

# Student Guidebook

for Hybrid and Flexible Learners



## *SOAR IN THE NEW POSSIBLE* Programs, Policies, and Curriculum



**Academic Year 2023-2024**

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## FOREWORD

In March 2020, Academic Year 2019-2020 came to an abrupt halt as the National Government put the entire country on a health quarantine. The extreme measure was based on the recommendation of the World Health Organization (WHO) and the Department of Health (DOH) to ‘flatten the curve’ of rising cases of people contracting the Novel Corona Virus (CoVid-19), a highly contagious virus which caused severe respiratory problems.

In May 2020, a school-wide survey revealed that for AY 2021-2022, parents were open to the idea of having their children learn from home and that they were willing to assist teachers in this new set-up. Thus, together with the nation-wide move towards an internet-dependent pedagogy, SVS virtually integrated its resources and coined this as our “New Normal”.

SVS likewise departed from its 1979 vision and mission. The updated Vision, Mission, and Core Values reflected the need for learning in a safe environment and where cooperation and determination of all stakeholders are needed to realize objectives for its learners given any situation.

In AY 2021-2022, the St. Vincent School community became more adept in the use of virtual education platforms. Its faculty was similarly eager to improve from the previous year’s instruction. Thus, we continued to have another year of full online schooling. We called this our “Better Normal”. Activities like e-intrams, virtual Parent-Teacher Meetings, and webinars became a staple part of the curriculum.

This Guidebook was created under the context that learners can receive their instruction using a range of modalities. Beginning AY 2023-2024, St. Vincent School shall offer the Flexible Modality (fully online) and the Hybrid Modality (3:2 onsite-online ratio). What is now the “New Possible” in teaching and learning, shall be supported by the SVS Home-Based Multi-support Learning System Plus (HMLS+).

HMLS+ is composed of various cloud-based applications, programs, and communication platforms which make it possible for school administrators, teachers, and parents to manage the instruction and activities that form part of a multi-mode curriculum. The content of the curriculum is unpacked from the Most Essential Learning Competency (MELC) of the Department of Education (DepEd).

All officially enrolled learners of the school shall abide by the regulations of the Guidebook and will conduct themselves properly regardless of their learning modality and whether they are in a physical or virtual classroom. Parents are likewise expected to support the content of this Guidebook. Such behavior is expected to uphold the values of the school, preserve the good name of the institution, and bring the school closer to the realization of its objectives. Should the Guidebook be silent on policies pertaining to on-site activities, the School’s administration reserves the right to refer to the AY 2019-2020 Handbook and implement the stated policies as may be applicable to the situation.

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## **HISTORICAL BACKGROUND**

St. Vincent School of Quezon City, Inc. (SVS) was first founded as Saint Vincent Children's Center in April 1979. The school opened its doors to its first 60 pupils at a rented four-room bungalow inside Phil-Am Life Homes, Quezon City. It was the brain child of Virginia Velasco, an education graduate, together with her spouse, Victor Velasco. It was their dream to be able to give young children a head starts in socialization and the 3Rs within a secure location.

Organized as a non-secular learning institution, SVS got its name by way of thanksgiving of its founders. Saint Vincent Ferrer of Valencia, Spain was popularly known as the patron saint for builders. His teachings of humility, decorum and prayer amidst studying, as found in his book, *Treatise on The Spiritual Life*, have become a foundation of the Vincentian instruction.

Since 1982, its operations have extended to a Branch school in Teacher's Village, also in Quezon City. In 2013, it has likewise incorporated a school in Sasman, Pampanga. Today, St. Vincent School is registered as a non-stock, non-profit corporation. From its traditional beginnings 44 years ago, it now provides two models of instruction from the spectrum of blended learning. Such a transition is proof that we continue to be committed to take part in developing the Filipino youth.

### **Vision**

St. Vincent School of Quezon City envisions a supportive community where learning and discovery can be done in a safe environment so there may be a generation of honorable, prayerful and progressive Filipinos.

### **Mission**

St. Vincent School is an educational institution composed of dedicated individuals. We offer a holistic and relevant curriculum consistent with the spiritual teaching of Saint Vincent Ferrer and our national interest. In our commitment to contribute to a better generation, we are keen on developing the youth and provide them with opportunities to a healthy, well-balanced and dignified life.

### **Core Values**

In its first handbook in 1983, St. Vincent School professed peace and knowledge as its core values. Over the years, SVS, has come to realize that more proactive values are necessary in order to contribute a better generation. Beginning AY 2020-2021, we adopted "I ASCEND" as its core values. As two words, it implies getting past and bringing ones' self to progress. The word "ascend" is based on the life of Saint Vincent Ferrer whose life was devoted to building up the church of his faith. As an acronym, I ASCEND stands for Integrity, Athleticism, Spirituality, Creativity, Eco-friendliness, Nationalism, and Determination. We believe that whether it be due to the CoVid pandemic or other difficult situations, these are the values that our youth must acquire if they are to rise above and achieve progress for themselves and for society.

## SECTION 1

### GENERAL GUIDELINES FOR ADMISSION

#### 1.1. Admissions Policy

Admission to SVS is open to learners of all genders, religious affiliation, and nationality for as long as they are able to meet the eligibility, requirements, and procedures herein provided.

##### Eligibility for Admission

- |              |   |
|--------------|---|
| Pre-Kinder 1 | - must be at least 3 years old by October 30 of the academic year                                       |
| Pre-Kinder 2 | - must be at least 4 years old by October 30 of the academic year                                       |
| Kindergarten | - must be at least 5 years old by October 30 of the academic year                                       |
| Grade 1      | - must be at least 6 years old by October 30 of the academic year<br>- must have completed Kindergarten |
| Grade 7      | - must have graduated from Grade 6  |
| Grade 11     | - must have completed Junior High School (JHS)  |
| Grade 12     | - must have no failing grades in any subject in Grade 11  |

##### Requirements for Enrolment

1. PSA Birth Certificate (original)
2. Colored 2x2 ID picture w/ white background (2 pcs)
3. Latest Report Card from previous school (original)<sup>0</sup>
4. Learner Reference Number<sup>0</sup>
5. Original Transcript of Record (Form 137)<sup>0</sup>
6. Letter of Recommendation from Principal<sup>1</sup>
7. Certificate of Good Moral Character from previous school<sup>2</sup>
8. Certificate of Completion of Junior High School (original and photocopy)<sup>3</sup>
9. Passport (original and photocopy)<sup>4</sup>
10. Alien Certificate of Registration (original and photocopy)<sup>4</sup>
11. Study Permit issued by the Department of Foreign Affairs (DFA)<sup>4</sup>
12. Authenticated copy of Grades by DFA<sup>4</sup>
13. Certificate of Evaluation of Grades and Level Placement issued by the Department of education<sup>4</sup>

<sup>0</sup>Additional requirements for Grades 1-12

<sup>1</sup>Additional requirements for Grades 4-12

<sup>2</sup>Additional requirements for Grades 9-12

<sup>3</sup>Additional requirements for Grades 11-12

<sup>4</sup>Additional requirements for Foreign Students applying for Grades 1-12

## **Online Admission Procedure for New Learners**

**Step 0.** Check for eligibility (see page 4)

**STEP 1.** Prepare the initial documents required to process application:

1. Original PSA/NSO Birth Certificate
2. Latest original Report Card
3. 2x2 Photo with white background (2 pcs)

Entrance Examinations are waived. But all documents required to be a an officially enrolled student must be submitted.

**STEP 2.** Fill-out and upload required documents in the Online Admissions Form.

**STEP 3.** Pay the Admissions Processing Fee.

There are various Payment Methods available. This amount is non-refundable and non-transferable but is deductible from the tuition and fees paid upon enrollment.

**STEP 4.** Email proof of payment in STEP 3 to 1svspayment@gmail.com.

Your SVS Parent Portal Username and Password will be sent to your registered email. It is possible that this email will be found in your Junk/Spam Mail instead of your Inbox.

**STEP 5.** Receive assessment for Enrollment.

Open your SVS Parent Portal to view your tuition fee assessment, Data Privacy Agreement, Student Medical Information, and Parent Consent Form.

Alternatively, visit the admissions office to obtain your assessed tuition and fees and on-site payment. Payment can be done online, onsite or through bank transfer.

**STEP 6.** Upload the proof of payment, signed Data Privacy Agreement, Student Medical Information, and Parent Consent Form on your SVS Parent Portal within the first two weeks of the school year.

**STEP 7.** Your child's HMLS+ Username and Password will be sent to your registered email. It is possible that this email will be found in your Junk/Spam Mail instead of your Inbox.

**STEP 8.** Purchase Books and Uniforms at the Online Bookstore.

Visit the Bookstore beginning July 1, 2023 (Saturday). Use the Credit Card Payment option in the website or use the other Payment Methods available.

**STEP 9.** Claim books and/or complete other required documents.

- (1) Bring proof of payments made to claim Books, Uniforms, and your Official Receipts.
- (2) In case of additional lacking documents, bring the original and one photocopy for verification and submission.

**ATTENTION:** Students who are unable to provide the additional required documents shall be provisionally enrolled until all documents are submitted.

### Modes and Schedule of Tuition and Fees Payment

SVS encourages the use of its online payment facilities found in its website, <https://stvincentschool.edu.ph/accepted-payment-methods>. For onsite transactions, SVS accepts cash and credit card payments only.

### Payment Schedule

Payment Option	Schedule	
Yearly / Annual	Upon Enrolment	
Semestral	1 <sup>st</sup> Semester	Upon Enrolment
	2 <sup>nd</sup> Semester	On or before December 15
Quarterly	1 <sup>st</sup> Quarter	Upon Enrolment
	2 <sup>nd</sup> Quarter	On or before October 15
	3 <sup>rd</sup> Quarter	On or before December 15
	4 <sup>th</sup> Quarter	On or before February 15
Monthly	1 <sup>st</sup> Month	Upon Enrolment
	2 <sup>nd</sup> Month	On or before September 15
	3 <sup>rd</sup> Month	On or before October 15
	4 <sup>th</sup> Month	On or before November 15
	5 <sup>th</sup> Month	On or before December 15
	6 <sup>th</sup> Month	On or before January 15
	7 <sup>th</sup> Month	On or before February 15
	8 <sup>th</sup> Month	On or before March 15
	9 <sup>th</sup> Month	On or before April 15
	10 <sup>th</sup> Month	On or before May 05

### Policy on Scholarships

#### Academic Scholarship for Grades 1-10 learners in SVS QC

SVS partially covers the tuition of learners who received Academic Excellence Awards in the previous academic year while enrolled in one of its programs. The same maybe extended to new learners transferring to SVS but have received Highest Honors while enrolled in another school in the previous year. Such a privilege is being extended in the interest of promoting academic excellence and/or pooling together learners who exhibit character traits that are aligned with SVS' values.

To be accepted for Academic Scholarship, the following requirements must be met:

1. Clearance from any financial obligations or lacking documentary requirements from the previous academic year;
2. Certification from the Principal of the previous school that learner was a recipient of the Highest Honor Award and indicating the General Average received to earn the Award\*;
3. Original Report Card from previous school reflecting no grade below 90% in all subjects\*.

\*Additional requirements for New/Transferring Learners

All scholarship benefits shall be reflected during the succeeding payment schedule for the academic year, NOT upon enrolment for all payment modes except yearly/annual.

### **Sports Varsity Program Scholarship for learners in SVS QC**

The school values Athleticism in learners as it helps promote their overall well-being and provides an avenue for more holistic learning. Thus, the School covers a portion of the tuition of learners who join the School's Varsity Program and consistently represent SVS in external competitions.

To be accepted into the as a Varsity Scholar, the following must be complied:

1. The learner must satisfactorily meet the skills and academic requirements to enter the Varsity Team of his/her chosen sport which shall be determined through a series of try-outs under the supervision of the Coach and Sports Program Director;
2. The learner must be enrolled in any of the levels from Grades 4 to 12;
3. The learner must not be 18 years old at any time during his/her residency in the school;
4. Upon enrollment, the learner must provide a Medical and Dental Clearance from their family doctor/dentist. The clearance must bear the learner's height, weight, blood type, and the doctor's professional license number.
5. Upon acceptance and enrollment, parents of the learner athlete must sign the Varsity Consent and Agreement.

The value of the scholarship that learner-athlete shall receive shall be proportional to their skills as determined during the try-outs. All scholarship benefits shall be reflected during the last payment schedule for the academic year, NOT upon enrolment for all payment modes except yearly/annual.

### **1.2. Withdrawal / Refund Policy**

When a child officially enrolls at SVS, it is understood that they will be a learner of the School for the entire academic year. Following this understanding, SVS forfeits its opportunity to entertain other interested applications to fill in the slot given to the enrolled learner.

Therefore, refunds of tuition and fees for withdrawing or dropping learners, may be allowed, but only within limits prescribed in Section 66 of the manual of Regulations for Private School (1992 Eight Edition). The refund terms in the said Section follows the date when the school has received written notice of withdrawal:

***Within the first week of the Academic Year.*** Ten percent (10%) of the total annual fee will be charged, if notice of withdrawal is done and approved within the first week of classes, regardless of whether the student had actually attended classes. The remaining ninety percent (90%) of the total amount of tuition and miscellaneous fees due for the entire academic year is refunded to the withdrawing learner. However, the reservation fee will be forfeited, and a service fee will be charged.

***Within the second week of the Academic Year.*** Twenty percent (20%) of the annual tuition fee will be charged, if notice of withdrawal is done and approved within the first week of classes, regardless of whether the student had actually attended classes. The remaining eighty percent (80%) of the total amount of tuition and miscellaneous fees due for the entire academic year is refunded to the withdrawing learner. However, the reservation fee will be forfeited, and a service fee will be charged.



**Scholarships.** No tuition credits shall be awarded to recipients of SVS' Academic or Varsity Program if they withdraw or drop from school at any quarter or semester within the academic year.

**Government Subsidies.** Recipients of any Government subsidies may not withdraw or transfer schools in the middle of the academic year. Furthermore, subsidies are terminated if a learner does any of the following:

- Does not reenroll for the following academic year;
- Fails to be promoted to the next grade level;
- Is dismissed, expelled, or commits very grave offenses;
- Transfers to a non-ESC participating Junior High School, including Public Junior High Schools

Grantees who drop out due to a prolonged illness, accident, force majeure, or death of a parent or guardian, must submit relevant documents to be reinstated into the subsidy program.

## SECTION 2

### GENERAL RULES

All learners enrolled in this academic institution must be familiar with the contents of this Guidebook. Ignorance of the provisions stated herein does not excuse any learner from the embodied corresponding sanctions.

- 1. Rules and Protocols.** Regardless of modality, respect and courtesy is expected of every learner. During any synchronous activity, learners must obey blended learning rules set by the teacher or meeting or organizer. During in-school classes students must abide by health protocols and classroom management rules of the teacher.
- 2. Religious Practices.** One of the core values of SVS is spirituality. This means, learners are molded to care for oneself, others, and the environment. Learners are invited to participate in Catholic activities done on occasions significant to the Catholic faith. They are also required to participate in non-denominational activities like recollections and community engagements. Tolerance towards the belief and faith of others must always be practiced.
- 3. Monday and Friday Assembly.** Nationalism is an SVS Core Value. Learners are required to be present when the Philippine Flag is honored virtually or in person during Homeroom or Morning Assembly. Regardless of the modality, the objective of the activity is to teach children that love for country must be exhibited regardless of circumstance.
- 4. School hours.** Except for the early grades, school hours are typically from 8:00am to 3:30pm. In the interest of keeping a healthy screen time schedule, synchronous online classes and all other synchronous activities are kept within a controlled duration. Breaks between classes are generously provided to allow students to stretch and rest their eyes. Synchronous classes for all learners will be held every Monday. In-school classes for Hybrid learners are from Tuesdays to Thursdays. Asynchronous activities for all learners are held every Fridays. During an asynchronous day, learners can do schoolwork at their own time unless there are club activities or other such extra-curriculars activities online. The table below shows the Learners' Weekly Schedule which is anchored on DepEd Order 22 s. 2023.

Table 1. Learners' Weekly Schedule within their Learning Modality

Days/Modality	Hybrid Learning Modality	Flexible Learning Modality
Monday	Synchronous Online	Synchronous Online
Tuesday	In-school	Synchronous Online*
Wednesday	In-school	Synchronous Online*
Thursday	In-school	Synchronous Online*
Friday	Asynchronous Activities or In-school or Online Activities	Asynchronous Activities or Online Activities

\*Students in flexible modality virtually join hybrid modality students who are in-school

Note: Online or onsite activities that involve parents are reserved for Saturdays

5. **Homeroom.** A section is a learner's basic social unit in school. At the start of every synchronous online or in-person school day, learners of the same section gather for Homeroom. This time is given so learners can bond with their section's adviser and with each other. This is where they can prepare for activities such as a class or access school announcements and upcoming activities. In the lower grade levels, this is where training in the use of HMLS platforms is done in addition to other homeroom content.
6. **Break time.** We encourage learners to use their online break time to stretch, drink water, eat a snack, use the comfort room, and do the 20-20-20 eye exercise. During face-to-face classes, students are enjoined to wash their hands and eat their snacks before socializing with others. This is a precautionary measure against the spread of any virus.
7. **Socialization.** Virtual socialization can be done by learners with the use of the HMLS+ collaboration/communication platforms to *Call, Chat, or Meet*. Socialization in the physical school is encouraged during break times. Proper use of the platform and polite behavior while in the physical school must always be observed. Disregard for propriety shall be met with disciplinary sanctions after an investigation of the incident has been completed.
8. **Consultation Hours.** Learners, including their parents, are allotted time for consultation every Friday from 8:00am to 9:30am. Parents should NOT initiate conversation with teachers while online classes are ongoing.
9. **Parent Partnership.** The success of the Hybrid and Flexible Modalities requires good partnership and close communication between the school and the learners' parents/guardians. Thus, parents are strongly encouraged to:
  - a. Provide the school with their children's Medical Report and Certificate of Good Health;
  - b. Return electronic reply slips promptly;
  - c. Attend school-sponsored orientations and webinars;
  - d. Provide an image of hand-written excuse letters, explaining any absence of their child from class or any synchronous activity;
  - e. Make use of the consultation time provided to clarify any schoolwork that their child is challenged with;
  - f. Use the E-modules, Course Outline, and other similar materials provided in order to cope with content coverage.
10. **Extent of Authority and Responsibility.** SVS has disciplinary authority over its learners when
  - a. Learners are physically in school or synchronous online during an official school day;
  - b. Learners post on personal accounts but identify SVS through any of its symbols, logos, or the school uniform; and
  - c. Learners are within 100 meters of the school perimeter and wearing the school uniform during class hours.

However, under both modalities, SVS shall not be responsible for any physical harm that takes place on an online school day as the learners are assumed to be at home with their family who is responsible for their care.

## **SECTION 3**

### **ACADEMIC POLICIES**

#### **3.1. Programs**

##### **Early Child Care and Development Program**

The Early Childhood Care and Development (ECCD) program is based on RA 10410 or the Early Years Act of 2013. The program focuses on children, aged 3 to 4 years old, who may or may not have attended any form of schooling in the past.

The program places strong emphasis on developing the child by attending to his/her social, emotional, cognitive, and physical needs. Holistic experiences are provided to the children to develop their curiosity and inquisitiveness, which lays the foundation to become life-long learners and progressive citizens.

Parent partnership and support is encouraged while children are in this Program. After completing the two levels at SVS, the program's objective is that the children will be ready and well-adjusted to the formal school set-up that is provided in kindergarten.

##### **Kindergarten**

Kindergarten is the compulsory entry point of learners in order to complete the 2013 Enhanced Basic Education Curriculum (also see RA 10157). The Program follows the National Early Learning Framework of preparing young learners for the rigors of Grades 1-12 and subscribes to DepEd's Kindergarten Curriculum with some variation in its unpacking, due largely to SVS' focus on meeting its mission and imparting its core values to its learners.

##### **Elementary (Grades 1-6)**

At the primary levels for children 6 to 8 years of age, the program ensures the continued balance between classroom and playtime for continued development of emotional intelligence. At these levels, the school leans towards the making by doing concept of learning.

At the intermediate level, mastery of reading, composition, and mathematic skills take much of the faculty's focus while introducing the larger community beyond the home. The concept of love of country and civility is introduced through lessons of the Philippines' history. It is normally highlighted by the performance of local dances and the cooking and school sale of local dishes and delicacies.

##### **Junior High School (Grades 7-10)**

Revised in 2016, the program implements the spiral progression approach in subject areas such as Mathematics and Science but uses the linear or modular approach in subject areas such as English, History, and Technological and Livelihood Education.

### **Senior High School (Grades 11-12)**

St. Vincent School began offering the Senior High School in AY 2016-2017. It offers the Sports Track and the General Academic Strand (GAS) under the Academic Track. For their internships SVS have existing partnerships with Bureau of Internal Revenue Branch Offices and the Quezon City Athletic Association. In this year's pandemic context, capstone projects will replace hours of internship.

### **3.2. Modality**

St. Vincent School was founded as a traditional learning institution where instruction was conducted face to face and in the confines of a physical classroom within a school building. The CoVid-19 pandemic that began prior to the beginning of AY 2020-2021 necessitated the school to shift to a purely Online Distance Learning. This led to the creation of the Home-based Multi-support Learning System (HMLS).

Under HMLS, the curriculum is supported by various cloud-based applications for collaboration, communication, assessments, grades management, and enrollment. This is apart from traditional books, e-books, and the World Wide Web.

In AY 2022-2023 when some learners received the Covid-19 vaccine, the school offered upgraded to HMLS+. The "plus" indicates the combination of Online Distance Learning with Limited In-Person Classes. The current Hybrid and Flexible Modalities for AY 2023-2024 are being implemented from consultation results with stakeholders and is anchored on DepEd Order No. 22, s. 2023.

### **3.3. Curriculum**

St. Vincent School's academic curriculum content is based largely on R.A. 10533 or "The Enhanced Basic Education Act of 2013" and complies with the Most Essential Learning Competency (MELC) recommended by the Department of Education (DepEd). However, part of its intended curriculum includes inculcating its core values as well as the teachings of Saint Vincent but are not necessarily religious-based. Activities related to academics are discussed below while co-curricular activities that form St. Vincent School's holistic educational experience are discussed in Section 7.

#### **3.3.1 Written Works**

In order to prepare students to achieve target learning outcomes for each quarter or semester, several opportunities are provided so the learners may master a skill or content. These activities include:

- (1) Hybrid Seatwork. These are paper and pen activities done while in school though submission is through MS Teams once the child gains access to their electronic gadgets at home;
- (2) Individual Work are tasks that may be technology-assisted and done asynchronously. Submission is done via MS Teams. The tasks are usually given a week to accomplish and are intended as preparation for their Performance Task; and
- (3) Quizzes. These are synchronous or asynchronous assessments for learning or to help students prepare for quarterly exams. The former is not recorded while the latter is included in the Teachers' Reference for Learning.

### 3.3.2. Performance Task

This online or onsite activity provides learners with the opportunity to demonstrate the skills they have learned. Teachers assign the task around the fifth week of the quarter and observe the performance of this task during the week before the final exam. Rubrics or criteria for grading are provided to help guide the learner on the skill or content to focus on. As SVS valued skills is cooperation and collaboration, some Performance Tasks will require group effort. If a Performance Task must be demonstrated onsite, a differentiated activity will be given to Flexible Learners to assess similar skills learned.

### 3.3.3 Quarterly Exam

This online activity gives learners the opportunity to demonstrate their understanding or mastery of concepts or theoretical content learned. Students are encouraged to have completed their Performance Tasks prior to taking the Quarterly Exam since part of the exam may involve questions on the processes of their completed Performance Tasks.

**Note:** Flexible Learners are expected to submit their Individual Work and Performance Task outputs. They are likewise expected to take part in the online Quizzes and Quarterly Exams together with their Hybrid counterparts.

## Pre-Kinder Curriculum

Table 2. Pre-Kinder Curriculum

SUBJECTS	LEARNING AREA
Communication	English, Filipino, and Penmanship
Math	Math
Science	Science

Beginning AY 2020-2021, the subjects English, Filipino, and Penmanship are combined under Communication. Communication is a subject unique to St. Vincent School in that it combines common skills and topics in both English and Filipino so that at the end of the Program, the learners will be able to impart their thoughts and feelings in either Language. The move to depart from having Filipino and English as separate subjects (1) follows the theory that early childhood bilingualism lead to cognitive advantages (Yang, Yang, & Lust, 2011) and (2) is in the interest of providing minimal but efficient use of learners' screen time.

## Kindergarten Curriculum

Table 3. Kindergarten Curriculum

ACADEMIC SUBJECTS		INSTITUTIONAL SUBJECTS
Subject	Learning Area	Penmanship Homeroom/Computer
Araling Panlipunan	Araling Panlipunan	
Communication	English and Filipino	
Creative Play	Music, Arts, PE, Values Education	
Math	Math	
Science	Science	

Kindergarten learners' subjects include Araling Panlipunan, Mathematics, Communication, Creative Play, Math, and Science. Like Communication, Creative Play is unique to St. Vincent School. Developed in the interest of minimizing screen time among its young learners. Content from other learning areas are retaken but in the form of art, play, or music. Other times, the same content is discussed but from the perspective of values.

Content for all subjects are themed following the Bronfenbrenner's Ecological System Theory (1979) and child development (as cited in Paquette & Ryan, 2001) and taught while it is introduced in the other subject areas.

## Grades 1-3

Table 4. Grade 1-3 Curriculum

ACADEMIC SUBJECTS	SUBJECT COMPONENTS	INSTITUTIONAL SUBJECTS
Araling Panlipunan		
Edukasyon sa Pagpapakatao (ESP)		
English		Penmanship
Filipino		
MAPEH	Music, Arts, Physical Ed, Health	
Math		
Mother Tongue		
Science (Grade 3)		
		Homeroom/Computer

For AY 2023-2024, Penmanship shall remain as non-academic subjects but shall be taken up within the English class. Computer shall likewise remain as a non-academic subject but will be taught within Homeroom and observed in all subjects where use of technology is integrated into the activity.

#### Grades 4-6

Table 5. Grade 4-10 Curriculum

ACADEMIC SUBJECTS	SUBJECT COMPONENTS	INSTITUTIONAL SUBJECTS
Araling Panlipunan		
Edukasyon sa Pagpapakatao (ESP)		Homeroom
English		
Filipino		
Home Economics & Livelihood Education (HELE)		Computer
MAPEH	Music, Arts, Physical Education, Health	
Math		
Science		

#### Grades 7-10

Table 6. Grade 7-10 Curriculum

ACADEMIC SUBJECTS	SUBJECT COMPONENTS	INSTITUTIONAL SUBJECTS
Araling Panlipunan		
Edukasyon sa Pagpapakatao (ESP)		Homeroom
English		
Filipino		
Technology and Livelihood Education (TLE) – Grades 7-10		Computer
MAPEH	Music, Arts, Physical Education, Health	
Math		
Science		



## Senior High School / Grades 11-12

Table 7. Grade 11-12 Curriculum

<b>GENERAL ACADEMIC STRAND (GAS)</b>		
<b>Academic Subjects</b>		
<b>Core Subjects</b>	<b>Contextualized Subjects</b>	<b>Specialized Subjects</b>
Oral Communication	English for Academic and Professional Purposes	Creative Writing/Malikhaing Pagsulat*
Reading and Writing	Practice Research 1	Introduction to World Religion*
21 <sup>st</sup> Century Literature from the Philippines and the World	Practice Research 2	Community Engagement, Solidarity, and Citizenship* <sup>1</sup>
Media and Information Literacy	Pagsulat sa Filipino sa Piling Larang ng Akademiks	Applied Economics
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Empowerment Technologies for the Academic Track	Organization and Management
Pagbasa at Pagsusuri ng Iba't-Ibang Teksto	Entrepreneurship	Disaster Readiness and Risk Reduction
Contemporary Philippine Arts from the Regions	Inquiries, Investigations, and Immersions	Principles of Marketing**
Physical Education and Health***	Research Project Output	Business Math**
General Math		Quantum Computing **
Statistics and Probability		
Earth and Life Science		*Required selection from HUMMSS Strand * <sup>1</sup> May be substituted with Philippine Politics and Governance **Required Elective from any Strand ***Includes Sports Management as an institutional component
Physical Science		
Introduction to the Philosophy of the Human Person		
Personal Development		
Understanding Culture, Society, Politics		

For Senior High School (Grades 11-12), the Core Subjects, including Physical Education and Health, the Contextualized Track Subjects including Empowerment Technology (ICT), the Specialization Strands/Subjects, and their components, if any, are considered Academic Subjects.

### 3.3. Grading System

Since AY 2015-2016, SVS has followed in spirit, DepEd Orders No. 73 s. 2012 and No. 8 s. 2015. The deviations that exist stem from our Mission, our Core Values, and the diversity of our learners, wherein SVS wants to ensure inclusivity. Academic progress is reported every quarter for PK1-Grade 10. In SHS/Grade 11-12, a preliminary assessment is reported during the mid-term before receiving the final grade at the end of the semester.

Beginning AY 2021-2022, when an assessment on academic progress is reported:

1. Any grade below 75% in any of the numerical reports is considered a failing grade;
2. A “no rounding-off” policy is used for the computation process. However, quarter grades are reported only up to two decimal places. Only the final grade at the end of the academic year is **rounded up** to the second decimal place;
3. Learners from Kindergarten to Grade 12 receive their academic grades in numerical form. Letter grade equivalencies are provided upon request of graduating or transfer-out learners.

When Report Cards are uploaded in the parents’ portal, parents are encouraged to take the time to view them. Parents will be given the opportunity to raise any concerns during the Parent-Teacher Conference (PTC), scheduled after the Report Cards are made available for viewing. For parents’ convenience, all PTC, whether online or in-school will be held on Saturdays.

#### Pre-Kinder 1

Since AY 2014-2015, SVS has been using checklists for its learners in the Pre-Kinder Levels. For PK1 in particular, descriptive checklists and frequency ratings are used instead of numerical grades. These ratings are based mostly on the teachers’ observation during daily online activities and “turn-in” work portfolio. Descriptive Reports for this level shall be sent via email.

#### Pre-Kinder 2

Pre-Kinder 2 learners cover the same academic subjects as Pre-Kinder 1. However, starting AY 2020-2021, reporting of the learner’s progress is presented from the perspective of the Learner’s Development, Academic Progress, and Character/Conduct. The Learner’s Development is reported similar to Pre-Kinder 1 (see Table 8 & 9). Academic Progress shall be reported in letter grades (see Table 16). Character/Conduct are also reported with its own letter descriptors (see Section 3.5 on Character and Conduct). Descriptive Reports shall be sent via email.

Table 8. Pre-Kinder 2 Descriptive Rating of Learners’ Development

Descriptive Rating of Learners’ Development
A – All the time
B – Most of the time
C – Some of the time
D – Not observed at this time
X – Skill or concept has not been introduced

Table 9. Pre-Kinder 2 Learner Development Checklist

Learner Development Checklist	
<b>Social / Emotional Development</b> <ul style="list-style-type: none"> <li>- Follows instructions</li> <li>- Provides predictable reactions to a stimulus</li> <li>- Takes care of one's own needs</li> <li>- Shows interest in sharing their talent, i.e., singing, dancing, reciting poetry</li> </ul>	
<b>Communication Development</b> <ul style="list-style-type: none"> <li>- Converses in more than one language/dialect</li> <li>- Gives a direct answer to who, when, where, and what questions</li> <li>- Recognizes signs and symbols</li> <li>- Shows interest in reading</li> <li>- Shows interest in writing</li> </ul>	
<b>Cognitive Development</b> <ul style="list-style-type: none"> <li>- Distinguish colors, shapes, and sizes</li> <li>- Able to identify their classmates and teachers</li> <li>-Memorizes songs, poems, or choreographed movements</li> </ul>	

Table 10. Reference of Learning for Pre-kinder 2

REFERENCE OF LEARNING FOR PRE-KINDER 2				
ACADEMIC SUBJECTS		REFERENCE OF LEARNING		
Subject	Learning Area	Written Works (30%)	Performance Task (50%)	Quarterly Assessment (20%)
Communication	English Filipino	<ul style="list-style-type: none"> <li>- Independent Work (Homework)</li> <li>- Practice Work (Seatwork)</li> <li>- Quiz</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Graded Recitation</li> <li>- Performance / Practical Test</li> </ul>	Quarterly Exam
Math	Math			
Science	Science			

Table 11. Letter Grade Equivalence for Academic Progress in Pre-kinder

LETTER GRADE EQUIVALENCE FOR ACADEMIC PROGRESS IN PRE-KINDER 2		
LETTER GRADE	DESCRIPTION	% EQUIVALENT
A +	Highly Advanced	96 – 100
A	Advanced	92 – 95
P	Proficient	86 – 91
AP	Approaching Proficiency	80 – 85
D	Developing	75 – 79
B	Beginning	Below 75

### Kindergarten

As a compulsory entry point to complete the 2013 Enhanced Basic Education Curriculum, its grading system to report the learners' progress is similar to Grade 1 in that it uses the averaging format and is presented in numerical values. Such manner of reporting is done so that learners become familiar and prepared with academic rigors of Grade school. The Reference of Learning for the five subjects are shown below. Grade Reports for this level shall be available for viewing through the parent portal, which can be accessed via <https://stvincentschool.edu.ph/hmls>.

Table 12. Reference of Learning for Kindergarten

REFERENCE OF LEARNING FOR KINDERGARTEN				
ACADEMIC SUBJECTS		REFERENCE OF LEARNING		
Subject	Learning Area	Written Works (30%)	Performance Task (50%)	Quarterly Assessment (20%)
Araling Panlipunan	Araling Panlipunan	<ul style="list-style-type: none"> <li>- Independent Work (IW) / Homework</li> <li>- Practice Work (PW) / Seatwork</li> <li>- Quiz</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Graded Recitation</li> <li>- Performance / Practical Test</li> </ul>	Quarterly Test
Communication	English Filipino			
Creative Play	Music, Arts, PE, Values Education			
Math	Math			
Science	Science			

### Elementary and Junior High School Program (Grades 1-10)

The Elementary and Junior High School Program uses averaging for its grading system. It follows, with some deviation, DepEd Order No. 8, s. 2015 on Classroom Assessment. Grades of all learners can be viewed through the parent portal, <https://stvincentschool.edu.ph/hmls%2B>.

**Grades 1 to 3.** Below are the Learning Areas, the academic subjects, the subject components that may be integrated under this, and Reference of Learning Weights. The assessment of Non-Academic Subjects are discussed in Section 3.

Table 13. Reference of Learning for Grades 1-3

REFERENCE OF LEARNING FOR GRADES 1-3				
LEARNING AREAS		REFERENCE OF LEARNING WEIGHTS		
Academic Subjects	Subject Components	Written Works -IW, PW, Quiz	Performance Task -Graded Recitation -Project	Quarterly Assessment - Quarter Test
Araling Panlipunan		30%	50%	20%
Edukasyon sa Pagpapakatao (ESP)		30%	50%	20%
English		30%	50%	20%
Filipino		30%	50%	20%
MAPEH	Music, Arts, Physical Ed, Health	20%	60%	20%
Math		40%	40%	20%
Mother Tongue		30%	50%	20%
Science (Grade 3)		40%	40%	20%

**Grades 4 to 10.** Below are the Learning Areas, the academic subjects, its subject components, and Reference of Learning Weights. The rating on conduct is discussed in section 3.5.

Table 14. Grades 4-10 Curriculum and Reference of Learning

REFERENCE OF LEARNING FOR GRADES 4-10			
LEARNING AREAS	REFERENCE OF LEARNING WEIGHTS		
Subjects	Written Works -IW, PW, Quiz	Performance Task -Graded Recitation, Participation -Project/Practical Work	Quarterly Assessment - Quarter Test
Araling Panlipunan	30%	50%	20%
Edukasyon sa Pagpapakatao (ESP)	30%	50%	20%
English	30%	50%	20%
Filipino	30%	50%	20%
Home Economics & Livelihood Education (HELE) – Grades 4-6	20%	60%	20%
MAPEH	20%	60%	20%
Math	40%	40%	20%
Science	40%	40%	20%

**Senior High School (Grades 11-12).** St. Vincent School offers the General Academic Strand (GAS). Each SHS level is divided into semesters. Mid semester, a Parent Teacher Conference (PTC) is held to allow parents to get an update of their class standing in order to make improvements where needed. The grade that goes into the learner' permanent record is the grade learners receive at end of each semester. Its Core Subjects, Specialized Subjects, and Contextualized subjects have the same Learning Reference weights as shown in Table 15 below.

Table 15. SHS Curriculum and Reference of Learning

REFERENCE OF LEARNING FOR GRADES 11-12			
	Written Works (35%)	Performance Task (45%)	Quarterly Assessment (20%)
Core Subjects	-Individual Work -Practice Work	-Participation -Graded Recitation	Quarterly Test
Contextualized Subjects	-Quizzes -Mid Term Test	-Project or Practical Work or Demonstration or	
Specialized Subjects	-Research Output	Research Presentation	

Table 16. Grade Equivalence for Grades 1-12

<b>Equivalence for Grades 1-12</b>		
Letter Grade	Descriptive Grade	Grade Range Equivalence (In percentage format)
O	Outstanding	92-100
VS	Very Satisfactory	85 – 91
S	Satisfactory	80 – 84
FS	Fairly satisfactory	75 – 79
NI	Needs Improvement (Or Did Not Meet Expectations)	Below 75

### 3.4. Non-academic Subjects

For Grades 1-3, the subject computer, has always been classified as a non-academic subject. Since AY 2020-2021, the subject Penmanship was also classified as a non-academic subject for Kindergarten and Grades 1 to 3. However, since limited in-person classes will provide teachers with the opportunity to observe learners' writing skills, the letter grades and its descriptive equivalent may be used as basis for quarterly awards within the English subject.

Table 17. Grade Equivalence for Grades 1-3 Computer and Penmanship

<b>Equivalence for Grades 1-3 Computer and Penmanship</b>		
Letter Grade	Descriptive Grade	Grade Range Equivalence (in percentage format)
HC	Highly Consistent	92 and above
C	Consistent	88 – 91
G	Good	80 – 87
I	Improved	75 – 79
NI	Needs Improvement	Below 75

### 3.5. Character and Conduct Assessment

Teaching and learning under the better normal circumstances is decidedly challenging. Learners and faculty alike are called on to develop the IASCEND mind set and its underlying values to progress despite the pandemic.

Character and Conduct are assessed by subject teachers, based on learners' observable behavior during synchronous activities and from their output. Report of learners' assessment for all levels are presented in letter grades, as shown in Table 18.

Table 18. SVS Table of Descriptive Letter Grades for Conduct

SVS Table of Descriptive Letter Grades for Conduct		
Letter Grade	Descriptive Grade	Grade Range Equivalence (In percentage format)
HC	Highly Consistent	92 and above
C	Consistent	88 – 91
G	Good	80 – 87
I	Improved	75 – 79
NI	Needs Improvement	Below 75

### 3.6. Assessments

#### Written Works

Quizzes are synchronous activities. They may be used to help teachers gauge the learner's level of cognition on a particular topic or determine how much of what has been recently taught was understood. As the former is an assessment for learning, it does not form part of the grades. Conversely, the latter, being an assessment of learning, contributes towards the learner's grades.

#### Quarterly Exams

Summative Assessments are given quarterly for Preschool to Grade 10. For Grades 11-12, these are Mid-Term and Final Exams. These are synchronous activities that take place in the virtual Homeroom Class of the learners. The schedule of the tests is announced at the start of the quarter or semester as the case may be.

#### Make-up Tests

Beginning AY 2023-2024, a **Make-up Test is an in-person activity** for hybrid modality learners who have missed a Quarterly Tests due to valid reasons. It takes place within a maximum of three (3) school days after the original scheduled evaluation. Below are the acceptable reasons for which a learner may avail of a Make-up Test:

1. Learner suffered from an illness;
2. Loss of internet access and other similar technological or electrical difficulties;
2. Immediate death or severe sickness in the family;
3. Force majeure, e.g., fire or flood where the learner's place of residence is affected;
4. Learner represented SVS in an interschool competition which was endorsed or authorized by the Principal and the Vice President.

To avail of the Make-up Test, the class adviser should receive via email, the parents' signed, hand-written letter. Alternatively, the student can hand carry the physical letter of the parent the day following the end of the quarter exams. It is the learner's responsibility to tell their parents regarding this requirement. If after all accommodations have been exhausted by the adviser and/or subject teacher, and the learner still does not provide the requirements to take the test, the learner shall be given a raw score of zero (0) for the missed test and is recorded to contribute to the learner's grades. It must be clarified that while learners may be allowed to make up for any of the missed activities, their absence is still reflected in the learners' Progress Report.



### **Cheating during Assessment**

Integrity is about doing what is right even when no one is looking. It is one of the seven Core Values of the School. It is a value that our learners should apply in every situation and particularly during Assessments. Not only will it provide teachers with an authentic progress result, it will also give learners a sense of pride and achievement, which will contribute to their health and well-being. For this purpose, learners who commit any form of cheating shall receive an NI (Needs Improvement) in Character and Conduct in the subject where the cheating was committed and shall be a candidate for probation in the following quarter/semester. Some of the forms of cheating include, but are not limited to:

- a. Passing on answers electronically or otherwise;
- b. Copying other learners' answers electronically or otherwise;
- c. Sharing screenshots or other forms of exam information with others during the exam;
- d. Submitting work that was copied directly from the internet without proper acknowledgement;
- e. Other extreme acts, like hacking or plagiarism.

Sanctions related to this act shall be implemented after a proper investigation has been launched and the parents have been informed.

### **3.7. Awards and Recognition**

#### **Academic Excellence Awards**

At the end of the year, Academic Excellence Awards are given to learners in Kindergarten and Grades 1 to 12. Learners who are vying for this award in their level should have attained a General Average of 92% with no grade below 90% in all academic subjects in all quarters. These include component subjects in all quarters for Kindergarten and Grades 1-10 and contextualized and specialized subjects at the end of the semester in Grades 11-12. They must likewise have maintained a letter grade not lower than P (Proficient) in non-academic subjects. The Awards are categorized as follows:

Table 19. Excellence Award Categories

<b>Award Category</b>	<b>Grade Range</b>
With Highest Honors	99-100
With High Honors	96-98
With Honors	92-95

Learners who perform well in school are inadvertently looked up to by their peers. Thus, to be considered as a recipient of the above-mentioned awards, learners must have likewise been rated with a C in the Character and Conduct Report as they consistently exhibit attributes similar to the Core Values espoused by the School.

Note:

- 1) Any disciplinary case starting from Less Grave Offenses at any time during the academic year, shall render a learner ineligible for recognition;
- 2) Learners are given due recognition every grading period. However, this does not pre-determine the award category at the end of the academic year.

### **Special Recognition**

The School recognizes the efforts and determination of its learners in other areas apart from academics. Only those identified below may be awarded at the end of the current academic year.

**Pre-K 1 and 2.** Special Recognition shall be given in any of the Core Values or Development Areas. To receive the Recognition at the end of the year, learners must have received and maintained a rating of HC (Highly Consistent) or A (All the time) in all quarters in the Attribute or Development Area where the learner is receiving the award.

**Reading and Penmanship Award** – Given to pupils in Kindergarten based on reading and penmanship competitions. All students are qualified to participate and are eliminated after each round of increased level of difficulty.

**Loyalty Award.** Quezon City - The Loyalty Award is given to a graduating Senior High School learner who has been continuously studying at SVS beginning Kindergarten, regardless of the campus in Quezon City; Pampanga - the learner receives a loyalty award upon graduation from Grade 6 if the learner has been continuously studying at SVS from Pre-kinder.

**Special Recognition in Conduct** is an award related to the learners' Character and Conduct Grades. To receive the Recognition at the end of the year, learners must have received and maintained a letter grade of HC (Highly Consistent) in all attributes, in all quarters of the academic year and must have no record of truancy or prolonged unexplained absence.

For graduating learners and completers, this award is given on Graduation Day as the SVS Honorable Recognition in Conduct Award. Learners who receive this must have maintained a rating of HC (Highly Consistent) in all attributes in all the quarters or semesters of each academic year in the program they are completing or graduating from.

**Leadership Award.** The leadership award is given to learners in Grades 6, 10, and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. Table 18 shows the set of criteria that will be used by advisers and peers in the evaluation and deliberation process.

To qualify for this award, a learner must have:

1. No failing grades in any of the learning areas;
2. Not committed any grave offense in the current academic year;
3. A leadership position and active membership in any recognized SVS organization or team.

**Student Athlete Award.** In the previous academic years, this award is given to learners who have shown outstanding skills in athletics (particularly in games and sports) through participation and victories in competitions, as well as discipline in training and sportsmanlike conduct and character.

For the post pandemic Academic Years, learners from Grades 6-12 shall continue to have the chance to receive this award. Learners who are vying for this award must have consistently received a grade of 90% in Physical Education. Moreover, the learner must also have received a rating of HC (Highly Consistent) in athleticism in all quarters, including displaying sportsmanship in any of the synchronous online games participated in virtual class; displaying a healthy attitude for self-care and good health habits as would any athlete in training behave.

Table 20. Criteria for Leadership Award

Leadership Criteria
<b>1. Motivational Skills (40%)</b> <ul style="list-style-type: none"> <li>a. Communicates effectively</li> <li>b. Shows initiative and responsibility</li> <li>c. Engages group and/or club mates to participate actively</li> <li>d. Establishes collaborative relationship</li> <li>e. Resolves conflicts</li> </ul>
<b>2. Planning and Organizational Skills (40%)</b> <ul style="list-style-type: none"> <li>a. Plans and designs relevant activities for the class, club and/or school</li> <li>b. Implements planned activities effectively and efficiently</li> <li>c. Monitors implementation of plans and tasks</li> <li>d. Manages and/or uses resources wisely</li> </ul>
<b>3. Contribution to the School and/or Community (20%)</b> Renders service and/or implements activities relevant to the school population and/or community

### 3.8 Probation

The following are the types of probationary status given to a learner of St. Vincent School:

#### Documentary probation

All foreign and transferee learners are placed under documentary probation and are not considered bonafide students of SVS until they complete additional required documents as transferees or foreign nationals. Such status is being given to ensure that the learners' time at SVS will be properly credited to the students academic progress upon transfer, completion, or graduation.

### **Academic probation**

Learners in Grades 1 – 12 are placed under academic probation the following quarter if they fail in two (2) subjects during the prior quarter. Learners under probation will be given additional asynchronous tasks or have synchronous activities with the subject teacher, as whatever is necessary to assist the learner to progress and meet the 75% general average in the quarter of the probation.

Learners under academic probation must be given time to focus on their academic activities. Hence, they are excused from participating in trainings for inter-school competitions until such time that the probation is lifted.

### **Disciplinary Probation**

Learners who receive a general character assessment of NI (Needs Improvement) are placed under disciplinary probation the following quarter. Learners under disciplinary probation will be given synchronous or asynchronous activities with the Guidance Office based on what is deemed necessary to assist the learner to progress and receive a rating of I (Improved) in the quarter of the probation.

## **3.9. Promotion and Retention**

- 3.9.1 A learner who receives a Final Grade of 75% in all subjects is promoted to the next level.
- 3.9.2 A learner whose grades are below 75% in not more than two (2) academic subjects or in not more than three (3) component subjects must avail themselves of remediation. If the learner still receives a failing mark in remediation, the learner is retained in the same grade level. Should the learner get a passing mark during remedial assessment, the learner is promoted to the next level. However, the learner will be under academic probation for the first quarter of the following academic year (i.e., exclusion from extracurricular activities) in order to give the learner a chance to get a focused start on their academics.
- 3.9.3 A learner whose grades are below 75% in 3 or more subjects (in elementary) or in 3 or more units (in junior high school), is retained at the same grade level.
- 3.9.4 In Senior High School, a learner whose grades are below 75% in not more than two (2) subjects after the first semester, shall be allowed to take the next set subjects in the second semester, provided that the subject, he/she failed in, is not a pre-requisite for a subject in the following semester.
- 3.9.5 A learner who fails five (5) subjects or more in the combined first and second semester of a academic year, shall be retained in the same level the following year and shall no longer be eligible for government subsidy.
- 3.9.6 Learners with 20% unexcused absences of the total number of school days and whose grades fall below 75% in at least two subjects, shall be retained in the same grade level.
- 3.9.7 Retention in the same year level for Kindergarten to Grade 10 means that the learner will enroll and re-take all the same subjects the following year as in the prior year.

### **3.10 Report Card and Parent-Teacher Conference**

For Academic Year 2022-2023, progress of learners in Kindergarten and Grades 1 to 12 shall be uploaded to the School's cloud-based Parent Portal. For the Pre-kinder learners, Report Cards will be sent by email. After the electronic release of the progress reports, a virtual Parent Teacher Conference shall be scheduled by the School.

Learners with outstanding accounts or incomplete requirements for certain subjects will be required to settle these balances before their grades are recorded and released for viewing. This policy holds true and is effective for any quarter or semester of the academic year.

Parents/Guardians who fail to attend the virtual PTC shall abide by the protocol for special meetings. NO meeting may take place within the synchronous activities of the learners or through ambush meetings during in-school dismissal. It should be arranged in advance through a written request by the parents/guardian.

## SECTION 4 ATTENDANCE

Prompt and regular attendance is required of all learners, from the first day of class until the end of the academic year officially set by SVS. Since AY 2022-2023, SVS has operationalized the definition of attendance, punctuality, and absences to mean their virtual and physical presence during each subject. The policies were crafted with the assumption that except for learners in Pre-school to Grade 3, learners have agency in attending virtual and in-school classes.

### **Operationalized Definition of Terms**

For this purpose and still falling within the spirit of previous SVS policies on attendance and existing policies on attendance under Section 157 of the 2010 Revised Manual of Regulations for Private Schools in Basic Education, the following terms shall be operationally defined as follows:

**Attendance.** In the context of online learning, attendance is being on the SVS communication platform MS Teams for the duration of a subject schedule. Attendance may be taken either through the generation of the SVS learning platform's attendance report, a screen capture of the participants' panel or a screen shot of learners with their video turned on. This is then recorded on a per subject basis into the school's online, cloud-based attendance monitoring system.

In the context of in-school classes, attendance is being in the physical classroom of the grade level and section where the child is assigned. Each subject teacher is tasked to take attendance at the start of each class. This attendance is then recorded per subject basis in the SVS cloud-based attendance management system.

The Homeroom adviser is tasked to summarize the per subject attendance and translate this to a daily basis attendance. It is the record of the Homeroom Adviser that is reflected in the Quarterly Progress Report for parents.

**Punctuality.** Punctuality is the presence in the online classroom at the time of and up to within five (5) minutes that a formal, academic, synchronous activity commences based on pre-set calendared and scheduled meetings using SVS's collaboration platform, MS Teams.

In-school, the student must be in the physical classroom at the time of and up to within five (5) minutes of the scheduled class. For purposes of observed character traits, this may include the morning assembly, homeroom class, and other virtual and onsite activities.

**Tardy.** Entering class after the five-minute grace period for any reason other than activities pre-arranged by other faculty is considered tardy. For reasons other than this, a handwritten message explaining tardiness, may be photographed and sent via email or chat shall be an acceptable means of communication from the parent or guardian. The Guidance Office shall launch preemptive measures if a learner is observed to be habitually tardy. Parents of learners who are consistently tardy should make themselves available when called for a meeting by the adviser, subject teacher, or Guidance Office.

As a sanction for frequent tardiness, every eight (8) unexplained tardiness within the day is equated to one (1) day absence. If the cause of delay by the learner is explained by the parent immediately or during the following meeting through a handwritten letter, signed and may be sent as an image through email or the learners' chat platform, the tardiness is not included in the count toward the sanction. This applies to both online and in-school classes.

**Cutting class.** A planned or pattern of absence of one class or a group of classes from among an entire schedule of class within the day, defines cutting classes in this Guidebook. Furthermore, the learner makes no effort to provide a letter of explanation from their parents after it has been committed at least eight (8) times in a quarter. An example is when a learner has a pattern of absenting themselves in the same subject/s per day. The absence need not be done consecutively to count. Considerations for such action shall only be entertained upon the receipt of the parents' excuse letter and a consequent in-person intervention meeting.

Cutting class is a willful and intentional act of the learner. It is possible that learners commit this because they have not developed self-regulation or are seeking attention and so require more support from the community. The Guidance Office shall initiate a meeting with parents to commence intervention. If the learner continues with the same behavior, despite intervention, the Guidance Office, the Adviser, and Subject Teacher may recommend sanctions following that which is provided under Grave Offenses, and which shall be approved or reprieved and implemented by School Head.

A learner shall receive a written warning on cutting classes after eight (8) unexplained absences in the same subject. If the learner or parent is uncooperative in the intervention activities to correct such behavior, such absences will be reflected as one (1) day absence in the quarter.

**Absent.** In both in-school and online learning, failure to be in the physical classroom or log into the virtual classroom for all synchronous activities for an entire day is a straightforward definition of an absence. In which case a written explanation must be provided by the parent or guardian upon return to class. A handwritten letter explaining the absence, which may be photographed and sent via email or chat, shall be an acceptable means of communication from the parent or guardian. If due to sickness, the letter must include a medical certificate.

For Flexible learners, there are cases when a learner is present but is "inactive" or is unable to make their presence felt via chat, the "raise hand" function of the communication platform. If this scenario, it is the responsibility of the learner to communicate with the teacher after class or during consultation time so the learners can make up for their "inactive" presence.

On the other hand, there are learners who only "partially" attend class but comply with subject requirements. A learner must complete 2/3 of the duration of a class to be considered present. If a learner is unable to complete more than 2/3 of the duration of each class, the learner shall still be considered absent, and their work will be provisionally accepted pending the receipt of an excuse letter from their parents. If a learner partially attends class habitually, this may be categorized as cutting class. The Guidance Office may launch preemptive measures if a learner is observed to habitually attend class "partially".

Following the above operational definitions, SVS follows (1) Section 133 of the 2010 Revised Manual of Regulations for Private Schools in Basic Education, which states, “A pupil or student in every private school who incurs absences of more than twenty (20%) percent of the prescribed number of class or laboratory periods during the academic year or term should be given a failing grade and given no credit for the course or subject.” Should the School, upon its discretion, recommend to relieve a learner from this rule due to a valid and excusable absence, SVS follows Section 157.1 of the same Manual, which states, “Such discretion shall not excuse the student concerned from responsibility in keeping up with lesson, assignments and taking examinations where indicated. The discretionary authority is vested in the school head and may not be availed of by a student nor granted by a faculty member without the consent of the school head”.

**Make-up Activity.** These are lectures, quizzes, practice work, independent work, or projects that learners may have missed during their absence. An SVS learner is responsible for catching up on the lectures and activities given during his/her absence. An absence due to any reason is not an excuse for a learner not to follow-up on work given by the teacher. Such responsibility develops accountability among the learners.

Quarterly tests can also be made up following a special exam schedule not more than three (3) days after the last day of the Quarterly Assessment schedule. For Hybrid Learners, this will be an In-school activity upon their return from a valid absence.

When a learner’s absence falls or includes the day that a project or assignment is due, their grade for the project shall not be affected provided the project/s together with a parent-signed excuse slip is submitted on the day he/she returns from his/her absence. For prolonged absence, only absences identified in Section 3.6 on Make-up Tests, shall be considered.

**Suspension of Classes.** SVS is guided by DepEd Order 37, s. 2022 on class suspension due to natural disasters and other similar emergencies. All previous policies contained in previous Guidebooks/Handbooks shall no longer be applicable.

Suspension of classes shall NOT be automatic be at the discretion of the Local Chief Executive or School Principal during the following occurrences:

1. **Typhoon.** The Local Government Unit (LGU) is not issued a Tropical Cyclone Wind Signal (TCWS) despite strong winds during the passage of a typhoon.
2. **Heavy Rainfall.** The LGU is issued a Yellow Rainfall warning by the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA).
3. **Flood.** Flooding does not include all areas of the LGU and specifically excludes the area where the school is situated.
4. **Earthquake.** Earthquake is less than Intensity Scale 5 in the LGU.
5. **Power Outage.** The length or time of the power outage will affect not affect the schedule of classes.



Pre-scheduled synchronous online and in-person classes for Pre-Kinder to Grade 12 are automatically cancelled during the following occurrences:

1. **Typhoon.** Tropical Cyclone Wind Signal (TCWS) 1 to 5 is issued by the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA).
2. **Heavy Rainfall.** Orange and Red Rainfall warning in the Local Government Unit (LGU) where the school is situated is issued by PAGASA.
3. **Flood.** Flood warning is issued by PAGASA for the specific areas where the school is situated.
4. **Earthquake.** An Intensity Scale 5 earthquake is declared in the LGU where the school is situated.
5. **Fire.** For any fire located within, beside or across school premises.

If classes are already on-going during any of the above natural disasters, classes shall immediately be suspended and will be reverted to a Homeroom class to organize student dismissal or commence emergency exit procedures.

If parents decide to absent their children from school on a day where no cancellation or suspension of class was issued, it shall be the responsibility of the parents to ensure that their child is provided an excuse slip upon their return to class and that they assist their child in the make-up activity that results from the absence.

## SECTION 5

### OFFICIAL SCHOOL UNIFORM

Section 156 of the 2010 Revised Manual of Regulations for Private Schools in Basic Education provides that it is the duty of a learner to “obey and observe” all school rules and regulations. One of these rules includes the wearing of the Official School Uniform. For AY 2023-2024, SVS shall have an online dress code and two in-school uniforms – the gala uniform and the PE Uniform. Observing this teaches learners the value of self-discipline, respect, and humility which are ideals of the school’s patron saint.

#### Online Dress Code

When learners participate in online synchronous activities, learners must be dressed and groomed appropriately for class. The prescribed dress code during online classes is the SVS PE Shirt or a white round neck t-shirt.

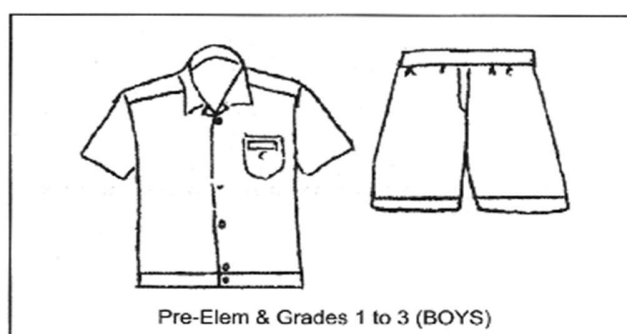
#### Gala Uniform

The Gala Uniform should be worn by all Hybrid Learners during their in-school classes on Wednesdays. The complete description of the uniform is provided below.

#### Pre-Elementary and Grades 1-3

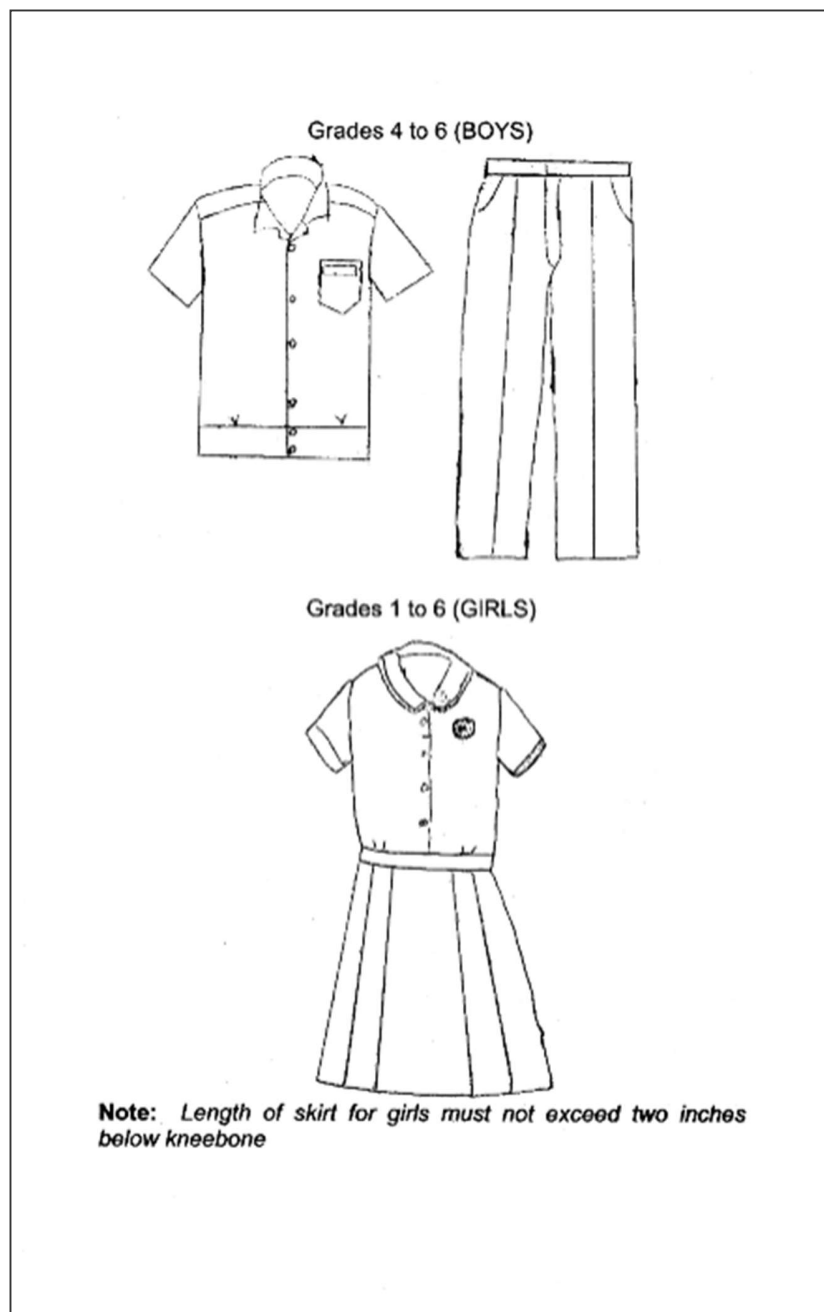
BOYS	GIRLS
White Tetoron Polo with left breast pocket and collar Rectangular SVS Patch and Round Level Patch sewn onto the pocket White boys' "sando" tucked-in and worn under the Polo Dark green gabardine short pants (Pre-elementary / Grades 1-3) Dark green gabardine long pants (Grades 4-6) White Socks Black, low cut, leather shoes Identification card with holder	White Tetoron Blouse with round collar with a thin edging of lace Round Level Patch sewn onto the left collar Round SVS Patch sewn onto the left breast of the blouse White girls' "sando" (optional for Pre-elementary) Dark green Gabardine pleated skirt with 2 inches length below the knee White Socks Black leather closed shoes Identification Card with holder

Figure 1. Gala Uniform for Pre-elementary (Pre-Kinder and Kindergarten) to Grade 3



## Grades 4-6

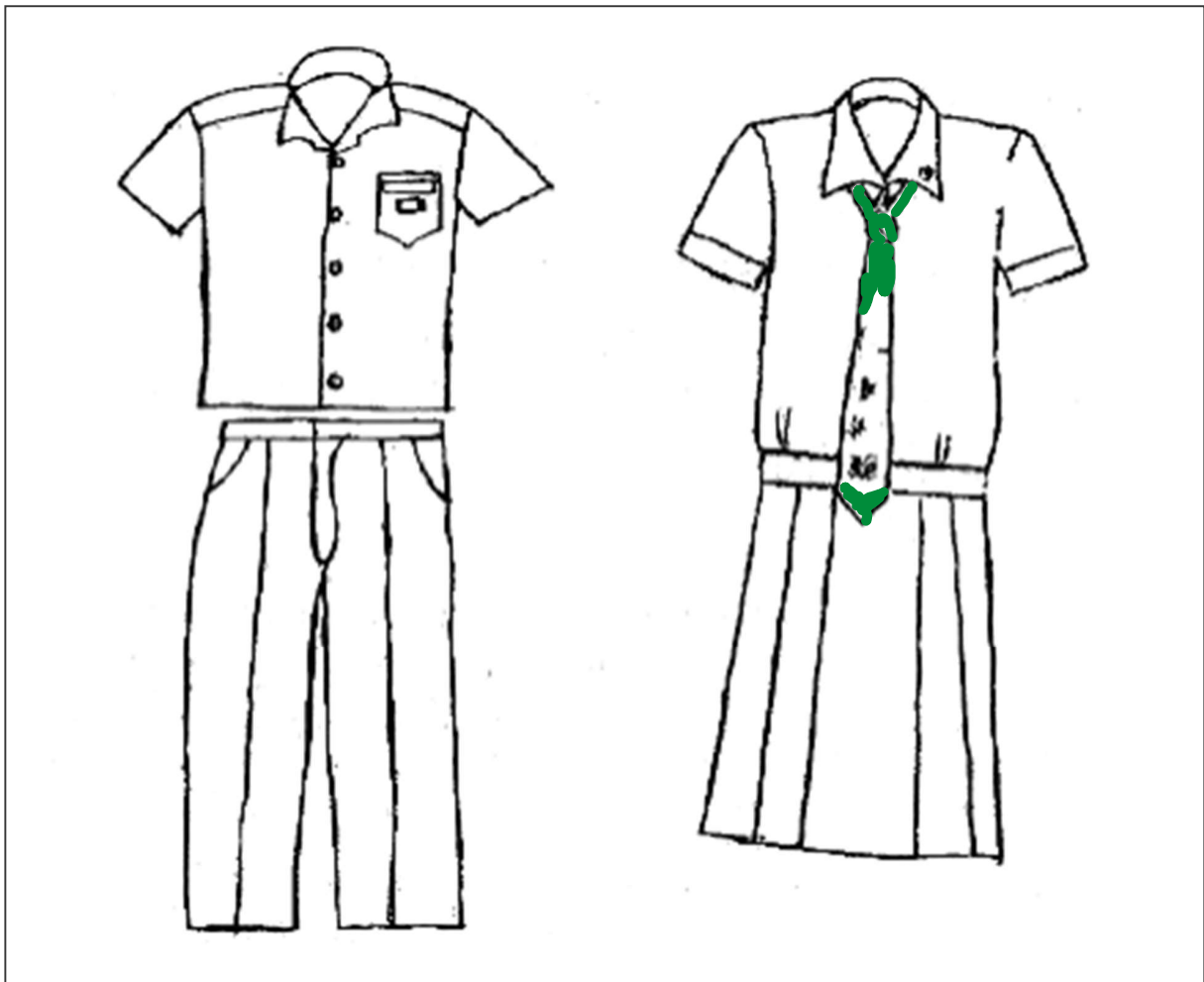
Figure 2. Gala Uniform for Grades 4 to 6.



Junior High School (Grades 7 to 10)

BOYS	GIRLS
White Teton Polo with left breast pocket and standing collar Rectangular SVS Patch and Round Level Patch sewn onto the pocket White boys' "sando" tucked-in and worn under the Polo Black gabardine long pants Black Socks Black closed low cut leather shoes Identification Card with holder	White Teton Blouse with Peter Pan Collar Green SVS necktie Round Level Patch sewn onto the left collar White girls' "sando" Dark green Gabardine pleated skirt, 2 inches length knee White Socks Black leather closed shoes Identification Card with holder

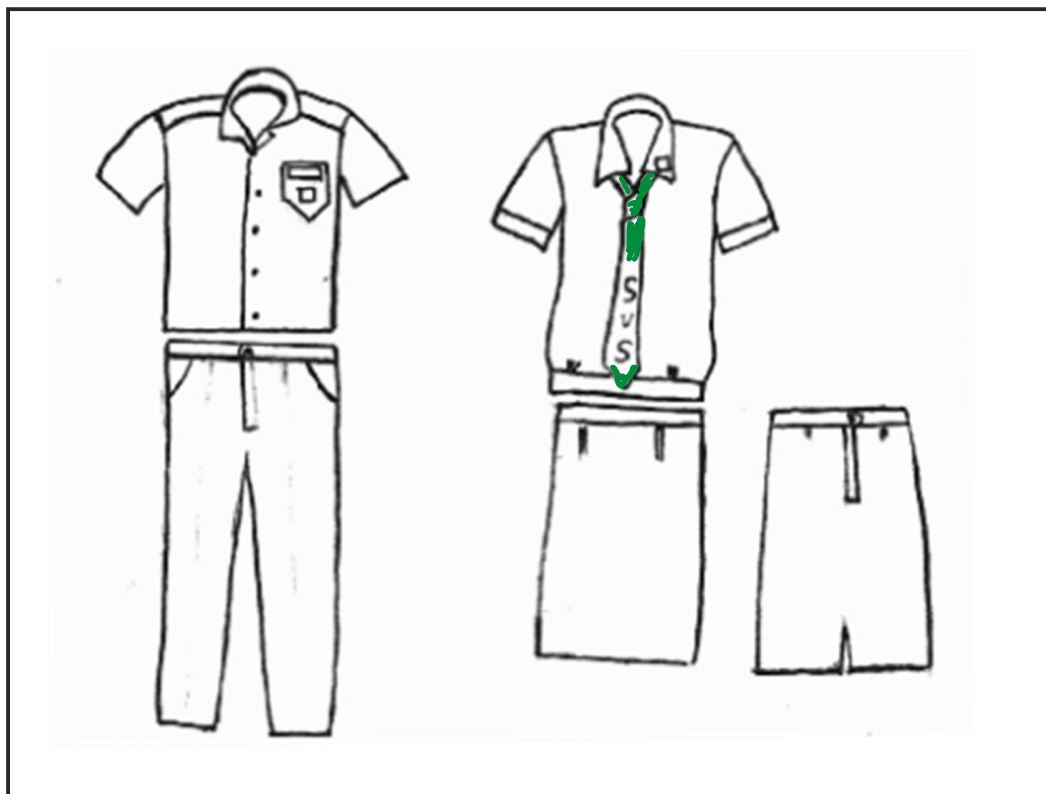
Figure 3. Gala Uniform for Grades 7 to 10



Senior High School (Grades 11 and 12)

BOYS	GIRLS
<p>White Tetoron Polo with left breast pocket and standing collar  Rectangular SVS Patch and Level Patch sewn onto the pocket  White boys' "sando" tucked-in and worn under the Polo  Black gabardine long pants  Black Socks  Black closed low cut leather shoes  Identification Card with holder</p>	<p>White Tetoron Blouse with pointed collar  Green SVS necktie  Level Patch sewn onto the left collar  White sports brassiere  Dark green Gabardine pencil-cut skirt, with length below the knee and zipper at the back  Black foot stockings  Black leather closed shoes (no straps or heels)  Identification Card with holder</p>

Figure 4. Gala Uniform for Grades 11 and 12



### **P. E. Uniform**

The P.E. Uniform should be worn by all Hybrid Learners during their Tuesday and Thursday in-school classes. The complete uniform includes the P.E. shirt, SVS jogging pants, white ankle length sports socks, athletic shoes (any color), and Identification Card with holder.

### **Dress Code during Performance Tasks**

Unless the performance task requires a costume, students who need to capture themselves on video must be appropriately dressed. If the video requires complex movements, the prescribed dress code is the SVS P.E. Uniform. The gala uniform may be used when the video merely entails speech.

### **Grooming**

Hybrid and Flexible learners must always be properly groomed. Male learners must maintain a clean cut, where the hair line should not (1) reach the ears, (2) touch the collar of the shirt, or (3) fall below the eyebrows.

Figure 5. Proper haircut for all male learners



On the other hand, female learners are allowed to support any hair length provided that it is neatly combed or tidily kept away from the face. Female learners are not allowed to maintain synthetically colored or highlighted hair and are discouraged from wearing fancy hair accessories.

### **Identification Card**

Every learner enrolled in SVS is issued an official identification card (ID), with a computer – registered learner ID number. A separate announcement on the protocol for ID photos shall be made within the academic year.

### **Face Mask**

Beginning AY 2023-2024, wearing face masks shall no longer be part of the prescribed school uniform. Bringing and wearing face masks is encouraged particularly when the learner comes to school while nursing a cough or is experiencing the common colds. Other than this circumstance, wearing of face mask is ultimately left to the discretion of parents.

## **SECTION 6**

### **SOCIAL NORMS**

Section 156 of the 2010 Revised Manual of Regulations for Private Schools in Basic Education provides that it is the duty of a learner to “conduct himself in a proper and irreproachable manner in his relations and dealings with all members of the academic community” and “observe at all times, inside or outside the classroom or school campus, the accepted principles of proper decorum and good behavior.

1. Learners who do not cooperate with regular classroom procedures or those guilty of disrespectful conduct or distractive behavior must expect to be given an oral reprimand by the teacher.
2. Actions like whistling, booing, shouting, or intentionally introducing a noisy background when the video camera is turned on during synchronous activities, qualify as distractive behavior and shall not be tolerated.
3. Every learner is expected to attend the Monday morning and Friday afternoon assembly. During these activities, learners are expected to participate in the singing of the Philippine National Anthem and observe proper behavior when the flag is being raised and lowered.
4. All learners must contribute to the cleanliness of their home and classroom. Learners must be responsible for keeping their place of study neat and organized. Parents and family members are encouraged to respect this space of study of the learners.
5. When eating at the Canteen, students must learn to clean up after each meal. Used plates and utensils must be taken out and empty food containers or wrappers must be properly disposed.
6. English is the medium of instruction in the classroom except where the subject matter dictates otherwise. Thus, its use is strongly encouraged for conversation even between learners so that fluency may be attained.
7. Respect for oneself, consideration of others, and care for the environment are highly encouraged by SVS learners.
8. Doing what is right even when no one is looking is highly expected of an SVS learner. The current online distance learning program is the best opportunity to exercise this value.

## SECTION 7

### CLUBS AND ORGANIZATIONS

In recognition of the importance of providing a holistic education and developing creative and responsible learner leaders, SVS has the following school accredited clubs and organizations (offerings may vary each academic year):

#### 8.1. SVS Clubs

In line with the School's implementation of a Hybrid and Flexible Curriculum, the following Clubs will be offered this academic year for learners from Grades 4 to 12:

AP-Filipino Club	TLE Club	Liturgical - ESP Club
Booklovers Club	(MAPEH) Sports Club	Minecraft – Computer Club

Club meetings shall be held every 4<sup>th</sup> Friday of the month at 1:30 in the afternoon. Choosing and registering for a club shall be explained and shall take place during Homeroom. Homeschool Learners are expected to join a club of their choosing.

#### 7.2 SVS Organizations

**Circle of Student Leaders.** Grade 7-10 learners who are elected as Class Officers automatically become members of the Circle of Student Leaders. They shall elect from among themselves, the Organization's Officers.

Learners who are of good academic and character standing but not homeroom officers may apply to join the Circle but shall not be allowed to run for an Officer position.

Apart from being given activities that will hone leadership skills, members of the Circle shall be tapped to assist in managing various school activities. However, this should not deter the COSL from pursuing its own possible activities, such as Teacher Appreciation Day, an outreach activity for children within the school's community, the School Christmas Party, and a Valentine's Day Activity. This is apart from a fund-raising activity they may initiate for an entire academic year.

**Golden Wings Varsity Teams.** Open to Grade 4-12 learners and under the age of 18 years old, the Golden Wings Varsity Team is composed of various team and individual sports that train year-round for various inter-school, inter-district, and inter-city competitions. Acceptance into the various teams is by try-outs upon recommendation of the team coaches and approval of the SVS Sports Director.



### 7.3. Guidelines on Clubs and Organizations

An SVS club is different from an SVS organization. Membership to an SVS Club is arranged by the homeroom advisers in consultation with their learners, while membership into an organization is by application, audition, or election of a learner. Club performance can be monitored by parents through the co-curricular grade in the Progress Report, while performance in the organization can be inquired from the coaches or organization moderator. Following are the general guidelines regarding SVS clubs and organizations:

1. No club/org activity shall be held without prior consultation and approval of the School Principal and Vice President.
2. Only learners whose names are included in the submitted list of the club advisers shall be recognized as official club members.
3. Representing SVS in an interschool competition is reserved for learners who are not under academic or disciplinary probation unless reconsideration is granted by the principal.
4. A learner can lose their membership privilege if found to have committed a major offense.
5. Involvement in organizations not sanctioned by SVS shall NOT be the school's responsibility.

For the current academic year, the Circle of Student Learners (COSL) shall be allowed to organize themselves for the following purpose:

1. Elect the school officers for AY 2023-2024;
2. Assist, coordinate, and participate in activities related to Community Engagement;
3. Organize an activity for to honor teachers on Valentine's Day and to honor Saint Vincent on his feast day;

In this regard, the COSL must:

4. Complete a leadership and orientation activity organized by SVS;
5. Submit to the Principal a schedule of preparatory activities and their list of members and officers for the academic year. This list of officers and members shall be the basis for co-curricular grade computations for graduating learners vying for special recognition at the end of the academic year;

Furthermore, parents/guardians of club/org participants shall be informed of their child's participation as well as schedule of regular meetings. Notice for any intention of club meetings during class hours or any other time aside from the scheduled meetings must first be approved by the Principal;

### 7.4. Out of Campus Activities

A learner who may or may not be a varsity team member but represents SVS in an SVS endorsed approved interschool competition shall be excused from all the classes he/she might miss in the course of the competition. The said learner shall be given the privilege of a make-up program for whatever was missed in class whether lecture or test prescribed in Section 3.6 on Evaluations.

Apart from representing SVS in various sporting competitions, the Golden Wings Varsity Team Members also serve as the School's Ambassadors of Goodwill. This is the same for members of the Circle of Student Leaders. Thus, members of these organizations are expected to look and behave their best when participating in activities outside of the school grounds.

### **7.5. Class Officers**

Learners with good academic and character standing are encouraged to run for class officers in their respective Homeroom classes. It is viewed that being a class officer develops leadership as well as interpersonal communications skills. Determining a class officer is done through nomination and voting within each class/section. Below are some of the guidelines:

1. A learner may be nominated and shall only be a candidate if the nomination is seconded by another classmate;
2. Voting shall be done during Homeroom classes;
3. The following positions shall be available for filling:

President	Secretary	PIO
Vice President	PRO	Level Representative
4. Learner are encouraged to choose their class officers wisely.

## **SECTION 8**

### **CODE OF DISCIPLINE**

Every school is required by government regulations to maintain discipline and to issue disciplinary rules in order that learners may develop a higher standard of decency, morality, and good behavior. Since enrolling in a school is contractual in nature, each learner who enrolls at St. Vincent School is expected to recognize, accept, and comply with all the existing School policies and regulations. The list of offenses and disciplinary measures are based on the Handbook of series 2018-2019 and 2019-2020 but is updated to include offenses that are committed with the aid of technology.

#### **8.1. OFFENSES SUBJECT TO DISCIPLINARY MEASURES**

##### **1. MINOR OFFENSES**

These offenses are committed mostly due to lack of self-responsibility and self-discipline. These include:

- a. Wearing or bringing excessive or costly jewelry
- b. Bringing materials not related to schoolwork, such as comics, trading cards, toys etc.
- c. No assignment/ books, or failure to submit or upload class requirements on the deadline
- d. Exhibiting uncooperative behavior in class and classroom activities
- e. No excuse letter signed by the parent/s or guardian upon returning from an absence
- f. Improper hair style, i.e., skin head or synthetically colored
- g. Not wearing the school ID
- h. Improper or incomplete uniform
- i. Other offences that may be considered as minor offences by the Prefect of Discipline

##### **2. LESS GRAVE OFFENCES**

These offenses are committed either to seek attention or is due to the lack social skills or because learners are not aware that their actions inconvenience others. These include:

- a. Maintaining and exposing body tattoos
- b. Exhibiting indecent or vulgar expressions in writing or in drawing
- c. Wearing of distracting accessories (e.g. nose rings, bags or jackets with vulgar text or print)
- d. Littering/ spitting anywhere in the campus
- e. Sitting improperly / indecently in public areas of the campus, classroom or during school activities
- f. Creating disruptive noise or exhibiting distractive behavior while classes are on-going
- g. Use of profane language, whether used to express grave insult or as an expression
- h. Sleeping during class hour
- i. Mischievous acts like pushing, throwing paper/chalks to others and teasing
- j. Documenting or creating content unrelated to academic matters without prior permission from the school or the subject being documented
- k. Bringing an outsider inside the campus without the proper permit from the school authorities
- l. Using borrowed ID Cards, SVS Pass, School Diary, Uniform or shoes to meet academic requirements
- m. Sitting in with other classes or sections without prior request or permission

- n. Untoward behavior, i.e., running in the hallways, playing ball or unruly games inside the classroom that causes damage or harm to faculty or co-learners;
- o. Other offences which may be considered as less grave offenses by the Prefect of Discipline

### **3. GRAVE OFFENSES**

These are actions done with intent to disregard school policies and the welfare of others. These include:

- a. Cutting Classes, i.e., leaving the classroom without returning to finish the class or coming to class more than 5 minutes after the scheduled start of class
- b. Truancy, i.e., an intentional absence wherein the learner was brought to school but did not enter the campus
- c. Cheating or misrepresenting materials submitted in relation to academic matters
- d. Forging or falsifying official documents like report cards, IDs, official notices, clearances, and the like letters to and from parents
- e. Promoting indecent behavior or improper activities (e.g., smoking, vaping, drinking alcohol, gambling) in social media while in School Uniform
- f. Grave disrespect (i.e., ridiculing, insulting, showing arrogance) to members of the administration, faculty staff, maintenance, security personnel, and other persons in authority
- g. Exhibiting disrespectful behavior towards the Philippine flag, the religious beliefs, culture, or race of others;
- h. Malicious name-calling against teacher or school personnel.
- i. Open defiance of school's personnel's advice, instruction or directive towards proper conduct
- j. Fist Fighting inside or outside the school premises
- k. Gambling on campus or on any of the HMLS+ platforms
- l. Vandalism includes tampering with materials posted in any bulletin board or common areas.
- m. Other offenses which may be considered as grave offenses by the Prefect of Discipline

### **4. VERY GRAVE OFFENSES**

These are grievous acts that harm/violate the human being's person property, honor, and dignity as well as the welfare of the School and its constituents. These include:

- a. All forms of bullying, whether in-school or online
- b. Inflicting physical harm/injury on any animal or individual
- c. Committing any physical or virtual action with intent to destroy the good name of the school or any of its school personnel
- d. Giving or offering false testimony regarding any individual in the school community during any school investigation
- e. Extortion or bribery
- f. Destroying school properties and equipment (e.g., fire extinguisher)
- g. Bringing deadly weapons to school or to any school activity held inside or outside the school
- h. Possession, passing, using, pushing, selling or trafficking of prohibited drugs and coming to school under the influence of drugs.
- i. Bringing or drinking alcoholic beverages on the campus or while attending official school functions or activities and coming to school under the influence of alcohol

- j. Possession and or selling of pornographic material and making pornographic sketches or writings
- k. Engaging in lewd, indecent, obscene, or immoral conduct in the classroom or in any organized off- campus student activity
- l. Membership in fraternities or organizations not recognized by the school (per DECS Order No. 20 s.1991)
- b. Stealing and all forms of dishonesty in personal dealings with individuals in SVS community (e.g., theft, misuse of funds, others)
- c. Other offenses which may be considered as very grave offenses by the Prefect of Discipline

## 8.2. SANCTIONS

Official reports of offenses are acted upon by the school. After an exhaustive investigation and due process has been completed, learners are sanctioned for their actions. A summary of actions and sanctions are enumerated below.

### 1. MINOR OFFENSES

Frequency	School Action / Sanctions
1 <sup>st</sup> Offense	Oral Warning
2 <sup>nd</sup> Offense	Written Reprimand (acknowledged by the learner and parents)
3 <sup>rd</sup> Offense	Parents Conference with Adviser
4 <sup>th</sup> Offense	Guidance Counseling and Parents Conference
5 <sup>th</sup> Offense	G in Conduct, with each additional offense bringing the rating lower

### 2. LESS GRAVE OFFENCES

1 <sup>st</sup> Offense	Written Reprimand (acknowledged by learner and parent/s)
2 <sup>nd</sup> Offense	Parent Conference with Adviser
3 <sup>rd</sup> and 4 <sup>th</sup> Offense	Guidance Counseling and Parents Conference
5 <sup>th</sup> Offense	Parent Conference with Prefect of Discipline I in Conduct Grade, with each additional offense bring the rating lower

### 3. GRAVE OFFENSES

1 <sup>st</sup> Offense	Parent Conference with Adviser, Guidance Counselor, Prefect of Discipline NI in Conduct Grade
2 <sup>nd</sup> Offense	Parent Conference with Adviser, Guidance Counselor, Prefect of Discipline 3 days of Community Service to replace Suspension from classes NI in Conduct Grade
3 <sup>rd</sup> Offense	Parent Conference with Adviser, Guidance Counselor, Prefect of Discipline 2 days of Guidance Activity to replace Suspension from classes 3 days of Community Service to replace Suspension from classes NI in Conduct Grade
4 <sup>th</sup> Offense	Separation/Advised to transfer

#### 4. VERY GRAVE OFFENSES

1st Offense	5 days Suspension, NI in Conduct Grades Parent Conference with Prefect of Discipline
2nd Offense	Dismissal/Advised to transfer

#### 8.3. LITERATURE OF DISCIPLINARY SANCTIONS

Disciplinary sanctions may be any or a combination of the following measures depending on the gravity of the offense:

**Oral Warning.** A learner is given an oral warning by the teacher when he/she commits violation of the school's regulation.

**Written Reprimand.** A formal written reprimand which becomes part of the learners' official file

**Conference with parents/guardian.** Parents/Guardian will be called for a conference. A letter will be sent to inform them of the date of the conference. Failure to attend the conference does not hinder the school from implementing disciplinary action on the learner.

**Guidance Office Intervention/Conference.** When a learner is observed to have difficulty in following the school's regulations, time with the Guidance Office is recommended. Participation of the parents/guardian shall be called for with the counselor if necessary.

**Suspension.** Suspended learners will be deprived of privileges in participating in academic-related activities. In lieu of this, the learner shall be given reflective and/or Community Service activities. For first offenders, make-up activities shall be made available for as long as they are performed in-school. For multiple offenders, no make-up activities shall be offered.

**Separation.** A learner who misbehaves grossly is advised to move to another school. In extreme cases, this may take place before the learner completes the program.

**Dismissal.** Under DepEd Regulations, the SVS reserves the right to cancel the enrollment of undesirable learners at any time, even amid the academic year (Manual of Regulation, BPRS Sec. 18, Art. 146-A). Such learners will be recommended to transfer to another school.

The following may be classified as causes for dismissal due to disciplinary record:

- Use or possession of illegal drugs, alcohol drinks, and materials or equipment;
- Active participation/membership in fraternities/sororities or organizations not authorized by the school;
- A final conduct grade lower than 75.00 while on disciplinary probation;
- Other related offenses that may merit dismissal.

**Expulsion.** In committing a very grave offense, a learner is expelled and automatically sent out of the school system.

#### **8.4. MERIT**

Any member of the faculty or personnel of St. Vincent School may recommend that a learner be given merit/s because of good behavior or outstanding deeds such as:

- a. Complete attendance for the quarter/year
- b. Returning lost-and-found articles
- c. Bringing honor to the school

A merit slip shall be issued to properly document the recommended merit/s. Such merit may further be elevated towards a special recognition at the end of the academic year.

#### **8.5. CONDITIONS FOR ISSUANCE OF A CERTIFICATE OF GOOD MORAL**

Transferring and graduating learners from SVS may avail themselves of a Certificate of Good Moral from SVS by addressing a letter of request to the Prefect of Discipline. Upon evaluation and recommendation of the Prefect, the office of the School Directress shall issue the said Certification.

However, for SVS to issue a Certificate, the following conditions must be met:

1. The learner must not have undergone suspension at any time during his/her stay at SVS for a grave offense; and
2. Learners must not have gotten a grade of NI (lower than 75%) in the program being completed (i.e., Elementary, Junior High School, Senior High School).

Otherwise, a Certificate of Recommendation shall be issued to replace the Certificate of Good Moral.

Learners who are asked to transfer school as a sanction for disciplinary offenses committed shall not be issued a Certificate of Good Moral Character. They may, however, avail themselves of a Certificate of Enrollment and Educational Attainment.

## **SECTION 9**

### **SCHOOL SERVICE**

#### **9.1. Guidance Services**

The Guidance Office works closely with SVS Teachers in promoting the development and formation of learners. Its services include individual counseling and career/college orientation. The Guidance Counselor is available for consultation through the School's communication platforms

#### **9.2. Library Services**

Part of the goals of the Home-based Multi-Support Learning System (HMLS) is to provide learners with the resources needed to do academic research or provide materials to augment what is provided during online and in-school instruction. It is for this purpose that the school provides online Dictionaries and Encyclopedias and a link to e-library through the school website. Procedures on how to use the Library Services shall be provided in Homeroom.

#### **9.3. HMLS+ Parent Portal**

Parents/guardians are provided subscription to the parent portal of the school's cloud-based school management system. This allows parents to enroll their children, purchase books, update personal information, pay succeeding tuition and fees, and view their children's attendance, view course outlines, and most importantly, the quarterly progress reports of their child. This facility also allows parents to upload return slips or proof of tuition payment without having to physically go to school.

#### **9.4. HMLS+ subscriptions and Personal Email**

Under the Home-based Multi Support Learning System plus (HMLS+) of SVS, learners are provided with a subscription to a host of different cloud-based applications to support online learning. This includes collaboration platforms, productivity apps, games for education, and assessment apps. Students are likewise given their personal student portal and email address.

#### **9.5. Health Services**

SVS has partnered with Medicard Philippines, Inc. Centris Clinic in AY 2022-2023 to allay the discomfort of parents in sending their children to school for the Blended Learning Modality. As part of the partnership, Medicard provides a school nurse during in-school days. All personnel and bonafide students can avail of an annual physical exam, unlimited consultations with a Medicard general physician or pediatrician, and discounts on laboratory tests not covered by the physical exam.



## SECTION 10

### FLEXIBLE LEARNING MODALITY

St. Vincent School recognizes that there must be flexible and alternative modes of delivering education. This was a lesson learned from the Covid pandemic. Moreover, the school continues to strive to have a relevant curriculum and contribute to the national interest of providing greater education access and curve learning loss. For this reason, the school shall continue to offer the Flexible (fully online) Learning Modality for AY 2023-2024.

Learners in the Homeschool Modality will have access to Office 365 and MS Teams, E-modules, and the school's virtual library. Like the previous academic year, flexible learners attend school virtually with hybrid learners who are themselves online once a week or in-school thrice a week. As in the pandemic years, parents will continue to have the burden of doing the follow-up work to ensure that their children do the assigned tasks or practice newly learned skills and upload this in the virtual classroom (learning management system) so teachers will have proof of the learners' academic progress. In the Flexible Modality, equal sharing of parents and teachers in monitoring and supporting the child is crucial to avoid learning loss.

For this purpose, this Guidebook shall spell out the role of parents whose children are enrolled in the Flexible Learning Modality:

#### A. Program Management

##### 1. Parents / Guardians

The parents/guardians shall carefully monitor the work and progress of their children and shall be the primary partner of the teachers in the teaching-learning process. Parents/guardians shall have following responsibilities:

- a. Obtain the Course Outline for each subject from the HMLS+ Parent Portal
- b. Monitor the class schedule and/or school calendar and ensure that the child can properly participate especially if there are challenges due to time zone difference or special needs
- c. Ensure the availability of adequate and appropriate learning resources
- d. Make use of the consultation schedule to bring up concerns with the subject teachers
- e. Guarantee the submission of outputs, i.e., individual work, performance tasks;
- f. When possible, allow their children to participate in special onsite activities, e.g., Intramurals, Recollection, for socialization and increased learning opportunities.

## 2. Homeroom Adviser and Subject Teachers

The Homeroom Adviser and Subject Teachers shall:

- a. Closely collaborate with the Parents/Guardians on the learning activities, assessment and progress of the flexible learners;
- b. Provide technical assistance to the parents and learners should they have difficulty in the use of any of the cloud-based applications;
- c. Keep accurate and comprehensive records of progress and development of flexible learners.

## **B. Instruction**

### 1. Learners

The Flexible Learning Modality caters to various types of learners whose parents/guardians choose to have the educated at home for reasons including, but not limited to, the following;

- a. Learners who are incapable of reporting to school regularly because of a medical condition or have special needs
- b. Learners whose parents/guardians have jobs that require them to constantly travel and
- c. Learners whose studies are interrupted due to relocation of parents/guardians (within the Philippines or as Overseas Filipino Workers (OFWs)

Kindergarten learners may be admitted to the Homeschool Modality if they meet the five-year-old age qualification pursuant to DepEd Order No. 47, s.2016 or The Omnibus Policy on Kindergarten Education, as amended by DepEd Order No. 20, s, 2018.

### 2. Learning Resources

Flexible learners will be provided with access to Office 365 and MS Teams, E-modules, and the virtual Library. Textbooks in print or digital format and the learner's uniform will also be provided by the school for a fee. Ensuring the availability of adequate and appropriate learning resources for their children is one among the identified responsibilities of parents/guardians.

### 3. Learning Environment

Online learning takes place primarily at home, with the parents/guardians facilitating learning by providing internet access. It does not preclude the use alternative learning environments as long as they are appropriate for the learner, relevant to the topics, and conducive to the teaching-learning process.

Flexible learners may participate alongside other learners in physical education classes and in other curricular, co-curricular and extracurricular activities organized by their school, subject to appropriate guidance / guidelines from the school.

Flexible learners may participate alongside other learners in Club Activities. However, they will not be allowed to participate in Sports Varsities which require in-person training for the development of skills for competition within a short amount of time.

#### 4. Learning Plan

Parents/guardians are supposed to be in tune with the lessons and topics being taken up by their children. This is necessary to follow up the completion of assigned tasks or provide activities that would enhance learning that was not done in-school.

#### **D. Assessment**

##### Classroom Assessment

Classroom Assessment for flexible learners shall follow the provisions of DO No.8, s 2015 or the *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*.

Flexible learners shall always complete online formative or summative assessments simultaneously with their hybrid learner counterparts. The flexible learner shall take the exam in the virtual classroom assigned to their grade/level.

Any in-school written works shall likewise be performed by flexible learners in real time. Both flexible and hybrid learners are required to upload a scanned copy of their work to their virtual classroom.

Teachers will not provide differentiated Performance Tasks for Flexible Learners and Hybrid Learners. However, it is possible that the form or mode of submission/presentation may be slightly varied.

The policy guidelines on the conduct of work immersion for Senior High School shall also be applied to homeschool learners.

## **SECTION 11**

### **GRADUATION AND MOVING UP REQUIREMENTS**

SVS learners who are candidates for the Moving Up or Graduation Exercises must comply with the following, in order that they may participate simultaneously take part in the said Exercises and be given their Certificate of Completion:

1. Submit all academic requirements before the final examination;
2. Clearance of all liabilities and responsibilities before the final examination;
3. Settle all fees and accounts with the School Cashier before the Final Exams;
4. Complete all documents and information to the Registrar before Graduation;
5. Submission of Data Privacy Agreement;
6. Attendance of SVS-organized ecumenical gatherings and recollections\*;
7. Complete attendance to all graduation and moving up practices as scheduled\*.

Learners with a failing grade in two (2) or more subjects will not be allowed to join the Graduation Exercise or Moving-up Ceremony (see Section 3.8 on Promotion and Retention).

\*A separate announcement on the protocol for the virtual Graduation and Moving Up ceremonies shall be made during the fourth quarter/finals of the 2nd semester of the academic year.

#### **Honor System**

SVS follows a 70-20-10 composition in determining the honors. The 70% comprise the academic standing, the 20% comprise the co-curricular while the 10% comprise the conduct. Instead of averaging all components, a ranking system per component is used. The computation is based on the Dep Ed guidelines, specifically DO 92 s 2009 and DO 23 s 2012.

## WHO IS ST. VINCENT FERRER?

St. Vincent Ferrer is the patron saint of builders because of his fame for “building up” and strengthening the church: through his preaching, missionary work, in his teachings, as confessor and adviser. In Valencia in Spain, this illustrious son of St. Dominic came into the world on January 23, 1357.

In the year 1374, he entered the order of St Dominic in a monastery near his native city. Soon after his profession he was commissioned to deliver lectures on philosophy. On being sent to Barcelona, he continued his scholastic duties and at the same time devoted himself to preaching. At Lerida, the famous university city of Catalonia, he received his doctorate. After this he labored six years in Valencia, during which time he perfected himself in the Christian life.

In 1390, he was obliged to accompany Cardinal Pedro de Luna to France, but he soon returned home. When, in 1394, de Luna himself had become Pope at Avignon he summoned St. Vincent and made him Master of the sacred palace. In this capacity St. Vincent made unsuccessful efforts to put an end to the great schism. He refused all ecclesiastical dignities, even the cardinal’s hat, and only craved to be appointed apostolical missionary.

It was his apostolic labors that made him the famous missionary of the fourteenth century. He evangelized nearly every province of Spain, and preached in France, Italy, Germany, Flanders, England, Scotland, and Ireland. Numerous conversions followed his preaching, which God Himself assisted by the gift of miracles.

Though the Church was then divided by the great schism, the saint was honorably received in the districts subject to the two claimants to the Papacy. He was even invited to Mohammedan Granada, where he preached the gospel with much success. He lived to behold the end of the great schism and the election of Pope Martin V.

At the insistence of the Order of St. Dominic, Saint Vincent Ferrer wrote *Treatise on The Spiritual Life*. In his book, he outlines how one could live in piety, humility, and self-regulation. Though it is unclear when it was published, the book is said to have received much acclaim from a fellow Dominican, Saint Louis Bertrand in the 16<sup>th</sup> century and continues to be printed in the 21<sup>st</sup> century

Saint Vincent Ferrer died April 5, 1419. His feast day is celebrated in April 5.

Sources: Catholic Online  
*Treatise on The Spiritual Life*

## MORNING OFFERING

Lord, we thank you for the light of this new day and for the hope that awakens us this morning. Grant that we may start this day with joy in the light of your love. For this, Lord, shall be our strength to face whatever lies in store for us today. We offer you all our thoughts, words and deeds for this day. Inspire and guide us to do ordinary things extraordinarily well; so at the sundown, we may give you praise and honor spent in building your kingdom.

Amen.

## THE VINCENTIAN PRAYER

Dear Master

You know all things, you fathom my deepest desires. Instruct me to attune my heart according to your will – in the face of deceptions, prudence, against many obstacles and contradictions, temperance; where temptation looms fortitude; and amidst a society deaf to the cries of the oppressed and driven out, justice.

May nothing else be of higher value to me than my ardent faith and complete trust in God, which impel me to reach out to my neighbors especially the least, the lost and the last, Grant me the grace to follow the footsteps of St. Vincent Ferrer who spread your love with burning tears by preaching and living out the Gospel.

Send each day your Holy Spirit to inspire me to do my best in my studies, to guard my family and friends from any harm and to obtain for the administrators, teachers and the entire community the gift of wisdom which brings peace.

Leader	:	Saint Vincent Ferrer
Response	:	Pray for us
Leader	:	Jesus lives in our hearts
Response	:	Forever
All	:	Amen

## Saint Vincent School Hymn

Saint Vincent, beloved alma mater  
Be our steadfast guide  
With the dawn of knowledge shared together  
Truth shall come in stride

Saint Vincent, we fondly will remember  
All things you stand for  
And with grateful hearts the mem'ries linger  
Now and evermore

Peace through knowledge we'll pursue  
Where God's love and truth prevail  
Now we sing our song to you  
Hail, Saint Vincent, Hail

Saint Vincent, we pray that you will keep us  
Always true to you  
May your love for truth and knowledge guide us  
Ever through and through....

Words and music by:  
Martin D. Tañedo  
March 3, 1989

Republika ng Pilipinas  
(Republic of the Philippines)  
**KAGAWARAN NG EDUKASYON, KULTURA, AT ISPORTS**  
(Department of Education, Culture and Sports)  
UL Complex, Pasig, Metro Manila

DECS ORDER  
No. 20, s. 1991

**PROHIBITION OF FRATERNITIES AND SORORITIES IN  
ELEMENTARY AND SECONDARY SCHOOLS**

To: Bureau Directors  
Regional Directors  
School Superintendents  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities  
Vocational School Superintendents/Administrators

1. Recent events call attention to unfortunate incidents resulting from initiation rites (hazing) conducted in fraternities and sororities. In some cases, problems like drug addiction, vandalism, absenteeism, rumbles and other behavior problem in elementary and secondary schools were found to be linked to the presence of and/or the active membership of some pupils/learners in such organization.
2. Although Department Order No. 6, s.1954 prohibits hazing in schools and imposes sanctions for violations, it does not ban fraternities/sororities in public and private secondary schools.
3. Considering that enrollments in elementary and secondary school are relatively small and learners come from the immediate communities served, the presence of fraternities/sororities which serve as socializing agents among pupils/learner-peers is not deemed necessary. On the other hand, interest clubs and co-curricular organizations like the Drama Club, Math Club, Junior Police Organizations, and others perform that same function and in addition develop pupil/learner potential.
4. EFFECTIVE UPON RECEIPT OF THIS ORDER, FRATERNITIES AND SORORITIES ARE PROHIBITED IN PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS. PENALTY FOR NON-COMPLAINE IS EXPULSION OF PUPILS/LEARNERS.
5. Wide dissemination of and strict compliance with this Order is rejoined.

(Sgd.) ISIDRO D. CARINO



**THE DANGEROUS DRUG ACT OF 1972: REPUBLIC ACT NO. 6425,  
ARTICLE V SEC. 28: HEADS, SUPERVISORS AND  
TEACHERS OF THE SCHOOL**

Section 28. Heads, Supervisors and Teachers of Schools. For the purpose of enforcing the provisions of Articles II and III of this Act, all school heads, supervisors and teachers shall be deemed to be persons authority and, as such, are hereby vested with the power to apprehend, arrest, or cause the apprehension or arrest of any person who shall violate any of the said provisions. They shall be considered as persons in authority if they are in the school or within its immediate vicinity, or beyond such immediate vicinity if they are in attendance at any school or class function in their official capacity as school heads, supervisors or teachers.

Any teacher or school employees who discovers or finds that any person in the school or within its immediate vicinity is violating any provision of Article II and III of this Act shall have the duty to report the violation to the school head or supervisor who shall, in turn, report the matter to the proper authorities, Failure to report in either case shall, after due hearing, constitute sufficient cause for disciplinary action.

Section 29. Dangerous Drugs as Part of School Curricular. Instruction on the adverse effects of dangerous drugs, including their legal, social and economic implications, shall be integrated into the existing curricular of all public and private schools, whether general, technical, vocational or agro-industrial.

The Secretary of Education shall promulgate such rules and regulations as may be necessary to carry out the provisions hereof and, with this assistance of the Board, shall cause the publication and distribution of materials on dangerous drugs to learners and the general public.

**DepEd Order No. 40, s. 2012**  
**“DepEd Child Protection Policy”**

**Bullying or Peer Abuse**

Refers to the willful aggressive behavior that is directed towards a particular victim who may be outnumbered, younger, weak, with disability, less confident or otherwise vulnerable. More particularly:

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

**Cyber-bullying**

Is any conduct defined on 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.

MEDICAL & HEALTH INFORMATION

Learner's Name: \_\_\_\_\_

Learner Ref No. \_\_\_\_\_

Birth Date: \_\_\_\_\_ Blood Type: \_\_\_\_\_

Height (cm) \_\_\_\_\_ Wt (kg) \_\_\_\_\_

Illness suffered during summer break:

## MEDICAL HISTORY

Allergies (food/medication)

Has the child suffered from any of the following?

	YES	NO
1. Asthma		
2. Diabetes		
3. Epilepsy / Convulsions		
4. Heart Disease		
5. Primary Complex / TB		
6. Ulcer		

## CERTIFICATE OF GOOD HEALTH

This is to certify that \_\_\_\_\_ is in good  
(Learner's name)

Physical health and is fit to take part in day-to-day school activities including strenuous activities in Physical Education.

Certified by:

\_\_\_\_\_  
Family Physician  
(Signature over printed name)

\_\_\_\_\_  
Date of Physical Examination

\_\_\_\_\_  
License No.

**DepEd Order No. 37, s. 2022**

***Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities***

**Policy Statement**

The Department upholds the principle of promoting the welfare, safety, and security of learners and personnel at all times... This policy aims to protect the physical and psychosocial welfare of the learners, personnel and their families...

**IV. GUIDELINES ON THE CANCELLATION OR SUSPENSION OF CLASSES AND WORK IN SCHOOLS**

**1. Typhoon**

In-person, online classes and work from Kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically cancelled in schools situated in Local Government Units (LGUs) issued with Tropical Cyclone Wind Signals (TCWS) 1, 2, 3, 4 or 5 by the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA).

If the TCWS is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, schools are obligated to keep the students and personnel safely in school if travelling has become unsafe.

Local Chief Executives shall decide on the cancellation or suspension of classes in cases where there are strong winds in specific or all areas of the LGU but is not issued a TCWS.

**2. Heavy Rainfall**

In-person, online classes and work from Kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically cancelled in schools situated in LGUs issued with Orange and Red Rainfall Warning by the PAGASA.

If the Warning is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, schools are obligated to keep the students and personnel safely in school if travelling has become unsafe.

Local Chief Executives shall decide on the cancellation or suspension of classes if their LGU is issued a Yellow Rainfall Warning by PAGASA or in cases where there are torrential rains in specific or all areas of the LGU but is not issued an Alert by PAGASA.

### **3. Flood**

In-person, online classes and work from Kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically cancelled in schools in specific areas issued with a Flood Warning by the PAGASA.

If the Flood Warning is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, schools are obligated to keep the students and personnel safely in school if travelling has become unsafe.

Local Chief Executives shall decide on the cancellation or suspension of classes in cases where there is flooding in specific or all areas of the LGU but is not issued a Flood Warning by PAGASA.

### **4. Earthquakes**

In-person, online classes and work from kindergarten to Grade 12 and Alternative Learning System (ALS) are automatically cancelled in schools situated in LGUs where the Philippine Institute of Volcanology and Seismology (PHILVOCS) declare an earthquake with PHILVOCS Earthquake Intensity Scale (PEIS) V or above.

Local Chief Executives shall decide on the cancellation or suspension of classes in cases where the PEIS is IV and below.

School Principals can cancel classes at any Intensity Scale if in their assessment, building and other structures are seen to be in danger of collapsing or is found to have major damage.

The School Disaster Risk Reduction and Management (DRRM) Team Head should clear the return of students and personnel in buildings and other structures.

### **5. Power Outages/Power Interruptions/Brownouts**

There will be no automatic cancellation or suspension of classes in the event that there are power outages/power interruptions/brownouts in schools. If power outages/power interruptions/brownouts have resulted to poor learning environment, school officials can cancel or suspend classes at their own discretion.