

COLEGIO DE SANTO CRISTO DE BURGOS

SARIAYA, QUEZON

FACULTY AND STAFF MANUAL

Policies, Standards, and Institutional Guidelines

SECOND EDITION

2026 REVISION

EDUCATIO DIRECTA DOMINO

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Colegio de Santo Cristo de Burgos

Educatio Directa Domino

FACULTY AND STAFF MANUAL

2026 Revision

For Basic Education, College, TESDA/TVET, Administrative, Academic Support, and Non-Teaching Personnel

This Manual supersedes inconsistent prior internal policies only to the extent lawful and shall be implemented subject to applicable labor, education, data privacy, safety, and regulatory standards.

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WELCOME MESSAGE



Dr. Mary Joyce Monzon
CDSCDB School President

We, at Colegio de Santo Cristo de Burgos, warmly welcome you to our institution and to the Burgosian community.

Today, we welcome our new faculty members and staff who will be serving our Junior and Senior High School, College, TESDA Technical-Vocational programs, and Diploma programs. You may come from different professional backgrounds, fields of expertise, and experiences, but you now share one important responsibility: to contribute to the education, formation, and development of every learner entrusted to our care.

Becoming part of a school is more than accepting a position or fulfilling a set of duties. It means becoming part of a community whose work directly influences the lives and futures of students and trainees. Whether you teach inside the classroom, conduct skills training, provide administrative support, maintain school operations, or assist learners behind the scenes, your role contributes to the quality of education and service that we provide.

To our teachers and trainers, always remember that education is more than delivering lessons, checking examinations, or completing requirements. The way we teach, guide, correct, encourage, and respond to our learners can leave a lasting impact on their lives. A good educator does not only develop knowledge and skills, but also helps build confidence, discipline, responsibility, and character.

To our non-teaching personnel and staff, your contribution is equally important. A school cannot function through classroom instruction alone. Every office, service, facility, record, system, and interaction helps create an environment where teaching and learning can take place effectively. The way we communicate and serve our students, parents, colleagues, and visitors reflects the professionalism and values of our institution.

As members of Colegio de Santo Cristo de Burgos, we share the responsibility of creating a learning environment that is safe, respectful, inclusive, organized, and supportive. We are expected to perform our duties with competence, integrity, fairness, accountability, and genuine concern for those we serve.

Our learners come from different circumstances. Some may perform well with little difficulty, while others may face academic, financial, personal, or emotional challenges. Some may require more patience, guidance, structure, and encouragement. As educators and school personnel, we must learn to see beyond grades and immediate performance and recognize the potential of every learner.

Sometimes, a simple word of encouragement, a patient explanation, a fair decision, or an act of understanding can have an impact far greater than we realize.

At the same time, working in education requires us to remain learners ourselves. Education continues to change. Technology changes, professional standards evolve, government regulations are updated, and the needs of learners and society continue to develop. Because of this, we must remain willing to learn, unlearn, and relearn.

Professional growth is not limited to seminars, training programs, or additional credentials. It is also reflected in our willingness to receive feedback, improve our methods, collaborate with our colleagues, and recognize that there is always something new to learn.

We also encourage everyone to value teamwork. No teacher, trainer, office, or department works in isolation. The success of our learners depends on the cooperation of the entire institution. There will be challenges, deadlines, adjustments, and difficult situations, but these are the times when professionalism, communication, respect, and cooperation matter most.

There will certainly be demanding days. But there will also be rewarding moments—seeing a struggling learner improve, watching a student graduate, seeing a trainee become competent, and knowing that your work contributed to someone else's future.

At Colegio de Santo Cristo de Burgos, we believe that every learner carries a dream, and every dream deserves guidance, patience, opportunity, and people who are willing to help make it possible. As members of our faculty and staff, you now become part of that responsibility.

We invite you to make this institution not simply a workplace, but a community where you can contribute your knowledge, talents, ideas, and experiences while continuing to grow both professionally and personally.

May we work together with humility in learning, excellence in service, integrity in our responsibilities, compassion in dealing with others, and dedication to our shared mission.

Once again, welcome to Colegio de Santo Cristo de Burgos. May your journey with us be meaningful, productive, and fulfilling.

Welcome to the Burgosian community.

Institutional Policy Statement

Colegio de Santo Cristo de Burgos

is committed to delivering quality education and training within a safe, inclusive, humane, and Christian learning environment that upholds all legal and regulatory standards. The school recognizes that Basic Education, Higher Education, and TVET programs are governed by distinct regulatory frameworks. This handbook clearly outlines our shared institutional policies and level-specific academic and training guidelines.

Chapter 1. Institutional Identity

Section 1. Vision

Colegio de Santo Cristo de Burgos envisions itself as a premier school recognized for its excellence in instruction, research, and community service, deeply guided by its Christian Foundation with its institutional motto, "*Educatio Directa Domino"*.

Section 2. Mission

Our mission is to provide educational opportunities that empower learners, students, and trainees reach their full potential – preparing them to be active, competent, ethical, service-oriented, and globally competitive members of the workforce and society.

Section 3. Core Values

- **Simplicity:** truth, honesty, transparency, modesty, and solidarity with others.
- **Respect for Human Dignity:** reverence for every person and concern for life, human rights, and total human development.
- **Service:** sensitivity and active response to the needs of others.
- **Commitment to Excellence:** dedication to quality education, professional growth, and continuous improvement.
- **Social Commitment:** love of country and commitment to community transformation.

Section 4. The History of Colegio De Santo Cristo De Burgos

Faith and History

Colegio de Santo Cristo de Burgos, a Catholic institution for men and women in Quezon Province, was founded in 2008. The school traces its roots to the vision of Mr. Juanito Manigbas, a simple man and

humble devotee of Santo Cristo de Burgos, who dreamed of establishing an institution that would help transform the youth according to the ideals of the Catholic faith.

Inspired by his deep devotion to Santo Cristo de Burgos, Mr. Manigbas dedicated his life to the service of humanity, especially the less privileged members of the community. Through his example, teachings, and acts of service, he continued to promote the values of love, compassion, faith, and commitment to others.

Opening of the Campus

In June 2008, Mr. Manigbas opened the school, initially offering Hotel and Restaurant Services as its first program. In the years that followed, other programs were introduced, including Information Technology, Computer Science, and Computer Hardware Servicing.

With its world-class facilities and highly skilled instructors, Colegio de Santo Cristo de Burgos aimed to provide quality education, spiritual formation, and meaningful community service. The school found its home in the renovated ancestral residence of the de Luna family, located at Valderas Street corner Quezon Avenue, Sariaya, Quezon, across from Carmina Janna Hall. From this historic residence, the institution was born.

Roots of the Campus

The ancestral house was formerly owned by Mr. Felino Alvarez de Luna and Mrs. Pacita Alvarez de Luna. It was given to them as a wedding gift by Sotero “Amama” de Luna and Maria “Inana” Jaballera De Luna

Mr. and Mrs. de Luna had six children, including Mrs. Resurrection de Luna-Manigbas, wife of Mr. Juanito Manigbas, who subsequently purchased the de Luna ancestral house and became its owner.

Today, the ancestral house serves as the mock hotel of Colegio de Santo Cristo de Burgos and provides an effective training venue for various hospitality courses. The two-story house has been divided into

functional training areas. The first floor is used for Housekeeping, Commercial Cooking, and Culinary Arts, with a portion serving as the Hot and Cold Kitchen, fully furnished with quality facilities and equipment. The second floor serves as the training area for Front Office Services, Travel Services, and Food and Beverage Services. It also includes a suite room and a double-bed room for practical hospitality training.

Dreams for the Future

Colegio de Santo Cristo de Burgos was founded with the hope of providing students with access to quality college education within Sariaya. Through this mission, the school also seeks to help parents lessen the additional expenses often associated with sending their children to study in distant places.

Guided by faith, service, and excellence, the institution continues to aspire to develop competent, compassionate, and values-driven graduates who will become achievers and contributors to the growth of Quezon Province and the larger community.

Section 5. The School Patron



The college is named in honor of the Santo Cristo de Burgos. Santo Cristo de Burgos is the image of the crucified Christ which according to the history of Sariaya, Quezon was brought in from Burgos, Spain by the Spanish Friars. In one of the times that they were moving to find yet another place to settle, bringing with them the crucified Christ, they rested under the shade of the tree and when it was time to move on, they could no longer lift the Holy Cross. It was then believed that it was a sign from God and hence they decided to build a Church on the spot which is now known as the St. Francis of Assisi Parish Church, Sariaya's Roman Catholic Church. The college is named in honor of the Santo Cristo de Burgos.

Section 6. The School Seal

The seal of Colegio de Santo Cristo de Burgos embodies the mission upon which the institution was founded. Each symbol reflects the school's commitment to faith, service, knowledge, and holistic formation. The Cross, the heart with thorns, and the flame represent compassion and burning love for the less privileged members of society. The torch, book, and globe symbolize enlightenment, learning, and the pursuit of knowledge.

The words **"Educatio Directa Domino"** express the guiding credo of every student of Colegio de Santo Cristo de Burgos: **"Education Guided by the Lord."** This reminds us that true education is not only the acquisition of knowledge, but also the formation of character through the guidance and grace of God.

The seal signifies both education and progress. Its armor-like shape represents protection, security, and care. The torch joined with the book and globe symbolizes enlightenment that leads to growth and advancement. The olive leaves on both sides represent maturity, peace, and fruitful development, while the ribbon unites the elements of the seal into one meaningful whole.

The Cross, together with the heart crowned with thorns and flames, signifies the burning love of every member of the administration, faculty, staff, and student body of Colegio de Santo Cristo de Burgos for truth, service, and the mission of Christian education.

Section 7. The Use of the CDSCDB Brand

The CDSCDB name, identity mark, uniform, website, and logo owned and managed by CDSCDB and may not be copied, reproduced, downloaded, disseminated, published, applied, used, altered, or transferred in any form or by any means, except with the prior permission of CDSCDB Administration. Any unauthorized use of the name, mark, logo, content, images, website or any other material owned by CDSCDB is strictly prohibited and may result in severe disciplinary action.

Section 8. Quality Policy

The school is committed to providing quality educational services that equip graduates, completers, and trainees with knowledge, skills, values, and employability. The school shall continually improve its processes, comply with statutory and regulatory requirements, develop the competence of its personnel, and use resources responsibly.

The School shall implement a STAR-aligned quality assurance system that promotes competency-based training, industry relevance, trainee

welfare, trainer competence, safe and adequate facilities, appropriate tools and equipment, valid assessment practices, employment facilitation, stakeholder feedback, community extension, innovation, and continuous improvement. The School shall regularly review its TVET program implementation, trainee outcomes, completion rate, assessment performance, certification results, employment or entrepreneurship outcomes, employer feedback, and graduate tracer data for the purpose of improving training delivery and learner support.

Section 9. Instructional Support and Student Services

The Instructional Support and Student Services Unit provides coordinated services that support learning, student welfare, safety, personal development, records management, responsible technology use, health support, and access to school facilities. The unit serves students, learners, and trainees across the Basic Education, College, and TVET programs, subject to the specific rules applicable to each level.

All student services shall be implemented with respect for human dignity, confidentiality, data privacy, child and learner protection, inclusivity, reasonable support, due process, and the school's mission and values.

General Objectives

a. Provide student-centered support services that promote academic success, welfare, safety, and holistic formation.
b. Coordinate student activities, records, guidance, health, technology, learning resources, and facility use through appropriate offices.
c. Assist students in adjusting to school life and in meeting academic, training, behavioral, and institutional requirements.
d. Support the implementation of policies on safe learning environments, anti-bullying, anti-harassment, data privacy, responsible technology use, and student discipline.
e. Ensure that student concerns are handled fairly, promptly, respectfully, and through proper channels.
f. Maintain appropriate documentation while protecting confidential student information.

1. Office of Student Affairs

The Office of Student Affairs (OSA) coordinates student development programs, student activities, recognized student organizations, leadership

formation, student welfare initiatives, discipline-related coordination, scholarships or financial assistance coordination, alumni relations, career development, and placement-related activities.

Primary Functions

- Coordinate approved student programs, assemblies, institutional events, leadership activities, and student development programs.
- Assist in the implementation of student welfare, discipline, anti-bullying, anti-harassment, safe spaces, and learner protection policies in coordination with the proper offices.
- Supervise recognized student councils, student organizations, student publications, and approved student-led activities, subject to school policies.
- Coordinate scholarships, financial assistance, alumni relations, placement activities, career seminars, and tracer studies when such services are available.
- Work with the Guidance Office, Registrar, Medical Affairs, Security, academic heads, advisers, and program heads on student concerns requiring coordinated action.
- Promote responsible student participation, good governance, community involvement, and compliance with school rules.

Student Activities and Organizations

All student organizations, publications, councils, activities, outreach programs, competitions, fund-raising activities, off-campus activities, and use of the school name or logo must be approved by the OSA or the appropriate school authority. Activities must comply with safety requirements, supervision rules, financial accountability, anti-hazing rules, anti-bullying policy, anti-harassment policy, and data privacy requirements.

2. Guidance and Counseling Office

The Guidance and Counseling Office supports the academic, personal, social, emotional, career, and values development of students. Its services are developmental, preventive, and responsive. The office assists students, parents or guardians, advisers, teachers, trainers, and administrators in promoting student well-being and a supportive learning environment.

Guidance Services

- Individual guidance and counseling for academic, personal, social, emotional, behavioral, adjustment, or career-related concerns.
- Group guidance, homeroom support, seminars, and student development programs on study habits, mental health awareness, values formation, responsible relationships, digital citizenship, anti-bullying, career planning, and life skills.

- Routine, voluntary, or referred interviews to assist students in understanding concerns and identifying appropriate support.
- Career guidance, strand/course guidance, employment readiness support, and referral to appropriate school or external services.
- Testing, assessment support, and interpretation of school-approved guidance tools, when available and appropriate.
- Referral to parents or guardians, school officials, medical personnel, mental health professionals, child protection mechanisms, or external agencies when the concern requires additional support.
- Maintenance of guidance-related records and cumulative files in accordance with confidentiality and data privacy rules.

Confidentiality and Limits

Guidance records and counseling communications shall be treated as confidential. Information may be shared only with authorized persons when the student gives consent, when required by law, when necessary to protect life, health, safety, or welfare, when the student is a minor and parental involvement is appropriate, or when there is a legitimate educational or safeguarding need.

3. Office of Admissions and Registrar

The Office of Admissions and Registrar (OAR) is the official custodian of student academic records. It manages admission records, enrollment documentation, student information, registration, academic records, certifications, transfer credentials, graduation records, and other official school documents.

Primary Functions

- Receive, verify, and process admission and enrollment requirements.
- Maintain accurate and secure student academic records and student information systems.
- Coordinate registration, subject loading, shifting, transfer, withdrawal, leave of absence, completion, promotion, graduation, and related processes.
- Issue official school records, certifications, transcripts, transfer credentials, and other documents subject to school procedures and applicable law.
- Coordinate with academic heads and government agencies on records, reporting, and compliance requirements.
- Safeguard the confidentiality, integrity, accuracy, and lawful release of student records.

Release of Records

Official student records and requested documents shall be released only to the student, the parent or guardian when legally authorized, or a duly authorized

representative upon presentation of proper identification, written authorization, and full compliance with school requirements.

Prior to the release of any requested document, the student must complete the required clearance process and settle all financial obligations to the school, including but not limited to unpaid tuition fees, miscellaneous fees, balances, penalties, and other outstanding accounts, unless otherwise allowed by law or expressly approved by the school administration.

The school may deny, defer, or limit a request when the request is incomplete, unauthorized, fraudulent, contrary to law or school policy, would violate the privacy rights of another person, or when the requesting party has not complied with documentary, clearance, or financial requirements.

Processing periods, applicable fees, payment channels, documentary requirements, and clearance procedures shall be announced by the Office of the Academic Registrar and may be updated when necessary.

4. Information Technology and Learning Management System Technical Support

The Information Technology and Learning Management System Technical Support Office (IT-LMS Technical Support) provides technology-related support for instruction, learning, administration, official school systems, computer laboratories, cyber library resources, and approved digital platforms.

Primary Functions

- Assist students, faculty, trainers, and personnel in the use of the school's official LMS and approved digital platforms.
- Provide support for school accounts, access concerns, password reset requests, LMS navigation, and basic system-related concerns, subject to identity verification.
- Support the operation and responsible use of computer laboratories, cyber library resources, and technology-enabled learning spaces.
- Assist in maintaining authorized information systems and technology resources used for school operations.
- Coordinate with academic and administrative offices on technology-supported procedures.
- Promote cybersecurity awareness, data privacy, responsible digital conduct, and acceptable use of school systems.

Responsible Use of Technology

Students shall use school technology resources for legitimate educational and school-related purposes only. The following are prohibited: sharing passwords,

using another person's account, unauthorized access to systems or records, cyberbullying, harassment, cheating, plagiarism, uploading harmful or inappropriate content, unauthorized recording or distribution of class materials, tampering with equipment, or disrupting school systems.

5. School Library and Learning Resource Center

The School Library and Learning Resource Center supports instruction, reading, research, information literacy, independent study, and access to learning resources. It provides books, references, periodicals, electronic resources, audio-visual materials, and other learning materials subject to availability and approved library policies.

Library Services

- Reading, research, and study spaces.
- Circulation and borrowing services subject to library rules.
- Reference and research assistance.
- Access to print, digital, audio-visual, and electronic learning resources, when available.
- Library orientation and information literacy support.
- Assistance in locating, evaluating, and properly using information sources.

Library Rules

- Students shall observe silence, courtesy, cleanliness, and proper conduct inside the library.
- Library materials, furniture, devices, and equipment must be handled with care.
- Borrowed materials must be returned on time and in good condition.
- Lost, damaged, overdue, mutilated, or unauthorizedly removed materials may result in accountability in accordance with library rules.
- Eating, vandalism, disruptive behavior, unauthorized removal of materials, and misuse of library resources are prohibited.
- Students shall follow the instructions of the librarian and authorized library personnel.

6. Medical Affairs Department / School Clinic

The Medical Affairs Department or School Clinic provides basic health support, first aid, health monitoring, health education, emergency assistance, and referral support for students within the limits of school clinic capacity and applicable health protocols.

Primary Functions

- Provide first aid and initial care for illness, injury, or medical concerns occurring within school premises or during school activities.

- Maintain clinic visit records, health records, medical certificates, accident reports, and referral records in accordance with data privacy and confidentiality rules.
- Coordinate with parents or guardians, emergency contacts, hospitals, physicians, dentists, local health authorities, or emergency responders when necessary.
- Support health education, hygiene, sanitation, wellness, disease prevention, and school safety programs.
- Assist in reviewing health-related documents required for enrollment, activities, work immersion, internship, OJT, practicum, training, or return-to-school clearance.
- Refer students to appropriate medical, dental, psychological, or emergency services when the concern is beyond the capacity of the school clinic.

Medication and Emergency Care

Medication shall be administered only in accordance with school clinic protocols, applicable health rules, professional judgment, student safety, and parent or guardian authorization when required. In urgent or emergency situations, the school may provide first aid, contact parents or guardians, call emergency responders, refer the student to a health facility, or take reasonable action to protect life and safety.

7. Other School Facilities and Learning Support Areas

The school provides facilities and learning areas that support instruction, skills training, student development, worship, research, student services, and institutional activities. Use of facilities is subject to availability, approval, supervision, safety requirements, and school rules.

General Rules on Facility Use

- Facilities shall be used only for authorized educational, training, spiritual, cultural, organizational, or school-approved purposes.
- Prior approval must be secured before using rooms, laboratories, kitchens, function areas, equipment, bulletin boards, or other school spaces.
- Students shall observe cleanliness, orderliness, safety, and proper conduct at all times.
- Students shall follow instructions of teachers, trainers, advisers, laboratory custodians, facility personnel, and school authorities.
- Vandalism, damage, unauthorized posting, unauthorized entry, theft, misuse, unsafe behavior, and removal of school property are prohibited.
- Students may be held accountable for loss, breakage, or damage caused by negligence, misuse, or intentional acts, subject to due process.

Specific Facilities

- **Function Rooms, Auditorium, and Social Hall:** for approved assemblies, seminars, conferences, lectures, trainings, recognition programs, cultural presentations, and school events.
- **Juanito Manigbas Gymnasium:** for approved physical education classes, sports activities, assemblies, institutional programs, trainings, ceremonies, and other school-sanctioned events. Users shall observe safety, proper conduct, cleanliness, crowd-control measures, and supervision requirements.
- **Hospitality, Tourism, Kitchen, Bar, Restaurant, and Mock Hotel Areas:** for supervised hands-on learning and skills training. Students and trainees shall observe safety, sanitation, hygiene, grooming, equipment-use, and supervision requirements.
- **Caregiving Room:** for supervised caregiving classes, demonstrations, return demonstrations, simulations, and skills training. Trainees shall observe safety, sanitation, infection prevention and control, proper handling of equipment and supplies, respect for training materials, and the instructions of the trainer or authorized personnel.
- **Bookkeeping Room:** for academic, training, and skills-based activities related to bookkeeping, accounting, business records, and related competencies. Students and trainees shall observe responsible use of learning materials, equipment, records, and classroom resources, as well as proper conduct and supervision requirements.
- **Science Laboratories:** for supervised laboratory classes, experiments, demonstrations, research activities, and other approved science-related learning experiences. Students shall observe laboratory safety rules, proper handling of materials and equipment, cleanliness, waste disposal procedures, and the instructions of the teacher, instructor, or laboratory personnel at all times.
- **Computer Laboratories and Technology Areas:** for academic, training, research, LMS, and technology-related activities subject to responsible use rules.
- **Chapel:** for prayer, reflection, spiritual formation, and approved religious activities. Silence, reverence, cleanliness, and respect shall be observed.
- **Bulletin Boards:** for official announcements and approved postings. Posting, removal, or alteration of notices requires authorization.
- **NSTP Office:** for support and coordination of National Service Training Program activities, when applicable to college students.
- **Security Post:** for campus security monitoring, visitor control, identification checks, entry and exit coordination, incident reporting,

and assistance during emergencies. Students, trainees, personnel, visitors, and other campus users shall cooperate with authorized security personnel and comply with school safety and security protocols.

- **Restrooms and Student Lounges:** for student convenience and welfare. Users shall observe cleanliness, privacy, safety, and respect for others.

Service Access and Referral Procedure

Students may proceed directly to the appropriate office or may be referred by a teacher, adviser, trainer, department head, parent or guardian, or school personnel. For urgent concerns involving safety, health, bullying, harassment, abuse, self-harm risk, serious misconduct, accident, or emergency, students should immediately notify any available school authority, Guidance Office, Medical Affairs Department, Office of Student Affairs, Security, Principal, Dean, Program Head, or other authorized personnel.

Confidentiality and Coordination

All offices under the Instructional Support and Student Services Unit shall observe confidentiality, professionalism, data privacy, and respect for student dignity. Information shall be shared only with authorized persons and only when necessary for legitimate educational, safety, welfare, legal, regulatory, or administrative purposes.

Chapter 2. Rights, Responsibilities, and Professional Conduct

Section 1. Rights of Faculty Members and Staff

All faculty members, trainers, administrative personnel, and support staff of Colegio de Santo Cristo de Burgos shall be entitled to fair, respectful, safe, and professional working conditions consistent with applicable law, school policies, and the terms and conditions of their employment.

Faculty members and staff have the right:

1. To be treated with dignity, fairness, professionalism, and respect regardless of position, age, sex, gender, disability, religion, ethnicity, socioeconomic status, or other status protected by law.
2. To work in a safe, humane, orderly, respectful, and reasonably supportive environment.
3. To receive clear information regarding their duties, responsibilities, work schedules, reporting relationships, performance standards, school policies, and applicable procedures.
4. To receive compensation, benefits, leave privileges, and other employment entitlements in accordance with their employment contract, school policy, and applicable law.
5. To receive fair, objective, timely, and confidential evaluation of their work performance.
6. To be informed of concerns regarding their performance or conduct and to be given reasonable opportunity to explain, clarify, or respond when appropriate.
7. To receive due process in administrative and disciplinary proceedings.
8. To raise legitimate workplace concerns, complaints, or grievances in good faith and through proper channels without retaliation.
9. To have employment, medical, personnel, and other personal records handled with appropriate confidentiality and in accordance with data privacy requirements.
10. To access appropriate professional development, orientation, training, and institutional support relevant to their assigned duties, subject to school policies and available resources.
11. To receive reasonable assistance and support from school authorities in the proper performance of authorized duties.

12. To be protected from bullying, harassment, discrimination, retaliation, violence, threats, and other prohibited workplace conduct.

These rights shall be exercised responsibly and shall not prevent the school from exercising legitimate management prerogatives, implementing lawful policies, evaluating employee performance, maintaining discipline, or taking appropriate administrative action when warranted.

Section 2. Responsibilities of Faculty Members and Staff

Every faculty member, trainer, administrator, and staff member is expected to uphold the mission, vision, values, reputation, and educational objectives of Colegio de Santo Cristo de Burgos.

All employees shall:

1. Perform assigned duties faithfully, competently, diligently, and professionally.
2. Observe school policies, lawful directives of authorized school officials, safety requirements, and applicable academic, administrative, and regulatory standards.
3. Treat students, trainees, parents, guardians, colleagues, administrators, visitors, community partners, and other persons with dignity, fairness, courtesy, and respect.
4. Exercise honesty, integrity, accountability, and professionalism in teaching, training, assessment, recordkeeping, communication, financial transactions, school documentation, and digital conduct.
5. Report for work, classes, meetings, trainings, assemblies, and assigned activities regularly and punctually.
6. Properly safeguard school property, equipment, tools, records, documents, information systems, learning resources, and confidential information entrusted to them.
7. Maintain appropriate professional boundaries in all dealings with students and trainees.
8. Protect learners from foreseeable harm and exercise reasonable supervision whenever students or trainees are under their authority or assigned responsibility.
9. Refrain from bullying, harassment, discrimination, retaliation, violence, humiliation, exploitation, falsification, theft, vandalism, substance abuse, and other prohibited conduct.

10. Promptly report emergencies, safety hazards, suspected abuse, harassment, bullying, threats, serious misconduct, data breaches, and other matters requiring school intervention to the appropriate authority.
11. Observe confidentiality and data privacy requirements involving student, employee, medical, academic, disciplinary, financial, and administrative information.
12. Cooperate reasonably with institutional investigations, audits, accreditation activities, regulatory inspections, school programs, and official administrative processes.
13. Avoid conduct that may compromise the safety, welfare, reputation, integrity, or legitimate interests of the school and its community.

A. General Duties of All Personnel

- observe the School's Vision, Mission, core values, Catholic identity, and lawful policies;
- perform duties faithfully, efficiently, and professionally;
- treat students, parents, colleagues, visitors, and partners with respect and dignity;
- maintain confidentiality and protect personal and sensitive personal information;
- promote student welfare, safety, learning, and formation;
- comply with DepEd, CHED, TESDA, DOLE, PRC, OSH, data privacy, and other applicable requirements;
- protect school property, records, equipment, materials, and resources;
- report safety concerns, child protection concerns, harassment, bullying, violence, data breaches, regulatory violations, or serious misconduct through proper channels;
- avoid conflicts of interest, unauthorized solicitation, bribery, gifts in exchange for favors, and misuse of authority;
- participate in reasonable school meetings, training, activities, accreditation, compliance, community service, and institutional duties.

B. Teaching and Training Personnel

- prepare syllabi, lesson plans, learning plans, training plans, session plans, modules, assessment tools, rubrics, and instructional materials as required;
- conduct classes and training sessions competently, punctually, and in accordance with approved curriculum, competency standards, and learning outcomes;
- use fair, valid, and transparent assessment methods;
- submit grades, class records, attendance records, reports, assessment results, and required documents on time;
- provide reasonable consultation and academic support;
- observe classroom management, positive discipline, child protection, professional boundaries, and student welfare standards;
- supervise students and trainees during classes, activities, laboratories, workshops, fieldwork, immersion, internship, and assessment preparation;
- coordinate with administrators, guidance personnel, registrar, clinic, parents or guardians, and other offices when student welfare concerns arise.

C. Administrators, Deans, Principals, Program Heads, and Coordinators

- implement academic, student welfare, faculty, and regulatory policies;
- supervise personnel, loads, schedules, instructional delivery, training implementation, and records compliance;
- evaluate faculty and staff performance and recommend hiring, renewal, promotion, corrective action, or separation when appropriate;
- ensure implementation of child protection, student welfare, discipline, data privacy, OSH, and regulatory compliance systems;
- coordinate with DepEd, CHED, TESDA, DOLE, LGU, partner institutions, and other authorities as required;

- ensure fair handling of complaints, grade concerns, student cases, employee concerns, and personnel discipline.

D. Registrar and Records Personnel

- maintain official student and employee-related academic records under proper authority;
- ensure accurate enrollment, grades, transfer credentials, certificates, reports, and regulatory submissions;
- protect confidential records and verify identity before releasing documents;
- coordinate with academic heads, faculty, finance, scholarship personnel, and regulators for lawful records processing.

E. Guidance, Clinic, Library, IT/LMS, Finance, and Support Offices

Academic support and non-teaching offices shall perform their functions according to job description, professional standards, confidentiality rules, data privacy, service standards, safety protocols, and school policy.

Section 3. Code of Professional Conduct and General Workplace Behavior

Faculty members and staff represent Colegio de Santo Cristo de Burgos in their professional functions and are expected to conduct themselves in a manner consistent with the standards of a responsible educational institution.

Employees shall respect the rights and welfare of learners, colleagues, school authorities, parents and guardians, visitors, and other members of the school community.

Professional conduct shall be observed within school premises, during school-related activities, in official online platforms, and whenever an employee is acting or reasonably perceived to be acting in an official capacity for the school.

A. Religious Observances and Institutional Activities

As a Catholic educational institution, the school may conduct prayers, religious observances, Holy Masses, recollections, and other faith-related activities consistent with its institutional identity.
Faculty members and staff are expected to maintain respectful conduct during such activities and to assist, when assigned, in maintaining proper order and decorum among learners.

Employees who do not participate in particular religious observances because of their own faith or conscience shall nevertheless maintain appropriate respect and decorum.

B. Professional Conduct Within the Campus

The school is a professional educational workplace. Faculty members and staff shall contribute to maintaining a campus that is safe, clean, orderly, respectful, and conducive to teaching, learning, training, and work.

Employees shall:

1. Properly wear or display their school identification card when required.
2. Observe cleanliness and proper housekeeping in classrooms, offices, laboratories, workshops, faculty rooms, restrooms, common areas, and other school facilities.
3. Use school furniture, facilities, books, equipment, tools, instructional materials, and other property with reasonable care.
4. Refrain from damaging, tampering with, misusing, removing, or using school property for unauthorized purposes.
5. Promptly report damaged facilities, unsafe conditions, security concerns, or defective equipment.
6. Observe safety signs, emergency procedures, security protocols, and lawful instructions of authorized school officials.
7. Conduct themselves professionally toward students, trainees, colleagues, administrators, parents, visitors, security personnel, maintenance personnel, and other members of the school community.
8. Respect the privacy, dignity, safety, and personal boundaries of others in all areas of the campus.

Loss, breakage, misuse, or damage to school property resulting from an employee's negligence or intentional act may subject the employee

to appropriate accountability in accordance with school policy, due process, and applicable law.

Moreover, faculty members and staff are expected to maintain a neat, clean, modest, and professional appearance appropriate to an educational institution and to their respective duties.

The prescribed school uniform shall be worn on designated workdays as determined by the School Administration. Employees shall observe the approved uniform design, color, and manner of wearing, including the proper display of the official school identification card.

Faculty members and staff shall:

1. Wear the prescribed school uniform on designated uniform days, unless specifically exempted or authorized otherwise by the School Administration.
2. Ensure that the uniform is clean, presentable, properly fitted, and worn in a manner consistent with professional workplace standards.
3. Wear appropriate footwear and accessories suitable to their duties and the school environment.
4. Maintain proper grooming, personal hygiene, and a professional appearance while on duty.
5. Wear appropriate professional or business attire on days when the prescribed uniform is not required, unless another dress code is announced for a particular activity.
6. Observe additional safety attire, personal protective equipment, laboratory clothing, workshop clothing, kitchen uniforms, clinical attire, or other occupational requirements when applicable to their assigned duties.
7. Avoid clothing, accessories, footwear, or appearance that may interfere with safety, professional responsibilities, or the proper performance of assigned duties.

Reasonable accommodations may be considered for pregnancy, medical conditions, disability, religious observance, occupational requirements, or other legitimate circumstances, subject to coordination with the Human Resources Office or School Administration.

Employees who are temporarily unable to wear the prescribed uniform for a valid reason should inform their immediate supervisor or the Human Resources Office.

Repeated or unjustified failure to comply with the prescribed uniform or professional dress standards may be addressed through counseling, written reminders, or appropriate administrative procedures in accordance with this Manual and due process.

The School Administration reserves the right to issue implementing guidelines regarding uniform schedules, approved designs, identification cards, appropriate attire, special activity clothing, and reasonable exceptions when necessary.

C. Privacy and Use of Restrooms, Changing Areas, Clinics, and Restricted Areas

Faculty members and staff shall respect the privacy, dignity, safety, and intended use of restrooms, changing areas, clinics, faculty areas, records rooms, offices, laboratories, storage areas, and other private or restricted facilities.

Employees shall not engage in unauthorized photography, video recording, audio recording, surveillance, intrusion, harassment, intimidation, or any conduct that violates another person's privacy or dignity.

Access to restricted areas, confidential records, surveillance systems, information systems, clinics, laboratories, storage areas, and administrative offices shall be limited to employees whose duties require such access or who have been properly authorized.

Concerns involving privacy, accessibility, safety, medical requirements, or special circumstances shall be referred to the appropriate school authority.

D. Classroom, Training, and Learner Supervision

Faculty members and trainers exercise an important duty of care toward learners placed under their supervision.

Teachers and trainers shall:

1. Report to assigned classes or training sessions punctually and remain responsible for learners during the period of assigned supervision.
2. Maintain an orderly, respectful, inclusive, and reasonably safe environment conducive to learning.

3. Prepare lessons, training activities, assessments, and instructional materials appropriate to the subject or competency being taught.
4. Apply classroom and training rules consistently and fairly.
5. Maintain professional authority without humiliation, intimidation, degrading treatment, unnecessary physical contact, or abusive language.
6. Correct learner misconduct in a reasonable, proportionate, and professional manner.
7. Refrain from leaving learners without appropriate supervision when circumstances require the presence of a teacher, trainer, or other authorized personnel.
8. Observe applicable laboratory, workshop, sports, field activity, work immersion, OJT, practicum, and emergency safety procedures.
9. Promptly respond to or report learner illness, injury, threats, bullying, harassment, abuse, serious behavioral concerns, or other situations affecting learner welfare.
10. Exercise appropriate professional judgment when dealing with minors, vulnerable learners, and learners requiring additional assistance.
11. Protect the confidentiality of grades, assessments, disciplinary matters, medical information, guidance concerns, and other protected learner information.
12. Maintain accurate and timely class, attendance, assessment, and other required records.

Failure to exercise reasonable supervision, comply with established safety requirements, or perform assigned duties may be subject to administrative review and appropriate action in accordance with due process.

E. Professional Conduct Outside the Campus

Employees remain associated with the institution when participating in official activities or when publicly representing Colegio de Santo Cristo de Burgos.

Faculty members and staff shall:

1. Conduct themselves professionally during school-sanctioned activities outside the campus.
2. Observe school policies during educational tours, field activities, competitions, seminars, retreats, recollections, community

programs, work immersion, internships, practicum, OJT, supervised industry learning, and other official activities.
3. Represent the school in conferences, meetings, media appearances, partnerships, competitions, community events, and similar activities only when properly authorized.
4. Avoid making unauthorized commitments, representations, agreements, endorsements, or public statements on behalf of the institution.

Activities undertaken by employees in their purely personal capacity shall ordinarily remain private, provided they do not falsely represent the school, misuse school property or institutional identity, breach confidentiality, violate applicable policies or law, or directly interfere with the proper performance of their duties.

F. Courtesy and Respect Within the Workplace

All employees shall observe professionalism, courtesy, and proper workplace etiquette in dealing with administrators, supervisors, faculty members, trainers, office personnel, maintenance personnel, security personnel, students, trainees, parents, and visitors.

Differences in rank, position, employment status, educational attainment, or length of service shall not justify disrespectful, humiliating, discriminatory, or abusive treatment.

Professional disagreements shall be handled through respectful communication and appropriate administrative channels.

G. Professional Boundaries and Respectful Interaction

Healthy and professional interaction among employees and between employees and learners is encouraged.

However, faculty members and staff shall refrain from words, actions, gestures, jokes, messages, online posts, or conduct that may reasonably constitute:

a. bullying;
b. harassment;
c. sexual harassment;
d. gender-based sexual harassment;
e. discrimination;
f. intimidation;
g. humiliation;
h. exploitation;
i. retaliation;
j. threats;
k. abuse of authority; or
l. other conduct that violates the dignity,

safety, or rights of another person.

Employees shall maintain appropriate professional boundaries with students and trainees and shall avoid conduct that may create favoritism, exploitation, inappropriate familiarity, conflict of interest, or an appearance of impropriety.

Reports involving such conduct shall be handled under the appropriate school policy and applicable procedures.

H. Online Conduct, Social Media, Electronic Communication, and Data Privacy

Faculty members and staff are expected to observe the same standards of professionalism in digital spaces as they do within the physical workplace.

This includes official and unofficial communications through email, social media, messaging applications, group chats, video conferences, learning management systems, cloud platforms, online classes, and other digital systems.

Employees shall:

1. Use respectful, professional, accurate, and responsible language in school-related online communication.
2. Refrain from posting, sharing, forwarding, or creating defamatory, threatening, humiliating, discriminatory, obscene, malicious, misleading, or harmful content involving students, employees, or the institution.
3. Refrain from cyberbullying, online harassment, impersonation, unauthorized access to accounts, spreading malicious rumors, or encouraging online attacks against another person.
4. Protect confidential and personal information, including grades, student records, personnel information, medical records, disciplinary matters, guidance information, passwords, internal memoranda, financial records, private communications, and restricted school documents.
5. Refrain from taking, posting, livestreaming, or distributing photographs, videos, audio recordings, screenshots, class recordings, meetings, private conversations, or confidential materials without proper authority or consent when required.

6. Use official school communication systems and platforms appropriately and protect assigned usernames, passwords, accounts, devices, and access credentials.
7. Observe copyright, intellectual property rights, academic integrity, and ownership of modules, presentations, examinations, instructional resources, software, videos, institutional documents, and other materials.
8. Report suspected data breaches, unauthorized access, cyberattacks, online harassment, improper disclosures, or other significant digital incidents to the appropriate school authority.

Misuse of information systems, unauthorized disclosure of personal information, online harassment, unauthorized recording, impersonation, or other digital misconduct may be subject to administrative action and, when applicable, referral to the proper authorities.

I. Use of School Facilities

Faculty members and staff may use school facilities for legitimate instructional, administrative, professional, spiritual, cultural, organizational, and other authorized institutional purposes.

Use of classrooms, laboratories, workshops, offices, audiovisual equipment, vehicles, meeting rooms, sports facilities, and other school property shall be subject to availability, safety requirements, accountability procedures, and required authorization.

Employees responsible for a facility or activity shall ensure that the area is reasonably clean, orderly, secure, and properly returned after use.

J. Corridors, Common Areas, and Shared Workspaces

Employees shall contribute to maintaining order, safety, and professionalism in corridors, stairways, faculty rooms, offices, laboratories, canteens, libraries, clinics, lounges, and other common areas.

Faculty members and staff shall avoid obstructing passageways, creating unnecessary disturbance, leaving materials or equipment in unsafe locations, or engaging in conduct inconsistent with a professional workplace.

Employees shall also assist in correcting or reporting unsafe conditions and learner behavior that may place persons or property at risk.

K. Proper Use of Utilities and Equipment

All employees are expected to conserve institutional resources. Lights, water, electric fans, air-conditioning units, computers, printers, projectors, laboratory equipment, appliances, vehicles, and other school resources shall be used responsibly and primarily for authorized school purposes.

Employees shall turn off lights, fans, equipment, and appliances when no longer required, when safe and practicable to do so.

Specialized, hazardous, technical, or restricted equipment shall be operated only by qualified or authorized personnel.

All school-owned property, equipment, and materials brought outside the school premises shall be properly documented and recorded by the School Property Custodian and the Security Personnel on Duty.

The individual responsible for removing such items shall be required to provide their full name, purpose of removal, date and time of release, description and quantity of items, and expected date of return. The individual shall affix their signature in the designated property logbook to acknowledge receipt and assume responsibility for the items.

Upon return, the School Property Custodian and/or Security Personnel on Duty shall verify the completeness and condition of the items and record the actual date and time of return, duly acknowledged by the returning individual.

Any property or equipment that is not returned within the authorized period, or is returned damaged or incomplete, shall be subject to investigation and appropriate accountability measures. The individual who signed for the release of the items may be held liable for any loss, damage, or failure to return the property, subject to due process, applicable school policies, and relevant laws and regulations.

No school property or equipment shall be removed from the premises without prior authorization from the designated school authority and proper documentation.

L. School Functions, Meetings, Ceremonies, and Activities

Faculty members and staff attending school ceremonies, meetings, assemblies, religious activities, trainings, cultural programs, outreach activities, competitions, institutional celebrations, and other official functions shall:

1. Observe appropriate attire and professional decorum.
2. Attend required activities punctually unless properly excused.
3. Perform assigned duties and supervisory responsibilities responsibly.
4. Maintain appropriate behavior consistent with the purpose and dignity of the activity.
5. Assist in maintaining the safety, order, and welfare of learners when supervision has been assigned.

M. Use of the School Name, Identity, Documents, and Media

No faculty member or staff member may use the school name, seal, logo, official documents, photographs, facilities, social media accounts, or institutional identity for unauthorized commercial, political, promotional, solicitation, endorsement, fundraising, publication, public statement, media appearance, or other external purpose.

Official statements, interviews, announcements, partnerships, solicitations, publications, and representations made on behalf of the school shall require authorization from the appropriate school authority.

Photography, filming, recording, livestreaming, and content creation involving students, employees, institutional activities, school facilities, or confidential records shall comply with school policies on data privacy, child protection, intellectual property, confidentiality, and institutional communications.

N. Prohibition Against Hazing, Abuse, Coercion, & Harmful Practice

Faculty members and staff shall not organize, authorize, participate in, tolerate, encourage, conceal, or facilitate hazing, harmful initiation, coercive practices, forced tasks, physical or psychological abuse, humiliation, intimidation, or any activity that places a student, trainee, employee, or other person at unreasonable risk of physical, emotional, or psychological harm.

Employees who become aware of suspected hazing, abuse, exploitation, violence, or other serious harmful conduct shall promptly report the matter to the proper school authority.

Violations may be subject to administrative action and referral to appropriate authorities when required.

O. Reporting of Misconduct and Professional Accountability

Any report involving unsafe, improper, unethical, abusive, disrespectful, discriminatory, fraudulent, privacy-violating, or otherwise unbecoming conduct by a faculty member or staff member may be referred to the appropriate school authority for review or investigation.

Employees are expected to cooperate truthfully and professionally with authorized administrative inquiries.

Reports shall be handled with appropriate fairness, confidentiality, impartiality, and due process, taking into consideration:

1. the nature and seriousness of the alleged conduct;
2. the circumstances surrounding the incident;
3. available records and evidence;
4. the rights of the persons involved;
5. applicable school policies;
6. the employee's duties and position;
7. previous relevant records, when properly considered; and
8. applicable laws and regulations.

No employee shall intimidate, threaten, harass, pressure, or retaliate against a person for making a good-faith complaint, participating in an investigation, reporting a safety concern, or cooperating with a lawful school process.

Nothing in this section shall prevent the school from taking immediate and reasonable measures when necessary to protect students, employees, school property, confidential information, or the safety and integrity of school operations.

Section 4. Safe Learning Environment for Students

Teachers, professors, trainers, and assigned personnel are responsible for maintaining orderly, safe, respectful, inclusive, and productive learning environments.

- check attendance every class or training session and report excessive absence, tardiness, or disappearance from class;

- begin and end classes on time and ensure students are not left unsupervised when supervision is required;
- prepare learning activities or coordinate approved substitute arrangements when absence is anticipated;
- ensure safe use of laboratories, kitchens, workshops, computer rooms, tools, equipment, and learning spaces;
- prohibit corporal punishment, degrading treatment, humiliation, intimidation, abuse, harassment, discrimination, and retaliation;
- apply positive, corrective, and restorative discipline consistent with the student handbook and common welfare manual;
- report accidents, injuries, threats, bullying, harassment, unsafe conditions, student welfare concerns, or serious misconduct immediately;
- submit examinations, assessment materials, grades, incident reports, and required documents within school deadlines.

Classroom management shall respect student dignity, academic freedom, institutional policy, child protection, and the rights of all members of the school community.

Section 5. Student Protection, Professional Boundaries, and In Loco Parentis

Personnel who exercise authority, custody, supervision, instruction, training, coaching, advising, or care over students and trainees must act with prudence, fairness, and professional responsibility.

For Basic Education, school personnel shall observe DepEd child protection rules and protect students from abuse, violence, exploitation, discrimination, bullying, cyberbullying, and other forms of harm. Teachers and school personnel must use discipline that is lawful, humane, developmentally appropriate, and consistent with student dignity.

Professional boundaries must be observed at all times. Romantic, sexual, exploitative, coercive, manipulative, or inappropriate

personal relationships with students are prohibited. Employees must avoid over-familiarity, private meetings without proper context, inappropriate messaging, favoritism, private social media interactions that compromise boundaries, and use of authority for personal benefit.

Communication with students and parents shall be made through official or school-recognized channels whenever practicable. Employees are not required to use personal accounts or personal numbers for official communication unless voluntarily allowed and consistent with data privacy and professional boundaries.

Any suspected child protection concern, abuse, neglect, bullying, harassment, self-harm risk, violence, sexual misconduct, exploitation, discrimination, or serious welfare concern must be reported immediately to the appropriate school office for action and referral when required by law.

Chapter 3. Governance, Authority & Regulatory Compliance

The School shall operate in accordance with applicable laws, government regulations, permits, recognitions, program registrations, and school policies. Personnel shall comply with lawful directives issued through proper authority.

The President, School Administrator, Principal, Dean, Program Head, Registrar, HR Officer, Finance Officer, Assessment Center Manager, Safety Officer, Data Protection Officer, Guidance personnel, and other authorized officials shall exercise functions within their respective authority and job descriptions.

Basic Education operations shall comply with applicable DepEd laws, orders, curriculum rules, private school regulations, child protection policies, classroom assessment and student welfare policies.

College operations shall comply with CHED laws, MORPHE, program-specific Policies, Standards and Guidelines, student affairs and services requirements, internship and off-campus activity policies, and related higher education rules.

TESDA/TVET operations shall comply with TESDA program registration, Training Regulations, Competency Standards, scholarship guidelines, assessment and certification rules, UTPRAS, and assessment center requirements.

Labor and employment matters shall comply with the Labor Code, DOLE rules, wage orders, OSH standards, social legislation, statutory benefits, and lawful employment contracts.

Chapter 4. Data Privacy, Personnel Records, and Information Security

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos recognizes and respects the right to privacy and data protection of its faculty members, trainers, administrative personnel, support staff, applicants, former employees, students, trainees, parents, guardians, and other stakeholders.

In the administration of employment, education, training, school operations, employee welfare, health and safety, regulatory compliance, and other legitimate institutional functions, the School necessarily collects, uses, stores, retains, discloses, and otherwise processes personal information and sensitive personal information.

The School shall process personal data in accordance with **Republic Act No. 10173, or the Data Privacy Act of 2012**, its Implementing Rules and Regulations, applicable issuances of the National Privacy Commission (NPC), and other applicable laws, regulations, and lawful requirements of government agencies.

The School shall observe the principles of **transparency, legitimate purpose, and proportionality**. Personal data shall be collected and processed only to the extent reasonably necessary for legitimate and lawful purposes.

Colegio de Santo Cristo de Burgos shall act as a **Personal Information Controller (PIC)** with respect to personal data under its control. Third-party providers processing personal data on behalf of the School shall be required to observe appropriate confidentiality, security, and data protection requirements.

Section 2. Scope and Coverage

This policy applies to personal data processed by the School relating to:

1. Applicants for employment;
2. Probationary, regular, fixed-term, part-time, temporary, substitute, and other employees;
3. Faculty members, professors, instructors, teachers, and trainers;
4. Administrative and non-teaching personnel;
5. Consultants, contractual personnel, volunteers, interns, and other persons rendering authorized services to the School, when applicable;
6. Former employees whose records remain in the custody of the School;
7. Dependents, beneficiaries, emergency contacts, references, and other persons whose information is provided in relation to employment; and
8. Users of School information systems, email accounts, learning management systems, networks, devices, and other institutional platforms.

This policy applies to records maintained in paper, electronic, audiovisual, biometric, online, cloud-based, and other formats.

This Chapter also governs the responsibility of faculty members and staff when processing the personal information of **students, trainees, parents, guardians, fellow employees, applicants, and other data subjects** in the performance of their duties.

Section 3. Definition of Terms

Personal Information refers to information from which the identity of a person is apparent or can reasonably and directly be determined, or which, when combined with other information, would directly and certainly identify an individual.

Sensitive Personal Information refers to information classified as sensitive under applicable law, including certain information relating to age, civil status, health, education, religious or political affiliations, government-issued identifiers, and other legally protected information.

Privileged Information refers to information protected by law, professional privilege, or applicable rules on confidentiality.

Processing refers to any operation performed upon personal data, including collection, recording, organization, storage, updating, retrieval, consultation, use, disclosure, sharing, blocking, erasure, and destruction.

Data Subject refers to the individual whose personal data is processed.

Personal Information Controller (PIC) refers to the person or organization that controls the collection, holding, processing, or use of personal information.

Personal Information Processor (PIP) refers to a person or organization to whom a PIC outsources the processing of personal data.

Personal Data Breach refers to a breach of security resulting in accidental or unlawful destruction, loss, alteration, unauthorized disclosure of, or access to personal data.

Section 4. Employee Personal Information Collected

The School may collect and process the following information when applicable and necessary:

A. Identity and Contact Information

1. Full name;
2. Address;
3. Email address;
4. Telephone and/or mobile number;
5. Date and place of birth;
6. Sex;
7. Civil status;
8. Nationality;
9. Photograph;
10. Signature;
11. Employee number;
12. Government-issued identification information; and
13. Emergency contact information.

B. Recruitment and Qualification Records

1. Application forms;
2. Résumé or curriculum vitae;
3. Educational background;
4. Transcript of records and diplomas;
5. Professional licenses and certifications;
6. TESDA qualifications, National Certificates, Trainer Methodology certifications, and similar credentials;
7. Employment history;
8. Professional references;
9. Background verification records when lawfully undertaken;
10. Interview and assessment records; and
11. Pre-employment documents required by the School or applicable law.

C. Employment and Personnel Records

1. Employment contracts and appointments;
2. Position, department, designation, and assigned duties;
3. Employment status;
4. Date of hiring and length of service;
5. Work schedules and teaching or training loads;
6. Personnel actions, assignments, transfers, and designations;
7. Performance evaluations;
8. Training, seminars, professional development, and accreditation records;
9. Awards, commendations, and recognitions;
10. Memoranda, notices, explanations, administrative records, and disciplinary records; and
11. Resignation, separation, clearance, and exit records.

D. Payroll, Compensation, and Benefits Information

The School may process information necessary for:

1. Salary and wage computation;
2. Payroll administration;
3. Bank or payroll account information;

4. Allowances and authorized reimbursements;
5. Overtime or additional compensation;
6. Tax withholding and reporting;
7. SSS records and contributions;
8. PhilHealth records and contributions;
9. Pag-IBIG Fund records and contributions;
10. Loans and lawful salary deductions;
11. Thirteenth-month pay and other benefits;
12. Leave credits and leave benefits;
13. Insurance, HMO, or similar benefits when provided;
14. Retirement, separation, or final-pay computation; and
15. Other compensation and benefits required by law, contract, or School policy.

E. Attendance, Timekeeping, and Access Records

The School may maintain:

1. Daily time records;
2. Biometric attendance records when lawfully implemented;
3. Class attendance and teaching records;
4. Tardiness and absence records;
5. Leave applications;
6. Official business records;
7. Gate access and identification records;
8. Work schedules; and
9. Other records reasonably necessary to verify attendance and fulfillment of assigned duties.

F. Health, Safety, and Occupational Information

When necessary and lawful, the School may process:

1. Pre-employment or employment medical information;
2. Medical certificates;
3. Fitness-for-work documentation;
4. Workplace accident or injury reports;
5. Occupational safety and health records;
6. Disability or reasonable accommodation information;

7. Pregnancy-related accommodation information voluntarily or lawfully disclosed;
8. Emergency medical information;
9. Health information necessary to administer lawful leave or benefits; and
10. Other health information required for occupational safety, employee welfare, or legal compliance.

Access to health information shall be restricted to persons with legitimate authority or need.

G. Digital, Security, and Information-System Records

The School may process:

1. Official School email records;
2. LMS and information-system activity;
3. Account and access logs;
4. Network and internet access logs;
5. Security and access-control records;
6. CCTV footage;
7. School-issued device records;
8. Technical-support records;
9. Records of official electronic communications; and
10. Other information reasonably necessary for cybersecurity, system administration, accountability, and institutional operations.

Section 5. Sources of Employee Personal Data

Personal data may be obtained from:

1. The employee or applicant;
2. Authorized references;
3. Previous employers or educational institutions when verification is lawful and appropriate;
4. Professional licensing and certification bodies;
5. Government agencies and regulatory authorities;

6. School administrators, supervisors, department heads, deans, principals, program heads, HR personnel, and other authorized officers;
7. Official School attendance, payroll, LMS, email, CCTV, security, and information systems;
8. Occupational health, medical, insurance, or benefit providers when lawful;
9. Publicly available sources when necessary and lawful; and
10. Other authorized persons or organizations when permitted by law.

Employees providing personal information relating to their dependents, beneficiaries, emergency contacts, or other persons should ensure that they are authorized to provide such information when required.

Section 6. Purposes of Processing

The School may process employee personal information for legitimate purposes including:

A. Recruitment and Appointment

- evaluating qualifications;
- verifying credentials;
- interviewing and assessing applicants;
- determining suitability for employment; and
- preparing employment documents.

B. Employment Administration

- maintaining personnel records;
- determining work assignments;
- preparing teaching and training loads;
- administering schedules;
- processing attendance and leave;
- issuing identification cards;
- communicating official notices; and
- administering employment contracts.

C. Payroll and Benefits

- computing and releasing salaries and wages;
- administering deductions and contributions;
- preparing payroll records;
- processing statutory benefits;
- reporting to SSS, PhilHealth, Pag-IBIG Fund, BIR, and other competent agencies; and
- administering School-provided benefits.

D. Performance and Professional Development

- evaluating performance;
- monitoring compliance with assigned duties;
- identifying training and development needs;
- processing promotions or assignments;
- documenting professional development; and
- complying with accreditation and regulatory requirements.

E. Employee Relations and Administrative Due Process

Personal data may be processed when necessary to:

- investigate workplace complaints;
- address violations of School policies;
- issue memoranda, notices, Notices to Explain, decisions, or other administrative documents;
- investigate harassment, discrimination, bullying, safety, misconduct, fraud, or other concerns;
- administer grievance and disciplinary procedures;
- protect complainants, respondents, witnesses, and other affected persons; and
- establish, exercise, or defend legal claims.

F. Health, Safety, and Employee Welfare

Personal data may be processed for occupational safety and health, emergency response, employee welfare, reasonable accommodation, lawful medical requirements, workplace incident investigation, and other legitimate health and safety purposes.

G. Regulatory and Legal Compliance

The School may process and disclose records as necessary to comply with lawful requirements of agencies including, as applicable, **DOLE, BIR, SSS, PhilHealth, Pag-IBIG Fund, DepEd, CHED, TESDA, PRC, DOH, NPC, LGUs, courts, and other competent authorities.**

H. Institutional Operations and Security

Personal data may also be processed for:

- campus security;
- access control;
- information security;
- accreditation and quality assurance;
- audits;
- institutional reporting;
- emergency management;
- School communications;
- protection of School property; and
- legitimate administrative and educational operations.

Section 7. Lawful Bases for Processing

The School shall process personal information only when there is an appropriate lawful basis under the Data Privacy Act and other applicable laws.

Depending on the circumstances, processing may be necessary for:

1. Performance of an employment contract or steps relating to employment;
2. Compliance with legal or regulatory obligations;
3. Protection of life, health, or safety;
4. Legitimate interests pursued by the School or another person, where permitted and where the rights and freedoms of the data subject are appropriately considered;
5. Establishment, exercise, or defense of legal claims;
6. Compliance with lawful government orders or regulatory requirements; or

7. Consent, when consent is the appropriate legal basis.

Sensitive personal information shall be processed only when permitted under applicable law.

Consent shall **not automatically be treated as the sole legal basis** for personnel processing that is necessary to administer employment, comply with legal obligations, pay compensation, administer government benefits, protect safety, or perform other lawful institutional functions.

Section 8. Disclosure/Sharing of Employee Personal Data

The School shall not sell employee personal information.

Relevant employee information may be disclosed or shared, when necessary and lawful, with:

1. Authorized School administrators and personnel;
2. Human Resources, Accounting, Registrar, administrative, academic, and other authorized offices;
3. SSS, PhilHealth, Pag-IBIG Fund, BIR, DOLE, DepEd, CHED, TESDA, PRC, NPC, and other competent government agencies;
4. Banks and authorized payroll processors;
5. Insurance, HMO, healthcare, or benefits providers;
6. Auditors, accountants, legal counsel, and professional advisers;
7. Accreditation, certification, assessment, or quality-assurance bodies;
8. Information technology, cloud, email, LMS, payroll, and other contracted service providers;
9. Courts, law enforcement authorities, and government agencies pursuant to lawful authority; and
10. Other persons or organizations when authorized or permitted by law.

Only information reasonably necessary for the legitimate purpose shall be disclosed.

Section 9. Personnel Records and Confidentiality

Personnel records are confidential institutional records.

Access shall be limited to personnel who require such information for legitimate employment, administrative, legal, regulatory, payroll, safety, or institutional purposes.

Employees shall not be entitled to unrestricted access to the personnel records of other employees.

An employee requesting access to their own personnel information may be required to:

1. Submit a written request;
2. Present identification;
3. Identify the records or information requested; and
4. Comply with reasonable procedures established by the School.

Access may be limited when necessary to protect the rights of another person, privileged information, confidential investigations, legal obligations, or other interests recognized by law.

Section 10. Accuracy, Correction, and Updating of Personnel Records

Employees are responsible for providing accurate and complete information and for promptly informing the School of relevant changes, including:

- name;
- civil status;
- address;
- contact information;
- emergency contacts;
- dependents and beneficiaries;
- professional license or certification status;
- bank or payroll information; and

- information necessary for statutory benefits or lawful employment administration.

Requests to correct personnel records shall be submitted to the Human Resources Office or authorized administrative office together with appropriate supporting documentation.

Official employment records shall not be altered without proper authorization and supporting basis.

Section 11. Confidentiality Duties of Faculty and Staff

By reason of their employment, faculty members and staff may gain access to confidential and personal information relating to students, trainees, parents, guardians, employees, applicants, and the School.

All employees shall:

1. Access personal information only when necessary for assigned duties.
2. Use such information only for authorized School purposes.
3. Maintain confidentiality of grades, attendance records, student files, personnel records, payroll information, medical information, guidance records, disciplinary records, examinations, passwords, and other restricted information.
4. Avoid discussing confidential matters in hallways, public areas, social gatherings, group chats, social media, or other inappropriate settings.
5. Refrain from taking photographs or screenshots of confidential records unless required for authorized School purposes.
6. Refrain from sending confidential records through unauthorized personal accounts, messaging applications, or other unsecured channels when official systems are available or required.
7. Safeguard physical documents, computers, accounts, storage devices, and passwords entrusted to them.
8. Return or properly dispose of School records when instructed.
9. Immediately report lost records, compromised accounts, misdirected emails, unauthorized access, or other suspected privacy incidents.

Confidentiality obligations involving information acquired during employment may continue after transfer, resignation, termination, retirement, or separation when required by law or by the nature of the information.

Section 12. CCTV, Security Monitoring, and Access Systems

The School may operate CCTV systems, identification systems, access logs, visitor logs, biometric attendance systems, and other reasonable security measures for legitimate purposes such as:

1. Protection of students, employees, visitors, and property;
2. Campus safety and security;
3. Investigation of theft, violence, misconduct, harassment, or safety incidents;
4. Attendance or access management when appropriately implemented;
5. Emergency response; and
6. Compliance with legal, regulatory, or insurance requirements.

Monitoring shall be conducted only for legitimate purposes and in accordance with applicable data privacy principles.

CCTV cameras shall not be installed in areas where persons have a reasonable expectation of privacy, such as restrooms, changing areas, and similar private facilities.

Access to recordings and security records shall be restricted to authorized personnel.

Section 13. School Email, LMS, Networks, Devices, and Digital Platforms

School-provided accounts, email addresses, LMS accounts, information systems, devices, networks, and digital services are provided primarily for authorized educational and institutional purposes.

Employees shall:

1. Protect passwords and access credentials;
2. Refrain from sharing accounts or passwords;
3. Use only properly authorized accounts;
4. Observe information-security procedures;
5. Avoid installing unauthorized or unsafe software on School systems;
6. Avoid unauthorized downloading or transfer of confidential records;
7. Report suspected phishing, malware, hacking, unauthorized access, or compromised accounts;
8. Observe confidentiality when conducting online classes or meetings; and
9. Use School information systems responsibly.

The School may maintain appropriate system, security, access, and activity logs for legitimate administrative, cybersecurity, compliance, and investigative purposes, subject to applicable law and appropriate notice.

Section 14. Official Communication and Personal Contact Information

Faculty members and staff are encouraged to use official School communication channels for School-related transactions whenever reasonably practicable.

An employee's personal mobile number, personal email address, home address, or other private contact information shall not be unnecessarily disclosed to students, parents, guardians, outside organizations, or other persons without appropriate authority, legitimate purpose, or consent when required.

The School may require reasonable contact information for internal employment, emergency, regulatory, and operational purposes.

Employees shall likewise respect the privacy of the personal contact information of colleagues, students, parents, and other members of the School community.

Section 15. Photographs, Videos, Recordings, and Institutional Publications

The School may document classes, training sessions, meetings, ceremonies, recognition programs, institutional events, accreditation activities, community programs, and other legitimate School functions.

Photographs, video recordings, audio recordings, and similar materials may be processed for legitimate purposes including:

- official documentation;
- government or regulatory compliance;
- accreditation;
- institutional archives;
- newsletters and publications;
- official announcements; and
- other authorized School purposes.

Where consent is legally required or is relied upon as the basis for promotional, advertising, or similar use, appropriate consent shall be obtained.

Employees shall not independently photograph, record, post, livestream, or publicly distribute School activities, students, personnel, records, meetings, or restricted areas in violation of School policy, confidentiality requirements, or applicable law.

Section 16. Retention and Disposal of Personnel Records

Personal data shall be retained only for as long as necessary for employment, payroll, benefits, tax, education, regulatory, administrative, historical, archival, audit, legal, safety, or other legitimate purposes.

Certain personnel, payroll, government-contribution, employment, accreditation, or similar records may require extended retention in accordance with applicable laws and regulations.

Records subject to an investigation, administrative proceeding, audit, litigation, regulatory inquiry, or legal claim may be preserved for as long as reasonably required.

Records approved for disposal shall be destroyed securely through appropriate means such as shredding, secure deletion, anonymization, or other methods that prevent unauthorized recovery or disclosure.

Section 17. Data Security Measures

The School shall implement reasonable and appropriate organizational, physical, and technical safeguards including, as appropriate:

1. Access controls;
2. Role-based permissions;
3. Password and account-management procedures;
4. Secure physical storage;
5. Locked filing cabinets and restricted records areas;
6. Secure disposal procedures;
7. Confidentiality obligations;
8. Data privacy and cybersecurity orientation;
9. Authorized institutional systems;
10. Backup and security measures;
11. Security-incident reporting;
12. Service-provider safeguards; and
13. Periodic review of data-processing practices.

Every employee shares responsibility for protecting personal and confidential information accessible through their assigned duties.

Section 18. Personal Data Breaches & Security Incidents

Any employee who discovers or reasonably suspects:

- unauthorized access;
- lost or stolen records;
- lost devices containing personal information;
- compromised passwords;
- hacking;
- phishing;
- ransomware;
- misdirected email;
- accidental disclosure;
- unauthorized posting or sharing;
- improper disposal of records; or
- any other suspected personal data breach

shall **immediately report the matter to the Data Protection Officer or authorized School official**.

Employees shall not conceal, independently investigate beyond their authority, destroy evidence, or publicly disclose a suspected breach.

The School shall evaluate and document the incident, implement appropriate containment and corrective measures, and comply with applicable notification requirements of the National Privacy Commission and affected data subjects when required by law.

Section 19. Rights of Employees as Data Subjects

Subject to applicable conditions and limitations under the Data Privacy Act, employees and other data subjects may exercise the following rights:

1. Right to be informed;
2. Right of access;
3. Right to object when applicable;
4. Right to rectification;
5. Right to erasure or blocking when legally applicable;
6. Right to damages when established by law;
7. Right to data portability when applicable; and

8. Right to file a complaint with the School or the National Privacy Commission.

These rights are subject to lawful limitations involving contractual obligations, legal requirements, investigations, regulatory compliance, legitimate institutional interests, legal claims, security, and the rights of other persons.

Section 20. Exercise of Data Privacy Rights

An employee wishing to exercise a data privacy right shall submit the request to the Human Resources Office, Data Protection Officer, or other authorized office.

The School may require:

1. Proof of identity;
2. A description of the requested information or action;
3. Supporting documents;
4. Proof of authority when acting for another person; and
5. Contact information for verification and response.

The School shall evaluate and act upon requests in accordance with applicable law and reasonable administrative procedures.

Section 21. Consent and Withdrawal of Consent

Where the processing of personal data is based on consent, the employee may withdraw such consent at any time by submitting a written request in accordance with the School's established procedures, subject to applicable laws and lawful grounds for continued processing.

Withdrawal shall not affect processing that has already been lawfully undertaken and shall not prevent processing based upon another lawful ground.

Accordingly, withdrawal of consent does not ordinarily prevent the School from maintaining or processing records required for:

- payroll;
- employment administration;
- government contributions;
- taxation;
- employee safety;
- regulatory compliance;
- accreditation;
- legal claims;
- disciplinary proceedings; or
- other purposes independently authorized or required by law.

Section 22. Responsibilities of Faculty Members and Staff as Data Users

All faculty members and staff shall:

1. Provide accurate and updated personal information to the School.
2. Protect their School accounts, identification cards, passwords, and access credentials.
3. Use official communication systems responsibly.
4. Respect the privacy of students, trainees, parents, colleagues, applicants, and stakeholders.
5. Collect only information reasonably required for assigned duties.
6. Avoid maintaining unnecessary personal copies of confidential School records.
7. Refrain from forwarding student records, class lists, grades, personnel records, medical information, disciplinary records, or other confidential documents to unauthorized persons.
8. Avoid uploading confidential institutional or personal information to unauthorized websites, applications, cloud services, artificial intelligence systems, or other external platforms.

9. Secure printed class records, examinations, payroll records, forms, and confidential documents from unauthorized access.
10. Obtain appropriate authority before releasing personal information.
11. Immediately report suspected privacy or cybersecurity incidents.
12. Return School records, devices, files, and information upon reassignment, resignation, separation, or upon demand by authorized School officials.

Unauthorized disclosure, alteration, destruction, posting, copying, transmission, or misuse of personal or confidential information may constitute a violation of School policy and may result in administrative action, without prejudice to civil, criminal, or regulatory liability when applicable.

Section 23. Data Protection Officer

The School shall designate a **Data Protection Officer (DPO)** or other appropriate privacy personnel in accordance with applicable National Privacy Commission requirements.

The DPO shall serve as the primary point of contact for matters involving:

- data privacy concerns;
- data-subject requests;
- suspected personal data breaches;
- privacy complaints;
- data protection policies;
- privacy compliance; and
- coordination with the National Privacy Commission when required.

The current name and official contact information of the designated DPO shall be communicated to employees and maintained in the appropriate School directory, privacy notice, or official issuance.

Section 24. Data Privacy Complaint Procedure

Any employee who believes that their data privacy rights have been violated may submit a written complaint to the Data Protection Officer or authorized School office.

The complaint should contain, when available:

1. Name and contact information of the complainant;
2. Description of the concern;
3. Date, time, and location of the incident;
4. Persons involved;
5. Relevant records, screenshots, notices, messages, or other supporting evidence; and
6. Remedy or action requested.

The School shall conduct an appropriate review and provide the necessary action or response, subject to confidentiality, due process, and applicable law.

The availability of internal procedures shall not prejudice rights or remedies available under applicable law or before the National Privacy Commission.

Section 25. Administrative Accountability

Faculty members and staff who, through intentional conduct, gross negligence, unauthorized disclosure, misuse of access privileges, or violation of established privacy and information-security procedures, compromise personal information or confidential School records may be subject to appropriate administrative action under this Manual.

Administrative action shall observe due process and shall be proportionate to the nature and seriousness of the violation.

Nothing in this provision shall prevent referral to the National Privacy Commission, law enforcement authorities, courts, professional regulatory authorities, or other competent agencies when required or appropriate under applicable law.

Section 26. Continuing Confidentiality Upon Separation

Upon resignation, retirement, termination, expiration of contract, or other separation from the School, employees shall:

1. Return all School records, equipment, identification cards, devices, files, keys, and materials in their possession as required;
2. Relinquish institutional accounts and access privileges as directed;
3. Refrain from retaining unauthorized copies of student, employee, financial, administrative, or confidential records; and
4. Continue to respect confidentiality obligations relating to protected information acquired during employment.

Separation from employment does not authorize the disclosure, publication, transfer, or personal use of confidential information obtained by reason of one's position.

Section 27. Employee Acknowledgment

All faculty members and staff shall acknowledge that they have received, read, and understood this Data Privacy, Personnel Records, and Information Security Policy and agree to comply with its requirements as a condition of access to School records, systems, facilities, and information.

Acknowledgment of this policy shall not constitute a waiver of any right that cannot legally be waived under the Data Privacy Act or other applicable laws.

Chapter 5. Employee Recruitment, Selection, and Appointment

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos recognizes that the recruitment and selection of competent, responsible, ethical, and professionally qualified personnel is essential to the quality of its educational programs and institutional services.

The School shall maintain a recruitment, selection, and appointment process based on:

1. Merit and fitness;
2. Educational and professional qualifications;
3. Competence and relevant experience;
4. Character and professional conduct;
5. Suitability for the duties of the position;
6. Commitment to learner welfare and institutional values;
7. Compliance with applicable government regulations; and
8. The legitimate staffing requirements of the School.

Employment decisions shall be made fairly, consistently, and in good faith, taking into consideration the qualifications and requirements of the position.

Appointment to any position shall remain subject to applicable laws and regulations of the Department of Labor and Employment (DOLE), Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Professional Regulation Commission (PRC), and other competent government authorities.

Section 2. Equal Employment Opportunity and Non-Discrimination

The School shall promote equal opportunity in recruitment, selection, appointment, training, compensation, and professional development.

Applicants shall principally be evaluated according to their:

- qualifications;
- education;
- training;
- professional credentials;
- experience;
- knowledge;
- skills;
- competencies;
- suitability for the position; and
- capacity to perform the essential duties of the position.

The School shall not unlawfully discriminate against an applicant on the basis of sex, age, disability, civil status, pregnancy, or other status protected under applicable law.

No arbitrary age requirement or preference shall be placed in a vacancy announcement or used as a basis for rejection except when age constitutes a lawful bona fide occupational qualification or another exception recognized by law applies.

Applicants with disabilities who are otherwise qualified shall not be excluded merely because of disability. Selection criteria affecting persons with disabilities shall be reasonably related to the essential requirements of the position and consistent with legitimate operational and safety requirements.

Nothing in this provision shall prevent the School from establishing legitimate educational, professional, physical, technical, licensing, safety, child-protection, or other job-related requirements necessary for a particular position.

Section 3. Recruitment Planning and Authorization to Hire

Recruitment shall ordinarily begin only upon determination that an authorized vacancy, staffing requirement, replacement need, additional teaching load, program expansion, or operational requirement exists.

The requesting department or unit shall submit or communicate to the School Administration or Human Resources Office, as applicable:

1. Position title;

2. Department or program;
3. Nature of employment;
4. Reason for hiring;
5. Required qualifications;
6. Proposed teaching or workload assignment, when applicable;
7. Required licenses or certifications;
8. Desired starting date; and
9. Other relevant staffing requirements.

No employee shall independently promise employment, compensation, teaching load, regularization, promotion, or appointment to an applicant unless the employee has been expressly authorized to make such commitment on behalf of the School.

Section 4. Position Description and Qualification Standards

Before recruitment, the School shall establish or identify the basic duties and qualifications of the vacant position.

The position description should specify, as appropriate:

- job title;
- department or unit;
- immediate supervisor;
- primary duties and responsibilities;
- minimum academic qualification;
- professional license;
- graduate degree;
- TESDA National Certificate or trainer qualification;
- required professional or industry experience;
- required skills and competencies;
- work schedule;
- teaching or training responsibilities;
- supervisory responsibilities;

- physical or safety requirements, when legitimately required; and
- other position-specific standards.

For teaching positions, the minimum educational and professional qualifications shall conform to the Educational and Professional Qualifications of Teaching Personnel under this Manual and the applicable requirements of DepEd, CHED, TESDA, PRC, and other competent regulatory authorities.

Section 5. Sources of Applicants

The School may recruit applicants through:

1. Public vacancy announcements;
2. The School's official website or social media accounts;
3. Online employment platforms;
4. Professional organizations;
5. Educational institutions;
6. TESDA, CHED, DepEd, or industry networks;
7. Employee referrals;
8. Internship or practicum programs;
9. Previous qualified applicants;
10. Direct professional recruitment;
11. Internal applications from qualified existing personnel; or
12. Other lawful recruitment channels.

Referral by an employee or administrator shall not guarantee employment or exempt the applicant from the appropriate selection process.

Section 6. Vacancy Announcements

Vacancy announcements shall, as far as practicable, contain sufficient information to allow prospective applicants to determine whether they possess the appropriate qualifications.

Announcements may specify:

- position;

- department or program;
- minimum educational qualification;
- required specialization;
- professional license or certification;
- relevant work or teaching experience;
- required technical qualifications;
- documents to be submitted; and
- method of application.

Vacancy announcements shall avoid discriminatory requirements unrelated to legitimate job requirements.

The School may indicate preferences based on education, specialization, professional credentials, technical competency, relevant industry experience, or other qualifications reasonably related to the position.

Section 7. Application Requirements

Applicants may initially be required to submit:

1. Application letter;
2. Updated résumé or curriculum vitae;
3. Transcript of Records;
4. Diploma or proof of degree earned;
5. Professional license, when applicable;
6. TESDA National Certificate, Certificate of Competency, Trainers Methodology Certificate, or other technical certification, when applicable;
7. Certificates of employment or evidence of relevant experience;
8. Training and professional-development certificates relevant to the position;
9. Portfolio or sample work when appropriate; and
10. Other documents reasonably necessary to assess qualifications.

The School may permit selected documents to be submitted after preliminary screening when immediate submission is not necessary to determine basic eligibility. **Original documents may be required for verification prior to final appointment.**

Section 8. Preliminary Screening

The Human Resources Office, School Administrator, Academic Head, Program Head, or authorized screening personnel shall conduct a preliminary review to determine whether applicants satisfy the basic requirements of the position.

Applicants who clearly fail to satisfy a mandatory legal, educational, licensing, certification, or professional requirement may be excluded from further consideration.

For teaching positions, preliminary screening shall include verification of whether the applicant's:

- bachelor's degree;
- major or specialization;
- graduate degree;
- PRC license;
- TESDA certification;
- industry experience; and
- other credentials

are appropriately aligned with the subject, course, competency, or program to which the applicant may be assigned.

Possession of a degree alone shall not automatically qualify an applicant for teaching assignments outside the applicant's appropriate field.

Section 9. Assessment and Selection Methods

Depending on the position, the School may use one or more of the following selection methods:

1. Structured or semi-structured interview;
2. Panel interview;
3. Teaching demonstration;

4. Training demonstration;
5. Skills demonstration;
6. Written examination;
7. Technical examination;
8. Computer or digital-skills assessment;
9. Communication assessment;
10. Case analysis;
11. Portfolio evaluation;
12. Work sample;
13. Practical examination;
14. Psychological or behavioral assessment where appropriate and lawfully administered;
15. Reference verification; or
16. Other reasonable and job-
17. related assessment methods.

Assessment methods shall be reasonably related to the requirements of the position.

Section 10. Teaching Demonstration

Applicants for teaching or training positions may be required to conduct a teaching or training demonstration.

The demonstration may be evaluated based on criteria including:

1. Mastery of subject matter;
2. Accuracy of content;
3. Organization of instruction;
4. Clarity of communication;
5. Teaching or training methodology;
6. Classroom management;
7. Learner engagement;
8. Assessment strategies;
9. Appropriate use of technology and instructional resources;
10. Professionalism;
11. Responsiveness to learner differences; and
12. Alignment with the curriculum, competency standard, or course requirements.

For TESDA competency-based programs, the applicant's demonstration should also reflect competency-based training principles and the applicable Training Regulation or Diploma Program Standard.

Section 11. Interview and Evaluation

Interviews shall focus primarily on matters reasonably related to the applicant's qualifications, suitability, professional behavior, experience, competencies, responsibilities, and ability to perform the duties of the position.

Applicants may be asked about:

- relevant education;
- professional experience;
- teaching or training philosophy;
- classroom or workplace management;
- professional ethics;
- communication skills;
- child protection;
- student welfare;
- teamwork;
- workplace problem-solving;
- technology competency;
- safety;
- availability for legitimate work schedules; and
- other job-related matters.

Questions whose principal purpose is to obtain information that is discriminatory, unnecessarily intrusive, or unrelated to the requirements of the position should be avoided.

Section 12. Selection Committee or Interview Panel

Where practicable, selection for key, academic, supervisory, or highly specialized positions may involve more than one evaluator.

The panel may include representatives from:

- School Administration;
- Human Resources;
- Academic Administration;
- Principal's Office;
- College Dean's Office;
- TESDA Program Office;
- concerned department;
- concerned program; or
- another authorized office.

The final authority to approve employment shall remain with the person or body authorized by the School.

Panel recommendations shall be advisory unless otherwise expressly provided by institutional policy.

Section 13. Conflict of Interest in Recruitment

Employees participating in recruitment or selection shall disclose circumstances that may reasonably affect their impartiality.

This includes a close familial, financial, business, or other relationship with an applicant where such relationship may create an actual or apparent conflict of interest.

The existence of a relationship shall not by itself automatically disqualify an applicant unless prohibited by School policy or applicable law. However, the concerned evaluator may be required to abstain from evaluating or deciding upon the application when necessary to preserve fairness and integrity.

No employee shall use official authority to improperly influence the hiring of a relative, friend, associate, or other applicant.

Section 14. Credential Verification

Before final appointment, the School may verify educational and professional credentials presented by the applicant.

Verification may include confirmation of:

1. Degree earned;
2. School or institution attended;
3. Transcript of Records;
4. Graduate degree;
5. PRC registration and license;
6. TESDA National Certificates;
7. Trainer or assessor credentials;
8. Professional certifications;
9. Employment history;
10. Teaching experience;
11. Industry experience; and
12. Other material qualifications represented by the applicant.

Applicants shall authorize or cooperate with reasonable verification procedures when required.

Submission of falsified, altered, fraudulent, materially misleading, or deliberately concealed information relating to a qualification may constitute grounds for:

- rejection of the application;
- withdrawal of a conditional offer;
- cancellation of appointment;
- administrative action after employment; or
- referral to the appropriate authority,

subject to applicable law and due process.

Section 15. Reference and Background Verification

The School may undertake reasonable reference or background verification appropriate to the nature and sensitivity of the position.

Verification may include:

- previous employment;
- professional conduct;
- relevant performance history;
- professional references;
- educational credentials;
- professional licenses;
- criminal or administrative records that are lawfully accessible and reasonably relevant to the position; and
- other information necessary to assess suitability.

For positions involving regular access to minors, vulnerable learners, confidential records, finances, school property, safety-sensitive functions, or positions of substantial trust, the School may apply enhanced screening measures consistent with law and School policy.

The School may require an NBI Clearance, police clearance, or similar background document as an institutional pre-employment requirement where reasonably appropriate to the position.

The existence of a prior accusation, complaint, criminal charge, administrative proceeding, or other adverse information shall not automatically result in disqualification. The School shall consider the nature, relevance, reliability, disposition, and circumstances of the information before making an employment decision.

Section 16. Child Protection Screening

Because the School serves minors and other learners placed under its care, recruitment for positions involving direct interaction with students shall give appropriate consideration to child protection and learner safety.

Applicants for teaching, training, guidance, clinic, security, student-service, and other learner-facing positions may be evaluated for:

1. Understanding of professional boundaries;
2. Appropriate disciplinary practices;
3. Respect for child rights and learner dignity;
4. Ability to maintain appropriate teacher-student relationships;
5. Awareness of bullying, harassment, abuse, and child-protection responsibilities; and
6. Suitability to exercise authority and supervision over learners.

The School reserves the right to decline appointment when reliable and lawfully obtained information demonstrates a material risk to learner safety or welfare.

All employees assigned to work with learners shall be oriented on the School's Child Protection Policy and related safeguarding requirements.

Section 17. Applicant Data Privacy

Personal information obtained during recruitment shall be processed in accordance with the School's Data Privacy, Personnel Records, and Information Security Policy and applicable data privacy law.

Applicant information shall be collected only for legitimate recruitment, selection, verification, employment, regulatory, safety, and administrative purposes.

Access to applicant records shall be limited to authorized personnel.

Applicant information shall not be unnecessarily disclosed to persons who have no legitimate role in the recruitment process.

Reference checks, credential verification, background checks, assessments, and similar processing shall be conducted in a manner consistent with transparency, legitimate purpose, proportionality, and reasonable security safeguards.

Applicant records that are no longer necessary shall be retained or securely disposed of in accordance with the School's approved records-retention policy.

Section 18. Ranking and Selection

Selection shall consider the total suitability of the applicant rather than reliance upon a single qualification alone.

Relevant considerations may include:

- minimum qualification compliance;
- relevance of academic preparation;
- professional licensure;
- graduate studies;
- technical certifications;
- relevant teaching or work experience;
- industry experience;
- interview performance;
- demonstration performance;
- technical competence;
- communication skills;
- professional conduct;
- adaptability;
- learner-centeredness;

- leadership potential where relevant;
- references;
- availability; and
- institutional requirements.

Possession of higher academic credentials does not automatically guarantee selection when another applicant is determined to be more suitable based on the legitimate requirements of the position. Similarly, length of experience alone shall not guarantee appointment.

Section 19. Internal Applicants and Rehiring of Former Employees

Qualified current employees may apply for available positions, additional assignments, promotion, transfer, or reassignment subject to School policies.

Former employees may be considered for reemployment when:

1. They remain qualified for the position;
2. Their previous separation does not legally or administratively prevent reemployment;
3. Their previous performance and conduct are considered satisfactory for reappointment;
4. Required clearances have been completed; and
5. The School determines that reemployment is appropriate.

Prior employment with the School shall not automatically guarantee rehiring, reinstatement of previous position, previous compensation, previous teaching load, seniority, or employment status unless required by law or expressly approved by the School.

Section 20. Selection Decision and Approval

After completion of the appropriate selection process, the recommending office shall endorse the selected applicant to the authorized approving officer.

The School Administration reserves the right to:

- select the most suitable qualified applicant;
- continue recruitment;
- reopen the vacancy;
- defer filling the position;
- modify the staffing requirement; or
- discontinue recruitment

when legitimate institutional considerations warrant such action.

Selection does not create an employment relationship until the requirements for appointment have been satisfied and the appropriate employment document has been issued or executed.

Section 21. Conditional Offer of Employment

The School may issue a conditional employment offer to the selected applicant.

A conditional offer may be subject to completion or verification of requirements including:

1. Educational credentials;
2. Professional license;
3. TESDA credentials;
4. Employment references;
5. NBI or other required clearance;
6. Medical fitness requirements;
7. Government identification and employment documents;
8. Payroll requirements;
9. Regulatory requirements;
10. Background verification;
11. Completion of School forms; and
12. Other legitimate requirements of the position.

A conditional offer may be withdrawn when a material requirement is not satisfied, when an applicant materially misrepresents qualifications, or when lawful and legitimate grounds prevent appointment.

Section 22. Pre-Employment Medical and Fitness Requirements

The School may require a pre-employment medical examination or fitness-for-work certification when reasonably necessary for occupational health, workplace safety, regulatory compliance, or the requirements of the position.

Medical requirements shall be administered with due regard for:

- confidentiality;
- data privacy;
- disability rights;
- reasonable accommodation;
- occupational safety and health; and
- the actual requirements of the position.

Medical information shall be accessed only by authorized personnel and shall not be unnecessarily disclosed.

A medical condition or disability shall not automatically disqualify an applicant who is otherwise qualified and capable of performing the essential functions of the position with reasonable accommodation where applicable.

The School may, however, consider genuine health or safety limitations when the essential duties of the position cannot reasonably and safely be performed.

Section 23. Pre-Employment Documentary Requirements

Before assumption of duty, the selected applicant may be required to submit, as applicable:

A. Personal and Government Records

1. Birth certificate or equivalent civil registry record;
2. Marriage certificate, when necessary for lawful personnel or benefits administration;
3. Valid government-issued identification;

4. Tax Identification Number;
5. SSS number;
6. PhilHealth number;
7. Pag-IBIG Membership Identification Number; and
8. Other government documents required for employment administration.

B. Educational and Professional Records

1. Diploma;
2. Official or authenticated Transcript of Records;
3. PRC Certificate of Registration;
4. Current PRC Professional Identification Card;
5. TESDA National Certificate or Certificate of Competency;
6. Trainers Methodology or trainer certification;
7. Professional or industry certification; and
8. Other credentials required by the position.

C. Employment and Administrative Requirements

1. Certificate of Employment from previous employer when required;
2. NBI Clearance or other authorized clearance;
3. Medical certificate or fitness-for-work clearance when required;
4. Recent photograph;
5. Emergency contact information;
6. Payroll or bank information;
7. Signed data privacy acknowledgment;
8. Signed Faculty and Staff Manual acknowledgment;
9. Signed employment contract or appointment;
10. Job description acknowledgment; and
11. Other reasonable employment requirements.

The Human Resources Office may establish reasonable deadlines for completion of requirements.

Section 24. Employment Contract and Appointment

No person shall be considered finally appointed merely by virtue of an interview, verbal discussion, recommendation, teaching demonstration, submission of requirements, or informal communication.

The terms of employment shall be established through the appropriate written employment contract, appointment, or other authorized employment document.

The document shall state or incorporate, as applicable:

1. Position;
2. Department or program;
3. Employment status;
4. Effective date;
5. Compensation or applicable rate;
6. Work schedule or basis of assignment;
7. Teaching or workload arrangements, where applicable;
8. Probationary standards where applicable;
9. Duties and responsibilities;
10. Benefits and statutory contributions;
11. Applicable School policies;
12. Grounds and procedures relating to termination or separation as provided by law and School policy; and
13. Other lawful terms and conditions of employment.

No employee other than an authorized School official may alter or promise changes to an employment contract.

Section 25. Employment Status Upon Appointment

The employment status of a newly appointed employee shall be determined according to the nature of the position, applicable law, regulatory requirements, and the written employment agreement.

Possible classifications may include, when lawfully applicable:

- probationary;

- regular or permanent;
- fixed-term;
- part-time;
- substitute;
- project-based;
- casual; or
- other lawful employment classification.

The use of an employment classification shall reflect the actual nature and circumstances of employment and shall not be used merely to circumvent security-of-tenure requirements.

Section 26. Probationary Appointment and Standards for Regularization

Employment status and regularization shall be governed by applicable law, the Labor Code, DepEd rules for private basic education, MORPHE and CHED rules for higher education, TESDA requirements, employment contracts, and school policy.

The School shall inform probationary employees of reasonable standards for regularization at the start of employment. Such standards may include, as applicable:

1. Quality and accuracy of work;
2. Teaching or training competence;
3. Subject-matter mastery;
4. Classroom management;
5. Attendance and punctuality;
6. Compliance with policies and lawful instructions;
7. Completion and accuracy of records;
8. Professional conduct;
9. Learner supervision and safety;
10. Communication;

11. Teamwork;
12. Initiative and dependability;
13. Compliance with regulatory requirements;
14. Student or stakeholder service;
15. Performance evaluation; and
16. Other reasonable standards appropriate to the position.

Probationary employees remain entitled to security of tenure during the probationary period and may be separated only upon lawful grounds and in accordance with applicable requirements.

For non-teaching, administrative, clerical, support, maintenance, and other non-academic personnel, the probationary period shall generally not exceed six (6) months from the date the employee started work, unless a longer period is validly allowed by law.

For Basic Education teaching personnel, the probationary period may extend up to three (3) consecutive school years of satisfactory full-time service, subject to DepEd requirements, school standards, regulatory qualifications, and applicable law.

For College teaching personnel, the probationary period shall be governed by MORPHE and applicable CHED rules and shall not exceed six (6) consecutive regular semesters of satisfactory service, or nine (9) consecutive trimesters where the collegiate program is offered on a trimester basis, subject to applicable school calendar and employment arrangement.

For personnel with cross-program assignments, the applicable regularization rule shall depend on the principal appointment, actual work, regulatory classification, and employment contract. Cross-assignment to another department shall not automatically confer regular status in that department unless the legal and school requirements are met.

Completion of time alone does not automatically guarantee regularization unless the employee has satisfactorily met the applicable

standards, possesses the required qualifications, and is otherwise entitled to regular or permanent status under law.

Before the end of the applicable probationary period, the School shall evaluate the employee and may regularize, not renew, extend only when lawfully allowed, or terminate probationary employment in accordance with applicable law and due process.

Section 27. Special Probationary Rules for Academic Personnel

The School recognizes that academic personnel may be subject to probationary periods different from the general probationary period applicable to ordinary non-academic employees.

Subject to current applicable regulations:

1. Academic personnel in the elementary and secondary levels may be subject to the probationary period prescribed for private-school academic personnel;
2. Academic personnel in the tertiary level may be subject to the applicable probationary period based on consecutive regular semesters or trimesters; and
3. Non-academic, non-teaching employees shall generally be governed by the Labor Code and applicable labor regulations.

The exact employment classification and probationary period shall be stated in the employment contract and implemented consistently with current law and applicable education regulations.

Nothing in this Manual shall be interpreted to extend a probationary period beyond what is legally permitted.

Section 28. Appointment of Part-Time Faculty and Trainers

Part-time faculty members, professors, instructors, teachers, and trainers may be appointed when necessary to address:

- specialized subjects;
- limited teaching loads;
- industry-specialized courses;
- professional subjects;
- temporary enrollment requirements;
- schedule requirements;
- TESDA competencies;
- substitute assignments; or
- other legitimate academic needs.

Part-time status shall not excuse compliance with applicable educational, professional, licensing, or technical qualification requirements.

Teaching load, compensation, schedule, employment classification, and other conditions shall be clearly stated in the appropriate contract or appointment.

Section 29. Appointment to Multiple Programs or Educational Levels

An employee may be assigned to Junior High School, Senior High School, College, TESDA, or more than one educational level only when qualified for each assignment.

Before assigning cross-level teaching loads, the School shall verify compliance with the qualification requirements applicable to each program.

Cross-level assignments shall be documented in the employee's teaching load or other appropriate School record.

Section 30. Orientation and Onboarding

Before or shortly after assumption of duty, newly appointed personnel shall undergo appropriate orientation.

Orientation may include:

1. Mission, vision, philosophy, and institutional values;
2. Faculty and Staff Manual;
3. Organizational structure;
4. Job duties and reporting relationships;
5. Compensation and payroll procedures;
6. Attendance and timekeeping;
7. Leave procedures;
8. School calendar;
9. Child Protection Policy;
10. Anti-Bullying Policy;
11. Safe Spaces and Anti-Sexual Harassment policies;
12. Data Privacy and confidentiality;
13. Occupational Safety and Health;
14. Emergency procedures;
15. Classroom management;
16. Student supervision and duty of care;
17. Grading and academic procedures;
18. Learning Management System;
19. Official communication channels;
20. Dress code and School uniform;
21. School facilities and equipment;
22. Information security; and
23. Other policies relevant to the employee's assignment.

Employees entering the workplace shall likewise receive appropriate safety and health information regarding hazards, preventive measures, and emergency procedures relevant to their work.

Section 31. Assumption of Duty

A newly appointed employee shall assume official duties on the effective date stated in the employment contract or as otherwise authorized by the School.

The employee shall not ordinarily:

- conduct classes;
- access confidential student records;
- receive institutional system privileges;
- process School funds;
- operate restricted equipment;
- officially represent the School; or
- exercise employee authority

before the appointment becomes effective and necessary onboarding or authorization has been completed.

In urgent circumstances, temporary authorization may be granted by the School Administration, provided that applicable legal, qualification, safety, and child-protection requirements are satisfied.

Section 32. Personnel File

Upon appointment, the Human Resources Office or designated administrative office shall establish and maintain an employee personnel file.

The file may contain:

- application records;
- employment contract;
- job description;
- academic credentials;
- professional licenses;
- TESDA certificates;
- government employment records;
- payroll information;
- medical or fitness documentation, subject to confidentiality;
- performance evaluations;
- attendance records;
- training records;

- memoranda and administrative documents;
- commendations;
- leave records;
- professional-development records; and
- other legitimate employment records.

Access to personnel files shall be limited in accordance with the School's Data Privacy and Personnel Records Policy.

Section 33. Duty to Maintain Qualifications

Appointment does not end the employee's obligation to remain qualified for the position.

Employees shall maintain and renew, when applicable:

- PRC licenses;
- TESDA certifications;
- trainer credentials;
- professional certifications;
- continuing professional development requirements;
- health and safety certifications;
- required government clearances; and
- other credentials necessary for the employee's continuing assignment.

The employee shall immediately report suspension, expiration, revocation, cancellation, or material restriction of a credential required for the position.

The School may modify or suspend an assignment when continued performance would violate regulatory qualification requirements.

Section 34. False Statements and Material Omissions

Applicants and employees are expected to provide truthful, complete, and accurate information concerning material employment qualifications.

Material misrepresentation may include:

- falsified educational credentials;
- false professional licenses;
- falsified employment records;
- fabricated certificates;
- intentional concealment of the cancellation or suspension of a required license;
- false professional experience; or
- other dishonest representation material to employment.

Where discovered before appointment, such conduct may result in rejection or withdrawal of an employment offer.

Where discovered after appointment, the matter shall be investigated and may result in administrative action subject to due process and applicable law.

Section 35. No Guarantee of Employment from Application or Selection

Submission of an application, participation in an interview, successful completion of a teaching demonstration, inclusion in a shortlist, recommendation by a selection panel, completion of medical requirements, or submission of documents shall not by itself create an employer-employee relationship.

An employer-employee relationship shall arise in accordance with applicable law and the circumstances of the employee's actual engagement, including the authorized appointment and commencement of work.

Applicants shall therefore not be instructed to commence actual work unless properly authorized.

Section 36. Recruitment Records and Confidentiality

Interview notes, examination results, reference reports, selection evaluations, background information, and related recruitment records are confidential administrative records.

Personnel involved in recruitment shall not disclose applicant information except for legitimate employment purposes or as required by law.

Applicants shall likewise be treated with dignity and professionalism throughout the recruitment process.

Section 37. Recruitment of Relatives of Existing Employees

Employment of relatives of existing employees is not automatically prohibited unless otherwise provided by School policy or applicable law.

However, the School may regulate assignments involving relatives when necessary to prevent:

- direct supervisory conflicts;
- evaluation conflicts;
- payroll or financial control conflicts;
- procurement conflicts;
- disciplinary conflicts;
- confidentiality concerns; or
- other situations that may materially compromise institutional integrity.

Relationships that may create such conflicts shall be disclosed to the School Administration or Human Resources Office.

The School may adjust reporting relationships, assignments, or responsibilities when reasonably necessary to address the conflict.

Section 38. Hiring for Positions of Trust and Confidentiality

Positions involving significant financial responsibility, access to confidential information, student records, examination materials, payroll systems, School funds, information systems, security functions, or other positions of trust may be subject to additional selection and verification requirements.

Such requirements shall remain proportionate to the responsibilities and risks associated with the position.

Section 39. Recruitment and Selection Records for Regulatory Compliance

The School may maintain qualification matrices, faculty profiles, personnel inventories, teaching-load records, and other documentation necessary to demonstrate compliance with:

- DepEd;
- CHED;
- TESDA;
- PRC;
- DOLE;
- accreditation agencies;
- other competent authorities.

Employees shall cooperate with reasonable requests for credentials and documentation required for program recognition, accreditation, registration, audit, or regulatory monitoring.

Section 40. Management Prerogative in Selection

Subject to applicable law, the School retains the prerogative to determine:

- whether a vacancy exists;
- how many employees are required;
- qualifications higher than regulatory minimums where reasonable;
- appropriate recruitment channels;
- assessment methods;
- the most suitable qualified applicant;
- department and assignment;
- workload;
- commencement date; and
- other legitimate staffing decisions.

Such prerogative shall be exercised in good faith, consistently with law, contractual obligations, regulatory requirements, and the rights of employees and applicants.

Section 41. Regulatory Supremacy

Recruitment, selection, and appointment requirements may be amended by changes in labor, education, professional, technical-vocational, privacy, child-protection, or occupational safety regulations.

Whenever this Manual conflicts with a subsequently enacted law or valid regulation of DOLE, DepEd, CHED, TESDA, PRC, NPC, or another competent government authority, the current applicable requirement shall prevail.

The School Administration and Human Resources Office shall periodically review recruitment and appointment procedures to maintain regulatory compliance.

Section 42. Regulatory References

This Chapter shall be read together with the latest applicable versions of:

1. Presidential Decree No. 442, as amended — Labor Code of the Philippines;
2. Applicable DOLE rules implementing the Labor Code;
3. Republic Act No. 10911 — Anti-Age Discrimination in Employment Act;
4. Republic Act No. 7277, as amended — Magna Carta for Persons with Disability;
5. Republic Act No. 9710 — Magna Carta of Women;
6. Republic Act No. 10173 — Data Privacy Act of 2012;
7. Republic Act No. 11058 — Occupational Safety and Health Standards Law;
8. Republic Act No. 7877 — Anti-Sexual Harassment Act of 1995;
9. Republic Act No. 11313 — Safe Spaces Act;
10. DepEd Order No. 40, s. 2012 — DepEd Child Protection Policy;
11. Applicable current Manual of Regulations for Private Schools in Basic Education;
12. CHED Manual of Regulations for Private Higher Education and program-specific PSGs;
13. Applicable TESDA Training Regulations, Diploma Program Standards, and program-registration requirements;
14. PRC and Professional Regulatory Board requirements applicable to teaching personnel; and
15. Other current laws, rules, regulations, and government issuances governing private educational institutions and employment.

Chapter 6. Educational and Professional Qualifications of Teaching Personnel

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos recognizes that the quality of education and training depends substantially upon the competence, academic preparation, professional qualifications, industry experience, and continuing development of its teaching personnel.

The School shall therefore appoint and assign teachers, faculty members, professors, instructors, and trainers only to subjects, courses, competencies, and programs for which they possess the educational and professional qualifications required by applicable laws, government regulations, program standards, and School policies.

Teaching assignments shall be based not merely on personnel availability, but on appropriate alignment among the employee's:

1. Academic degree;
2. Major, specialization, or field of study;
3. Professional license, when required;
4. Graduate degree, when required;
5. TESDA competency and trainer certifications, when required;
6. Relevant teaching, professional, or industry experience;
7. Specialized training and certifications; and
8. Other qualifications prescribed by the appropriate regulatory agency.

The School may establish qualification standards higher than the minimum standards prescribed by government agencies when reasonably necessary to promote academic quality and institutional development.

Section 2. Governing Regulatory Authorities

The qualifications of teaching personnel shall be determined according to the educational program and level in which the employee is assigned.

A. Junior High School

Junior High School teaching personnel shall principally be governed by:

- Department of Education (DepEd);
- Professional Regulation Commission (PRC);
- Board for Professional Teachers;
- Republic Act No. 7836, or the Philippine Teachers Professionalization Act of 1994, as amended by Republic Act No. 9293;
- the applicable Manual of Regulations for Private Schools in Basic Education; and
- current DepEd regulations and issuances applicable to private secondary schools.

The Revised Manual of Regulations for Private Schools in Basic Education provides that private-school teaching personnel must possess appropriate educational qualifications and pass the Licensure Examination for Teachers. For secondary academic subjects, the teacher should have an education degree or equivalent, or an appropriate arts / sciences degree together with the required professional education preparation and should teach substantially within the teacher's field of concentration.

B. Senior High School

Senior High School teaching personnel shall principally be governed by:

- DepEd;
- PRC and the Board for Professional Teachers;
- Republic Act No. 7836, as amended;
- Republic Act No. 10533, or the Enhanced Basic Education Act of 2013;
- applicable DepEd standards for Senior High School;
- applicable TESDA standards for technical-vocational subjects; and
- current requirements governing private Senior High Schools.

Republic Act No. 10533 expressly provides special qualification arrangements for certain specialists, technical-vocational graduates, HEI faculty, and practitioners teaching at the secondary level.

C. College

College faculty shall principally be governed by:

- Commission on Higher Education (CHED);
- the Manual of Regulations for Private Higher Education (MORPHE);
- applicable CHED Memorandum Orders;
- Policies, Standards and Guidelines (PSGs) of the particular academic program; and
- PRC or other professional regulatory boards where the course or profession is regulated.

D. TESDA Diploma Programs

Teaching personnel assigned to TESDA Diploma programs shall principally be governed by:

- Technical Education and Skills Development Authority (TESDA);
- applicable Unified TVET Program Registration and Accreditation System requirements;
- PQF Level 5 Diploma Program Standards;
- applicable Training Regulations and Competency Standards;
- Certificate of Program Recognition and registered curriculum of the School; and
- current TESDA circulars, guidelines, and program requirements.

TESDA defines PQF Level 5 Diploma Program Standards as the program-specific guidelines, parameters, and rules governing a particular Level 5 program. TESDA likewise treats trainer qualifications as those prescribed by the applicable Training Regulation.

Section 3. General Qualification Standards for All Teaching Personnel

Regardless of the level or program, a teaching employee shall:

1. Hold an academic credential from a government-recognized educational institution appropriate to the subject, program, or competency assigned;
2. Possess the required professional license, registration, certification, or special permit when required by law or regulation;
3. Teach primarily within the person's academic, professional, technical, or industry specialization;
4. Possess sufficient knowledge and competence in the subject or competency being taught;
5. Maintain current and valid licenses and certifications throughout the period in which such credentials are required for the employee's teaching assignment;
6. Meet additional qualification requirements prescribed by the applicable DepEd, CHED, TESDA, PRC, or other regulatory standard;
7. Submit complete and authentic documentary evidence of qualifications to the School;
8. Participate in required orientation, professional development, in-service training, and regulatory training; and
9. Immediately inform the School of the expiration, suspension, revocation, cancellation, or other material change affecting a professional license or certification.

The School reserves the right to decline or discontinue a teaching assignment when the faculty member no longer meets the qualifications required for the subject or program.

Section 4. Qualifications for Junior High School Teachers

A. General Academic Subjects

As a general institutional standard, a Junior High School teacher assigned to academic subjects shall possess:

1. A **Bachelor's Degree in Secondary Education** or another appropriate teacher-education degree, preferably with a major or specialization aligned with the subject to be taught; **or**
2. An appropriate bachelor's degree in arts, sciences, technology, or another field directly related to the subject, together with the professional education preparation required for qualification as a professional teacher; and
3. A **valid Certificate of Registration and Professional Identification Card as a Professional Teacher**, except when a lawful special or temporary permit or other statutory exception applies.

Republic Act No. 7836 generally requires a valid certificate of registration and professional license before a person may practice as a professional teacher at the elementary or secondary level. Republic Act No. 9293 provides that, for secondary-level licensure, an arts and sciences graduate must have at least **eighteen (18) units of professional education**.

B. Subject Alignment

Teachers shall, as far as practicable, be assigned to subjects aligned with their:

- major;
- minor;
- specialization;
- undergraduate field;
- graduate field; or
- documented professional expertise.

Examples include:

- Mathematics — Mathematics or closely related field;
- Science — Biology, Chemistry, Physics, General Science, or appropriate science field;
- English — English, Language, Literature, Communication, or appropriate specialization;

- Filipino — Filipino or related language/literature specialization;
- Araling Panlipunan — Social Studies, History, Political Science, Economics, or related field;
- MAPEH — appropriate specialization in Music, Arts, Physical Education, or Health; and
- Technology and Livelihood Education — appropriate technical, vocational, technology, livelihood, or related specialization.

A teacher shall not routinely be assigned to a subject substantially outside the teacher's educational preparation merely because of scheduling or staffing convenience.

C. Vocational and Technical Subjects

Teachers assigned to vocational or technical subjects shall possess appropriate academic and/or technical preparation in the subject concerned.

Where the course incorporates a TESDA qualification, competency standard, or regulated technical competency, the School may additionally require the appropriate TESDA National Certificate, Certificate of Competency, trainer qualification, industry experience, or other certification applicable to the subject.

Section 5. Qualifications for Senior High School Teachers

Because Senior High School includes academic, technical-professional, arts, sports, and other specialized learning areas, qualification requirements shall be determined according to the actual subject assigned.

A. Academic, Core, Applied, and Specialized Subjects

As the normal institutional standard, a Senior High School teacher shall possess:

1. A bachelor's degree with a major or specialization relevant to the subject or learning area; **or**
2. Another bachelor's degree supported by sufficient academic units, professional preparation, graduate studies, professional

practice, or other documented specialization relevant to the subject; and
3. Appropriate professional education preparation; and
4. A valid Professional Teacher license when required under applicable law.

The School shall give preference to applicants whose undergraduate or graduate specialization directly corresponds to the Senior High School subject to be taught.

DepEd's SHS qualification standards likewise emphasize appropriate subject specialization. The public-school standards may be used by the School as a **qualification benchmark** where useful, but public-school position classifications, salary grades, and ranking procedures shall not by themselves govern private-school employment.

B. Specialists Permitted Under Republic Act No. 10533

Notwithstanding the ordinary professional-teacher requirements, the School may employ persons falling within the exceptions expressly permitted by Republic Act No. 10533 when appropriate and properly documented.

These may include:

1. Science, Mathematics, Statistics, Engineering, Music, and Other Specialists

Graduates of science, mathematics, statistics, engineering, music, and other degree programs where there is a shortage of qualified LET applicants may teach subjects within their specialization.

Where the individual is employed under the statutory full-time specialist arrangement, the applicable requirement to pass the LET within **five (5) years from hiring** shall be observed.

For specialists teaching on a genuinely **part-time basis**, the LET requirement may not apply under the exception provided by Republic Act No. 10533.

The use of this exception shall not be treated as the normal means of avoiding professional licensure requirements. The School shall maintain documentation showing the employee's specialized qualifications and the basis for the teaching assignment.

2. Higher Education Institution Faculty

Qualified HEI faculty may teach subjects within their general education or subject specialization at the secondary level when they possess the relevant bachelor's degree and meet the conditions provided under applicable law.

3. Industry and Professional Practitioners

Practitioners possessing recognized expertise in specialized learning areas may be engaged to teach such subjects on a **part-time basis**, subject to applicable DepEd requirements.

Professional or industry expertise shall be supported by appropriate credentials, work experience, portfolio, certifications, professional registration, or other reliable evidence.

These exceptions are expressly contemplated by Republic Act No. 10533 for both DepEd and private education institutions.

C. Technical-Vocational and Technical-Professional Subjects

A faculty member teaching a Senior High School technical-vocational or competency-based subject shall possess the education, technical qualification, and competency certification appropriate to the specialization.

Depending on the subject and applicable regulation, the employee may be required to possess:

1. A bachelor's degree or completion of an appropriate technical-vocational program;
2. A relevant TESDA National Certificate at the level required for the specialization;

3. Trainers Methodology, Trainer's Methodology Certificate, National TVET Trainer Certificate, or equivalent trainer qualification where required;
4. Relevant industry experience where required or appropriate; and
5. Appropriate in-service training.

Republic Act No. 10533 permits graduates of technical-vocational programs to teach their specialized secondary subjects provided they possess the necessary TESDA certification and undergo appropriate in-service training.

DepEd's amended qualification standards for SHS TVL positions similarly recognize either a bachelor's degree or completion of technical-vocational courses in the specialization and require appropriate National Certification; higher TVL teaching positions under those standards additionally incorporate trainer methodology and experience requirements. These public-sector standards may serve as a useful institutional benchmark, subject to current private-school requirements.

Where the applicable TESDA Training Regulation requires a qualification higher than the general requirement stated in this Manual, the **higher or more specific TESDA requirement shall prevail**.

Section 6. Qualifications for College Faculty

A. General Undergraduate Faculty Qualification

As a general rule, a faculty member teaching an undergraduate program shall possess:

1. A **master's degree relevant to the field, discipline, or subject being taught**; and
2. Where applicable, the appropriate **professional license** required for professional courses.

The MORPHE provides that undergraduate faculty should be holders of a master's degree and should teach mainly within their major field.

For professional courses, the appropriate professional license is additionally required where applicable. MORPHE also recognizes limited exceptions in fields where there is a dearth of master's degree holders, subject to CHED regulation.

Accordingly, graduate units alone, candidacy for a master's degree, completion of academic requirements, or an unfinished thesis shall not ordinarily be considered equivalent to possession of a master's degree when the applicable CHED standard expressly requires a **master's degree**, unless a specific PSG or CHED authorization provides otherwise.

B. Alignment of Graduate Degree and Teaching Assignment

The master's degree should be relevant to the subject, discipline, or professional field assigned.

Possession of any master's degree shall not automatically qualify a faculty member to teach all college subjects.

For example:

- A master's degree in Education does not, by itself, necessarily qualify an employee to teach advanced Computer Science professional courses;
- A master's degree in Business Administration does not automatically qualify an employee to teach specialized Hospitality laboratory courses;
- A technical certification alone does not automatically qualify an employee to teach general academic courses for which CHED requires graduate-level academic preparation.

Faculty assignments shall therefore consider both the **undergraduate degree and graduate specialization**, together with professional licensure, industry experience, certifications, and the specific PSG of the program.

C. Professional and Licensure Programs

For subjects belonging to a regulated profession, the faculty member shall possess the professional license or registration required by the applicable CHED PSG and professional regulatory authority.

The School shall verify that professional licenses are current and in good standing whenever continued licensure is required for the teaching assignment.

D. Program-Specific CHED Policies, Standards and Guidelines

The general MORPHE qualification shall always be read together with the **specific CHED Policies, Standards and Guidelines (PSG)** applicable to the program.

Certain programs may:

- prescribe a particular undergraduate degree;
- prescribe a specific master's or doctoral specialization;
- require professional licensure;
- require industry or professional experience;
- establish full-time faculty requirements;
- permit specialized professional or industry practitioners;
- recognize particular certifications; or
- provide qualification arrangements different from the general MORPHE rule.

Accordingly, the **specific PSG shall control when it provides a more specific qualification applicable to the program**.

For example, CHED's PSG for computing programs contains faculty qualification pathways specific to Computer Science, Information Technology, Information Systems, allied disciplines, graduate coursework, experience, and certain professional certifications. Thus, the qualification of a computing faculty member must be checked against the applicable computing PSG rather than relying solely upon a generalized faculty rule.

E. General Education and Service Courses

Faculty members assigned to general education or service courses shall possess academic preparation appropriate to the discipline assigned and shall meet the qualification prescribed by the applicable CHED general education policy and program PSG.

The School shall avoid assigning a faculty member to a general education subject solely because the subject is outside the employee's principal departmental load.

Section 7. Qualifications for TESDA PQF Level 5 Diploma Program Teaching Personnel

A. Nature of TESDA Diploma Programs

TESDA Diploma programs are programs at **Philippine Qualifications Framework Level 5** and are governed by program-specific Diploma Program Standards, applicable Training Regulations and Competency Standards, registration requirements, and the Certificate of Program Recognition issued to the institution.

TESDA's current framework provides that PQF Level 5 Diploma Program Standards establish the rules and parameters for specific Diploma programs and are developed in consultation with industry and higher education stakeholders.

Recognition of a Diploma program is subject to TESDA program-registration procedures and the requirements applicable to Level 5 programs; approved programs are issued a Certificate of Program Recognition.

Accordingly, there shall be **no single blanket qualification applied to every TESDA Diploma instructor**. The required qualification shall depend upon the component, course, competency, and Diploma Program Standard being taught.

B. Trainers Handling TESDA-Regulated Competencies

For subjects or learning components corresponding to a TESDA Training Regulation or nationally recognized qualification, the trainer shall meet the **trainer qualification prescribed in the current Training Regulation**.

Depending upon the qualification, this may include:

1. A relevant National Certificate or Certificate of Competency;
2. A particular National Certificate level;
3. Trainers Methodology Level I or other applicable Trainers Methodology qualification;
4. National TVET Trainer Certificate or equivalent trainer certification where required;
5. Relevant industry experience;
6. Appropriate academic or technical education;
7. Occupational or professional license where applicable; and
8. Other requirements expressly stated in the Training Regulation.

TESDA defines the “Qualifications of Teaching Personnel” by reference to the trainer qualifications under the applicable Training Regulation.

A bachelor's or master's degree shall therefore **not substitute for a required National Certificate, trainer certification, or industry qualification** when the Training Regulation specifically requires such credential.

Likewise, possession of a National Certificate alone shall not automatically qualify a person to teach all academic, managerial, supervisory, or theoretical subjects in a Diploma program.

C. Faculty Handling Diploma-Level Academic, Theoretical, Supervisory, or Management Courses

For Diploma courses that are not themselves governed by a specific Training Regulation, the faculty member shall possess an academic degree, professional background, industry experience, or other

qualifications appropriate to the course and required by the applicable Diploma Program Standard and registered curriculum.

As an institutional minimum, the School shall normally require at least:

1. A relevant bachelor's degree for academic, theoretical, supervisory, management, general, or technology courses; and
2. Appropriate professional or industry experience where the nature of the course requires practical expertise.

A relevant master's degree shall be **preferred**, particularly for higher-level theoretical, supervisory, managerial, research, curriculum, or technology subjects, and shall be required whenever the applicable TESDA Diploma Program Standard or other regulatory requirement expressly requires it.

The School shall maintain the appropriate composition of bachelor's-degree and master's-degree holders among Diploma teaching personnel as required by current TESDA evaluation and recognition standards. TESDA's qualification framework specifically recognizes the educational composition of teaching personnel in addition to trainer qualifications under the Training Regulations.

D. Current Diploma Program Standards

Because TESDA Diploma standards are periodically revised or replaced, the School shall verify the current program standard before assigning teaching personnel.

For example, in 2026 TESDA issued specific implementing guidelines for PQF Level 5 Diploma Program Standards in areas including:

- Hospitality (Supervision and Administration) Technology;
- Travel and Tour Operations (Supervision and Administration) Technology;
- Restaurant Operations (Supervision and Administration) Technology;
- Culinary Arts (Supervision and Administration) Technology; and

- Healthcare Technology.

Where a Diploma program operated by the School becomes subject to a new or revised Diploma Program Standard, the School shall review faculty credentials and undertake the appropriate compliance, migration, recognition, or other action required by TESDA.

Section 8. Teaching Across Multiple Educational Levels

A faculty member may be assigned to more than one educational level or program only when the employee independently satisfies the qualifications applicable to **each assignment**.

Accordingly:

1. **A Professional Teacher license does not automatically qualify an employee to teach College courses** when CHED requires a relevant master's degree or another program-specific qualification.
2. **A master's or doctoral degree does not automatically exempt an employee from basic-education professional licensure requirements**, except where a lawful exception expressly applies.
3. **College teaching experience does not by itself qualify an employee to teach Junior or Senior High School**, except under an applicable statutory arrangement such as the HEI faculty provision of Republic Act No. 10533.
4. **A bachelor's or master's degree does not substitute for a TESDA National Certificate or trainer qualification** specifically required by a Training Regulation.
5. **A TESDA National Certificate or Trainers Methodology certificate does not by itself qualify an employee to teach College courses** subject to CHED faculty qualification requirements.
6. An employee teaching both Senior High School technical-professional subjects and TESDA programs must meet the standards applicable to both assignments.

The Human Resources Office and appropriate Academic Head shall verify qualifications separately for every level and program to which an employee is assigned.

Section 9. Professional Licenses, National Certificates, and Other Credentials

Where a teaching assignment requires a professional or technical credential, the employee shall maintain the credential in valid status.

These may include, as applicable:

- PRC Professional Identification Card;
- Professional Teacher registration;
- professional board license;
- TESDA National Certificate;
- Certificate of Competency;
- National TVET Trainer Certificate;
- Trainers Methodology Certificate;
- assessor certification;
- safety, health, technical, or industry certification; and
- other credentials required by DepEd, CHED, TESDA, PRC, or another regulatory body.

The employee shall submit renewed or updated credentials to the Human Resources Office within the period prescribed by the School.

The School may remove, suspend, or modify an employee's teaching assignment when a required license or certification expires, is suspended, revoked, or otherwise ceases to be valid, subject to applicable employment rules and due process.

Section 10. Verification and Documentation of Faculty Qualifications

Before final teaching assignment, the Human Resources Office and appropriate academic or program head shall verify the qualifications of teaching personnel.

Faculty personnel files shall contain, as applicable:

1. Curriculum vitae or personal data sheet;
2. Diploma and Transcript of Records;
3. Graduate-school diploma and Transcript of Records;
4. PRC Certificate of Registration;
5. Current Professional Identification Card;
6. Professional board examination or eligibility documents when relevant;
7. TESDA National Certificates and Certificates of Competency;
8. Trainers Methodology or National TVET Trainer Certificates;
9. Industry certifications;
10. Certificates of employment or industry experience;
11. Training and seminar certificates;
12. Professional development records;
13. Accreditation or specialized credentials; and
14. Other documents required by DepEd, CHED, TESDA, PRC, or the School.

Original documents may be required for verification.

The submission of falsified, altered, fraudulent, or materially misleading credentials shall constitute a serious violation of School policy and may result in withdrawal of appointment, administrative action, or referral to the proper authority, subject to due process.

Section 11. Faculty Qualification Matrix

Teaching Assignment	Minimum Academic Qualification	License/Certification	Additional Requirement
Junior High School – Academic	Relevant education degree or relevant bachelor's degree with required	Professional Teacher license, unless lawful exception applies	Subject-major/specialization alignment

	professional education preparation		
Junior High School – Technical/Vocational	Relevant bachelor's/technical preparation	Professional Teacher license and/or technical certification as applicable	Relevant specialization
Senior High School – Academic	Relevant bachelor's degree/specialization	Professional Teacher license, subject to RA 10533 exceptions	Appropriate subject expertise
SHS – Specialist	Relevant specialist degree/professional expertise	LET within statutory period when applicable	Must qualify under RA 10533 exception
SHS – Technical-Vocational	Relevant bachelor's or technical-vocational preparation	TESDA NC and trainer credential as applicable	Industry/in-service training where required
College – Undergraduate	Relevant master's degree, as general rule	Professional license where applicable	Must satisfy program-specific CHED PSG
College – Specialized PSG Exception	Qualification expressly permitted by applicable PSG	As prescribed by PSG	CHED/program-specific requirements
TESDA Diploma – TR-Based Competency	As specified by the Training Regulation	Relevant NC/COC and trainer qualification required by TR	Industry experience when prescribed

TESDA Diploma – Academic/Theory/Management	Normally relevant bachelor's degree; master's preferred or required when prescribed	Professional/technical certification where applicable	Must conform to Diploma Program Standard

This matrix shall serve as an administrative guide only. Where an applicable law, regulation, PSG, Training Regulation, Diploma Program Standard, or government issuance prescribes a more specific or higher standard, the regulatory requirement shall prevail.

Section 12. Continuing Professional Development

Colegio de Santo Cristo de Burgos recognizes professional development as a continuing responsibility shared by the School and its teaching personnel. Faculty members and trainers are expected to continuously improve their academic knowledge, teaching competence, professional practice, technical skills, industry relevance, and ability to respond to changing learner and institutional needs.

Professional development shall support both individual career growth and the School's responsibility to maintain qualified and competent teaching personnel in accordance with applicable requirements of DepEd, CHED, TESDA, PRC, and other regulatory or accrediting bodies.

Teaching personnel are expected to continuously improve their knowledge, pedagogy, technical competence, professional practice, and industry relevance.

Faculty members and trainers are expected to pursue continuing professional growth through appropriate activities such as:

1. Continuing Professional Development (CPD) activities recognized by the appropriate Professional Regulatory Board, when applicable;
2. In-service education and training (INSET);
3. Faculty development programs, workshops, seminars, conferences, and professional conventions;

4. Graduate studies leading to master's or doctoral degrees relevant to the employee's teaching field, specialization, or administrative responsibilities;
5. TESDA Trainers Methodology, National TVET Trainer Certification, National Certificates, Certificates of Competency, and other technical qualifications relevant to assigned programs;
6. Professional licensure, certification, accreditation, and renewal activities;
7. Industry immersion, industry exposure, practicum, or professional experience designed to maintain the relevance of technical, vocational, business, hospitality, computing, and other applied disciplines;
8. Curriculum development, instructional design, assessment development, and competency-based training activities;
9. Research, scholarly work, publication, presentation, innovation, and participation in academic or professional organizations;
10. Training in educational technology, learning management systems, digital pedagogy, artificial intelligence, cybersecurity, and emerging technologies relevant to instruction;
11. Training in classroom management, learner assessment, inclusive education, differentiated instruction, and learner support;
12. Training related to child protection, bullying prevention, gender sensitivity, data privacy, mental health, occupational safety and health, emergency preparedness, and other institutional responsibilities; and
13. Other professional-development activities determined by the School to be relevant to the employee's position and professional growth.

Participation in professional development shall not be treated merely as a documentary requirement but as part of the employee's continuing responsibility to remain competent and effective in the performance of assigned duties. Where continuing professional development is required for renewal of a license, accreditation, certification, or teaching

qualification, the employee shall be responsible for maintaining the required professional standing.

A. Faculty Development Plan

The School may establish an annual or multi-year Faculty Development Plan based on:

A. regulatory requirements;
B. accreditation findings;
C. institutional strategic priorities;
D. curriculum changes;
E. performance evaluations;
F. identified competency gaps;
G. new programs or subject offerings;
H. technological developments;
I. industry requirements; and
J. professional-development needs identified by faculty members and academic heads.

The School may prioritize professional-development opportunities according to institutional need, available resources, employee performance, relevance to the employee's assignment, and regulatory requirements.

B. Individual Development Plan

Faculty members and trainers may be required to prepare or participate in an Individual Professional Development Plan (IPDP) identifying professional goals and activities for a defined period. The plan may include:

A. Graduate education;
B. Professional certification;
C. Teaching or training competencies requiring improvement;
D. Research and scholarly objectives;
E. Industry exposure;
F. Technology competencies;
G. Leadership development;
H. Regulatory qualifications; and

I. Other professional-development goals relevant to the employee's position.

Progress may be reviewed during periodic performance evaluation or faculty-development conferences.

C. Graduate Studies

The School encourages qualified faculty members to pursue relevant graduate education, particularly where graduate qualifications are required or preferred for continued teaching, promotion, accreditation, or compliance with regulatory standards.

Graduate studies should, as far as practicable, be aligned with the employee's:

- teaching specialization;
- academic discipline;
- program assignment;
- administrative responsibility; or
- planned professional-development pathway.

Enrollment in a graduate program does not constitute completion of the degree and shall not be represented as equivalent to possession of a master's or doctoral degree where the applicable regulatory requirement specifically requires a completed degree.

The School may establish reasonable timelines or development plans for faculty members who are required to obtain additional graduate qualifications, provided that such requirements are properly communicated and consistent with applicable law and regulatory standards.

D. Industry and Professional Exposure

Faculty members and trainers assigned to technical, vocational, applied, professional, business, hospitality, computing, or industry-oriented programs are encouraged, and may be required when applicable, to periodically update their professional and industry competence.

Appropriate activities may include:

- industry immersion;
- industry employment or consultancy;
- professional practice;
- technical training;
- certification courses;
- industry conferences;
- observation visits;
- partnership activities;
- technology updating; and
- participation in professional associations.

Industry exposure should be directly relevant to the employee's teaching assignment and should contribute to the currency and practical relevance of instruction.

E. Mandatory Institutional Training

Faculty members and trainers shall attend training, orientations, or development activities declared mandatory by the School when reasonably related to their duties.

These may include training on:

A. Child protection and safeguarding;
B. Anti-bullying and learner welfare;
C. Safe Spaces and prevention of sexual harassment;
D. Data privacy and information security;
E. Occupational safety and health;
F. Emergency and disaster preparedness;
G. Classroom management;
H. Assessment and grading procedures;
I. Learning management systems;
J. School policies and regulatory updates;
K. Curriculum implementation;
L. Inclusive education and learner support; and

M. Other matters necessary for institutional compliance and effective performance.

Unjustified failure to attend a duly required training or orientation may be addressed through appropriate administrative procedures.

F. School-Sponsored Professional Development

Subject to institutional priorities and available resources, the School may provide or support professional-development opportunities through:

- full or partial payment of registration fees;
- internal faculty-development programs;
- training conducted by invited resource persons;
- study or training leave when approved;
- scheduling accommodations;
- access to institutional training resources;
- conference or seminar participation;
- industry partnerships; or
- other forms of assistance approved by the School Administration.

Financial assistance or sponsorship for professional development shall not be automatic and shall be subject to prior approval, available resources, institutional need, and applicable School guidelines.

Where substantial School funding is provided, the School and employee may execute a separate written training, scholarship, or professional-development agreement when lawful and appropriate.

G. Employee-Initiated Professional Development

Faculty members and trainers are encouraged to identify seminars, graduate programs, certifications, conferences, professional memberships, and other development opportunities relevant to their work.

Participation during official work hours or where School funding, endorsement, representation, or use of the School's name is involved shall require appropriate prior approval.

Participation in privately undertaken professional-development activities shall not automatically entitle an employee to reimbursement, leave, adjustment of schedule, promotion, or additional compensation unless expressly approved by the School.

H. Documentation of Professional Development

Employees shall submit appropriate evidence of completed professional-development activities to the Human Resources Office or designated academic office.

Records may include:

- certificates of participation;
- certificates of completion;
- transcripts;
- diplomas;
- updated professional licenses;
- TESDA certifications;
- industry certifications;
- publications;
- conference presentations;
- professional memberships;
- training records; and
- other evidence of continuing professional development.

The School shall maintain updated professional-development records as part of the employee's personnel and faculty qualification profile.

I. Application and Sharing of Learning

Employees who participate in significant School-sponsored training, seminars, conferences, industry immersion, or professional-development activities may be requested to:

A. Submit a brief learning or training report;
B. Share relevant learning with colleagues;
C. Conduct an echo seminar or faculty session;
D. Develop or revise instructional materials;
E. Apply appropriate improvements to classroom, training, or administrative practice; or

F. Recommend institutional improvements based on knowledge gained.

Professional development should, whenever practicable, result in meaningful improvement in teaching, training, learner services, or institutional operations.

J. Relationship to Performance Evaluation and Career Development

Professional development may be considered in decisions involving:

- teaching assignments;
- promotion;
- designation to leadership or supervisory positions;
- faculty ranking;
- performance development;
- succession planning;
- eligibility for specialized assignments; and
- other forms of professional advancement.

However, mere attendance at seminars or accumulation of certificates shall not, by itself, guarantee promotion or advancement. The School may consider the **relevance, quality, application, and demonstrated impact** of professional development together with performance, qualifications, experience, institutional need, and other legitimate criteria.

K. Professional Development for Probationary Faculty

Probationary faculty members and trainers may be required to participate in development activities identified through orientation, classroom observation, performance evaluation, or supervisory feedback.

Such activities may include mentoring, classroom observation, coaching, instructional training, subject-matter development, technical training, or other interventions intended to assist the employee in

meeting the standards for continued employment and professional competence.

Completion of professional-development activities shall not by itself guarantee regularization. Regularization shall remain subject to applicable law, regulatory requirements, satisfactory performance, qualification standards, and the provisions of this Manual.

L. Continuing Responsibility for Professional Competence

Professional development is a continuing obligation throughout employment. Faculty members and trainers are expected to remain informed of developments in:

- their academic or technical discipline;
- teaching and assessment practices;
- technology;
- relevant laws and regulations;
- professional standards;
- industry practices; and
- educational trends affecting their work.

The School may require reasonable retraining, upskilling, reskilling, or professional updating when changes in curriculum, technology, regulation, industry practice, or institutional operations materially affect an employee's duties.

The objective of professional development shall be not merely compliance with minimum qualifications, but the continuing improvement of the quality of education and training provided to every Burgosian learner.

Section 13. Faculty Who Are Pursuing Required Qualifications

When legally and regulatorily permissible, the School may engage or continue an employee who is completing a graduate degree, professional education requirement, certification, trainer qualification, or other credential, provided that:

1. The employee presently satisfies the minimum qualification legally required for the assignment, or is covered by a valid regulatory exception;
2. The deficiency does not place the School in violation of DepEd, CHED, TESDA, PRC, or other regulatory requirements;
3. A reasonable written professional-development plan may be required; and
4. Completion of the additional qualification within a prescribed period may be made a condition for continued assignment, promotion, regularization, or reassignment when lawful and properly communicated.

Enrollment in a master's program shall not be represented as equivalent to possession of a master's degree where CHED or the applicable PSG expressly requires a completed master's degree.

Section 14. Assignment Outside the Employee's Field

Temporary teaching assignments outside an employee's primary specialization may be made only when:

1. The employee possesses sufficient documented academic or professional competence in the subject;
2. The assignment does not violate regulatory qualification requirements;
3. The Academic Head determines that the assignment will not compromise instructional quality; and
4. The arrangement is properly documented.

Such temporary assignments shall not be used as a continuing substitute for hiring appropriately qualified teaching personnel.

Section 15. Higher Institutional Standards

Nothing in this Chapter shall prevent Colegio de Santo Cristo de Burgos from adopting qualifications higher than the minimum regulatory requirements.

The School may, for example:

- require professional licensure even where an exception might technically be available;
- prefer master's-degree holders for Senior High School;
- require industry experience for technical faculty;
- require TESDA trainer certification for competency-based courses;
- require faculty to pursue graduate education for long-term College teaching;
- require continuing professional development; or
- establish additional standards for promotion, regularization, supervisory positions, or academic leadership.

Higher institutional standards shall be reasonable, relevant to the position, properly communicated, and implemented consistently.

Section 16. Regulatory Supremacy and Updating of Requirements

Educational and professional qualification standards are subject to amendment by DepEd, CHED, TESDA, PRC, and other competent authorities.

Accordingly, whenever this Manual conflicts with a subsequently issued law, regulation, memorandum order, Policies, Standards and Guidelines, Training Regulation, Diploma Program Standard, professional-board requirement, or lawful government directive, the **current applicable regulatory requirement shall prevail** without the necessity of waiting for a formal revision of this Manual.

The Human Resources Office, School Administration, and appropriate academic heads shall periodically review teaching personnel qualifications to ensure continuing compliance.

Faculty members and trainers shall cooperate with requests for updated credentials and other documentation required for government recognition, accreditation, program registration, compliance audits, or quality assurance.

TESDA's program-registration system expressly includes **faculty and personnel** among the major components evaluated for program registration and compliance, and registered programs remain subject to compliance audit.

Section 17. Regulatory References

This Chapter shall be read in conjunction with the latest applicable versions of the following:

1. **Republic Act No. 7836** – Philippine Teachers Professionalization Act of 1994;
2. **Republic Act No. 9293** – amendments to Republic Act No. 7836;
3. **Republic Act No. 10533** – Enhanced Basic Education Act of 2013 and its Implementing Rules and Regulations;
4. **DepEd Order No. 88, s. 2010**, as amended – Revised Manual of Regulations for Private Schools in Basic Education;
5. Applicable current DepEd issuances governing Junior and Senior High School teaching personnel and private-school recognition;
6. **CHED Manual of Regulations for Private Higher Education (MORPHE)**;
7. Current CHED Policies, Standards and Guidelines and CHED Memorandum Orders applicable to every College program offered by the School;
8. Applicable PRC and Professional Regulatory Board regulations;
9. TESDA's current TVET program-registration requirements;
10. Applicable TESDA Training Regulations and Competency Standards;
11. Current **PQF Level 5 Diploma Program Standards** and their implementing guidelines;
12. The School's TESDA Certificate of Program Recognition and approved curriculum for each Diploma program; and
13. Subsequent laws, rules, regulations, circulars, or government issuances affecting faculty qualifications.

Chapter 7. Qualifications of Non-Teaching and Non-Teaching Academic Personnel

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos recognizes that the effective operation of an educational institution depends not only upon qualified teachers and trainers, but also upon competent, trustworthy, service-oriented, and appropriately qualified personnel who support its academic, administrative, health, safety, records, financial, technical, and operational functions.

The School shall therefore appoint non-teaching personnel according to qualifications reasonably related to the duties, responsibilities, authority, risks, and level of accountability of each position.

Qualifications may include, as applicable:

1. Educational attainment;
2. Relevant training;
3. Professional license or certification;
4. Technical competency;
5. Relevant work experience;
6. Computer and information-technology proficiency;
7. Communication skills;
8. Records-management ability;
9. Supervisory or managerial experience;
10. Physical capacity to perform essential job functions, with reasonable accommodation when applicable;
11. Integrity, trustworthiness, and confidentiality;
12. Child-protection and learner-safeguarding suitability; and
13. Other legitimate requirements of the position.

The School may establish qualification standards higher than government-prescribed minimums when reasonably necessary for institutional quality, safety, accountability, or operational efficiency.

Section 2. Classification of Non-Teaching Personnel

For purposes of this Manual, personnel who do not principally perform classroom teaching may include:

A. Non-Teaching Academic or Academic-Support Personnel

These may include:

- Registrar;
- Assistant Registrar;
- Guidance Counselor;
- Guidance Personnel;
- Librarian;
- Library Personnel;
- Academic Records Personnel;
- Research or academic-support personnel; and
- other employees performing functions directly supportive of academic operations.

B. Administrative and Professional Personnel

These may include:

- Human Resources personnel;
- Accounting and Finance personnel;
- Cashiers;
- Administrative Officers;
- Operations Officers;
- Information Technology personnel;
- Data Protection personnel;
- Admissions personnel;
- Procurement and Property personnel; and
- other administrative employees.

C. Health, Safety, and Student-Service Personnel

These may include:

- School Nurse;
- School Physician;
- Clinic Personnel;
- Safety Officers;
- First Aiders;
- Guidance and student-support personnel; and
- other health and welfare personnel.

D. General Services and Operations Personnel

These may include:

- Drivers;
- Maintenance personnel;
- Custodians and utility personnel;
- Gardeners and groundskeepers;
- Security personnel;
- messengers;
- facilities personnel; and
- other operational support employees.

The classification of a position shall be determined by its actual functions rather than merely by its job title.

Section 3. General Qualification Standards

All non-teaching personnel shall, at minimum:

1. Possess the educational, technical, professional, or experiential qualifications appropriate to their assigned duties;
2. Possess any license, certification, eligibility, or government authorization legally required for the performance of the position;
3. Demonstrate reasonable competence to perform the essential functions of the job;

4. Be able to understand and comply with School policies, lawful instructions, safety procedures, and applicable regulations;
5. Demonstrate integrity, reliability, professionalism, and respect for confidentiality;
6. Be suitable to work in an educational environment, particularly where the position involves access to learners or minors;
7. Observe the School's policies on child protection, data privacy, workplace conduct, occupational safety and health, and information security;
8. Maintain professional or technical credentials required for continued performance of assigned duties; and
9. Participate in orientation, training, and professional development appropriate to the position.

Where a law or regulatory agency establishes a more specific qualification for a particular position, the regulatory requirement shall prevail.

Section 4. Operations and Administrative Personnel

Operations personnel are responsible for supporting the daily functioning, coordination, facilities, logistics, documentation, and administrative requirements of the School.

A. Operations Officer or Operations Supervisor

As an institutional standard, an Operations Officer or Supervisor should preferably possess:

1. A bachelor's degree in Business Administration, Management, Operations Management, Public Administration, Education Management, Hospitality Management, Engineering, Information Technology, or another field relevant to the assignment;
2. Relevant experience in administration, school operations, facilities, logistics, personnel coordination, or similar work;
3. Organizational and problem-solving ability;
4. Working knowledge of office systems, records, procurement, facilities management, and School procedures;

5. Basic understanding of occupational safety, emergency preparedness, and risk management;
6. Competence in common office and digital applications; and
7. Ability to supervise personnel and coordinate with different School departments where required.

Relevant supervisory or operational experience may be given substantial consideration where the employee's degree is not directly aligned with operations.

B. Operations Staff

Operations staff should possess:

1. At least Senior High School completion, technical-vocational education, college-level education, or an appropriate degree depending on the complexity of the position;
2. Basic computer and office skills where required;
3. Good organizational and communication skills;
4. Ability to carry out logistical and operational assignments;
5. Ability to follow safety and emergency procedures; and
6. Reliability and appropriate customer-service skills.

For positions involving substantial administrative responsibility, documentation, procurement, coordination, or supervision, a relevant bachelor's degree may be required by the School.

Section 5. Clerks and Administrative Assistants

Clerical and administrative personnel shall possess qualifications appropriate to the records, communication, and office responsibilities assigned to them.

As an institutional standard, an Office Clerk or Administrative Assistant should possess:

1. At least Senior High School completion, preferably with relevant office or administrative training; or
2. College-level education or a relevant bachelor's degree for positions involving greater responsibility;

3. Computer literacy, including competence in word processing, spreadsheets, email, and online forms;
4. Ability to prepare, organize, file, retrieve, and safeguard documents;
5. Basic written and verbal communication skills;
6. Attention to detail and accuracy;
7. Ability to handle confidential information appropriately; and
8. Appropriate customer-service and interpersonal skills.

For employees assigned to sensitive student, personnel, financial, or regulatory records, the School may require a bachelor's degree or previous relevant records-management experience.

Section 6. Registrar and Academic Records Personnel

The Registrar performs a regulated and highly confidential academic-records function.

The DepEd Revised Manual of Regulations for Private Schools in Basic Education requires a Registrar to hold a **bachelor's degree and at least three (3) years of training or experience in the servicing and maintenance of student academic records and related school work**.

The CHED Manual of Regulations for Private Higher Education provides substantially the same minimum qualification for the Registrar of a private higher education institution.

Accordingly, the School Registrar shall possess:

1. A bachelor's degree;
2. At least **three (3) years of relevant training or experience** in student academic records, registration, records management, or related school work;
3. Thorough knowledge of student-record confidentiality and data privacy;
4. Familiarity with applicable DepEd, CHED, and/or TESDA records requirements;

5. Competence in records management and electronic student-information systems;
6. Strong attention to accuracy and documentary integrity; and
7. Ability to coordinate with government education agencies and other authorized institutions.

A. Assistant Registrar

An Assistant Registrar should possess:

1. A bachelor's degree, preferably in Education, Business Administration, Information Management, Office Administration, Information Technology, or another relevant field;
2. Relevant experience in student records, enrollment, registration, or administrative work; and
3. Knowledge of data privacy, records management, and applicable academic procedures.

The School may require additional experience according to the level of responsibility assigned.

B. Registrar or Records Officer

Personnel performing academic-records functions under the supervision of the Registrar should preferably possess:

1. A relevant bachelor's degree or appropriate college education;
2. Experience or training in records administration;
3. Strong computer and data-entry competence;
4. Accuracy and attention to detail; and
5. Demonstrated ability to maintain confidentiality.

Only the duly authorized Registrar or other officer formally authorized by the School may certify, authenticate, release, or officially represent School records where such authority is required.

Section 7. Human Resources Personnel

There is generally no separate professional licensure requirement merely to serve as a Human Resources employee. The School shall

therefore establish institutional qualification standards based on the level of responsibility.

A. Human Resources Officer or Head

The HR Officer or Head should preferably possess:

1. A bachelor's degree in Human Resource Management, Psychology, Behavioral Science, Business Administration, Management, Legal Management, Industrial Relations, or another related field;
2. Relevant experience in human resources, personnel administration, payroll coordination, recruitment, labor relations, or organizational management;
3. Working knowledge of Philippine labor standards and employment practices;
4. Familiarity with SSS, PhilHealth, Pag-IBIG Fund, BIR, DOLE, and other employment-related requirements;
5. Knowledge of data privacy and confidentiality of personnel records;
6. Competence in recruitment, employee documentation, performance management, and administrative due process;
7. Good communication, conflict-management, and organizational skills; and
8. Professional integrity and discretion.

Graduate studies, HR certifications, legal or labor-relations training, psychometrician registration, or other related professional credentials may be considered advantageous but shall not be treated as mandatory unless specifically required by the position.

B. HR Assistant or Personnel Clerk

An HR Assistant should possess:

1. College-level education or preferably a bachelor's degree relevant to HR, psychology, business, or office administration;
2. Basic knowledge of personnel documentation;
3. Computer and records-management competence;
4. Ability to maintain confidentiality; and

5. Strong attention to accuracy, deadlines, and employee records.

Section 8. Accounting, Finance, and Cashiering Personnel

A. Accounting or Finance Officer

An employee exercising substantial accounting or financial-management responsibility should preferably possess:

1. A bachelor's degree in Accountancy, Accounting Information Systems, Financial Management, Business Administration, Management Accounting, or a related field;
2. Relevant accounting, bookkeeping, payroll, or financial-management experience;
3. Competence in spreadsheets and applicable accounting systems;
4. Knowledge of internal controls, documentation, and financial confidentiality; and
5. Familiarity with government contribution, tax, payroll, and financial-reporting requirements applicable to the assigned duties.

A Certified Public Accountant license shall be required only where the functions performed legally require a CPA, or when the School expressly establishes CPA licensure as a qualification for the position.

B. Cashier

A Cashier should possess:

1. Appropriate college education or relevant training;
2. Basic accounting and numerical ability;
3. Experience in cash handling or financial transactions where possible;
4. Competence in issuing and safeguarding official receipts and transaction records;
5. Computer literacy; and
6. Demonstrated integrity and reliability.

Positions involving custody of substantial School funds may be subject to additional background, bonding, accountability, or internal-control requirements.

Section 9. School Clinic and Health Personnel

Employees performing regulated health-professional functions shall possess the professional license legally required for their respective profession.

A. School Nurse

A School Nurse shall:

1. Hold a **Bachelor of Science in Nursing** or other qualification recognized for professional nursing practice;
2. Be a **duly registered and licensed nurse in the Philippines** with a current PRC Professional Identification Card;
3. Maintain competence in first aid, emergency response, health assessment, health education, and referral;
4. Be capable of maintaining confidential health records; and
5. Complete occupational safety and health training when required by the employee's designated occupational-health responsibilities.

The Philippine Nursing Act regulates the practice of nursing and requires professional registration for nursing practice.

Where a nurse is designated as occupational-health personnel under applicable labor and OSH requirements, the School shall ensure completion of the training required for such designation.

B. School Physician

A physician engaged by the School shall:

1. Be a duly registered physician authorized to practice medicine in the Philippines;
2. Hold a valid PRC professional registration/license;

3. Possess appropriate experience in primary care, school health, occupational health, pediatrics, family medicine, internal medicine, emergency care, or another relevant field; and
4. Complete occupational-health training when required for designation as an Occupational Health Physician.

A physician may be engaged on a full-time, part-time, visiting, or retained basis when legally and operationally appropriate.

C. Clinic Assistant or First-Aid Personnel

A clinic assistant who is not a licensed nurse or physician shall not independently perform acts reserved by law to licensed healthcare professionals.

Clinic assistants should possess:

1. At least Senior High School or appropriate vocational/college preparation;
2. Current first-aid and preferably Basic Life Support training;
3. Knowledge of basic emergency procedures;
4. Appropriate documentation skills;
5. Ability to maintain confidentiality; and
6. Clear understanding of when a condition must be referred to the nurse, physician, emergency medical service, or healthcare facility.

Clinic aides shall perform only duties within their lawful scope and training.

Section 10. Occupational Safety and Health Personnel

Personnel formally designated as Safety Officers, Occupational Health Nurses, Occupational Health Physicians, First Aiders, or other OSH personnel shall meet the training and qualification requirements applicable to their designation under prevailing DOLE Occupational Safety and Health regulations.

The Labor Code provides that physicians, dentists, and nurses employed as occupational-health personnel shall possess the

necessary training in industrial medicine and occupational safety and health.

The School shall determine the required number and category of OSH personnel according to:

- workforce size;
- nature of operations;
- workplace classification;
- level of occupational risk; and
- current DOLE requirements.

A professional license alone shall not substitute for required OSH training where specific occupational-health training is required.

Section 11. Guidance and Student-Support Personnel

A. Guidance Counselor

An employee who practices and represents themselves as a **Guidance Counselor** shall meet the requirements of Republic Act No. 9258 and applicable PRC regulations.

Accordingly, the Guidance Counselor shall:

1. Possess the academic qualifications required for professional guidance counseling;
2. Be duly registered with the Professional Regulation Commission;
3. Hold a valid Professional Identification Card or other lawful authority to practice; and
4. Observe professional confidentiality and the ethical standards of the profession.

Republic Act No. 9258 prohibits the practice of guidance and counseling without the required professional registration or lawful authority.

B. Guidance Associate or Guidance Personnel

The School may appoint Guidance Associates, Psychometricians, student-development personnel, or other support personnel whose duties do not constitute the independent practice of professional guidance counseling.

Such personnel should preferably possess a bachelor's degree in:

- Psychology;
- Behavioral Science;
- Education;
- Human Services;
- Social Work; or
- another appropriate allied discipline.

Where psychological testing or another regulated professional activity is performed, the employee shall possess the professional license required by law.

Unlicensed personnel shall not represent themselves as licensed Guidance Counselors, Psychologists, Psychometricians, Social Workers, or other regulated professionals.

Section 12. Librarian and Library Personnel

A. Librarian

The person formally appointed as School Librarian should possess:

1. Appropriate education in Library and Information Science or another qualification recognized under applicable professional regulations;
2. A valid professional librarian license when required by applicable law or regulatory standards;
3. Competence in library management, cataloguing, classification, circulation, information services, digital resources, and records management;
4. Knowledge of copyright, intellectual property, and appropriate information use; and

5. Appropriate data privacy and confidentiality awareness.

Where professional librarianship functions are legally reserved to registered librarians, only properly qualified personnel shall perform such functions.

B. Library Assistant

A Library Assistant should possess:

1. Appropriate college education or relevant library training;
2. Basic computer skills;
3. Organizational and recordkeeping ability;
4. Customer-service skills; and
5. Familiarity with library systems and procedures.

A Library Assistant shall work within the limits of the duties assigned and shall not misrepresent themselves as a licensed professional librarian.

Section 13. Information Technology, LMS, and Technical Support Personnel

IT and technical-support personnel should possess qualifications appropriate to the complexity of the systems they administer.

Appropriate qualifications may include:

1. A bachelor's degree in Information Technology, Computer Science, Information Systems, Computer Engineering, or a related field;
2. Relevant technical-vocational qualifications, including appropriate TESDA Computer Systems Servicing certifications where applicable;
3. Demonstrated competence in computer hardware and software;
4. Networking and connectivity skills;
5. User-account administration;
6. Learning Management System administration;
7. Basic cybersecurity knowledge;

8. Data backup and recovery;
9. Troubleshooting and technical support; and
10. Knowledge of data privacy and information security.

Personnel with administrator-level access to School systems shall be subject to enhanced confidentiality and information-security requirements.

Section 14. Data Protection and Privacy Personnel

Where an employee is designated as Data Protection Officer or assigned substantial data-privacy responsibilities, the employee should possess:

1. Sufficient knowledge of the Data Privacy Act and National Privacy Commission requirements;
2. Understanding of the School's personal-data processing activities;
3. Knowledge of information security, records management, and breach response;
4. Ability to exercise appropriate independence and confidentiality in performing privacy functions; and
5. Appropriate privacy or data-protection training.

Professional legal or information-technology qualifications may be advantageous depending on the structure of the School, but shall not automatically be required unless provided by applicable law or School policy.

Section 15. Drivers

A School Driver shall:

1. Possess a **current and valid driver's license issued by the Land Transportation Office**;
2. Hold the appropriate license classification and **DL Code corresponding to every vehicle the employee is authorized to operate**;
3. Meet all LTO medical and licensing requirements applicable to the type of driving performed;

4. Have demonstrated competence and experience in operating the assigned vehicle;
5. Maintain a satisfactory driving and road-safety record appropriate to the position;
6. Understand basic vehicle inspection and preventive maintenance;
7. Observe traffic laws and School transportation procedures;
8. Be capable of responding appropriately to roadside and transportation emergencies; and
9. Maintain appropriate conduct when transporting students, personnel, or other authorized passengers.

For drivers routinely transporting learners, the School should additionally require orientation in:

- child protection;
- student supervision;
- emergency response;
- safe loading and unloading;
- accident reporting; and
- safeguarding of minors.

Defensive-driving, first-aid, and Basic Life Support training shall be considered advantageous and may be required by the School.

No employee shall operate a School vehicle for which their driver's license does not contain the appropriate authorization.

Section 16. Maintenance and Facilities Personnel

Maintenance personnel shall possess technical competence appropriate to the facilities, equipment, or systems assigned to them.

Depending on the position, appropriate qualifications may include:

1. Senior High School or technical-vocational education;
2. Relevant TESDA National Certificate;
3. Experience in carpentry, plumbing, electrical work, air-conditioning, mechanical work, masonry, painting, or general building maintenance;
4. Occupational safety training appropriate to assigned tasks;

5. Knowledge of proper tool and equipment use; and
6. Ability to identify and report unsafe conditions.

Work requiring a particular professional license, certification, or legally regulated competency shall be performed or supervised only by a person appropriately qualified or licensed for such work.

Employees shall not be assigned electrical, mechanical, structural, or other hazardous technical tasks beyond their competence or authorization.

Section 17. Custodial, Janitorial, and Utility Personnel

Custodial and utility personnel should possess:

1. Sufficient education and literacy to understand instructions, labels, warning signs, and safety procedures;
2. Knowledge or training in proper cleaning and sanitation;
3. Ability to safely handle cleaning chemicals and equipment;
4. Knowledge of waste segregation and disposal procedures;
5. Basic knowledge of infection-prevention practices;
6. Ability to follow occupational safety requirements; and
7. Reliability and appropriate conduct within an educational environment.

Employees assigned to laboratories, clinics, kitchens, or other specialized areas may be required to undergo additional sanitation, infection-control, hazardous-material, or safety training.

Section 18. Gardeners and Groundskeeping Personnel

Gardeners and groundskeeping personnel should possess:

1. Sufficient education and literacy to understand work instructions and safety precautions;
2. Experience or demonstrated competence in gardening, landscaping, grounds maintenance, or related work;
3. Ability to safely operate assigned gardening tools and equipment;

4. Knowledge of safe storage and use of fertilizers, cleaning agents, pesticides, fuels, and similar materials, where applicable;
5. Ability to identify unsafe trees, branches, pathways, surfaces, or grounds conditions; and
6. Physical capacity to perform the essential duties of the position, subject to reasonable accommodation where applicable.

Use of regulated pesticides, hazardous chemicals, power equipment, or specialized machinery shall be limited to personnel who possess the appropriate training or authorization.

Section 19. Security Personnel

Where security services are provided by licensed security professionals, the personnel assigned to the School shall comply with **Republic Act No. 11917, the Private Security Services Industry Act**, its Implementing Rules and Regulations, and applicable PNP requirements.

Security personnel shall possess:

1. A valid **License to Exercise Security Profession (LESP)** appropriate to their category;
2. Required pre-licensing and continuing security training;
3. Physical and mental fitness as required by applicable regulation;
4. Knowledge of access control and emergency response;
5. Appropriate communication and incident-reporting skills; and
6. Orientation on child protection, learner welfare, School policies, privacy, and appropriate interaction with minors.

The School shall ensure that any contracted private security agency possesses the required authority to operate.

Security personnel shall exercise only the authority legally and contractually assigned to them and shall not use unnecessary,

excessive, humiliating, or abusive measures toward learners or other persons.

Section 20. Property, Supply, Procurement, and Inventory Personnel

Personnel entrusted with School property, procurement, supply, or inventory functions should possess:

1. Appropriate college education or relevant experience;
2. Organizational and documentation skills;
3. Basic numerical and computer competency;
4. Knowledge of inventory and property-accountability procedures;
5. Understanding of procurement and receiving procedures;
6. Ability to maintain accurate records; and
7. Demonstrated integrity and accountability.

Personnel involved in procurement shall disclose conflicts of interest and shall not personally benefit from School purchasing transactions.

Section 21. Admissions and Student-Service Personnel

Admissions and student-service personnel should possess:

1. Appropriate college education, preferably a bachelor's degree for officer-level positions;
2. Knowledge of School admission and enrollment procedures;
3. Good oral and written communication skills;
4. Customer-service competence;
5. Computer and information-system proficiency;
6. Knowledge of data privacy and confidentiality;
7. Ability to explain School policies accurately; and
8. Appropriate interpersonal skills in dealing with students and parents.

Admissions personnel shall not independently modify admission standards, promise enrollment, guarantee scholarships, waive requirements, or make other commitments unless duly authorized.

Section 22. Supervisory and Managerial Non-Teaching Positions

Employees assigned to supervise personnel, departments, offices, or major institutional functions shall possess qualifications proportionate to their responsibilities.

As an institutional standard, supervisory and managerial personnel should ordinarily possess:

1. A bachelor's degree relevant to the position;
2. Appropriate relevant work experience;
3. Supervisory or leadership competence;
4. Knowledge of the policies and regulations governing their area;
5. Communication and conflict-management ability;
6. Planning and decision-making skills;
7. Ability to evaluate and develop personnel; and
8. Demonstrated integrity and accountability.

The School may require graduate education, professional certification, or additional managerial experience for senior administrative positions.

Section 23. Positions Requiring Professional Licensure

Where the functions assigned constitute the practice of a profession regulated by law, the employee shall possess a valid license, registration, special permit, or other legal authority before performing such professional functions.

These may include, as applicable:

- physicians;
- nurses;
- dentists;
- guidance counselors;
- psychologists;
- psychometricians;
- social workers;
- librarians;
- accountants performing functions legally requiring CPA licensure;
- engineers;

- architects;
- electricians or electrical practitioners;
- other regulated professionals.

The School shall not use a job title, internal designation, or employment contract to authorize an unlicensed person to perform acts legally reserved to a licensed professional.

Section 24. Qualification by Relevant Experience

For positions for which no law or regulatory issuance prescribes a specific academic degree, the School may recognize relevant experience, technical training, demonstrated competence, certification, or a combination thereof in determining suitability.

This may particularly apply to:

- operations support;
- clerical positions;
- maintenance;
- gardening;
- utility work;
- logistics;
- facilities work; and
- similar non-regulated positions.

Experience-based qualification shall not be used to waive a professional license, government certification, or educational qualification expressly required by law or regulation.

Section 25. Physical and Medical Requirements

Physical or medical requirements shall be imposed only when reasonably related to the essential functions, occupational risks, or safety requirements of a position.

The School shall not automatically exclude an otherwise qualified employee merely because of disability or a medical condition when the essential functions of the position can be performed with reasonable accommodation, where required and practicable.

Positions involving driving, hazardous equipment, physically demanding duties, food handling, healthcare, or other safety-sensitive functions may be subject to appropriate fitness-for-work requirements.

Medical information shall be treated confidentially.

Section 26. Child Protection and Suitability to Work in a School

Because non-teaching employees may interact with learners or have access to areas occupied by minors, all employees shall be considered part of the School's safeguarding environment.

Personnel who regularly interact with learners shall demonstrate:

1. Appropriate professional boundaries;
2. Respect for the dignity and rights of students;
3. Ability to communicate appropriately with minors;
4. Understanding of the prohibition against bullying, harassment, abuse, exploitation, and corporal or humiliating treatment;
5. Willingness to report child-protection and safety concerns; and
6. Suitability to work within an educational institution.

Drivers, security personnel, clinic personnel, maintenance workers, operations staff, office personnel, and other non-teaching employees shall receive appropriate Child Protection Policy orientation.

Section 27. Data Privacy and Confidentiality Qualifications

Employees whose duties involve substantial access to:

- student records;
- personnel records;
- medical information;
- guidance records;
- payroll information;
- financial information;
- passwords;
- School databases; or
- other confidential information

shall demonstrate sufficient understanding of confidentiality and data-protection requirements.

They may be required to complete data-privacy and information-security training before receiving access to protected records or systems.

Section 28. Professional Development of Non-Teaching Personnel

Professional development shall also apply to non-teaching employees. The School may require or support training relevant to an employee's responsibilities, including:

1. Customer service;
2. Office administration;
3. Records management;
4. Data privacy;
5. Cybersecurity;
6. Human resources;
7. Payroll and labor-law updates;
8. Financial management;
9. Occupational safety and health;
10. First aid and Basic Life Support;
11. Child protection;
12. Emergency preparedness;
13. Defensive driving;
14. Facilities management;
15. Technical certification;
16. TESDA competency certification;
17. Leadership and supervision; and
18. other skills necessary for effective performance.

Employees holding professional licenses or certifications shall remain responsible for maintaining the continuing education or renewal requirements applicable to their credentials.

Section 29. Qualification Matrix for Non-Teaching Personnel

The School shall maintain a qualification matrix as a guide for recruitment, appointment, assignment, and professional development.

Position	School Minimum Qualification	License / Certification	Preferred / Additional Qualification
Operations Head/Supervisor	Relevant bachelor's degree	As applicable	Operations/supervisory experience; OSH training
Operations Staff	SHS / technical-vocational / college depending on duties	As applicable	Administrative/logistics experience
Office Clerk	At least SHS; college preferred for records-heavy work	None ordinarily required	Office/computer training
Administrative Assistant	College-level or relevant bachelor's degree preferred	None ordinarily required	Office administration experience
Registrar	Bachelor's degree + at least 3 years relevant training/experience	None ordinarily required	Records-management/data privacy training
Assistant Registrar	Relevant bachelor's degree	None ordinarily required	Academic-records experience
Registrar/Records Officer	College/relevant bachelor's degree preferred	None ordinarily required	Records and student-information-system experience

HR Head/Officer	Relevant bachelor's degree	None ordinarily required	HR/labor-law experience
HR Assistant	College/relevant bachelor's degree preferred	None ordinarily required	HR/records experience
Accounting/Finance Officer	Relevant bachelor's degree	CPA if functions legally require it	Accounting/payroll experience
Cashier	College education/relevant training	None ordinarily required	Cash-handling experience
School Nurse	BS Nursing	Valid PRC Nurse license	School/occupational health, BLS/first aid
School Physician	Medical degree and legal qualification to practice	Valid PRC physician registration/license	School/occupational health training
Clinic Assistant	At least SHS/appropriate training	First aid/BLS preferred or required by assignment	Healthcare/clinic experience
Guidance Counselor	Qualification required under RA 9258	Valid PRC Guidance Counselor license	School counseling experience

Guidance Associate	Psychology/behavioral science/education or related degree preferred	License if performing regulated professional functions	Student-services experience
Librarian	Appropriate Library and Information Science qualification	Professional license where required	School-library experience
Library Assistant	College education/relevant training	None ordinarily required	Library-system experience
IT/LMS Administrator	Relevant bachelor's/technical qualification	Relevant TESDA/industry certification advantageous	Networking, cybersecurity, LMS
Data Protection Officer	Appropriate education and privacy competence	Privacy certification advantageous, not automatically mandatory	NPC/data-protection training
Driver	Sufficient education to perform duties	Valid LTO driver's license with proper DL Code	Defensive driving, first aid/BLS
Maintenance Personnel	SHS/technical-vocational or demonstrated competence	NC/license where required by task	Building-maintenance experience
Custodian/Utility Personnel	Sufficient literacy and competence	Safety training as applicable	Sanitation/infection-control training

Gardener/Groundskeeper	Sufficient literacy and demonstrated competence	Certification where required for specialized work	Landscaping/gardening experience
Security Guard	As prescribed by current PNP requirements	**Valid LESP**	Child-protection and emergency training
Property/Procurement Officer	College/relevant bachelor's degree preferred	None ordinarily required	Inventory/procurement experience
Admissions Officer	Relevant bachelor's degree preferred	None ordinarily required	Admissions/customer-service experience

This matrix constitutes the School's general institutional standard. A specific job description may establish a higher or more specialized qualification according to operational need.

Section 30. Maintenance and Verification of Credentials

Employees shall submit documentary evidence of required qualifications before or within the period prescribed as a condition of appointment. The Human Resources Office shall verify, as applicable:

1. Educational credentials;
2. Professional licenses;
3. TESDA National Certificates;
4. Government licenses and permits;
5. Driver's licenses and DL Codes;
6. Security licenses;
7. First-aid or OSH certifications;
8. Employment experience; and
9. other material credentials.

Employees are responsible for renewing licenses or certifications necessary for continued performance of their duties. Expiration, suspension, revocation, or loss of a credential required for a position shall be immediately reported to the Human Resources Office.

The School may temporarily restrict, modify, or remove duties that an employee is no longer legally qualified to perform.

Section 31. Falsification or Misrepresentation of Qualifications

Submission or use of falsified, altered, fraudulent, expired, borrowed, or materially misleading credentials is prohibited.

An employee or applicant who materially misrepresents educational attainment, professional registration, certification, experience, government licensing, or another material qualification may be subject to:

1. Disqualification from employment;
2. Withdrawal of an employment offer;
3. Administrative investigation;
4. Appropriate disciplinary action;
5. Modification or withdrawal of assignment; and
6. Referral to the appropriate authority where warranted,

..subject to due process and applicable law.

Section 32. Regulatory Supremacy and Updating of Qualifications

The qualification requirements stated in this Chapter constitute general School standards and shall be interpreted together with applicable laws and regulations.

Where DepEd, CHED, TESDA, PRC, DOLE, LTO, PNP, DOH, the National Privacy Commission, or another competent government authority prescribes a higher, newer, or more specific qualification, the current regulatory requirement shall prevail.

The Human Resources Office and School Administration shall periodically review the qualification standards of non-teaching personnel and amend job descriptions or personnel requirements when necessary for regulatory compliance or institutional improvement.

Chapter 8. Employment Classification

Personnel may be classified according to function, department, employment status, workload, schedule, and appointment. Classification shall be stated in the employment contract, appointment letter, faculty load, job description, or written designation.

Classification	Description
Probationary Employee	An employee undergoing an evaluation period to determine fitness for regular employment based on standards made known at engagement.
Regular Employee	An employee who has met the applicable standards for regularization or is deemed regular under law.
Fixed-Term / Project-Based	An employee engaged for a specific period or undertaking when valid under law and not used to defeat security of tenure.
Substitute / Reliever	An employee temporarily engaged to perform duties during the absence of another employee or for a temporary staffing need.
Part-Time Faculty or Personnel	An employee with a limited workload or schedule as specified in the appointment or contract.
Full-Time Faculty	A faculty member appointed to render full-time service and assigned teaching, consultation, advising, records, formation, and institutional duties.
Administrative or Non-Teaching Personnel	Personnel assigned to administrative, clerical, records, finance, guidance, clinic, library, IT, LMS, facilities, maintenance, security, or support functions.

No title, appointment, or repeated engagement shall be used to defeat rights already vested under law, contract, or established school practice.

Chapter 9. Work Assignments, Faculty Loading, and Teaching Duties

Work assignments shall be based on the needs of the School, academic preparation, specialization, professional qualifications, licensure or certification, teaching experience, health and safety considerations, schedule availability, enrollment, program requirements, regulatory limits, and school policy.

The regular aggregate teaching load for full-time faculty shall be up to thirty (30) units per applicable semester or trimester, counted across concurrent Senior High School, College, and TESDA Diploma assignments, unless another lawful arrangement is provided in the employment agreement or faculty load.

Authorized aggregate teaching units and approved Equivalent Load Units exceeding thirty (30) units may be compensated separately in accordance with the employment agreement, written faculty load, and payroll policy. No overload or incentive shall be due for assignments not authorized or not actually rendered, subject to lawful paid-leave rules.

The aggregate faculty load shall not exceed forty (40) units per semester or trimester, unless a lower limit is required by law, safety, accreditation, regulator standards, or school policy.

The School may assign Equivalent Load Units for continuing academic or institutional functions such as coordinatorship, advising, program support, LMS support, curriculum development, regulatory documentation, or similar duties. ELUs are workload credits and do not replace statutory overtime, rest-day, holiday, or premium pay when legally due.

Special functions materially outside the ordinary faculty role may be granted a separate incentive or honorarium only upon prior written approval by the President, School Administrator, or duly authorized officer.

Chapter 10. Compensation, Payroll, Deductions, and Allowances

Compensation shall be based on the employee's contract, appointment, status, workload, written designation, actual service rendered, school policy, and applicable wage laws.

Compensation Item	Policy
Probationary Faculty Rate	Probationary faculty shall follow the approved probationary monthly rate during paid service months, subject to lawful payroll deductions and mandatory wage adjustments when applicable.
Regular Full-Time Faculty Rate	Regular full-time faculty shall follow the approved monthly basic salary during paid service months, subject to lawful payroll deductions and mandatory wage adjustments when applicable.
Overload Pay	Authorized load beyond the regular aggregate load shall be paid according to the approved employment contract or written faculty load.
Other Allowances / Incentives	Administrative, class advisorship, coordinatorship, special function, or project incentives shall be paid only while the written designation or approved assignment remains effective.

Salaries shall ordinarily be paid semi-monthly through the School's regular payroll system. If a scheduled payday falls on a non-working day, holiday, or day when payroll processing or banking services are unavailable, payment shall, whenever practicable, be released on the immediately preceding working or banking day.

The School may deduct only taxes, employee shares in statutory contributions, lawful deductions, unpaid absences, unpaid leaves, tardiness, undertime, authorized cash advances, loans, and other amounts supported by law, lawful order, or valid written authorization when required. Deductions shall be reflected in payroll records or pay slips.

Approved paid leave shall not be treated as unpaid absence. Wages, statutory benefits, and vested benefits shall not be forfeited except as allowed by law.

Chapter 11. Benefits, Leaves, and Statutory Contributions

Eligible employees shall receive statutory benefits and protections required by law, including SSS and Employees' Compensation coverage, PhilHealth, Pag-IBIG, 13th-month pay, statutory holiday pay, overtime and premium pay when applicable, retirement benefits, separation pay when applicable, and other mandatory monetary benefits.

Employer contributions shall be borne by the School and employee contributions shall be deducted only in the amounts and proportions allowed by law.

Benefit / Leave	General Rule
Service Incentive Leave	After at least one year of service, eligible employees are entitled to five (5) days of Service Incentive Leave with pay, unless an equivalent or more favorable leave benefit or lawful exemption applies.
Maternity Leave	Qualified female employees are entitled to statutory maternity leave under applicable law and SSS rules, including maternity leave for childbirth, miscarriage, or emergency termination of pregnancy.
Paternity Leave	Qualified married male employees are entitled to paternity leave under applicable law for the first four deliveries of the lawful spouse.
Solo Parent Leave	Qualified employees with valid solo parent status may avail of solo parent leave subject to the law and documentary requirements.
VAWC Leave	Eligible women employees who are victims-survivors under the VAWC law may avail of leave benefits subject to legal requirements.

Special Leave for Women	Qualified female employees may avail of special leave benefit after gynecological surgery, subject to legal requirements.
Sickness / Disability / Retirement / Death Benefits	SSS, EC, PhilHealth, and Pag-IBIG benefits shall be governed by the rules of the respective government agencies.
School-Granted Leaves	Vacation, sick, bereavement, emergency, study, wedding, or other school-granted leaves may be provided subject to eligibility, approval, documentation, available credits, no-diminution rules, and school policy.

All leave applications shall be filed in advance whenever practicable and approved by the proper authority. Emergency or unforeseen absences must be reported as soon as reasonably possible and documented upon return.

The School may require medical certificates, fit-to-work certifications, government forms, or supporting documents for health-related leaves, prolonged absences, infectious disease concerns, work restrictions, safety-sensitive duties, or return-to-work clearance.

Chapter 12. Attendance, Workdays, Timekeeping, Overtime, and Official Business

Employees shall report for work according to their approved work schedule, teaching load, office hours, class schedule, training schedule, official meetings, institutional activities, and authorized assignments.

Teaching personnel shall be punctual in beginning and ending classes, training sessions, examinations, consultations, and assigned activities. Non-teaching personnel shall observe their prescribed office hours and work schedule.

Employees shall use the official attendance system, biometric device, logbook, attendance sheet, online record, or other approved mechanism. Manual entries must be validated by the authorized supervisor when required.

Leaving the campus or assigned work area during official hours requires prior permission, an official business slip, or other approved documentation, except in emergencies.

Overtime, rest-day work, holiday work, or work beyond compensable hours must be authorized by the appropriate school officer. Unauthorized work beyond schedule shall not automatically entitle the employee to additional compensation unless required by law or ratified by the School.

Tardiness, undertime, unauthorized absence, failure to log in or out, abandonment of post, or falsification of attendance records may result in salary deduction, performance notation, corrective action, or disciplinary action subject to due process.

Chapter 13. Academic Breaks, Summer Vacation, and Assigned Summer Work

Short academic or term breaks falling within a paid service month shall not by themselves reduce the monthly basic salary. The School may require reasonable academic, enrollment, records, planning, training, compliance, or related duties during paid periods within the regular work schedule.

The summer vacation period shall be unpaid when no work is required. During an unpaid summer period, an employee shall not be required to report, remain on call, perform clerical or administrative tasks, or complete deliverables without compensation.

If the School assigns authorized work during an otherwise unpaid summer period, the employee shall be paid for each actual assigned workday or the applicable statutory minimum/daily equivalent, whichever is higher. Summer teaching assignments shall be covered by a separate written load and compensation notice when applicable.

Unpaid summer vacation shall not, by itself, constitute separation from employment or interrupt continuity of service.

Chapter 14. Performance Evaluation, Promotion, Ranking, and Corrective Development

The School shall conduct performance evaluation to promote professional growth, quality instruction, accountability, student welfare, regulatory compliance, and institutional improvement.

Performance evaluation may consider classroom observation, teaching effectiveness, student learning support, training delivery, lesson planning, syllabus compliance, assessment quality, submission of grades and records, attendance, punctuality, student feedback when appropriate, peer or supervisor feedback, professional conduct, research or output, community involvement, regulatory compliance, and achievement of assigned tasks.

Performance evaluation shall be documented and may be used for regularization, renewal, promotion, ranking, merit increase, reassignment, training needs analysis, corrective action, or separation, subject to law and school policy.

Faculty ranking and promotion may consider academic degree, licensure, certifications, teaching experience, professional practice, research, publications, instructional materials, community extension, service to the School, performance ratings, leadership, and regulatory qualifications.

Merit increase, promotion, award, subsidy, scholarship, or development support may be granted at the discretion of the School, subject to available funds, performance, eligibility, approval, and no-discrimination principles. These benefits are not automatic unless required by law, contract, or established vested policy.

Chapter 15. Occupational Safety and Health, Campus Safety, Health, and Emergency Response

The School shall promote a safe and healthy workplace and learning environment in accordance with OSH standards, RA 11058, DOLE rules, school safety policies, and applicable DepEd, CHED, and TESDA requirements.

Employees shall comply with safety instructions, participate in mandatory safety orientation or training, use PPE when required, report hazards and incidents, and cooperate with safety inspections, drills, and emergency response procedures.

The School may designate safety officers, first aiders, clinic personnel, emergency coordinators, and members of a safety and health committee as required by law and institutional need.

Employees shall immediately report accidents, work-related injuries, near misses, unsafe conditions, fire hazards, equipment defects, violent incidents, security threats, infectious disease concerns, or other emergencies to the proper office.

Laboratories, kitchens, workshops, clinics, driving-related training areas, computer laboratories, maintenance areas, and TESDA training or assessment areas shall observe specific safety rules on equipment, tools, chemicals, electricity, sanitation, food safety, vehicles, emergency exits, PPE, and hazard reporting.

No employee shall be required to perform work under conditions that present grave and imminent danger, except as lawfully required for emergency response by trained and authorized personnel. Work stoppage, evacuation, class suspension, or activity cancellation may be implemented when required for safety.

Chapter 16. Employee Offenses, Professional Accountability, and Corrective or Disciplinary Measures

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos expects all faculty members, trainers, administrators, officers, and non-teaching personnel to observe the highest reasonable standards of professionalism, integrity, competence, learner protection, workplace safety, and respect for the dignity and rights of others.

Employees are entrusted with responsibilities that may include the education, supervision, care, safety, assessment, records, finances, health information, personal information, and welfare of students and trainees. Accordingly, conduct that would ordinarily constitute inappropriate workplace behavior may be considered more serious when committed by an employee who occupies a position of authority, trust, supervision, custody, or professional responsibility.

The School shall address employee misconduct fairly, consistently, proportionately, and in accordance with:

- applicable labor laws;
- education laws and regulations;
- child-protection requirements;
- professional codes and licensing requirements;
- School policies;
- the employee's employment contract; and
- due process.

The purpose of discipline is not merely punitive. Where appropriate, corrective action shall seek to improve behavior, restore professional standards, protect the School community, and prevent recurrence.

However, conduct of sufficient gravity may warrant a serious penalty, including dismissal, even when committed for the first time, when permitted by law and established after due process.

Section 2. Scope and Coverage

This Chapter applies to all:

- administrators;
- academic heads;
- faculty members;
- teachers;
- professors;
- instructors;
- TESDA trainers;
- regular employees;
- probationary employees;
- part-time employees;
- non-teaching personnel;
- administrative personnel;
- operations personnel;
- clinic personnel;
- drivers;
- maintenance and general-services personnel; and
- other employees of Colegio de Santo Cristo de Burgos.

Contractors, security personnel, consultants, volunteers, interns, and other persons working within the School may likewise be required to comply with applicable provisions of this Chapter, subject to the nature of their relationship with the School.

Section 3. Relationship with the Student and Trainee Manual

The standards under this Chapter shall be interpreted consistently, as far as appropriate, with the School's Student and Trainee Manual.

The Student Manual recognizes the right of learners to a safe, inclusive, humane, and respectful educational environment and expressly prohibits bullying, harassment, discrimination, violence, substance abuse, and other harmful acts.

It likewise prohibits bullying, sexual harassment, gender-based sexual harassment, cyberbullying, retaliation, unauthorized recording, misuse of personal data, harassment, and harmful online conduct.

Employees are expected not only to refrain from such conduct themselves but, because of their position, to **prevent, intervene, report, document, and appropriately respond to misconduct affecting learners whenever required by School policy or applicable law.**

Section 4. Governing Principles

In administering discipline, the following principles shall apply:

A. Due Process

No employee shall be disciplined on the basis of mere accusation, rumor, speculation, or unsupported conclusion. The employee shall be informed of the allegations and given a reasonable opportunity to respond.

B. Proportionality

The penalty shall be proportionate to the nature and gravity of the offense and shall take relevant circumstances into consideration.

C. Consistency

Substantially similar cases should, as far as reasonably practicable, be treated consistently, while recognizing that differences in circumstances may justify different outcomes.

D. Protection of Learners and Employees

The School may implement immediate reasonable protective measures when necessary to safeguard learners, employees, records, property, evidence, or School operations.

E. Confidentiality

Administrative proceedings shall be handled with appropriate confidentiality, especially when involving:

- minors;
- sexual misconduct;
- medical information;
- guidance information;

- personnel records;
- child-protection matters; or
- other sensitive personal information.

F. Non-Retaliation

No person shall be punished, threatened, intimidated, harassed, disadvantaged, or retaliated against for making a good-faith complaint, reporting misconduct, participating in an investigation, or assisting another person in exercising lawful rights.

G. Separate Administrative and Legal Accountability

School disciplinary proceedings are administrative in nature. The filing, dismissal, or outcome of a criminal, civil, regulatory, or professional case shall not automatically determine the outcome of School administrative proceedings where the School has an independent lawful basis to act. Likewise, an administrative finding by the School does not constitute a judicial determination of criminal guilt.

Section 5. Relationship to Just Causes for Termination

Employee offenses under this Chapter may, depending upon their nature, circumstances, and gravity, constitute or support a **just cause for termination under Article 297 of the Labor Code**, including:

1. Serious misconduct;
2. Willful disobedience of lawful work-related orders;
3. Gross and habitual neglect of duties;
4. Fraud or willful breach of trust;
5. Commission of a crime or offense against the employer, its authorized representative, or persons covered by law; and
6. Other causes analogous to the foregoing.

Article 297 recognizes these as just causes for termination, but dismissal must still be supported by sufficient factual basis and procedural due process.

Authorized causes for termination are not employee offenses and shall not be treated as disciplinary sanctions under this Chapter. Redundancy, retrenchment, closure, installation of labor-saving

devices, and other authorized causes shall be governed by the appropriate employment-separation provisions of this Manual.

Section 6. Classification of Offenses

For administrative guidance, violations may generally be classified as:

A. Minor Offenses

These are acts that ordinarily involve limited harm, risk, or disruption and may reasonably be corrected through counseling, reminders, warnings, or similar measures. Examples may include:

- occasional minor tardiness;
- minor failure to observe ordinary office procedures;
- minor uniform or identification-card violations;
- failure to maintain ordinary workplace order;
- minor documentary delays without significant consequence;
- similar first-time procedural violations.

B. Serious Offenses

These are acts involving substantial disregard of duties, repeated violations, significant operational impact, safety concerns, dishonesty, disrespect of authority, breach of policy, or conduct inconsistent with professional responsibilities.

C. Grave Offenses

These are acts that may fundamentally undermine trust, learner safety, professional fitness, School integrity, or workplace security. These may include, depending on the circumstances:

- child abuse;
- serious sexual misconduct;
- sexual assault;
- serious harassment;
- fraud;
- theft;
- serious falsification;
- intentional grade manipulation;
- sale or distribution of dangerous drugs;
- serious violence;
- serious threats;
- hazing;
- serious data breaches;

- deliberate concealment of learner abuse;
- serious breach of trust; or
- conduct constituting a lawful just cause for dismissal.

Classification shall guide, but shall not mechanically determine, the penalty. The actual circumstances of every case shall be considered.

Section 7. Attendance, Punctuality, and Work Discipline

Employees shall observe assigned working hours, teaching schedules, duties, meetings, training sessions, and official activities. Prohibited acts include:

1. Unexcused or unauthorized absence;
2. Habitual or excessive tardiness;
3. Habitual undertime;
4. Repeated failure to properly record attendance;
5. Leaving the workplace, classroom, assigned duty station, or supervisory post without proper authorization when presence is required;
6. Failure to report for an assigned class, training session, duty, examination, event, or official responsibility without valid justification;
7. Falsification of Daily Time Records or attendance records;
8. Punching, scanning, logging, or recording attendance for another employee;
9. Allowing another person to record attendance on one's behalf;
10. Manipulating electronic, biometric, LMS, or other attendance systems;
11. Unauthorized alteration of work schedules or teaching assignments;
12. Misrepresentation regarding leave, illness, official business, or attendance; and
13. Repeated failure to comply with established attendance-reporting procedures.

Absence alone shall not automatically be treated as legal abandonment of employment. Abandonment requires circumstances demonstrating

an intention to sever the employment relationship and shall be evaluated according to applicable labor law.

Section 8. Neglect of Duty and Failure to Perform Assigned Responsibilities

Employees are expected to perform assigned duties with reasonable diligence and competence. Violations may include:

1. Repeated failure to perform assigned work;
2. Gross negligence;
3. Habitual neglect of duties;
4. Failure to prepare required reports or records despite reasonable notice;
5. Unjustified failure to submit grades, attendance, student records, payroll records, compliance reports, or other required documents;
6. Failure to properly supervise students when supervision is assigned;
7. Leaving minors or vulnerable learners unsupervised under circumstances requiring reasonable supervision;
8. Failure to observe examination, laboratory, workshop, clinic, transportation, immersion, OJT, or activity-safety procedures;
9. Failure to respond reasonably to an emergency;
10. Deliberate disregard of identified safety hazards;
11. Failure to safeguard records, funds, property, equipment, examinations, or confidential documents entrusted to the employee; and
12. Other substantial neglect of responsibilities reasonably connected with the employee's position.

Section 9. Insubordination and Willful Disobedience

Employees shall comply with lawful, reasonable, and work-related instructions of duly authorized School officials. Prohibited conduct includes:

1. Willful refusal to comply with a lawful and reasonable instruction related to work;

2. Intentional obstruction of School operations;
3. Deliberate refusal to perform assigned duties without lawful or reasonable basis;
4. Defiant or repeated non-compliance with established policies after proper notice;
5. Unauthorized assumption or exercise of authority;
6. Interference with lawful administrative processes; and
7. Encouraging others to deliberately disregard lawful work-related instructions.

An employee shall not be considered insubordinate merely for:

- raising a good-faith concern;
- requesting clarification;
- reporting an unsafe or unlawful instruction;
- exercising a lawful labor right; or
- refusing an instruction that the employee reasonably and in good faith believes would require illegal conduct or create an imminent danger, subject to applicable procedures.

Section 10. Dishonesty, Fraud, Falsification, and Breach of Trust

The following are prohibited:

1. Theft or misappropriation;
2. Embezzlement or unauthorized use of School funds;
3. Falsification of School, academic, employment, financial, TESDA, DepEd, CHED, or government records;
4. Forgery or unauthorized use of another person's signature;
5. Falsification of grades, attendance, assessments, competency records, Daily Time Records, leave forms, medical certificates, or payroll information;
6. Fraudulent reimbursement or financial claims;
7. Submission of falsified educational, professional, employment, or licensing credentials;
8. Concealment of material facts in an official investigation;
9. Knowingly false official testimony or written statement;

10. Tampering with evidence or records;
11. Unauthorized solicitation or collection of money;
12. Accepting or requesting money, gifts, favors, services, or other consideration in exchange for:
    - grades;
    - passing an assessment;
    - admission;
    - enrollment;
    - scholarship;
    - employment;
    - promotion;
    - favorable evaluation;
    - procurement;
    - School services; or
    - another official benefit;
13. Unauthorized alteration of official receipts or financial documents;
14. Unauthorized creation, reproduction, or use of School certificates, diplomas, credentials, identification cards, or official documents; and
15. Other intentional acts materially involving fraud or breach of trust.

Section 11. Learner Protection and Child Protection

Employees shall observe the School's Child Protection and Learner Rights policies and all applicable child-protection laws. Republic Act No. 7610 protects children from physical, psychological, sexual, emotional, exploitative, degrading, and other forms of abuse. DepEd Order No. 40, s. 2012 applies to public and private elementary and secondary schools and requires schools to establish child-protection policies and procedures.

The following are strictly prohibited:

1. Corporal punishment;
2. Striking, slapping, kicking, pinching, pushing, shaking, or physically hurting a learner except reasonable emergency

intervention necessary to protect a person from imminent harm;
3. Cruel, degrading, humiliating, or demeaning punishment;
4. Public humiliation;
5. Deliberately insulting or degrading a learner;
6. Threatening unlawful physical punishment;
7. Subjecting learners to degrading physical tasks as punishment;
8. Exploitation of a learner for personal, financial, sexual, political, or other improper purposes;
9. Abuse of professional authority;
10. Intimidating a learner into silence concerning misconduct;
11. Retaliation against a learner who reports an incident;
12. Deliberately ignoring credible evidence of abuse;
13. Concealing or suppressing a child-protection complaint;
14. Failure to make a report required by School policy or law;
15. Victim-blaming or pressuring a learner to withdraw a good-faith complaint; and
16. Other conduct contrary to child protection and learner welfare.

Section 12. Professional Boundaries with Students and Trainees

Employees shall maintain appropriate professional boundaries with all learners and trainees. The following are prohibited or subject to strict limitation:

1. Romantic or sexual involvement with a minor learner;
2. Sexual contact or sexual communication with a minor learner;
3. Grooming behavior;
4. Requesting sexual, romantic, intimate, or inappropriate photographs from learners;
5. Sending sexually suggestive messages;
6. Sexual jokes or comments directed toward learners;
7. Unnecessary or inappropriate physical contact;
8. Meeting learners in inappropriate private circumstances without legitimate educational purpose;

9. Giving preferential treatment in exchange for personal, romantic, financial, or sexual attention;
10. Exploiting confidential information obtained through guidance, clinic, disciplinary, academic, or administrative functions;
11. Using private communication channels to develop an inappropriate personal relationship with a learner;
12. Asking learners to conceal communication or meetings from their parents, guardians, or School officials without legitimate reason;
13. Providing alcohol, dangerous drugs, tobacco, vaping products, sexually explicit material, or other prohibited substances/materials to learners;
14. Using students to perform personal work unrelated to legitimate educational or School purposes; and
15. Other conduct reasonably constituting grooming, exploitation, favoritism, or abuse of authority.

For adult College or TESDA students, an employee shall not initiate or maintain a romantic or sexual relationship with a student over whom the employee exercises teaching, grading, assessment, supervision, guidance, disciplinary, scholarship, clinical, administrative, employment, or similar authority.

Section 13. Anti-Bullying Policy and Employee Responsibilities

The School maintains a zero-tolerance policy toward bullying while recognizing that disciplinary responses shall remain fair, proportionate, developmental where appropriate, and compliant with applicable law.

Republic Act No. 10627, the **Anti-Bullying Act of 2013**, applies to basic education. DepEd issued revised implementing rules in 2025 applicable to public and private basic education schools and subsequently incorporated learner-safety protections into DepEd Order No. 006, s. 2026 on Ensuring a Safe and Motivating Learning Environment.

Employees shall:

1. Refrain from encouraging, participating in, tolerating, or facilitating bullying;
2. Intervene appropriately when bullying is observed and intervention can be performed safely;
3. Provide reasonable immediate support to affected learners;
4. Report bullying and precursors to bullying through designated School channels;
5. Report incidents even when the employee believes the matter has already been informally resolved;
6. Protect complainants, witnesses, and affected learners from retaliation;
7. Maintain appropriate confidentiality;
8. Cooperate with the Child Protection Committee, Learner Formation Officer, Guidance Office, School Administration, or other designated authority;
9. Monitor learner interactions when supervision is assigned;
10. Avoid forcing a victim to reconcile, apologize, confront, or undergo mediation when such intervention would be inappropriate or unsafe; and
11. Follow the School's current Anti-Bullying Policy and procedures.

Failure of teaching or non-teaching personnel to perform required anti-bullying duties may constitute an employee offense.

For College and TESDA programs, the School may apply equivalent anti-bullying and anti-harassment standards through its institutional policies even where RA 10627 does not directly govern the particular educational level.

Section 14. Sexual Harassment Under Republic Act No. 7877

Sexual harassment is strictly prohibited. Under Republic Act No. 7877, sexual harassment may occur in employment, education, or training where a person having authority, influence, or moral ascendancy demands, requests, or otherwise requires a sexual favor under circumstances covered by law, including where educational benefits,

grades, honors, scholarships, employment benefits, or privileges are affected, or where conduct creates an intimidating, hostile, or offensive environment. Prohibited conduct may include:

1. Requesting sexual favors in exchange for grades or benefits;
2. Conditioning employment, promotion, favorable schedule, appointment, recommendation, or other benefit upon sexual cooperation;
3. Threatening adverse consequences for refusal of sexual attention;
4. Using academic, administrative, financial, supervisory, or professional authority to obtain sexual attention;
5. Repeated unwanted sexual advances;
6. Sexual touching or physical advances;
7. Sexually explicit remarks or propositions;
8. Display of sexual materials intended to harass or intimidate;
9. Repeated sexual invitations after rejection; and
10. Other conduct falling within applicable sexual-harassment laws or School policy.

Section 15. Gender-Based Sexual Harassment and the Safe Spaces Act

Gender-based sexual harassment is prohibited regardless of the sex, sexual orientation, gender identity, gender expression, position, or status of the persons involved.

Republic Act No. 11313, the **Safe Spaces Act**, applies to workplaces and educational or training institutions and expressly requires schools and employers to prevent, investigate, and address gender-based sexual harassment.

Prohibited acts may include, depending upon the circumstances:

1. Unwanted sexual remarks;
2. Sexist, misogynistic, homophobic, or transphobic slurs;
3. Unwanted sexual jokes or comments;
4. Catcalling;

5. Repeated unwanted invitations;
6. Unwanted comments regarding a person's body or sexuality;
7. Stalking;
8. Cyberstalking;
9. Sending unwanted sexual messages;
10. Sharing sexual or intimate images without consent;
11. Making sexual threats;
12. Creating or circulating degrading sexual content about another person;
13. Unwanted sexual gestures;
14. Online sexual harassment;
15. Retaliation against a complainant; and
16. Conduct that creates a sexually hostile, intimidating, humiliating, or offensive environment.

Employees have a duty to refrain from gender-based sexual harassment, discourage such behavior, appropriately support affected persons, and report acts witnessed in the workplace when required under the School's policy. RA 11313 also requires schools to establish an appropriate complaint mechanism and CODI.

Section 16. Sexual Assault, Sexual Violence, and Other Sexual Misconduct

The School strictly prohibits sexual assault, sexual violence, coercive sexual conduct, sexual exploitation, and other non-consensual sexual acts. This includes:

1. Sexual contact without valid consent;
2. Sexual acts accomplished through force, intimidation, coercion, threat, abuse of authority, or exploitation;
3. Sexual contact with a person incapable of giving valid consent;
4. Rape or sexual assault as defined by applicable law;
5. Attempted sexual assault;
6. Deliberately incapacitating another person for sexual purposes;
7. Sexual exploitation;

8. Sexual abuse of a child;
9. Coercing a learner or employee to engage in sexual conduct;
10. Assisting, facilitating, concealing, or deliberately enabling sexual violence; and
11. Retaliating against a person who reports sexual violence.

Republic Act No. 8353 expanded the law on rape to include sexual assault, while Republic Act No. 11648 strengthened protections against rape and sexual exploitation and raised the statutory age threshold under Philippine criminal law.

Nothing in this Manual shall be interpreted as limiting the School to criminal-law definitions. Conduct may violate School policy and justify administrative action even where the available evidence is insufficient to establish a criminal offense beyond reasonable doubt.

Section 17. Peer-to-Peer Sexual Misconduct

Peer-to-peer sexual misconduct among learners shall primarily be addressed under the Student and Trainee Manual, Child Protection Policy, Safe Spaces Policy, and applicable procedures. Employees who become aware of possible:

- sexual harassment;
- sexual assault;
- unwanted sexual touching;
- coercive sexual behavior;
- sexualized bullying;
- non-consensual sharing of intimate images;
- sexual threats;
- online sexual harassment; or
- other serious peer-to-peer sexual misconduct

.. shall not ignore, conceal, trivialize, or improperly mediate the matter.

Employees shall:

1. Protect the immediate safety of the persons involved;

2. Report the matter promptly to the designated School authority;
3. Preserve available records or evidence when appropriate;
4. Avoid unnecessary questioning that may retraumatize the affected learner;
5. Avoid forcing the complainant and respondent into confrontation;
6. Maintain confidentiality;
7. Protect parties and witnesses from retaliation;
8. Refer matters involving minors to the appropriate Child Protection mechanism; and
9. Cooperate with the School's investigation and any lawful referral.

Failure to appropriately report or deliberate concealment of serious peer-to-peer sexual misconduct may itself constitute an employee offense.

Section 18. Committee on Decorum and Investigation

Complaints involving sexual harassment and gender-based sexual harassment shall be referred to the School's **Committee on Decorum and Investigation (CODI)** or other duly constituted mechanism where required. The School shall constitute and operate the CODI consistently with Republic Acts No. 7877 and 11313 and their applicable implementing rules.

For Safe Spaces Act cases, the CODI shall, among other requirements:

- be appropriately representative;
- be impartial;
- have a woman as head;
- have at least half of its members be women;
- protect against retaliation;
- maintain confidentiality to the greatest extent possible;
- observe due process; and
- comply with applicable statutory timelines.

RA 11313 requires educational institutions to investigate possible gender-based sexual harassment or sexual violence when School authorities know or reasonably should know of conduct creating a hostile environment, even where the affected person has not formally requested action.

The detailed CODI procedure may be contained in a separate Safe Spaces and Anti-Sexual Harassment Policy forming part of or attached to this Manual.

Section 19. Discrimination, Harassment, and Degrading Conduct

Employees shall respect the dignity of students, trainees, applicants, parents, employees, and other stakeholders. Prohibited conduct includes unlawful or unjustified discrimination, harassment, or degrading treatment based upon characteristics protected by applicable law or School policy. This includes:

1. Derogatory remarks;
2. Repeated discriminatory jokes;
3. Deliberate humiliation;
4. Unreasonable exclusion;
5. Harassment based upon disability;
6. Sex-based discrimination;
7. Religious harassment;
8. Retaliation for exercising protected rights; and
9. Other discriminatory conduct prohibited by applicable law.

Legitimate academic standards, job requirements, safety requirements, performance evaluation, or lawful disciplinary measures shall not constitute discrimination merely because they result in an unfavorable outcome, provided they are applied for legitimate reasons and consistent with applicable law.

Section 20. Dangerous Drugs and Drug-Free Workplace

Colegio de Santo Cristo de Burgos shall maintain a **Drug-Free Workplace Policy and Program** consistent with Republic Act No.

9165 and applicable DOLE regulations. RA 9165 directs private workplaces to establish drug-abuse prevention programs, while DOLE Department Order No. 53-03 provides guidelines on prevention, education, drug testing, treatment, rehabilitation, and referral. Employees are prohibited from:

1. Possessing dangerous drugs without lawful authority;
2. Using dangerous drugs;
3. Selling, delivering, distributing, or providing dangerous drugs;
4. Manufacturing or facilitating the manufacture of dangerous drugs;
5. Bringing dangerous drugs onto School premises or School vehicles;
6. Reporting for work while impaired by dangerous drugs;
7. Encouraging or assisting students or employees to use dangerous drugs;
8. Providing dangerous drugs to a learner;
9. Using School property, vehicles, accounts, or facilities to facilitate unlawful drug activity;
10. Tampering with authorized drug-testing procedures; or
11. Concealing or assisting unlawful drug distribution within the School.

Section 21. Employee Drug Testing

The School may implement 1) random drug testing; 2) for-cause testing; and 3) post-accident or near-miss testing when authorized by applicable law and the School's Drug-Free Workplace Policy.

Drug testing shall follow prescribed safeguards and shall be conducted through properly accredited facilities and procedures. A screening result alone shall not be treated as a final positive result where confirmatory testing is required.

DOLE guidance provides for screening and confirmatory testing and indicates that a first confirmed positive for drug use does not automatically result in immediate dismissal; the employee is ordinarily referred for assessment and treatment or rehabilitation under the Drug-

Free Workplace framework, while repeated use after appropriate intervention may support dismissal.

Drug-testing information shall be treated as confidential medical or employment information.

Nothing in this provision prevents appropriate disciplinary and legal action for separate conduct such as:

- possession;
- sale;
- distribution;
- trafficking;
- violence;
- endangering students;
- serious safety violations; or
- other independently actionable misconduct.

Section 22. Alcohol, Tobacco, Smoking, and Vaping

Employees shall not:

1. Report for duty intoxicated or materially impaired by alcohol;
2. Consume alcoholic beverages during working hours except where specifically authorized for a legitimate institutional purpose and lawful under the circumstances;
3. Provide alcohol to minor learners;
4. Smoke within areas where smoking is prohibited;
5. Vape within School premises where prohibited;
6. Provide cigarettes, vaping products, nicotine products, or similar products to minors;
7. Encourage learners to smoke or vape; or
8. Use School activities for promotion of tobacco or vaping products.

Republic Act No. 9211 prohibits smoking in centers of youth activity, including schools, colleges, and universities. Republic Act No. 11900 similarly prohibits vaping in elementary schools, high schools, colleges, universities, and other covered youth facilities and restricts sale and promotion around schools.

Section 23. Violence, Threats, Intimidation, and Fighting

The following are prohibited:

1. Physical assault;
2. Fighting;
3. Threats of violence;
4. Intimidation;
5. Coercion;
6. Reckless conduct creating substantial risk of injury;
7. Encouraging or directing another person to commit violence;
8. Threatening students or employees with unlawful harm;
9. Use of force as punishment;
10. Destruction of property during an act of anger or violence; and
11. Other acts that seriously endanger safety.

Reasonable actions undertaken in lawful self-defense, defense of another person, emergency response, or prevention of imminent harm shall be evaluated according to the circumstances.

Section 24. Weapons and Dangerous Items

Employees shall not bring, carry, display, use, store, or possess firearms, weapons, explosives, or other dangerous items within School premises, School vehicles, or School activities except when:

- lawfully authorized;
- expressly permitted by the School; and
- necessary for authorized security, law-enforcement, instructional, or occupational purposes.

Possession of a firearm license does not by itself create a right to bring a firearm onto School premises contrary to School policy. Use, display, or possession of a weapon in a threatening, reckless, unauthorized, or unlawful manner may constitute a grave offense and may be referred to law-enforcement authorities.

Section 25. Hazing and Harmful Initiation

Hazing and harmful initiation practices are strictly prohibited. No employee shall:

1. Organize hazing;
2. Encourage hazing;
3. Participate in hazing;
4. Permit the use of School facilities for hazing;
5. Knowingly facilitate hazing;
6. Conceal hazing;
7. Fail to intervene or report when required; or
8. Retaliate against a person reporting hazing.

Republic Act No. 11053, the **Anti-Hazing Act of 2018**, prohibits hazing in school organizations and may impose liability upon school authorities or faculty members who knowingly allow or consent to hazing and fail to prevent or report it under circumstances covered by the law.

Section 26. Academic and Assessment Integrity

Faculty members and trainers hold positions of particular trust over learner assessment. The following are prohibited:

1. Examination leakage;
2. Providing unauthorized advance access to examinations;
3. Unauthorized disclosure of answer keys;
4. Manipulation of grades;
5. Changing grades without valid academic basis or required approval;
6. Falsification of assessment results;
7. Fabricating attendance or competency records;
8. Falsification of TESDA competency or training documents;
9. Coaching learners during examinations or assessments where prohibited;
10. Accepting payment or favors for academic benefit;
11. Deliberately granting undeserved grades or competency results;
12. Deliberately withholding earned grades to coerce a learner;

13. Plagiarism or falsification of School instructional materials, research, or official academic work;
14. Unauthorized modification of electronic grade systems; and
15. Failure to properly safeguard examinations and assessment materials.

Section 27. Confidentiality, Data Privacy, and Records

Employees shall comply with Republic Act No. 10173, the School's Data Privacy Policy, and confidentiality requirements applicable to their position. Prohibited acts include:

1. Unauthorized disclosure of student records;
2. Unauthorized disclosure of personnel records;
3. Unauthorized disclosure of medical or clinic information;
4. Disclosure of guidance or counseling information;
5. Unauthorized disclosure of disciplinary records;
6. Sharing passwords or accounts;
7. Accessing records without legitimate authority;
8. Taking screenshots of confidential systems without authorization;
9. Sending School records to unauthorized personal accounts;
10. Posting confidential School information online;
11. Improper disposal of confidential records;
12. Failure to report a suspected data breach;
13. Knowingly concealing a data breach;
14. Retaining confidential records after separation without authority; and
15. Using confidential information for personal benefit or retaliation.

Section 28. Unauthorized Recording, Photography, and Intimate Images

Employees shall respect the privacy of students, colleagues, and stakeholders. Unauthorized photography, audio recording, video recording, livestreaming, screenshotting, surveillance, or distribution of recordings may constitute an offense where it violates privacy, confidentiality, School policy, or applicable law.

Recording in the following areas is strictly prohibited except where specifically authorized by law for legitimate security or investigative purposes:

- restrooms;
- changing rooms;
- clinic areas;
- private counseling areas;
- or other locations where a person reasonably expects privacy

Republic Act No. 9995 criminalizes specified forms of non-consensual photo and video voyeurism and distribution of intimate recordings.

Section 29. Online Conduct, Social Media, and Information Systems

Employees shall observe professional standards in:

- social media;
- group chats;
- email;
- LMS platforms;
- online classes;
- messaging applications;
- School systems; and
- other digital spaces.

Prohibited conduct includes:

1. Cyberbullying;
2. Online harassment;
3. Gender-based online sexual harassment;
4. Impersonation;
5. Unauthorized access to accounts;
6. Sharing passwords;
7. Publishing confidential student information;
8. Publishing confidential personnel information;
9. Posting humiliating or exploitative images of learners;
10. Creating fake School accounts;
11. Unauthorized use of the School's name or logo;

12. Spreading knowingly false information for the purpose of causing serious harm;
13. Uploading confidential School information into unauthorized systems or external services;
14. Deliberately compromising School cybersecurity;
15. Circumventing access controls; and
16. Unauthorized recording or distribution of online classes or meetings.

Good-faith criticism, lawful employee complaints, whistleblowing, lawful labor activity, or truthful participation in official proceedings shall not be treated as misconduct merely because the communication is unfavorable to the School.

Section 30. Property, Equipment, Funds, and Resources

Employees shall responsibly use School resources. Prohibited conduct includes:

1. Theft;
2. Intentional destruction of School property;
3. Unauthorized removal of equipment;
4. Unauthorized personal use of School funds;
5. Unauthorized use of School vehicles;
6. Improper use of School purchasing accounts;
7. Unauthorized installation or copying of software;
8. Deliberate damage to IT systems;
9. Misuse of fuel, supplies, tools, or materials;
10. Unauthorized lending of School property;
11. Grossly negligent loss of property; and
12. Use of School resources for unauthorized commercial or personal gain.

Restitution may be required where legally appropriate, but deductions from wages shall be made only when permitted by law.

Section 31. Occupational Safety and Health Violations

Employees shall comply with established occupational safety and health requirements. Republic Act No. 11058 requires workers to properly use safeguards, observe emergency procedures, and report workplace hazards.

Violations may include:

1. Deliberately bypassing safety devices;
2. Failure to use required PPE;
3. Operating specialized equipment without authorization;
4. Unsafe handling of chemicals;
5. Tampering with fire extinguishers or alarm systems;
6. Blocking emergency exits;
7. Ignoring evacuation instructions;
8. Failure to report a serious hazard;
9. Operating a School vehicle recklessly;
10. Working while materially impaired in a safety-sensitive position;
11. Unauthorized electrical, mechanical, laboratory, or maintenance work; and
12. Conduct creating an unreasonable danger to learners, employees, or visitors.

Section 32. Driver and Transportation-Related Misconduct

In addition to general rules, School drivers shall not:

1. Operate a vehicle without appropriate authorization;
2. Drive without a valid license or proper DL Code;
3. Drive under the influence of alcohol or drugs;
4. Recklessly operate a School vehicle;
5. Use a phone in an unsafe or unlawful manner while driving;
6. Transport unauthorized passengers;
7. Deviate from an assigned route for improper purposes;
8. Leave learners unsupervised in a vehicle under unsafe circumstances;

9. Allow unauthorized persons to operate a School vehicle;
10. Falsify fuel, mileage, trip, or maintenance records;
11. Fail to report an accident; or
12. Conceal vehicle defects affecting safety.

Section 33. Conflict of Interest, Gifts, Solicitation, and Outside Employment

Employees shall avoid conflicts between personal interests and School duties. Prohibited conduct may include:

1. Undisclosed financial interest in a School transaction;
2. Influencing procurement for personal gain;
3. Receiving commissions or kickbacks;
4. Unauthorized solicitation from students or parents;
5. Requiring students to purchase materials from a business in which the employee has an undisclosed financial interest;
6. Using School authority to promote a private business;
7. Outside employment that materially interferes with School duties;
8. Competing employment in violation of a lawful contractual restriction;
9. Unauthorized use of School intellectual property for personal commercial gain;
10. Accepting substantial gifts intended to influence official action; and
11. Participating in employment, procurement, assessment, disciplinary, or financial decisions involving an undisclosed conflict of interest.

Section 34. Misuse and Abuse of Authority

Employees shall not misuse their position. Abuse of authority may include:

1. Threatening students with grades unrelated to academic performance;
2. Using disciplinary authority for personal retaliation;
3. Favoritism in exchange for personal benefit;

4. Directing subordinates to perform personal errands unrelated to School functions;
5. Using School authority to intimidate complainants or witnesses;
6. Manipulating work schedules as retaliation;
7. Using access to records for personal purposes;
8. Coercing employees or students into unauthorized activities;
9. Making unauthorized promises of admission, scholarships, grades, employment, or benefits; and
10. Other deliberate misuse of institutional authority.

Section 35. Conduct Toward Colleagues and Workplace Relations

Employees shall maintain professional workplace relations. Prohibited conduct includes:

1. Workplace bullying;
2. Harassment;
3. Serious verbal abuse;
4. Repeated humiliation;
5. Threats;
6. Malicious sabotage of another employee's work;
7. Deliberate interference with another employee's lawful duties;
8. Sexual harassment;
9. Gender-based sexual harassment;
10. Retaliation;
11. Serious discriminatory conduct; and
12. Other behavior creating an abusive or unsafe workplace.

Ordinary professional disagreements, performance feedback, lawful supervision, reasonable work assignments, and legitimate corrective action shall not constitute bullying merely because they are unwelcome.

Section 36. Off-Campus Conduct

The School generally respects the private lives of employees. Off-campus conduct may nevertheless become an employment matter when there is a substantial connection to the employee's work or when the conduct:

1. Involves a student or trainee;
2. Occurs during a School-sponsored activity;
3. Uses School authority, resources, name, or representation;
4. Seriously compromises learner safety;
5. Constitutes a serious breach of professional trust;
6. Materially affects the employee's fitness to perform assigned duties;
7. Creates a legally recognized conflict with professional licensure or employment responsibilities; or
8. Otherwise provides a lawful employment-related basis for administrative action.

The School shall avoid disciplining employees solely for lawful private conduct having no reasonable relationship to employment.

Section 37. Failure to Report Serious Misconduct

Employees who, because of their position or School policy, are required to report learner-safety concerns or serious misconduct shall make the required report promptly. Failure to report may constitute an offense where the employee knowingly fails to report:

- suspected child abuse;
- serious bullying;
- sexual harassment;
- gender-based sexual harassment;
- sexual violence;
- hazing;
- serious threats;
- dangerous-drug distribution;
- serious safety risks;
- substantial fraud;
- serious data breaches; or
- other incidents specifically subject to mandatory reporting under School policy or applicable law.

The reporting employee is not expected to conclusively determine whether an offense occurred before reporting a reasonable concern.

Section 38. Obstruction, Concealment, and Retaliation

The following are prohibited:

1. Destroying evidence;
2. Altering evidence;
3. Pressuring a witness to change testimony;
4. Intimidating a complainant;
5. Offering benefits in exchange for withdrawal of a complaint;
6. Threatening grades, employment, schedules, benefits, or privileges because a person reported misconduct;
7. Deliberately concealing a report required to be forwarded;
8. Unauthorized disclosure of a complainant's identity for retaliatory purposes;
9. Giving knowingly false information during an authorized investigation; and
10. Interfering with lawful administrative proceedings.

Retaliation may constitute a separate offense regardless of the ultimate disposition of the original complaint.

Section 39. Corrective and Disciplinary Measures

Depending upon the nature and circumstances of the case, the School may impose or utilize appropriate measures including:

Non-Disciplinary or Developmental Measures

- verbal coaching;
- counseling;
- mentoring;
- documented reminder;
- professional-development activity;
- retraining;
- corrective conference;
- performance improvement plan; or
- closer supervision.

Disciplinary Measures

- written warning;

- written reprimand;
- final written warning;
- disciplinary suspension where lawful;
- withdrawal of particular duties or privileges when lawful;
- reassignment where lawful and not constituting an unlawful diminution or constructive dismissal;
- restitution or recovery where permitted by law; or
- dismissal for a lawful just cause after due process.

The School may also make appropriate:

- child-protection referrals;
- regulatory reports;
- PRC referrals;
- DepEd reports;
- CHED reports;
- TESDA reports;
- NPC reports;
- DOLE reports;
- DSWD or LSWDO referrals;
- PNP or law-enforcement referrals; or
- other referrals required or permitted by law.

Section 40. Non-Regularization and Non-Renewal

Failure of a probationary employee to satisfy reasonable standards for regularization is not necessarily a disciplinary penalty and shall be governed by the provisions on probationary employment and regularization.

Likewise, expiration of a valid fixed-term appointment or lawful non-renewal of an appointment shall not automatically be characterized as employee discipline. Where misconduct is also involved, the School shall determine whether the matter should proceed through the disciplinary process.

Section 41. Factors in Determining the Appropriate Penalty

The School may consider:

1. Nature of the offense;
2. Seriousness of the conduct;
3. Intent;
4. Degree of negligence;
5. Actual harm caused;
6. Potential harm;
7. Impact on learner welfare;
8. Whether a minor or vulnerable learner was involved;
9. Abuse of authority;
10. Position of trust;
11. Financial impact;
12. Safety implications;
13. Concealment;
14. Retaliation;
15. Cooperation during the investigation;
16. Admission and genuine corrective action;
17. Previous related violations;
18. Length and quality of service;
19. Whether the act was isolated or repeated;
20. Regulatory implications;
21. Professional licensing implications; and
22. Other relevant aggravating or mitigating circumstances.

No single factor shall automatically determine the penalty.

Section 42. Progressive Discipline

The School may use progressive discipline for offenses reasonably capable of correction. An illustrative progression may be:

> ***First Level:*** *Coaching, counseling, reminder, or written warning*
> ***Second Level:*** *Written reprimand or stronger corrective action*
> ***Third Level:*** *Final warning or lawful disciplinary suspension*
> ***Fourth Level:*** *Dismissal when legally justified*

However, progressive discipline is **not mandatory for every offense**.

A serious first offense may warrant a serious sanction, including dismissal, where the offense independently satisfies a lawful just cause for termination and due process is observed.

Repeated minor offenses may also be considered collectively when they demonstrate persistent disregard of reasonable School rules or duties, subject to applicable labor law.

Section 43. Preventive Suspension

Preventive suspension, where warranted, shall not constitute a disciplinary penalty.

The School may place an employee under preventive suspension during an investigation only when the employee's continued presence poses a serious and imminent threat to the life or property of the employer or co-workers, consistent with applicable labor rules.

Preventive suspension is ordinarily limited to **thirty (30) days**. If the School lawfully extends the suspension beyond this period, applicable wages and benefits during the extension shall be observed as required by law.

Where learner protection is involved but the legal requirements for preventive suspension are not met, the School may consider other lawful interim measures such as:

- change of classroom assignment;
- removal from direct contact with the complainant;
- alternative reporting arrangements;
- temporary restriction of system access;
- change of supervisory responsibilities; or
- other reasonable protective measures,

provided that such measures are lawful, proportionate, non-retaliatory, and do not unlawfully alter employment conditions.

Section 44. Administrative Due Process

For ordinary disciplinary proceedings, the School shall observe fair administrative procedures. Administrative proceedings and the imposition of disciplinary penalties shall be governed by Chapter 17 of this Manual. When termination for just cause is contemplated, the process shall generally include:

A. First Written Notice / Notice to Explain

The employee shall receive written notice identifying:

1. The specific act or omission complained of;
2. Relevant facts and circumstances;
3. The School policy or employment obligation allegedly violated;
4. The possible ground for disciplinary action; and
5. A directive to submit an explanation.

Where dismissal for just cause is contemplated, the employee should be afforded a reasonable period of **at least five (5) calendar days from receipt of the notice** to prepare a response, consistent with prevailing labor jurisprudence.

B. Opportunity to Respond

The employee may:

- submit a written explanation;
- submit documents;
- identify witnesses;
- provide relevant evidence;
- explain mitigating circumstances; and
- contest the allegations.

C. Conference or Hearing When Appropriate

A formal trial-type hearing is not required in every administrative case. A conference or hearing should be conducted when:

- requested in writing where legally required;
- substantial factual disputes exist;
- credibility issues make a conference appropriate;
- School policy requires it; or
- fairness otherwise warrants it.

The essential requirement is a meaningful opportunity to be heard.

D. Evaluation

The School shall evaluate the complaint, employee's explanation, available evidence, applicable policy, and relevant circumstances.

E. Written Decision

Where disciplinary action is imposed, the employee shall be informed in writing of the decision and appropriate basis. For dismissal, the second written notice shall state that the circumstances have been considered and that grounds have been established to justify termination.

Section 45. Special Procedures for Child Protection Cases

Cases involving a minor learner may require procedures different from an ordinary employee grievance. The School shall observe applicable:

- Child Protection Committee procedures;
- DepEd requirements;
- mandatory or regulatory reporting obligations;
- parental or guardian notification requirements;
- referral procedures; and
- confidentiality protections.

The safety and best interests of the child shall be given appropriate consideration. The School may refer a learner or case to the appropriate:

- LSWDO;
- DSWD;
- healthcare provider;
- law-enforcement agency;
- child-protection authority; or
- other competent agency

..where required or appropriate.

Section 46. Special Procedures for Bullying Cases

Basic-education bullying cases shall be addressed according to:

- Republic Act No. 10627;
- its current Revised Implementing Rules and Regulations;
- DepEd Order No. 006, s. 2026;
- the School Anti-Bullying Policy; and
- the Student Manual.

Employee disciplinary accountability relating to mishandling, concealment, retaliation, or failure to report bullying may proceed separately from learner disciplinary proceedings.

Section 47. Special Procedures for Sexual Harassment and Gender-Based Sexual Harassment

Complaints falling under Republic Act No. 7877 or Republic Act No. 11313 shall be processed through the CODI or other mechanism required by law. Protective measures may be implemented to:

- prevent contact where necessary;
- protect confidentiality;
- prevent retaliation;
- preserve evidence;
- provide a gender-sensitive environment; and
- protect the educational and employment rights of affected persons.

No complainant shall be required to confront the alleged respondent as a condition for filing a complaint. Mediation or reconciliation shall not be imposed where inappropriate because of the nature of the alleged misconduct, power imbalance, risk of retaliation, or applicable law.

Section 48. Confidentiality of Administrative Proceedings

Information regarding administrative cases shall be disclosed only to persons with legitimate authority or need to know.

Employees shall not:

- circulate complaint documents;
- publish allegations on social media;

- disclose confidential witness statements;
- share disciplinary records without authority;
- publicly identify minors involved in sensitive cases; or
- retaliate through public disclosure.

Confidentiality shall not be used to prevent:

- lawful reporting;
- cooperation with government agencies;
- exercise of legal rights;
- consultation with counsel or authorized representatives; or
- reporting of criminal or regulatory concerns.

Section 49. False or Malicious Complaints

Knowingly fabricating evidence, intentionally making a materially false accusation, or filing a complaint solely to maliciously injure another person may itself constitute misconduct.

However, ***a complaint shall not be considered false or malicious merely because it is unsubstantiated, withdrawn, dismissed, or cannot be proven.***

Good-faith reporting shall remain protected.

Section 50. Reporting to Government, Professional, or Regulatory Authorities

Where required or appropriate, the School may refer or report a matter to:

- DepEd;
- CHED;
- TESDA;
- DOLE;
- PRC;
- National Privacy Commission;
- PNP;
- NBI;
- DSWD;
- LSWDO;
- Department of Health;
- Dangerous Drugs Board;
- PDEA;

- local government authorities;
- courts; or
- other competent agencies.

Referral outside the School shall not automatically prevent the School from implementing reasonable interim protective measures or continuing its own administrative process where legally appropriate.

Section 51. Effect of Resignation or Separation During an Investigation

An employee's resignation, expiration of contract, retirement, or other separation shall not require the School to disregard or destroy information concerning a serious pending matter.

The School may continue appropriate fact-finding where necessary for:

- learner protection;
- institutional records;
- regulatory reporting;
- response to government inquiries;
- defense of legal claims;
- protection of other persons; or
- other legitimate purposes.

However, disciplinary sanctions that presuppose an existing employment relationship shall be distinguished from post-separation reporting, documentation, or legal action.

Section 52. No Retaliation for Lawful Complaints or Labor Rights

Nothing in this Chapter shall be interpreted to prohibit or punish employees for lawfully:

- raising concerns about wages or benefits;
- filing complaints with DOLE or another government agency;
- participating in lawful labor organization;
- providing testimony;

- reporting safety hazards;
- reporting child abuse;
- reporting discrimination or harassment;
- reporting data-privacy violations;
- cooperating with an official investigation; or
- exercising another right protected by law.

Discipline shall be based upon legitimate misconduct and not upon the employee's lawful exercise of protected rights.

Section 53. Offense Reference Matrix

The following matrix is illustrative and non-exclusive:

Category	Illustrative Offenses
Attendance and Work Discipline	Unauthorized absence; habitual tardiness; undertime; leaving assigned duty without authorization; falsification or proxy attendance; failure to attend required activities without valid reason
Neglect of Duty	Gross or repeated failure to perform assigned duties; failure to supervise learners; failure to submit required records; disregard of safety responsibilities
Insubordination	Willful refusal of lawful, reasonable, work-related instructions; deliberate obstruction of authorized School functions
Dishonesty and Fraud	Theft; falsification; forgery; fraudulent claims; tampering with records; unauthorized collections; misappropriation
Breach of Trust	Misuse of funds; manipulation of records; unauthorized access; deliberate concealment of material information
Child Protection	Corporal punishment; child abuse; degrading treatment; exploitation; grooming; retaliation; concealment or failure to report serious abuse

Professional Boundaries	Sexual or romantic misconduct involving learners; inappropriate private communication; favoritism; exploitation of authority
Anti-Bullying Compliance	Participating in or enabling bullying; failure to report or respond as required; retaliation against victims or witnesses
Sexual Harassment	Quid pro quo sexual conduct; abuse of authority for sexual favors; unwanted sexual advances creating a hostile environment
Gender-Based Sexual Harassment	Sexist or sexual remarks; catcalling; sexual jokes; stalking; unwanted sexual messages; gender-based online harassment
Sexual Violence/Misconduct	Sexual assault; coercive sexual conduct; sexual exploitation; non-consensual touching; facilitation or concealment
Dangerous Drugs	Possession, use, sale, distribution, trafficking, impairment on duty, tampering with lawful drug testing
Alcohol/Tobacco/Vaping	Intoxication on duty; unauthorized alcohol consumption; smoking or vaping where prohibited; providing prohibited products to minors
Violence and Threats	Assault; fighting; serious threats; intimidation; reckless conduct creating substantial danger
Weapons	Unauthorized possession, display, storage, or use of firearms, explosives, or dangerous weapons
Hazing	Organizing, participating in, permitting, concealing, facilitating, or failing to report hazing as required
Academic Integrity	Examination leakage; grade manipulation; assessment fraud; unauthorized alteration of academic records

Data Privacy	Unauthorized disclosure, access, recording, copying, posting, loss, concealment of breach, or misuse of confidential data
Cyber and Social Media	Cyberbullying; impersonation; account misuse; unauthorized School accounts; harmful disclosure of student information
School Property and Funds	Theft, intentional damage, misuse, unauthorized removal, reckless loss, unauthorized personal or commercial use
Safety and OSH	Tampering with safety devices; ignoring emergency procedures; unauthorized hazardous work; failure to report serious hazards
Conflict of Interest	Kickbacks; undisclosed financial interests; improper solicitation; misuse of School position for private gain
Abuse of Authority	Retaliatory grading; coercion; favoritism; improper use of disciplinary, academic, financial, or supervisory authority
Obstruction and Retaliation	Evidence destruction; witness intimidation; concealing reports; retaliating against complainants or witnesses
Conduct Affecting Fitness for Duty	Serious off-campus conduct with substantial connection to learner safety, professional fitness, trust, or the employee's School responsibilities

Section 54. Non-Exclusivity of Offenses

The offenses stated in this Chapter are **illustrative and not exclusive**. An act or omission not specifically listed may be subject to appropriate administrative action when it constitutes:

- a violation of a lawful School policy;
- a violation of the employment contract;

- serious misconduct;
- willful disobedience;
- gross and habitual neglect;
- fraud or breach of trust;
- an analogous just cause under labor law;
- a child-protection violation;
- a violation of professional standards;
- an offense materially affecting learner welfare or workplace safety; or
- another lawful ground for disciplinary action.

This provision shall not be interpreted to create an unrestricted power to discipline employees for arbitrary, vague, purely personal, discriminatory, or unrelated conduct.

Section 55. Regulatory References

This Chapter shall be read together with the latest applicable provisions of:

1. **Labor Code of the Philippines**, particularly Article 297 and applicable rules on due process;
2. **Republic Act No. 7610** – Special Protection of Children Against Abuse, Exploitation and Discrimination Act;
3. **DepEd Order No. 40, s. 2012** – Child Protection Policy;
4. **Republic Act No. 10627** – Anti-Bullying Act of 2013;
5. **2025 Revised Implementing Rules and Regulations of Republic Act No. 10627**;
6. **DepEd Order No. 006, s. 2026** – Guidelines on Ensuring a Safe and Motivating Learning Environment;
7. **Republic Act No. 7877** – Anti-Sexual Harassment Act of 1995;
8. **Republic Act No. 11313** – Safe Spaces Act;
9. **Republic Act No. 8353** – Anti-Rape Law of 1997;
10. **Republic Act No. 11648** – Stronger Protection Against Rape and Sexual Exploitation and Abuse;
11. **Republic Act No. 9165** – Comprehensive Dangerous Drugs Act of 2002;
12. **DOLE Department Order No. 53-03** – Drug-Free Workplace Policies and Programs for the Private Sector;
13. **Republic Act No. 11053** – Anti-Hazing Act of 2018;
14. **Republic Act No. 10173** – Data Privacy Act of 2012;

15. **Republic Act No. 9995** – Anti-Photo and Video Voyeurism Act of 2009;
16. **Republic Act No. 11058** – Occupational Safety and Health Standards Law;
17. **Republic Act No. 9211** – Tobacco Regulation Act of 2003;
18. **Republic Act No. 11900** – Vaporized Nicotine and Non-Nicotine Products Regulation Act;
19. Applicable CHED, TESDA, PRC, DOLE, DOH, NPC, DSWD, DepEd, and other regulatory issuances; and
20. Subsequent amendments, implementing rules, jurisprudence, and lawful government requirements.

Where a subsequent law or government issuance establishes a higher, more specific, or updated standard, the current applicable requirement shall prevail.

Chapter 17. Disciplinary Procedure, Memos, Notice to Explain, Hearing, Decision, and Appeal

The School shall observe substantive and procedural due process in employee discipline. No employee shall be dismissed except for just or authorized cause and after observance of the required process.

Minor concerns may be addressed through verbal reminder, coaching, counseling, written reminder, memorandum, performance conference, or corrective plan.

Serious matters shall follow the formal disciplinary process.

1. Incident report, complaint, audit finding, supervisor report, or administrative observation is received and documented.
2. The authorized supervisor, HR, administrator, or committee conducts preliminary review and determines whether immediate safety or protective action is needed.
3. For possible disciplinary action, the employee is issued a written memorandum or Notice to Explain stating the acts or omissions, relevant facts, violated policy if known, possible penalty, and period to submit an explanation.
4. The employee is given reasonable opportunity to answer, submit evidence, identify witnesses, and be heard, with assistance from a representative when allowed by policy and law.
5. The School may conduct a conference, fact-finding, administrative hearing, or committee review when needed.
6. Evidence is evaluated fairly, including documents, statements, attendance records, CCTV when available, digital records, school records, and other competent evidence.
7. A written decision or notice of resolution is issued, stating the findings, basis, and sanction or corrective measure if any.
8. An appeal or motion for reconsideration may be filed within the period set by school policy when allowed, without prejudice to remedies under law.

Complaints must be specific where possible and should identify the complainant, respondent, facts, date, place, witnesses, and supporting documents. Baseless or malicious complaints may be dismissed and may themselves be subject to action after due process.

Withdrawal of a complaint shall not automatically prevent the School from continuing an investigation when student safety, employee safety, school interest, legal compliance, or institutional integrity requires further action.

Chapter 18. Grievance, Complaint, and Reporting Mechanisms

Employees may raise workplace concerns, safety issues, harassment complaints, discrimination concerns, payroll concerns, leave concerns, assignment concerns, regulatory issues, interpersonal conflicts, student welfare concerns, or policy questions through proper channels.

The ordinary grievance route is: immediate supervisor or department head; HR Office; Principal, Dean, Program Head, or Branch Administrator; School Administrator or President; and external government authority when required or appropriate.

Good-faith reporting of unlawful conduct, child protection concerns, safety risks, data breaches, harassment, corruption, fraud, or regulatory violations is protected. Retaliation, intimidation, harassment, public shaming, or interference with a complainant, respondent, witness, or assisting person is prohibited.

The School may refer appropriate matters to DepEd, CHED, TESDA, DOLE, PRC, NPC, law enforcement, LGU, social welfare, health authorities, or other competent authorities when required by law or necessary for safety and compliance.

Chapter 19. Separation, Resignation, Non-Renewal, Termination, Final Pay, and Clearance

Separation from employment may occur through resignation, expiration of a valid fixed-term or substitute appointment, non-renewal, completion of project, retirement, authorized cause, just cause, death, disability, mutual agreement, or other lawful cause.

An employee who intends to resign without just cause shall submit written notice **at least thirty (30) calendar days before effectivity**, unless the School accepts a shorter period. Faculty are strongly encouraged to make the effective date coincide with the end of the academic term whenever practicable to protect class continuity.

For faculty planning, class continuity, and timely assignment of loads, the School may designate a Faculty Intent and Resignation Notice Period before the beginning of each succeeding semester, trimester, or school year. This planning requirement shall not invalidate a resignation otherwise made in accordance with law.

During the notice period, the employee shall complete reasonable turnover of classes, grades, academic records, student concerns, school property, keys, devices, accounts, credentials, pending reports, and continuing assignments.

Final pay, certificates of employment, clearance, and release of employment records shall be handled in accordance with law, DOLE rules, school policy, and lawful deductions or obligations. Clearance and turnover are required for orderly separation but shall not authorize forfeiture of earned wages or statutory benefits.

For termination due to authorized causes, the School shall comply with written notice requirements to the employee and DOLE, separation pay when required, and other procedures prescribed by law.

Chapter 20. Official Communication, Social Media, Brand Use, and Outside Employment

Official instructions, memoranda, notices, circulars, appointments, schedules, faculty loads, activity approvals, disciplinary notices, and policy announcements shall be issued through authorized school channels.

Employees shall use professional, respectful, and fact-based communication. Abusive, defamatory, threatening, discriminatory, harassing, obscene, or privacy-violating communication is prohibited.

The School's name, seal, logo, motto, uniform, facilities, documents, photos, videos, website, social media accounts, and institutional identity may not be used, altered, copied, published, or represented without authorization.

Employees shall not make public statements, endorsements, announcements, media appearances, fundraising campaigns, or social media posts on behalf of the School unless authorized.

Full-time personnel shall not accept regular outside employment or engagements that conflict with their duties, interfere with required availability, compromise confidentiality, compete with the School, or create conflict of interest without prior written approval from the President, School Administrator, or authorized officer.

Chapter 21. Institutional Activities, Catholic Formation, and Community Engagement

Section 1. Policy Statement

As a Catholic educational institution, Colegio de Santo Cristo de Burgos may conduct religious, spiritual, moral, civic, cultural, academic, professional, technical, recreational, and community-engagement activities consistent with its mission, educational objectives, and responsibilities toward learners and the community.

Faculty members and staff are expected to contribute to the orderly, safe, meaningful, and responsible implementation of official School activities and to participate in activities appropriate to their positions, assignments, schedules, and responsibilities.

Employees shall help foster the School's core values through instruction, professional conduct, service, student guidance, classroom and training management, community involvement, and respect for the dignity of all persons.

Section 2. Coverage

This Chapter applies to activities organized, sponsored, endorsed, hosted, funded, or otherwise officially recognized by the School, including activities initiated by:

1. Academic departments;
2. Junior and Senior High School;
3. College programs;
4. TESDA programs and Diploma programs;
5. Administrative offices;
6. Faculty and staff;
7. Class advisers;
8. Student and trainee organizations;
9. Clubs and recognized organizations;
10. Student councils;
11. School committees;

12. Partner organizations acting with the School; and
13. Other persons or groups acting in the name of Colegio de Santo Cristo de Burgos.

It applies to both **on-campus and off-campus activities**, including online or hybrid activities when these are formally organized by or represented as activities of the School.

Section 3. Mandatory Pre-Activity Approval

No proposed School activity shall proceed without prior authorization through the prescribed School activity-approval process.

*A **fully completed and duly signed Pre-Activity Form or Activity Form is mandatory before the conduct of any School-sanctioned activity, event, program, or organized undertaking.***

The requirement applies regardless of whether the activity:

- requires School funding;
- uses School facilities;
- is conducted during or outside regular class hours;
- is conducted on or off campus;
- involves only a small number of participants;
- is initiated by a faculty member, employee, class, or organization; or
- has previously been discussed verbally with a School official.

Verbal permission, informal conversations, text messages, group-chat discussions, or preliminary expressions of approval shall not constitute final authorization to conduct an activity.

Section 4. Seven-Day Submission Requirement

The completed Activity Form shall ordinarily be submitted to the **Human Resource Development Office (HRDO)** or other office subsequently designated by the School Administration **at least seven (7) calendar days before the proposed date of the activity**.

The seven-day period is intended to provide sufficient time for:

1. Administrative review;
2. Scheduling;
3. Facility reservation;
4. Security arrangements;
5. Maintenance preparation;
6. Equipment allocation;
7. Financial and budget review when applicable;
8. Learner-supervision planning;
9. Medical and emergency planning;
10. Transportation arrangements;
11. Coordination with parents or guardians when required;
12. Data-privacy and documentation review;
13. Coordination with external parties;
14. Academic-calendar review; and
15. Other institutional preparations.

Submission of the form does **not** mean that the activity has been approved. The activity may proceed only after the required approvals and signatures have been obtained.

Section 5. Consequences of Failure to Secure Approval

An activity for which the required Activity Form has not been submitted, completed, and approved within the prescribed procedure shall **not be permitted to proceed**. Failure to comply may result in:

16. Cancellation of the proposed activity;
17. Postponement or rescheduling;
18. Denial of venue or facility use;
19. Non-release of School equipment, vehicles, materials, or supplies;
20. Non-release or non-processing of proposed School funds;
21. Withdrawal of authority to represent the School;
22. Denial of student or trainee participation until proper authorization has been completed; and
23. Appropriate administrative action when an employee knowingly proceeds with an unauthorized activity.

No faculty member, employee, adviser, student officer, or organization may circumvent this requirement by characterizing an organized School activity as an informal gathering when its actual nature demonstrates that it is School-sponsored, School-directed, or being conducted under School authority.

Section 6. No Unauthorized Exceptions

No employee, department, class, club, organization, or activity organizer may independently waive the Activity Form requirement. Activities shall not proceed solely on the basis of:

- verbal approval;
- presumed approval;
- prior practice;
- previous approval of a similar activity;
- urgency caused by late planning;
- financial commitments already made by the organizer; or
- representations made to students, parents, guests, or outside organizations before approval.

Where an urgent activity is initiated directly by the School Administration because of an emergency, regulatory requirement, public-safety need, or other exceptional institutional necessity, the written directive or authorization of the duly authorized School official may serve as the official authorization, subject to completion of necessary documentation as directed.

Section 7. Required Contents of the Activity Proposal

Depending on the nature of the proposed activity, the Activity Form may require information including:

24. Title of activity;
25. Nature and purpose of the activity;
26. Educational or institutional objectives;
27. Sponsoring department, office, class, or organization;
28. Faculty adviser or employee-in-charge;
29. Proposed date and time;

30. Venue;
31. Expected participants;
32. Target student or trainee population;
33. Guest speakers, facilitators, performers, or external participants;
34. Program or activity flow;
35. Required facilities;
36. Equipment and technical requirements;
37. Proposed budget;
38. Source of funds;
39. Collection of fees or contributions, if any;
40. Food or catering arrangements;
41. Transportation arrangements;
42. Security arrangements;
43. Medical or first-aid arrangements;
44. Emergency procedures;
45. Learner-supervision assignments;
46. Parent or guardian consent requirements;
47. Child-protection considerations;
48. Data-privacy considerations;
49. Photography, video, or media requirements;
50. Insurance or waiver requirements when appropriate;
51. External permits or coordination when required; and
52. Other information reasonably required by the School.

Incomplete proposals may be returned to the organizer for completion before approval.

Section 8. Review and Approval

The School may review a proposed activity for:

- educational relevance;
- consistency with the mission and values of the School;
- learner welfare;
- child protection;
- health and safety;
- financial feasibility;

- appropriateness of venue;
- availability of personnel;
- security requirements;
- academic-calendar conflicts;
- regulatory compliance;
- potential disruption of classes;
- transportation safety;
- data privacy;
- institutional reputation; and
- other legitimate considerations.

The School may:

1. Approve the activity;
2. Approve it subject to conditions;
3. Require modifications;
4. Require additional documentation;
5. Require a change in date or venue;
6. Require additional supervision;
7. Defer the activity; or
8. Disapprove the proposal.

No organizer shall materially change an approved activity without appropriate authorization when the change affects the date, venue, purpose, participants, budget, safety arrangements, transportation, or other material conditions of approval.

Section 9. Responsibility of the Activity Organizer

The faculty member, employee, adviser, committee head, or other person designated as the **Activity Organizer or Person-in-Charge** shall be responsible for ensuring compliance with the approved activity plan. The organizer shall:

1. Ensure that the activity has been properly approved before implementation;
2. Follow the approved date, venue, program, budget, and participant arrangements;

3. Coordinate with appropriate School offices;
4. Ensure adequate supervision of learners;
5. Brief participating employees and students regarding appropriate conduct and safety requirements;
6. Ensure compliance with child-protection requirements;
7. Ensure that emergency procedures are reasonably established;
8. Coordinate transportation, security, clinic, maintenance, and technical requirements when applicable;
9. Safeguard School equipment and property;
10. Account for approved School funds and collections;
11. Report serious incidents immediately;
12. Ensure that learners are released, dismissed, transported, or turned over safely when applicable; and
13. Complete any required post-activity documentation.

Approval of an activity does not relieve the organizer and assigned personnel from the duty to exercise reasonable care and supervision.

Section 10. Faculty and Staff Supervision of Learners

Where students or trainees participate in an official activity, adequate faculty or staff supervision shall be maintained. Assigned supervisors shall:

1. Know the general location and activities of participants;
2. Maintain appropriate professional boundaries;
3. Enforce reasonable School rules;
4. Respond to emergencies appropriately;
5. Prevent foreseeable unsafe conduct when reasonably possible;
6. Report bullying, harassment, sexual misconduct, abuse, threats, substance-related concerns, or serious misconduct;
7. Avoid leaving minors unsupervised under circumstances requiring responsible adult supervision; and
8. Follow attendance, dismissal, transportation, and turnover procedures established for the activity.

Employees shall not assume that learner-supervision responsibilities end merely because an activity is conducted outside the classroom.

Section 11. Child Protection and Anti-Bullying During Activities

All official activities shall comply with the School's Child Protection Policy; Anti-Bullying Policy; Safe Spaces Policy; Anti-Sexual Harassment Policy; Student and Trainee Manual; and other applicable safeguarding procedures.

Bullying, hazing, humiliating initiation, physical punishment, sexual harassment, gender-based sexual harassment, exploitation, coercion, retaliation, and other abusive behavior are prohibited during all School activities.

Employees who witness or receive information concerning such conduct shall follow the appropriate reporting and intervention procedures.

Section 12. Catholic Formation and Religious Activities

As a Catholic educational institution, the School may conduct activities including:

- Holy Mass;
- prayer services;
- Angelus;
- recollections;
- retreats;
- religious processions;
- devotional activities;
- formation sessions;
- outreach activities;
- charitable programs;
- religious celebrations; and
- other activities consistent with the Catholic identity of the institution.

Employees assigned specific responsibilities during such activities are expected to perform their duties respectfully and responsibly.

Employees shall contribute to an atmosphere of reverence and appropriate decorum during religious observances.

Personnel who do not share the Catholic faith are nevertheless expected to respect the Catholic identity of the institution and to maintain appropriate decorum during institutional religious activities.

Section 13. Religious and Cultural Accommodation

Employees whose sincerely held religious or cultural beliefs may be materially affected by a particular activity should raise the concern through proper channels sufficiently in advance whenever practicable. The School may provide a reasonable accommodation when:

1. The request is made in good faith;
2. The accommodation does not fundamentally compromise the Catholic identity or legitimate mission of the School;
3. It does not impose an unreasonable operational or safety burden;
4. It does not adversely affect learner supervision or required services; and
5. It is otherwise consistent with applicable law.

An accommodation may include an alternative assignment, modified participation, or another reasonable arrangement where appropriate.

Section 14. Attendance at Official School Activities

Employees may be required to attend official activities reasonably connected with their positions, responsibilities, professional development, learner supervision, School operations, or institutional functions. These may include:

- orientations;
- assemblies;
- faculty and staff meetings;
- commencement and recognition exercises;
- graduation ceremonies;
- institutional anniversaries;
- religious activities;
- accreditation activities;
- training;
- emergency drills;
- community programs;
- School celebrations;
- parent activities;
- professional-development programs; and
- other duly authorized institutional activities.

Employees who are unable to attend a required activity shall follow applicable attendance and excuse procedures.

Unjustified failure to attend a duly required activity may be addressed under the attendance and work-discipline provisions of this Manual.

Section 15. Student and Trainee Organization Activities

Faculty advisers and employees assigned to recognized student or trainee organizations shall ensure that organization activities are properly authorized. An organization shall not:

1. Conduct an official activity without an approved Activity Form;
2. Collect money without appropriate authorization;
3. Represent the School externally without approval;
4. Invite external speakers, organizations, sponsors, or partners without authorization;
5. Use School facilities outside approved arrangements;
6. Organize overnight, off-campus, travel, initiation, fundraising, or high-risk activities without required approval;
7. Conduct hazing or harmful initiation;
8. Use the School name, seal, logo, or identity without authorization; or
9. Undertake activities materially different from the approved proposal.

The faculty adviser shall provide reasonable guidance and shall promptly inform School authorities of serious concerns.

Section 16. Off-Campus Activities

Activities conducted outside School premises shall require appropriate planning proportionate to their nature and risk. The School may require:

1. Parent or guardian consent for minors;
2. Participant waivers or acknowledgments;
3. Medical or health information reasonably necessary for safety;
4. Emergency contact information;
5. Transportation arrangements;
6. Faculty or staff supervisors;

7. Attendance and head-count procedures;
8. Emergency plans;
9. Insurance when appropriate;
10. Coordination with the venue or partner institution;
11. Risk assessment;
12. Local permits or government coordination when applicable; and
13. Other safety requirements.

The School may cancel, postpone, relocate, or terminate an activity when weather, security, health, transportation, public-safety, or other circumstances create unreasonable risk.

Section 17. Transportation and School Vehicles

Use of School vehicles for activities requires prior authorization. Only duly authorized and properly licensed drivers may operate School vehicles.

Activity organizers shall not independently hire, borrow, or arrange transportation in the name of the School without proper approval. Where outside transportation providers are used, the School may require reasonable verification of:

- vehicle condition;
- driver's qualifications;
- permits;
- insurance;
- seating capacity; and
- other safety requirements.

Overloading, unsafe transportation arrangements, and unauthorized passengers are prohibited.

Section 18. Financial Accountability and Collections

No employee, adviser, student officer, class, organization, or department may collect money, solicit donations, impose contributions, conduct fundraising, or incur financial obligations in the name of the

School without appropriate authorization. Where financial activity is approved:

1. Collections shall follow established accounting procedures;
2. Official documentation shall be maintained;
3. School funds shall not be deposited into personal accounts unless expressly authorized under a lawful and documented arrangement;
4. Expenses shall be supported by appropriate receipts or documentation;
5. Unused funds shall be accounted for and returned as required;
6. Sponsors and donors shall be properly documented; and
7. The organizer shall submit required liquidation or financial reports.

Unauthorized collections or misuse of activity funds may constitute a disciplinary offense.

Section 19. Use of School Facilities and Equipment

Approval of an activity does not automatically guarantee unrestricted use of facilities or equipment. Facilities and equipment shall be released only according to approved arrangements and availability. Organizers shall:

1. Use facilities only for their approved purpose;
2. Observe capacity and safety limitations;
3. Protect School property;
4. Maintain cleanliness and order;
5. Prevent unauthorized access to restricted facilities;
6. Return equipment promptly and in proper condition; and
7. Report loss or damage immediately.

School facilities, equipment, vehicles, or other institutional resources shall not be released for an activity that has no approved Activity Form or other valid written authorization.

Section 20. Food, Health, Medical, and Emergency Considerations

Activities involving food, strenuous physical activity, travel, large gatherings, outdoor activities, laboratories, workshops, or other increased risk may require additional health and safety arrangements. The School may require:

- first-aid personnel;
- clinic coordination;
- emergency medical supplies;
- emergency transportation;
- participant health declarations where appropriate;
- food-safety measures;
- hydration and rest arrangements;
- emergency communication procedures; and
- referral protocols.

Serious accidents, injuries, medical emergencies, or safety incidents shall be reported immediately and documented through the appropriate School procedure.

Section 21. Data Privacy, Photography, and Media

Documentation of official activities shall comply with the School's Data Privacy and Media policies. Employees and organizers shall take reasonable steps to ensure that:

1. Photographs, videos, livestreams, and recordings are undertaken only for appropriate purposes;
2. Required consent or authorization is obtained where applicable;
3. Sensitive personal information is not unnecessarily disclosed;
4. Images or recordings involving minors are used responsibly;
5. Private, humiliating, sensitive, or inappropriate material is not publicly posted;
6. Official School social media accounts are used only by authorized persons; and

7. School records and confidential information are not exposed during activity documentation.

Section 22. External Speakers, Guests, Partners, and Organizations

Inviting external speakers, trainers, performers, companies, organizations, government representatives, religious groups, advocacy groups, or other external parties requires prior approval. The School may evaluate:

- relevance to the activity;
- appropriateness for learners;
- professional credentials;
- safety;
- content;
- potential conflicts of interest;
- commercial promotion;
- political or partisan activity;
- child-protection considerations; and
- institutional reputation.

No employee may independently bind the School to an external partnership, financial obligation, sponsorship, or endorsement without proper authority.

Section 23. Political and Advocacy Activities

School activities involving political, electoral, advocacy, or controversial public matters shall require specific approval from School Administration.

Employees shall not use learners, School facilities, School resources, official classes, institutional accounts, or their position to improperly compel participation in partisan political activity.

Nothing in this provision shall prohibit legitimate civic education, academic discussion, voter education, community engagement, or other lawful educational activities approved by the School.

Section 24. Community Engagement and Outreach

The School encourages responsible participation in charitable, civic, environmental, educational, religious, and community-service activities aligned with its mission. Community-engagement activities should:

1. Have legitimate educational, civic, spiritual, or social objectives;
2. Respect the dignity of beneficiaries;
3. Avoid exploitative documentation;
4. Protect minors and vulnerable persons;
5. Observe data privacy;
6. Coordinate appropriately with partner organizations or communities;
7. Account for donations and resources; and
8. Promote service rather than personal or organizational self-promotion.

Section 25. Cancellation, Postponement, or Termination of Activities

The School reserves the right to cancel, postpone, suspend, relocate, modify, or terminate an approved activity when reasonably necessary because of:

- non-compliance with approval requirements;
- safety concerns;
- weather conditions;
- public emergencies;
- security threats;
- inadequate supervision;
- regulatory requirements;
- lack of required consent;
- budgetary issues;
- conflict with School operations;
- misconduct;
- material deviation from the approved proposal; or
- other legitimate institutional considerations.

The authority to stop an unsafe or unauthorized activity may be exercised immediately by an authorized School official.

Section 26. Post-Activity Responsibilities

The Activity Organizer may be required to submit a post-activity report within the period prescribed by the School. The report may include:

1. Actual attendance;
2. Summary of activities conducted;
3. Evaluation of objectives;
4. Incident or accident reports;
5. Photographs or documentation;
6. Financial liquidation;
7. Inventory of equipment used;
8. Feedback or evaluation results;
9. Problems encountered;
10. Recommendations; and
11. Other required documentation.

Failure to complete required post-activity accountability may affect approval of future activities and may be addressed administratively when repeated or serious.

Section 27. Accountability for Unauthorized Activities

An employee who knowingly organizes; authorizes without proper authority; permits; conducts; directs learners to participate in; or represents as School-approved an activity that has not received the required authorization may be subject to corrective or disciplinary action under **Chapter 16, Offenses and Corrective/Disciplinary Measures**.

The seriousness of the matter shall depend upon circumstances including:

- whether learners were involved;
- whether safety was compromised;
- whether funds were collected;
- whether School facilities or resources were used;
- whether external parties were involved;
- whether the School was publicly represented;

- whether the employee had previously been reminded of the requirement; and
- whether actual harm or institutional liability resulted.

An unauthorized activity shall not become valid merely because it was completed without incident.

Section 28. Relationship to Other Policies

This Chapter shall be read together with applicable provisions of the:

- Student and Trainee Manual;
- Child Protection Policy;
- Anti-Bullying Policy;
- Safe Spaces and Anti-Sexual Harassment Policy;
- Faculty and Staff Code of Conduct;
- Data Privacy Policy;
- Occupational Safety and Health Policy;
- Drug-Free Workplace Policy;
- financial and procurement policies;
- transportation policies;
- emergency and disaster procedures; and
- other School policies relevant to institutional activities.

Where another policy establishes a more specific safety, regulatory, or procedural requirement for a particular activity, the more specific requirement shall apply.

Section 29. Institutional Activity Approval Principle

As a standing institutional rule:

No School-sanctioned activity shall proceed without proper written approval. A fully accomplished and approved Activity Form must ordinarily be on file before any activity is implemented, facilities or equipment are released, School funds are used, or students and trainees are formally directed to participate.

Compliance with this requirement is a shared responsibility of activity organizers, advisers, department heads, and approving authorities.

The purpose of the requirement is not merely administrative. It is intended to ensure that every School activity is **properly planned, safely conducted, educationally appropriate, adequately supervised, financially accountable, and consistent with the mission and responsibilities of Colegio de Santo Cristo de Burgos.**

Chapter 22. Implementation, Amendments, and Savings Clause

This Manual shall take effect upon approval by the School and proper dissemination to concerned personnel. Employees may be required to sign an acknowledgment that they have received, read, understood, and agreed to comply with this Manual.

The School may amend, revise, suspend, or supplement this Manual to comply with new laws, wage orders, DepEd orders, CHED memorandum orders, TESDA circulars, DOLE rules, NPC issuances, OSH standards, accreditation requirements, institutional needs, or lawful directives.

No amendment shall reduce protected wages, vested benefits, accrued service credit, security of tenure, or rights guaranteed by law. Invalid provisions shall be modified to conform to law without affecting the validity of the rest of the Manual.

This Manual supplements employment contracts, appointment letters, job descriptions, memoranda, and school policies. In case of conflict, the more specific lawful agreement or policy shall apply, provided that no protected statutory right is diminished.

Appendices and Forms

The following forms may be maintained by the School and updated from time to time. Kindly contact the HR Department for copies of such forms.

- Employee Information Sheet
- Employment Application Checklist
- Appointment Letter / Employment Agreement
- Job Description and Conforme
- Faculty Load and Equivalent Load Unit Form
- Class Adviser Designation
- Leave Application Form
- Official Business Slip
- Overtime / Rest Day / Holiday Work Authorization
- Incident Report Form
- Notice to Explain Template
- Employee Explanation Form
- Notice of Administrative Hearing
- Minutes of Hearing / Conference Form
- Decision / Notice of Resolution
- Performance Evaluation Form
- Performance Improvement Plan
- Data Privacy and Confidentiality Undertaking
- Conflict of Interest Disclosure
- Return-to-Work / Fit-to-Work Form
- Clearance and Turnover Form
- Exit Interview Form
- CODI Complaint Form
- OSH Incident / Near-Miss Report Form

Employee Handbook Acknowledgment

I acknowledge that I have received, read, and understood the Colegio de Santo Cristo de Burgos Faculty and Staff Manual, including the policies on duties, attendance, compensation, benefits, conduct, confidentiality, data privacy, OSH, student welfare, discipline, due process, and separation. I agree to comply with the Manual, my employment contract, job description, lawful school policies, and applicable government regulations.

_____

Employee's Name and Signature
Position: _____
Date: _____

References / Legal and Policy Bases

1. Labor Code of the Philippines, as amended, including provisions on regular, probationary, and fixed-term employment; wages; working conditions; termination; resignation; and statutory benefits.
2. Department Order No. 147-15, Series of 2015, Amending the Implementing Rules and Regulations of Book VI of the Labor Code on termination of employment.
3. DOLE Handbook on Workers' Statutory Monetary Benefits, latest available edition.
4. Republic Act No. 11058 and Department Order No. 198-18, Occupational Safety and Health Law and Implementing Rules.
5. Republic Act No. 10173, Data Privacy Act of 2012, its IRR, and National Privacy Commission issuances.
6. Republic Act No. 7877, Anti-Sexual Harassment Act of 1995.
7. Republic Act No. 11313, Safe Spaces Act.
8. Republic Act No. 11210, Expanded Maternity Leave Law.
9. Republic Act No. 8187, Paternity Leave Act.
10. Republic Act No. 8972, as amended by Republic Act No. 11861, Solo Parents' Welfare Act.
11. Republic Act No. 9262, Anti-Violence Against Women and Their Children Act.
12. Republic Act No. 9710, Magna Carta of Women, including special leave benefit for women when applicable.
13. Republic Act No. 7722, Higher Education Act of 1994.
14. CHED Memorandum Order No. 40, s. 2008, Manual of Regulations for Private Higher Education (MORPHE).
15. CHED Memorandum Order No. 09, s. 2013, Enhanced Policies and Guidelines on Student Affairs and Services.
16. CHED Memorandum Order No. 104, s. 2017, Revised Guidelines for Student Internship Program in the Philippines.
17. CHED Memorandum Order No. 63, s. 2017, Policies and Guidelines on Local Off-Campus Activities.
18. CHED Memorandum Orders on flexible/onsite learning and applicable program-specific Policies, Standards and Guidelines.
19. DepEd Order No. 40, s. 2012, DepEd Child Protection Policy, and related DepEd child protection, anti-bullying, and private school regulations.
20. Republic Act No. 10627, Anti-Bullying Act of 2013, and applicable DepEd implementing rules.
21. TESDA Act of 1994, UTPRAS guidelines, TESDA Training Regulations, Competency Standards, scholarship guidelines, assessment and certification procedures, and applicable TESDA circulars.
22. Professional Regulation Commission laws and rules applicable to professional