
5. let students enjoy school as they learn

b. Sports:

(1.) Basketball

This club is designed to give PIQCians, both varsity and non-varsity members, an opportunity to learn the basics of basketball and to participate in friendly basketball games. The focus of this club is on the development of basic skills in playing basketball.

(2.) Volleyball

This club is designed to give PIQCians, both varsity and non-varsity members, an opportunity to learn the basics of volleyball and to participate in friendly volleyball games. The focus of this club is on the development of ball handling skills as required in the said sport.

(3.) Wushu

This club is designed to practice the arts of Wushu as a sport where its goal is to standardize the practice of traditional martial arts. Its styles and movements exhibit a Chinese culture that makes students appreciate Chinese history, heritage and for some, even their roots.

Appendix

Anti-Bullying Policy

Preliminary Provision

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

Section 2. Scope and Coverage. This policy applies to Elementary, and High School program at the Philippine Institute of Quezon City, hereafter referred to as the “school.”

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

1. **Bully** – refers to a student who commits any of the acts of bullying as defined in R.A. 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 a personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defines by R.A. 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 R.A. No. 10627, its IRR, and this Policy.
4. **Parents or Guardians** – refers to the parent of guardian, of either the bully or the victim, or other students involved in the bullying incident, on record with the School.
5. **School** – refers to Philippine Institute of Quezon City.

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; and 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, maintenance and security, coaches, trainers, and drivers and staff of accredited transport or bus services.

I. Prohibition on Bullying

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

Section 5. Definition of Bullying. The school adheres to the definition of bullying including the different forms, as provided in the IRR of R.A. 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 combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of the 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 look, clothes and body;
- (4) **“Cyber-bullying”** or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or format defined in DepEd Order No. 40, s. 2012.

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

- (1) **“Social Bullying”** – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group;
- (2) **“Gender-based bullying”** – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI);
- (3) Retaliation against a student who reports a 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 not necessarily limited to the following:

- 1. **Calling names** with 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. **Threat or 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 gossips or damaging stories that tend 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. Sites of Bullying. The School has the authority to impose school 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:

- a. **On Campus.** School Grounds including classrooms, hallways, cafeteria, canteen, faculty rooms, auditorium, computer rooms, laboratories and all places and facilities within the campus.
- b. **Off-Campus,** which covers:
 1. Properties immediately adjacent to School grounds including places or establishments frequented by our students;
 2. Any other place where school-sponsored or school-related activities, functions or programs are conducted;
 3. School bus stop;
 4. School service, buses, or transport used by the School in an activity off-campus; and
 5. School buses or School services operated or accredited by the School to transport students to and from the campus.
- c. **On Cyberspace.** Text messages, emails, chat rooms, and other social media and web sites regardless of the website administrator's

permission to use foul or explicit language or content, or absence of any particular standard of use.

II. Prevention Programs

Section 10. The school shall raise the awareness of anti-social nature of bullying through various programs; assemblies; activities; and interrogation 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:

(1) School-wide initiative centered on:

- (1) 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;
- (2) Periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;
- (3) Periodic review and enhancement of the students and personnel's manual or code of conduct in relation to bullying;
- (4) Conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying;
- (5) Continuing personnel development to sustain bullying prevention programs; and
- (6) Coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders.

- (2) Classroom-level initiatives that focus on:
 - (1) Reinforcing school-wide rules pertaining to bullying;
 - (2) Building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
 - (3) Discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying.
 - (4) Teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
 - (5) Providing an inclusive and caring learning environment for students.
- (3) Involving parents in bullying prevention activities, such as:
 - (1) Discussion on this Policy, emphasizing bullying prevention during Parent-Teachers Association meetings and seminars; and
 - (2) Conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.
- (4) Monitoring students 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. There are indicative signs 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 guardian shall check and report to school authorities these changes should they become 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 has nightmares;
5. Bedwetting;
6. Doing poorly in class or schoolwork;
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 in self-confidence; and
12. Attempting or threatening self-harm.

III. 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:

- (1) Issues that influence the student to commit bullying;
- (2) Factors that make a student a target of bullying; and
- (3) Effects of bullying.

Section 13. Forms of Intervention. Interventions may include programs such as counselling, life skills training, education, and other activities that will enhance the psychological, emotional, psycho-social well-being of both victim and the bully.

Such programs may:

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

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.

IV. Responsibilities in Bullying Incident

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

1. Bully

The “bully” shall:

- a. Comply with the intervention and prevention programs of the school;
- b. Submit to due process of the school as part of disciplinary action whenever necessary.

2. Bullied or Victim

The bullied or victim shall:

- a. Avoid retaliation;
- b. Report his/her experience to the teacher, Assistant Principal for Student Activities and Formation (APSAF) / Prefect of Discipline / Guidance Office, or other persons or school authorities; and
- c. Be circumspect in his/her claims against the alleged bully.

3. Bystander

The bystander shall:

- a. Promptly report cases of bullying, that which he or she witnessed or has personal knowledge of, to the teacher, Assistant Principal for Student Activities and Formation (APSAF) / Prefect of Discipline / Guidance Office, or any person or school authorities;
- b. Not to join the bullying;
- c. Secure the safety of the victim whenever possible without causing harm to himself or herself.

4. School

The school through the Assistant Principal for Student Activities and Formation (APSAF) / Prefect of Discipline / Guidance Office, teachers and other school administrators shall:

- a. Implement the provisions of this Policy;
- b. Provide all students and their parents or guardian a copy of this Policy. This policy shall likewise be included in the School's student and/or employee handbook and shall be conspicuously posted on the School walls and website;

- 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 guardian about the dynamics of 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 counsellors/teachers and the members of the Child Protection Committee;
- g. Ensure effective implementation of anti-bullying policy and monitor compliance therewith;
- h. Ensure the safety of the victim of bullying, the bully and the bystander and determine the students' needs for protection;
- i. Ensure that the rights of victim, the bully, and the bystander are protected and upheld during the conduct of the investigation;
- j. Maintain a record or 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.

V. Disciplinary Measures

Section 16. Sanctions

1. The act of bullying committed falls under set C thus shall be sanctioned as described thereon.
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 counselling of School Guidance Counsellor or to a private counsellor of their choice, or to other intervention programs of the school should I become necessary.

Section 17. Preventive Suspension. The school may at its discretion and during the pendency of the investigation, put any student on preventive suspension for a period not longer than three (3) school days, if there is reason to believe that the presence of said student might put him/her at risk of more harm, or will jeopardize the general peace and order of the campus. Such preventive suspension may extend to the parents are barred from entering the School's premises or attend School activities during the said suspension.

Section 18. 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 19. 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 Assistant Principal for Student Activities and Formation (APSAF) / Prefect of Discipline / 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 20. Effectivity. This Policy shall take effect immediately upon the date of its approval and shall not be modified, altered, amended or repealed unless otherwise resolved through a valid Resolution of the Board of Trustees/ Directors of the School.

Child Protection Policy

POLICY AND GUIDELINES ON PROTECTING CHILDREN IN SCHOOL FORM ABUSE, VIOLENCE, EXPLOITATION, DISCRIMINATION, BULLYING AND OTHER FORMS OF ABUSE

I. GENERAL PROVISIONS

Section 1 – Short Title

This Department Order shall be known as the “DepEd Child Protection Policy.”

Section 2 – Statement of Policy

Pursuant to the 1987 Constitution, the state shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3 [2]).

The Constitution further provides that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative vocational efficiency. (Article XIV, Section 3 [2]).

The Convention on the rights of the child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges

the government to take measures to encourage regular attendance in school and reduce drop-out rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child's human dignity, and in conformity with the CRC.

Toward this end, the department of education (DepEd), in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of children. The best interest of the child shall be the paramount consideration in all decisions and actions involving children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of first call for children, as enunciated in the CRC. Teachers and learning centers are their functions and duties with this in mind. In this connection, the family code empowers the school, its administrators and teachers, or the individual, entity or institution engaged in the child care to exercise the special parental authority and responsibility over the child, while under their supervision, institution or custody.

The Department recognize that cases of abuse may arise as a result of the difficult situations faced by teachers and other officials within and outside school.

DepEd has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation.

Furthermore, this Department aims to ensure such special protection from all forms of abuse and exploitation and care as is necessary for the child's well-being, taking into account the primary rights and duties of parents, legal, guardian, or other individuals who are legally responsible and exercise custody over the child. DepEd recognizes the participatory rights of the child in the formulation and implementation of policies, and in all proceedings affecting them, whether be victims or aggressors, either directly, or through a representative.

Accordingly, this Department reiterates a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse, and hereby promulgates this Department Order.

Section 3 – Definition of Terms

- A. **“Child”** – refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation, or discrimination because of a physical or mental disability or condition (RA 7610). For purposes of this Department Order, the term also includes *pupils or students who may be eighteen (18) years of age or older but are in school.*
- B. **“Children in School”** – refers to bona fide pupils, students or learners who are enrolled in the basic education system whether regular, irregular, transferee or repeater, including those who have been temporarily out of school or learning centers premises or participating in school sanctioned activities.
- C. **“Pupil, Student, or Learner”** – means a child who regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.
- D. **“School Personnel”** – means the persons, singly or collectively, working in a public or private school or learning center.
 - a. **“School Head”** refers to the chief executive officer or administrator of a public or private school or learning center.
 - b. **“Other School Officials”** include other school officers, including teachers, who are occupying supervisory positions or positions of responsibility, and are involved in policy formulation or implementation in a school.
 - c. **“Academic Personnel”** includes all school personnel who are formally engaged in actual teaching service or in research assignments,

either on a full-time or a part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers, and other similar person. They may include school officials who are responsible for academic matters, and other school officials.

- d. **“Other Personnel”** includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment.
- E. **“Child Protection”** – refers to programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence.
- F. **“Parents”** – refers to biological parents, step-parents, adoptive parents, and the common-law spouse or partner of the parent.
- G. **“Guardians or Custodians”** – refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.
- H. **“School Visitor or Guest”** – refers to any person who visits the school and has any official business with the school, and any person who does not have any official business but is found within the premises of the school premises for certain reasons, e.g. student teachers, catechists, service providers, suppliers
- I. **“Child Abuse”** – refers to the maltreatment of a child, whether habitual or not, which includes any of the following:
 - 1) Psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment.
 - 2) Any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;

- 3) Unreasonable deprivation of the child's basic needs for survival, such as food or shelter; or
 - 4) Failure to immediately give medical treatment to an injured child resulting to serious impairment of his or her growth and development or in the child's permanent incapacity or death (Sec. 3 [b], RA 7610).
- J. "Discrimination against children"** – refers to an act of exclusion, distinction, restriction or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.
- K. "Child exploitation"** – refers to the use of children for someone else's advantage, gratification or profit often resulting in an unjust, cruel and harmful treatment of the child. These activities disrupt the child's normal physical or mental health, education, moral or social emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

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

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

and consumption of goods and service, this includes, but is not limited to, illegal child labor, as defined in RA 9231.

L. “Violence against children committed in schools” – refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child, which result in or 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 liberty. It includes, but is not limited to, the following acts:

1. **Physical violence** refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.
2. **Sexual violence** refers to acts that are sexual in nature. It includes, but is not limited to:
 - a) Rape, sexual harassment, acts of lasciviousness, making demeaning and sexually aggressive remarks, physically attacking the sexual parts of the victim’s body;
 - b) Forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or engage or be involved in, the creation or distribution of such films, indecent publications or material; and
 - c) Acts causing or attempting to cause the child to engage in any sexual activity or force; threat of force, physical harm or other harm or coercion, or through inducements, gifts or favors.
3. **Psychological violence** refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade, or merit as a form of punishment, and repeated verbal abuse.

4. Other acts of violence of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.

M. “Bullying or Peer Abuse” – refers to willful aggressive behavior that is directed, towards a particular victim who may be out numbered, younger, weak, with disability, less confident or otherwise vulnerable. More particularly:

1. **Bullying** – is committed when a student commits an act or series of acts directed towards another student, or a series of a single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation or humiliation. Such acts may consist of any one or more of the following:
 - a. Threats to inflict wrong upon the person, honor or property of the person or on his or her family;
 - b. Stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention;
 - c. Taking of property;
 - d. Public humiliation, or public and malicious imputation of crime or a vice or defect, whether real or imagination, or any act, omission, condition, status or circumstance tending to cause dishonor, discredit or expose a person to contempt;
 - e. Deliberate destruction or defacement of, or damage to the child’s property.
 - f. Physical violence committed upon a student, which may or may not result to harm or injury , with or without the aid of weapon. Such violence may be in form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking or other similar acts; and
 - g. Demanding or requiring sexual or monetary favors, or extracting money or property, from a pupil or student; and
 - h. Restraining the liberty and freedom of a pupil or student.

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

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

O. “Corporal Punishment” – refers to kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility or punishment or discipline. It includes physical, humiliating or degrading punishment, including but not limited to the following:

1. Blows such as, but not limited to, beating, kicking, hitting, slapping or lashing of any part of the child’s body with or without the use of an instrument such as, but not limited to a cane, broom, stick whip or belt;
2. Striking of a child’s face or head, such being declared as a “no contact zone”.
3. Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;
4. Forcing a child to perform physically painful or damaging acts such as, but not limited to, holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects;
5. Deprivation of a child’s physical needs as a form of punishment;
6. Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals and other materials that can cause discomfort or threaten the child’s health, safety and

sense of security such as, but not limited to bleach or insecticides, excrement or urine;

7. Tying a child;
8. Confinement, imprisonment or depriving the liberty of a child;
9. Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
10. Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;
11. Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and
12. Other analogous acts.

II. DUTIES AND RESPONSIBILITIES

Section 4. Central Office

The DepEd Central office shall have the following duties and responsibilities:

- A. Develop a policy and guidelines for the prevention of violence against children in schools and make these available to all schools;
- B. Conduct a nationwide information dissemination and campaign on violence prevention programs for children and research-based best practices for teachers, which are intended to promote new techniques, methodologies and research related to teaching classroom management, child development, positive and non-violent discipline;
- C. Devise programs, campaigns and activities through the offices of the Undersecretary for Programs and Projects and Regional Operations, to raise

consciousness, mobilize and educate the students, parents, teachers, community, local government units and other stakeholders in addressing child abuse, exploitation, violence, discrimination and bullying; and

11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and

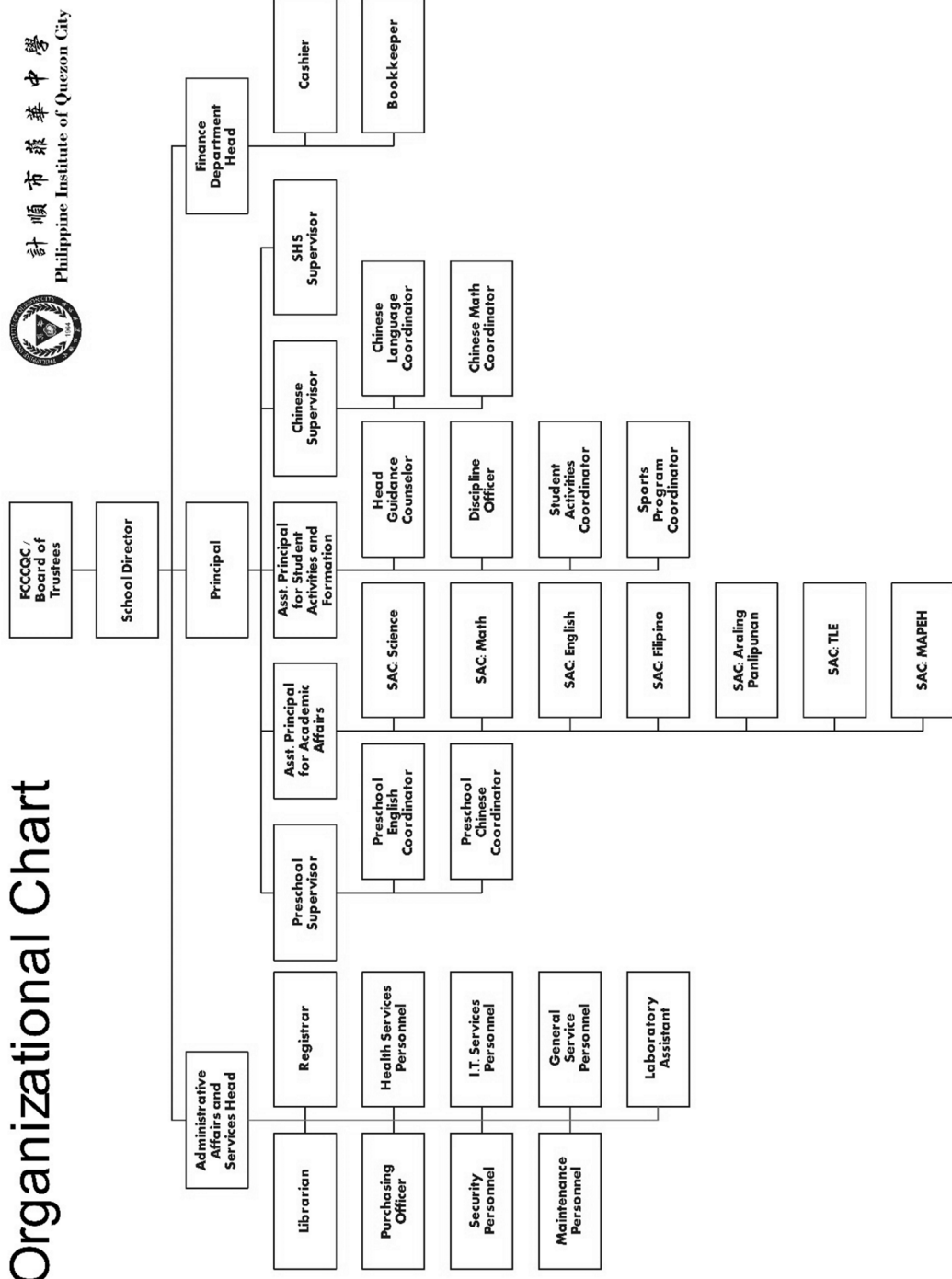
12) Other analogous acts.

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

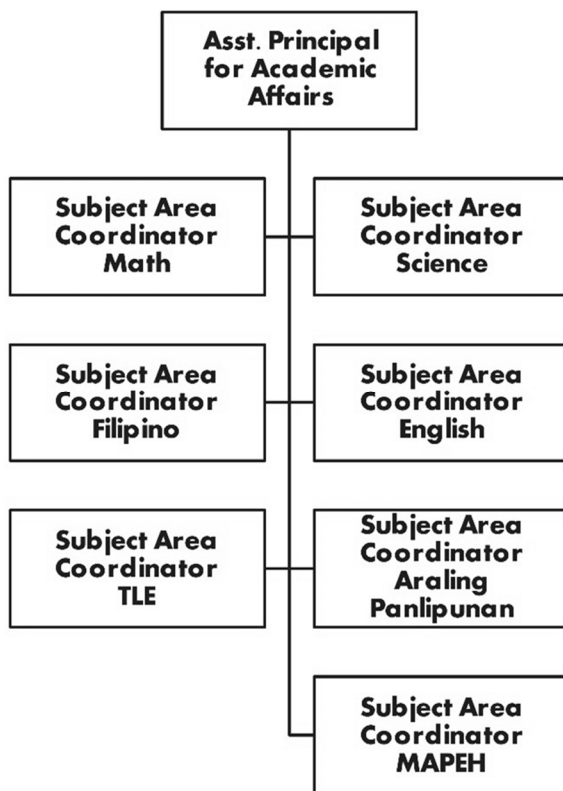
Organizational Chart



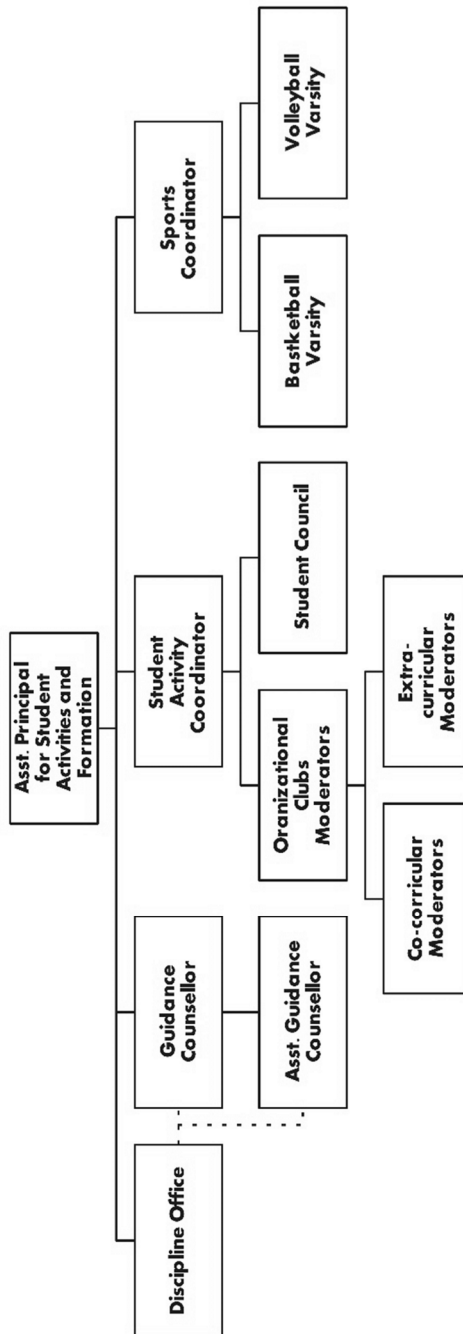
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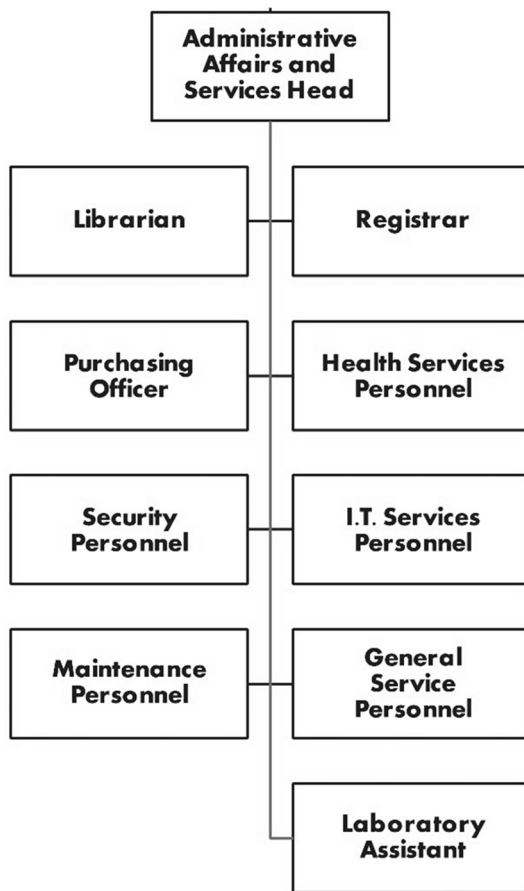
Office of the Asst. Principal for Academic Affairs



Office of the Asst. Principal
for Student Activities and Formation



Office of the Administrative Affairs and Services



Student Contract

As a student of Philippine Institute of Quezon City, I hereby express my willingness to comply and abide by the rules and regulations contained in the Student Handbook which I have read and fully understood. I am aware that that the school reserves the right to take disciplinary actions when my conduct is contrary to its best interest and objectives.

Student's complete name

Student's signature

Date signed

PARENTS' AGREEMENT

We have read carefully the Student Handbook and agree to abide by all its contents and all other policies of Philippine Institute of Quezon City.

Parent's name

Parent's signature

Parent's name

Parent's signature

計 順 市 菲 華 中 學

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