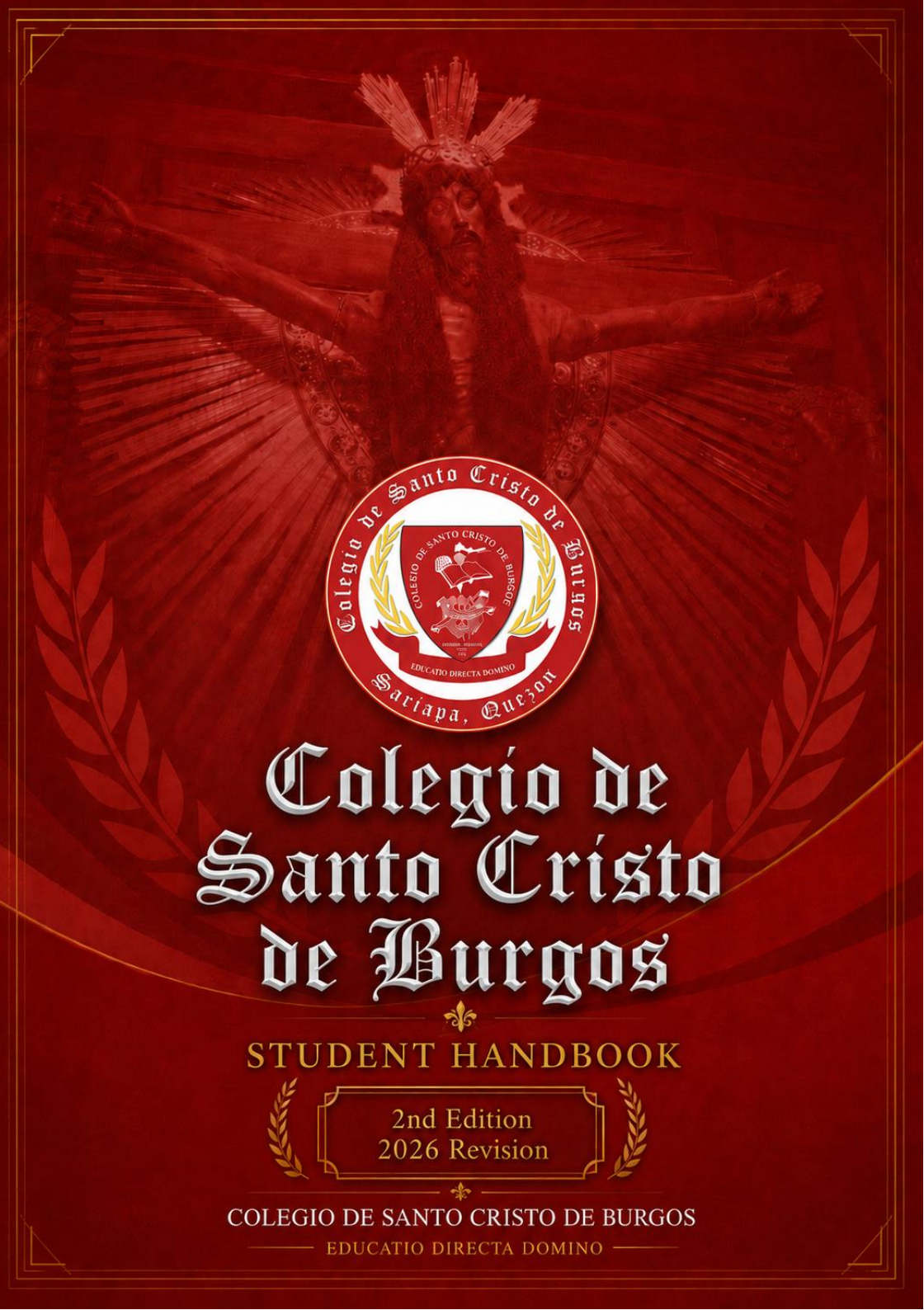

Colegio de Santo Cristo de Burgos

STUDENT HANDBOOK

2nd Edition
2026 Revision

COLEGIO DE SANTO CRISTO DE BURGOS

EDUCATIO DIRECTA DOMINO

PERSONAL DATA SHEET

Name: _____
Address: _____
Phone Number: _____
Birthday: _____
(Month) (Day) (Year)
Father's Name: _____
Mother's Name: _____

In case of accident or emergency, please be so kind to inform: _____

CONFORME

I, as a bona fide student of Colegio de Santo Cristo de Burgos, have read and understood the contents of the student handbook and do hereby accept and promise to abide by the rules and regulations of the College to the best of my abilities.

In this regard, I affix my signature on this page as confirmation.

_____
Signature of Student over Printed Name

_____ _____
Course, Year & Section Date Attested

_____
Signature of Parent/Guardian over Printed Name

NOTE: THIS PAGE SHALL BE DETACHED AND RETURNED TO THE OFFICE OF THE COLLEGE DEAN / SENIOR HIGH SCHOOL PRINCIPAL

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WELCOME MESSAGE

We, at Colegio de Santo Cristo de Burgos, warmly welcome you all to our humble institution.



Dr. Mary Joyce Monzon
CDSCDB School President

Today, we welcome our Junior and Senior High School students, our College students, and our TESDA trainees, including those enrolled in Technical-Vocational courses and TESDA Diploma programs. Though you may come from different backgrounds and may be pursuing different paths, you are all here for one meaningful purpose: to learn, to grow, and to prepare yourselves for the future that you dream of and deserve.

Education is one of the most powerful gifts a person can receive. It is not merely the act of attending classes, answering examinations, or completing requirements. It is the process of discovering who you are, developing what you can become, and learning how your talents, skills, and values can be used for a greater purpose. Education trains the mind to think clearly, the heart to choose wisely, and the hands to work responsibly.

Through education, we begin to understand the world around us. We learn from the lessons of the past, respond to the challenges of the present, and prepare for the opportunities of tomorrow. It is like opening the door of a once-locked room and realizing that beyond it is a wider world filled with possibilities, hope, and purpose.

Every learner deserves the opportunity to receive quality education, regardless of circumstance. This is what every parent hopes for their child, and this is what every school must strive to provide. Education is more than a privilege; it is a powerful equalizer. It gives each learner the chance to rise above limitations, overcome difficulties, and build a life of dignity, service, and success.

To our High School students, these years are the foundation of your character, discipline, values, and dreams. This is the time when you begin to understand yourself more deeply, discover your strengths, and prepare for the greater responsibilities that await you.

To our College students, your education is a preparation for professional life and meaningful service. It will challenge you not only to master theories and concepts, but also to develop perseverance, leadership, accountability, and the courage to contribute to your chosen field.

To our TESDA trainees, your training is a pathway toward competence, livelihood, employment, entrepreneurship, and professional growth. The skills you develop are not simply requirements to be completed; they are tools that can help you support your families, serve your communities, and build a stable and honorable future.

Many successful people began with little more than determination, faith, and the willingness to learn. Through education and training, they were able to transform their lives. Regardless of gender, religion, economic status, or chosen field, education remains a lifeblood of progress and personal growth. As John F. Kennedy once said, “Let us think of education as the greatest means of developing our greatest abilities, because in each of us, there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.”

To our dear students and trainees, there may be times when you will ask yourselves, “Why should I continue?” “Why should I finish my studies?” or “Why should I complete my training?” The answer is simple but powerful: because your future is worth the effort.

Education opens doors. It gives you knowledge, skills, discipline, confidence, and opportunities. It prepares you not only to find work, but to create meaning in your work. It prepares you not only to succeed for yourself, but also to become a source of strength for your family and your community.

The road will not always be easy. There will be sacrifices, challenges, delays, and moments of doubt. But remember that every lesson, every assignment, every activity, every duty, every assessment, and every examination is shaping you into someone stronger, wiser, and more prepared for life beyond the classroom and the training center.

At Colegio de Santo Cristo de Burgos, we believe that every learner carries a dream, and every dream deserves guidance, patience, and opportunity. We remain committed to helping you discover your potential, develop your skills, strengthen your character, and pursue a future filled with dignity and hope.

Whether you are a High School student, College student, or TESDA trainee, you are part of one Burgosian community. May you always remember that your journey here is not only about earning grades, completing requirements, or receiving certificates and diplomas. It is about becoming the person you are meant to be.

Once again, welcome to Colegio de Santo Cristo de Burgos. May your stay with us be meaningful, productive, and inspiring. May you learn with humility, work with dedication, dream with courage, and rise with purpose.

Part I. 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.

Part II. Common Institutional Student Welfare and Protection Manual

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

1. Provide student-centered support services that promote academic success, welfare, safety, and holistic formation.
2. Coordinate student activities, records, guidance, health, technology, learning resources, and facility use through appropriate offices.
3. Assist students in adjusting to school life and in meeting academic, training, behavioral, and institutional requirements.
4. Support the implementation of policies on safe learning environments, anti-bullying, anti-harassment, data privacy, responsible technology use, and student discipline.
5. Ensure that student concerns are handled fairly, promptly, respectfully, and through proper channels.
6. 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.

Office Schedules and Updated Procedures

Office schedules, forms, fees, processing periods, service procedures, and contact details may be updated by the school as necessary. Students should consult official announcements or the concerned office for current instructions.

Chapter 2. Rights and Responsibilities

Section 1. Rights of Students and Trainees

- To receive quality education and training tailored to the program or qualifications enrolled in.
- To learn in a safe, inclusive, humane, and motivating environment.
- To be treated with dignity and respect regardless of age, sex, gender, disability, religion, ethnicity, socioeconomic status, and political belief.
- To access clear information regarding school policies, academic requirements, training standards, grading systems, assessment standards, and disciplinary procedures.
- To experience fair, transparent, timely, and confidential evaluation of academic or training performance.
- To request clarification regarding grades, scores, assessments, or competency results.
- To access comprehensive student support services, including guidance and counseling, medical, safety, and referral services.
- To participate in recognized student or trainee organizations subject to school rules.
- To raise grievances or complaints without fear of retaliation, provided that such complaints are made in good faith.
- To be given due process in disciplinary, academic, and administrative proceedings.
- To have personal and educational records protected in accordance with data privacy and confidentiality rules.

Section 2. Responsibilities of Students and Trainees

- Uphold the name, honor, mission, and values of the school.
- Comply with the school rules, lawful instructions, safety protocols, and academic or training requirements.
- Treat teachers, faculty, trainers, personnel, fellow students, visitors, and community partners with utmost respect and courtesy.
- Practice honesty, integrity, and responsibility in academic work, training outputs, school records, and digital conduct.

- Attend required classes, training sessions, assemblies, orientations, and required activities punctually.
- Safeguard school property, tools, equipment, books, facilities, information systems, and learning resources.
- Refrain from bullying, harassment, discrimination, violence, cheating, plagiarism, falsification, theft, vandalism, substance abuse, and other prohibited acts.
- Promptly report emergencies, safety hazards, abuse, harassment, bullying, threats, and serious misconduct to proper school authorities.
- Keep parents or guardians informed about academic performance, conduct, school activities, and other concerns requiring support.

Section 3. Code of Conduct, Social Norms and General Behavior

All students of Colegio de Santo Cristo de Burgos shall be treated with dignity and respect. In return, every student is expected to conduct oneself at all times in a manner consistent with the values of a mature, responsible, and respectful member of the school community, whether on or off campus, in physical spaces, or in online platforms. Students shall show respect for authority, for the rights and welfare of fellow students, for school personnel, for personal privacy, and for the good name of the institution.

To preserve an atmosphere conducive to learning, formation, discipline, safety, data privacy, and Christian values, students are expected to observe the following norms:

A. Prayers Before the Start of Classes and Regular Celebration of the Holy Mass

As part of the Catholic identity and spiritual formation of the school, the Angelus may be observed at 12:00 noon. When the Angelus bell rings, students are expected to pause from unnecessary movement and conversation, stand respectfully where appropriate, and maintain silence during the prayer.

Students who are not of the Catholic faith or who, for reasons of conscience or religious belief, do not participate in the prayer are

nevertheless expected to observe respectful silence and decorum during the observance.

B. On-Campus Conduct

The school is considered a second home. Students are therefore expected to help make the campus a suitable, safe, clean, orderly, and comfortable place for learning and formation.

Students shall:

1. Properly wear their school identification card properly within the school campus and present it when required by school authorities.
2. Observe cleanliness and avoid littering in classrooms, corridors, restrooms, canteen areas, libraries, laboratories, offices, recreational areas, and other school premises.
3. Use school facilities, furniture, books, tools, equipment, instructional materials, and other properties with reasonable care.
4. Refrain from writing on, damaging, tampering with, misusing, stealing, or destroying school property.
5. Report damaged facilities, unsafe areas, lost items, or security concerns to the proper school office.
6. Observe posted signs, safety reminders, office procedures, and instructions of authorized school personnel.
7. Conduct oneself with courtesy and respect toward administrators, faculty members, trainers, staff, security personnel, visitors, and fellow students.
8. Respect the privacy, dignity, and safety of others in all campus areas, including classrooms, offices, restrooms, changing areas, clinics, libraries, laboratories, and other shared spaces.

Any loss, breakage, or damage to school property caused by a student through negligence, misuse, or intentional act may require repair, replacement, or payment of the cost of damage, without prejudice to disciplinary action when warranted.

C. Use of Restrooms, Changing Areas, and Similar Private Facilities

Students shall respect the privacy, safety, dignity, and intended use of restrooms, changing areas, clinic areas, and other private or restricted facilities.

Restrooms, changing areas, and similar facilities designated for a particular sex, group, or purpose shall be used only by those for whom the facility is designated, unless otherwise permitted by school policy, emergency circumstances, disability accommodation, medical need, or authorization from proper school personnel.

Students shall not loiter, play, take photographs or videos, record audio, peep, harass, bully, intimidate, vandalize, or engage in any conduct that violates privacy, safety, modesty, or proper use of such facilities.

Concerns regarding facility use, privacy, safety, disability accommodation, medical needs, or special circumstances should be referred to the Principal, College Dean, Program Head, Guidance Office, Medical Affairs Department, or other authorized school official for appropriate and respectful handling.

D. Classroom Conduct

The classroom is a place for formal instruction, learning, discussion, and formation. Students are therefore expected to maintain an atmosphere of respect, attentiveness, discipline, and cooperation.

Students shall:

1. Show respect and courtesy to professors, teachers, trainers, classmates, visitors, and school personnel.
2. Attend classes regularly and punctually.
3. Enter and leave the classroom quietly and in an orderly manner.
4. Wait outside the classroom quietly when another class is still ongoing or when the previous class has not yet fully left the room.
5. Listen attentively, participate appropriately, and comply with reasonable classroom procedures.
6. Refrain from boisterous conduct, whistling, shouting, running, horseplay, unnecessary movement, offensive teasing, or any act that distracts other students or disrupts ongoing class activities.
7. Use respectful and appropriate language at all times.

8. Avoid insulting, discriminatory, degrading, malicious, obscene, or offensive remarks, gestures, or behavior directed toward any person.
9. Use the whiteboard, blackboard, markers, chalk, projectors, computers, laboratory materials, and other instructional equipment only for authorized academic purposes.
10. Keep feet off chairs, tables, walls, and other furniture.
11. Handle classroom equipment and learning materials with reasonable care and return them properly after use.
12. Keep the classroom clean and orderly.
13. Avoid eating inside the classroom unless allowed by the teacher or authorized school official for valid reasons.
14. Follow the teacher's classroom rules, safety reminders, and lawful instructions.

Students who fail to observe ordinary classroom procedures or who commit disrespectful, disruptive, unsafe, or improper conduct may be referred to the Class Adviser, Guidance Office, Office of Student Affairs, Principal, College Dean, Program Head, or other proper school authority for appropriate action and due process.

E. Off-Campus Conduct

Students are associated with the school even beyond the campus, especially when wearing the school uniform, joining school-related activities, representing the school, or being publicly identified as students of Colegio de Santo Cristo de Burgos. They are therefore expected to conduct themselves in a manner befitting a disciplined, cultured, and responsible person.

Students shall:

1. Uphold the dignity and good name of the school in public places, online spaces, community activities, and off-campus engagements.
2. Refrain from any behavior that may bring dishonor to themselves, their families, fellow students, or the school.
3. Refrain from using the name, seal, logo, uniform, official documents, photographs, facilities, or identity of the school for publicity, solicitation, endorsement, representation, online

posting, or public activity without prior permission from authorized school officials.

4. Participate in competitions, conferences, performances, plays, bands, choirs, contests, community activities, associations, societies, organizations, rallies, public gatherings, or similar activities as official representatives of the school only with prior authorization from the Principal, College Dean, Program Head, or authorized school official.
5. Observe school rules during field trips, outreach activities, retreats, recollections, seminars, trainings, competitions, work immersion, internship, practicum, OJT, supervised industry learning, and other officially sanctioned off-campus activities.

Participation in outside activities in a purely private capacity is not prohibited, provided that the student does not claim to represent the school, use school symbols without permission, or violate school rules, applicable law, or the rights of others.

F. Courtesy Toward School Authorities and Personnel

In all dealings with administrators, faculty members, trainers, office personnel, maintenance personnel, security personnel, and other school staff, students shall observe politeness, respect, and proper etiquette.

School officials, teachers, trainers, and authorized personnel may call the attention of students who display unbecoming behavior within the campus or during officially sanctioned school activities outside the campus.

G. Respectful Interaction

Healthy, respectful, and appropriate interaction among students is encouraged. However, acts, words, gestures, jokes, teasing, online posts, or behavior that humiliate, offend, discriminate, harass, intimidate, or violate the dignity of another person shall not be tolerated.

Students shall respect personal boundaries, privacy, cultural differences, religious beliefs, sex, gender, age, disability, and individual dignity. Conduct amounting to bullying, sexual harassment, gender-based sexual harassment, discrimination, cyberbullying, or retaliation shall be handled under the appropriate school policy and applicable law.

H. Online Conduct, Social Media Use, and Data Privacy

Students are expected to observe proper conduct and respect for others in all online spaces, including social media platforms, messaging applications, group chats, video conferences, learning management systems, emails, online classes, and other digital platforms.

Students shall:

1. Use respectful, truthful, and responsible language in online communication.
2. Refrain from posting, sharing, forwarding, reacting to, or creating content that is defamatory, threatening, humiliating, discriminatory, obscene, malicious, false, misleading, or harmful to another person or to the school community.
3. Refrain from cyberbullying, online harassment, impersonation, unauthorized use of another person's account, spreading rumors, or encouraging attacks against any student, teacher, employee, or school office.
4. Refrain from posting or sharing confidential, private, or sensitive information, including grades, class records, screenshots of official systems, private messages, medical information, disciplinary matters, guidance concerns, student records, school documents, or personal information of others without authorization.
5. Refrain from taking, posting, livestreaming, or sharing photographs, videos, audio recordings, screenshots, or online class recordings without permission, especially when the material includes students, minors, teachers, personnel, school records, private conversations, or restricted areas.
6. Refrain from using the school's name, seal, logo, uniform, official documents, offices, facilities, or identity in online posts, pages, accounts, advertisements, endorsements, solicitations, public statements, or content intended to represent the school without prior authorization.
7. Respect copyright, intellectual property, academic integrity, and ownership of learning materials, modules, presentations, videos, recordings, and school resources.
8. Report online posts, group chats, messages, recordings, or digital materials that may involve bullying, harassment, threats,

data privacy violations, cheating, exploitation, or harm to the proper school authority.

Misuse of online platforms, unauthorized posting or sharing of personal data, cyberbullying, online harassment, impersonation, unauthorized recording, or any online act that affects the safety, dignity, privacy, reputation, or learning environment of the school community may be subject to disciplinary action and, when applicable, referral under relevant law.

I. Use of Campus Facilities

The school encourages the proper use of campus facilities for academic, spiritual, social, cultural, civic, recreational, organizational, and approved student activities. Such use is a privilege subject to school rules, availability, safety requirements, supervision, and prior approval from the proper office.

After using any facility, students shall ensure that the area is clean, orderly, and returned to its proper condition. The school may deny or withdraw use of facilities from students or organizations that fail or refuse to comply with school regulations.

J. Corridors, Stairs, and Common Areas

Students shall observe order, courtesy, and safety in corridors, stairways, canteens, libraries, offices, restrooms, lounges, and other common areas.

Students shall:

1. Avoid running, pushing, shouting, blocking passageways, sitting on stairs, or creating unnecessary noise.
2. Keep right when walking through corridors, hallways, and stairways to allow the orderly flow of movement.
3. Queue properly and wait for their turn when transacting with offices, canteens, libraries, clinics, and other service areas.
4. Stay in designated areas during vacant periods and avoid loitering in classrooms, corridors, stairways, offices, or restricted areas.
5. Observe posted instructions and respect areas marked for exclusive or restricted use.

K. Proper Use of Utilities and Equipment

Students are expected to help conserve school resources and use utilities responsibly. Lights, water, electric fans, air-conditioning units, computers, projectors, and other equipment shall be used properly and only when authorized.

Lights, fans, and other equipment should be turned off when no longer needed, subject to teacher or staff instruction. Air-conditioning units and specialized equipment shall be operated only by faculty members, authorized personnel, or persons given permission by the school.

L. Social Functions and School Activities

Students attending social functions, ceremonies, assemblies, religious activities, cultural presentations, outreach programs, competitions, and other activities shall wear clothing appropriate to the occasion and conduct themselves with dignity and respect.

Every student shall behave in a manner becoming of a Burgosian, mindful of the school's values, the rights of others, and the purpose of the activity.

M. Use of School Name, Identity, and Media

No student or organization may use the school name, seal, logo, uniform, photographs, facilities, official documents, or institutional identity for publications, online posts, filming, promotional materials, solicitations, endorsements, interviews, public statements, or media activities without prior permission from authorized school officials.

Filming, photography, recording, livestreaming, or content creation inside the campus for public posting, commercial use, organizational publicity, or external distribution shall require prior approval from the proper school authority and shall comply with data privacy, child protection, intellectual property, and student welfare policies.

N. Prohibited Hazing and Harmful Initiation

Hazing, harmful initiation, coercive membership practices, forced tasks, physical or psychological abuse, humiliation, intimidation, or any act that places a student at risk of physical, emotional, or psychological harm is strictly prohibited.

Any student who is threatened, invited, pressured, or subjected to hazing or harmful initiation should immediately report the matter to the Principal, College Dean, Program Head, Guidance Office, Office of Student Affairs, or any authorized school official.

Violations shall be subject to disciplinary action and may be referred to the proper authorities when required by law.

O. Reports of Unbecoming Conduct

Any report of unbecoming, unsafe, disrespectful, improper, or privacy-violating conduct may be referred to the appropriate school authority for inquiry. The school shall handle such reports with fairness, confidentiality, and due process, taking into account the age of the student, nature of the incident, rights of the parties, and applicable school policies.

Section 4. Uniform, Dress Code, and Identification Card

A. Rationale

The prescribed uniform and identification card are essential elements for promoting the identity, discipline, safety, order, and sense of belonging within the Colegio de Santo Cristo de Burgos community. Proper uniform attire signifies a student's membership in the school and serves as a reminder that students, learners, and trainees always represent the institution, whether on campus, during official activities, or at approved off-campus engagements.

The school acknowledges that the implementation of uniform, dress code, and identification policies must respect the right to education, ensure child protection, uphold student dignity, protect data privacy, provide reasonable accommodation, honor religious freedom, and guarantee safety and due process.

In this section, the term "student" refers to Basic Education learners, College students, and TVET trainees, as applicable.

B. General Policy

1. Students are required to wear the prescribed school uniform, training uniform, activity uniform, or other appropriate attire as

determined by their department, program, course, strand, qualification, or activity.

2. Students must wear or present their official school identification card while on campus and during official school activities, unless specifically exempted or directed otherwise by school authorities.
3. Implementation of uniform and ID policies will depend on the student's level: Basic Education will follow DepEd guidelines on learner welfare, child protection, safe learning environments, and reasonable discipline; College will adhere to CHED regulations, institutional rules, student discipline procedures, and due process; TVET will follow TESDA program requirements, training regulations, workshop safety, industry simulation, and competency-based standards.
4. No student shall be subjected to humiliation, degrading treatment, corporal punishment, public shaming, or discrimination because of concerns related to uniform, grooming, dress code, or ID.
5. Uniform or ID violations are generally considered minor offenses unless they involve fraud, falsification, refusal to comply with lawful school authority, unauthorized entry, safety risks, repeated willful disregard, or other serious violations.

C. Identification Card

C.1. Use of the School ID

1. The school ID serves as the official proof of enrollment, identity, and authorization for students to enter school premises and access school services.
2. The ID may be required for campus entry and security checks; access to the library; clinic or medical assistance; Registrar and records transactions; borrowing of equipment or learning materials; access to laboratories, workshops, kitchens, or training areas; examinations and assessments; participation in school activities; and other official transactions.
3. Students must present their ID when respectfully requested by authorized school personnel such as administrators, faculty,

trainers, office staff, security, laboratory custodians, librarians, clinic staff, or activity supervisors.

4. Lending, borrowing, altering, defacing, duplicating, transferring, falsifying, or using another person's ID is strictly prohibited.
5. The use of another person's ID, using a fake ID, tampering with an ID, or misrepresenting identity is considered a serious offense and may result in disciplinary action.

C.2. Failure to Bring or Wear ID

1. Students who forget or fail to wear their ID must report to the designated office, security personnel, adviser, Office of Student Affairs, Principal's Office, Dean's Office, or Program Office for verification.
2. Upon verification of identity and enrollment status, a student may be issued a temporary admission slip, temporary ID pass, or written notation for the day.
3. For Basic Education learners, parents or guardians may be notified in cases of repeated failure to bring or wear the ID.
4. Students should not be denied the opportunity to learn for a single, verified, and non-fraudulent failure to bring or wear the ID. However, security measures may be applied when identity cannot be verified, misrepresentation is suspected, or safety is at risk.

C.3. Lost or Damaged ID

1. Loss or damage of an ID must be reported immediately to the Registrar, Office of Student Affairs, Principal's Office, Dean's Office, Program Office, or other designated office.
2. A replacement ID may be issued after identity verification, completion of required forms, submission of any needed documents, and payment of the approved replacement fee, if applicable.
3. The school may require an affidavit of loss or a written explanation for repeated loss, suspected misuse, or security-related concerns.
4. If a lost ID is later recovered, it must be surrendered to the designated office to prevent misuse.

C.4. Confiscation or Temporary Holding of ID

1. The ID may be temporarily held only for proper documentation of a violation, for security reasons, or during official transactions.
2. When an ID is temporarily held, the student shall be informed of the reason and told where it can be claimed.
3. The ID should be returned after the documentation, conference, or compliance with reasonable requirements, unless a valid security, disciplinary, or administrative reason exists for continued retention.
4. Confiscation of the ID must not be used as a means to shame, harass, intimidate, or prevent a student from exercising their right to due process.

D. Uniform and Dress Code

D.1. Prescribed Uniform

1. Students must wear the official prescribed uniform on designated school days, during classes, and in official school activities, unless otherwise authorized.
2. The uniform should be worn properly, neatly, and respectfully at all times.
3. Students may not alter, modify, deface, or misuse the prescribed uniform without official approval.
4. Uniforms should not be worn in ways that bring dishonor to the school, create safety risks, or violate standards of decency and proper decorum.
5. Batch shirts, organization shirts, department shirts, activity shirts, or alternative attire may only be worn on approved dates or for approved activities with proper authorization.

D.2. Area-Specific Uniforms and Safety Attire

1. Area-specific uniforms are to be worn only in the appropriate class, laboratory, workshop, kitchen, physical education area, practicum site, immersion site, or training area.
2. Examples of area-specific attire include PE uniforms; chef's uniforms; kitchen attire; housekeeping uniforms; laboratory gowns; personal protective equipment (PPE) such as gloves,

hairnets, masks, safety shoes, goggles, and other required gear; TVET training uniforms or industry-simulation attire; and internship, practicum, On-the-Job Training, or immersion attire required by the school or partner institution.

3. Students must change into the prescribed standard uniform or approved attire when attending other classes or activities, unless otherwise authorized.
4. Students who are not wearing required safety attire or PPE may be restricted from participating in laboratory, kitchen, workshop, practicum, or training activities if participation would pose a safety, sanitation, health, or regulatory risk.
5. Not participating due to missing required safety attire may impact performance, completion, or competency requirements, subject to the relevant academic or training policy and due process.

D.3. General Dress Code

Students should wear clothing that is clean, decent, safe, and suitable for an educational setting. The following types of attire may be restricted or prohibited on campus or during official school activities:

- Clothing with obscene, offensive, discriminatory, violent, or illegal messages or images
- Clothing that exposes private body parts or is inappropriate for school activities
- See-through, excessively revealing, or unsafe clothing
- Torn or intentionally damaged clothing inappropriate for the school setting
- Slippers, unsafe footwear, or footwear not suitable for laboratories, workshops, kitchens, stairways, or school activities
- Accessories or items that may cause injury, disruption, or pose a safety risk
- Clothing or accessories that imitate law enforcement, security, or official school authority without permission

Dress code rules will be enforced fairly, respectfully, and without discrimination.

E. Grooming Standards

1. Students are expected to maintain proper grooming, cleanliness, and personal hygiene.
2. Hair, nails, accessories, and appearance should not interfere with safety, sanitation, identification, learning, training, laboratory work, food preparation, workshop activities, or official school functions.
3. For safety, sanitation, or training purposes, students may be required to tie or secure long hair; wear hairnets, caps, masks, gloves, or PPE; remove or secure jewelry, dangling accessories, or unsafe items; and comply with industry simulation standards for hospitality, tourism, food service, housekeeping, healthcare, technical, or laboratory activities.
4. Grooming policies will be implemented in a way that respects student dignity, cultural practices, religious beliefs, disabilities, medical needs, and provides reasonable accommodations.
5. Issues involving religious attire, cultural attire, disability accommodation, medical conditions, or other special circumstances shall be referred to the Principal, College Dean, Program Head, Guidance Office, Office of Student Affairs, or other designated office for respectful consideration.

F. Uniform Exemption and Reasonable Accommodation

F.1. Who May Apply

Requests for uniform exemption or accommodation may be made by the following:

1. Working students
2. Cross enrollees
3. Students enrolled in limited units or supplemental subjects
4. Students with medical, disability, pregnancy, health, or safety-related needs
5. Students with religious or cultural attire requirements
6. Students experiencing financial hardship or temporary emergency circumstances

7. Students with special school-approved schedules, immersion, internship, OJT, practicum, TESDA training, or off-campus requirements

F.2. Procedure

1. Students must file a written request for exemption with the appropriate office: Basic Education—Principal's Office or designated office; College—Dean's Office or Office of Student Affairs; TVET—Program Head or Training Office.
2. Supporting documents may be required to justify the request, depending on the reason for exemption.
3. If approved, the student may receive a Uniform Exemption Card, written permit, temporary pass, or notation, which will be valid for the specified period.
4. Students with approved exemptions must still observe the general dress code and maintain standards of decency, safety, and proper school decorum.

G. Gender Expression, Uniform, Dress Code, and Reasonable Accommodation

The School recognizes the need to maintain proper uniform standards, school identity, discipline, safety, sanitation, modesty, and order. At the same time, the School shall implement its uniform and dress code policies in a manner that respects student dignity, privacy, child protection, gender sensitivity, religious freedom, medical needs, disability accommodation, and applicable DepEd, CHED, TESDA, and Safe Spaces requirements.

For purposes of this policy, the School shall avoid treating gender expression, by itself, as misconduct or disciplinary offense. A student shall not be subjected to ridicule, public shaming, harassment, bullying, discrimination, or disciplinary action solely because of gender expression, provided that the student complies and remains subject to reasonable uniform, identification, safety, sanitation, modesty, and activity-specific attire requirements.

Students are generally expected to wear the prescribed uniform, training uniform, activity uniform, or approved alternative attire assigned to their department, level, course, strand, qualification, or activity. However, a

student who seeks accommodation related to gender expression, religion, culture, medical condition, disability, or other special circumstance may submit a written request to the appropriate office.

- For **High School students**, the request may be filed with the Principal's Office, Guidance Office, or designated Child Protection / Student Welfare personnel, with parent or guardian participation when appropriate.
- For **College students**, the request may be filed with the College Dean, Office of Student Affairs, Guidance Office, or designated student welfare office.
- For **TVET trainees**, the request may be filed with the Program Head, Training Office, trainer, Guidance Office, or designated trainee welfare office.

The School may approve an alternative uniform arrangement, modified attire, temporary permit, exemption card, or other reasonable accommodation, provided that the arrangement does not compromise student identification, safety, sanitation, laboratory/workshop requirements, food handling standards, PPE requirements, school security, or the essential requirements of the course, training, practicum, work immersion, OJT, or activity.

In evaluating the request, the school shall consider:

1. the student's dignity, privacy, safety, and welfare;
2. the student's age and level;
3. parent or guardian involvement when the student is a minor;
4. the requirements of the program, course, strand, qualification, practicum, OJT, work immersion, or training activity;
5. safety, sanitation, PPE, laboratory, workshop, kitchen, clinical, hospitality, or industry-simulation requirements;
6. the need for clear student identification and campus security;
7. applicable DepEd, CHED, TESDA, Safe Spaces, child protection, data privacy, and school policies.

Students with approved accommodation shall continue to observe standards of cleanliness, decency, proper decorum, school identification, safety, sanitation, and respect for others. Approval of accommodation

does not exempt the student from school rules, conduct policies, academic requirements, training standards, or disciplinary procedures.

The following may still be regulated or sanctioned, subject to due process:

1. refusal to wear the prescribed uniform or approved alternative attire without valid reason or approved accommodation;
2. wearing clothing that is obscene, excessively revealing, unsafe, or inappropriate for the school or training activity;
3. failure to wear required PPE, safety attire, laboratory attire, kitchen attire, workshop attire, practicum attire, work immersion attire, or industry-required uniform when safety or competency standards require it;
4. using another person's uniform, ID, name, or identity for fraud, misrepresentation, unauthorized entry, cheating, harassment, or avoidance of accountability;
5. wearing attire or accessories that create safety, sanitation, security, or identification risk;
6. using clothing, appearance, or gender expression to mock, bully, harass, intimidate, sexually harass, or humiliate another person;
7. repeated willful refusal to comply with lawful and reasonable school uniform, dress code, safety, or identification rules after reminders, conference, and due process.

No student shall be publicly humiliated, forcibly changed, physically inspected in a degrading manner, removed from class solely for a minor uniform concern, or denied learning opportunities solely because of non-disruptive gender expression. Enforcement shall be done respectfully, privately whenever possible, and through the proper school office.

Concerns involving bullying, harassment, discrimination, sexual harassment, privacy violation, restroom or changing area concerns, online harassment, or retaliation related to gender expression shall be referred to the appropriate student protection, anti-bullying, Safe Spaces, child protection, CODI, guidance, or disciplinary mechanism.

H. Implementation and Enforcement

1. Uniform, dress code, and ID rules are implemented by authorized school personnel, including security staff, administrators, faculty, trainers, advisers, the Office of Student Affairs, Principal's Office, Dean's Office, Program Office, Registrar, laboratory custodians, and activity supervisors.
2. Enforcement should be conducted respectfully, privately whenever possible, and must avoid ridicule, shaming, discrimination, or unnecessary disruption of learning.
3. Student leaders and organization officers may assist in reminding students about policies, but they may not impose penalties, confiscate IDs, physically prevent entry, or exercise disciplinary authority unless specifically authorized and supervised by the school.
4. Teachers, faculty, and trainers must record attendance based on the student's actual presence and the applicable academic rules. Students should not be marked absent solely because of a uniform or ID violation; however, the violation may be reported separately for appropriate follow-up.
5. For Basic Education learners, parents or guardians will be notified in cases of repeated or serious violations.
6. For TVET trainees, compliance with uniform and PPE policies is considered part of workshop safety, industry simulation, and competency-based training requirements.

I. Penalties and Corrective Measures

Uniform, dress code, and ID violations are generally considered minor offenses, except when the actions involve fraud, falsification, unauthorized entry, refusal to comply with lawful authority, safety risks, harassment, property damage, or repeated willful violations.

I.1. Minor Violations

Minor violations include:

- Failure to wear or bring ID
- Failure to wear the prescribed uniform
- Incomplete uniform
- Wearing unauthorized shirt or attire

- Wearing PE, laboratory, kitchen, training, or area-specific uniform outside the designated activity without permission
- Wearing inappropriate but non-indecent campus attire
- Failure to comply with grooming standards not involving safety risk
- Failure to secure a temporary pass or exemption when required

I.2. Progressive Penalties for Minor Violations

Occurrence	Corrective Measure or Penalty
First offense	Verbal reminder, documentation, and issuance of a temporary pass or compliance slip as needed
Second offense	Written reminder or warning; notification of adviser, OSA, Dean, Principal, or Program Head
Third offense	Parent/guardian notification for Basic Education; student conference for College/TESDA; written warning
Fourth offense	Guidance referral, behavior intervention, or compliance undertaking
Repeated offenses	May be treated as a major disciplinary concern for willful disregard of school rules, subject to due process

I.3. Serious or Major Violations

The following actions may be considered major offenses:

- Using, lending, borrowing, tampering with, altering, or falsifying an ID
- Entering or attempting to enter the campus using another person's ID
- Refusing to identify oneself to authorized school personnel
- Unauthorized entry into restricted areas
- Wearing attire or using items that create safety, sanitation, or security risks
- Repeated willful refusal to comply with uniform, ID, or dress code rules
- Damaging, defacing, or misusing the school uniform, ID, seal, logo, or official identity
- Using the school uniform, ID, name, or logo for fraudulent, public, commercial, political, malicious, or unauthorized representation

- Non-compliance with required PPE or safety attire that endangers self or others
- Any uniform or ID-related act associated with bullying, harassment, hazing, discrimination, theft, falsification, or other major offense

I.4. Possible Penalties for Major Violations

Depending on the gravity of the act, the student's age and level, intent, harm caused, prior record, and applicable law, the school may impose any of the following sanctions:

- Written warning
- Parent/guardian conference for Basic Education
- Guidance or counseling intervention
- Restitution, repair, or replacement of damaged property
- Loss of privilege
- Disciplinary probation
- Community service or restorative activity, when appropriate and allowed
- Suspension, subject to due process and applicable rules
- Non-participation in laboratory, kitchen, workshop, immersion, internship, OJT, practicum, or training activity when safety or sanitation requirements are unmet
- Non-readmission, exclusion, dismissal, or other serious sanction, only in accordance with law, school policy, and due process
- Referral to authorities when the act may involve fraud, falsification, threat, theft, harassment, or other unlawful conduct

I.5. Property Damage

Any student who causes loss, breakage, or damage to school property due to negligence, misuse, or intentional act may be required to repair, replace, or pay for the damage. This may be imposed in addition to disciplinary action, when necessary.

J. Due Process

Before any serious penalty is imposed, the student must be provided with proper due process, which may include the following steps:

- Notice of the alleged violation
- Opportunity to explain or respond
- Parent/guardian participation for Basic Education learners, as needed
- Fair consideration of evidence and circumstances
- Written decision for serious cases
- Opportunity for reconsideration or appeal, if allowed by school policy

For minor violations, documentation, reminders, conferences, and corrective measures may be used instead of a formal hearing, provided the student is treated fairly and respectfully.

K. Important Implementation Notes by Level

Basic Education

For Junior High School and Senior High School learners, this policy shall be implemented in accordance with DepEd guidelines on learner protection, child protection, anti-bullying, safe learning environment, and positive discipline. Uniform or grooming concerns must not lead to abusive, humiliating, discriminatory, or exclusionary treatment.

College

For college students, this policy is implemented as part of the school's student affairs, student discipline, campus safety, and institutional identity policies, in accordance with the student handbook and due process.

TESDA

For TVET trainees, the policy is implemented alongside workshop safety, PPE requirements, competency-based training, institutional assessment, national assessment preparation, industry simulation, and supervised industry learning. Failure to wear required safety attire or PPE may affect participation in training activities when safety, sanitation, or competency standards require compliance.

Chapter 3. Data Privacy and Student Records

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos recognizes and respects the fundamental right of every student, learner, trainee, parent, guardian, employee, and stakeholder to privacy and data protection.

In the exercise of its academic freedom, institutional functions, legal obligations, regulatory compliance, and duty to provide quality education, learner support, student welfare services, health and safety services, and administrative services, the School necessarily collects, uses, stores, retains, discloses, otherwise processes personal information and sensitive personal information.

The School shall process personal data in accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, its Implementing Rules and Regulations, issuances of the National Privacy Commission, applicable education laws and regulations, and lawful requirements of government agencies such as DepEd, CHED, TESDA, PRC, DOLE, DOH, local government units, courts, law enforcement authorities, and other competent public authorities, when applicable.

The School shall observe the principles of transparency, legitimate purpose, and proportionality in all personal data processing activities. Personal data shall be collected only for declared, specified, and legitimate purposes; processed fairly and lawfully; and limited to what is necessary for such purposes.

For purposes of this policy, Colegio de Santo Cristo de Burgos acts as a Personal Information Controller with respect to personal data under its control. Where the School engages third-party service providers to process personal data on its behalf, such providers shall be treated as Personal Information Processors and shall be required to process data only according to the School's instructions and applicable data protection requirements.

Section 2. Scope and Coverage

This policy applies to all personal data processed by the School in relation to:

1. Applicants for admission;
2. Enrolled students, learners, and trainees;
3. Parents, guardians, and authorized representatives;
4. Alumni and former students;
5. Student applicants for scholarships, financial assistance, internships, immersion, OJT, supervised industry learning, and other programs;
6. Participants in school activities, events, competitions, outreach programs, research, trainings, and institutional programs;
7. Visitors, guests, and persons entering school premises;
8. Users of school systems, official websites, learning management systems, online platforms, communication channels, and digital services.

This policy applies to personal data processed in physical, paper-based, electronic, digital, audiovisual, online, cloud-based, and other formats.

Section 3. Definition of Terms

Personal Information - any information, whether recorded in material form or not, from which the identity of an individual is apparent or can be reasonably and directly ascertained, or when combined with other information would directly and certainly identify an individual.

Sensitive Personal Information - information including, among others, age, birthdate, civil status, health, education, disciplinary records, government-issued identification numbers, religious affiliation, and other information classified as sensitive under law.

Privileged Information - information that is protected by law, rule, or professional privilege.

Processing - any operation performed upon personal data, including collection, recording, organization, storage, updating, modification, retrieval, consultation, use, consolidation, blocking, erasure, destruction, disclosure, or sharing.

Data Subject - the student, learner, trainee, parent, guardian, employee, or other individual whose personal data is processed.

Consent - any freely given, specific, informed indication of will whereby the data subject agrees to the collection and processing of

personal data relating to them. For minors, consent or authorization may be obtained from parents or legal guardians when required by law or school policy.

Section 4. Personal and Sensitive Personal Information Collected

The School may collect and process the following categories of information, as applicable:

A. Identity and Contact Information
    1. Full name;
    2. Address;
    3. Email address;
    4. Mobile or telephone number;
    5. Date and place of birth;
    6. Sex assigned at birth;
    7. Civil status;
    8. Nationality or citizenship;
    9. Photograph;
    10. Signature;
    11. Student number, learner reference number, trainee number, or applicant number.

B. Family, Parent, Guardian, and Emergency Information
    1. Names of parents or guardians;
    2. Parent or guardian contact information;
    3. Relationship to the student;
    4. Emergency contact person;
    5. Family background information required for admission, enrollment, welfare, or scholarship purposes.

C. Academic and Training Records
    1. Admission records;
    2. Enrollment and registration records;
    3. Grades, class standing, evaluation results, assessment results, and competency records;
    4. Attendance and tardiness records;
    5. Academic load, subjects, modules, strand, program, course, qualification, or specialization;

6. Completion, promotion, retention, graduation, certification, and transfer records;
7. Disciplinary, grievance, guidance, counseling, and behavioral records;
8. Internship, work immersion, practicum, OJT, supervised industry learning, and industry partner evaluations;
9. Learning management system records, online submissions, activity logs, examination records, and digital assessment outputs.

D. Health, Safety, and Welfare Information
1. Medical history submitted to the School;
2. Health declarations;
3. Clinic records;
4. Vaccination or immunization records when lawfully required;
5. Medical certificates;
6. Accident, injury, incident, and emergency records;
7. Guidance, counseling, mental health, psychosocial, or referral records;
8. Disability, special needs, accommodation, or accessibility information voluntarily disclosed or required for support services.

E. Financial and Scholarship Information
1. Billing and payment records;
2. Scholarship application records;
3. Financial assistance records;
4. Sponsorship records;
5. Government subsidy or voucher-related documents;
6. Information required by DepEd, CHED, TESDA, scholarship providers, donors, or funding agencies.

F. Digital, Security, and Monitoring Information
1. CCTV footage and security logs;
2. Visitor logs;
3. ID scanning or gate entry records;
4. Photographs and videos from school activities;

5. LMS, email, website, and official digital platform usage records;
6. Online class attendance and participation records;
7. Communications sent through official school channels;
8. Device, network, or access logs when using school-provided systems, internet, or platforms.

Section 5. Sources of Personal Data

The School may collect personal data from:

1. The student, learner, trainee, applicant, parent, guardian, or authorized representative;
2. Previous schools, training institutions, or educational agencies;
3. Government agencies and regulatory bodies;
4. Teachers, faculty members, trainers, advisers, guidance personnel, medical personnel, and school administrators;
5. Scholarship providers, donors, partner companies, internship providers, assessment centers, and training partners;
6. Official school systems, LMS platforms, online forms, school email, CCTV, attendance systems, and other institutional records;
7. Publicly available sources, when necessary and lawful;
8. Third parties authorized by the student, parent, guardian, law, regulation, or legitimate institutional process.

When a student, parent, guardian, or applicant provides the personal data of another person, such as emergency contacts, parents, guardians, references, or sponsors, they confirm that they have authority or consent to provide such information to the School.

Section 6. Purposes of Processing

The School may process personal data for the following legitimate educational, administrative, regulatory, safety, and institutional purposes:

A. Admission and Enrollment

1. To verify identity;
2. To evaluate eligibility for admission;

3. To process application, enrollment, registration, classification, and student records;
4. To prevent fraud, misrepresentation, or unauthorized enrollment;
5. To comply with admission and documentary requirements of DepEd, CHED, TESDA, and other regulatory bodies.

B. Academic Instruction, Training, and Assessment

1. To deliver instruction, training, and educational services;
2. To monitor attendance, participation, academic progress, and competency development;
3. To evaluate quizzes, examinations, assignments, performance tasks, projects, research, practicum, internship, work immersion, OJT, supervised industry learning, and competency assessments;
4. To compute, record, review, correct, and release grades or assessment results;
5. To determine promotion, retention, completion, graduation, certification, awards, honors, eligibility, or academic standing;
6. To provide academic advising, intervention, remediation, tutorial, or support services.

C. Student Welfare, Guidance, Health, and Safety

1. To provide guidance and counseling services;
2. To provide clinic, health, first aid, emergency, and referral services;
3. To assess and respond to health, safety, mental health, child protection, bullying, harassment, abuse, discrimination, substance use, or other welfare concerns;
4. To contact parents, guardians, emergency contacts, medical providers, authorities, or agencies when necessary to protect life, health, safety, or welfare;
5. To implement reasonable accommodation, inclusive education, or learner support measures.

D. Student Discipline, Grievances, and Due Process

1. To investigate and resolve disciplinary matters, grievances, grade concerns, bullying reports, harassment complaints, sexual harassment complaints, Safe Spaces Act concerns,

child protection concerns, safety incidents, and other violations of school policy;

2. To provide due process to complainants, respondents, witnesses, and affected parties;
3. To issue notices, decisions, sanctions, interventions, referrals, or protective measures;
4. To maintain records required for accountability, compliance, and institutional protection.

E. Communication and School Operations

1. To communicate with students, parents, guardians, faculty, personnel, and authorized representatives;
2. To send notices, announcements, advisories, emergency messages, academic updates, billing notices, event information, and school-related communications;
3. To administer school systems, LMS, online platforms, libraries, laboratories, clinics, offices, student services, and school facilities;
4. To issue IDs, certifications, diplomas, transcripts, transfer credentials, completion documents, and other school records.

F. Regulatory, Legal, and Institutional Compliance

1. To comply with requirements of DepEd, CHED, TESDA, PRC, DOLE, DOH, DSWD, LGUs, courts, law enforcement authorities, and other competent agencies;
2. To submit required reports, statistics, student records, certification documents, assessment records, scholarship records, and institutional compliance documents;
3. To comply with accreditation, quality assurance, audit, monitoring, evaluation, and institutional reporting requirements;
4. To establish, exercise, or defend legal claims;
5. To comply with lawful orders, subpoenas, investigations, or proceedings.

G. Research, Documentation, Publications, and Institutional Development

1. To conduct institutional research, tracer studies, surveys, evaluations, quality assurance, accreditation, and program improvement;
2. To document school activities, events, ceremonies, competitions, outreach programs, and achievements;
3. To publish legitimate school-related announcements, awards, recognitions, activity photos, videos, and institutional materials, subject to privacy safeguards and consent where required;
4. To maintain alumni relations, graduate tracking, and institutional development records.

Section 7. Legal Bases for Processing

The School may process personal data based on one or more of the following lawful grounds:

1. The data subject has given consent;
2. Processing is necessary for the performance of a contract or educational relationship with the student, parent, guardian, or trainee;
3. Processing is necessary for compliance with legal or regulatory obligations;
4. Processing is necessary to protect the life, health, safety, or vital interests of the student or another person;
5. Processing is necessary to respond to national emergency, public order, safety, or public health concerns;
6. Processing is necessary for the legitimate interests of the School, students, parents, guardians, regulatory agencies, or third parties, provided that fundamental rights and freedoms are not overridden;
7. Processing is necessary for the establishment, exercise, or defense of legal claims;
8. Processing is authorized or required by education laws, regulations, government issuances, or lawful orders.

For sensitive personal information, the School shall process such information only when allowed by law, with consent when required, for protection of life and health, for medical treatment, for legal claims, or for other lawful grounds recognized under applicable data privacy rules.

Section 8. Disclosure and Sharing of Personal Data

The School shall not sell student personal data. However, the School may disclose or share relevant personal data when necessary and lawful with:

1. Parents, guardians, or authorized representatives, subject to applicable law and school policy;
2. Teachers, faculty members, trainers, advisers, guidance personnel, medical personnel, administrators, registrar staff, and other authorized school personnel;
3. DepEd, CHED, TESDA, PRC, DOLE, DOH, DSWD, local government units, law enforcement agencies, courts, and other government authorities;
4. Scholarship providers, donors, sponsors, voucher administrators, and financial assistance partners;
5. Internship, work immersion, practicum, OJT, supervised industry learning, and industry partners;
6. Assessment centers, certifying bodies, accreditation bodies, auditors, and quality assurance reviewers;
7. Insurance providers, medical providers, emergency responders, and health or safety professionals;
8. IT service providers, LMS providers, cloud storage providers, email providers, data hosting providers, payment processors, security service providers, and other contracted service providers;
9. Legal counsel, consultants, auditors, or professional advisers;
10. Other persons or entities when authorized by the data subject, parent, guardian, law, regulation, or lawful order.

The School shall take reasonable steps to ensure that third parties receiving personal data process such data only for authorized purposes and protect it through appropriate confidentiality and security measures.

Section 9. Processing of Personal Data of Minors

For students who are minors, the School may require parents or legal guardians to sign admission, enrollment, consent, waiver, health, activity, work immersion, data privacy, and other required forms.

Parents and guardians are expected to provide accurate information, update contact details, respond to school communications, and cooperate in matters involving academic performance, discipline, safety, health, guidance, welfare, and regulatory compliance.

The School may disclose relevant student information to parents or guardians when necessary for education, welfare, discipline, safety, legal compliance, or legitimate school purposes, subject to applicable law and the best interests of the learner.

Section 10. Student Records and Confidentiality

Student records are confidential school records. These include admission records, academic records, grades, attendance records, disciplinary records, guidance records, medical records, financial records, and other records maintained by the School.

Access to student records shall be limited to authorized school personnel and persons with legitimate educational, administrative, legal, or regulatory purpose.

Students, parents, guardians, or authorized representatives requesting records may be required to present:

1. Valid school ID or government-issued ID;
2. Written request;
3. Authorization letter, when applicable;
4. Proof of relationship or authority, when applicable;
5. Clearance or compliance with school requirements, when lawful and applicable;
6. Other documents necessary to verify identity and protect confidentiality.

The School may refuse or defer release of records when the request is unauthorized, incomplete, fraudulent, unlawful, contrary to school policy, or would violate the privacy rights of another person.

Section 11. Correction, Review, and Updating of Records

Students, parents, guardians, or authorized representatives are responsible for providing accurate, complete, and updated information.

Requests for correction of personal information, such as name, address, contact details, birthdate, or other records, shall be submitted to the Registrar or proper office with supporting documents.

Requests involving grades, academic records, assessment results, or competency records shall follow the applicable Grade Consultation, Grade Review, Grade Correction, Completion, or Academic Appeal Procedure of the School.

The School shall not alter official academic records unless there is a valid basis, proper documentation, approval of the authorized official, and compliance with institutional and regulatory procedures.

Section 12. CCTV, Security Monitoring, and Campus Safety

The School may operate CCTV cameras, security logs, ID monitoring, visitor logs, and other safety systems in school premises and authorized areas for the following purposes:

1. Protection of students, personnel, visitors, and property;
2. Prevention and investigation of theft, violence, misconduct, safety incidents, bullying, harassment, vandalism, or unauthorized access;
3. Emergency response and campus security;
4. Compliance with safety, insurance, legal, or regulatory obligations.

CCTV footage and security records shall be accessed only by authorized personnel and retained only for the period necessary for security, investigation, legal, or legitimate institutional purposes.

CCTV shall not be installed in areas where individuals have a reasonable expectation of privacy, such as comfort rooms, changing areas, or similar private spaces.

Section 13. Online Learning, LMS, Email, and Digital Platforms

The School may use official learning management systems, email platforms, video conferencing tools, messaging systems, online forms, digital assessment tools, and other educational technologies.

By using official school systems, students and users understand that the School may process digital records such as:

1. Login and access records;
2. Attendance and participation;
3. Submitted assignments and outputs;
4. Quiz, examination, and assessment results;
5. Discussion posts, messages, comments, and uploaded files;
6. System activity logs;
7. Technical support records.

Students shall use school digital platforms responsibly. Unauthorized access, hacking, impersonation, sharing of passwords, recording without permission, cyberbullying, harassment, cheating, plagiarism, and misuse of digital systems are prohibited.

Section 14. Photographs, Videos, Publications, and School Activities

The School may take photographs, videos, audio recordings, livestreams, or other documentation during school activities, classes, ceremonies, competitions, outreach activities, institutional events, and official programs.

Such materials may be used for legitimate school purposes, including documentation, yearbooks, newsletters, websites, social media pages, accreditation, reports, promotional materials, and institutional archives.

When required by law, school policy, or the nature of the activity, the School shall obtain consent from the student, parent, or guardian. A student or parent/guardian who has a specific privacy concern regarding photographs, videos, or publications should notify the School in writing, subject to reasonable evaluation and operational feasibility.

The School shall not knowingly publish materials that are humiliating, exploitative, discriminatory, unsafe, or inconsistent with student welfare.

Section 15. Retention and Disposal of Records

The School shall retain personal data only for as long as necessary for educational, administrative, legal, regulatory, historical, archival, audit, or legitimate institutional purposes.

Certain records, such as permanent academic records, transcripts, graduation records, certification records, and other official records, may be retained permanently or for extended periods as required by law, regulation, or institutional policy.

Other records, such as CCTV footage, temporary forms, incident records, health records, application records, and digital logs, shall be retained according to approved retention schedules, unless a longer period is required for investigation, legal claims, audit, regulatory compliance, or legitimate school purposes.

Records for disposal shall be destroyed securely through shredding, deletion, anonymization, or other appropriate method to prevent unauthorized access or disclosure.

Section 16. Data Security Measures

The School shall implement reasonable and appropriate physical, technical, and organizational measures to protect personal data against accidental or unlawful destruction, loss, alteration, unauthorized disclosure, unauthorized access, misuse, or other unlawful processing.

These measures may include:

1. Access controls and role-based permissions;
2. Password protection and account management;
3. Secure storage of physical records;
4. Locked filing cabinets and restricted office access;
5. Secure disposal of records;
6. Confidentiality obligations for personnel;
7. Data privacy orientation and training;
8. Use of authorized school systems and platforms;

9. Security monitoring and incident reporting;
10. Vendor or service provider safeguards;
11. Periodic review of data processing practices.

All students, parents, guardians, employees, and users of school systems are expected to cooperate in protecting personal data by using official channels, safeguarding passwords, avoiding unauthorized sharing of records, and promptly reporting suspected privacy or security incidents.

Section 17. Personal Data Breach and Security Incidents

A personal data breach refers to a security incident that may lead to accidental or unlawful destruction, loss, alteration, unauthorized disclosure of, or access to personal data.

Any suspected or actual data breach, unauthorized disclosure, loss of records, hacking, misdirected email, unauthorized access, stolen device, or improper sharing of student information must be reported immediately to the School's Data Protection Officer or authorized school official.

The School shall evaluate the incident, take appropriate containment and corrective measures, document the incident, and notify affected data subjects and the National Privacy Commission when required by law or regulation.

Section 18. Rights of Data Subjects

Subject to conditions and limitations under the Data Privacy Act and other applicable laws, data subjects have the following rights:

1. Right to be informed about the nature, purpose, and extent of personal data processing;
2. Right to access personal data processed by the School;
3. Right to object to processing, when allowed by law;
4. Right to rectification or correction of inaccurate or outdated personal data;
5. Right to erasure or blocking, when applicable and lawful;
6. Right to damages for violations of data privacy rights, when established by law;
7. Right to data portability, when applicable;

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

These rights are not absolute and may be subject to legal, regulatory, contractual, academic, archival, public interest, safety, disciplinary, or legitimate institutional limitations.

Section 19. Exercise of Data Privacy Rights

Requests involving access, correction, objection, withdrawal of consent, blocking, erasure, or other data privacy rights must be submitted in writing to the proper office or Data Protection Officer.

The School may require:

1. Valid identification;
2. Proof of authority or relationship, when applicable;
3. Specific description of the request;
4. Supporting documents;
5. Contact information for verification and response.

The School shall act on requests within a reasonable period and in accordance with applicable law, school policy, and operational requirements.

The School may deny, limit, or defer a request when granting it would violate law, affect the rights of others, compromise academic integrity, interfere with an ongoing investigation, conflict with legal or regulatory obligations, affect public safety, or impair legitimate institutional interests.

Section 20. Consent and Withdrawal of Consent

Where processing is based on consent, the student, parent, guardian, or data subject may withdraw consent by submitting a written request to the School.

However, withdrawal of consent shall not affect processing that is based on other lawful grounds, such as legal obligation, contractual necessity, academic requirement, protection of life and health, regulatory compliance, legitimate interest, establishment or defense of legal claims, or processing required by education authorities.

Withdrawal of consent may affect the School's ability to provide certain services, process enrollment, release documents, provide online access, include the student in activities, communicate with parents or guardians, or comply with program requirements. The School shall inform the requesting party of possible consequences when appropriate.

Section 21. Student, Parent, and Guardian Responsibilities

Students, parents, and guardians are responsible for:

1. Providing accurate, complete, and updated personal information;
2. Informing the School of changes in address, contact number, email, emergency contact, health information, guardianship, or other relevant information;
3. Keeping school accounts, passwords, IDs, documents, and records secure;
4. Using official school communication channels responsibly;
5. Respecting the privacy of other students, parents, faculty, personnel, and stakeholders;
6. Avoiding unauthorized recording, posting, sharing, or distribution of personal information, images, videos, grades, class records, conversations, or school documents;
7. Reporting suspected privacy violations, lost IDs, compromised accounts, or unauthorized disclosure of information.

Unauthorized disclosure, posting, sharing, or misuse of another person's personal data may result in disciplinary action and may expose the offender to civil, criminal, or administrative liability.

Section 22. Contact Information of the Data Protection Officer

For questions, concerns, requests, or complaints regarding personal data processing, data privacy rights, or student records, the data subject may contact:

Data Protection Officer	Christianne Joseph M. Monzon
Office	CDSCDB Administrative Office
Email Address	official.cdscdb@gmail.com / colegiodesantocristodeburgos@gmail.com
Contact Number	Kindly contact CDSCDB LMS Technical Support Facebook Page
Office Address	Colegio de Santo Cristo de Burgos, Tierra Monde Subdivision, Sariaya, Quezon

The School may also designate receiving offices such as the Registrar, Office of Student Affairs, Guidance Office, Principal's Office, College Dean's Office, or TESDA Program Office, depending on the nature of the concern.

Section 23. Data Privacy Complaint Procedure

A data subject who believes that their data privacy rights have been violated should first file a written concern with the School's Data Protection Officer or authorized office.

The complaint should include:

1. Name and contact details of the complainant;
2. Description of the concern;
3. Date, time, and place of the incident, if applicable;
4. Persons involved;
5. Supporting documents, screenshots, notices, or evidence;
6. Action or remedy requested.

The School shall review the complaint, conduct appropriate inquiry, take corrective action when warranted, and inform the complainant of the result or next step, subject to confidentiality and applicable law.

When administrative remedies within the School have been exhausted, the complainant may avail of remedies before the National Privacy Commission, subject to NPC rules and procedures.

Section 24. Agreement and Acknowledgment

By applying for admission, enrolling, continuing enrollment, participating in school activities, using school systems, or signing the Handbook Conforme, the student and, when applicable, the parent or guardian acknowledge that they have read and understood this Data Privacy Policy and Student Records section.

They further acknowledge that the School may process personal data for legitimate educational, administrative, regulatory, safety, welfare, and institutional purposes, subject to the Data Privacy Act, applicable laws, and this Handbook.

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DATA PRIVACY ACKNOWLEDGMENT & MEDIA CONSENT FORM

I acknowledge that **Colegio de Santo Cristo de Burgos** collects and processes personal information and sensitive personal information for admission, enrollment, instruction, training, grading, assessment, student services, health and safety, guidance, discipline, communication, regulatory compliance, records management, and other legitimate school purposes.

I understand that the School may share relevant information with authorized school personnel, parents or guardians, government agencies, accrediting bodies, scholarship providers, internship or training partners, service providers, and other persons or entities when necessary, lawful, and consistent with school policies and applicable data privacy regulations.

I confirm that the information I provide to the School is true, correct, and complete. I agree to update the School of any changes. I understand that I may exercise my rights as a data subject in accordance with the Data Privacy Act, school policy, and applicable procedures.

I further acknowledge and consent that during school activities, classes, trainings, institutional programs, ceremonies, recognition events, outreach activities, competitions, seminars, assemblies, and other official or school-related events, photographs, videos, audio recordings, and other media materials may be taken or recorded by the School or its authorized representatives.

I understand and agree that such photos, videos, recordings, and related materials may be used, posted, published, reproduced, edited, archived, or shared by Colegio de Santo Cristo de Burgos for legitimate school purposes, including but not limited to documentation, announcements, school publications, institutional reports, compliance reports required by government agencies or regulatory bodies, accreditation or monitoring requirements, promotional materials, marketing, advertisement, public relations, and posting on the School's official website, Facebook page, social media platforms, and other official communication channels.

For minor students, the parent or legal guardian gives consent for the collection, use, posting, publication, and processing of the minor student's photos, videos, recordings, and related materials for the purposes stated above. The minor student, when capable of understanding, likewise gives his or her assent to the same.

I understand that the School shall endeavor to use such materials in a respectful, appropriate, and lawful manner, and shall avoid using photos, videos, or recordings in a manner that is malicious, misleading, degrading, or contrary to the dignity and welfare of the student, learner, trainee, or personnel concerned.

I also understand that materials already published, submitted, posted, or shared for official school purposes may remain in records, reports, archives, publications, or online platforms unless removal is reasonably practicable, lawful, and approved in accordance with school procedures and applicable regulations.

By signing this acknowledgment, I voluntarily authorize Colegio de Santo Cristo de Burgos to use the above-mentioned information, photos, videos, recordings, and related materials for the stated legitimate school purposes. I hereby release and hold free and harmless Colegio de Santo Cristo de Burgos, its administrators, officers, employees, faculty members, trainers, staff, authorized representatives, and partner agencies from any claim, demand, or liability arising from the lawful, proper, and authorized use, posting, publication, submission, or processing of such materials, provided that such use is made in good faith and in accordance with school policy and applicable laws.

This waiver shall not be construed as a waiver of rights that cannot be waived under the Data Privacy Act, child protection laws, or other applicable laws and regulations.

Student/Learner/Trainee Name and Signature	
Parent/Guardian Name and Signature, if applicable	
Date	

Chapter 4. Educational Programs & Course Offerings

JUNIOR HIGH SCHOOL

The Junior High School program of Colegio de Santo Cristo de Burgos is designed to provide learners with a strong foundation in academic knowledge, values formation, practical skills, discipline, and personal development. The program prepares learners for Senior High School, lifelong learning, responsible citizenship, and future career pathways.

Program Descriptor

The Junior High School program covers Grades 7 to 10 and follows the prescribed curriculum for basic education. It aims to develop learners who are academically prepared, morally grounded, socially responsible, and equipped with essential competencies in communication, mathematics, science, technology, humanities, social sciences, physical education, values education, and technical-vocational livelihood learning.

Learning Areas

Junior High School learners are provided instruction in core learning areas such as:

- English
- Filipino
- Mathematics
- Science
- Araling Panlipunan
- Values Education
- Technology and Livelihood Education
- Music, Arts, Physical Education, and Health

Program Goals

The Junior High School program aims to help learners:

1. Develop literacy, numeracy, critical thinking, creativity, and problem-solving skills.
2. Strengthen communication skills in Filipino and English.
3. Build scientific, mathematical, technological, and digital competencies.

4. Understand Philippine history, culture, society, and responsible citizenship.
5. Practice respect, discipline, integrity, compassion, and Christian values.
6. Develop health awareness, physical fitness, artistic appreciation, and social responsibility.
7. Explore interests and skills that will guide their choice of Senior High School strand.
8. Prepare for academic advancement, technical-vocational learning, and future career development.

Learner Development

The program supports the holistic formation of learners through classroom instruction, performance tasks, values formation, guidance services, student activities, clubs, community involvement, and appropriate discipline. Learners are encouraged to become responsible, respectful, independent, and service-oriented members of the school and community.

SENIOR HIGH SCHOOL STRANDS

The Senior High School program of Colegio de Santo Cristo de Burgos is designed to help learners develop academic knowledge, practical skills, values, career readiness, and lifelong learning competencies. The program prepares learners for higher education, employment, entrepreneurship, technical-professional training, and other future opportunities.

In accordance with the strengthened Senior High School curriculum of the Department of Education, Senior High School offerings are organized under two major tracks: **the Academic Strand** and **the Technical-Professional Strand**. Learners shall take subjects and electives aligned with their interests, abilities, career goals, school offerings, available facilities, teacher complement, and applicable DepEd requirements.

The availability of specific clusters, electives, and subjects shall depend on the approved offerings of the School, learner demand, teacher qualifications, facilities, equipment, scheduling, and applicable government issuances.

Academic Strand

The Academic Track is designed for learners who intend to pursue higher education, professional courses, research-oriented fields, leadership roles, creative work, business, entrepreneurship, public service, science and technology, and other academic or career pathways.

Colegio de Santo Cristo de Burgos offers the following Academic Clusters:

1. **Arts, Social Sciences, and Humanities Cluster**

   The Arts, Social Sciences, and Humanities Cluster develops learners' creativity, self-expression, appreciation of culture, communication, critical thinking, and understanding of society, human behavior, governance, citizenship, and the visual and performing arts. It is suited for learners interested in creative work, media, design, communication, performance, culture, education, psychology, journalism, liberal arts, public service, law, social work, writing, research, and other arts-, social sciences-, and humanities-related fields.

2. **Business and Entrepreneurships Cluster**

   The Business and Entrepreneurships cluster introduces learners to business concepts, entrepreneurship, accounting, management, finance, marketing, economics, and organizational operations. It is suited for learners interested in business, management, finance, accounting, bookkeeping, marketing, entrepreneurship, human resources, and related fields.

3. **Science, Technology, Engineering, and Mathematics Cluster**

   The Science, Technology, Engineering, and Mathematics Cluster develops learners' scientific inquiry, mathematical reasoning, problem-solving skills, technological literacy, innovation, and analytical thinking. It is offered through two tracks: the Medical Track, which prepares learners for medicine, nursing, pharmacy, medical technology, dentistry, physical therapy, psychology, public health, and other health-related fields; and the Engineering Track, which prepares learners for engineering,

architecture, computer science, information technology, mathematics, physics, industrial technology, and other applied science fields.

Technical-Professional Strand

The Technical-Professional Track is designed for learners who wish to develop practical, industry-relevant, livelihood-oriented, and employment-ready skills. It provides opportunities for learners to acquire competencies that may support employment, entrepreneurship, further training, or middle-level skills development.

Colegio de Santo Cristo de Burgos offers the following Technical-Professional Clusters:

1. **Hospitality and Tourism Cluster**

   The Hospitality and Tourism cluster develops learners' competencies in hospitality services, tourism services, food and beverage services, kitchen operations, bakery operations, hotel operations, housekeeping, front office services, events-related activities, customer service, and related fields. It is suited for learners interested in hospitality, tourism, food service, hotel operations, travel, events, and service-oriented careers.

2. **Information and Communication Technology Cluster**

   The ICT Support and Computer Programming Technologies Cluster develops learners' skills in computer systems, technical support, basic networking, programming, digital tools, and technology-based problem-solving. It is suited for learners interested in ICT support, computer servicing, coding, software development, web development, and other technology-related fields.

Learners shall be guided in choosing their track and cluster based on their interests, abilities, career goals, school offerings, and applicable academic policies. The School may update, revise, open, suspend, or discontinue offerings in accordance with DepEd regulations, institutional capacity, and the best interest of the learners.

COLLEGE COURSE PROGRAMS

The college programs of Colegio de Santo Cristo de Burgos are designed to provide students with relevant knowledge, practical skills, professional values, and industry-oriented competencies needed for employment, entrepreneurship, further studies, and service to the community.

BACHELOR OF TECHNICAL - VOCATIONAL TEACHER EDUCATION MAJOR IN FOOD SERVICE MANAGEMENT

The Bachelor of Technical-Vocational Teacher Education Major in Food Service Management is a college degree program designed to prepare students to become competent technical-vocational teachers, trainers, and professionals in the field of food service. The program develops knowledge and skills in food preparation, food and beverage service, kitchen operations, sanitation and safety, entrepreneurship, and teaching methodologies. Graduates may pursue careers in teaching, training, food service management, hospitality-related work, and other technical-vocational education settings.

B.S. COMPUTER SCIENCE

The Bachelor of Science in Computer Science is a four-year program that prepares students in the design, development, and analysis of computer programs, software applications, algorithms, data processing systems, web technologies, computer architecture, and networks. The program develops problem-solving, programming, and systems development skills for careers in software and computing.

B.S. HOSPITALITY MANAGEMENT

The Bachelor of Science in Hospitality Management is a four-year program that prepares students for careers in hotel, restaurant, resort, and hospitality operations. It provides training in service operations, planning, management, marketing, finance, budgeting, staffing, entrepreneurship, and customer relations needed in the hospitality industry.

B.S INFORMATION TECHNOLOGY

The Bachelor of Science in Information Technology is a four-year program that equips students with the knowledge and skills to conceptualize, design, implement, maintain, and administer computer-based systems and applications. The program prepares students for careers in software applications, systems support, networking, database management, web development, and IT services.

B.S. PSYCHOLOGY

The **Bachelor of Science in Psychology** is a four-year program that introduces students to the scientific study of human behavior and mental processes. It develops competencies in psychological theories, research methods, assessment, and human behavior analysis. The program may serve as preparation for careers or further studies in medicine, guidance and counseling, human resource development, law, education, and related fields.

B.S. TOURISM MANAGEMENT

The **Bachelor of Science in Tourism Management** is a four-year program that prepares students for careers in tourism, travel, events, and hospitality-related industries. It provides training in tour operations, tourism planning, event management, customer service, investment and market study, and operational competencies needed in the tourism sector.



B.S. BUSINESS ADMINISTRATION

The Bachelor of Science in Business Administration is a four-year program that provides students with a foundation in the major functions of business management, including general business administration, accounting, finance, marketing, human resources, project management, information technology, international business, logistics, and organizational behavior.

The program offers majors in:

1. **Financial Management** – focuses on financial planning, investment analysis, banking, budgeting, risk management, and the effective management of financial resources in business organizations.
2. **Marketing Management** – focuses on market research, consumer behavior, advertising, sales, branding, digital marketing, and strategies for promoting products, services, and business organizations.
3. **Human Resource Development Management** – focuses on recruitment, training and development, employee relations, performance management, labor relations, compensation, and the effective management of people in organizations.

TESDA PROGRAMS

The TESDA / TVET programs of Colegio de Santo Cristo de Burgos are designed to provide practical, competency-based training aligned with industry standards. These programs prepare trainees for employment, entrepreneurship, skills upgrading, national assessment, and certification, where applicable.

Program availability, duration, assessment requirements, and credential issuance shall depend on the school's current TESDA registration, applicable Training Regulations, approved curriculum, and prevailing

TESDA policies. Completion of training does not automatically guarantee employment, certification, or passing of national assessment.

A. National Certificate and TVET Programs

Program	Concise Descriptor
Bartending NC II	Develops the knowledge, skills, and attitude required in preparing, mixing, and serving alcoholic and non-alcoholic beverages in accordance with industry standards. It includes bar setup, beverage preparation, customer service, sanitation, safety, and responsible service practices.
Bookkeeping NC III	Develops competencies in recording financial transactions, preparing trial balances, maintaining books of accounts, and assisting in the preparation of financial reports. It is suited for trainees who wish to pursue work in bookkeeping, accounting support, office administration, and business records management.
Bread and Pastry Production NC II	Prepares trainees to clean baking tools and equipment and produce bakery products, pastries, cakes, petit fours, and desserts for food service or entrepreneurial settings.
Caregiving Elderly NC II	Prepares trainees to provide care and support to elderly clients in home, community, or institutional settings. It includes basic caregiving procedures, assistance with daily living activities, safety and comfort measures, communication, infection prevention, and promotion of dignity and well-being among elderly persons.
Cookery NC II	This course develops competencies in preparing, cooking, presenting, and storing food items in accordance with food safety and industry standards. It includes kitchen operations, use of tools and equipment, preparation of stocks, sauces, soups, meat, seafood, vegetables, desserts, and other food products.

Customer Services NC II	This course prepares trainees to provide quality customer service in various workplace settings. It includes receiving and responding to customer inquiries, handling complaints, communicating effectively, maintaining professionalism, and supporting customer satisfaction in service-oriented industries.
Driving NC II	Develops competencies to operate light motor vehicles, observe traffic and road safety rules, transport passengers or loads, and perform basic vehicle checks and minor servicing.
Front Office Services NC II	Develops learners' competencies in handling hotel and resort front office operations, including guest reception, reservations, check-in and check-out procedures, guest assistance, recordkeeping, and professional customer service.
Housekeeping NC II	Trains learners to prepare guest rooms, clean public areas and equipment, provide housekeeping and valet services, and handle laundry and linen services in accommodation settings.
Food and Beverage Services NC II	Prepares trainees to provide food and beverage service to guests in restaurants, hotels, cafés, catering operations, and related service facilities.
Trainers Methodology Level I (Trainer/Assessor)	Develops competencies required of a TVET trainer performing trainer and assessor functions, including planning and facilitating learning and conducting competency assessment.
Cable TV Installation NC II	Trains learners to install CATV pole hardware, coaxial or fiber-optic cables, active and passive devices, subscriber drop lines, and internal cable systems.
Computer Systems Servicing NC II	Develops competencies to install and configure computer systems, set up networks and servers, and maintain and repair computer systems and networks.

Visual Graphic Design NC III	Develops the competencies needed to create visual designs and digital graphics for print, web, advertising, branding, and multimedia purposes. It includes the use of design principles, layout, typography, color, image editing, digital illustration, and industry-standard graphic design tools to produce creative and professional visual materials.

B. Diploma Courses

Diploma Course	Concise Descriptor
	DIPLOMA PROGRAM IN HOSPITALITY AND TOURISM TECHNOLOGY A diploma-level hospitality and tourism program that prepares learners for technical and service-oriented roles in hotels, resorts, restaurants, events, and tourism-related establishments. The program emphasizes guest service, hospitality operations, tourism services, workplace communication, safety, sanitation, and professional conduct.
	DIPLOMA PROGRAM IN INFORMATION TECHNOLOGY A diploma-level ICT program that prepares learners for technical support and junior professional roles in computer systems, networking, programming, database support, web technologies, digital productivity, and IT service operations.

RULES, REGULATIONS, POLICIES AND PROCEDURES

The rules and regulations in the Student Handbook shall apply to all students who are enrolled in Colegio de Santo Cristo de Burgos. Upon enrollment, students shall agree to abide by these rules and regulations and to conduct themselves properly as to maintain order and discipline within the campus, preserve the fair and noble name of the college, and actualize her mission.

Aside from the norms contained in this handbook, the administration shall inform the student body of official business through various channels such as bulletin boards, special manuals, announcements, and memoranda.

The administrative authority of the college is vested on the President. As a bona fide student of Colegio de Santo Cristo de Burgos, each one is subject to the line of authority in conformity with the spirit of the existing policies set by the academic community.

Chapter 5. Common Policy on Admission, Enrollment, Registration, and Student Records

Section 1. Purpose and Coverage

This policy provides the general rules on admission, enrollment, registration, student records, and confirmation of official enrollment for all students, learners, and trainees of Colegio de Santo Cristo de Burgos.

For purposes of this section, the term student shall refer to Basic Education learners, Senior High School learners, College students, and TESDA/TVET trainees, unless the context specifically refers to a particular department, program, or regulatory requirement.

This common policy shall apply to all departments of the School, subject to the specific enrollment requirements, academic rules, training standards, scholarship guidelines, and regulatory requirements of DepEd, CHED, TESDA, and other applicable authorities.

The detailed admission and enrollment procedures for each department shall remain in their respective handbook sections.

Section 2. General Admission and Enrollment Policy

Admission and enrollment in the School shall be subject to compliance with school requirements, submission of required documents, eligibility for the chosen level or program, availability of slots, payment or approved arrangement of applicable fees, scholarship validation when applicable, and confirmation by the Office of Admissions and Registrar and other authorized offices.

Enrollment in the School signifies that the student and, when applicable, the parent or legal guardian agree to comply with the rules, policies, academic requirements, training requirements, safety procedures, data privacy rules, financial obligations, and student responsibilities stated in this Handbook and other official school issuances.

The School reserves the right to verify documents, evaluate eligibility, require additional documents, defer enrollment, place a student under provisional status, or deny enrollment when requirements are incomplete, records are inconsistent, eligibility is not established,

program slots are unavailable, the program is not open or authorized, or enrollment may violate school policy, safety requirements, or applicable government regulations.

Section 3. Office Responsible for Enrollment

The Office of Admissions and Registrar shall be the primary office responsible for receiving, verifying, processing, recording, and maintaining admission and enrollment documents.

The Registrar shall coordinate with the Finance Department, Principal, College Dean, Program Head, TESDA Focal Person, Guidance Office, Medical Affairs Department, scholarship personnel, and other authorized offices when necessary.

Section 4. General Enrollment Requirements

All applicants, students, learners, and trainees shall submit the documents required by the School, the Registrar, the department concerned, and the applicable government or regulatory agency.

Section 5. Official Enrollment Status

A student shall be considered officially enrolled only after completing the applicable admission and registration process, submitting or provisionally completing the required documents, securing required approvals, selecting or confirming approved subjects, strand, course, program, qualification, or training schedule, settling or making approved arrangements for applicable fees, and receiving confirmation from the Registrar or authorized office.

A student who attends class, training, orientation, online sessions, or school activities without official confirmation of enrollment may be required to complete enrollment requirements before being fully recognized as enrolled.

Section 6. Provisional Enrollment

The School may allow provisional enrollment when a student cannot immediately submit a required document, provided that the missing requirement is identified, the student or parent/guardian undertakes to submit it within the prescribed period, and the provisional enrollment

does not violate DepEd, CHED, TESDA, scholarship, safety, or school requirements.

Provisional enrollment may result in temporary limitations, including deferred release of official records, restricted enrollment confirmation, conditional subject loading, delayed scholarship validation, or other appropriate administrative action until the missing requirements are completed.

Failure to complete the required documents within the prescribed period may result in deferment of enrollment, withholding of records processing, removal from the official list, restriction from certain activities, non-endorsement for assessment, scholarship disqualification, or other applicable action, subject to due process and applicable rules.

Section 7. Enrollment Verification and Accuracy of Information

Students, parents, guardians, and trainees are responsible for submitting truthful, accurate, complete, and updated information during admission, enrollment, and throughout the student's stay in the School.

The School may verify submitted documents with previous schools, government agencies, scholarship providers, assessment centers, training partners, or other authorized entities when necessary and lawful.

Falsification, misrepresentation, submission of fraudulent documents, concealment of material information, use of another person's identity, or unauthorized enrollment may result in denial of admission, cancellation of enrollment, loss of scholarship privilege, disciplinary action, withholding of school action, or referral to proper authorities when warranted.

Section 8. Enrollment, Data Privacy, and Records Management

All admission and enrollment documents shall be handled with confidentiality and in accordance with the Data Privacy Act, applicable DepEd, CHED, TESDA, and school rules, and the School's Data Privacy Policy.

By applying for admission, enrolling, continuing enrollment, participating in school activities, using school systems, or signing the Handbook Conforme, the student and, when applicable, the parent or guardian acknowledge that the School may process personal data for legitimate educational, administrative, regulatory, safety, welfare, scholarship, assessment, training, records management, and institutional purposes.

Student records shall be released only to the student, parent or guardian when legally authorized, or a duly authorized representative, subject to proper identification, written authorization, clearance, payment of applicable fees, and compliance with school procedures and applicable law.

Section 9. Enrollment Fees, Payment, and Financial Arrangements

Enrollment shall be subject to payment of applicable fees or approval of a payment arrangement, scholarship coverage, voucher coverage, subsidy, grant, or other authorized financial arrangement.

Payment, partial payment, or submission of scholarship documents does not automatically guarantee final enrollment unless the Registrar, Finance Department, and other authorized offices confirm that the student has complied with the requirements for enrollment.

Students under scholarships, grants, vouchers, TESDA scholarship programs, CHED assistance, ESC, SHS Voucher Program, private sponsorships, or other financial assistance shall comply with the specific requirements, validation rules, attendance requirements, documentation, completion requirements, and conditions of the scholarship or grant.

If a scholarship, voucher, grant, subsidy, or financial assistance application is not approved, is delayed, is discontinued, is withdrawn, or is disallowed, the student and/or parent or guardian may be required to settle the applicable tuition, fees, or accountabilities in accordance with school policy and the rules of the funding agency or scholarship provider.

Section 10. Enrollment Schedule, Late Enrollment, and Changes in Registration

Students shall enroll within the period prescribed by the School, Registrar, academic calendar, training schedule, scholarship schedule, or official announcement.

Late enrollment is discouraged because it may result in missed classes, missed training hours, attendance deficiencies, delayed access to school systems, late subject loading, scholarship complications, or additional fees.

Changes in registration, including adding, dropping, changing, substituting, or adjusting subjects, modules, units of competency, section, schedule, strand, program, or qualification, shall require approval of the Registrar and the proper academic or training authority.

No student shall attend or be credited for a subject, class, module, training activity, or program unless officially enrolled, registered, or authorized by the School.

Section 11. Identification Card, Student Number, and School Systems Access

Upon confirmation of enrollment, the School may issue or validate the student's school ID, student number, LMS account, school email, library access, laboratory access, training access, or other school system access.

The school ID is the official proof of enrollment, identity, and authorization to enter school premises and access school services. It may be required for campus entry, library services, clinic assistance, Registrar transactions, borrowing of equipment or learning materials, laboratory or workshop access, examinations, assessments, and official school transactions.

Use of another person's ID, student number, account, enrollment record, or school credential is prohibited and may be treated as misrepresentation, falsification, or a disciplinary offense.

Section 12. Department-Specific Application

This common enrollment policy shall be implemented according to the specific nature of each department or program.

Basic Education and Senior High School. Enrollment shall be governed by DepEd rules, school admission standards, learner records requirements, grade level or strand placement, ESC or SHS Voucher requirements when applicable, parent or guardian participation, learner protection rules, and school policies.

College. Enrollment shall be governed by CHED rules, school admission standards, curriculum requirements, subject loading, prerequisites, academic classification, retention policy, transfer rules, shifting rules, scholarship rules, and Registrar procedures.

TVET. Enrollment shall be governed by TESDA rules, Training Regulations, Competency Standards, program registration, qualification entry requirements, diploma program standards when applicable, scholarship guidelines, T2MIS/BSRS or other TESDA monitoring requirements, training schedule, trainer availability, branch authorization, facilities, tools and equipment readiness, safety requirements, and assessment or certification requirements.

Section 13. Enrollment Orientation and Handbook Conforme

All newly enrolled students, trainees, transferees, returnees, and scholarship beneficiaries may be required to attend orientation or briefing before or during the start of classes or training.

Orientation may include discussion of school rules, department rules, academic or training requirements, attendance, grading or competency evaluation, assessment, safety, data privacy, student services, guidance services, health services, discipline, grievance procedures, scholarship conditions, fees, facilities, ID rules, LMS access, and applicable handbook provisions.

Signing the Handbook Conforme shall signify that the student and, when applicable, the parent or legal guardian have received, read, understood, and agreed to comply with the Handbook, subject to applicable law, regulatory requirements, and school policies.

Section 14. Right to Update Enrollment Procedures

The School may update enrollment schedules, forms, documentary requirements, payment procedures, scholarship validation steps, online enrollment systems, health requirements, ID procedures, and related processes when required by DepEd, CHED, TESDA, law, government regulation, school policy, safety concerns, data privacy requirements, operational needs, program requirements, or other legitimate educational purposes.

Updates shall be announced through official school channels. Students, parents, guardians, and trainees are responsible for monitoring official announcements and complying with updated procedures within the prescribed period.

Section 15. Cross-Reference to Department Handbooks

This common policy shall serve as the general enrollment framework for the School. The full explanation of admission, enrollment, registration, classification, subject loading, strand placement, training entry requirements, scholarship compliance, assessment eligibility, and records processing shall remain in the applicable Basic Education, Senior High School, College, or TESDA/TVET handbook sections.

In case of conflict between this common policy and a more specific DepEd, CHED, TESDA, scholarship, or lawful government rule, the applicable law or regulatory issuance shall prevail.

Chapter 6. Student Status Changes: Withdrawal, Dropping, Leave of Absence, Quitting, Transfer, and Scholarship Withdrawal

Section 1. Purpose and Coverage

This policy governs all official changes in student or trainee status, including withdrawal, dropping, leave of absence, quitting, transfer, abandonment, scholarship withdrawal, and non-completion. It shall apply to all departments of the School, including Basic Education, Senior High School, College, and TVET programs, subject to applicable DepEd, CHED, TESDA, scholarship, and school-specific rules.

Section 2. Definition of Terms

For purposes of this policy:

a) **Withdrawal** refers to the official discontinuance from a subject, course, module, training program, or school enrollment through a written request approved by the School.
b) **Dropping** refers to the removal of a subject, module, unit of competency, or training component from the student's official enrollment records within the prescribed period.
c) **Leave of Absence** or **LOA** refers to an approved temporary absence from school or training for a valid reason, with possible privilege of re-enrollment or re-entry within the approved period.
d) **Quitting, abandonment, or unofficial discontinuance** refers to stopping attendance or participation without approved withdrawal, dropping, LOA, transfer, or clearance.
e) **Scholarship withdrawal** refers to the voluntary or involuntary cancellation, discontinuance, forfeiture, or non-completion of a scholarship, grant, subsidy, voucher, or training benefit due to withdrawal, dropping, non-attendance, ineligibility, violation, or failure to comply with scholarship requirements.

Section 3. General Rule: Written Approval Required

All withdrawals, dropping of subjects, leave of absence, quitting, transfer, scholarship withdrawal, or discontinuance must be made in writing and must be approved by the authorized school office. Verbal notice, text messages, social media messages, absence from class, failure to attend training, or notice through classmates, friends, parents, teachers, trainers, or other persons shall not be sufficient to constitute official withdrawal or LOA.

The official date of withdrawal, dropping, LOA, or discontinuance shall be the date when the written request and required form are received by the Office of Admissions and Registrar, unless otherwise determined by the School based on valid documentation.

Section 4. Withdrawal and Dropping

Withdrawal or dropping refers to the official discontinuance of a student, learner, or trainee from a subject, course, module, unit of competency, training component, program, or school enrollment, subject to approval by the School and proper recording by the Office of Admissions and Registrar.

Dropping of subjects, modules, units of competency, or training components shall be allowed only for legitimate reasons and within the prescribed period set by the Office of Admissions and Registrar. A processing fee may be imposed for any approved change, dropping, or adjustment of subject/s, except in cases of dissolved subjects, cancelled classes, or other causes attributable to the School.

A student who officially withdraws or drops within the prescribed period may be given a mark of "W" or Withdrawn, or another equivalent status depending on the department, level, program, or applicable regulatory requirement. For TESDA/TVET programs, the applicable status may include Withdrawn, Dropped, Deferred, Non-Completer, Not Yet Competent, or another status required by TESDA or the School.

A. Conditions for Withdrawal or Dropping

A student, learner, or trainee may apply for withdrawal or dropping, provided that:

a) The student is officially enrolled in the subject, course, module, unit of competency, training component, program, or training batch concerned.
b) The application is filed in writing using the prescribed form within the period set by the Office of Admissions and Registrar.
c) For college and semester-based programs, withdrawal or dropping shall generally be allowed only before the midterm examination or equivalent evaluation period.
d) A student who applies for withdrawal or dropping after the midterm examination or equivalent evaluation period may be allowed to do so only for a valid and justifiable reason, as determined by the College Dean, Principal, Program Head, TESDA Focal Person, Registrar, or authorized school official.

e) If the reason for late withdrawal or dropping is not valid, the student may be given a failing grade, dropped status, non-completion status, failed due to absences, or other applicable academic or training status.
f) A student may not be allowed to drop a subject, module, unit of competency, or training component after exceeding the allowable number of absences. In such case, the student may be given a failing grade, dropped status, failed due to absences, non-completer status, or other applicable status.
g) Withdrawal or dropping shall be subject to academic advising, training evaluation, clearance, payment of applicable fees, settlement of accountabilities, and compliance with school and department procedures.
h) For scholarship beneficiaries, withdrawal or dropping shall also be subject to the applicable scholarship, voucher, subsidy, TESDA, CHED, DepEd, or private scholarship rules.

B. Procedure for Withdrawal or Dropping

The student, learner, or trainee shall follow the procedure below:

a) Submit a written request for withdrawal or dropping addressed to the appropriate office, such as the Dean's Office, Principal's Office, Program Head, TESDA Focal Person, or Office of Admissions and Registrar.
b) For minors, the written request must include the name and signature of the parent or legal guardian.
c) Consult the Guidance Counselor, Guidance Personnel, Adviser, Trainer, Program Head, or other authorized personnel for academic advising, course flow instruction, intervention, or training status evaluation.
d) Secure and accomplish the official Withdrawal/Dropping Form from the Office of Admissions and Registrar.
e) Secure clearance from all concerned offices, which may include the Dean, Principal, Program Head, Trainer, Adviser, Registrar, Cashier, Library, Laboratory, Workshop, Property Custodian, Scholarship Focal Person, or other concerned departments.
f) Pay the corresponding processing fee or settle accountabilities, when applicable.

g) Submit the required copies of the accomplished form and supporting documents to the Office of Admissions and Registrar.
h) Wait for official approval and recording by the School before considering the withdrawal or dropping as final.

C. Effect of Withdrawal or Dropping

Withdrawal or dropping may affect the student's grades, academic standing, training status, completion status, promotion, assessment eligibility, scholarship status, financial obligations, subject sequencing, re-enrollment, or graduation timeline.

A student who stops attending classes or training without an approved withdrawal or dropping form shall not be considered officially withdrawn. Verbal notice, non-attendance, text messages, social media messages, or notice through classmates, friends, teachers, trainers, or other persons shall not be sufficient.

The official date of withdrawal or dropping shall be the date when the written request and required form are received by the Office of Admissions and Registrar, unless otherwise determined by the School based on valid documentation.

Section 5. Leave of Absence

A Leave of Absence, or LOA, refers to an approved temporary absence from school, classes, or training for a valid reason, without necessarily losing the privilege of re-enrollment or re-entry within the approved period. LOA shall be subject to the approval of the School, availability of subjects or training schedule, curriculum requirements, scholarship rules, and applicable DepEd, CHED, TESDA, or other regulatory requirements.

For TESDA/TVET programs, especially short-term qualifications or scholarship-funded batches, LOA may be treated as deferment, temporary discontinuance, or re-entry to a future training batch, depending on program duration, competency requirements, attendance rules, scholarship guidelines, and TESDA reporting requirements.

A. Conditions for Leave of Absence

A student, learner, or trainee may apply for LOA, provided that:

a) The student is officially enrolled at the time of request.
b) The student is in good academic, training, conduct, and financial standing, unless the School allows the LOA for valid humanitarian, medical, safety, or other justifiable reasons.
c) The student has no pending serious disciplinary case, unless the School determines that the LOA may be allowed without prejudice to the continuation or resolution of the case.
d) The request is filed in writing using the prescribed form before the prescribed cut-off period set by the School.
e) For college and semester-based programs, LOA should preferably be filed before the preliminary examination, midterm examination, or equivalent major evaluation period, depending on the academic calendar.
f) The reason for LOA is valid, such as medical condition, family emergency, pregnancy or maternity-related concern, financial difficulty, relocation, work-related conflict, calamity, safety concern, or other reason accepted by the School.
g) The approved LOA shall generally be valid for a maximum of one academic year for semester-based programs, unless an extension is approved by the Dean, Principal, Program Head, or School Administrator.
h) For TESDA/TVET programs, the period of deferment or re-entry shall depend on training batch availability, competencies completed, scholarship rules, assessment schedule, TESDA reporting requirements, and approval of the School.
i) Re-entry after LOA shall not be automatic and shall depend on program availability, subject offering, training schedule, slot availability, curriculum status, updated requirements, scholarship rules, and school approval.

B. Procedure for Filing a Leave of Absence

The student, learner, or trainee shall follow the procedure below:

a) Submit a written request for Leave of Absence addressed to the Dean's Office, Principal's Office, Program Head, TESDA Focal Person, or Office of Admissions and Registrar.
b) For minors, the written request must include the name and signature of the parent or legal guardian.

c) Consult the Guidance Counselor, Guidance Personnel, Adviser, Trainer, Program Head, or other authorized personnel for academic advising, intervention, course flow instruction, training status evaluation, or return-to-school planning.
d) Secure and accomplish the official Leave of Absence Form from the Office of Admissions and Registrar.
e) Secure clearance from all concerned offices and settle accountabilities, when applicable.
f) Pay the corresponding processing fee, when applicable.
g) Submit the required copies of the accomplished LOA Form and supporting documents to the Office of Admissions and Registrar.
h) Wait for written approval before stopping attendance.

C. Effect of Leave of Absence

An approved LOA temporarily suspends the student's active enrollment, attendance, and participation in classes or training for the approved period. It does not automatically guarantee promotion, completion, assessment eligibility, scholarship continuation, or automatic return to the same class, section, schedule, program, or training batch.

A student returning from LOA may be required to undergo re-admission evaluation, academic advising, curriculum evaluation, training evaluation, bridging activities, make-up requirements, settlement of accountabilities, submission of updated documents, or compliance with updated school, department, government, or scholarship requirements.

An approved LOA may affect the student's eligibility for scholarships, grants, subsidies, vouchers, TESDA scholarship benefits, CHED assistance, ESC, SHS Voucher Program, private scholarships, institutional discounts, or other forms of financial assistance. Depending on the rules of the scholarship provider, government agency, or School, the student may be placed on temporary hold, disqualified, removed from the list of eligible beneficiaries, required to reapply, subjected to revalidation, or required to comply with additional requirements before scholarship benefits may continue or be restored.

A student who fails to return after the approved LOA period may be considered inactive, dropped, unofficially withdrawn, non-completer, failed due to absences, or subject to re-admission evaluation.

A student who stops attending classes or training without an approved LOA shall be considered absent and may be subject to the rules on dropping, failure due to absences, non-completion, scholarship withdrawal, loss of scholarship eligibility, or other applicable consequences.

Section 6. Quitting, Abandonment, or Unofficial Discontinuance

A student, learner, or trainee shall be considered to have unofficially discontinued, abandoned, or quit school or training when they stop attending classes, training, assessment activities, or required school activities without approved withdrawal, dropping, LOA, transfer, or clearance.

The School may attempt to contact the student and/or parent or guardian, issue a written notice, refer the matter to the Guidance Office, require a conference, or document the reason for discontinuance. If the student fails to respond or comply, the School may officially record the student as Dropped, Inactive, Unofficially Withdrawn, Non-Completer, Failed Due to Absences, Not Yet Competent, or another applicable status depending on the department, program, or regulatory requirement.

Section 7. Scholarship Withdrawal, Cancellation, or Non-Completion

This section shall apply to students, learners, or trainees enjoying scholarships, grants, subsidies, vouchers, TESDA scholarship benefits, CHED assistance, ESC, SHS Voucher Program, private scholarships, institutional discounts, or other forms of financial assistance.

A scholarship beneficiary who intends to withdraw, drop, transfer, discontinue, defer, or stop attending must immediately inform the School through the Registrar, Scholarship Focal Person, Program Head, Trainer, Adviser, or authorized office and must complete the required school and scholarship forms.

Scholarship benefits are subject to approval, availability of funds, validation, documentary compliance, attendance compliance, completion requirements, and applicable government or scholarship provider guidelines. Withdrawal, dropping, abandonment, non-

completion, false documents, excessive absences, or violation of school or scholarship rules may result in cancellation, forfeiture, withholding or non-release of benefits, reporting to the scholarship provider, disqualification from future scholarship applications, or return of improperly received benefits when required.

Section 8. Financial Policy on Withdrawal and LOA

Once a student is officially enrolled, it is understood that the student is enrolling for the whole term, semester, module, training period, or program, as applicable. The School reserves a slot, schedule, teacher or trainer assignment, facilities, learning resources, administrative processing, and other institutional resources for the student.

If the student withdraws, drops, files LOA, or leaves within the term, semester, or training period, the student shall be charged the corresponding tuition, training fee, or school fees according to the following schedule, unless a different rule is required by law, applicable government policy, scholarship guideline, or approved written agreement:

a) During the enrollment period and before the opening of classes or training, the amount paid may be refunded, except registration fee, processing fee, reservation fee, or other non-refundable charges properly disclosed by the School.
b) Within the first week of classes or training, the student may be charged ten percent (10%) of the total amount due for the entire semester, term, module, training period, or program.
c) After the first week of classes or training, the student may be charged one hundred percent (100%) of the total amount due for the entire semester, term, module, training period, or program.

No refund shall be made after the prescribed period set by the School and/or if the withdrawal is not made in writing. Verbal notice shall not be sufficient.

The above charges shall apply regardless of actual attendance. Since authority to attend classes or training has already been given and a slot has been reserved, failure or negligence to attend shall not by itself be considered a valid reason to contest the policy.

For purposes of determining applicable charges, refund, school records, scholarship reporting, and student status, the day of the student's submission of written notice of withdrawal shall be considered the official date of withdrawal.

For scholarship-funded students or trainees, refund, non-release, disallowance, return of benefits, or charging of fees shall be governed by the applicable scholarship agreement, government agency rules, and school policy.

Section 9. Department-Specific Application

The implementation of this policy shall be subject to the nature of the department or program concerned:

a) **Basic Education** — Withdrawal, transfer, temporary absence, and re-entry shall be evaluated based on enrollment records, attendance, grading, promotion, learner records, and applicable DepEd requirements.
b) **Senior High School** — Withdrawal, dropping, LOA, transfer, and re-entry shall be evaluated based on strand, track, subject availability, grading period, attendance, work immersion requirements, voucher or scholarship rules, and applicable DepEd requirements.
c) **College** — Withdrawal, dropping, LOA, return from LOA, subject loading, academic standing, grade of "W," refund, and re-enrollment shall be evaluated based on the College academic calendar, curriculum, prerequisites, retention policy, Registrar rules, and applicable CHED requirements.
d) **TESDA/TVET** — Withdrawal, dropping, deferment, LOA, non-completion, assessment endorsement, scholarship withdrawal, and re-entry shall be evaluated based on training duration, competencies completed, attendance requirements, institutional assessment, national assessment, T2MIS/BSRS or other TESDA monitoring requirements, scholarship rules, and applicable TESDA requirements.

Section 10. Effect on Records, Grades, Completion, and Re-Entry

Withdrawal, dropping, LOA, quitting, abandonment, scholarship withdrawal, or non-completion may affect the student's grades, completion status, eligibility for assessment, promotion, graduation, scholarship benefits, re-enrollment, transfer credentials, clearance, and other school records.

A student returning after withdrawal, LOA, deferment, or discontinuance may be required to undergo re-admission evaluation, academic advising, curriculum evaluation, bridging activities, make-up requirements, settlement of accountabilities, submission of updated documents, or compliance with updated school, department, government, or scholarship requirements.

Re-entry shall not be automatic and shall depend on approval of the School, availability of subjects or training slots, curriculum status, program availability, conduct standing, academic or training standing, financial clearance, scholarship rules, and applicable regulatory requirements.

Section 11. Forms and Documentation

All approved withdrawal, dropping, LOA, deferment, scholarship withdrawal, non-completion, return from LOA, and re-entry decisions shall be properly documented by the Office of Admissions and Registrar and the concerned department.

The School may require the following forms or documents, as applicable:

a) Written request for withdrawal, dropping, LOA, transfer, or re-entry;
b) Parent or legal guardian consent for minors;
c) Withdrawal/Dropping Form;
d) Leave of Absence Form;
e) Scholarship Withdrawal or Non-Completion Form;
f) Clearance Form;
g) Guidance referral or advising record;
h) Trainer, adviser, program head, dean, or principal recommendation;

i) Medical certificate, employment certificate, relocation document, or other supporting proof when applicable;
j) Return from LOA or Re-Entry Evaluation Form.

All records shall be handled in accordance with the School's Data Privacy Policy and applicable laws.

Chapter 7. Safe, Inclusive, and Motivating Learning Environment

Colegio de Santo Cristo de Burgos is committed to maintaining a safe, inclusive, respectful, supportive, and motivating learning environment for all learners, students, trainees, personnel, parents, guardians, and members of the school community.

The School shall promote a positive school climate in accordance with applicable policies and standards of the Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, child protection laws, student welfare policies, learner protection principles, and institutional rules.

For Basic Education, the School shall be guided by DepEd policies on child protection, learner rights and protection, anti-bullying, positive discipline, and the protection of children from abuse, violence, exploitation, discrimination, bullying, and other forms of abuse.

For College, the School shall be guided by CHED policies on student affairs and services, student welfare, student development, institutional student programs and services, safety and security, student discipline, due process, and the promotion of a safe and supportive higher education environment.

For TESDA programs, the School shall be guided by TESDA standards on quality technical-vocational education and training, competency-based training, trainer supervision, safe and healthy learning environments, proper use of training facilities and equipment, work ethics, and the development of trainees who are competent, responsible, and prepared for the workplace.

Discipline shall be positive, corrective, restorative, formative, and developmentally appropriate. Its primary purpose is not merely to

punish, but to guide learners, students, and trainees toward self-control, accountability, respect for others, responsible decision-making, and personal growth.

The School shall not tolerate conduct that compromises the safety, dignity, learning, training, or well-being of any person. Acts of bullying, cyberbullying, harassment, intimidation, discrimination, abuse, violence, humiliation, retaliation, exploitation, or other forms of degrading treatment shall be addressed in accordance with school policy, due process, and applicable laws and regulations.

Section 1. General Standards

All learners, students, trainees, personnel, and members of the school community shall observe the following standards:

a. Use respectful language and behavior in face-to-face, online, classroom, laboratory, training, campus, and school-related settings.
b. Treat others with dignity regardless of age, sex, gender, religion, disability, social or economic status, academic performance, physical appearance, nationality, cultural background, or personal circumstances.
c. Avoid humiliation, intimidation, ridicule, threats, discriminatory remarks, degrading treatment, abusive discipline, or any behavior that may harm another person's dignity or well-being.
d. Promote positive discipline, restorative practices, accountability, empathy, cooperation, and safety.
e. Protect and respect the physical, mental, emotional, social, moral, and spiritual well-being of learners, students, trainees, and personnel.
f. Refrain from bullying, cyberbullying, harassment, retaliation, coercion, violence, abuse, or any conduct that creates fear, hostility, embarrassment, or an unsafe learning environment.
g. Respect school property, personal property, learning materials, training tools, facilities, equipment, and shared spaces.
h. Follow classroom, laboratory, workshop, training, campus, online learning, and activity rules issued by the School and authorized personnel.

i. Observe safety, sanitation, health, emergency, and supervision protocols in classrooms, laboratories, workshops, kitchens, training rooms, clinics, activity areas, and other school facilities.
j. Report conduct, conditions, or incidents that may place any person at risk or may affect the safety, welfare, or order of the school community.
k. Cooperate with school officials, teachers, faculty members, trainers, guidance personnel, clinic personnel, security personnel, and authorized staff in maintaining peace, safety, discipline, and order.

Section 2. Positive Discipline and Corrective Action

Corrective action shall be applied with fairness, respect, and proportionality. The School may use reminders, conferences, guidance intervention, restorative measures, behavioral agreements, parent or guardian involvement, disciplinary action, or referral to appropriate authorities depending on the nature and gravity of the concern.

For minors, parents or guardians shall be notified and involved when required by school policy, child protection procedures, or the nature of the incident. For college students and TESDA trainees, appropriate school offices, program heads, trainers, or authorized representatives may be involved as necessary.

Section 3. Protection, Reporting, and Response

Any person who becomes aware of bullying, abuse, harassment, discrimination, violence, exploitation, safety risks, serious misconduct, or other harmful conduct should report the matter to the appropriate school authority.

The School shall respond to concerns involving safety, discipline, welfare, or student support in a fair, timely, confidential, and appropriate manner, consistent with due process, child protection principles, student welfare standards, data privacy rules, and applicable DepEd, CHED, TESDA, and institutional requirements.

Section 4. Security Screening, Bag Checks, and Confiscation of Prohibited Items

To maintain a safe, inclusive, orderly, and motivating learning environment, the School may implement reasonable security measures within the campus and during school-sanctioned activities. These measures may include controlled entry and exit, visitor verification, use of security personnel, metal detector screening, bag inspection, routine or unannounced classroom bag checks, and confiscation of prohibited, unsafe, or unauthorized items.

All students, learners, trainees, personnel, parents, guardians, visitors, and other persons entering or staying within the School premises shall be subject to reasonable security procedures. These procedures shall be conducted only by authorized school personnel, security personnel, discipline personnel, teachers, trainers, advisers, or school officials designated by the Administration.

Metal detector screening and bag checks may be conducted at school entrances, classrooms, laboratories, workshops, training areas, school events, assemblies, examinations, or whenever there is a safety concern, reported threat, incident, or reasonable suspicion involving prohibited items. Classroom bag checks may also be conducted routinely or without prior notice as part of the School's preventive safety measures.

Bag checks shall generally be limited to visual inspection. Students shall be asked to open their own bags, pouches, containers, or belongings and show the contents for inspection. School personnel shall avoid unnecessary handling of personal belongings unless needed to secure a prohibited item, prevent concealment, or address an immediate safety concern. Searches shall be conducted respectfully and shall not be used to embarrass, harass, intimidate, discriminate against, or humiliate any student.

The following items are prohibited within school premises and school activities unless specifically authorized for academic, laboratory, clinical, workshop, TESDA training, or official school purposes: weapons or replica weapons; firearms, ammunition, explosives, fireworks, knives, cutters, blades, sharp objects, or items that may be used as weapons; illegal drugs, controlled substances, drug paraphernalia, alcohol,

cigarettes, vape products, nicotine products, or intoxicating substances; lighters, matches, flammable materials, hazardous chemicals, or toxic substances; pornographic, obscene, violent, or highly inappropriate materials; gambling materials; unauthorized gadgets or devices used for cheating, recording, bullying, harassment, or class disruption; stolen property or items reasonably suspected to be stolen; and other items declared prohibited by the School or by law.

Prohibited, unsafe, suspicious, or unauthorized items found during security screening, bag inspection, classroom checks, or school activities may be confiscated by authorized personnel. Confiscated items shall be recorded, properly identified, and kept in a secure place pending release, disposal, turnover, or further action. For minor violations, the item may be returned to the student or parent/guardian after school hours, conference, or compliance with school procedure. For dangerous, illegal, or serious items, the School may notify the parent or guardian, conduct an investigation, refer the matter to the proper school authority, or turn over the item to law enforcement or appropriate government authorities when necessary.

A student or visitor who refuses to submit to reasonable security screening, bag check, or verification may be denied entry, referred to the appropriate school office, or required to remain in a designated area until the matter is resolved. For students, refusal may result in parent/guardian notification, guidance intervention, discipline referral, or investigation, especially when connected to a safety concern or suspected possession of prohibited items.

Security checks shall be limited to what is necessary for school safety. Strip searches, humiliating searches, abusive searches, or degrading treatment are strictly prohibited. Physical body searches or pat-down searches shall not be conducted by ordinary school personnel. If a serious and immediate safety concern requires further action, the School may refer the matter to authorized security personnel, parents/guardians, barangay officials, police, emergency responders, or other proper authorities.

When a prohibited item is found or a security incident occurs, the School may prepare an incident report or confiscation record stating the date, time, place, personnel present, item found, reason for confiscation,

explanation of the student when appropriate, action taken, and parent/guardian notification when applicable. Any disciplinary action arising from possession, concealment, refusal to cooperate, or violation of this section shall observe fairness, proportionality, documentation, and due process. The student shall be given an opportunity to explain before disciplinary sanctions are imposed, except for immediate safety measures necessary to protect the school community.

Enrollment in the School and signing of the Handbook Conforme shall signify that the student and, when applicable, the parent or legal guardian acknowledge and agree that reasonable security measures, including metal detector screening, bag inspection, routine or unannounced classroom bag checks, and confiscation of prohibited items, may be implemented for the safety and welfare of the school community.

Chapter 8. Anti-Bullying Policy

Section 1. General Policy

Colegio de Santo Cristo de Burgos hereby promulgates these Rules and Regulations to effectively carry out the provisions of Section 3 of R.A. No. 10627.

Section 2. Preliminary Provisions.

These rules shall be known as "CDSCDB POLICY AGAINST BULLYING".

Scope and Coverage: These rules shall cover all the academic levels of the university from basic education up to the College Level.

Section 3. Definition of Terms.

Section 1. Definition as used in these Rules and Regulation:

a. "Bullied or Victim" – refers to any student that experiences the acts of bullying or retaliation.
b. "Bully" – refers to any student who commits acts of bullying.
c. "Bullying" – refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act of gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damaged to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of school
d. "Bystander" – refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation.
e. "Employee"- means any person who holds official appointment or designation in any unit or department (academic or administrative) of the school.
f. "Faculty Member/Teacher" – means any member of the teaching staff of the school, regardless of academic rank or position, and includes coach, trainer, and other personnel with teaching responsibilities.

g. "Student" – means any person who is enrolled or enrolling for a degree course and includes those undergoing practicum, on-the-job trainings in the school, and those who are participants in short-term training courses, seminars, workshops, review programs, contests or competitions conducted by the school on or off the campus.
h. "Service Provider" – refers to any person who is not a teacher or school personnel but works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel.

Section 4. Prohibited Acts.

This policy shall prohibit:

a. Bullying, such as, but not limited to, the following:
    1. Physical Bullying – Any unwanted physical contact between bully and the victim punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons; hitting, kicking, pushing, tripping, damaging belongings, or physical aggression.
    2. Non-Verbal Bullying – Any acts that causes damage to a victim's psyche and/or emotional well-being;
    3. Verbal/Written Bullying - Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name calling, tormenting, and commenting negatively on victim's looks, clothes and body; insults, name-calling, teasing, threats, ridicule, or humiliating remarks.
    4. Cyber bullying or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats. using social media, messaging apps, images,

videos, or online posts to harass, threaten, shame, or humiliate.

5. Ostracism or willful exclusion in any academic and nonacademic activity that causes undue emotional distress.
6. Social bullying – refers to any deliberate, repetitive, and aggressive social behavior intended to hurt others or belittle another individual or group. exclusion, spreading rumors, public shaming, manipulation, or damaging relationships.
7. Gender based bullying – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation or identity. bullying related to sex, gender, sexual orientation, gender identity, gender expression, or perceived identity.

b. Bullying at the following:

1. School grounds;
2. property immediately adjacent to school grounds;
3. school-sponsored or school-related activities, functions or programs whether on or off school grounds;
4. school bus stops;
5. school buses or other vehicles owned, leased or used by the school;
6. school buses or school services privately-owned but accredited by the school.
7. practicum/ on the job training / related learning experience sites and venues.
8. Immersion and educational tour venues

c. Bullying through the use of technology or an electronic device or other forms of media owned, leased or used by a school.

d. Bullying at a location, activity, function or program that is not school-related and through the use of technology or an electronic device or other forms of media that is not owned, leased or used by a school; and

e. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying. acts committed against a person for reporting or participating in an investigation.

Section 5. Prevention and Intervention Program to Address Bullying

Colegio de Santo Cristo de Burgos shall establish anti-bullying prevention programs that are applicable to all students regardless of level of risk or vulnerability to bullying. Said programs shall be comprehensive, multi-faceted and shall involve all education stakeholders and personnel to be coordinated by the Office of Student Affairs, Guidance, College Deans, Basic Education Principal, and all Student Councils.

School-wide initiatives to be centered on:

1. Positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individual differences,
2. Periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students,
3. periodic review and enhancement of the students' and personnel's manual or code of conduct in relation to bullying;
4. conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying
5. continue personnel development to sustain bullying prevention programs,

Classroom-level initiatives that focus on:

1. Reinforcing school-wide rules pertaining to bullying.
2. Building a positive sense of self- and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem- solving.

3. Discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying.
4. Teaching positive online behavior and safety and how to recognize and report cyber-bullying.
5. Providing an inclusive and caring learning environment for students.
6. Involving parents in bullying prevention activities, such as:
    a. Discussing the anti-bullying policy of the school, emphasizing bullying prevention during Parents-Teachers Association Meetings and seminars.
    b. Conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.
7. Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Section 6. Duties and Responsibilities of Teachers and Other School Personnel

Teachers and other School personnel shall:

1. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;
2. Report to school authorities about any incident of bullying implemented by the school; and
3. Perform the duties as specified in this policy.

Students shall:

1. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;
2. Avoid or refrain from any act of bullying;
3. Intervene to protect the victim, unless it jeopardizes his safety and security;
4. Report to school authorities about any incident of bullying.

Section 7. Child Protection Committee:

A Child Protection Committee is created in Colegio de Santo Cristo de Burgos to address cases in the basic education unit.

Composition of the Child Protection Committee

The Child Protection Committee at Colegio de Santo Cristo de Burgos is organized to address cases within the basic education unit. Its membership is composed of representatives from key groups within the school community, each with a designated role:

- **Dean / Principal:** Serves as the Chairperson, leading the committee and overseeing its operations.
- **Guidance Counsellor:** Acts as the Vice Chairperson, supporting the Chairperson and assisting in the implementation of the committee's functions.
- **Faculty Representative:** Serves as a Member, representing the teaching staff and contributing to discussions and decision-making processes.
- **PTA Representative:** Serves as a Member, representing the interests of parents and guardians within the committee.
- **Student Council Representative:** Serves as a Member, representing the student body and providing input from the students' perspective.

Functions and Responsibilities of the Child Protection Committee

The Child Protection Committee is entrusted with specific duties to ensure the effective implementation of the school's anti-bullying policy and the overall protection of students within the Colegio de Santo Cristo de Burgos community. The committee's key responsibilities are outlined below:

1. **Receive complaints of bullying as endorsed by the Discipline Officer.** The Committee serves as the primary body to receive all formal complaints of bullying that have been forwarded by the Discipline Officer. This ensures that all cases are documented and handled in accordance with established school procedures.

2. **Investigate bullying complaints in accordance with the prescribed procedure.** Upon receipt of a complaint, the Committee conducts a thorough investigation following the school's official guidelines and protocols. This step ensures fairness, confidentiality, and due process for all parties involved.

3. **Submit a report of its finding with the corresponding recommendation to the School President for decision.** After completing its investigation, the Committee prepares a detailed report outlining its findings and recommendations. This report is then submitted to the School President, who will make the final decision on the case based on the Committee's input.

4. **Take the lead in the conduct of discussions about anti-bullying within the school to increase understanding and prevent incidents of bullying.** The Committee is responsible for organizing and leading educational campaigns and discussions about bullying prevention. These initiatives are designed to foster awareness, promote a culture of respect, and proactively address the causes of bullying within the school community.

5. **Make the necessary referral to appropriate agency, offices or persons, as may be required by the circumstances.** If a case requires specialized intervention or exceeds the Committee's scope, the Committee must refer the matter to the proper agencies, authorities, or individuals equipped to handle such situations.

6. **Ensure that the anti-bullying policy of the university is implemented.** The Committee oversees the consistent application of the university's anti-bullying policy, ensuring all procedures, responses, and preventive measures are properly enforced throughout the school.

Section 8. Procedures in Handling Bullying

Jurisdiction

Complaints of bullying and other acts under these rules shall be within the exclusive jurisdiction of Colegio de Santo Cristo de Burgos and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules, and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

Procedures

1. Immediate Responses

1.1. The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel.

1.2. The school personnel who were notified of a bullying incident or retaliation shall intervene, by:

- Stopping the bullying or retaliation immediately;
- Separating the students involved;
- Removing the victim or, in appropriate cases, the bully or offending student, from the site;
- Ensuring the victim's safety, by:
    - Determining and addressing the victim's immediate safety needs; and
    - Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.
    - Bringing the bully to the Guidance Office/Discipline Officer/Dean or the designated school personnel.

2. Reporting Bullying Incident or Retaliation

2.1. A victim or a bystander, or school personnel who receive information of a bullying incident or retaliation, or any person, who

witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher, guidance coordinator or counselor, or any person designated to handle bullying incidents.

2.2. The bullying incident or retaliation shall be immediately reported to the school head through an incident report.

2.3. If an incident of bullying or retaliation involves students from more than one school, the school that was informed of bullying or retaliation shall promptly notify the appropriate administrator or school so that both schools may take appropriate action.

2.4. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained, and the person who reported the incident shall be afforded protection from possible retaliation; provided, however, that no disciplinary administrative action shall be taken against an alleged bully or offending student solely based on an anonymous report and without any other evidence.

3. Procedures in Addressing Reports of Bullying Incidents or Retaliation

3.1. Complaints of bullying and other acts in the higher education units of the university under these rules shall follow procedures enumerated in the current Student Handbook specified under STUDENT DISCIPLINE: PROCEDURES IN HEARING OF COMPLAINTS. This is to ensure the consistent application of rules of procedure and the observance of due process.

3.2. Complaints of bullying and other acts in the basic education unit of the university under these rules shall be handled by the designated DISCIPLINE OFFICER. The DISCIPLINE OFFICER shall ensure the following:

- Separate interviews in private the bully or offending student and the victim.
- Determine the level of threats and develop intervention strategies. If the bullying incident or retaliation or the situation requires immediate attention or intervention,

or if the level of threat is high, appropriate action shall be taken by the school within twenty-four hours (24) from the time of the incident.

- Inform the victims and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation; and
- Make appropriate recommendations to the Child Protection Committee on proper intervention, referrals, and monitoring.

4. Intervention

The Child Protection Committee shall determine the appropriate intervention programs for the victim, the bully, and the bystanders.

5. Referral

The Child Protection Committee may refer the victims and the bully to trained professionals outside the school, such as social workers, guidance counselors, psychologists, or child protection specialists, for further assessment and appropriate intervention as may be necessary.

6. Disciplinary Measures

Basic Education Level

Bullying incidents shall be treated according to their nature, gravity, severity, frequency, and surrounding circumstances. In addition to the disciplinary sanction, the offending learner shall be required to undergo an intervention program to be administered or supervised by the appropriate school office, such as the Child Protection Committee, Guidance Office, or Learner Formation Office. The parents or guardians of the offending learner shall be required or encouraged to participate, when applicable.

First Level of Disciplinary Intervention

This level applies to **precursors to bullying** or **minor bullying acts**, such as but not limited to:

1. Uttering profanities or swear words against a learner;

2. Disruptive behavior and/or pranks against a learner;
3. Grabbing the belongings of another learner without permission;
4. Punching or pinching another learner that does not result in physical injury;
5. Fighting with another learner that does not result in physical injury.

Level	Offense	Penalty
First Level	First Offense	Written reprimand, conference with parents/guardians, and required intervention
	Second Offense	Suspension from classes for three (3) days, plus intervention
	Third or Subsequent Offense	Suspension from classes for five (5) days, plus intervention

Second Level of Disciplinary Intervention

This level applies to serious bullying acts, such as but not limited to:

1. Stalking;
2. Catcalling, wolf-whistling, unwanted invitations, misogynistic, transphobic, homophobic, or sexist slurs, persistent unwanted comments or gestures on appearance, relentless requests for personal details, or sexual comments/suggestions against a learner;
3. Assaulting or inflicting slight physical injuries on another learner;
4. Theft of a learner's belongings;
5. Intimidating or threatening a learner.

Level	Offense	Penalty
Second Level	First Offense	Suspension from classes for five (5) days, conference with parents/guardians, referral to Guidance and/or the Local Social Welfare and Development Office when warranted, and required intervention
	Second Offense	Non-readmission
	Third or Subsequent Offense	Exclusion

Third Level of Disciplinary Intervention

This level applies to grave bullying acts that cannot be resolved at the classroom or ordinary disciplinary level, such as but not limited to:

1. Inflicting physical injuries on another learner when the victim is incapacitated or requires medical treatment for ten (10) days or more;
2. Offensive physical or body gestures, exposing private parts for sexual gratification, flashing, public masturbation, groping, and similar lewd acts that demean, harass, threaten, or intimidate the offended party;
3. Uploading or sharing recorded or live videos that degrade, demean, or shame another learner;
4. Uploading or sharing one's or another student's recorded/live video, photo, or voice with sexual content through social media or to any person for gain or profit.

Level	Offense	Penalty
Third Level	First Offense	Exclusion, without prejudice to expulsion when warranted by law, school policy, and due process

A learner under investigation for an offense that may warrant exclusion or expulsion may be placed under preventive suspension, subject to applicable DepEd rules and school policy, when the evidence is strong and the continued presence of the learner poses a risk to safety, school operations, or the welfare of others.

College Level

Bullying, cyberbullying, retaliation, intimidation, harassment, and related acts committed by college students shall be treated according to their **nature, gravity, severity, repetition, intent, and surrounding circumstances**. All cases shall be subject to **notice, investigation, hearing or opportunity to be heard, and written decision** in accordance with the College Student Handbook and applicable CHED rules.

In addition to disciplinary sanctions, the respondent may be required to undergo **guidance intervention, counseling, behavioral monitoring,**

restorative measures, or community-based corrective activities, when appropriate.

First Level of Disciplinary Intervention

This level applies to **minor bullying acts**, such as but not limited to:

1. Insulting, ridiculing, mocking, or using profane language against a student;
2. Minor online ridicule, teasing, or humiliating posts not involving threats, sexual content, or serious reputational harm;
3. Disruptive pranks, social exclusion, or embarrassing conduct directed at a student;
4. Taking or hiding personal belongings without permission;
5. Pushing, shoving, pinching, or similar acts that do not result in injury.

Level	Offense	Penalty
First Level	First Offense	Written reprimand, required conference with the student, and guidance intervention
	Second Offense	Suspension from classes and/or school privileges for three (3) days, plus intervention
	Third or Subsequent Offense	Suspension from classes and/or school privileges for five (5) days, disciplinary probation, and required intervention

Second Level of Disciplinary Intervention

This level applies to **serious bullying acts**, such as but not limited to:

1. Repeated harassment, stalking, threats, or intimidation;
2. Discriminatory slurs or degrading remarks based on sex, gender, SOGIESC, religion, disability, ethnicity, or other protected status;
3. Serious cyberbullying, including repeated online shaming, impersonation, or malicious sharing of humiliating content;
4. Assault causing slight physical injuries;
5. Extortion, theft, or coercion against another student;
6. Retaliation against a complainant, witness, or reporting student.

Level	Offense	Penalty
Second Level	First Offense	Suspension from classes and/or school privileges for five (5) to ten (10) school days, guidance intervention, and disciplinary probation
	Second Offense	Non-readmission and/or exclusion from participation in institutional activities, organizations, or privileges, as warranted
	Third or Subsequent Offense	Exclusion or dismissal from the College, subject to due process

Third Level of Disciplinary Intervention

This level applies to **grave bullying acts**, such as but not limited to:

1. Physical assault causing serious injury or requiring significant medical treatment;
2. Sexualized bullying, lewd harassment, groping, or public sexual humiliation, without prejudice to separate sexual harassment or criminal proceedings;
3. Recording, uploading, selling, or distributing humiliating or sexually exploitative images/videos of another student;
4. Coordinated or repeated cyberbullying causing serious harm, grave intimidation, or substantial disruption;
5. Grave threats, blackmail, coercion, or bullying involving weapons or dangerous objects.

Level	Offense	Penalty
Third Level	First Offense	Exclusion, dismissal, or expulsion, depending on the gravity of the act and subject to due process

A college student under investigation for a grave offense may be placed under **preventive suspension or temporary restriction from entering school premises**, when justified for the protection of the school community and in accordance with institutional rules and due process.

TESDA Level

Bullying, cyberbullying, retaliation, intimidation, harassment, and related acts committed by trainees shall be treated according to their **nature, gravity, severity, repetition, intent, and surrounding circumstances**. All cases shall be resolved in accordance with the **Trainee Handbook, TVI rules, due process requirements, and applicable TESDA-related institutional policies**.

In addition to disciplinary sanctions, the trainee may be required to undergo **guidance intervention, counseling, behavioral monitoring, restorative measures, or corrective activities**.

First Level of Disciplinary Intervention

This level applies to **minor bullying acts**, such as but not limited to:

1. Profane, insulting, or humiliating remarks against another trainee;
2. Disruptive behavior or pranks directed at another trainee;
3. Taking, hiding, or mishandling another trainee's belongings;
4. Minor physical aggression that does not result in injury;
5. Minor online ridicule or teasing directed at another trainee.

Level	Offense	Penalty
First Level	First Offense	Written reprimand, conference with trainee, and required intervention/counseling
First Level	Second Offense	Suspension from training for three (3) training days, plus intervention
First Level	Third or Subsequent Offense	Suspension from training for five (5) training days, disciplinary probation, and required intervention

Second Level of Disciplinary Intervention

This level applies to **serious bullying acts**, such as but not limited to:

1. Repeated intimidation, stalking, harassment, or threats;
2. Discriminatory or degrading remarks or gestures;
3. Cyberbullying that humiliates, degrades, or targets another trainee;

4. Assault causing slight injuries;
5. Theft, coercion, or extortion against another trainee;
6. Retaliation against a complainant or witness.

Level	Offense	Penalty
Second Level	First Offense	Suspension from training for five (5) to ten (10) training days, required intervention, and disciplinary probation
Second Level	Second Offense	Non-readmission to the training program and/or exclusion from training activities or facilities, as warranted
Second Level	Third or Subsequent Offense	Termination from training and/or exclusion from the TVI

Third Level of Disciplinary Intervention

This level applies to **grave bullying acts**, such as but not limited to:

1. Physical assault causing serious injury;
2. Sexualized bullying, lewd acts, groping, or public sexual humiliation;
3. Recording, uploading, or distributing degrading, exploitative, or sexually explicit content involving another trainee;
4. Grave threats, blackmail, or coercion;
5. Repeated or coordinated cyberbullying causing serious harm or danger.

Level	Offense	Penalty
Third Level	First Offense	Termination from training, exclusion, or permanent non-readmission, depending on the gravity of the act and subject to due process

A trainee under investigation for a grave offense may be placed under **preventive suspension from training and/or temporary restriction from entering school premises**, when necessary for the safety and welfare of the school community and subject to institutional due process.

False Accusation of Bullying

The School encourages students, learners, trainees, parents, guardians, personnel, and witnesses to report bullying, cyberbullying, retaliation, intimidation, harassment, or related acts in good faith.

A complaint or report that is not proven after investigation shall not automatically be considered a false accusation. No person shall be penalized merely because a complaint was dismissed, not substantiated, or not proven by sufficient evidence.

However, any student, learner, or trainee who knowingly, maliciously, or deliberately makes a false accusation of bullying, fabricates evidence, gives false testimony, submits falsified documents or screenshots, or intentionally misleads the School during an investigation may be subjected to disciplinary action after due process.

The gravity of the sanction shall depend on the nature, intent, effect, and circumstances of the false accusation, including whether it caused reputational harm, emotional distress, disruption of classes or training, unnecessary investigation, or other damage to another person.

Possible disciplinary measures may include counseling, written warning or reprimand, parent or guardian conference when applicable, community service or corrective activity, suspension, disciplinary probation, non-readmission, exclusion, dismissal, termination from training, or expulsion, depending on the level of education or training program, the severity of the act, and applicable school rules.

If the false accusation involves falsification, cyber libel, malicious online posting, identity misuse, threats, extortion, or other acts that may violate law, the School may refer the matter to the proper authorities without prejudice to internal disciplinary proceedings.

This provision shall not be used to intimidate, silence, or retaliate against any person who reports bullying or participates in an investigation in good faith.

Classification	Example	Possible Sanction
Minor	Careless or irresponsible accusation without malicious publication, corrected early	Counseling, written warning, parent/guardian conference if minor
Moderate	Knowingly false report that caused disruption, investigation, or reputational harm	Written reprimand, intervention, community service/corrective activity, suspension
Grave	Malicious fabrication, falsified screenshots, coordinated false complaint, public online accusation, or false report involving sexual misconduct/criminal acts	Suspension, non-readmission, exclusion/dismissal, termination from training, or expulsion after due process

Section 9. Confidentiality.

Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Child Protection Committee and the school personnel, provided, that the names may only be available to the school head or administrator, teacher or guidance counsellor designated by the school head, and parents or guardians of students who are or have been victims of bullying or retaliation.

Any school personnel who commit a breach of confidentiality shall be subject to appropriate administrative disciplinary action in accordance with the existing rules and regulations of the university.

Section 10. Effectivity.

The "CDSCDB POLICY AGAINST BULLYING" shall take effect fifteen (15) days after posting in the school campus and/or publication in the school newspaper.

Chapter 9. Gender-Based Sexual Harassment, Sexual Harassment, Sexual Assault, and Peer-to-Peer Sexual Misconduct

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos is committed to maintaining a safe, respectful, inclusive, gender-sensitive, child-protective, and legally compliant learning and training environment for all Basic Education learners, College students, and TVET trainees.

Sexual harassment, gender-based sexual harassment, sexual assault, rape, acts of lasciviousness, online sexual harassment, sexual bullying, retaliation, intimidation, victim-blaming, and any conduct that violates the dignity, safety, privacy, or bodily autonomy of another person are strictly prohibited.

This policy applies to all students, learners, trainees, faculty members, teachers, trainers, administrators, personnel, visitors, contractors, partner institutions, and other persons who participate in or interact with the School community.

For purposes of this Chapter, the term “student” shall include Basic Education learners, College students, and TVET trainees, unless a specific level is separately mentioned.

Section 2. Legal and Regulatory Basis

This policy shall be interpreted and implemented in accordance with applicable laws, regulations, and school policies, including but not limited to:

1. Republic Act No. 11313, otherwise known as the Safe Spaces Act;
2. The Implementing Rules and Regulations of Republic Act No. 11313;
3. Republic Act No. 7877, otherwise known as the Anti-Sexual Harassment Act of 1995, when applicable;
4. Republic Act No. 8353, otherwise known as the Anti-Rape Law of 1997, when applicable;

5. Republic Act No. 7610, or the Special Protection of Children Against Abuse, Exploitation and Discrimination Act, when minors are involved;
6. DepEd Order No. 40, s. 2012, or the DepEd Child Protection Policy, for Basic Education learners;
7. Applicable DepEd regulations on student discipline, suspension, exclusion, expulsion, child protection, and anti-bullying;
8. CHED Memorandum Order No. 3, s. 2022, or the Guidelines on Gender-Based Sexual Harassment in Higher Education Institutions, for college students;
9. CHED Memorandum Order No. 40, s. 2008, or the Manual of Regulations for Private Higher Education, and other applicable CHED issuances;
10. TESDA rules, training regulations, learner/trainee welfare policies, and applicable workplace or training-site rules for TVET trainees;
11. The School's Student and Trainee Handbook, Data Privacy Policy, Child Protection Policy, Anti-Bullying Policy, Grievance Procedure, Disciplinary Procedure, and other applicable institutional policies.

Section 3. Coverage

This policy covers acts committed:

1. Inside the school campus;
2. During classes, training sessions, assemblies, seminars, retreats, recollections, competitions, outreach programs, field trips, work immersion, internship, practicum, OJT, supervised industry learning, or any school-approved activity;
3. In school-managed or school-recognized online platforms, learning management systems, group chats, emails, messaging applications, social media spaces, or video conferences;
4. Outside the campus when the act relates to school attendance, training, school representation, student organizations, school activities, or the safety and welfare of the school community;
5. In partner institutions, host training establishments, industry partners, practicum sites, immersion sites, OJT sites, or other learning and training environments connected with the School.

The Rules and Regulations apply comprehensively to various groups within the institution. The following individuals and groups are covered:

1. All employees of the school, including the Management Committee, school officials, faculty members, and staff.
2. Students / Trainees who are currently enrolled or in the process of enrolling at the institution.
3. Students / Trainees are participating in practicum or on-the-job training programs within the school.
4. Applicants for employment, whether for academic or administrative positions.
5. Participants in training courses, seminars, workshops, review programs, competitions, and similar activities conducted or sponsored by the school, whether held on campus or off campus.
6. Employees or agents of contractors outsourced by the University who are assigned within the University premises.

Section 4. Peer-to-Peer or Student-to-Student Sexual Harassment

Sexual harassment or gender-based sexual harassment may be committed not only by a person in authority, but also by a fellow student, learner, or trainee. Peer-to-peer or student-to-student sexual harassment is prohibited.

Peer-to-peer sexual harassment may include, but is not limited to:

1. Unwanted sexual remarks, jokes, teasing, gestures, catcalling, wolf-whistling, or comments about another person's body, clothing, sexuality, sex, gender, or private life;
2. Repeated requests for dates, relationships, sexual favors, sexual images, or intimate communication after refusal or lack of consent;
3. Unwanted touching, brushing, grabbing, pinching, kissing, hugging, blocking, following, stalking, or invading personal space in a sexual or gender-based manner;
4. Showing, sending, displaying, posting, or sharing sexual images, obscene materials, intimate content, or sexually explicit messages;

5. Taking, recording, storing, posting, forwarding, threatening to post, or sharing photos, videos, audio, screenshots, private conversations, or intimate images without consent;
6. Spreading sexual rumors, making malicious sexual accusations, outing or threatening to expose another person's private information, or using sexual content to shame, control, threaten, or humiliate another person;
7. Online sexual harassment, including acts committed through group chats, social media, messaging applications, video calls, online classes, email, or learning platforms;
8. Sexual bullying, gender-based bullying, sexual intimidation, or conduct that creates a hostile, humiliating, offensive, unsafe, or intimidating learning environment;
9. Retaliation against a complainant, witness, helper, or person who reports or participates in an investigation.

Section 5. Sexual Assault, Acts of Lasciviousness, and Alleged Rape

Reports involving unwanted sexual contact, coercion, force, intimidation, incapacitation, sexual assault, acts of lasciviousness, or alleged rape shall be treated as grave and urgent student protection concerns.

The school shall not dismiss, minimize, mediate, or force reconciliation in cases involving alleged sexual assault or rape. The school's role is to protect the safety and welfare of the students involved, preserve confidentiality, provide support and referral, conduct appropriate administrative proceedings for school discipline, and coordinate with parents, guardians, government agencies, law enforcement, child protection authorities, or competent authorities when required by law or necessary for safety.

A school administrative proceeding does not determine criminal guilt. However, the School may impose disciplinary sanctions after due process when the evidence shows that a student violated school rules, endangered another person, or committed grave misconduct within the scope of school authority.

Sexual Harassment as defined under R.A No. 7877:

Work, education or training-related sexual harassment is committed by an employer, employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach or any other person who, having authority, influence or moral ascendancy over another in a work or training or education environment, demands, request or otherwise requires any sexual favor from the other, regardless of whether the demand, request or requirement for submission is accepted by the object of said act.

Sexual Harassment under these Rules and Regulations also cover cases such as between faculty members and employee to employee. The Rules encompass cases of sexual harassment involving persons of the same and opposite sexes.

Who May Commit Work/Education or Training-Related Sexual Harassment?

Sexual harassment in work, education, or training environments can be committed by various individuals affiliated with the institution, including school officials, faculty members, university employees, staff, coaches, trainers, and employees or agents of contractors outsourced by the school.

Additionally, any person who possesses authority, influence, or moral ascendancy over another in any aspect of academic or administrative work in any unit, department, office, or classroom of the school may be liable if they demand, request, or require sexual favors from another individual, regardless of whether such demands or requests are accepted.

Anyone who directs or induces another person to commit an act of sexual harassment as defined herein, or who cooperates in the commission of such acts in a manner essential to their occurrence, shall also be held liable.

Contexts Where Sexual Harassment May Take Place

Sexual harassment may occur in several settings, including:

- Within the premises of the workplace, office, school, or training institution;

- In any location where the parties are present due to work, education, or training responsibilities or relationships;
- At work, education, or training-related social functions;
- While on official business outside the office, school, or training institution during work, school, or training-related travel;
- At official conferences, forums, symposia, or training sessions;
- Through telephone, cellular phone, fax machine, electronic mail, or social networking platforms.

Illustrative Forms of Sexual Harassment

Sexual harassment may take several forms, including but not limited to:

- Physical or malicious touching;
- Overt sexual advances;
- Gestures with lewd insinuation;
- Verbal requests or demands for sexual favors, as well as lurid remarks;
- Use of objects, pictures, graphics, letters, or written notes with sexual undertones;
- Unwelcome sexual advances or requests for sexual favors.
- Gender-based remarks, insults, jokes, gestures, slurs, or comments.
- Unwanted touching, stalking, leering, catcalling, or invasion of personal space.
- Sharing, showing, requesting, or threatening to share sexual images or messages.
- Conditioning grades, opportunities, recommendations, training benefits, or school privileges on sexual favor or personal relationship.
- Online harassment, including sexual comments, threats, non-consensual sharing of images, impersonation, or malicious posts.

- Other forms analogous to those described above.

Sexual Harassment in Work-Related Environments

Sexual harassment is considered to have occurred in a work-related environment when:

- A sexual favor is made a condition for employment or hiring;
- A sexual favor is made a condition for granting favorable compensation, promotions, or other employment benefits;
- Refusal to grant a sexual favor leads to limiting or classifying the employee in a way that segregates or discriminates, deprives or diminishes employment, or otherwise adversely affects the employee;
- Sexual advances are committed against a co-employee, superior, or subordinate, even in the absence of favorable conditions;
- Such acts create an intimidating, hostile, or offensive environment for the employee.

Sexual Harassment in the School or Training Environment

Sexual harassment in the school or training environment is committed in the following situations:

- Against a student under the care, custody, or supervision of the offender;
- Against an individual whose education, training, apprenticeship, or tutorship is entrusted to the offender;
- When a sexual favor is made a condition for granting a passing grade, honors, scholarships, stipends, allowances, or other benefits, privileges, or considerations;
- When sexual advances result in an intimidating, hostile, or offensive environment for the student, trainee, or apprentice;
- When sexual advances are committed without any conditions of any nature.

Section 6. Committee on Decorum and Investigation

A Committee on Decorum and Investigation is established at Colegio de Santo Cristo de Burgos under the supervision of the Office of the President.

The Committee is composed of the following members:

- **Chairperson:** Dean or Principal
- **Member:** Faculty Representative
- **Member:** Non-teaching Personnel Representative
- **Member:** Student Council Representative
- **Secretariat:** HRD Manager

Section 7. Functions of the Committee on Decorum and Investigation

The Committee on Decorum and Investigation at Colegio de Santo Cristo de Burgos is entrusted with several key responsibilities to ensure the effective handling and prevention of sexual harassment within the institution. The Committee shall carry out the following functions:

1. Receive complaints of sexual harassment.

   The Committee serves as the primary body for receiving formal complaints related to sexual harassment. Individuals who have experienced or witnessed sexual harassment in the school or university environment may approach the Committee to file their complaints.

2. Investigate sexual harassment complaints in accordance with the prescribed procedure.

   Upon receiving a complaint, the Committee is responsible for conducting a thorough investigation. All investigations are to be carried out following the established procedures to ensure fairness, confidentiality, and due process for all parties involved.

3. Submit a report of its findings with the corresponding recommendation to the President and Vice President for decision.

After completing its investigation, the Committee prepares a comprehensive report detailing its findings. This report includes recommendations based on the investigation and is submitted to the President and Vice President of the institution for final decision and necessary action.

4. Take the lead in the conduct of discussions about sexual harassment within the University to increase understanding and prevent incidents of sexual harassment.

   In addition to handling complaints, the Committee leads educational initiatives and discussions aimed at raising awareness about sexual harassment. These efforts are intended to foster understanding and help prevent incidents of sexual harassment from occurring within the University community.

Section 8. Procedures

The school may use the applicable Child Protection Committee, CODI, Student Discipline Committee, Grievance Committee, or other designated body depending on the level of the student and the nature of the case.

The procedure include:

1. Receipt and documentation of the report;
2. Immediate safety assessment and protective measures when needed;
3. Referral to the proper committee or office;
4. Written notice to the respondent stating the nature of the allegation, relevant facts, possible sanctions, and opportunity to respond;
5. Collection of statements, documents, messages, screenshots, CCTV footage, medical or clinic records when available, and other relevant evidence;
6. Conference, clarificatory meeting, or hearing when necessary;
7. Parent or guardian participation when minors are involved;
8. Guidance, counseling, medical, or psychosocial referral when appropriate;
9. Written findings and recommendation;
10. Written decision by the proper school authority;

11. Imposition of appropriate sanction or corrective measure when warranted;
12. Appeal or motion for reconsideration when allowed by school policy.

The procedure shall be fair, prompt, confidential, non-discriminatory, trauma-informed, age-appropriate, and consistent with due process.

Section 9. Reporting

Filing a Formal Complaint

A formal charge must be filed before the Committee on Decorum and Investigation. The complainant is required to name and identify the respondent to enable a thorough investigation and hearing of the complaint, ensuring compliance with due process.

1.1 Requirements for the Complaint

The complaint must be submitted in writing, signed, and sworn to by the complainant. It should include the following details:

a. Full name and address of the complainant;
b. Full name and address of the respondent;
c. A specification of the charge and the relevant and material facts.

1.2 Submission of Evidence

The complainant may submit supporting evidence, including affidavits from witnesses, if available.

1.3 Determination of Probable Cause

The Committee may authorize any of its members to investigate and determine if there is probable cause against the respondent. If probable cause is found, the Committee will notify the respondent in writing and require them to submit their Answer within ten (10) days from receipt of the notice.

Reports may be submitted to any of the following:

1. Class Adviser;
2. Guidance and Counseling Office;
3. Office of Student Affairs;
4. Principal's Office for Basic Education;

5. College Dean's Office for College;
6. TVET Program Head or Training Office;
7. Child Protection Committee for Basic Education;
8. Committee on Decorum and Investigation or designated Safe Spaces / Anti-Harassment mechanism;
9. School Clinic or Medical Affairs Department;
10. Security Office or any authorized school official in urgent cases.

Any school personnel who receive a report shall promptly refer the matter to the proper office or committee and shall observe confidentiality, sensitivity, non-retaliation, and data privacy.

Section 10. Immediate Safety and Protective Measures

Upon receipt of a report, the School shall first assess the immediate safety, welfare, and support needs of the affected student. When necessary, the School may impose protective measures, including:

1. Separating the involved parties;
2. Adjusting seating arrangement, class grouping, training area, activity assignment, practicum arrangement, or online group participation;
3. Restricting contact between the parties;
4. Temporarily restricting the respondent from certain activities, facilities, organizations, online groups, immersion, OJT, practicum, or training sites when necessary for safety;
5. Referring the affected student to Guidance, Medical Affairs, psychological support, child protection services, or external professional services;
6. Contacting parents or guardians, especially when minors are involved;
7. Preserving relevant evidence, including messages, screenshots, CCTV footage, reports, medical records, incident forms, or witness statements;
8. Referring the matter to appropriate government agencies, child protection authorities, law enforcement, or other competent authorities when required by law or necessary for safety.

Protective measures are not penalties. They may be imposed while the case is being reviewed or investigated in order to prevent further harm, preserve order, protect evidence, and uphold the rights of the parties.

Section 11. Answer

Requirements for the Answer

The respondent's Answer must be in writing, signed, and sworn to. A copy of the Answer must also be provided to the complainant.

a. The Answer must specifically admit or deny the allegations of the respondent;
b. The respondent may submit evidence to support their defense, including affidavits of witnesses, if any;
c. Unless the Committee decides otherwise, failure by the respondent to submit an Answer or to appear in the investigation or hearing will be considered a waiver to present evidence on their behalf;
d. The complainant may file a Reply within ten (10) days from receipt of the Answer.

Section 12. Preventive Suspension

Suspension Pending Investigation

Upon the Committee's recommendation, the President may suspend any officer, faculty member, or employee charged with sexual harassment for up to thirty (30) days while the investigation is ongoing. This applies if the offense is grave and evidence of guilt is strong enough to justify removal from office.

Section 13. Investigation and Recommendation

Duration of Investigation

The Committee will conduct a formal investigation no sooner than five (5) days and no later than ten (10) days after receiving the respondent's Answer or the complainant's Reply, if any. The investigation must be completed within thirty (30) working days. If necessary, the Committee may extend the investigation, but any respondent under preventive suspension must be reinstated to their former position after thirty (30) days.

a. The investigation may include ex parte examination of evidence submitted by both parties. The Committee may also hold a formal hearing, with parties notified at least five (5) days before the hearing, specifying the time, date, and place.
b. Any Committee member who is the complainant or respondent in a sexual harassment case must recuse themselves from deliberations.
c. Withdrawal of the complaint at any stage does not prevent the investigation from proceeding.
d. Proceedings before the Committee on Decorum and Investigation are to be held under strict confidentiality.

Case Summary and Investigation Report

Upon concluding the investigation, the Committee must prepare a Case Summary and Investigation Report, along with the complete records of the case, and submit these to the President. The President shall render a decision within ten (10) days.

a. Either party may file a Motion for Reconsideration through the unit head or dean within ten (10) days from receipt of the decision.
b. Unless a Motion for Reconsideration is filed, the decision becomes final and executory. The unit head or dean will implement the decision.

Section 14. Confidentiality and Non-Retaliation

All reports and proceedings under this Chapter shall be handled with confidentiality and respect for privacy, subject to lawful disclosure, safety requirements, parent or guardian involvement for minors, regulatory reporting, and legitimate educational or safeguarding needs.

Retaliation, intimidation, bullying, public shaming, victim-blaming, spreading rumors, pressuring the complainant or witnesses, interfering with the investigation, or posting about the case online is strictly prohibited and may be treated as a separate offense.

Section 15. Classification of Offenses and Possible Penalties

The School shall consider the nature of the act, age and level of the students, intent, repetition, presence or absence of consent, power imbalance, use of force, threat, coercion, intimidation, location, online

dissemination, harm caused, vulnerability of the affected student, prior record, and applicable law.

A. Light or Minor Sexual Misconduct

Examples include isolated inappropriate remarks, jokes, gestures, or comments of a sexual or gender-based nature that do not involve touching, threats, coercion, online posting, repeated conduct, or serious harm.

1. Possible penalties and interventions:
2. Verbal or written reprimand;
3. Guidance referral;
4. Written reflection or undertaking;
5. Parent or guardian conference for Basic Education learners;
6. Apology or restorative measure only when appropriate, voluntary, safe, and not harmful to the complainant;
7. Disciplinary warning;
8. Reclassification as a moderate offense if repeated or if circumstances show greater harm.

B. Moderate Sexual Harassment or Gender-Based Misconduct

Examples include repeated sexual jokes or remarks, persistent unwanted messaging, sexual teasing, spreading sexual rumors, gender-based humiliation, non-contact sexual intimidation, or online conduct that causes distress but does not involve physical sexual contact, coercion, threats, or intimate image abuse.

Possible penalties and interventions:

1. Written reprimand;
2. Mandatory guidance or counseling intervention;
3. Parent or guardian conference for Basic Education learners;
4. Disciplinary probation;
5. Loss of privilege or restriction from certain activities;
6. Suspension, subject to due process and applicable DepEd, CHED, TESDA, and school rules;
7. Reclassification as a grave offense if repeated, severe, targeted, discriminatory, retaliatory, or harmful.

C. Grave Sexual Harassment, Sexual Assault, or Serious Peer-to-Peer Sexual Misconduct

Examples include unwanted sexual touching, grabbing, kissing, coercion, threats, stalking, sexual intimidation, abuse of vulnerability, taking or sharing intimate images, threatening to post sexual content, online sexual harassment causing serious harm, retaliation, conduct involving minors, or acts that may constitute lascivious conduct, sexual assault, or other unlawful conduct.

Possible penalties and interventions:

1. Written reprimand and final warning;
2. Mandatory guidance, counseling, or psychosocial referral;
3. Parent or guardian conference for Basic Education learners;
4. Disciplinary probation;
5. Suspension, subject to due process and applicable level-specific rules;
6. Exclusion, non-readmission, dismissal, or termination from the program when justified by the gravity of the offense and after due process;
7. Expulsion, when warranted and subject to applicable DepEd or CHED rules;
8. Referral to child protection authorities, law enforcement, government agencies, or other competent authorities when required by law or necessary for safety.

D. Alleged Rape or Acts Equivalent to Serious Sexual Violence

Reports involving alleged rape, attempted rape, forced sexual acts, sexual acts involving a person unable to give consent, or sexual violence shall be treated as grave and urgent cases.

Possible school actions and sanctions after due process:

1. Immediate protective measures and separation of parties;
2. Parent or guardian notification when minors are involved;
3. Medical, psychosocial, guidance, and external referral support;
4. Referral to proper authorities when required by law or necessary for safety;

5. Preventive restriction from classes, activities, facilities, OJT, practicum, training sites, or school premises when legally and procedurally justified;
6. Suspension, exclusion, dismissal, non-readmission, or expulsion, depending on the level of the student, gravity of the act, evidence, risk to the community, and applicable rules;
7. Other measures necessary to protect the affected student and the school community.

Section 16. Level-Specific Rules on Suspension and Serious Sanctions

A. Basic Education

For Junior High School and Senior High School learners, this Chapter shall be implemented in accordance with DepEd rules on child protection, learner discipline, positive discipline, anti-bullying, safe learning environments, and private school regulations.

1. Suspension may be imposed only after due process and shall be proportionate to the offense.
2. For private Basic Education schools, suspension shall not exceed the maximum period allowed under applicable DepEd rules. Where the penalty may exceed the allowed limit, the required DepEd procedure, reporting, or referral shall be observed.
3. Exclusion may be imposed only for grave offenses and after due process, subject to applicable DepEd rules on appeal and documentation.
4. Expulsion shall be treated as an extreme penalty and shall be implemented only in accordance with applicable DepEd rules and required approval procedures.
5. For minors involved in sexual harassment, sexual assault, or alleged rape, the School shall coordinate with parents or guardians, the Child Protection Committee, Guidance Office, and appropriate child protection authorities when required by law or necessary for the child's safety and welfare.
6. Corrective, restorative, or guidance interventions shall not be used to force reconciliation or to replace required child protection, disciplinary, or legal procedures in serious cases.

B. College

For College students, this Chapter shall be implemented in accordance with CHED rules, the Safe Spaces Act, the School's CODI or designated anti-harassment mechanism, the Student Handbook, and due process requirements.

1. Gender-based sexual harassment, online sexual harassment, sexual assault, or acts covered by the Safe Spaces Act may be treated as grave offenses.
2. Suspension, disciplinary probation, non-readmission, exclusion, dismissal, or expulsion may be imposed depending on the gravity of the offense and after due process.
3. Expulsion or any severe penalty shall comply with CHED rules, the School's approved disciplinary procedure, and applicable law.
4. The School may impose protective measures pending investigation when necessary for safety, confidentiality, preservation of evidence, or protection of the rights of the parties.
5. College students who are already adults shall be informed of available legal, medical, psychosocial, and referral options, subject to confidentiality and applicable law.

C. TVET

For TVET trainees, this Chapter shall be implemented in accordance with TESDA requirements, training regulations, competency-based training standards, industry simulation rules, partner institution rules, and the School's trainee discipline procedures.

1. Sexual harassment, gender-based harassment, sexual assault, intimidation, coercion, or sexual misconduct in training areas, workshops, laboratories, kitchens, simulation areas, practicum sites, immersion sites, OJT sites, or partner institutions shall be treated as serious or grave misconduct.
2. The School may remove or restrict a trainee from a training area, workshop, practicum, OJT, or partner site when necessary for safety, dignity, confidentiality, or the proper conduct of investigation.

3. Sanctions may include written reprimand, guidance intervention, disciplinary probation, suspension from training, removal from activity or partner site, non-completion of the activity when competency or safety requirements are affected, termination from the program, or referral to authorities when warranted.
4. Corrective measures shall not compromise the safety of the complainant, witnesses, other trainees, trainers, or partner institutions.

D. Faculty, Staff and Administrators

A. Light Offense

The following are considered Light Offenses:

1. Surreptitiously looking or staring at a person's private parts or undergarments.
2. Telling or sending sexist or smutty jokes by text, email, or similar means, causing embarrassment or offense, and continuing after being advised to stop, or when the conduct is clearly embarrassing, offensive, or vulgar by nature.
3. Malicious leering or ogling.
4. Displaying sexually offensive pictures, materials, or graffiti.
5. Unwelcome questions or comments about a person's sex life.
6. Unwelcome sexual flirtation, advances, or propositions.
7. Making offensive hand or body gestures at an employee.
8. Persistent unwanted attention with sexual overtones.
9. Unwelcome phone calls with sexual overtones that cause discomfort, embarrassment, offense, or insult to the receiver.
10. Other analogous cases.

B. Less Grave Offense

Less Grave Offenses include, but are not limited to:

1. Unwanted touching or brushing against a victim’s body.
2. Pinching, not considered a grave offense.
3. Derogatory or degrading remarks or innuendoes directed at members of one sex or toward someone’s sexual orientation or used to describe a person.
4. Verbal abuse with sexual overtones.

5. Other analogous cases.

C. Grave Offense

Grave Offenses include, but are not limited to:

1. Unwanted touching of private parts of the body (genitalia, buttocks, and breast).
2. Sexual assault.
3. Malicious touching.
4. Requesting sexual favor in exchange for employment, promotion, travel, favorable work conditions or assignments, passing grade, honors, scholarship, benefits, or payment of a stipend or allowance.
5. Other analogous cases.

Offense Type	1st Offense	2nd Offense	3rd Offense
Light Offenses	Written Reprimand	Thirty (30) days Suspension without pay	Dismissal
Less Grave Offenses	Thirty (30) days Suspension without pay	Dismissal	
Grave Offenses	Dismissal		

Section 17. False, Malicious, or Bad-Faith Complaints

A complaint made in good faith shall not be penalized even if the evidence is insufficient to impose a sanction. However, a knowingly false, malicious, fabricated, or bad-faith complaint, or the deliberate presentation of falsified evidence, may be treated as a separate disciplinary offense, subject to due process.

This provision shall not be used to intimidate complainants, discourage reporting, or punish students for reporting concerns in good faith.

Section 18. Relation to Other Policies

This Chapter shall be read together with the School's Child Protection Policy, Anti-Bullying Policy, Safe Spaces Policy, Data Privacy Policy, Responsible Use of Technology Policy, Student Discipline Procedure, Grievance Procedure, and level-specific Basic Education, College, and TVET policies.

In case of conflict, the policy that provides greater protection to student safety, child protection, due process, confidentiality, and compliance with applicable law shall govern.

Chapter 10. Mental Health, Guidance, and Student Support

Colegio de Santo Cristo de Burgos recognizes the importance of mental health, emotional well-being, psychosocial support, and holistic student development. The School shall endeavor to provide guidance, counseling, referral, and reasonable support services to students, learners, and trainees within the limits of its capacity, available personnel, institutional resources, and applicable laws and regulations.

The School promotes a caring, respectful, and supportive environment where students, learners, and trainees may seek help for personal, academic, emotional, behavioral, social, family-related, or adjustment concerns. The Guidance Office, school clinic, advisers, faculty members, trainers, and authorized school personnel may assist in identifying concerns, providing initial support, and making appropriate referrals when necessary.

Referral to Guidance and Support Services

Students, learners, and trainees may be referred to the Guidance Office or appropriate school personnel through any of the following:

a. Self-referral;
b. Parent or guardian referral;
c. Teacher, adviser, faculty, or trainer referral;
d. Peer referral;
e. Disciplinary referral;
f. Administrative referral;
g. School clinic or health referral;
h. Referral from authorized school personnel who observe signs of distress, risk, or difficulty.

Referral to guidance or support services shall not automatically be considered a disciplinary action. It may be used as a preventive, supportive, corrective, or developmental measure depending on the circumstances.

High-Risk and Urgent Concerns

Concerns involving self-harm, suicidal thoughts or behavior, threats of violence, abuse, neglect, exploitation, severe emotional distress, substance-related concerns, medical emergencies, or any situation that may pose serious risk to the student, learner, trainee, or others shall be treated as urgent.

In such cases, the School may take immediate and reasonable steps to protect safety and welfare, including parent or guardian notification for minors, referral to the school clinic, referral to a mental health professional, referral to a medical facility, coordination with appropriate authorities, or other emergency measures as may be necessary.

Confidentiality of Guidance Records

Guidance and counseling records shall be treated with confidentiality and handled in accordance with the Data Privacy Act, school policy, and applicable professional and legal standards.

However, confidentiality is subject to lawful and necessary exceptions, including situations involving safety concerns, serious risk of harm, medical or mental health emergencies, child protection concerns, parental authority over minors, court or government requirements, regulatory compliance, or legitimate school need to protect the welfare of the student, learner, trainee, or school community.

Only authorized personnel shall have access to guidance records, and such access shall be limited to legitimate purposes.

Reasonable Support and Referral

The School shall provide reasonable support within its capacity. Such support may include counseling, monitoring, academic coordination, parent conferences, behavioral support plans, referral to medical or mental health professionals, or coordination with external service providers when needed.

The School does not replace the role of licensed physicians, psychiatrists, psychologists, or other mental health professionals. When a concern requires specialized assessment, diagnosis, treatment, or continuing

care, the student, learner, trainee, or parent/guardian may be advised or required to seek professional assistance outside the School.

Shared Responsibility

Mental health and student support are shared responsibilities among the student, learner, trainee, parents or guardians, teachers, trainers, school personnel, and the School administration. The cooperation of all concerned parties is expected in promoting safety, respect, dignity, and well-being within the school community.

Chapter 11. CDSCDB Policy Against Use of Dangerous Drugs, Alcohol, Tobacco, and Vape; and Substance Use Prevention

Section 1. General Policy

Colegio de Santo Cristo de Burgos hereby promulgates these Rules and Regulations to effectively carry out the provisions of Republic Act No. 9165 or the Comprehensive Dangerous Drugs Act of 2002.

The possession, use, sale, distribution, promotion, or influence of dangerous drugs, prohibited substances, alcohol, tobacco, vape products, or similar harmful substances is prohibited within school premises, during school activities, or in circumstances affecting the school community. The school shall promote preventive education, referral, intervention, and disciplinary action when warranted.

Section 2. Scope and Coverage

These rules shall cover all the academic levels of the college, from basic education up to the College Level.

Section 3. Declaration of Policy

It is the policy of the school to safeguard its integrity and the well-being of the students and workers from the harmful effects of dangerous drugs on their physical and mental well-being, and to defend them against acts or omissions detrimental to their development and preservation. Toward this goal, the school commits to pursue an intensive and unrelenting campaign against trafficking and use of

dangerous drugs and other similar substances through an integrated system of planning, implementation, and enforcement of anti-drug policies, programs, and projects. The school further declares its cooperation with the State in providing effective mechanisms or measures to reintegrate into society individuals who have fallen victim to drug abuse or dangerous drug dependence through sustainable programs of treatment and rehabilitation.

Section 4. Definition of Terms

- **Administer:** Any act of introducing any dangerous drug into the body of any person, with or without his/her knowledge, by injection, inhalation, ingestion, or other means, or of committing any act of indispensable assistance to a person in administering a dangerous drug to himself/herself unless administered by a duly licensed practitioner for purposes of medication.
- **Board:** Refers to the Dangerous Drugs Board under Section 77, Article IX of RA 9165.
- **Centers:** Any of the treatment and rehabilitation centers for drug dependents referred to in Section 75, Article VIII of RA 9165.
- **Chemical Diversion:** The sale, distribution, supply, or transport of legitimately imported, in-transit, manufactured or procured controlled precursors and essential chemicals, in diluted, mixtures or in concentrated form, to any person or entity engaged in the manufacture of any dangerous drug, and shall include packaging, repackaging, labeling, relabeling or concealment of such transaction through fraud, destruction of documents, fraudulent use of permits, misdeclaration, use of front companies or mail fraud.
- **Clandestine Laboratory:** Any facility used for the illegal manufacture of any dangerous drug and/or controlled precursor and essential chemical.
- **Confirmatory Test:** An analytical test using a device, tool or equipment with a different chemical or physical principle that is more specific which will validate and confirm the result of the screening test.

- **Controlled Delivery:** The investigative technique of allowing an unlawful or suspect consignment of any dangerous drug and/or controlled precursor and essential chemical, equipment or paraphernalia, or property believed to be derived directly or indirectly from any offense, to pass into, through or out of the country under the supervision of an authorized officer, with a view to gathering evidence to identify any person involved in any dangerous drugs related offense, or to facilitate prosecution of that offense.
- **Controlled Precursors and Essential Chemicals:** Include those listed in Tables I and II of the 1988 UN Convention Against Illicit Traffic in Narcotic Drugs and Psychotropic Substances as enumerated in the attached annex, which is an integral part of this Act.
- **Cultivate or Culture:** Any act of knowingly planting, growing, raising, or permitting the planting, growing or raising of any plant which is the source of a dangerous drug.
- **Dangerous Drugs:** Include those listed in the Schedules annexed to the 1961 Single Convention on Narcotic Drugs, as amended by the 1972 Protocol, and in the Schedules annexed to the 1971 Single Convention on Psychotropic Substances as enumerated in the attached annex which is an integral part of this Act.
- **Deliver:** Any act of knowingly passing a dangerous drug to another, personally or otherwise, and by any means, with or without consideration.
- **Den, Dive or Resort:** A place where any dangerous drug and/or controlled precursor and essential chemical is administered, delivered, stored for illegal purposes, distributed, sold, or used in any form.
- **Dispense:** Any act of giving away, selling, or distributing medicine or any dangerous drug with or without the use of prescription.
- **Drug Dependence:** As based on the World Health Organization definition, it is a cluster of physiological, behavioral and cognitive phenomena of variable intensity, in which the use of psychoactive drug takes on a high priority thereby involving, among others, a strong desire or a sense of compulsion to take the substance and

the difficulties in controlling substance-taking behavior in terms of its onset, termination, or levels of use.

- **Drug Syndicate:** Any organized group of two (2) or more persons forming or joining together with the intention of committing any offense prescribed under this Act.
- **Employee of Den, Dive or Resort:** The caretaker, helper, watchman, lookout, and other persons working in the den, dive or resort, employed by the maintainer, owner and/or operator where any dangerous drug and/or controlled precursor and essential chemical is administered, delivered, distributed, sold or used, with or without compensation, in connection with the operation thereof.
- **Financier:** Any person who pays for, raises, or supplies money for, or underwrites any of the illegal activities prescribed under this Act.
- **Illegal Trafficking:** The illegal cultivation, culture, delivery, administration, dispensation, manufacture, sale, trading, transportation, distribution, importation, exportation, and possession of any dangerous drug and/or controlled precursor and essential chemical.
- **Instrument:** Anything that is used in or intended to be used in any manner in the commission of illegal drug trafficking or related offenses.
- **Laboratory Equipment:** The paraphernalia, apparatus, materials, or appliances when used, intended for use or designed for use in the manufacture of any dangerous drug and/or controlled precursor and essential chemical, such as reaction vessel, preparative/purifying equipment, fermenters, separatory funnel, flask, heating mantle, gas generator, or their substitute.
- **Manufacture:** The production, preparation, compounding or processing of any dangerous drug and/or controlled precursor and essential chemical, either directly or indirectly or by extraction from substances of natural origin, or independently by means of chemical synthesis or by a combination of extraction and chemical synthesis, and shall include any packaging or repackaging of such substances, design or configuration of its form, or labeling or

relabeling of its container; except that such terms do not include the preparation, compounding, packaging or labeling of a drug or other substances by a duly authorized practitioner as an incident to his/her administration or dispensation of such drug or substance in the course of his/her professional practice including research, teaching and chemical analysis of dangerous drugs or such substances that are not intended for sale or for any other purpose.

- **Cannabis or Marijuana:** Embraces every kind, class, genus, or specie of the plant Cannabis sativa L. including, but not limited to, Cannabis americana, hashish, bhang, guaza, churrus and ganjab, and embraces every kind, class and character of marijuana, whether dried or fresh and flowering, flowering or fruiting tops, or any part or portion of the plant and seeds thereof, and all its geographic varieties, whether as a reefer, resin, extract, tincture or in any form whatsoever.
- **Methylenedioxymethamphetamine (MDMA) or "Ecstasy":** Refers to the drug having such chemical composition, including any of its isomers or derivatives in any form.
- **Methamphetamine Hydrochloride or "Shabu":** Refers to the drug having such chemical composition, including any of its isomers or derivatives in any form.
- **Opium:** Refers to the coagulated juice of the opium poppy (Papaver somniferum L.) and embraces every kind, class and character of opium, whether crude or prepared; the ashes or refuse of the same; narcotic preparations thereof or therefrom; morphine or any alkaloid of opium; preparations in which opium, morphine or any alkaloid of opium enters as an ingredient; opium poppy; opium poppy straw; and leaves or wrappings of opium leaves, whether prepared for use or not.
- **Opium Poppy:** Refers to any part of the plant of the species Papaver somniferum L., Papaver setigerum DC, Papaver orientale, Papaver bracteatum and Papaver rhoeas, which includes the seeds, straws, branches, leaves or any part thereof, or substances derived therefrom, even for floral, decorative and culinary purposes.

- **PDEA:** Refers to the Philippine Drug Enforcement Agency under Section 82, Article IX of this Act.
- **Person:** Any entity, natural or juridical, including among others, a corporation, partnership, trust or estate, joint stock company, association, syndicate, joint venture or other unincorporated organization or group capable of acquiring rights or entering into obligations.
- **Planting of Evidence:** The willful act by any person of maliciously and surreptitiously inserting, placing, adding or attaching directly or indirectly, through any overt or covert act, whatever quantity of any dangerous drug and/or controlled precursor and essential chemical in the person, house, effects or in the immediate vicinity of an innocent individual for the purpose of implicating, incriminating or imputing the commission of any violation of this Act.
- **Practitioner:** Any person who is a licensed physician, dentist, chemist, medical technologist, nurse, midwife, veterinarian or pharmacist in the Philippines.
- **Protector/Coddler:** Any person who knowingly and willfully consents to the unlawful acts provided for in this Act and uses his/her influence, power or position in shielding, harboring, screening or facilitating the escape of any person he/she knows, or has reasonable grounds to believe on or suspects, has violated the provisions of this Act in order to prevent the arrest, prosecution and conviction of the violator.
- **Pusher:** Any person who sells, trades, administers, dispenses, delivers or gives away to another, on any terms whatsoever, or distributes, dispatches in transit or transports dangerous drugs or who acts as a broker in any of such transactions, in violation of this Act.
- **School:** Any educational institution, private or public, undertaking educational operation for pupils/students pursuing certain studies at defined levels, receiving instructions from teachers, usually located in a building or a group of buildings in a particular physical or cyber site.

- **Screening Test:** A rapid test performed to establish potential/presumptive positive result.
- **Sell:** Any act of giving away any dangerous drug and/or controlled precursor and essential chemical whether for money or any other consideration.
- **Trading:** Transactions involving the illegal trafficking of dangerous drugs and/or controlled precursors and essential chemicals using electronic devices such as, but not limited to, text messages, e-mail, mobile or landlines, two-way radios, internet, instant messengers and chat rooms or acting as a broker in any of such transactions whether for money or any other consideration in violation of this Act.
- **Use:** Any act of injecting, intravenously or intramuscularly, of consuming, either by chewing, smoking, sniffing, eating, swallowing, drinking or otherwise introducing into the physiological system of the body, any of the dangerous drugs.

Section 5. Prohibited Acts

This policy strictly prohibits any student or employee of the school from engaging in any of the following acts related to dangerous drugs and controlled substances:

1. Importing dangerous drugs and/or controlled precursors and essential chemicals.
2. Selling, trading, administering, dispensing, delivering, distributing, or transporting dangerous drugs and/or controlled precursors and essential chemicals.
3. Maintaining a den, dive, or resort for the use or trafficking of dangerous drugs.
4. Working as an employee or visiting a den, dive, or resort with knowledge of its nature as such an establishment.
5. Participating in the manufacturing of dangerous drugs and/or controlled precursors and essential chemicals.
6. Illegally diverting controlled precursors and essential chemicals for unauthorized purposes.

7. Manufacturing or delivering equipment, instruments, apparatus, and other paraphernalia for use with dangerous drugs and/or controlled precursors and essential chemicals.
8. Possessing dangerous drugs without proper authorization.
9. Possessing equipment, instruments, apparatus, and other paraphernalia intended for use with dangerous drugs.
10. Possessing dangerous drugs during parties, social gatherings, or meetings.
11. Possessing equipment, instruments, apparatus, and other paraphernalia for dangerous drugs during parties, social gatherings, or meetings.
12. Using dangerous drugs. This includes any person who is apprehended or arrested and is found to be positive for use of any dangerous drug after a confirmatory test.
13. Cultivating or growing plants classified as dangerous drugs or that are sources of dangerous drugs.
14. Failing to maintain and keep original records of transactions involving dangerous drugs and/or controlled precursors and essential chemicals.
15. Prescribing dangerous drugs unnecessarily.
16. Unlawfully prescribing dangerous drugs in violation of established regulations.
17. Planting evidence—any person found guilty of planting any dangerous drug and/or controlled precursor and essential chemical, regardless of the quantity or purity.

Section 6. Prevention and Intervention Program to Address Unlawful Use of Dangerous Drugs

Prevention Programs

Colegio de Santo Cristo de Burgos shall implement and enforce anti-drug policies, programs, and projects that apply to all students, regardless of

their level of risk or vulnerability to dangerous drug use. These programs will be comprehensive and multi-faceted, involving all education stakeholders and personnel. The Office of Student Affairs, Guidance, College Deans, Basic Education Principal, and all Student Councils will coordinate these efforts.

A. Instruction on Drug Abuse Prevention and Control

Following Section 41, Article IV of RA 9165, the school will incorporate instruction or modules on drug abuse prevention and control within the elementary, secondary, and tertiary curricula. The instruction will cover the following areas:

a. Adverse effects of the abuse and misuse of dangerous drugs on individuals, families, schools, and communities
b. Preventive measures against drug abuse
c. Health, socio-cultural, psychological, legal, and economic implications and dimensions of the drug problem
d. Steps to take when intervention is needed for a drug dependent, including available services for treatment and rehabilitation
e. Common misconceptions about the use of dangerous drugs, such as the importance and safety of dangerous drugs for medical and therapeutic use, and clarification of the difference between medical patients and drug dependents to avoid confusion and accidental stigmatization among students

B. Authorized Drug Testing

In line with Section 36, Article III of RA 9165, the school is authorized to conduct random drug testing for students in secondary and tertiary schools, as long as prior notice is given to parents or legal guardians. Testing may occur at any time during the student's enrollment. All drug tests will be conducted by government forensic laboratories or DOH-accredited and monitored drug testing laboratories to ensure quality results. Testing expenses will be covered by the government and the school.

Drug testing will follow a stepwise approach, starting with an initial drug screening. If a positive result is found, it will be followed by a confirmatory test.

C. For-Cause Testing

When there is reasonable ground to believe that a student or worker is under the influence of drugs based on physical signs, symptoms, or other visible indicators, a laboratory screening or test may be conducted within twenty-four (24) hours. If the person involved is a student, their parent or legal guardian will be notified before testing.

Section 7. Duties and Responsibilities of Family, Teachers, and Other School Personnel

1. Involvement of the Family — The family, as the basic unit of society, is primarily responsible for educating and raising awareness among its members about the harmful effects of dangerous drugs, as well as closely monitoring those who may be susceptible to drug abuse.

2. Student Councils and Campus Organizations — All student councils and campus organizations in elementary, secondary, and tertiary levels should include in their activities programs for preventing and deterring the use of dangerous drugs, including referral for treatment and rehabilitation of students with drug dependence.

3. School Curricula — Instruction on drug abuse prevention and control will be integrated into the curricula of all public and private schools at all levels, and in both formal and non-formal education settings.

4. Heads, Supervisors, and Teachers — School heads, supervisors, and teachers are considered persons in authority for the enforcement of the provisions of Article II of RA 9165. They are empowered to apprehend, arrest, or cause the arrest of any person violating these provisions, whether within the school or its immediate vicinity, or during official school functions. Any teacher or school employee who discovers a violation must report it to the school head or immediate superior, who will then inform the proper authorities.

Failure to report within a reasonable period after discovery of the violation will, after due hearing, be considered grounds for disciplinary action by the school authorities.

5. Students shall:
    a. Participate and cooperate in all school anti-drug use prevention, intervention, and related measures.
    b. Avoid or refrain from any act of dangerous drug use.
    c. Be vigilant on campus for any suspicious activities related to dangerous drug use.
    d. Report any incidents of dangerous drug use to school authorities.

Section 8. Safety and Health Committee

The Safety and Health Committee at Colegio de Santo Cristo de Burgos is established to address cases involving the basic education unit.

The Committee is composed of the following members:

- President – Chairperson
- Dean / Principal – Vice Chairperson
- Safety Officer – Secretary
- School Physician – Member
- Guidance Counsellor – Member
- Faculty Representative – Member
- PTA Representative – Member
- Student Council Representative – Member

The Committee is tasked with the following responsibilities:

1. Receive complaints related to dangerous drug use as endorsed by any school official or student.
2. Investigate complaints following prescribed procedures.
3. Submit a report of findings with corresponding recommendations to the school President for a decision.

4. Lead discussions within the school to increase understanding and prevention of anti-drug use incidents.
5. Make necessary referrals to appropriate agencies, offices, or persons as required by the situation.
6. Ensure that the college's anti-drugs policy is properly implemented.

Section 9. Procedures in Handling Complaints

A. Jurisdiction

Complaints involving dangerous drug use and other acts under these rules fall within the jurisdiction of Colegio de Santo Cristo de Burgos, which will then refer the matter to the proper authorities.

B. Procedures

I. Immediate Responses

a. Any teacher or school employee who discovers a violation within the school or its immediate vicinity must report it to the school head or immediate superior.

   Failure to report within a reasonable period will, after due hearing, be considered grounds for disciplinary action by the school authorities.

b. The school head, upon being notified, must immediately take the following actions:

c. Apprehend, arrest, or cause the apprehension or arrest of any person violating the provisions, including accomplices, pursuant to Section 5, Rule 113 of the Rules of Court.

d. Confiscate the dangerous drugs involved and surrender them to proper authorities.

e. Make necessary referrals to appropriate agencies, offices, or persons as required by the circumstances.

f. Notify the parents and/or legal guardians of the individuals involved.

II. Referral

a. The student or worker involved will be referred to the proper authorities for appropriate case management.
b. According to SEC. 38 of RA 9165 on Laboratory Examination or Test on Apprehended/Arrested Offenders, any person apprehended or arrested for violating this Act will undergo a screening laboratory examination or test within twenty-four (24) hours if there is reasonable ground to believe, based on physical signs or symptoms, that the person is under the influence of dangerous drugs. Should the screening result be positive, it may be challenged within fifteen (15) days through a confirmatory test in any accredited analytical laboratory. If confirmed, the result serves as prima facie evidence of drug use, without prejudice to prosecution for other violations. A positive screening test must be confirmed for validity in court.
c. For individuals who test positive for drug use for the first time, the school, in cooperation with the appropriate authorities, will refer them for treatment and/or rehabilitation in a DOH-accredited center. Colegio de Santo Cristo de Burgos will provide a list of at least three (3) accredited facilities for the individual to choose from.
d. All costs for the treatment and rehabilitation of drug-dependent employees will not be borne by the school.
e. If the individual is an employee, the period spent on treatment or rehabilitation will be considered as authorized leave.
f. If the individual is a student, the student may file a “Leave of Absence” to allow for adequate and proper treatment and rehabilitation.

III. Post-Rehabilitation

After the completion of rehabilitation, the Safety and Health Committee, together with the head of the rehabilitation center, will assess the condition of the worker or student involved. They will then submit a recommendation to the school President regarding the individual’s fitness to return to school or work. The return will only be approved if the individual is deemed not to pose any serious threat to the school community.

Repeated Drug Use

Should the individual engage in drug use again after being given sufficient opportunity for treatment and rehabilitation, appropriate penalties will be imposed as outlined in R.A. 9165. Repeated offenses are considered grounds for dismissal from the school or workplace.

IV. Consequences

Anyone found violating the policy will be subject to administrative proceedings in accordance with the requirements and guidelines of R.A. 9165.

V. False Accusation

If a student is found, through investigation, to have knowingly made a false accusation, that student will face disciplinary measures or appropriate intervention, as provided for in the college's existing rules.

VI. Confidentiality

a. Protection of Information

All information regarding the identity and personal circumstances of involved individuals will be handled with the highest degree of confidentiality by the Safety and Health Committee and school personnel. Access to such information will be limited to the school head or administrator, a teacher or guidance counselor designated by the school head, and the parents or guardians of students who are or have been involved.

b. Breach of Confidentiality

School personnel who violate confidentiality policies will be subject to appropriate administrative disciplinary action, according to the university's established rules and regulations.

Section 10. Effectivity

The "CDSCDB POLICY AGAINST USE OF DANGEROUS DRUGS" will take effect fifteen (15) days after it is posted on the school campus and/or published in the school newspaper.

Chapter 12. General Grievance Procedure

Students, learners, and trainees may raise concerns or complaints through proper channels without fear of retaliation. The school encourages respectful dialogue and early resolution while recognizing the right to formal complaint when necessary.

Section 1. General Considerations

In keeping with the values of a Christian academic community, grievances among members are ideally resolved through honest dialogue and open discussion. Formal procedures should be pursued only when informal methods have proven insufficient. Effective communication is vital for maintaining positive relationships within the academic community. When issues arise, affected individuals are encouraged to address the matter promptly, seeking informal resolution through verbal communication before allowing the situation to escalate into a crisis.

An orally expressed grievance is considered informal. A grievance becomes formal only when it is written and properly signed, requiring adherence to formal settlement procedures. This section outlines the procedures for handling various types of cases. All proceedings must be documented in writing, including the complaint, responses, memoranda, recommendations, decisions, and excerpts of all meetings. Each document should be signed by all participants involved in the proceedings. The Dean or Principal is responsible for maintaining all original records related to the proceedings.

Section 2. Formal Complaint Requirements

- Name and contact details of the complainant.
- Name of the person complained of.
- Date, time, and place of the incident or concern.
- Brief statement of facts.
- Witnesses and supporting documents, if any.
- Action or relief requested.
- Signature of complainant or parent/guardian when required.

Section 3. Filing Path

1. Concerns against a teacher, faculty member, instructor, or trainer should first be discussed with the person concerned when appropriate, then elevated to the Department Head, Program Chair, Principal, Dean, or Program Head if unresolved.
2. Concerns against students, learners, or trainees may be filed with the Class Adviser, Office of Student Affairs, Discipline Office, Guidance Office, Principal, Dean, or Program Head.
3. Concerns involving bullying, harassment, sexual harassment, child protection, safety, or high-risk matters may be filed directly with Guidance, OSA, Principal, Dean, Program Head, Child Protection Committee, CODI, or Administration.

Section 4. Composition of the Ad Hoc Grievance Committee

1. The Dean of the College / High School Principal / TESDA Head to which the respondent faculty member belongs, serving as Chair of the committee.
2. One (1) member of the School Administration or Board, as deemed necessary
3. The Head of the Department to which the respondent faculty member belongs.
4. The Human Resources (HR) Head or an authorized HR Representative
5. The Student Council Adviser
6. The School Guidance Counselor
7. A faculty member from the same College as the respondent, appointed by the College Dean. If any of the above members is a respondent or complainant, their place is taken by another official representative of the sector, preferably the next in line.

Section 5. An Individual Student's Complaint Against a Faculty Member

If a student has a grievance or concern regarding a faculty member, the following structured process should be followed to ensure proper resolution:

1. The student is required to present a written complaint directly to the faculty member involved as soon as possible, outlining the details of the issue.
2. If the student does not receive a satisfactory response from the faculty member, the student may escalate the complaint by submitting a written statement to the head of the faculty member's department.
3. Should the issue remain unresolved at the department level, the case may be further escalated to the Dean of the College or the Senior High School (SHS) Principal for intervention.
4. Upon receipt of the escalated complaint, the Dean will convene with the College Ad Hoc Grievance Committee (AHGC) to address and resolve the concern. This meeting should take place as soon as possible, ideally within one week of receiving the complaint.
5. If either the student or the faculty member is dissatisfied with the decision made by the committee, they may file a motion for reconsideration, stating the grounds for their request. If no motion is filed within five days of receiving the written decision, the decision of the AHGC becomes final and binding.

Section 6. A Class Complaint Against a Faculty Member

When a grievance is shared by a group of students within a class against a faculty member, the following steps should be taken to ensure collective concerns are properly addressed:

1. The class must submit a formal written complaint to the faculty member concerned. This complaint should be signed by at least 50% plus one of the class members to demonstrate majority support. The class will elect a committee composed of three

representatives to meet with the faculty member, who is given 48 hours to respond and address the complaint.

2. If the faculty member does not take the necessary action within the prescribed 48-hour period, the three elected class representatives may escalate the complaint by submitting it in writing to the Head of the Department. The Department Head is then allotted 48 hours to investigate and resolve the issue.
3. If the complaint remains unresolved at the department level, the class may escalate the case further by submitting it to the College Dean or SHS Principal for resolution.
4. Upon receipt of the complaint, the Dean will convene the College Ad Hoc Grievance Committee (AHGC) to resolve the issue as promptly as possible, ideally within one week of receiving the complaint.

Section 7. Procedures for Student Complaints Against a Dean / Principal / TESDA Head

Step 1: Submission of Complaint

A student who wishes to file a complaint against a Dean or Principal must submit a written complaint directly to the individual concerned. Upon receiving the complaint, the Dean is required to provide a written acknowledgment to the student. From the time the complaint is received, the Dean has seventy-two (72) hours to address and resolve the issue raised in the complaint.

Step 2: Escalation to the Vice-President for Academic Affairs

If the student finds the response or action taken by the Dean or Principal to be unsatisfactory, the student may escalate the matter by submitting a written complaint to the Vice-President for Academic Affairs. The Vice-President for Academic Affairs is responsible for investigating and settling the complaint within seventy-two (72) hours of receiving it.

Step 3: Special Consideration for Dual Roles

If the Dean or Principal also serves as a faculty member, the individual will be treated according to their respective roles—whether as

Dean/Principal or as faculty member—depending on the nature of the complaint.

Section 8. Procedures for Student Complaints Against a Member of the Administration/Operations Staff

Step 1: Submission of Complaint to the Staff Member

To initiate a complaint against an administration staff member, the student must compose a written letter outlining the issue and submit it directly to the staff member involved.

Upon receipt of the complaint, the staff member is required to respond and resolve the issue within seventy-two (72) hours.

Step 2: Escalation to the Immediate Superior

If the student finds the response unsatisfactory after seventy-two (72) hours, they may escalate the matter by submitting a written complaint to the immediate superior of the staff member.

For example, complaints regarding a librarian should be directed to the Chief Librarian, while those concerning a cashier should be sent to the Finance Director. The immediate superior will investigate and settle the complaint within seventy-two (72) hours of receiving it.

Section 9. Sexual Harassment

The College is dedicated to preventing sexual harassment of students. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal conduct of a sexual nature. An act is considered sexual harassment when any of the following circumstances are present:

1. Submission to such conduct is made either explicitly or implicitly a condition for a student's educational advancement.
2. Submission to or rejection of such conduct by a student is used as the basis for academic consideration that affects the student.
3. Such conduct is intended to or effectively does substantially interfere with the student's academic performance or creates an intimidating, hostile, or offensive educational environment.

Chapter 13. General Discipline and Due Process

Section 1. General Policy.

Values as the Basis for Conduct and Discipline

At CDSCDB, values serve as the cornerstone for student conduct and discipline. The institution emphasizes the integration of essential values such as work ethics, professionalism, productivity, and morality into every student's character. The Values Formation program is rooted in CDSCDB's God-centered advocacy, aiming to educate students on Christian moral values both in thought and in action. The program seeks to foster a well-balanced lifestyle and promote a holistic approach to personal development. To address misbehavior, rapid intervention is employed as a disciplinary measure, helping to prevent students from developing negative habits or engaging in wrongdoing. CDSCDB implements both preventive and corrective strategies to support the development of discipline within classrooms and throughout the school campus.

Preventive Approach to Student Discipline

The school maintains student discipline mainly through preventive measures. CDSCDB adopts and enforces programs and policies designed to enhance awareness and encourage adherence to school regulations. These initiatives are intended to build a culture of compliance and mutual respect within the academic community.

Enforcement of Student Discipline

The primary responsibility for enforcing student discipline lies with the College Deans. Each department within the College has its own Discipline Board (DB), or an equivalent body, tasked with hearing student cases. These boards adhere to the same procedures as those followed by the central Committee on Student Discipline, ensuring consistency and fairness in the handling of disciplinary matters.

Classification of Offenses

Violations of student discipline at CDSCDB are categorized as either major or minor offenses. Maintaining discipline is essential for providing

a safe, secure, and supportive learning environment for all students. This classification helps the institution administer appropriate interventions and uphold the standards of the academic community.

Section 2. Definition.

The following terms shall have the meanings set forth below for the purpose of these regulations:

1. Students – shall mean any person enrolled in any academic and/or nonacademic subjects whether on a graduate or undergraduate school, day, or evening school, on a regular or part-time basis at the time of the filing of the charge or during the pendency of the disciplinary proceedings against him/her.
2. School Premises – shall comprise the territorial boundaries of Colegio de Santo Cristo de Burgos including the academic and non-academic buildings as well as the parking lots adjacent to and the immediate sidewalks thereto.
3. In Flagrante – shall mean the very act of committing the misdemeanor or misconduct or being caught in the very act of its commission.
4. Ex-Parte – shall mean that the proceeding is heard in the absence of the party.
5. Illegal Demonstration – shall include a public show of feeling or opinion at a mass meeting or parade accompanied by force or violence and/or coercion without proper permit from school authorities.

Section 3. Major Offenses

Major offenses are defined as gross acts of misconduct and immorality that violate the standards of student conduct. The following examples illustrate, but are not limited to, behaviors considered major offenses:

- Gross acts of disrespect through words or actions that ridicule or hold in contempt any member of the faculty, administration, non-teaching staff, security, maintenance staff, students, or any other individual.

- Direct assault on any member of the faculty, administration, non-teaching staff, security, maintenance staff, students, or any person vested with authority.
- Deliberate disruption of academic functions or school activities resulting in disorder, tumult, breach of peace, or serious disturbance.
- Threatening another person's safety, honor, or property, or committing any act amounting to a crime, dereliction, or wrongdoing.
- Acts of vandalism, destruction, or loss of school property, as well as property belonging to administrators, faculty, non-teaching staff, students, security personnel, or visitors while on campus.
- Aiding outsiders to gain entry into the school under false pretenses.
- Proselytizing by attacking or denigrating other people's practices and beliefs or offering special inducements to convert others to one's faith.
- Acts that bring the College's name into disrepute, including public and malicious accusations, or any act, omission, status, or circumstance that causes dishonor, discredit, or contempt for the institution.
- Lewd, scandalous, or inappropriate displays of affection among members of the academic community.
- Posing for pornographic media or displaying/distributing pornographic materials within the College.
- Conviction in a court for criminal offenses involving moral turpitude against persons or property, except those involving reckless imprudence.
- Acts of academic dishonesty, which include cheating during formal academic exercises such as admissions, registrations, examinations, instruction, practicum, and graduation.

- Plagiarism: Malicious and willful adoption or reproduction of creative works without acknowledging the original author or source.
- Fabrication: Falsifying, creating, manipulating, or omitting data, information, or citations in any formal academic exercise.
- Deception: Providing false information to school authorities in relation to a formal academic exercise.
- Cheating: Attempting to give or obtain assistance during examinations.
- Bribery or paid services: Receiving or giving answers to tests for monetary consideration.
- Sabotage: Acts that prevent others from completing their academic work.
- Carrying or possessing firearms, deadly weapons (such as lead pipes, icepicks, or blades longer than ½ inch), and explosives (including firecrackers and pyrotechnics) on school premises.
- Unauthorized or illegal possession or use of dangerous drugs or chemicals (including shabu, marijuana, heroin, opiates, and hallucinogenic substances) in any form within school premises or at school functions off campus, as well as possession or use of regulated drugs without proper prescription.
- Unauthorized possession and/or drinking alcoholic beverages within the school premises or at school functions off campus or entering or being in the school premises while intoxicated.
- Smoking or selling cigarettes on campus.
- Gambling in any form, with betting and risk involved, within the campus.
- Unauthorized collection or extraction of money, checks, or other monetary instruments in connection with college matters.
- Malversation of school funds.
- Stealing or attempting to steal.

- Habitual disregard or willful violation of established policies and regulations, including the commission of a third minor offense of any kind.

Sanctions for Major Offenses

The sanctions for major offenses shall be imposed according to the nature, gravity, frequency, intent, effect, and surrounding circumstances of the offense. In determining the appropriate penalty, the School may consider aggravating and mitigating circumstances, prior disciplinary record, degree of participation, harm caused, effect on the school community, and whether the act also violates law or regulatory requirements. The following sanctions may be imposed singly or in combination, after observance of due process and in accordance with applicable DepEd, CHED, TESDA, school policies, laws, and government regulations:

a. Probationary status, with behavioral conditions and monitoring.
b. Automatic suspension, restriction, or elevation of sanction in case of violation of imposed probationary conditions.
c. Punitive suspension from classes, training, school activities, training activities, or institutional privileges for a definite period, as determined by the gravity of the offense and subject to applicable DepEd, CHED, TESDA, and institutional rules.
d. Non-readmission, exclusion, dismissal, termination from training, or removal from the program, as applicable.
e. Expulsion, in the most serious cases and only when allowed by applicable law, regulation, and due process requirements.
f. Restitution, replacement, repair, or payment for damage or loss caused, when applicable.
g. Referral to external authorities when the act may constitute a criminal offense, child protection concern, sexual harassment, cybercrime, violence, threat, drug-related offense, or other reportable matter.

The School shall ensure that all disciplinary actions are imposed only after observance of due process. Sanctions shall be proportionate to the offense and shall be applied in accordance with the applicable policies for Basic Education, College, and TESDA programs. For minors, parents or guardians shall be notified and involved in accordance with school procedures and applicable regulations.

Section 4. Minor Offenses

Minor offenses are those infractions that warrant a warning or reprimand from the Dean of Students. However, **the commission of a third minor offense of any kind is considered equivalent to a major offense.** The following actions are classified as minor offenses:

- Disturbing one's class or another class.
- Entering a class or breaking into a school function without permission from the concerned authorities.
- Disobeying school regulations, including loitering in corridors during class hours, unauthorized use of whiteboard markers and boards, eating in classrooms, and parking motor vehicles without proper College-issued stickers.
- Preventing the circulation of a recognized student publication by withholding or removing a significant number of copies from newsstands.
- Remaining on campus past class hours unless authorized.
- Wearing inappropriate attire on campus.
- Other offenses that disturb peace and order in the College unless they are properly classified as major offenses.
- Disrespect for the Philippine flag by refusing to rise from one's seat when the National Anthem is played.
- Smoking while in uniform, even off campus.
- Entering the campus without a valid school ID card.
- Lending one's ID card or borrowing another's ID card.
- Littering.
- Conduct unbecoming of a young Christian and Filipino adult, as stipulated in the Social Norms.

Possible Sanctions for Minor Offenses

Minor offenses shall generally be addressed through corrective, formative, and restorative measures. The sanction shall depend on the nature of the act, frequency of commission, surrounding circumstances, effect on the school community, prior disciplinary record, and willingness of the student, learner, or trainee to correct the behavior. The School may impose one or more of the following sanctions after appropriate review and documentation. The commission of a third minor offense of any kind may be treated as a major offense, subject to due process and applicable school policy:

a. Verbal reminder or warning.
b. Written warning or written reprimand.

c. Parent or guardian conference, when applicable.
d. Reflection activity, corrective conference, or behavioral agreement.
e. Counseling, guidance intervention, or learner/trainee support intervention.
f. Restitution, replacement, or repair for damage caused.
g. Community service, school service, or restorative activity when appropriate and not degrading.
h. Loss, limitation, or temporary restriction of school or training privileges.
i. Probationary status or behavioral monitoring.
j. Referral to external authorities when required by law, regulation, or the nature of the incident.

The School shall ensure that all disciplinary actions are imposed only after observance of due process. Sanctions shall be proportionate to the offense and shall be applied in accordance with the applicable policies for Basic Education, College, and TESDA programs. For minors, parents or guardians shall be notified and involved in accordance with school procedures and applicable regulations.

Section 5. Composition of the Discipline Board

To ensure fair, orderly, and impartial handling of disciplinary cases, the School may constitute appropriate disciplinary bodies for Basic Education, College, and TESDA programs.

For Basic Education, disciplinary matters involving learners may be handled by the appropriate school authority, Discipline Committee, Guidance Office, Child Protection Committee, or other committee designated by the Principal or School Head, depending on the nature of the case.

For College, disciplinary matters involving students may be handled by the College Discipline Board, Committee on Student Discipline, Dean, Student Affairs Office, or other body designated by the School.

For TESDA, disciplinary matters involving trainees may be handled by the TESDA Coordinator, Trainer, Training Supervisor, Discipline Committee, Guidance Office, or other authorized school official or committee.

The disciplinary body may be composed of school officials, faculty members, trainers, guidance personnel, student affairs personnel, or other authorized representatives, as may be appropriate to the level, program, and nature of the case. In cases involving minors, participation or notification of the parent or guardian shall be required when appropriate.

Section 6. Procedures for Hearing Complaints

6.1 Filing and Referral of Complaints

Complaints or incident reports involving alleged violations of school rules and regulations may be filed by the aggrieved party, parent or guardian, teacher, trainer, faculty member, school personnel, security personnel, witness, any person with direct knowledge of the incident, or by the School itself.

The complaint shall be referred to the appropriate school official or disciplinary body based on the level and program of the respondent, the nature of the offense, and the circumstances of the case.

For minor offenses, the matter may be referred to the Class Adviser, Teacher, Trainer, Guidance Office, Dean, Principal, TESDA Coordinator, Student Affairs Office, or other authorized official for appropriate action.

For major offenses, repeat offenses, cases involving multiple students, learners, trainees, or academic units, or cases involving serious misconduct, the matter may be referred to the appropriate Discipline Committee, Committee on Student Discipline, Child Protection Committee, or other duly constituted body.

6.2 Cases Involving Multiple Units, Programs, or Serious Offenses

When a case involves learners, students, or trainees from more than one level, department, college, academic unit, or training program, or when the case involves a major offense, the School may constitute a joint or special disciplinary committee to hear and resolve the matter.

The committee may include representatives from the concerned academic units, training programs, Guidance Office, Student Affairs Office, Child Protection Committee, administration, or other relevant offices, as may be necessary.

6.3 Notice to the Respondent

Once a complaint or incident report is accepted for investigation, the respondent shall be notified of the charge or concern in writing, when appropriate. The notice shall state the nature of the complaint, the alleged violation, and the opportunity of the respondent to explain or respond.

For minors, the parent or guardian shall be notified and may be required to attend conferences, hearings, or proceedings in accordance with school policy and applicable regulations.

6.4 Opportunity to Explain

The respondent shall be given a fair opportunity to answer the complaint, explain their side, submit relevant information or evidence, and identify witnesses, when applicable.

The complainant may also be allowed to submit evidence, clarify the complaint, and present witnesses when necessary.

Proceedings shall be conducted in a manner that is fair, respectful, and appropriate to the age, maturity, and level of the parties involved.

6.5 Hearings and Proceedings

Hearings or conferences may be conducted when necessary to clarify facts, receive statements, evaluate evidence, or allow the parties to be heard.

If the respondent fails to appear despite proper notice and without sufficient cause, such failure shall be recorded, and the proceedings may continue based on available evidence. However, the respondent may still participate in subsequent proceedings unless otherwise restricted for valid reasons.

Postponements may be allowed only for justifiable reasons, as determined by the chairperson, committee, or authorized school official handling the case.

The disciplinary body may continue to receive statements or evidence from witnesses even in the absence of a complainant, provided that the rights of the respondent are respected and due process is observed.

6.6 Decision and Disposition of the Case

After evaluation of the complaint, evidence, statements, and circumstances, the authorized school official or disciplinary body shall issue an appropriate action or decision.

For minor cases, the decision or action may consist of a reminder, warning, counseling, corrective conference, parent or guardian conference, guidance intervention, restitution, community service, loss of privilege, or other appropriate corrective measures.

For major cases, the decision shall be in writing and shall state the findings, basis of the decision, and the sanction imposed, if any. Copies may be furnished to the concerned parties and relevant school offices, such as the Principal, Dean, TESDA Coordinator, Student Affairs Office, Guidance Office, Registrar, or Office of the Vice President for Academic Affairs, when applicable.

Disciplinary records shall be maintained in accordance with school policy, data privacy rules, and applicable regulations.

6.7 Motion for Reconsideration or Appeal

A party who is dissatisfied with the decision may file a motion for reconsideration or appeal with the appropriate school authority within the period prescribed by school policy.

The motion or appeal shall state the specific grounds relied upon, such as serious errors in the appreciation of facts, newly discovered evidence, lack of due process, or disproportionate sanction.

If no motion for reconsideration or appeal is filed within the prescribed period, the decision shall become final and executory.

6.8 Minor Offenses

Minor offenses may be handled through summary or administrative resolution by the appropriate school official, such as the Class Adviser, Teacher, Trainer, Guidance Office, Dean, Principal, TESDA Coordinator, Student Affairs Office, or other authorized personnel.

The student, learner, or trainee shall be informed of the concern and given an opportunity to explain. Appropriate corrective or formative sanctions may be imposed based on the nature of the offense and surrounding circumstances.

A student, learner, or trainee who is referred for a disciplinary concern may be required to secure clearance from the appropriate school official

before being admitted to class, training, examinations, activities, enrollment, or other school privileges, when necessary and reasonable.

Section 7. Summary Proceedings

7.1 Admission of Responsibility

If the respondent voluntarily appears before the authorized school official or disciplinary body and admits responsibility in writing, the formal investigation may be dispensed with, provided that the admission is made freely, knowingly, and without coercion.

The admission shall be recorded, and the appropriate sanction may be imposed based on the nature and gravity of the offense, subject to school policy and applicable regulations.

For minors, the parent or guardian should be notified and involved when appropriate.

7.2 Summary Action by Authorized School Officials

Notwithstanding the regular procedures, an authorized school official may summarily act on disciplinary concerns in the following cases:

1. Violation of classroom, laboratory, training, campus, or program rules issued by the School or the concerned academic or training unit;
2. Misconduct committed in the presence of a teacher, faculty member, trainer, school official, or authorized school personnel;
3. Misconduct committed within the classroom, laboratory, training area, campus premises, school vehicle, online learning platform, or during an official school activity;
4. Minor offenses that require immediate corrective action to preserve order, safety, discipline, or the continuity of classes or training.

7.3 Right to be Heard

Before any summary disciplinary action is imposed, the respondent shall be informed of the concern or charge and given an opportunity to explain.

If the respondent, after due notice and without sufficient cause, refuses or fails to appear, such fact shall be recorded, and the appropriate action may be taken based on available information.

The action taken shall be documented in writing when the case involves a serious offense, repeated misconduct, suspension, restriction of privileges, or other significant disciplinary consequences.

Section 8. Minimum Due Process Standards

In all disciplinary proceedings, the School shall observe the following minimum standards of due process:

1. Notice of the charge, complaint, or concern;
2. Opportunity to explain, answer, or respond;
3. Opportunity to present relevant information, evidence, or witnesses when appropriate;
4. Assistance of a parent, guardian, adviser, representative, or support person when appropriate, especially for minors;
5. Fair and impartial consideration of the facts and circumstances;
6. Proportionate sanction based on the nature, gravity, and effect of the offense;
7. Written decision for serious cases or cases involving significant disciplinary sanctions;
8. Opportunity to seek reconsideration or appeal when allowed by school policy;
9. Confidentiality and proper handling of records in accordance with the Data Privacy Act and school policy;
10. Referral to proper authorities when required by law, regulation, or the nature of the incident.

Section 9. Special Power of Security Guards.

Security guards duly hired by the school are granted special power to demand the presentation of the student's ID card in the following cases:

a. Participating in any rumble within the school premises.
b. Engaging in fisticuffs and other similar confrontation with students and/or student organizations, whether recognized or not, which results in heated confrontations.

Students caught in flagrante by the security guard during the above-related misconduct shall be preventively suspended immediately for fifteen (15) school days by their respective Deans. Cases shall be filed against them before the CSD/ CDB with the College as complainant and if found guilty, the appropriate penalty shall be imposed.

The security guard reports to the Dean of Students any student who willfully refuses to present his/her ID card when requested. They shall be summoned to appear at the SAC and afforded the opportunity to explain his/her side. If refusal is found to be without sufficient cause, this shall be noted in records and the appropriate penalty shall be imposed. Should respondent refuse to appear at the SAC without sufficient cause after due service of summons, this fact shall be noted in the records and the appropriate penalty shall be imposed.

Chapter 14. Official Announcements, Activities, Fundraising, and School Representation

Section 1. Official Announcements and Posting of Materials

Official announcements shall be released only through authorized school channels, such as official bulletin boards, circulars, letters, class advisers, professors, teachers, trainers, official social media pages, learning management systems, school portals, group communication channels, or other platforms approved by the School.

Printed posters, notices, invitations, advertisements, campaign materials, announcements, or similar materials may be posted only in designated areas and only after approval by the proper school office. Walls, doors, windows, comfort rooms, classrooms, and other unauthorized areas shall not be used as bulletin boards.

Unauthorized posting, removal, alteration, defacement, or distribution of announcements, posters, notices, or school communications is prohibited.

Section 2. Official Representation of the School

No student, trainee, organization, team, batch, class, club, council, or group may represent the School in any contest, public appearance, conference, pageant, performance, advertisement, media activity, online

publication, social media page, association, competition, external event, or partner activity without prior approval from the appropriate school authority.

Students and trainees who join outside activities in their private capacity shall not claim to represent Colegio de Santo Cristo de Burgos unless official written authorization has been granted.

Section 3. Off-Campus Activities, Waivers, and Supervision

Off-campus activities, educational trips, tours, competitions, conventions, immersion, outreach, practicum, internship, OJT, supervised industry learning, or other external activities must be approved by the School before implementation.

When required, the activity shall have an approved proposal, parent or guardian consent for minors, waiver or acknowledgment form, supervision plan, emergency contact list, transportation arrangement, medical or safety plan, budget or fee disclosure, and other documents required by the School or government regulations.

No student or trainee shall be allowed to participate in an approved off-campus activity when required consent, waiver, clearance, or safety documentation has not been submitted.

All in-campus and off-campus activities must be supervised by an authorized teacher, professor, trainer, adviser, administrator, or school representative.

Section 4. Fundraising, Collection of Money, and Donations

Any fundraising, donation drive, solicitation, sale, contribution, collection of money, or collection of goods using the name of the School, a class, batch, department, organization, program, or activity must be approved by the School before implementation.

All approved collections must be properly documented, receipted when applicable, accounted for, and remitted or processed through the authorized school office, such as the Finance or Accounting Office, unless another procedure is expressly approved.

Employees, students, trainees, organizations, or third parties are not allowed to collect money, sell items, solicit donations, or receive funds using the name of the School for personal gain or without authority.

The School may disallow, suspend, audit, or require liquidation of any fundraising, donation, contribution, or collection activity when necessary to protect students, trainees, parents, personnel, donors, and the School.

Section 5. Campus Curfew and After-Hours Stay

Students and trainees shall not remain on campus after their last class, training session, school activity, or approved transaction unless they are attending an authorized activity, waiting in a designated area, or have permission from the proper school office.

The School may set campus curfew hours, clearing time, or after-hours access rules for safety, security, supervision, and operational reasons.

Unauthorized stay after school hours, entry into restricted areas, or participation in unapproved activities may result in appropriate action.

Section 6. Suspension of Classes and Emergency Announcements

The School shall follow applicable government, DepEd, CHED, TESDA, local government, disaster risk reduction, health, and safety guidelines on class suspension, emergency response, and learning continuity.

In cases of typhoon, earthquake, flood, transport disruption, public health concern, power interruption, security threat, emergency, or other circumstances affecting safety or school operations, the School may suspend, shift, shorten, reschedule, or modify classes, training, assessments, office transactions, activities, or work arrangements.

Students, trainees, parents, guardians, professors, teachers, trainers, and personnel shall monitor official school announcements. Announcements from unauthorized persons or unofficial channels shall not be considered official unless confirmed by the School.

Part III. Basic Education Student Handbook

Chapter 1. Scope

This handbook applies to all Junior High School and Senior High School students. It shall be interpreted in accordance with applicable DepEd issuances, student protection policies, school rules, and Philippine laws governing child and student protection.

Chapter 2. Admission, Enrollment, and Student Records

Enrollment in this department shall follow the Common Policy on Admission, Enrollment, Registration, and Student Records found in the Common Institutional Student Welfare and Protection Manual. The specific requirements, procedures, academic or training rules, records requirements, classification, subject loading, scholarship conditions, assessment requirements, and completion requirements of this department shall apply in addition to the common policy.

- Admission requirements shall be determined by the school in accordance with DepEd rules and school policies.
- Applicants are required to submit the following documents during their enrollment period including but are not limited to:
    - Filled-up Enrollment Form for Secondary Education
    - Photocopy of their Birth Certificate (PSA Certified)
    - Report cards from their previous level / SF9
    - Learner reference number
    - Certificate of Good Moral Character
    - Blue expanded envelope
    - 2x2 Picture (2pcs)
    - Documentary Stamp (2pcs)
    - ESC Voucher documents, if applicable
    - Medical Information sheet or Health Declaration, to be claimed from the School Clinic
    - Data Privacy Consent

- Handbook Conforme
- Other documents deemed necessary by the school and their respective departments

- The school reserves the right to update, add, or require additional admission and enrollment documents when required by DepEd issuances, law, government regulations, school policy, safety concerns, program needs, or other legitimate educational purposes. Parents, guardians, and students shall be informed of any additional requirements and the period for submission. Failure to submit required documents may result in provisional enrollment, deferment of record processing, restriction from certain activities, or other appropriate administrative action, subject to applicable law, school policy, and due process.
- A student is **officially enrolled** after compliance with admission requirements, submission or provisional completion of required documents, settlement or approved arrangement of applicable fees, and confirmation by the Registrar, Finance Department, and other authorized offices, subject to applicable law, DepEd rules, and school policy.
- If a student cannot immediately submit a required document, the school may allow **provisional enrollment**, subject to submission, verification, or completion of documents within the period prescribed by DepEd or school policy.
- All enrollment documents and student records shall be handled with confidentiality and in accordance with the Data Privacy Act, DepEd rules, and the school's Data Privacy Policy.

Senior High School Student Classification

For Senior High School, students shall be classified as follows:

a) **Grade 11** — students who have completed less than fifty percent (50%) of the total subjects or units required for Senior High School graduation.
b) **Grade 12** — students who have completed fifty percent (50%) or more of the total subjects or units required for Senior High School graduation.

Students who have deficiencies, failed subjects, transferred from another school, shifted strand or track, returned from LOA, or have incomplete requirements may be classified or loaded based on evaluation by the Principal, Registrar, and authorized academic personnel.

Chapter 3. Parent and Guardian Partnership

Section 1. Policy Statement

Colegio de Santo Cristo de Burgos recognizes parents and legal guardians as essential partners in the education, formation, protection, discipline, and holistic development of students. The School, parents, guardians, teachers, and students shall work together to promote academic growth, moral formation, student welfare, safety, discipline, respect, and responsible citizenship. This partnership shall be guided by the best interest of the student, the right to education, child protection, data privacy, due process, school policies, and applicable Department of Education rules and regulations.

Section 2. Responsibilities of Parents and Guardians

Parents and guardians are expected to:

1. Provide accurate, complete, and updated information during admission, enrollment, and throughout the students' stay.
2. Submit required enrollment documents, student records, health information, emergency contact information, and other documents required by the School or DepEd.
3. Ensure that the student attends classes regularly and punctually.
4. Monitor the students' academic performance, attendance, conduct, online learning activity, and school requirements.
5. Encourage the student to observe school rules, proper conduct, respect for others, academic honesty, and responsible use of technology.
6. Attend parent-teacher conferences, guidance conferences, disciplinary conferences, orientations, and official school meetings when requested.
7. Communicate respectfully with teachers, advisers, school personnel, and administrators through proper channels.

8. Inform the School of any condition or circumstance that may affect the students' safety, health, learning, behavior, attendance, or welfare.
9. Cooperate with the school in implementing interventions, referrals, disciplinary measures, student support plans, and child protection procedures.
10. Respect the confidentiality and privacy of other students, parents, teachers, personnel, and school records.
11. Avoid posting, sharing, or distributing private school records, screenshots, grades, incidents, conversations, photographs, videos, or personal information of others without proper authority.
12. Settle school obligations, documents, clearances, and other requirements in accordance with school policy, subject to applicable law and regulation.

Section 3. Communication with Parents and Guardians

The School may communicate with parents or guardians through official channels, including written notices, phone calls, SMS, email, official social media pages, school portals, learning management systems, parent-teacher conferences, circulars, and other authorized platforms.

Parents and guardians are responsible for keeping their contact information updated. Failure to do so may affect the School's ability to send academic notices, disciplinary notices, emergency alerts, health concerns, and other important communications.

Parents and guardians may communicate with teachers, advisers, and school personnel regarding the students' academic progress, attendance, behavior, welfare, and school-related concerns. Communication shall be made through official or school-recognized channels and, as much as practicable, during school hours or reasonable consultation hours. Teachers and school personnel are not required to respond to non-urgent messages outside reasonable hours, during classes, rest periods, weekends, holidays, or approved leave, except through an official emergency communication procedure.

Parents and guardians shall not demand communication through a teacher's personal social media account, personal contact number, personal email address, private messaging account, or other unofficial

channel. Such personal contact details and private accounts of teachers and school personnel are considered personal information and shall be respected in accordance with the Data Privacy Act of 2012 and the School's Data Privacy Policy. Parents, guardians, and students shall not use, share, post, forward, add to group chats, or disclose such personal contact details without the consent of the concerned teacher or school personnel, or authorization from the School.

If a teacher voluntarily provides a personal contact number or private account for school-related communication, such use shall be limited to the purpose for which it was given and shall remain subject to professional boundaries, reasonable communication hours, data privacy, and proper decorum. Any authorized class group chat or digital platform shall be used only for school-related coordination and shall remain subject to data privacy, child protection, professional boundaries, and proper conduct.

All communication must be respectful, factual, and courteous. Abusive, threatening, defamatory, harassing, discriminatory, humiliating, or privacy-violating communication shall not be tolerated.

Parents and guardians shall not record, screenshot, post, forward, or publicly share private conversations, class records, grades, student information, photos, videos, disciplinary matters, guidance concerns, or communications involving teachers, students, personnel, or other parents without proper authority.

For official concerns, parents and guardians are encouraged to observe the following communication route:

1. Subject Teacher or Class Adviser;
2. Guidance Office, for student adjustment, behavior, welfare, or counseling concerns;
3. Academic Coordinator, Department Head, or Level Coordinator, when applicable;
4. Principal's Office;
5. School Administration, when necessary.

Parents and guardians shall not directly confront, threaten, discipline, or investigate another student, teacher, parent, or school personnel. Concerns involving another student, bullying, harassment, discipline,

grades, safety, or school policy shall be referred to the proper school office for appropriate action and due process.

The School may require appointments, regulate campus access, redirect communications, end inappropriate conversations, or take appropriate action when communication becomes abusive, disruptive, threatening, privacy-violating, or contrary to school policy.

Section 4. Conferences and Meetings

Parents or guardians may be requested to attend conferences for concerns involving:

1. Academic performance;
2. Attendance, tardiness, or truancy;
3. Behavioral or disciplinary concerns;
4. Bullying, harassment, abuse, safety, or child protection concerns;
5. Health, mental health, emotional, or psychosocial concerns;
6. Special learning needs, accommodations, or student support;
7. Work immersion, off-campus activities, competitions, or school representation;
8. Repeated non-compliance with school requirements.

Failure or refusal of a parent or guardian to attend a required conference may be documented. The School may proceed with appropriate student support, safety measures, or disciplinary processes when necessary, provided that due process and student welfare are observed.

Section 5. Student Protection and Child Safety

The School shall implement policies and procedures to protect students from abuse, violence, exploitation, discrimination, bullying, cyberbullying, harassment, retaliation, and other acts that may affect their safety, dignity, or development.

Parents and guardians are expected to cooperate with the School in reporting, preventing, and resolving student protection concerns. Reports involving possible abuse, bullying, harassment, neglect,

exploitation, self-harm risk, violence, or serious safety concerns shall be handled with urgency, confidentiality, fairness, and appropriate referral.

The School may refer matters to the Child Protection Committee, Guidance Office, Medical Affairs Department, Principal's Office, local authorities, social welfare office, health professionals, or other competent agencies when required for student safety or by law. DepEd's Child Protection Policy institutionalized zero tolerance against violence toward children and requires Child Protection Committees in public and private schools.

Section 6. Data Privacy and Confidentiality

Parents and guardians shall respect the confidentiality of student records, school records, personnel records, disciplinary proceedings, guidance records, health information, and personal data.

The school may disclose student information to parents or legal guardians when such disclosure is necessary for education, welfare, discipline, safety, health, legal compliance, or legitimate school purposes.

However, parents and guardians are not authorized to access, demand, photograph, post, or distribute records involving other students, other families, teachers, personnel, or private school proceedings unless allowed by law or authorized by the school.

Any request for student records must be made through the proper office and shall be subject to identity verification, authority verification, school policy, and data privacy requirements.

Section 7. Parent and Guardian Conduct

Parents and guardians are expected to model respectful and responsible behavior when dealing with the school, its personnel, other parents, and students.

The following acts are not allowed:

1. Threatening, intimidating, harassing, insulting, or humiliating school personnel, students, parents, or other members of the school community;
2. Entering classrooms, offices, restricted areas, or school premises without permission;
3. Disrupting classes, school activities, meetings, or official proceedings;
4. Confronting another student without school supervision;
5. Posting defamatory, malicious, false, private, or harmful content involving the school, students, parents, teachers, personnel, or school matters;
6. Recording meetings, classes, conversations, or school proceedings without permission;
7. Interfering with disciplinary, academic, grading, child protection, or guidance processes outside proper channels;
8. Using abusive language, threats, or public pressure to influence school decisions.

The school may regulate campus access, require appointments, end a meeting, refer a matter to proper authorities, or take other lawful measures when parent or guardian conduct threatens safety, privacy, order, or the rights of others.

Section 8. Limits of Parent or Guardian Intervention

Parents and guardians may advocate for their child through proper procedures. However, they may not:

1. Demand the alteration of grades without basis or outside the grade review process;
2. Interfere with the professional judgment of teachers;
3. Demand disciplinary action against another student without due process;
4. Personally investigate, confront, threaten, or discipline another student;
5. Access confidential records or proceedings involving other students;

6. Use social media to pressure, shame, harass, or publicly accuse school personnel or other students;
7. Represent the School without written authorization.

Concerns shall be addressed through proper grievance, grade consultation, child protection, guidance, or disciplinary procedure.

Section 9. Emergency and Health Matters

Parents and guardians shall provide updated emergency contact details and accurate health information.

In urgent or emergency situations, the school may take reasonable action to protect the life, health, and safety of the student, including providing first aid, contacting emergency responders, notifying parents or guardians, referring the student to a health facility, or coordinating with competent authorities.

Parents and guardians shall be responsible for promptly responding to emergency calls and for providing necessary medical documents, clearances, or instructions when required.

Section 10. Participation in School Programs

Parents and guardians may be invited to participate in orientations, parent-teacher conferences, formation programs, safety briefings, consultations, school improvement activities, student support programs, and community activities.

The school encourages active participation, but all parent involvement shall be consistent with school policies, child protection, data privacy, safety protocols, and respect for school authority.

Section 11. Handbook Conforme Clause

By enrolling the students at Colegio de Santo Cristo de Burgos, the parent or guardian acknowledges their role as partner of the school in the students' education, formation, discipline, welfare, and safety.

The parent or guardian agrees to cooperate with the school, observe proper communication channels, respect school policies and procedures,

protect the privacy and dignity of others, and support measures necessary for the students' academic progress, safety, and holistic development.

Chapter 4. School Calendar, Instructional Time, School Activities, and Attendance Policies

- The School shall implement the official school calendar, class schedule, assessment periods, remediation periods, end-of-term activities, holidays, suspensions, and other school calendar requirements in accordance with applicable DepEd issuances.
- Regular attendance and punctuality are essential to learning, discipline, and academic progress. Students are expected to attend all classes, school activities, assessments, and required academic programs regularly and on time.
- Absences may be excused only for valid reasons, such as illness, emergency, official school representation, family emergency, or other reasons accepted by the school. The school may require a written explanation, parent or guardian letter, medical certificate, official notice, or other supporting document to validate the absence.
- Parents or guardians are expected to inform the school as soon as practicable when a student is absent or late. For prolonged, repeated, or unexplained absences, the school may require a parent conference, guidance referral, medical clearance, or other appropriate intervention.
- Students who arrive late shall follow the school's tardiness procedure. Repeated tardiness may result in adviser conference, parent or guardian notification, guidance referral, written warning, or disciplinary intervention, subject to school policy and due process.
- Students with valid or excused absences may be allowed to complete missed lessons, activities, quizzes, examinations, or performance tasks within a reasonable period, as determined by the teacher and school policy. However, completion of missed work shall remain subject to the nature of the activity, academic requirements, deadlines, and applicable assessment rules.

- Absences due to official school representation or approved school activities shall not be treated as ordinary unexcused absences, provided that the student complies with required documentation and make-up work.
- Regular instructional time shall be protected. School activities, co-curricular activities, extracurricular activities, formation programs, competitions, practices, and institutional activities shall be scheduled in accordance with DepEd school calendar guidelines and shall not unduly interrupt regular classes, assessments, remediation, or required academic work.
- The School may adjust, postpone, limit, or reschedule activities when required by DepEd issuances, learning continuity needs, emergencies, weather conditions, health or safety concerns, or other legitimate school reasons.
- Attendance records are official school records. Students, parents, and guardians are responsible for monitoring attendance and cooperating with the school in addressing attendance concerns.
- Any new or updated DepEd policy on the school calendar, instructional time, assessment periods, remediation, end-of-term activities, or learning continuity shall be implemented by the School as applicable.

Learning Continuity During Emergencies Clause

- In times of class suspension, calamity, public health concern, emergency, disruption, or other circumstances affecting regular classes, the School may implement learning continuity measures in accordance with DepEd policies and school guidelines.
- These may include adjusted schedules, modular activities, online or blended learning, make-up classes, alternative assessments, deadline extensions, remediation, or other appropriate learning arrangements.
- Students and parents/guardians shall comply with official school announcements, learning continuity instructions, submission schedules, safety reminders, and communication channels during emergencies.

Chapter 5. Grading, Promotion, Recognition, and Grade Concerns

Section 1. Policy Statement

The School shall implement grading, promotion, remediation, awards, recognition, and grade-related concerns in accordance with the latest Department of Education policies, including **DepEd Order No. 015, s. 2026, or the Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program**, and any subsequent DepEd issuances.

For Senior High School, the School shall also take into account applicable DepEd policies on the strengthened SHS curriculum, subject offerings, work immersion or its equivalent, and other curriculum-related requirements.

School academic policies may supplement DepEd rules, provided that they are consistent with law, student welfare, fairness, transparency, data privacy, and due process. In case of conflict between this Handbook and a later DepEd issuance, the applicable DepEd policy shall prevail.

Section 2. Grading and Assessment

Students shall be assessed based on the prescribed curriculum standards, learning competencies, classroom assessment policies, grading system, and academic requirements applicable to Junior High School and Senior High School.

Teachers shall explain the grading system, assessment criteria, rubrics, performance standards, learning requirements, deadlines, and subject expectations at the beginning of the grading period, semester, or subject, and whenever major assessment requirements are given.

Grades shall be based on valid academic evidence, such as written work, performance tasks, quarterly or periodic assessments, projects, class participation, laboratory or skills performance, portfolio outputs, work immersion requirements, and other DepEd- or school-approved assessment measures.

Assessment shall be used not only to determine grades, but also to monitor student progress, provide feedback, identify learning gaps, and guide remediation or intervention when needed.

Section 3. Promotion, Retention, and Remediation

Promotion, retention, completion, remediation, and advancement of students shall be determined in accordance with applicable DepEd policies and school academic rules.

A student who does not meet the required standards may be required to undergo remediation, intervention, completion of missed requirements, make-up activities, or other academic support measures. Promotion shall be based on official grades, completion of required learning areas, compliance with academic requirements, and applicable DepEd rules.

For Senior High School, promotion, completion, and graduation shall also consider compliance with semester requirements, applied and specialized subject requirements, work immersion or its DepEd-approved equivalent, and other requirements prescribed by the School and DepEd.

Remediation, intervention, completion, or summer learning support may be implemented when required or allowed by DepEd and school policy, including applicable DepEd guidelines on summer remediation programs.

Section 4. Awards, Recognition, and Conduct

Awards, honors, and recognition shall be granted in accordance with applicable DepEd guidelines and school policies. Recognition shall be based on fair, transparent, and documented criteria, including academic performance, conduct, leadership, participation, service, skills, competitions, and other recognized achievements.

In determining eligibility for Conduct Awards, Leadership Awards, service awards, special awards, and other behavior- or character-based recognitions, the School may consider the student's conduct, disciplinary standing, observance of school rules, and demonstrated values during the school year.

Consistent with DepEd policy, a student who has been sanctioned for an offense punishable by suspension or a higher sanction within the current

school year may be disqualified from Conduct Awards, Leadership Awards, and other recognitions where good conduct, leadership, character, or student behavior is part of the criteria. **DepEd Order No. 36, s. 2016** provides that Conduct Awards for Grades 4 to 12 require consistent demonstration of DepEd core values and no sanction for offenses punishable by suspension or higher, and that Leadership Award candidates must not have committed an offense punishable by suspension or higher in the current school year.

Guidance referrals, counseling sessions, behavior monitoring, anecdotal reports, or minor classroom concerns shall not automatically disqualify a student from awards unless these resulted in a formal disciplinary finding or sanction after due process, or unless the concern is directly relevant to the criteria of the award.

Academic Excellence Awards shall be determined primarily based on grades and applicable DepEd academic requirements. Institutional awards may include additional criteria, provided these are clearly communicated and fairly applied.

Section 5. Grade Consultation

A student or parent/guardian may respectfully request clarification of a grade from the subject teacher. The request should identify the subject, grading period or semester, grade being questioned, and specific concern.

The teacher may explain the basis of the grade, including recorded scores, rubrics, submitted outputs, performance tasks, assessments, LMS submissions, and other relevant academic records.

Grade consultation shall be conducted respectfully, privately when appropriate, and through official school channels. It shall not be used to pressure, threaten, harass, or publicly accuse a teacher or school personnel.

Section 6. Grade Discrepancy Filing Period

A grade discrepancy refers to an inconsistency or possible error in an officially released grade, including but not limited to clerical or encoding

errors, computational errors, unrecorded submitted outputs, missing scores, incorrect checking or scoring, or LMS-related recording concerns.

A student or parent/guardian may file a Grade Discrepancy Form or written request for grade review within ten (10) working days from the official release or posting of grades by the School or Registrar's Office.

Requests filed beyond the prescribed period may not be entertained unless there are valid and documented exceptional circumstances, subject to the approval of the Principal or authorized school official.

Section 7. Grade Review Procedure

If the concern is not resolved through consultation with the subject teacher, the student or parent/guardian may submit a written Grade Discrepancy Form or request for grade review through the proper channel, such as the Class Adviser, Subject Area Coordinator, Academic Coordinator, Department Head, Registrar, or Principal's Office, depending on the school structure.

The written request should include the student's name, grade level and section, subject, teacher, grading period or semester, grade or score being questioned, nature of the discrepancy, and available supporting documents.

Supporting documents may include returned papers, graded outputs, screenshots of LMS entries, class records when available, submitted work, proof of submission, written feedback, or other relevant records.

The concerned teacher shall review and act on the request within three (3) working days from receipt, unless additional time is needed due to the nature of the concern, availability of records, school calendar, or other valid reason.

If correction is warranted, the teacher's recommendation shall be endorsed to the Academic Coordinator, Department Head, or Principal for validation. Approved corrections shall be forwarded to the Registrar or authorized records office for updating of official records.

Section 8. Grounds for Grade Review or Correction

A grade may be reviewed or corrected only for valid reasons, such as:

1. Clerical, encoding, or recording error;
2. Computational error;
3. Missing or unrecorded submitted output;
4. Incorrect checking or scoring of an assessment, when supported by evidence;
5. Inconsistent application of announced grading criteria or rubric;
6. Failure to consider a validly submitted requirement;
7. Failure to apply approved remediation, completion, or make-up work rules;
8. Other substantial reason affecting the fairness, accuracy, or validity of the grade.

A grade shall not be changed merely because the student or parent/guardian disagrees with the teacher's academic judgment, unless there is a valid academic, procedural, or documentary basis for correction.

Frivolous, malicious, or baseless grade discrepancy filings may be referred for appropriate action under the School's student conduct and discipline policies, subject to due process.

Section 9. Completion of Missed or Pending Requirements

Students who, for valid reasons, fail to complete required academic tasks, assessments, or performance outputs within the prescribed period may be allowed to complete missed or pending requirements, subject to DepEd policies, school rules, teacher instructions, and approved deadlines.

The completion period, required outputs, and manner of submission shall be determined by the teacher and approved school policy, taking into account the grading period, school calendar, nature of the activity, and fairness to all students.

Failure to complete missed or pending requirements within the allowed period may affect the student's grade, promotion, completion, or eligibility for recognition, subject to applicable DepEd rules and school policy.

Section 10. Finality and Records

Approved grade corrections shall be properly documented and endorsed to the Registrar or authorized records office. Official student records shall not be altered without valid basis, proper approval, and compliance with school and DepEd procedures.

Grade records, assessment results, class records, disciplinary records, guidance records, and student performance documents are confidential school records and shall be handled in accordance with the School's Data Privacy Policy and applicable laws.

Section 11. Updates to DepEd Policy

The School reserves the right to revise grading, promotion, remediation, awards, recognition, completion, and grade review procedures in accordance with new or updated DepEd orders, memoranda, curriculum changes, school calendar changes, or other government requirements.

This includes, but is not limited to, DepEd issuances on classroom assessment, grading system, awards and recognition, strengthened Senior High School curriculum, learning design, school calendar, learning continuity, and other policies applicable to Junior High School and Senior High School.

Students and parents/guardians shall be informed of material changes through official school channels.

Chapter 6. Student Conduct and Positive Discipline

Section 1. Policy Statement

Students are expected to conduct themselves with respect, honesty, responsibility, punctuality, courtesy, cooperation, and concern for the welfare of others. They shall observe school rules, respect authority, protect school property, practice academic honesty, and contribute to a safe, orderly, inclusive, and motivating learning environment.

This Chapter shall be read together with the **Common Institutional Student Welfare and Protection Manual**, particularly the provisions on student rights and responsibilities, safe learning environment, anti-bullying, anti-sexual harassment, child protection, data privacy, online

conduct, dangerous drugs and substance use prevention, grievance procedures, discipline, due process, and campus safety.

The School shall maintain a safe, inclusive, respectful, and motivating learning environment consistent with applicable DepEd policies on student protection, positive discipline, and safe school climate; as well as promote positive, corrective, restorative, and developmentally appropriate discipline. Discipline shall aim to guide students toward self-control, accountability, respect for others, and responsible decision-making.

Corporal punishment, degrading treatment, public humiliation, intimidation, abusive discipline, discrimination, retaliation, and any form of violence against students are strictly prohibited.

Section 2. Standards of Student Conduct

Students are expected to:

1. Show respect and courtesy toward administrators, teachers, staff, parents, visitors, and fellow students;
2. Attend classes and school activities regularly and punctually;
3. Follow classroom rules, safety instructions, and lawful directions of school authorities;
4. Use respectful language and avoid insults, threats, bullying, harassment, discrimination, or offensive behavior;
5. Practice academic honesty and avoid cheating, plagiarism, falsification, or misrepresentation;
6. Use school facilities, equipment, digital platforms, learning materials, and property responsibly;
7. Observe proper online conduct and respect data privacy;
8. Refrain from bringing, using, or promoting prohibited items, dangerous substances, alcohol, tobacco, vape products, weapons, or similar harmful materials;
9. Report safety concerns, bullying, harassment, abuse, threats, accidents, or serious misconduct to proper school authorities;
10. Cooperate with guidance, discipline, intervention, or restorative processes when required.

Section 3. Minor Concerns

Minor concerns are acts that may disrupt order, discipline, safety, cleanliness, or the learning environment but do not ordinarily involve serious harm, threat, fraud, violence, harassment, or major misconduct.

These may include, but are not limited to:

1. Tardiness or repeated lateness;
2. Failure to wear the prescribed uniform or ID;
3. Classroom disruption or unnecessary noise;
4. Failure to follow reasonable instructions;
5. Improper or disrespectful language not amounting to harassment or bullying;
6. Littering or minor misuse of school property;
7. Loitering in restricted or non-designated areas;
8. Minor violation of classroom, campus, library, laboratory, or online class rules;
9. Failure to submit required notices, slips, or documents within the prescribed period.

Minor concerns may be addressed through verbal reminders, adviser intervention, written notice, parent or guardian notification, guidance referral, behavior conference, restitution when applicable, or written warning.

Repeated minor concerns may be treated as a more serious disciplinary matter when they show willful disregard of school rules despite prior intervention.

Section 4. Serious Concerns

Serious concerns are acts that may cause harm, threaten safety, violate the rights or dignity of others, damage property, compromise academic integrity, or seriously disrupt the school community.

These may include, but are not limited to:

1. Bullying, cyberbullying, harassment, discrimination, intimidation, or retaliation;
2. Physical violence, fighting, threats, coercion, or dangerous behavior;

3. Sexual harassment, gender-based sexual harassment, or acts covered by the Safe Spaces Act;
4. Cheating, plagiarism, falsification, tampering with records, or academic dishonesty;
5. Theft, vandalism, destruction of property, or unauthorized taking of school or personal property;
6. Possession, use, distribution, or promotion of dangerous drugs, alcohol, tobacco, vape products, weapons, or prohibited items;
7. Unauthorized recording, posting, sharing, or misuse of personal data, school records, private conversations, photos, videos, or online class materials;
8. Hazing, harmful initiation, forced tasks, humiliation, or coercive group activity;
9. Serious disrespect, insubordination, or conduct that endangers students, personnel, or school operations;
10. Any act that may constitute abuse, exploitation, violence, or other serious misconduct under school policy or applicable law.

Serious concerns shall be handled through formal discipline, guidance, child protection, anti-bullying, grievance, or other applicable procedures, with due process and appropriate involvement of parents or guardians.

Section 5. Positive, Corrective, and Restorative Measures

Depending on the nature of the concern, age of the student, intent, harm caused, prior record, and applicable policy, the School may implement appropriate measures such as:

1. Reminder or warning;
2. Student conference;
3. Parent or guardian conference;
4. Guidance counseling or referral;
5. Written reflection or behavior undertaking;
6. Restorative conference or mediation, when appropriate and voluntary;
7. Restitution, repair, or replacement for damaged property;
8. Temporary restriction from certain privileges or activities, when justified;
9. Written reprimand or disciplinary probation;

10. Suspension or other disciplinary sanction, only when warranted and after due process;
11. Referral to external professionals, agencies, or authorities when required by law or necessary for safety and welfare.

Restorative measures shall not be used in a way that forces reconciliation, exposes a student to harm, or substitutes for required child protection, anti-bullying, harassment, or disciplinary procedures in serious cases.

Section 6. Due Process and Protection of Students

Disciplinary action shall be fair, age-appropriate, confidential, and consistent with student welfare and due process. The student shall be informed of the concern, given an opportunity to explain, and, when appropriate, assisted by a parent, guardian, adviser, guidance personnel, or authorized school official.

For serious cases, the School may issue written notices, conduct conferences or investigations, receive statements and evidence, impose protective measures, and issue a written decision.

The School shall protect students from retaliation, intimidation, public shaming, discriminatory treatment, and privacy violations during the handling of conduct concerns.

Section 7. Coordination with the Common Manual

Matters involving bullying, child protection, sexual harassment, gender-based harassment, dangerous drugs, serious safety risks, online misconduct, data privacy violations, grievance concerns, or major disciplinary cases shall be referred to the appropriate policy and procedure under the **Common Institutional Student Welfare and Protection Manual**.

In case of conflict between this Chapter and a more specific policy in the Common Manual, the specific policy shall govern, provided that it is consistent with DepEd rules, student welfare, and applicable law.

Chapter 7. Student Protection Procedure

Section 1. Policy Statement

The School shall protect students from abuse, bullying, cyberbullying, harassment, discrimination, exploitation, violence, retaliation, and other acts that may affect their safety, dignity, welfare, or development. All student protection concerns shall be handled promptly, fairly, confidentially, and in accordance with applicable DepEd policies, child protection standards, data privacy rules, and school procedures.

This Chapter shall be read together with the **Common Institutional Student Welfare and Protection Manual,** including the policies on child protection, anti-bullying, anti-sexual harassment, Safe Spaces, online conduct, data privacy, discipline, grievance, and due process.

Section 2. Reporting of Concerns

A student protection concern may be reported by the student, parent, guardian, teacher, adviser, school personnel, classmate, witness, or any concerned person.

Reports may involve, but are not limited to:

1. Bullying or cyberbullying;
2. Physical, verbal, emotional, or psychological harm;
3. Harassment, intimidation, discrimination, or retaliation;
4. Sexual harassment or gender-based harassment;
5. Abuse, exploitation, neglect, or violence;
6. Unsafe conduct, threats, or serious misconduct;
7. Online posts, messages, recordings, or sharing of information that may harm a student.

Reports may be submitted to the Class Adviser, Guidance Office, Principal's Office, Office of Student Affairs, Child Protection Committee, Discipline Office, or any authorized school personnel.

Section 3. Immediate Safety Assessment

Upon receipt of a report, the School shall first assess the immediate safety and welfare of the student involved. When necessary, the School may separate the involved parties, provide initial support, refer the

student to Guidance or Medical Affairs, contact parents or guardians, or take other reasonable protective measures.

In urgent cases involving danger to life, health, safety, abuse, violence, self-harm risk, or serious threat, the School may immediately refer the matter to appropriate authorities, emergency responders, medical professionals, social welfare offices, or law enforcement agencies, as required by law.

Section 4. Documentation and Referral

The report shall be documented using the appropriate incident report, referral form, or written record. The matter shall then be referred to the proper office or committee, such as the Guidance Office, Child Protection Committee, Discipline Office, Principal's Office, Medical Affairs Department, or other authorized school body.

All records shall be handled confidentially and in accordance with the School's **Data Privacy Policy.**

Section 5. Parent or Guardian Notification

Parents or guardians shall be notified when appropriate, especially when the matter involves safety, health, discipline, guidance intervention, repeated behavior concerns, formal investigation, or serious student protection issues.

Notification may be deferred or handled with caution when immediate disclosure may place the student at further risk, compromise safety, interfere with required reporting, or affect an ongoing investigation, subject to applicable law and school policy.

Section 6. Fact-Finding and Due Process

The School shall conduct age-appropriate and fair fact-finding. The process may include separate interviews, written statements, review of documents, screenshots, CCTV footage when available, LMS records, medical or guidance referrals, and other relevant evidence.

The rights, dignity, and privacy of all parties shall be respected. Students involved shall be given an opportunity to explain, and parents or

guardians may be involved when required by the nature of the case and applicable policy.

Section 7. Intervention and Corrective Measures

When warranted, the School may create an intervention, safety, or support plan. Such plan may include counseling, parent conference, behavior monitoring, restorative measures when appropriate, academic support, seating or schedule adjustments, temporary protective measures, referral to specialists, disciplinary action, or other measures necessary to protect student welfare.

Interventions shall be appropriate to the age of the student, nature of the concern, seriousness of the act, harm caused, and applicable school policy.

Section 8. Monitoring and Protection Against Retaliation

The School shall monitor the student and the school environment after the report or intervention. Retaliation, intimidation, public shaming, threats, harassment, or further bullying against a complainant, respondent, witness, or assisting person is strictly prohibited and may be treated as a separate disciplinary offense.

Section 9. External Referral

The School shall refer the matter to external authorities, agencies, or professionals when required by law or when necessary for the safety, protection, health, or welfare of the student. This may include referral to child protection authorities, social welfare offices, medical or mental health professionals, law enforcement, local government units, or other competent agencies.

Section 10. Confidentiality

All student protection concerns shall be handled with confidentiality. Information shall be shared only with authorized persons who have a legitimate need to know, or when disclosure is required by law, necessary for safety, or needed for proper handling of the case.

Chapter 8. Student Participation, Student Government, and School Activities

Section 1. Policy Statement

The School recognizes the importance of student participation, leadership formation, civic responsibility, values formation, and school community involvement. Student activities shall support the academic, moral, social, cultural, spiritual, civic, and personal development of students.

As a Catholic educational institution, the School may conduct religious, spiritual, moral, civic, cultural, and institutional formation activities. Students are expected to attend, participate respectfully, and observe proper decorum during such activities. If participation in a specific activity conflicts with a student's sincerely held religious belief, cultural practice, or conscience, the student or parent/guardian shall inform the School in writing before the scheduled activity. The School may provide a reasonable exemption, accommodation, or alternative activity when appropriate.

All activities shall be conducted in accordance with school rules, DepEd policies, student welfare, safety standards, data privacy, child protection, proper supervision, and academic responsibility.

Section 2. Student Government and Student Representation

Students may participate in student government, class-level representation, student leadership activities, and other school-recognized student participation mechanisms, subject to the supervision and approval of the Principal or authorized school personnel.

Student leaders shall model discipline, respect, honesty, service, responsibility, and proper conduct. They may assist in promoting school programs and student welfare but shall not exercise disciplinary authority unless expressly authorized and supervised by the School.

Section 3. Clubs and Student Organizations

The School may establish or recognize student clubs, organizations, interest groups, or activity groups when approved by the School and

when proper advisers, supervision, safety measures, schedules, and operating guidelines are available.

If no official clubs or student organizations are currently recognized, students may still participate in school-approved academic, spiritual, civic, cultural, sports, leadership, outreach, and formation activities organized by the School.

No group of students may represent itself as an official school club, organization, publication, team, society, or representative body without written approval from the School.

Section 4. Scheduling of Activities

School activities shall be scheduled in a manner that protects instructional time and does not unduly interfere with regular classes, assessments, remediation, and required academic work.

In accordance with DepEd policies on the school calendar and activities, including the implementation of the Three-Term School Calendar, co-curricular and extracurricular activities shall, as much as practicable, be scheduled during designated activity periods, end-of-term blocks, or other schedules authorized by the School and allowed by DepEd.

Activities shall not be conducted during regular class time unless they are curriculum-related, officially approved, supervised, and necessary for the subject, grade level, strand, work immersion, school program, or DepEd-recognized activity.

Section 5. Approval and Supervision of Activities

All school activities must be approved by the Principal or authorized school official before implementation. Activities may require an activity proposal, adviser endorsement, schedule approval, parent or guardian consent, risk assessment, budget clearance, transportation plan, medical or emergency plan, and other documents required by the School.

Activities involving travel, competition, public performance, off-campus participation, work immersion, external partners, media exposure, livestreaming, fundraising, or use of the school name and logo require prior written approval and proper supervision.

Section 6. Student Responsibilities During Activities

Students participating in school activities shall:

1. Observe school rules, proper decorum, and safety instructions;
2. Respect teachers, advisers, activity supervisors, partner institutions, guests, and fellow students;
3. Wear the prescribed uniform or approved attire;
4. Submit required consent forms and activity documents;
5. Protect school property and activity materials;
6. Avoid bullying, harassment, unsafe behavior, cheating, disorderly conduct, or misuse of school identity;
7. Respect data privacy and avoid unauthorized recording, posting, or sharing of photos, videos, personal information, or school documents;
8. Complete missed academic work when participation in an approved activity affects class attendance.

Section 7. Off-Campus and External Activities

Off-campus activities, competitions, field activities, outreach programs, public performances, work immersion, or activities with external partners shall comply with applicable DepEd rules, school safety procedures, consent requirements, supervision standards, and emergency protocols.

Participation in external activities as an official representative of the School requires prior authorization. Students who join activities in their private capacity shall not claim to represent the School unless officially approved.

Section 8. Limitations and Compliance

The School may postpone, modify, limit, or cancel any student activity when required by DepEd issuances, school calendar restrictions, safety concerns, lack of supervision, academic disruption, weather or emergency conditions, health concerns, incomplete documents, or other legitimate school reasons.

The School reserves the right to update this policy in accordance with new DepEd orders, memoranda, school calendar guidelines, Senior High

School curriculum requirements, and other applicable government regulations.

Section 9. Implementation of New DepEd Policies

Any new, updated, amended, or supplementary policy, order, memorandum, advisory, curriculum guideline, school calendar guideline, or other issuance promulgated by the Department of Education shall be implemented by the School as may be applicable to Junior High School and Senior High School.

In case of conflict between this Handbook and a subsequent DepEd issuance, the applicable DepEd policy shall prevail. The School may revise, suspend, modify, or supplement existing rules, procedures, schedules, activities, and requirements to comply with DepEd directives and other lawful government regulations.

Students and parents/guardians shall be informed of material changes through official school channels.

Chapter 9. Senior High School Work Immersion and Work-Based Learning

Section 1. Policy Statement

For SHS students covered by the Strengthened Senior High School Curriculum, the School may implement the applicable work immersion, work-based learning, simulation, industry exposure, or DepEd-approved equivalent activity prescribed for the student's track, strand, specialization, or curriculum year.

The implementation of Work Immersion shall be in accordance with applicable DepEd policies, including guidelines on Senior High School Work Immersion, the Strengthened Senior High School Curriculum, school safety rules, child protection policies, data privacy rules, and the requirements of partner institutions.

The School may revise the structure, schedule, duration, requirements, and delivery mode of Work Immersion in accordance with new or updated DepEd issuances.

Section 2. Eligibility and Pre-Deployment Requirements

A student may participate in Work Immersion **only after complying with the required academic, documentary, consent, orientation, medical, health, safety, and school clearance requirements.**

Pre-deployment requirements may include, when applicable:

1. Parent or guardian consent;
2. Student assent or commitment form;
3. Orientation or pre-immersion training;
4. Proper medical clearance, health declaration, or fitness-to-participate certification issued by the School Clinic, school-designated medical personnel, or an authorized physician, as required by the School, DepEd, or the partner institution;
5. Insurance or other safety-related requirement, when required by DepEd, the School, or the partner institution;
6. Resume, endorsement letter, or student profile;
7. Signed agreement to follow school and partner institution rules;
8. Other documents required by DepEd, the School, or the partner institution.

The School may withhold deployment when requirements are incomplete or when participation may compromise the student's health, safety, welfare, academic standing, or compliance with DepEd rules.

Section 3. Medical Fitness, Health Disclosure, and Accommodation

Students with medical conditions, activity restrictions, disability-related needs, pregnancy-related concerns, recent illness or injury, mental health concerns affecting safety, allergies, or other health concerns must disclose relevant information to the School through the proper confidential channel before deployment.

The School may require additional medical clearance, impose activity restrictions, coordinate reasonable accommodations, or provide an alternative or modified arrangement when necessary for the student's health, safety, and welfare.

Medical and health information shall be handled confidentially and in accordance with the School's Data Privacy Policy.

Section 4. Conduct During Work Immersion

During Work Immersion, students remain under the authority of the School and shall comply with school rules, partner institution rules, confidentiality requirements, professional behavior standards, attendance requirements, dress code or uniform requirements, data privacy rules, and safety procedures.

Students shall demonstrate punctuality, courtesy, honesty, respect, responsibility, cooperation, proper workplace behavior, and care for property and equipment. Students shall not perform tasks that are unsafe, unlawful, inappropriate, or outside the approved scope of the Work Immersion program.

Section 5. Supervision and Partner Institution Rules

Work Immersion shall be supervised by the designated Work Immersion Teacher, Coordinator, adviser, or authorized school personnel, in coordination with the partner institution supervisor or authorized representative.

Partner institutions must provide a safe, appropriate, and meaningful learning environment consistent with the student's strand, track, specialization, or DepEd-approved learning objectives. The School may refuse, suspend, or discontinue deployment to a partner institution when safety, supervision, legal compliance, child protection, health, or student welfare concerns arise.

Section 6. Attendance, Completion, and Assessment

Students shall complete the required Work Immersion hours, tasks, outputs, reflections, portfolio, reports, evaluations, or other assessment requirements prescribed by DepEd, the School, and the approved Work Immersion plan.

Absences, tardiness, incomplete outputs, misconduct, or failure to comply with partner institution rules may affect the student's completion, grade, certification, or eligibility for recognition, subject to applicable DepEd rules and school policy.

Make-up activities, alternative arrangements, or completion requirements may be allowed only when justified and approved by the School.

Section 7. Safety, Confidentiality, and Reporting

Any accident, injury, illness, harassment, bullying, unsafe condition, misconduct, partner-related concern, data privacy concern, or other incident during Work Immersion must be reported immediately to the Work Immersion Coordinator, Work Immersion Teacher, adviser, partner institution supervisor, or school authorities.

Students shall observe confidentiality and shall not disclose, post, share, record, or misuse private, confidential, proprietary, or personal information obtained during Work Immersion. Unauthorized posting of workplace photos, videos, documents, client information, employee information, school records, or partner institution information is prohibited.

Section 8. Alternative or Modified Work Immersion Arrangements

When allowed by DepEd and approved by the School, Work Immersion may be implemented through alternative, modified, simulated, school-based, industry-partnered, project-based, entrepreneurial, research-based, or other DepEd-approved equivalent activities.

Such arrangements may be used when required by curriculum changes, safety concerns, partner availability, public health conditions, student welfare concerns, medical restrictions, schedule limitations, or other valid reasons recognized by DepEd or the School.

Section 9. Implementation of New DepEd Guidelines

Any new, updated, amended, or supplementary DepEd policy, order, memorandum, advisory, curriculum guide, school calendar guideline, or work immersion guideline shall be implemented by the School as may be applicable.

In case of conflict between this Handbook and a subsequent DepEd issuance, the applicable DepEd policy shall prevail. Students and

parents/guardians shall be informed of material changes through official school channels.

References / Legal and Policy Bases

A. Recent DepEd Issuances for Basic Education

Department of Education. (2026). DepEd Order No. 006, s. 2026: Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE).

Department of Education. (2026). DepEd Order No. 009, s. 2026: Guidelines on the Implementation of the Three-Term School Calendar in Basic Education.

Department of Education. (2026). DepEd Order No. 010, s. 2026: Guidelines for the Implementation of 2026 Summer Remediation Programs.

Department of Education. (2026). DepEd Order No. 012, s. 2026: Government Recognition of Private Basic Education Institutions Offering the Senior High School (SHS) Program.

Department of Education. (2026). DepEd Order No. 014, s. 2026: Guidelines on Learning Continuity in Emergencies.

Department of Education. (2026). DepEd Order No. 015, s. 2026: Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program.

Department of Education. (2026). DepEd Order No. 016, s. 2026: Guidelines on Lesson Planning and Learning Design.

Department of Education. (2026). DepEd Order No. 017, s. 2026: Strengthened Senior High School Curriculum.

B. DepEd Issuances on Student Protection, Discipline, Recognition, and Work Immersion

Department of Education. (2012). DepEd Order No. 40, s. 2012: DepEd Child Protection Policy.

Department of Education. (2013). DepEd Order No. 55, s. 2013: Implementing Rules and Regulations of Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013.

Department of Education. (2016). DepEd Order No. 36, s. 2016: Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program.

Department of Education. (2017). DepEd Order No. 30, s. 2017: Guidelines for Work Immersion.

Department of Education. (2025). DepEd Memorandum No. 052, s. 2025: Pilot Implementation of the Enhanced Senior High School Work Immersion Program.

C. Related National Laws

Republic Act No. 10173. Data Privacy Act of 2012.

Republic Act No. 10627. Anti-Bullying Act of 2013.

Republic Act No. 11313. Safe Spaces Act.

Republic Act No. 11036. Mental Health Act.

Republic Act No. 9165. Comprehensive Dangerous Drugs Act of 2002.

Republic Act No. 7610. Special Protection of Children Against Abuse, Exploitation and Discrimination Act.

Republic Act No. 11596. An Act Prohibiting the Practice of Child Marriage and Imposing Penalties for Violations Thereof.

Batas Pambansa Blg. 232. Education Act of 1982.

The 1987 Constitution of the Republic of the Philippines.

Part IV. College Student Handbook

Chapter 1. Scope, Coverage, and Governing Rules

This Handbook applies to all students enrolled in higher education degree programs of Colegio de Santo Cristo de Burgos.

College programs shall be governed by institutional academic policies, the Manual of Regulations for Private Higher Education, applicable CHED Memorandum Orders, program-specific Policies, Standards and Guidelines, accreditation or recognition requirements, school policies, and other Philippine laws and regulations affecting private higher education institutions.

This Handbook shall be read together with the **Common Institutional Student Welfare and Protection Manual**, particularly the provisions on student rights and responsibilities, data privacy, safe school environment, anti-bullying, anti-harassment, anti-sexual harassment, Safe Spaces, dangerous drugs and substance prevention, grievance, discipline, due process, campus safety, religious and institutional formation, and student services.

In case of conflict between this Handbook and a later CHED issuance, applicable law, or lawful government directive, the applicable CHED policy, law, or government regulation shall prevail.

Chapter 2. Admission, Registration, Student Classification and Shifting Programs

Enrollment in this department shall follow the Common Policy on Admission, Enrollment, Registration, and Student Records found in the Common Institutional Student Welfare and Protection Manual. The specific requirements, procedures, academic or training rules, records requirements, classification, subject loading, scholarship conditions, assessment requirements, and completion requirements of this department shall apply in addition to the common policy.

Applicants must comply with admission requirements prescribed by the School, the Registrar, the concerned academic department, and applicable CHED regulations.

1. Admission requirements may include, when applicable:
2. Accomplished application or enrollment form;
3. Official academic records from the previous school;
4. Certificate of good moral character or equivalent document;
5. PSA birth certificate or other proof of identity;
6. Valid identification document;
7. Recent photo;
8. Transfer credentials, honorable dismissal, or certificate of eligibility to transfer, when applicable;
9. Medical information sheet, health declaration, or medical clearance when required;
10. Data Privacy Consent and Handbook Conforme;
11. Program-specific admission, screening, interview, qualifying, or retention requirements;
12. Scholarship, financial assistance, or grant-related documents when applicable;
13. Other documents required by the School, Registrar, Dean, CHED, or law.

A student is officially enrolled after completing registration, complying with documentary requirements, selecting approved subjects, securing required approvals, settling or arranging applicable fees, and being confirmed by the Registrar or authorized office.

Students may be classified as new, continuing, regular, irregular, transferee, returnee, shifter, cross-enrollee, graduating, special student, auditing student, scholar, probationary, or another classification recognized by the School.

Academic load shall follow the curriculum, prerequisites, retention rules, graduation requirements, and applicable CHED regulations. Overload, underload, cross-enrollment, substitution, and adjustment of units require approval by the proper academic authority.

Shifting, dropping, withdrawal, leave of absence, return from leave, reactivation, and transfer must follow official procedures and prescribed deadlines.

Section 1. Student Classification and Academic Load

A. Regular Students

Regular students are those who are officially enrolled and carry the regular academic load prescribed in their respective curriculum for the semester or academic year.

For college programs, students shall be classified according to the percentage of total units completed toward graduation:

a) Freshman / First Year — students who have completed less than twenty-five percent (25%) of the total units required for graduation.
b) Sophomore / Second Year — students who have completed twenty-five percent (25%) to forty-nine percent (49%) of the total units required for graduation.
c) Junior / Third Year — students who have completed fifty percent (50%) to seventy-four percent (74%) of the total units required for graduation.
d) Senior / Fourth Year — students who have completed seventy-five percent (75%) or more of the total units required for graduation.

For programs with a different prescribed duration, classification shall be based on the approved curriculum, total units completed, year-level standing, and evaluation of the Office of Admissions and Registrar in coordination with the College Dean.

B. Irregular Students

Irregular students are those who carry an academic load that is less than, different from, or not aligned with the regular load prescribed in their curriculum. A student may become irregular due to failure, dropped subjects, withdrawal, transferee status, shifting, curriculum adjustment, approved underloading, academic probation, return from LOA, or other valid academic reasons.

Irregular students shall consult the College Dean, Program Chair, and/or Registrar before enrollment to ensure proper subject sequencing, compliance with prerequisites, and completion of curriculum requirements.

C. Subject Loading

a) No undergraduate student shall be allowed to take more than the number of units specified in the curriculum year or semester in which the student is enrolled, except when an overload is allowed under this policy.

b) A graduating or senior student may be allowed to carry an overload, provided that the overload is recommended by the Program Chair, approved by the College Dean and Registrar, and the student is deemed capable of coping with the academic requirements.

c) The College may follow a policy of Selective Progression, where a student's academic load may be reduced based on failures, deficiencies, academic standing, prerequisite requirements, or retention policy.

d) Physical Education, NSTP, practicum, internship, laboratory, research, thesis, capstone, or other required subjects must be taken according to the approved curriculum sequence, unless adjustment is approved by the College Dean and Registrar.

e) Students under academic probation or Unsatisfactory Academic Performance status shall follow the prescribed academic load and conditions under the College Retention Policy.

f) Subjects with prerequisites may not be taken unless the prerequisite subjects have been passed or officially credited, except when allowed by the College Dean and Registrar based on approved academic policy.

g) Overload, underload, tutorial, petitioned subjects, special classes, cross-enrollment, and substitution of subjects shall require prior approval from the College Dean and Registrar.

h) Enrollment in a subject without proper approval, prerequisite compliance, or official registration may be invalidated by the School.

D. Academic Advising for Loading

Before enrollment, students, especially irregular students, transferees, shifters, returnees from LOA, students under probation, and graduating students, shall undergo academic advising with the Program Chair, College Dean, Registrar, or authorized academic personnel.

The purpose of academic advising is to ensure that the student is properly guided regarding curriculum sequence, prerequisites, academic deficiencies, overload or underload, graduation requirements, retention policy, and expected completion timeline.

Section 2. Shifting of Course or Degree Program

Shifting refers to the transfer of a student from one college degree program to another college degree program within the same educational level of the School. Shifting shall be subject to academic evaluation, availability of slots, curriculum requirements, prerequisite subjects, retention policy, approval of the College Dean, and compliance with Registrar procedures.

A Senior High School student shifting from one strand to another shall be governed by the Senior High School policies. A Senior High School student may not "shift" directly to a college degree program unless the student has first completed Senior High School and has complied with the admission requirements for college. Likewise, a college student may not shift to a Senior High School strand.

A. General Guidelines

1. A college student may shift from one degree program to another, provided that the student is officially enrolled or has an active student record in the School.
2. A student may shift programs for a maximum of two (2) times during their entire stay in Colegio de Santo Cristo de Burgos, unless otherwise approved by the College Dean and School Administration for exceptional reasons.
3. Shifting shall not be automatic. Approval shall depend on the student's academic standing, conduct standing, available slots, program capacity, curriculum compatibility, prerequisite requirements, retention policy, and other applicable academic requirements.
4. Subjects previously taken shall be evaluated by the receiving program. Only subjects that are equivalent, credited, or accepted under the curriculum of the new program shall be counted toward completion of the new degree program.

5. A shifting student may become an irregular student and may be required to take bridging subjects, prerequisite subjects, additional subjects, or repeated subjects based on the evaluation of the receiving program and the Office of Admissions and Registrar.
6. Shifting may affect the student's graduation timeline, academic load, scholarship eligibility, tuition and fees, subject sequencing, retention status, and other academic requirements.
7. Students with scholarships, grants, discounts, or financial assistance must consult the Scholarship Focal Person, Registrar, or authorized office before shifting, as shifting may affect continued eligibility or may require revalidation, reapplication, or approval from the scholarship provider.

B. Procedure for Shifting

The student shall follow the procedure below:

1. Submit a written request to shift program addressed to the College Dean and noted by the Program Head or Chairperson of both the current program and the intended program.
2. Consult the Guidance Office, Program Head, or College Dean for academic advising, career guidance, and discussion of possible effects on academic standing, subject loading, retention, and graduation timeline.
3. Secure and accomplish the official Shifting Form from the Office of Admissions and Registrar.
4. The current program shall endorse the student's academic status, conduct standing, and clearance status.
5. The Office of Admissions and Registrar shall forward or provide the student's academic records to the receiving program for curriculum evaluation.
6. The Program Head or Chairperson of the receiving program shall evaluate the student's completed subjects, credited subjects, deficiencies, prerequisites, and recommended subject load.
7. The recommended subject load and evaluation result shall be submitted to the Office of Admissions and Registrar for verification and encoding.

8. The shifting application shall be subject to the approval of the College Dean and other authorized school officials, when necessary.
9. Upon approval, enrollment in the new program shall be processed through the Office of Admissions and Registrar.
10. The student shall pay the corresponding processing charges and other applicable fees at the Cashier.
11. The approved shifting record shall be filed in the student's academic record.

C. Effect of Approved Shifting

Once the shifting application is approved, the student shall be governed by the curriculum, retention policy, academic requirements, tuition and fees, and graduation requirements of the new program.

The student shall be responsible for completing all subjects, prerequisites, practicum, internship, capstone, thesis, research, institutional requirements, and other academic requirements of the new program.

Approval to shift does not guarantee automatic crediting of all previously taken subjects, regular student status, scholarship continuation, or graduation within the original expected timeline.

Chapter 3. Curriculum, Academic Load, and Registration Rules

Students shall enroll only in subjects that are part of the approved curriculum or officially authorized study plan for their program.

Students shall not enroll in a subject without satisfying the required prerequisite, co-requisite, year-level standing, retention condition, or program requirement, unless authorized by the Dean, Program Chair, Registrar, or other proper academic authority.

Irregular students are responsible for consulting the Dean, Program Chair, or Registrar to ensure that enrolled subjects are valid for their curriculum and do not conflict with prerequisites, schedules, retention rules, or graduation requirements.

Cross-enrollment may be allowed only when justified, properly endorsed, and approved by the School, subject to CHED rules, school policy, and acceptance by the receiving institution.

Subject overload may be allowed only in accordance with applicable CHED rules, MORPHE, school policy, and approval of the proper academic authority, especially for graduating students or other justified cases.

The School may revise curriculum implementation, course sequencing, delivery mode, academic load rules, or graduation requirements when required by CHED, program standards, institutional policy, accreditation requirements, or lawful government directives.

Chapter 4. Attendance, Punctuality, and Academic Participation

Students are expected to attend all classes, laboratory sessions, online sessions, academic activities, examinations, practicum, internship, field activities, institutional activities, and required formation programs regularly and punctually.

Absences, tardiness, and failure to participate in required learning activities may affect grades, completion, examination eligibility, practicum eligibility, internship eligibility, retention, scholarship status, graduation, or clearance, depending on the subject, program, and school policy.

Students are responsible for all lessons, assignments, assessments, announcements, and academic requirements missed during absence.

The professor may require make-up work, completion activities, consultation, or other academic measures when allowed by school policy and the nature of the subject.

Repeated absences or tardiness may be referred to the Dean, Program Chair, Guidance Office, Registrar, or Office of Student Affairs for monitoring, intervention, or appropriate action.

Absences due to official school representation, approved academic activities, institutional activities, religious formation activities, or other authorized school matters may be given appropriate consideration,

subject to required documentation and completion of missed academic work.

Chapter 5. Academic Policies, Retention, and Graduation

Students are expected to comply with all course requirements, deadlines, academic standards, program retention policies, practicum or internship requirements, research requirements, community extension requirements, NSTP requirements when applicable, and graduation requirements.

Special examinations, deferred examinations, make-up work, or completion of missed academic requirements may be allowed only for valid reasons and upon approval of the professor, Dean, Program Chair, or authorized office, subject to school policy.

Retention policies shall be established per program and communicated to students through the curriculum, program orientation, academic advising, handbook, or official school channels.

A student may be placed under academic warning, probation, retention review, advising, or other academic intervention when academic performance falls below program or school standards.

Graduation may be recommended only after completion of all academic, documentary, financial, clearance, internship, practicum, research, community service, NSTP when applicable, and other institutional or regulatory requirements.

Participation in commencement exercises does not by itself confer a degree. The degree, transcript, diploma, and other official credentials shall be issued only after final verification of completion and clearance by the Registrar and authorized school officials.

Chapter 6. Grading System, Grade Consultation, Grade Discrepancy, and INC Completion

Section 1. Basis of Grades

Grades shall be based on announced criteria such as examinations, quizzes, recitations, written work, projects, performance tasks, attendance when applicable, laboratory work, practicum, internship, research, portfolio, class participation, and other course requirements.

Section 2. Professor's Responsibility

Professors shall explain the course syllabus, learning outcomes, requirements, grading system, consultation hours, academic expectations, attendance rules, and major deadlines at the beginning of the term or within a reasonable period.

Professors shall evaluate students fairly, consistently, and based on academic evidence, announced requirements, rubrics, and course standards.

Section 3. Student Responsibility

Students shall monitor their academic performance, keep copies or proof of submitted work when possible, comply with deadlines, attend consultations when needed, and seek clarification within the prescribed period.

Section 4. Grade Consultation

A student may request clarification of a grade from the professor concerned. The request should identify the subject, term, grade or score questioned, and the specific reason for concern.

The professor may explain the grade computation, academic basis of the grade, recorded scores, rubrics, attendance, submitted work, LMS records, or other relevant academic records.

Grade consultation shall be conducted respectfully and through official school channels. It shall not be used to pressure, threaten, harass, or publicly accuse a professor or school personnel.

Section 5. Grade Discrepancy Filing Period

A grade discrepancy refers to any inconsistency, possible error, or irregularity in an officially recorded final grade, including but not limited to typographical errors, encoding errors, computational errors, unrecorded class participation, missed outputs, unrecorded submissions, incorrect checking, or other grading concerns supported by evidence.

A student may file a Grade Discrepancy Form or written grade review request within ten (10) working days from the date of official grade release or posting by the Registrar's Office or authorized school office.

Requests filed beyond the prescribed period may not be entertained, unless due to valid and documented exceptional circumstances, subject to the approval of the Dean or authorized academic official.

Section 6. Grade Discrepancy Procedure

The following procedure shall be observed:

1. The student shall secure the Grade Discrepancy Form from the Registrar's Office or authorized office.
2. The student shall accomplish the form completely, indicating the subject, professor, term, grade questioned, and nature of the discrepancy.
3. The student shall attach supporting documents, such as graded outputs, screenshots of LMS entries, proof of submission, class records when available, returned papers, written feedback, or other relevant evidence.
4. The accomplished form shall be submitted to the concerned professor for review and recommendation.
5. The professor shall act on the request within three (3) working days from receipt, unless additional time is justified due to the nature of the concern, availability of records, or other valid reason.
6. The recommendation, endorsed by the Program Chair or Department Head when applicable, shall be forwarded to the Dean for validation.
7. Approved corrections shall be relayed to the Registrar for updating of official records.

Frivolous, malicious, or baseless grade discrepancy filings may be referred for appropriate action under the School's student conduct and discipline policies, subject to due process.

Section 7. Grounds for Grade Correction or Review

A grade may be reviewed or corrected only for valid reasons, such as:

1. Clerical, encoding, or recording error;
2. Computational error;
3. Missing or unrecorded requirement;
4. Incorrect checking or scoring, when supported by evidence;
5. Inconsistent application of announced grading criteria or rubric;
6. Failure to consider a validly submitted requirement;
7. Denial of reasonable consultation;
8. Arbitrary, discriminatory, retaliatory, or bad-faith grading;
9. Other substantial academic irregularity.

The grade appeal process shall not be used to replace the professional academic judgment of a professor with the preference of the student. A grade shall be changed only when there is a valid academic, clerical, procedural, documentary, or fairness-based reason.

Section 8. Incomplete Grade

An Incomplete or INC grade is a temporary grade that may be given to a student who, for valid reasons, failed to complete course requirements during the prescribed semester or term, subject to the professor's evaluation and school policy.

A student with an INC grade must coordinate with the concerned professor regarding completion requirements and must secure and accomplish the INC Completion Form from the Registrar's Office or authorized office.

The student shall complete all pending requirements and settle the INC grade within four (4) months from the start of the succeeding semester, unless a different period is prescribed by law, CHED policy, program requirement, or approved school policy.

Failure to complete the requirements within the prescribed period shall result in the conversion of the INC to a failing grade or equivalent failed

mark, unless an extension is granted for valid and documented reasons, endorsed by the Program Chair when applicable, and approved by the Dean before the lapse of the completion deadline.

After the student completes the requirements, the professor shall evaluate the submission and submit the final grade to the Registrar within five (5) working days from student compliance, unless additional time is justified.

Section 9. Finality and Records

Approved grade corrections and INC completions shall be properly documented and endorsed to the Registrar. Official records shall not be altered without valid basis, proper approval, and compliance with school procedures.

Grade records, class records, examination results, attendance records, INC completion forms, grade discrepancy forms, and student performance documents are confidential school records and shall be handled in accordance with the School's Data Privacy Policy.

Chapter 7. Academic Integrity and Responsible Use of Technology

The School expects all college students to observe honesty, integrity, responsibility, and professionalism in all academic work.

Academic dishonesty includes, but is not limited to:

1. Cheating during quizzes, examinations, assessments, or online tests;
2. Plagiarism or presenting another person's work as one's own;
3. Fabrication or falsification of data, documents, signatures, records, research, or outputs;
4. Unauthorized collaboration;
5. Submission of the same work for multiple requirements without permission;
6. Unauthorized use of artificial intelligence tools, answer keys, unauthorized devices, or online resources;
7. Impersonation or allowing another person to complete academic work;

8. Tampering with grades, LMS records, attendance, school documents, or academic records;
9. Buying, selling, commissioning, or submitting work prepared by another person;
10. Misuse of confidential academic materials, examination questions, or assessment tools.

AI tools may be used only when allowed by the professor and only in a manner consistent with academic honesty. Students must disclose AI assistance when required. AI-generated content must not replace the student's own learning, analysis, reflection, research, or required performance.

Violation of academic integrity may result in academic penalty, disciplinary action, failure in the activity or subject, suspension, non-endorsement, or other appropriate sanction, subject to due process and school policy.

Chapter 8. Flexible Learning, Online Learning, and LMS Use

The School may implement face-to-face, online, blended, hybrid, flexible, modular, or other CHED-compliant learning arrangements when allowed by CHED, required by program needs, or necessary due to emergencies, health concerns, calamities, institutional requirements, or other legitimate reasons.

Students shall observe proper conduct in online classes, LMS platforms, group chats, digital assessments, and other technology-supported learning spaces.

Students are responsible for checking official announcements, accessing learning materials, submitting requirements through the required platform, protecting their account credentials, and communicating through official channels.

The following are prohibited:

1. Unauthorized recording, screenshotting, livestreaming, sharing, or posting of classes, materials, discussions, private messages, or student information;

2. Sharing LMS accounts, passwords, test links, answer keys, or restricted materials;
3. Online cheating, impersonation, plagiarism, or unauthorized collaboration;
4. Disruptive, abusive, discriminatory, defamatory, or harassing online behavior;
5. Posting or sharing confidential school documents, grades, class records, or personal data without authority.

Flexible or online learning policies shall be implemented in accordance with CHED guidelines, school policy, data privacy, academic integrity, and student welfare.

Chapter 9. Student Affairs, Services, and Student Welfare

The School shall provide student affairs and services consistent with CHED guidelines, institutional capacity, and school policy.

Student affairs and services may include, when applicable:

1. Guidance and counseling services;
2. Career, placement, and alumni services;
3. Student discipline and conduct support;
4. Student organizations and activities;
5. Student leadership development;
6. Student publication and expression mechanisms when applicable;
7. Scholarship and financial assistance coordination;
8. Health, medical, and referral services;
9. Services for students with disabilities or special needs;
10. Sports, cultural, social, civic, spiritual, and community involvement programs;
11. Safety, security, and emergency support;
12. Orientation, advising, and student development programs;
13. Services related to gender and development, mental health, and student welfare.

Students are expected to use student services responsibly and to respect the confidentiality, dignity, and rights of others.

Chapter 10. College Student Conduct and Discipline

College students are expected to act as responsible adults, future professionals, and members of the academic community. They shall observe respect, honesty, discipline, accountability, proper decorum, academic integrity, safety awareness, and care for school property.

This Chapter shall be read together with the Common Institutional Student Welfare and Protection Manual. Matters involving bullying, harassment, sexual harassment, gender-based harassment, discrimination, dangerous drugs, data privacy violations, grievance concerns, or major disciplinary cases shall be referred to the applicable common policy and procedure.

Disciplinary rules shall be applied fairly, proportionately, and with due process. Corrective or restorative measures may be used when appropriate, provided that serious misconduct, safety concerns, harassment, discrimination, academic dishonesty, or legal violations are handled under the appropriate formal procedures.

Chapter 11. Punishable Offenses

The following acts may be subject to disciplinary action, without prejudice to other offenses stated in the Common Manual, program policies, or applicable law:

A. Offenses Against Persons

1. Disrespect, abuse, insult, intimidation, or harassment of students, professors, administrators, personnel, visitors, or partner institution representatives;
2. Threats, coercion, bullying, cyberbullying, retaliation, or public shaming;
3. Physical violence, fighting, assault, or acts causing injury;
4. Sexual harassment, gender-based sexual harassment, or acts covered by the Safe Spaces Act;
5. Discriminatory conduct based on sex, gender, religion, disability, ethnicity, social status, or other protected characteristics;
6. Conduct that endangers the dignity, welfare, safety, or rights of another person.

B. Offenses Against Academic Integrity

1. Cheating, plagiarism, unauthorized collaboration, or use of unauthorized materials;
2. Fabrication or falsification of academic work, data, attendance, research, or documents;
3. Impersonation or allowing another person to attend, take examinations, submit work, or complete requirements;
4. Tampering with grades, LMS records, class records, or school documents;
5. Leakage, possession, sharing, or selling of examination materials or restricted academic content;
6. Unauthorized use or concealment of artificial intelligence tools when prohibited or when disclosure is required.

C. Offenses Against Property and School Operations

1. Theft, unauthorized taking, loss, misuse, or damage of school property or personal property;
2. Vandalism, tampering with facilities, equipment, laboratory materials, safety devices, computers, or records;
3. Unauthorized entry into restricted areas or unauthorized use of facilities;
4. Serious disruption of classes, examinations, activities, office operations, or official proceedings;
5. Misuse of the school name, logo, seal, uniform, facilities, documents, or identity;
6. Unauthorized collection of money, solicitation, sale, or representation using the name of the School.

D. Offenses Involving Safety, Security, and Prohibited Items

1. Possession, use, distribution, or promotion of dangerous drugs, controlled substances, alcohol, tobacco, vape products, weapons, explosives, or dangerous items within school premises or school-related activities;
2. Unsafe acts in laboratories, kitchens, computer laboratories, workshops, practicum sites, or school activities;
3. Failure to follow health, safety, emergency, laboratory, or facility rules;

4. Unauthorized recording, posting, sharing, or disclosure of private information, confidential school records, photos, videos, or conversations;
5. Acts that endanger the health, safety, welfare, privacy, or rights of others.

E. Offenses Involving Organizations and Activities

1. Unauthorized recruitment, collection of funds, use of facilities, or conduct of activities under the school name;
2. Hazing, initiation violence, coercion, humiliation, forced tasks, psychological abuse, or harmful initiation practices;
3. Misuse or misappropriation of organization funds or property;
4. Violation of approved activity plans, off-campus activity rules, or partner institution rules;
5. Conduct that brings serious discredit to the School during official representation.

Chapter 12. Disciplinary Measures and Sanctions

Depending on the nature, gravity, circumstances, harm caused, prior record, and applicable policy, the School may impose one or more of the following measures:

1. Verbal reminder or warning;
2. Written warning;
3. Student conference;
4. Parent or guardian conference when appropriate;
5. Guidance counseling or referral;
6. Written reflection, apology, or undertaking;
7. Restitution, repair, or replacement of damaged property;
8. Loss of privilege or temporary restriction from activities, facilities, or organization participation;
9. Community service or corrective activity, when appropriate and lawful;
10. Disciplinary probation;
11. Suspension;
12. Non-readmission;
13. Exclusion or dismissal;

14. Expulsion, when warranted and subject to applicable law and CHED rules;
15. Referral to law enforcement, government agencies, or other competent authorities when required.

Sanctions shall be proportionate, fair, and consistent with due process. Corrective or restorative measures may be used when appropriate, but shall not replace required disciplinary, safety, anti-harassment, anti-bullying, or legal procedures in serious cases.

The School may impose temporary protective measures, such as separation of parties, temporary restriction from an activity, change of class arrangement, or other safety measure, when necessary to preserve order, safety, evidence, or the rights of parties, subject to applicable law and school policy.

Chapter 13. Disciplinary Procedure and Due Process

Serious disciplinary cases shall be handled with fairness, confidentiality, and due process. The School shall observe the basic requirements of student discipline under MORPHE, CHED policies, and applicable law.

The procedure may include:

1. Receipt and documentation of complaint or incident report;
2. Preliminary review and safety assessment;
3. Written notice to the student stating the nature of the charge, relevant facts, possible penalties, and schedule or manner of response;
4. Opportunity for the student to submit an explanation, answer, evidence, or witnesses;
5. Investigation, conference, or hearing when necessary;
6. Review of relevant documents, statements, records, CCTV footage when available, digital evidence, or other competent evidence;
7. Written decision or notice of resolution;
8. Imposition of appropriate sanction or corrective measure when warranted;
9. Appeal or motion for reconsideration when allowed by school policy.

The student may be assisted by a parent, guardian, adviser, or authorized representative when appropriate and allowed by school rules. The School may impose temporary protective measures when necessary to preserve safety, order, evidence, or the rights of parties.

Retaliation, intimidation, harassment, public shaming, or interference with disciplinary proceedings is prohibited and may be treated as a separate offense.

Chapter 14. Gender and Development, Safe Spaces, and Anti-Harassment

The School shall promote a respectful, inclusive, gender-sensitive, and safe learning environment consistent with CHED policies, the Safe Spaces Act, anti-sexual harassment laws, and the Common Institutional Student Welfare and Protection Manual.

Students, professors, administrators, personnel, visitors, and partner institutions shall not engage in sexual harassment, gender-based sexual harassment, discriminatory conduct, sexist remarks, unwanted sexual comments, stalking, online harassment, retaliation, or other conduct that violates dignity, privacy, equality, and safety.

Reports involving sexual harassment, gender-based harassment, discrimination, or similar concerns shall be handled under the applicable school policy, grievance procedure, disciplinary procedure, and legal requirements, with due regard for confidentiality, safety, non-retaliation, and due process.

Chapter 15. Mental Health, Guidance, and Student Support

The School shall promote student well-being and may provide guidance, counseling, referral, mental health awareness, peer support, wellness activities, and other appropriate student support services, subject to available resources, professional standards, confidentiality, and applicable law.

Students who experience academic difficulty, emotional distress, family concerns, adjustment problems, harassment, discrimination, safety

concerns, or other welfare concerns are encouraged to seek assistance from the Guidance Office, Dean, professor, Office of Student Affairs, or authorized school personnel.

Information shared during guidance, counseling, or welfare intervention shall be treated with confidentiality, except when disclosure is required by law, necessary to protect life or safety, needed for referral, or authorized by the student.

Chapter 16. Dangerous Drugs, Alcohol, Tobacco, Vape Products, and Prohibited Substances

The possession, use, sale, distribution, promotion, or being under the influence of dangerous drugs, controlled substances, alcohol, tobacco, vape products, or similar prohibited substances within school premises, school activities, internships, practicum sites, or official school representation is prohibited, subject to applicable law and school policy.

The School may conduct prevention, education, referral, counseling, intervention, and disciplinary measures consistent with law, student welfare, due process, and the Common Institutional Student Welfare and Protection Manual.

When required by law or necessary for safety, the School may coordinate with parents or guardians, health professionals, government agencies, law enforcement, or other competent authorities.

Chapter 17. Student Organizations, Student Council, and Anti-Hazing

Student organizations, councils, societies, publications, or activity groups must be recognized or authorized by the School before operating, recruiting, using facilities, collecting funds, conducting activities, or representing the School.

Each recognized organization shall have a professor adviser or authorized school adviser. Organization activities, meetings, fundraising, publications, off-campus activities, social media pages, public statements, and use of the school name or logo must be approved, documented, and properly accounted for.

Hazing, initiation violence, coercion, humiliation, forced tasks, psychological abuse, harmful initiation practices, or any activity that endangers physical, emotional, psychological, or social well-being is strictly prohibited.

The School may suspend or revoke recognition of an organization for violations of school policy, law, financial accountability, safety rules, anti-hazing rules, or student welfare standards.

Chapter 18. Internship, Practicum, OJT, Fieldwork, and Off-Campus Activities

Students may participate in internship, practicum, OJT, fieldwork, community immersion, research field activity, local off-campus activity, or similar external learning activity only after satisfying academic, documentary, health, orientation, consent, insurance when required, and approval requirements.

Partner institutions must comply with school requirements, MOA provisions, supervision standards, safety expectations, confidentiality rules, evaluation procedures, and applicable CHED guidelines.

Students shall observe professionalism, confidentiality, attendance, dress code, safety rules, workplace rules, ethical conduct, and instructions of the School and partner institution.

Any injury, harassment, unsafe condition, exploitation, unreasonable schedule, misconduct, partner-related concern, or other incident during internship, practicum, OJT, or off-campus activity must be reported immediately to the internship coordinator, Dean, Program Chair, professor, or proper school office.

The School may postpone, suspend, modify, or discontinue participation in an internship, practicum, OJT, fieldwork, or off-campus activity when safety, welfare, documentation, partner compliance, academic readiness, or CHED requirements are not adequately met.

Students participating in off-campus activities shall comply with activity guidelines, travel rules, parent or guardian consent when required, medical or emergency information requirements, supervision rules, transportation arrangements, and safety instructions.

Chapter 19. Student Records, Registrar, Credentials, and Data Privacy

The Registrar shall maintain official student records, enrollment documents, academic records, grades, transfer credentials, graduation records, certificates, and other official school documents.

Students shall ensure that submitted information is accurate, complete, and updated. Any change in name, contact information, address, civil status, guardian, emergency contact, or other relevant detail must be reported to the Registrar.

Requests for transcript of records, certificates, diploma, authentication, transfer credentials, or other school documents shall be subject to identity verification, clearance, school policy, payment of lawful fees when applicable, and data privacy requirements.

Student records, grades, disciplinary records, health records, guidance records, and personal information are confidential and shall be processed only for legitimate educational, administrative, safety, legal, regulatory, or school purposes.

Unauthorized access, copying, posting, sharing, or disclosure of student records, class records, grades, private communications, or personal data is prohibited.

Chapter 20. Scholarships, Financial Assistance, and CHED-UniFAST Tertiary Education Subsidy

Section 1. Policy Statement

The School may assist eligible students in applying for scholarships, grants, discounts, subsidies, financial assistance, or government-funded student aid programs, subject to the rules of the sponsoring agency, availability of slots or funds, school policy, and approval by the concerned authority.

Application for any scholarship or financial assistance does not automatically mean approval. The student remains responsible for tuition, miscellaneous fees, registration fees, and other school obligations unless and until the scholarship or subsidy is officially

approved, funded, released, and credited in accordance with the rules of the granting agency and the School.

Section 2. CHED-UniFAST Tertiary Education Subsidy

The Tertiary Education Subsidy is a government grant-in-aid program under the Unified Student Financial Assistance System for Tertiary Education and the Universal Access to Quality Tertiary Education framework. It is intended to support the full or partial cost of tertiary education of eligible and priority students in qualified higher education institutions.

TES application, validation, approval, release, amount, coverage, continuity, and renewal shall be governed by CHED, UniFAST, applicable law, current guidelines, prioritization rules, fund availability, and school participation requirements.

The School may assist students in the preparation, submission, endorsement, encoding, validation, monitoring, or follow-up of TES applications, but the School does not guarantee approval, release, amount, or timeline of the subsidy.

Section 3. Eligibility and Documentary Requirements

TES applicants must comply with the eligibility requirements, documentary requirements, and prioritization rules prescribed by CHED, UniFAST, and applicable guidelines.

Requirements may include, when applicable:

1. Proof of Filipino citizenship;
2. Certificate of Registration or Certificate of Enrollment;
3. Proof of compliance with admission and retention policies;
4. Proof that the student has no previous undergraduate degree, when required;
5. Proof that the student is not overstaying in the program, when required;
6. Certificate of Residency or other proof of residence, when required;
7. PWD ID or other supporting document, when applicable;

8. Income, indigency, Listahanan, 4Ps, or other prioritization documents, when required;
9. Data Privacy Consent and authorization for processing of student information;
10. Other documents required by CHED, UniFAST, the School, or the program.

The School may require correction, completion, resubmission, verification, or validation of documents before the student's application is endorsed, encoded, or processed.

Section 4. Non-Automatic Approval and Waiting Period

Submission of TES application documents, inclusion in a school list, endorsement by the School, or encoding in a system shall not be considered final approval of TES.

Approval depends on CHED, UniFAST, applicable prioritization rules, available funds, validation results, documentary compliance, and other government requirements. The waiting period for TES approval, validation, release, or denial is outside the control of the School and may have no fixed or definite duration.

Students and parents or guardians shall regularly monitor official school announcements and comply promptly with additional documentary or validation requirements.

Section 5. Provisional Tuition Deferment Pending TES Application

During initial enrollment, the School may allow a provisional tuition deferment for a student applying for TES, subject to school approval, execution of required forms or undertaking, and compliance with scholarship application requirements.

The provisional deferment may apply only to the tuition fee or portion of tuition fee allowed by school policy. Miscellaneous fees, registration fees, and other non-deferred fees must be paid upon enrollment or within the period prescribed by the Finance Office, unless otherwise approved in writing.

A provisional tuition deferment is not a scholarship approval, not a waiver of tuition, and not a guarantee that CHED or UniFAST will approve or release TES funds. It is only a temporary school accommodation while the TES application is pending.

Section 6. Effect of TES Approval, Partial Approval, Non-Approval, or Delay

If TES is approved and funds are actually released or credited, the approved amount shall be applied to the student's account in accordance with CHED, UniFAST, and school accounting rules.

If TES is not approved, denied, cancelled, discontinued, delayed beyond the allowed period, not released, or insufficient to cover the deferred tuition, the student shall be responsible for paying the unpaid balance.

In case of non-approval, denial, cancellation, discontinuance, or non-release of TES, the deferred tuition shall become due and payable by the student or parent/guardian not later than the enrollment period for the next school year, or earlier when required by an approved undertaking, Finance Office policy, or written school notice.

A student with unpaid balances may be subject to the School's policies on enrollment, clearance, issuance of records, graduation processing, and other administrative procedures, subject to applicable law, CHED rules, school policy, and due process.

Section 7. Student Obligations

A student applying for or receiving TES or any scholarship shall:

1. Submit truthful, complete, and updated documents;
2. Comply with admission, retention, enrollment, attendance, academic, conduct, and documentary requirements;
3. Immediately inform the School of changes affecting eligibility;
4. Avoid double claims, misrepresentation, falsification, or concealment of disqualifying information;
5. Cooperate with CHED, UniFAST, school validation, monitoring, and reporting requirements;
6. Settle any school balance not covered by the scholarship or subsidy;

7. Follow the School's Data Privacy Policy and scholarship-related procedures.

False information, fraudulent documents, double claiming, misuse of benefits, or violation of scholarship rules may result in denial, cancellation, refund obligation, disciplinary action, or referral to the proper authority, subject to due process.

Section 8. Other Scholarships and Financial Assistance

Students receiving other scholarships, discounts, grants, financial assistance, or government-funded benefits shall comply with the requirements, retention rules, documentary submissions, academic standards, conduct rules, reporting requirements, and renewal procedures of the applicable program.

Scholarship or financial assistance benefits may be suspended, withdrawn, denied, or modified when the student fails to comply with academic, financial, documentary, conduct, or program-specific requirements, subject to the rules of the grant and due process.

Section 9. Scholarship Records and Data Privacy

Scholarship documents, TES applications, financial records, enrollment records, grades, contact information, and supporting documents are confidential records. These shall be processed only for legitimate scholarship, educational, administrative, accounting, reporting, regulatory, and legal purposes.

By applying for TES or other scholarships, the student authorizes the School to process and share necessary information with CHED, UniFAST, government agencies, scholarship providers, auditors, and authorized school personnel, subject to the Data Privacy Act and the School's Data Privacy Policy.

Chapter 21. Grievance, Complaints, and Appeals

Students may raise concerns involving academic matters, grades, professors, student services, discipline, harassment, discrimination, safety, facilities, organizations, internship, records, scholarships,

financial assistance, or other school-related concerns through proper channels.

The recommended route is:

1. Professor or concerned office;
2. Program Chair or Department Head;
3. Dean;
4. Guidance Office or Office of Student Affairs, when applicable;
5. Registrar, for records-related concerns;
6. Finance Office or scholarship coordinator, for fee, scholarship, or financial assistance concerns;
7. Internship Coordinator, for internship or practicum concerns;
8. School Administrator or higher academic authority;
9. CHED Regional Office or other competent authority, when appropriate or required.

Complaints shall be handled fairly, confidentially, and with due process. Retaliation, intimidation, public shaming, harassment, or interference against a complainant, respondent, witness, or assisting person is prohibited.

Chapter 22. College Activities, Religious Formation, and Institutional Participation

As a Catholic educational institution, the School may conduct religious, spiritual, moral, civic, cultural, academic, and institutional formation activities. Students are expected to attend, participate respectfully, and observe proper decorum during such activities.

If participation in a specific religious or cultural activity conflicts with a student's sincerely held religious belief, cultural practice, or conscience, the student shall inform the School in writing before the scheduled activity. The School may provide a reasonable exemption, accommodation, or alternative activity when appropriate.

All college activities shall be conducted in accordance with school rules, CHED policies, student welfare, safety standards, data privacy, proper supervision, and academic responsibility.

Chapter 23. Implementation of New CHED Policies

Any new, updated, amended, or supplementary CHED policy, memorandum order, advisory, program standard, academic regulation, internship guideline, student affairs guideline, flexible learning guideline, government directive, or other issuance shall be implemented by the School as may be applicable.

The School may revise, suspend, modify, or supplement existing rules, schedules, academic procedures, student services, activities, internship procedures, disciplinary rules, scholarship procedures, financial assistance procedures, and documentation requirements to comply with CHED directives and lawful government regulations.

Students, professors, administrators, deans, registrars, and other concerned persons shall be informed of material changes through official school channels.

References / Legal and Policy Bases for College Programs

Republic Act No. 7722, otherwise known as the Higher Education Act of 1994.

Batas Pambansa Blg. 232, otherwise known as the Education Act of 1982.

CHED Memorandum Order No. 40, s. 2008, Manual of Regulations for Private Higher Education.

CHED Memorandum Order No. 09, s. 2013, Enhanced Policies and Guidelines on Student Affairs and Services.

CHED Memorandum Order No. 104, s. 2017, Revised Guidelines for Student Internship Program in the Philippines for All Programs.

CHED Memorandum Order No. 63, s. 2017, Policies and Guidelines on Local Off-Campus Activities.

CHED Memorandum Order No. 22, s. 2013, Revised Policies, Standards and Guidelines on Student Internship Abroad Program, when applicable.

CHED Memorandum Order No. 10, s. 2023, Policies, Standards and Guidelines on Student Internship Abroad Program, when applicable.

CHED Memorandum Order No. 04, s. 2020, Guidelines on the Implementation of Flexible Learning.

CHED Memorandum Order No. 06, s. 2022, Sustaining Flexible Learning in Higher Education.

CHED Memorandum Order No. 16, s. 2022, Updates on Onsite Learning in Higher Education.

CHED Memorandum Order No. 04, s. 2023, Updated Guidelines on Onsite Learning in Higher Education.

CHED Memorandum Order No. 01, s. 2015, Establishing the Policies and Guidelines on Gender and Development in CHED and HEIs.

Applicable CHED Policies, Standards and Guidelines for each degree program offered by the School.

Republic Act No. 10687, Unified Student Financial Assistance System for Tertiary Education Act.

Republic Act No. 10931, Universal Access to Quality Tertiary Education Act.

CHED-UniFAST Tertiary Education Subsidy guidelines, advisories, prioritization rules, documentary requirements, and subsequent issuances.

Republic Act No. 10173, Data Privacy Act of 2012.

Republic Act No. 11313, Safe Spaces Act.

Republic Act No. 7877, Anti-Sexual Harassment Act of 1995.

Republic Act No. 9165, Comprehensive Dangerous Drugs Act of 2002.

Republic Act No. 8049, as amended by Republic Act No. 11053, Anti-Hazing Act.

Republic Act No. 11036, Mental Health Act.

CDSCDB Memorandum VPAA-01-0708-S2025, Policy on Grade Discrepancy Filing and Incomplete (INC) Grade Completion.

Common Institutional Student Welfare and Protection Manual of Colegio de Santo Cristo de Burgos.

Subsequent CHED memorandum orders, advisories, program standards, and lawful government issuances applicable to private higher education institutions.

Part V. TESDA / TVET Trainee Handbook

Chapter 1. Scope, Coverage, and Governing Rules

This Handbook applies to all trainees enrolled in TESDA-registered qualifications, TESDA scholarship programs, diploma programs, supervised industry learning, institutional assessment, national assessment preparation, assessment center-related activities, and other TVET-related programs offered by Colegio de Santo Cristo de Burgos.

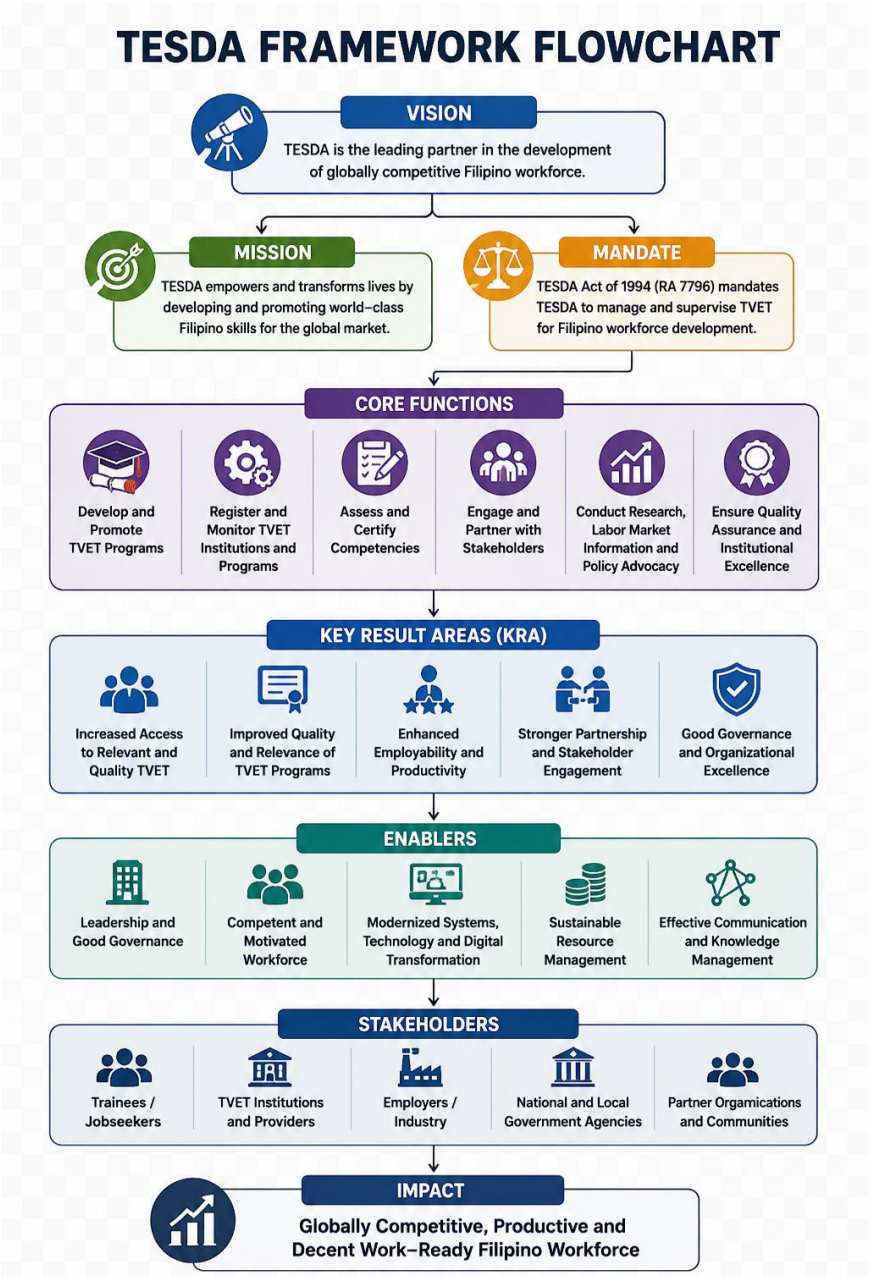
This Handbook shall apply to the Sariaya Branch and Cavite Branch, whenever applicable, subject to the specific TESDA registration, accreditation, scholarship allocation, assessment authorization, facility capacity, trainer availability, branch implementation, and school policy governing each branch.

TESDA / TVET programs shall be governed by applicable TESDA laws, circulars, Training Regulations, Competency Standards, competency-based curriculum, program registration requirements, scholarship guidelines, assessment and certification procedures, data privacy rules, safety standards, and school policies.

For purposes of this Handbook, the term “trainee” refers to a student enrolled in a TESDA / TVET program; “trainer” refers to the teacher, instructor, or facilitator assigned to conduct training; and “administrator” refers to the authorized school official responsible for program supervision, implementation, or approval.

This Handbook shall be read together with the **Common Institutional Student Welfare and Protection Manual**, particularly the provisions on student rights and responsibilities, data privacy, safe learning environment, anti-bullying, anti-harassment, anti-sexual harassment, Safe Spaces, dangerous drugs and substance prevention, discipline, grievance, due process, campus safety, student services, and records management.

In case of conflict between this Handbook and a later TESDA issuance, the applicable TESDA rule, circular, Training Regulation, Competency Standard, scholarship guideline, assessment procedure, or lawful government requirement shall prevail.


TESDA FRAMEWORK FLOWCHART
VISION
TESDA is the leading partner in the development of globally competitive Filipino workforce.
MISSION
TESDA empowers and transforms lives by developing and promoting world–class Filipino skills for the global market.
MANDATE
TESDA Act of 1994 (RA 7796) mandates TESDA to manage and supervise TVET for Filipino workforce development.
CORE FUNCTIONS
Develop and Promote TVET Programs
Register and Monitor TVET Institutions and Programs
Assess and Certify Competencies
Engage and Partner with Stakeholders
Conduct Research, Labor Market Information and Policy Advocacy
Ensure Quality Assurance and Institutional Excellence
KEY RESULT AREAS (KRA)
Increased Access to Relevant and Quality TVET
Improved Quality and Relevance of TVET Programs
Enhanced Employability and Productivity
Stronger Partnership and Stakeholder Engagement
Good Governance and Organizational Excellence
ENABLERS
Leadership and Good Governance
Competent and Motivated Workforce
Modernized Systems, Technology and Digital Transformation
Sustainable Resource Management
Effective Communication and Knowledge Management
STAKEHOLDERS
Trainees / Jobseekers
TVET Institutions and Providers
Employers / Industry
National and Local Government Agencies
Partner Orgamications and Communities
IMPACT
Globally Competitive, Productive and Decent Work–Ready Filipino Workforce

Chapter 2. Program Registration, Branch Applicability, and TESDA Authority

The School shall offer only TESDA / TVET programs that are properly registered, recognized, accredited, approved, or authorized by TESDA, as applicable. Each branch shall implement only the qualifications, diploma programs, scholarship programs, assessment services, and related activities covered by its TESDA authority, program registration, accreditation, recognition, or approval.

The availability of a training program in one branch does not automatically mean that the same program is available in another branch. Program offerings, schedules, scholarship slots, fees, trainers, facilities, equipment, assessment arrangements, industry partners, and delivery modes may differ between the Sariaya Branch and Cavite Branch depending on TESDA approval, branch readiness, and school policy.

The availability of training in a qualification does not automatically mean that the School is authorized to conduct assessment for the same qualification. Likewise, accreditation as an Assessment Center for a qualification does not automatically mean that the School offers training for that qualification. Training Center authority and Assessment Center accreditation shall be treated separately and shall be implemented only within the scope approved by TESDA.

Trainees and assessment candidates shall be informed of the program title or qualification, qualification level, nominal duration when applicable, training schedule, branch assignment, trainer, admission requirements, fees, scholarship conditions when applicable, assessment requirements, completion requirements, and certification requirements during admission, enrollment, orientation, or assessment briefing.

The School may open, suspend, revise, phase out, limit, or modify program offerings, assessment services, schedules, branch implementation, training arrangements, and assessment arrangements in accordance with TESDA requirements, industry demand, trainer or assessor availability, facility readiness, safety concerns, scholarship allocation, enrollment viability, assessment center capacity, or other legitimate school reasons.

Section 1. STAR-Aligned TVET Quality Assurance Framework

The School recognizes the importance of maintaining TVET programs that are competency-based, industry-responsive, learner-centered, safe, ethical, and continually improved. In support of quality TVET delivery and the principles of TESDA's System for TVET Accreditation and Recognition, the School shall implement quality assurance practices that go beyond minimum compliance and support the development of competent, employable, values-oriented, and work-ready trainees.

The School shall maintain systems for program implementation monitoring, trainee orientation, trainer supervision, instructional delivery, institutional assessment, portfolio development, workshop and laboratory safety, 5S and Green TVET practices, career guidance, employment facilitation, graduate tracking, stakeholder feedback, applied research, innovation, community extension, and continuous improvement.

STAR-related quality assurance shall be program-based. Recognition, rating, monitoring, or evaluation shall apply only to the specific TESDA program, qualification, diploma program, branch, or training implementation covered by the applicable TESDA authority, evaluation, or recognition. A STAR-related recognition or application for one program shall not automatically apply to other programs or branches unless expressly covered by TESDA.

Trainees, trainers, administrators, and support personnel shall cooperate in the implementation, monitoring, documentation, evaluation, and improvement of TVET programs. Records, reports, feedback, assessment results, tracer data, and other evidence shall be used only for legitimate educational, quality assurance, regulatory, research, or institutional improvement purposes, subject to data privacy and confidentiality rules.

Chapter 3. Admission, Enrollment, and Trainee Orientation

Enrollment in this department shall follow the Common Policy on Admission, Enrollment, Registration, and Student Records found in the Common Institutional Student Welfare and Protection Manual. The specific requirements, procedures, academic or training rules, records

requirements, classification, subject loading, scholarship conditions, assessment requirements, and completion requirements of this department shall apply in addition to the common policy.

Trainees must submit the documentary requirements prescribed by the School, TESDA, the specific qualification or diploma program, scholarship guidelines when applicable, and other lawful requirements.

Admission requirements may include, when applicable:

1. Accomplished application or enrollment form;
2. Valid identification document;
3. Birth certificate or proof of identity and age;
4. Educational record or proof of completion of the required educational level;
5. Recent photo;
6. Medical information sheet, health declaration, or medical clearance when required;
7. Parent or guardian consent for minors;
8. Data Privacy Consent and Handbook Conforme;
9. Scholarship documents, BSRS requirements, or other TESDA-required forms when applicable;
10. Program-specific entry requirements;
11. Other documents required by TESDA, the School, the Registrar, the administrator, the Assessment Center Manager, or the program.

Before training begins, trainees shall be oriented on the program objectives, competency standards, nominal duration, training schedule, attendance rules, grading or competency evaluation, institutional assessment, national assessment, certification, safety, tools and equipment, PPE, trainee conduct, grievance procedures, scholarship rules, support services, data privacy, and applicable provisions of the Common Institutional Student Welfare and Protection Manual.

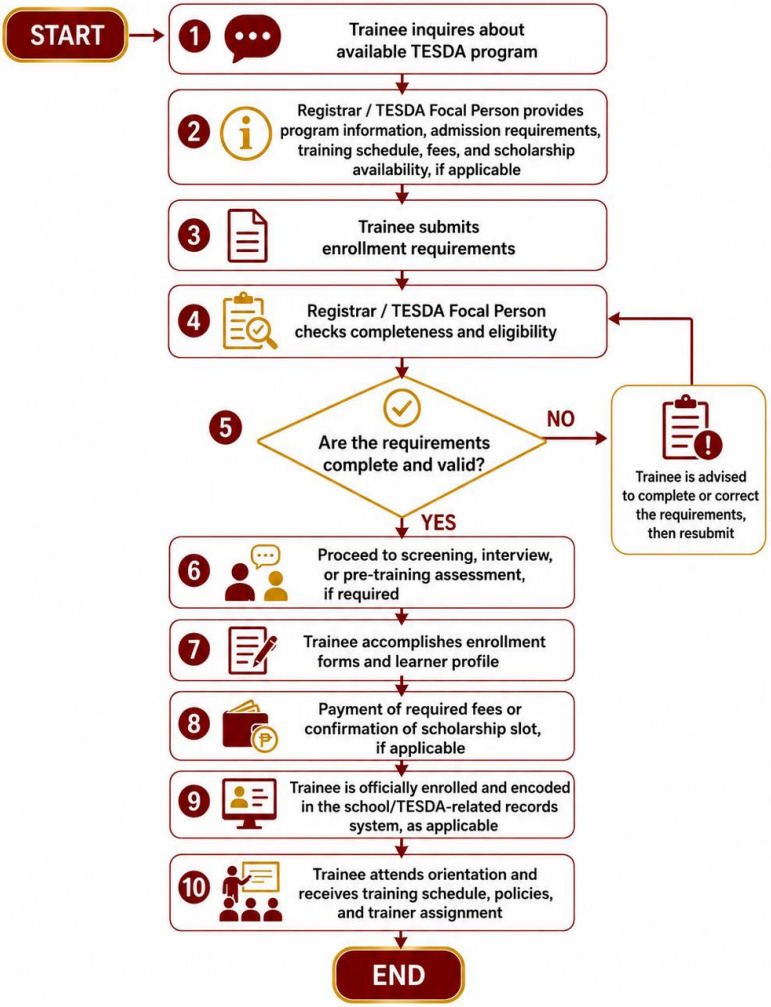
During trainee orientation, the School shall also explain the quality assurance expectations of the program, including competency-based training, portfolio preparation, institutional assessment, national assessment readiness, safe use of tools and equipment, 5S and Green TVET practices, career guidance, employment facilitation, graduate

tracer activities, feedback mechanisms, and the trainee's role in maintaining a quality training environment.

Trainees shall be informed that feedback forms, satisfaction surveys, exit interviews, tracer forms, employment updates, and similar quality assurance instruments may be used by the School to improve training delivery, facilities, learner support, and employment outcomes.

The School may refuse, defer, or withhold enrollment when admission requirements are incomplete, program slots are unavailable, the applicant does not meet entry requirements, the branch is not authorized to offer the program, scholarship requirements are not met, or admission may compromise safety, compliance, or training standards.

Figure 1. Admission and Enrollment Process Flowchart



Chapter 4. Program Entry Requirements and Admission Standards

Trainees must meet the entry requirements prescribed by TESDA, the applicable Training Regulations, Competency Standards, Diploma Program Standards when applicable, scholarship guidelines when applicable, assessment requirements when applicable, and school policy.

The entry requirements for each qualification or program shall be based on the applicable TESDA documents, including the following:

1. TESDA Training Regulations for qualifications covered by Training Regulations;
2. TESDA Competency Standards for qualifications or programs covered by Competency Standards;
3. Competency-Based Curriculum or approved program registration documents;
4. TESDA Diploma Program Standards and related recognition documents, for diploma programs;
5. TESDA scholarship guidelines, for scholarship trainees;
6. TESDA assessment and certification requirements, for assessment candidates;
7. Other TESDA circulars, memoranda, advisories, or program-specific issuances applicable to the program.

Depending on the qualification or program, entry requirements may include educational attainment, age requirement, communication skills, literacy and numeracy skills, physical or medical fitness, driver's license or driving-related eligibility when applicable, industry experience when required, National Certificate or Certificate of Competency when required, trainer qualification requirements when applicable, and other requirements stated in the applicable TESDA document.

The School may require applicants to submit documents, attend orientation, undergo interview or screening, accomplish health declaration or medical clearance, submit parent or guardian consent for minors, complete scholarship registration when applicable, and comply with branch-specific or program-specific requirements necessary for safety, training readiness, TESDA compliance, or school policy.

Admission to a training program does not automatically guarantee completion, scholarship approval, national assessment eligibility, certification, employment, or endorsement. Completion and certification shall depend on compliance with training requirements, competency requirements, attendance requirements, institutional assessment, national assessment when applicable, TESDA rules, and school policy.

Chapter 5. Fees, Training Cost, and Payment Policies

Training fees and related charges shall depend on the TESDA qualification, diploma program, training duration, branch of enrollment, materials required, uniform or PPE requirements, laboratory or workshop requirements, tools and equipment requirements, assessment arrangements, scholarship coverage, and approved school policy.

The School may collect reasonable and approved fees for registration, tuition, laboratory or workshop use, training materials or modules, uniforms, identification card, certificates, retrieval of records, test papers, computer or technology use, and other necessary training-related items, subject to applicable TESDA rules, scholarship guidelines, school policy, and lawful requirements.

For non-scholarship trainees, fees shall be paid according to the approved payment schedule of the School. The School may allow full payment or installment payment, subject to Finance Office policies and approval by the administrator.

For scholarship trainees, the applicable TESDA scholarship grant shall cover only the items authorized under the specific scholarship program and TESDA guidelines. Any item not covered by the scholarship, or any requirement outside the approved scholarship benefit, shall be handled in accordance with TESDA rules, school policy, and proper disclosure to the trainee.

Fees, inclusions, exclusions, and payment schedules may vary by program, branch, scholarship type, and TESDA approval. Trainees shall be informed of applicable fees, covered items, non-covered items, payment arrangements, and refund or withdrawal rules through official school channels.

Failure to settle required fees or approved payment arrangements may affect enrollment confirmation, issuance of records, completion processing, clearance, or participation in certain non-scholarship services, subject to applicable law, TESDA rules, school policy, and due process.

The School reserves the right to revise fees, payment schedules, and covered items when required by TESDA approval, cost of training, branch implementation, scholarship rules, materials, facilities,

assessment requirements, or other legitimate school reasons, provided that trainees shall be properly informed through official channels.

Chapter 6. TESDA Scholarships, NTP, TIP, and Scholarship Trainee Obligations

The School may participate in TESDA scholarship programs, including the Training for Work Scholarship Program, Special Training for Employment Program, Private Education Student Financial Assistance, Tulong Trabaho Scholarship Program, and other scholarship programs that may be allocated, authorized, or approved by TESDA.

Scholarship availability is subject to TESDA allocation, branch approval, qualification coverage, slot availability, documentary compliance, eligibility screening, scholarship guidelines, and school capacity. Admission to a program does not automatically guarantee a scholarship slot unless the trainee is officially approved, encoded, validated, and accepted under the applicable TESDA scholarship process.

Section 1. General Scholarship Process

The scholarship process may include the following steps, subject to the applicable TESDA scholarship guidelines and instructions of the TESDA Provincial or Regional Office:

1. Release or allocation of scholarship slots to the School or branch;
2. Public announcement, recruitment, or acceptance of applicants;
3. Screening of applicants and verification of eligibility requirements;
4. Submission and validation of documentary requirements;
5. Registration or encoding in TESDA-prescribed systems, such as BSRS, T2MIS, or other applicable platforms;
6. Verification, approval, or confirmation by TESDA, when required;
7. Issuance of the Notice to Proceed or other authority to start training, when applicable;
8. Conduct of Training Induction Program before or at the start of training;
9. Conduct of training in accordance with the approved schedule, Training Regulations, scholarship rules, and TESDA requirements;

10. Attendance monitoring, training monitoring, and compliance checking;
11. Institutional assessment and completion processing;
12. National assessment, when required or applicable;
13. Submission of completion, assessment, attendance, billing, and other required reports;
14. Post-training monitoring, employment tracking, or other TESDA-required follow-up.

The School shall not start scholarship training unless the required TESDA authority, approval, Notice to Proceed, or equivalent instruction has been issued or confirmed, when applicable.

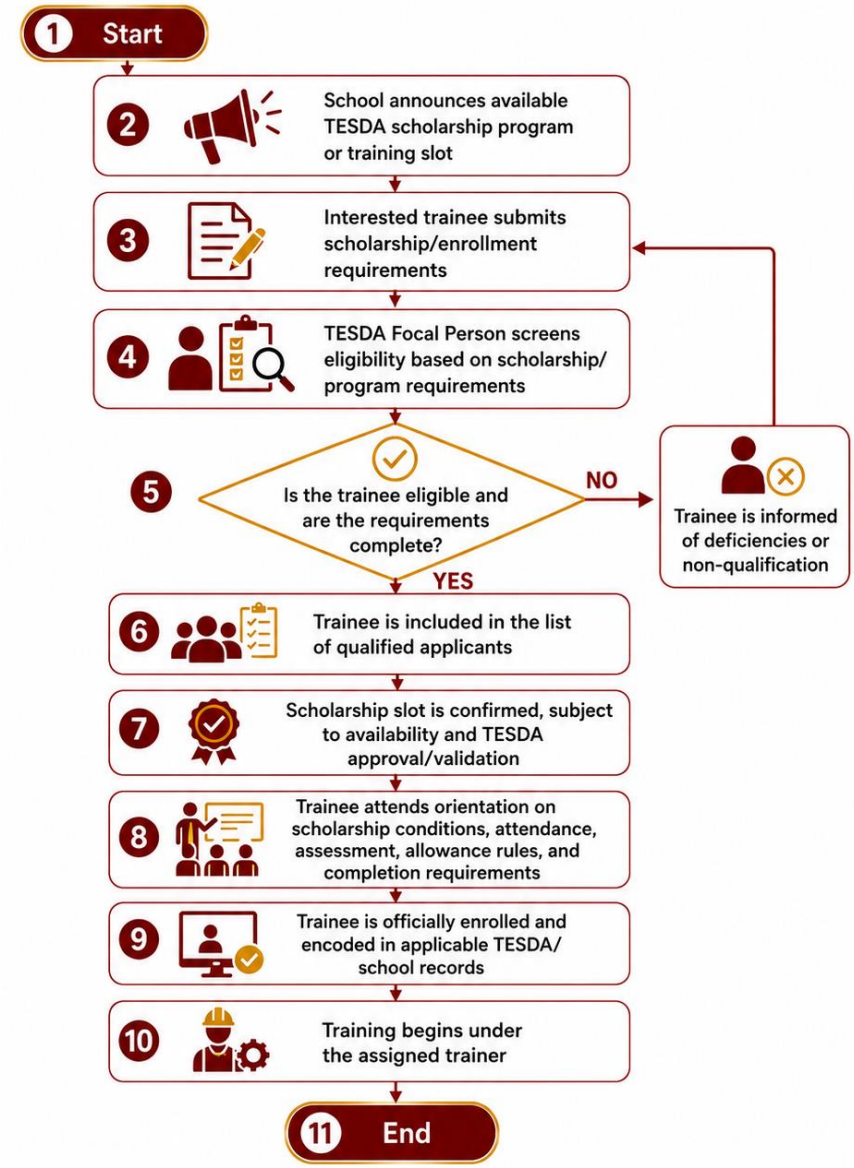
Section 2. Training for Work Scholarship Program and Other Scholarships

The Training for Work Scholarship Program is intended to support training in priority or job-linked qualifications and to help trainees develop skills needed for employment, livelihood, or industry demand. Its implementation shall follow applicable TESDA scholarship guidelines, notices, circulars, allocation documents, qualification coverage, training cost schedule, assessment requirements, and reporting rules.

Other TESDA scholarship programs shall likewise be implemented in accordance with the specific rules, eligibility requirements, benefits, documentation, and reporting requirements prescribed by TESDA.

Scholarship trainees shall comply with the same training, attendance, conduct, safety, assessment, completion, and clearance rules applicable to regular trainees, in addition to scholarship-specific requirements.

Figure 2. Scholarship Application and Enrollment Process



Section 3. Scholarship Application and Documentary Requirements

Scholarship applicants may be required to submit or complete, when applicable:

1. Scholarship application form;
2. Valid identification document;
3. Birth certificate or proof of identity and age;
4. Proof of educational attainment or entry qualification;
5. Photos and trainee profile;
6. Contact information and emergency contact details;
7. BSRS registration, biometric validation, QR code, or other TESDA system requirements;
8. Consent forms and Data Privacy Consent;
9. Scholarship undertaking, conforme, or contract;
10. Proof of eligibility for the applicable scholarship category, when required;
11. Other documents required by TESDA, the School, the Registrar, the administrator, or the scholarship program.

The School may require correction, completion, resubmission, verification, or validation of scholarship documents before the trainee is endorsed, encoded, admitted, or allowed to continue as a scholarship trainee.

Section 4. Notice to Proceed

For scholarship programs requiring a Notice to Proceed, training shall begin only after the School receives the Notice to Proceed or equivalent authorization from TESDA.

The Notice to Proceed confirms that the scholarship batch, qualification, number of slots, training schedule, and other required details have been authorized for implementation, subject to TESDA rules and monitoring.

Trainees shall follow the official start date and training schedule approved by TESDA and the School. Attendance before or outside the approved training schedule may not be credited unless allowed by TESDA and the School.

Section 5. Training Induction Program

Scholarship trainees shall attend the Training Induction Program as required by TESDA and the School. The Training Induction Program shall orient trainees on the scholarship program, training schedule, attendance requirements, benefits and limitations, trainee obligations, assessment requirements, completion standards, conduct rules, grievance channels, data privacy, and other scholarship-related matters.

The Training Induction Program may be conducted by the School in coordination with the TESDA Provincial or Regional Office, as applicable. Attendance in the Training Induction Program may be required before the trainee is allowed to continue with training as a scholarship trainee.

Section 6. Scholarship Benefits and Limitations

Scholarship benefits shall depend on the applicable TESDA scholarship program and the official TESDA guidelines. Benefits may include training cost, assessment fee, insurance, training support fund, allowance, entrepreneurship support, starter toolkit, or other benefits only when expressly authorized by TESDA.

The School shall not be liable for benefits not approved, released, funded, or authorized by TESDA. Release of any allowance, support fund, toolkit, or benefit shall depend on TESDA rules, availability of funds, documentary compliance, attendance compliance, validation, and required processing.

Scholarship benefits are non-transferable and may not be sold, assigned, exchanged for cash, shared with another person, or used for unauthorized purposes.

Section 7. Attendance and Completion Duties of Scholarship Trainees

Scholarship trainees must attend training regularly and punctually, complete the required training hours, comply with BSRS or other attendance monitoring requirements, complete competencies, submit required outputs, undergo institutional assessment, and, when required, undergo national assessment.

Absences, habitual tardiness, failure to comply with attendance monitoring, incomplete documents, failure to undergo assessment, abandonment of training, or violation of scholarship rules may result in warning, intervention, withholding of endorsement, cancellation of scholarship status, non-completion, reporting to TESDA, or other appropriate action.

Section 8. BSRS, T2MIS, and TESDA Reporting

Scholarship trainees may be required to register, validate, or record attendance through BSRS, T2MIS, or other TESDA-prescribed systems. Trainees shall provide accurate information and shall not allow another person to register, validate, scan, sign, or attend on their behalf.

The following are prohibited:

1. Proxy attendance;
2. False or duplicate registration;
3. Tampering with attendance records;
4. Misrepresentation of identity;
5. Submission of false documents;
6. Using another trainee's identity, account, QR code, biometric data, or scholarship slot;
7. Any act that may compromise TESDA reporting or scholarship integrity.

Section 9. Dropping, Substitution, Deferment, and Non-Completion

Scholarship trainees who intend to withdraw, drop, defer, transfer, or stop training must immediately inform the trainer, administrator, Registrar, or scholarship focal person and must complete the required written forms or TESDA documents.

Dropping, substitution, replacement, deferment, or reporting of non-completion shall be handled according to TESDA rules, scholarship guidelines, and school policy. Scholarship trainees who abandon training or fail to comply with requirements may be reported to TESDA and may be subject to consequences under the applicable scholarship guidelines.

Section 10. Post-Training and Employment Monitoring

Scholarship trainees may be required to participate in post-training monitoring, employment tracking, tracer studies, entrepreneurship monitoring, job facilitation, surveys, or reporting activities required by TESDA or the School.

Trainees shall provide updated contact details and respond to legitimate post-training follow-up from the School or TESDA. Personal data shall be handled in accordance with the Data Privacy Act and the School's Data Privacy Policy.

Section 11. Scholarship Grievance and Clarification

Concerns regarding scholarship eligibility, slot allocation, attendance, allowance, benefits, assessment, completion, TESDA systems, or scholarship status may be raised through the trainer, scholarship focal person, Program Head, Registrar, administrator, or TESDA office when appropriate.

Scholarship concerns shall be handled fairly, confidentially, and in accordance with TESDA rules, school policy, and the Common Institutional Student Welfare and Protection Manual.

Chapter 7. Competency-Based Training

Training delivery shall be aligned with the applicable TESDA Training Regulations, Competency Standards, competency-based curriculum, program registration documents, and approved training plan for the qualification or program.

Training shall focus on the development and demonstration of required competencies. Trainees are expected to actively participate in lectures, demonstrations, return demonstrations, workshops, simulations, practical exercises, projects, portfolio preparation, workplace tasks, and assessment activities.

Competency-based training may include basic competencies, common competencies, core competencies, institutional requirements, employability skills, work values, safety practices, digital or online learning components, and other learning activities required by the qualification.

The trainer shall guide the trainee in developing the required knowledge, skills, attitudes, and work values needed for competent performance in the workplace.

Section 1. Quality Training Delivery and Learning Resources

Training shall be delivered using appropriate competency-based learning materials, session plans, demonstrations, practical exercises, simulations, supervised hands-on activities, institutional assessment tools, and other resources aligned with the applicable Training Regulation, Competency Standard, approved curriculum, or program registration document.

Trainers shall provide timely guidance, coaching, feedback, and remediation to help trainees acquire the required knowledge, skills, attitudes, work values, and safety practices. Trainees shall actively participate in learning activities, complete required outputs, maintain their portfolio or evidence of learning, and observe professional conduct during training.

The School shall regularly review the adequacy of instructional materials, tools, equipment, facilities, trainer support, learning activities, and trainee performance as part of its continuous improvement system.

Chapter 8. Evidence of Competency

Evidence of competency may include, but is not limited to:

1. Practical demonstration;
2. Completed outputs;
3. Written tests or quizzes;
4. Oral questioning;
5. Observation checklists;
6. Logbooks;
7. Portfolios;
8. Projects;
9. Workplace evidence;
10. Third-party reports;
11. Simulation outputs;
12. Institutional assessment results;

13. Other evidence required by the trainer, qualification, Training Regulation, Competency Standard, or TESDA assessment procedure.

Trainees shall maintain an updated portfolio or evidence folder when required by the trainer, qualification, program, or assessment preparation process. The portfolio may include completed outputs, photos of performance tasks when allowed, logbooks, institutional assessment results, reflection sheets, project documentation, third-party feedback, and other evidence showing progress toward competency.

Portfolios and evidence of competency shall be used for learning, monitoring, coaching, institutional assessment, readiness checking, Recognition of Prior Learning when applicable, and quality assurance purposes. Submission of evidence does not automatically mean that the trainee is competent; competency shall be determined based on applicable standards, assessment criteria, and required performance.

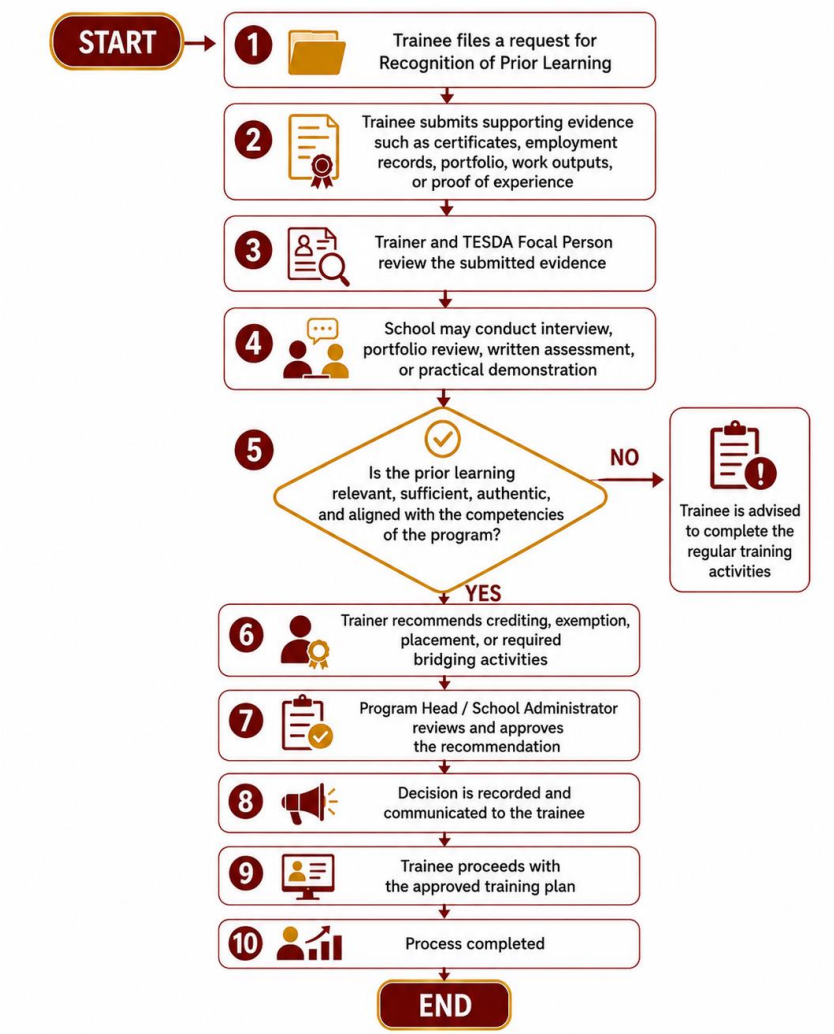
Trainees shall submit genuine, complete, and personally prepared outputs. Falsification, plagiarism, misrepresentation, substitution of work, tampering with evidence, or submission of fraudulent portfolio documents is prohibited.

Chapter 9. Recognition of Prior Learning

The School recognizes that trainees may have acquired knowledge, skills, and competencies through previous training, work experience, self-learning, community involvement, or life experience. Through Recognition of Prior Learning, qualified trainees may request evaluation of their prior learning for possible credit, exemption, placement, or admission into an appropriate training level, subject to school evaluation and applicable TESDA rules and standards.

Trainees who wish to apply for Recognition of Prior Learning shall submit supporting documents such as **training certificates, employment records, portfolio of outputs, proof of work experience, certificates of competency, national certificates, or other evidence of relevant skills.** The School may require an interview, portfolio review, practical demonstration, written assessment, or referral for competency assessment, when necessary.

Figure 3. Recognition of Prior Learning Process



Approval of Recognition of Prior Learning shall not be automatic. All applications shall be evaluated based on authenticity, relevance, sufficiency, and alignment with the competencies required in the registered TESDA program. Recognition may result in crediting of related competencies, exemption from selected learning activities, or proper placement in the training program. However, the issuance of a National

Certificate or Certificate of Competency shall remain subject to the required TESDA assessment and certification process.

Trainers shall assist in evaluating submitted evidence, validating relevant competencies, and recommending appropriate placement, crediting, or learning activities based on the trainee's prior learning and the requirements of the training program. The School shall ensure that Recognition of Prior Learning is implemented fairly, transparently, and with proper documentation.

Trainees are responsible for submitting truthful and complete evidence. **Any falsification, misrepresentation, or submission of fraudulent documents shall be subject to disciplinary action under this Handbook.**

Chapter 10. Grading, Competency Evaluation, and Assessment Results

The School may use numerical grades, percentage ratings, rubrics, checklists, competency evaluation tools, or other school-approved measures to monitor trainee progress, provided that final competency decisions remain consistent with TESDA principles of competency-based training and assessment.

For basic, common, core, diploma, institutional, or program-specific competencies, the School may consider written tests, quizzes, attendance, class participation, performance, work attitude, projects, outputs, unit assessment, skills tests, portfolios, workplace evidence, and other approved measures.

The grading or competency evaluation system may vary depending on the qualification, diploma program, Training Regulation, Competency Standard, approved curriculum, scholarship requirements, and school policy.

The School may use the following general remarks when applicable:

1. **Competent** — the trainee has met the required competency standard;
2. **Not Yet Competent (NYC)** — the trainee has not yet met the required competency standard and may need remediation, additional practice, reassessment, or other intervention;

3. **Completed** — the trainee has satisfied the required training hours, competency requirements, institutional assessment, portfolio, clearance, and other completion requirements;
4. **Dropped** — the trainee has officially withdrawn, stopped training with approval, or has been reported as dropped under applicable rules. Application for dropping must be done within the first four (4) weeks from the given date of enrollment, provided they have not yet incurred the maximum number of absences;
5. **Failure Due to Absences (FDA)** — the trainee has incurred absences beyond the allowable limit (i.e., more than 20% of the total nominal duration), subject to TESDA rules, scholarship rules, and school policy.

No conditional grade shall be given during final competency assessment when the applicable assessment procedure requires a Competent or Not Yet Competent result.

Chapter 11. Attendance, Tardiness, Absences, and Make-Up Training

Regular and punctual attendance in all training sessions, workshops, laboratory activities, simulations, orientations, assessments, and required activities is required of every trainee. Classes missed due to late enrollment are considered absences unless otherwise allowed by the School.

Trainees shall present or submit the admission card, enrollment confirmation, or required training document to the trainer on the first day of classes or as directed by the School.

A. Tardiness

A trainee is marked tardy if the trainee is not present within fifteen (15) minutes from the start of the class period or training session.

Three (3) tardy marks may be equivalent to one (1) absence.

B. Absences

A trainee may be marked absent when:

1. The trainee enters the class or training area more than fifteen (15) minutes after the scheduled start;
2. The trainee leaves the class or training area without permission and returns only near the end of the period;
3. The trainee leaves and does not return;
4. The trainee fails to attend scheduled training, workshop, laboratory, assessment, or required activity.

A trainee who incurs absences more than twenty percent (20%) of the total nominal duration or required training hours may be considered dropped, failed due to absences, or ineligible for completion, subject to TESDA rules, scholarship rules when applicable, school policy, and due process.

An excuse letter from the parent or guardian, if the trainee is a minor, or from the trainee, if of legal age, shall be submitted to the administrator, Registrar, or trainer after an absence. The School may require a medical certificate, official document, or other proof depending on the reason for absence.

A trainee is responsible for all lessons, competencies, outputs, and training activities missed during the absence.

When a trainee incurs five (5) absences or more, the trainer shall report the matter to the administrator or authorized school official for monitoring, intervention, and appropriate action.

A trainee may be called out from class only upon authority of the administrator or authorized school personnel and only for valid or urgent reasons.

Trainees sent as official representatives of the School to educational, cultural, social, religious, civic, or TESDA-related activities may be excused from classes missed, provided that proper approval and documentation are secured.

Trainees with excused absences may be required to attend make-up classes, additional practice, or completion activities to acquire the required competencies and training duration. The schedule of make-up class shall be determined by the trainer and approved by the administrator.

Chapter 12. Completion, Dropping, Failure Due to Absences, and Not Yet Competent Status

A trainee may be considered a completer only after satisfying the required training hours, competency requirements, attendance requirements, institutional assessment, portfolio requirements, clearance, financial or scholarship obligations when applicable, and other school or TESDA-related requirements.

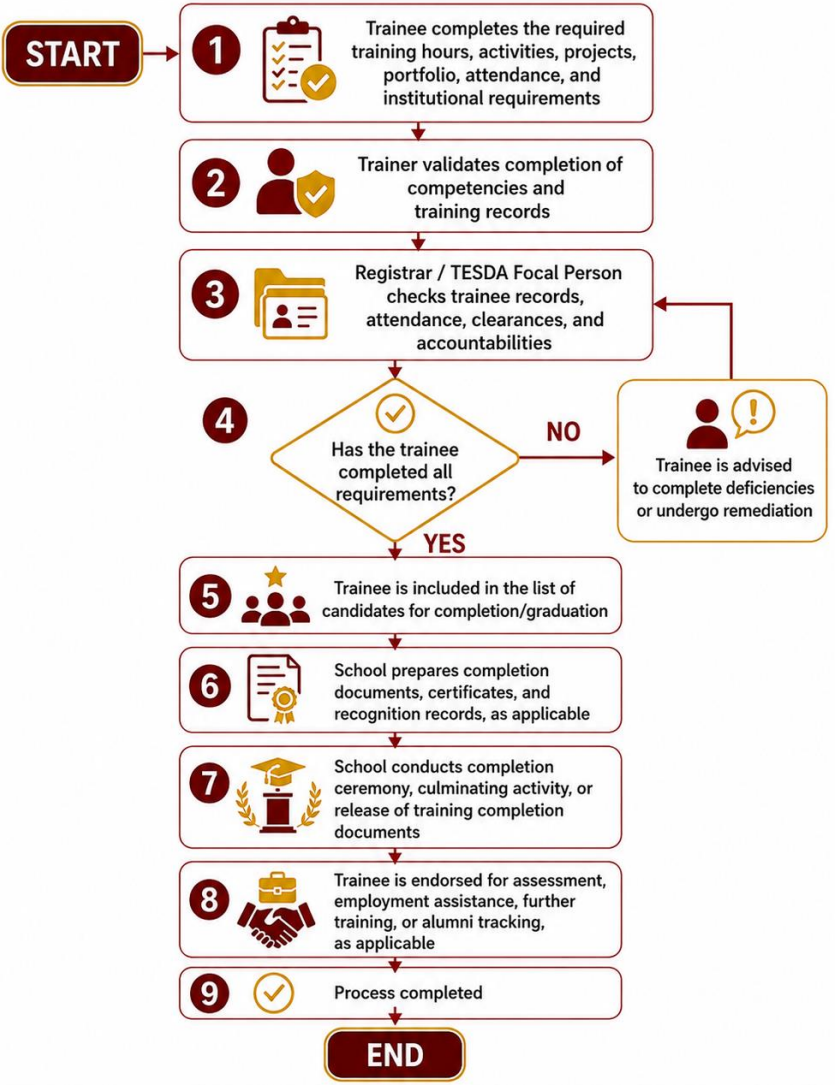
Completers may be requested to participate in exit interviews, graduate tracer surveys, employment monitoring, entrepreneurship monitoring, alumni activities, employer feedback collection, or other post-training activities. These activities help the School evaluate the effectiveness of its TVET programs, improve trainee support, strengthen industry linkages, and document outcomes for quality assurance and TESDA-related purposes.

Completion of training does not automatically guarantee employment, entrepreneurship income, national certification, or passing of national assessment. However, the School shall provide reasonable assistance through career guidance, employment referral, industry coordination, entrepreneurship orientation, or graduate tracking activities when available and applicable.

Dropping, deferment, or withdrawal must be made in writing and approved by the administrator or authorized school official. Scholarship trainees shall also comply with applicable TESDA scholarship rules on dropping, substitution, reporting, and documentary requirements.

A trainee who is marked Dropped, Failure Due to Absences, or Not Yet Competent may be required to repeat, complete, undergo remediation, attend additional practice, undergo reassessment, or re-enroll, depending on the reason, program requirements, TESDA rules, and school policy.

FIGURE 4. TRAINING COMPLETION AND CULMINATION



Chapter 13. Institutional Assessment, National Assessment, and Certification

The School shall conduct institutional assessment to determine whether the trainee has achieved the required competencies and is ready for completion or endorsement for national assessment, when applicable.

Institutional assessment may include written tests, oral questioning, demonstration, observation, portfolio review, output review, performance test, simulation, workplace evidence, or other evidence-gathering methods appropriate to the qualification, program, or competency.

Qualified trainees may apply for national assessment in accordance with TESDA rules, assessment center procedures, and the assessment requirements of the qualification. Completion of training does not automatically guarantee national certification.

National Certificates, Certificates of Competency, or other TESDA-recognized credentials shall be issued only in accordance with TESDA assessment and certification procedures and after the candidate has been found competent by an accredited competency assessor.

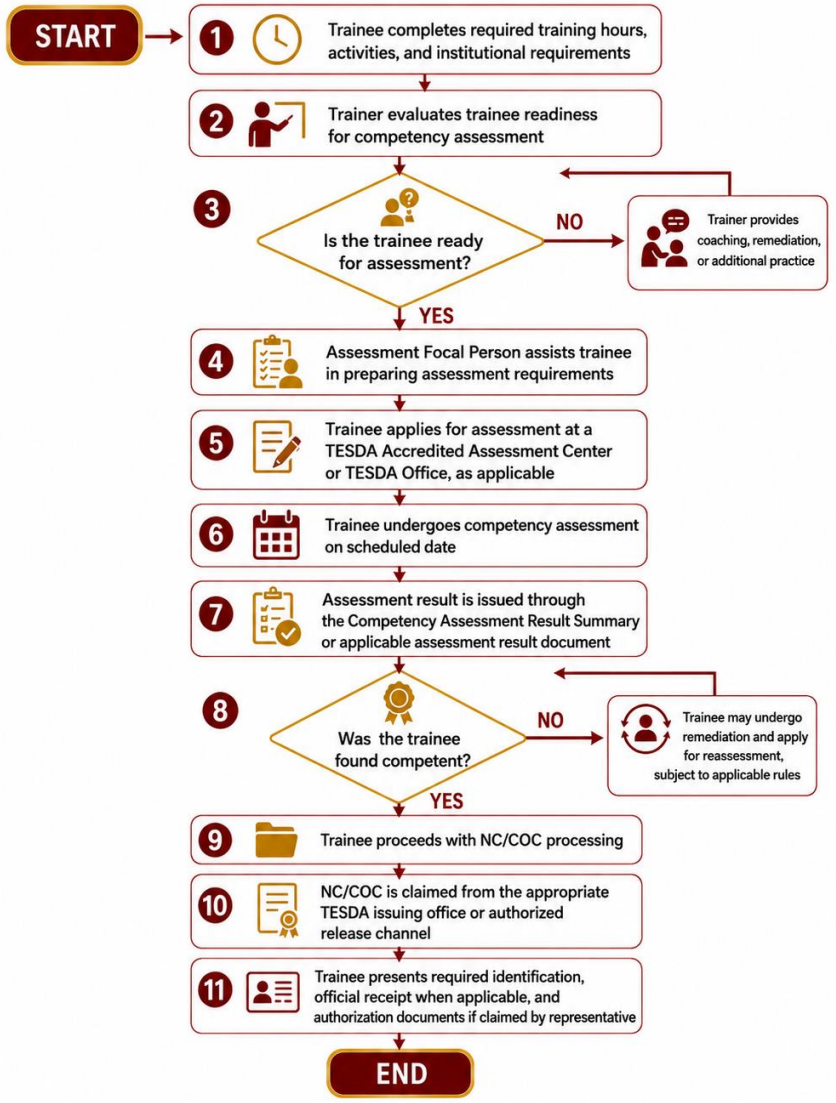
The Assessment Center Manager, when applicable, shall help ensure that assessment processes are coordinated in accordance with TESDA requirements, assessment center procedures, confidentiality, integrity, safety, and proper documentation.

Cheating, coaching during assessment, falsification, tampering with documents, impersonation, unauthorized assistance, leakage of assessment materials, or any act affecting the integrity of institutional or national assessment is strictly prohibited and may result in disciplinary action, disqualification, non-endorsement, or referral to TESDA or other authorities.

Assessment results, institutional assessment performance, national assessment participation, certification outcomes, reassessment needs, and assessment-related feedback may be monitored by the School as part of its quality assurance and continuous improvement system. Such information may be used to improve training delivery, trainer coaching,

facilities, tools, learning materials, assessment preparation, and trainee support, subject to confidentiality and data privacy rules.

FIGURE 5. NC COMETENCY ASSESSMENT PROCESS



Chapter 14. Workshop, Laboratory, Kitchen, and Training Area Safety

Safety is a core requirement of TVET training. Trainees shall comply with all instructions on tools, equipment, machines, electrical devices, kitchen facilities, chemicals, sanitation, fire safety, waste disposal, food safety, emergency procedures, and other safety requirements.

Trainees must wear required PPE, uniforms, aprons, gloves, masks, hairnets, goggles, safety shoes, or other protective gear depending on the qualification, activity, training area, and instructions of the trainer.

Tools and equipment shall be used only with permission and after proper instruction. Trainees shall inspect tools and equipment before use and report defects, unsafe conditions, missing items, or hazards immediately.

Loss, breakage, waste, misuse, or damage due to negligence, improper use, or intentional act may result in accountability, repair, replacement, restitution, or disciplinary action.

The following are prohibited:

1. Unsafe acts;
2. Horseplay;
3. Tampering with tools, machines, equipment, gas lines, electrical devices, fire safety equipment, or safety guards;
4. Bypassing safety procedures;
5. Unauthorized tool or equipment use;
6. Failure to wear required PPE;
7. Unauthorized entry into restricted training areas;
8. Failure to report hazards, accidents, injuries, near misses, or equipment damage.

All accidents, injuries, near misses, equipment damage, illness, unsafe conditions, or hazards must be reported immediately to the trainer, administrator, clinic personnel, safety officer, or authorized school personnel.

Section 1. 5S Practices

The School shall promote 5S practices in workshops, laboratories, kitchens, mock hotel areas, computer laboratories, classrooms, storage areas, and other training spaces. Trainees and trainers shall observe proper sorting, systematic arrangement, cleanliness, standardization, and self-discipline in the use of tools, materials, equipment, documents, and learning spaces.

Trainees shall return tools and materials to their proper places, maintain clean work areas, dispose of waste properly, report missing or defective items, and participate in scheduled cleaning, checking, and organizing activities as required by the trainer or authorized personnel.

Section 2. Green TVET Practices

The School shall promote environmentally responsible training practices, including proper waste segregation, energy and water conservation, responsible use of consumables, safe handling of chemicals or hazardous materials, reduction of unnecessary waste, recycling or reuse when appropriate, and care for the training environment.

Trainees shall avoid wastage of supplies, food ingredients, paper, electricity, water, cleaning materials, and other resources. Trainers shall integrate environmental awareness and sustainable workplace practices whenever applicable to the qualification, activity, or workplace simulation.

Section 3. Tools, Equipment, and Facilities Maintenance

Tools, equipment, machines, computers, kitchen equipment, housekeeping equipment, mock hotel facilities, and other training resources shall be used only for authorized training purposes and under proper supervision. Trainees shall inspect tools and equipment before and after use and immediately report defects, missing items, unsafe conditions, damage, or malfunction.

The School shall maintain appropriate inventory, borrowing, inspection, maintenance, and incident records for tools, equipment, materials, and facilities. Negligent, reckless, unauthorized, or intentional damage may

result in accountability, restitution, repair, replacement, restriction from activity, or disciplinary action, subject to due process.

Chapter 15. Career Guidance, Employment Facilitation, and Graduate Tracking

The School shall provide career guidance and employment facilitation support for TVET trainees, subject to availability of resources, industry partners, program relevance, and trainee participation. These services may include career orientation, work values formation, résumé preparation, interview preparation, job referral, industry orientation, entrepreneurship orientation, job fair referral, alumni networking, and coordination with partner establishments or agencies.

Trainees are encouraged to participate in career guidance activities, employment readiness activities, mock interviews, job matching, industry briefings, entrepreneurship seminars, and other activities that support their transition to employment, self-employment, further training, or higher education.

The School may conduct graduate tracer studies, employment monitoring, employer feedback collection, alumni surveys, and related follow-up activities to determine trainee outcomes after completion. Graduates are encouraged to provide truthful updates on employment, self-employment, further education, certification, career progress, or other relevant outcomes.

Graduate tracking information shall be used for legitimate school, TESDA, quality assurance, research, reporting, and program improvement purposes, subject to applicable data privacy and confidentiality rules.

Chapter 16. Community Extension, Applied Research, Innovation, Entrepreneurship, and Training-Cum-Production

The School may implement program-related community extension, outreach, livelihood, demonstration, industry-linked, or service-oriented activities that allow trainees to apply their competencies in meaningful

and supervised contexts. Participation shall be subject to program relevance, safety, supervision, approval, availability of resources, and applicable school and TESDA rules.

Trainers and trainees are encouraged to participate in applied research, innovation, product improvement, process improvement, service improvement, skills demonstration, prototype development, digital output development, or other activities that promote problem-solving, creativity, industry relevance, and continuous improvement in TVET.

Entrepreneurship-related activities may be integrated into training through product costing, service costing, marketing exposure, customer service simulation, livelihood orientation, simple business planning, or training-cum-production activities when appropriate to the qualification. Such activities shall be properly approved, supervised, documented, and accounted for.

Training-cum-production, income-generating, or service-based activities shall be conducted only when allowed by school policy and applicable rules. Trainee participation must remain educational, supervised, safe, ethical, and aligned with the competencies of the program. Any materials, income, products, outputs, or services generated from such activities shall be handled with transparency, accountability, and proper documentation.

Chapter 17. TVET Trainee Conduct and Discipline

Trainees shall demonstrate discipline, professionalism, punctuality, respect, honesty, safety awareness, cooperation, proper grooming, and care for tools, materials, equipment, and facilities.

This Chapter shall be read together with the Common Institutional Student Welfare and Protection Manual. Matters involving bullying, harassment, sexual harassment, gender-based harassment, discrimination, threats, violence, dangerous drugs, data privacy violations, grievance concerns, or major disciplinary cases shall be referred to the applicable common policy and procedure.

The following acts are prohibited:

1. Disrespect toward the institution, trainers, administrators, personnel, co-trainees, clients, guests, assessors, visitors, or partner institutions;
2. Absenteeism, habitual tardiness, or abandonment of training;
3. Unsafe use of tools, machines, equipment, materials, kitchen facilities, or training areas;
4. Theft, waste, misuse, unauthorized taking, or damage of tools, supplies, materials, equipment, or property;
5. Falsification of attendance, portfolio, assessment records, scholarship records, or school documents;
6. Cheating during institutional or national assessment;
7. Bullying, harassment, discrimination, sexual harassment, gender-based harassment, retaliation, or intimidation;
8. Possession, use, distribution, or promotion of prohibited substances, alcohol, tobacco, vape products, weapons, or dangerous items;
9. Unauthorized recording, posting, sharing, or misuse of personal data, confidential information, training materials, workplace information, or assessment materials;
10. Violation of partner company rules during supervised industry learning, internship, OJT, or industry exposure;
11. Any act that compromises safety, training integrity, TESDA compliance, or the rights and welfare of others.

Disciplinary action shall be handled fairly, confidentially, and with due process. Depending on the nature and gravity of the offense, the School may impose reminders, warnings, conferences, guidance referral, written reprimand, restitution, suspension from training area, removal from activity, dropping, non-endorsement for assessment, scholarship reporting, or other lawful and appropriate measures.

Chapter 18. Supervised Industry Learning, Internship, OJT, and Industry Exposure

Trainees may be deployed for supervised industry learning, internship, OJT, work-based learning, industry exposure, or partner-based training only after meeting required competencies, safety orientation, documentary requirements, consent requirements, medical or health

requirements when applicable, and approval by the Program Head, administrator, or authorized school official.

Trainees shall follow workplace rules, attendance schedules, confidentiality requirements, safety procedures, professional standards, grooming standards, and instructions of the partner supervisor and the School.

Partner supervisors may evaluate attendance, punctuality, skills, work attitude, safety compliance, teamwork, professionalism, and overall performance.

Trainees must immediately report accidents, harassment, bullying, unsafe conditions, exploitation, unreasonable schedules, inappropriate tasks, partner-related concerns, or other incidents to the trainer, Program Head, administrator, or authorized school personnel.

The School may refuse, postpone, suspend, modify, or discontinue deployment when safety, welfare, supervision, documentation, partner compliance, or TESDA requirements are not adequately met.

Chapter 19. Diploma Programs PQF Level 5 Requirements

For TESDA-recognized Diploma Programs or PQF Level 5 programs, trainees shall comply with the applicable TESDA Diploma Program Standards, recognition requirements, curriculum, academic calendar, grading system, internship requirements, credit transfer or recognition rules, assessment requirements, and school policies.

Diploma programs may have longer duration, academic terms, subject or course sequencing, internship or industry exposure, academic retention policies, promotion rules, graduation requirements, honors and awards criteria, and documentation requirements different from short-term National Certificate programs.

The School may implement semestral, trimestral, modular, competency-based, work-based, or other TESDA-recognized arrangements depending on the approved diploma program design and TESDA recognition.

Trainees enrolled in diploma programs may be required to undergo national assessment for resultant qualifications, unless exempted or

already holding a valid National Certificate for the relevant qualification, subject to TESDA rules.

Diploma program completion, graduation, Special Order Number, certification, transcript, diploma, and other records shall be processed only upon compliance with TESDA, school, Registrar, and program requirements.

Chapter 20. Registrar, Records, Certificates, and Data Privacy

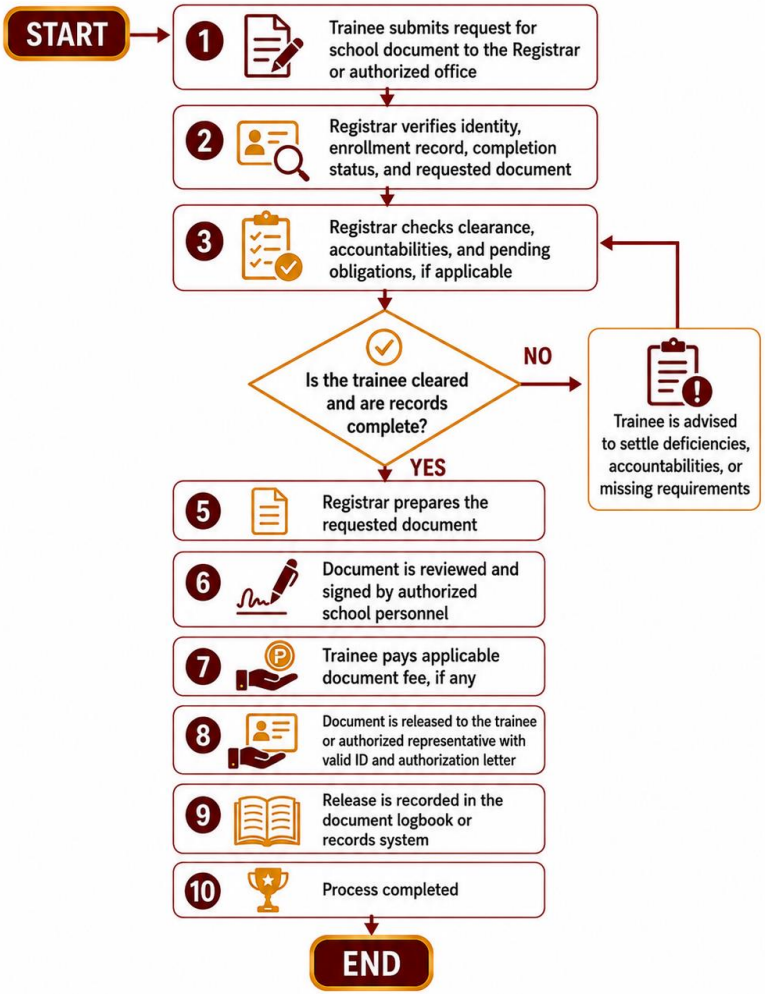
The Registrar or authorized records office shall maintain trainee records, enrollment documents, attendance records, grades or competency results, completion records, certificates, assessment endorsements, scholarship documents, and other official records.

Trainees shall ensure that submitted information is accurate, complete, and updated. Any change in name, contact information, address, guardian, emergency contact, health information, scholarship status, or other relevant detail must be reported to the Registrar or authorized office.

Requests for records, certificates, authentication, completion documents, or other school documents shall be subject to identity verification, clearance, school policy, payment of lawful fees when applicable, and data privacy requirements.

Personal data shall be collected, used, stored, disclosed, and retained only for legitimate school, TESDA, scholarship, assessment, certification, reporting, safety, and legal purposes. Unauthorized access, copying, posting, sharing, or disclosure of trainee records or personal data is prohibited.

FIGURE 6. REQUEST AND RELEASE OF SCHOOL DOCUMENTS



Chapter 21 Assessment Center Rules and Assessment Integrity

When the School operates or coordinates with an accredited Assessment Center, trainees and candidates shall follow TESDA assessment center rules, assessment schedules, documentary requirements, identification requirements, confidentiality rules, safety

procedures, and instructions of the Assessment Center Manager, assessors, and authorized personnel.

The Assessment Center Manager shall coordinate assessment-related requirements, facilities, tools, equipment, documents, schedules, and candidate flow in accordance with TESDA procedures.

Assessment materials, tasks, rating sheets, candidate results, and assessment records are confidential. Unauthorized copying, disclosure, coaching, leakage, tampering, or manipulation of assessment materials or results is prohibited.

Chapter 22. Complaints, Grievance, and Appeals

Trainees may raise concerns involving training delivery, trainer conduct, safety, assessment, attendance, grades, fees, scholarship, discrimination, harassment, bullying, partner institution concerns, facilities, or records through proper school channels.

The recommended route is:

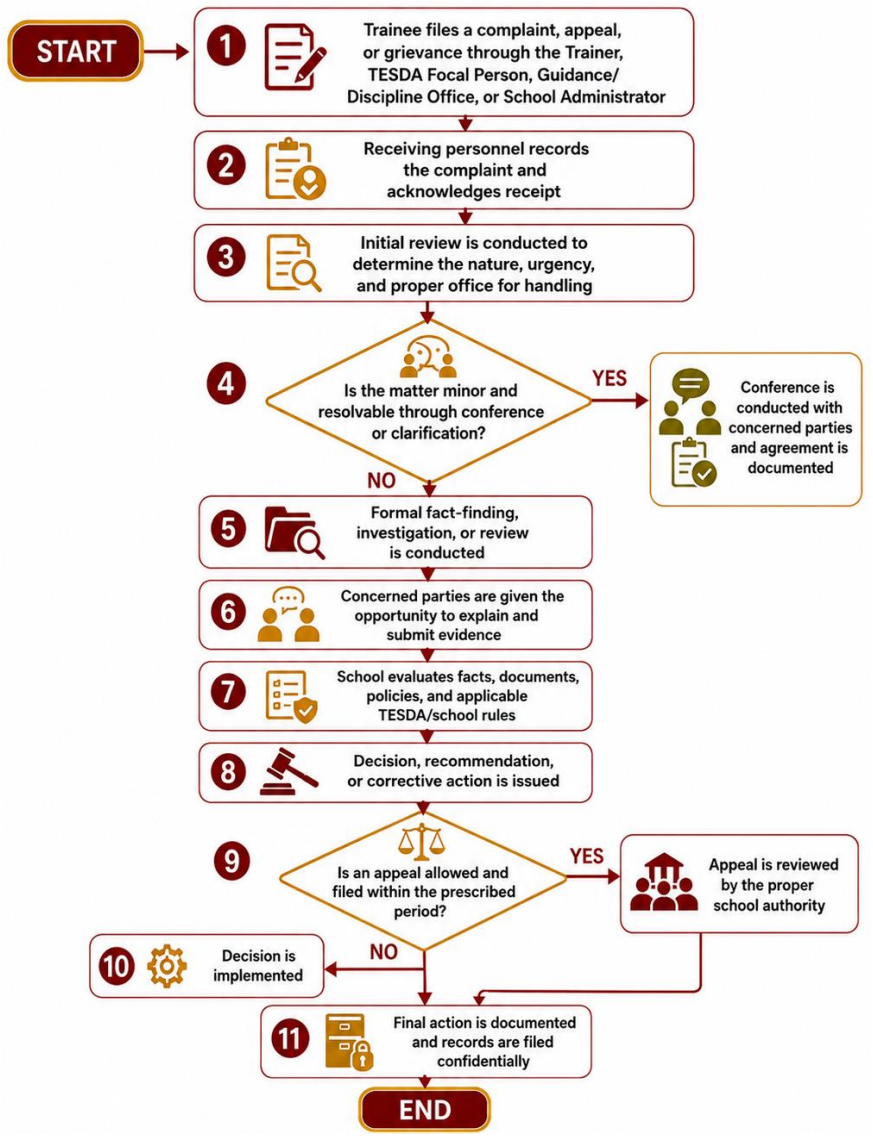
1. Trainer or class adviser;
2. Program Head or administrator;
3. Guidance Office, when applicable;
4. Registrar, for records-related concerns;
5. Scholarship focal person, for scholarship-related concerns;
6. Assessment Center Manager, for assessment-related concerns;
7. School Administrator or Branch Administrator;
8. TESDA office or other authority, when required or appropriate.

Complaints shall be handled fairly, confidentially, and with due process. Retaliation, intimidation, public shaming, or harassment against a complainant, respondent, witness, or assisting person is prohibited.

Complaints, appeals, grievances, trainee feedback, satisfaction survey results, and stakeholder comments may be reviewed by the School not only for case resolution but also for quality improvement. Recurring concerns involving instruction, trainer conduct, facilities, tools and equipment, safety, assessment preparation, records, scholarship implementation, or support services may be referred to the appropriate

office for corrective action, preventive action, monitoring, or policy improvement.

FIGURE 7. COMPLAINTS, GRIEVANCE AND APPEALS PROCESS



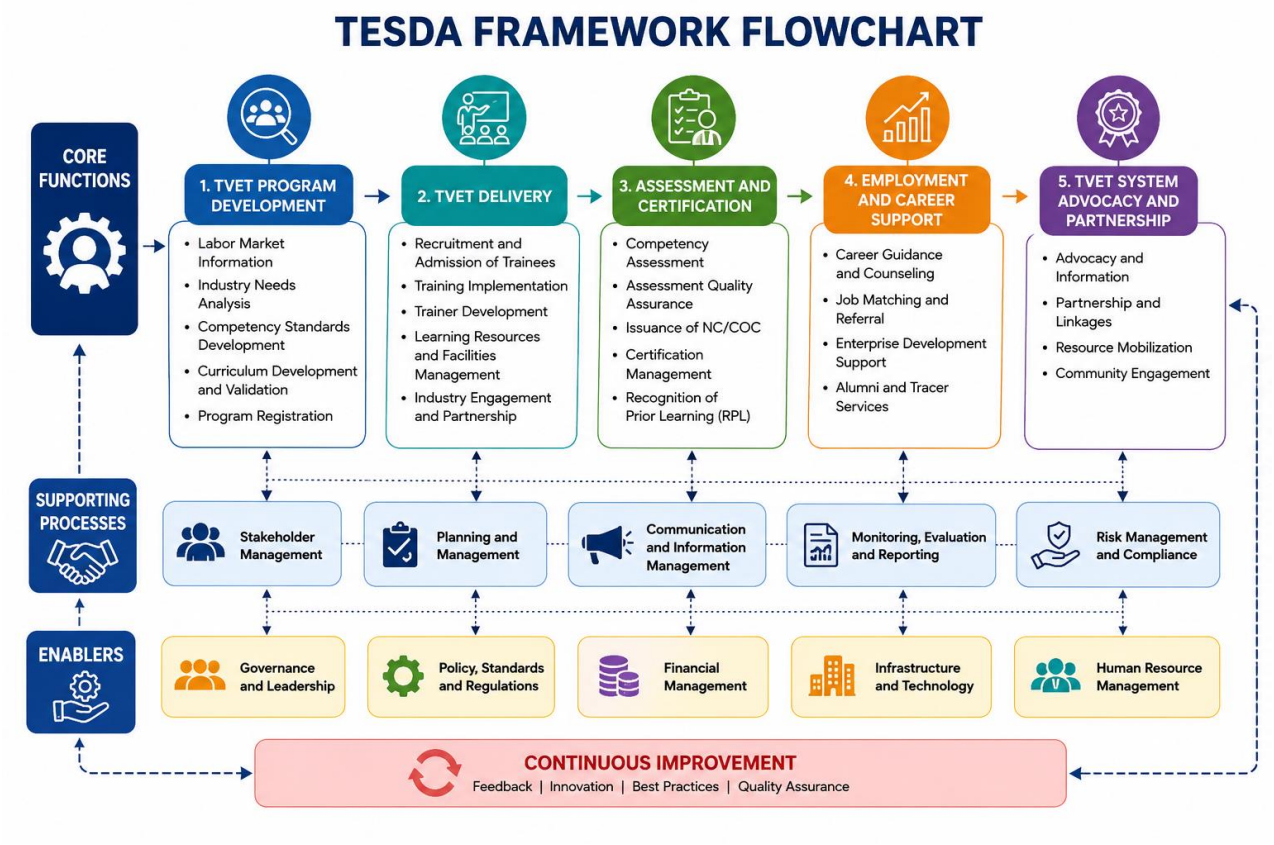
Chapter 23. Implementation of New TESDA Policies

Any new, updated, amended, or supplementary TESDA policy, circular, memorandum, Training Regulation, Competency Standard, diploma program standard, scholarship guideline, program registration requirement, assessment procedure, reporting requirement, or other issuance shall be implemented by the School as may be applicable.

The School may revise, suspend, modify, or supplement existing rules, schedules, fees, training procedures, assessment procedures, scholarship procedures, documentation requirements, branch implementation, or program requirements to comply with TESDA directives and other lawful government regulations.

Trainees, parents or guardians when applicable, trainers, administrators, and other concerned persons shall be informed of material changes through official school channels.

For STAR-related applications, recognition, validation, monitoring, or quality assurance activities, the School may require additional documentation, forms, surveys, interviews, tracer studies, employer feedback, portfolio evidence, facility checks, trainee participation, trainer reports, or other records reasonably necessary to demonstrate program quality, implementation, outcomes, and continuous improvement, subject to applicable TESDA rules and data privacy requirements.


TESDA FRAMEWORK FLOWCHART
CORE FUNCTIONS
1. TVET PROGRAM DEVELOPMENT
• Labor Market Information
• Industry Needs Analysis
• Competency Standards Development
• Curriculum Development and Validation
• Program Registration
2. TVET DELIVERY
• Recruitment and Admission of Trainees
• Training Implementation
• Trainer Development
• Learning Resources and Facilities Management
• Industry Engagement and Partnership
3. ASSESSMENT AND CERTIFICATION
• Competency Assessment
• Assessment Quality Assurance
• Issuance of NC/COC
• Certification Management
• Recognition of Prior Learning (RPL)
4. EMPLOYMENT AND CAREER SUPPORT
• Career Guidance and Counseling
• Job Matching and Referral
• Enterprise Development Support
• Alumni and Tracer Services
5. TVET SYSTEM ADVOCACY AND PARTNERSHIP
• Advocacy and Information
• Partnership and Linkages
• Resource Mobilization
• Community Engagement
SUPPORTING PROCESSES
Stakeholder Management
Planning and Management
Communication and Information Management
Monitoring, Evaluation and Reporting
Risk Management and Compliance
ENABLERS
Governance and Leadership
Policy, Standards and Regulations
Financial Management
Infrastructure and Technology
Human Resource Management
CONTINUOUS IMPROVEMENT
Feedback | Innovation | Best Practices | Quality Assurance

References / Legal and Policy Bases for TESDA / TVET Programs

Republic Act No. 7796, otherwise known as the Technical Education and Skills Development Act of 1994.

Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.

Republic Act No. 11313, otherwise known as the Safe Spaces Act.

Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002.

TESDA Unified TVET Program Registration and Accreditation System guidelines.

TESDA Circular No. 107, s. 2021, Omnibus Guidelines on TVET Program Registration, including applicable amendments and subsequent issuances.

Applicable TESDA Training Regulations and Competency Standards for each registered qualification.

Applicable TESDA Diploma Program Standards, PQF Level 5 guidelines, recognition requirements, and related issuances for Diploma Programs, when applicable.

TESDA Philippine TVET Qualification and Certification System and applicable assessment and certification procedures.

Applicable TESDA guidelines on accredited assessment centers, competency assessors, Assessment Center Managers, assessment conduct, assessment tools, candidate requirements, and certification.

TESDA Circular No. 014, s. 2026, Omnibus Guidelines for the Implementation of FY 2026 TESDA Scholarship Programs, including applicable addenda, amendments, and subsequent scholarship guidelines.

Applicable TESDA guidelines for the Training for Work Scholarship Program, Special Training for Employment Program, Private Education Student Financial Assistance, Tulong Trabaho Scholarship Program, and other TESDA scholarship programs.

Applicable TESDA guidelines on Notice to Proceed, Training Induction Program, scholarship allocation, BSRS, T2MIS, attendance monitoring, reporting, billing, completion, and post-training monitoring.

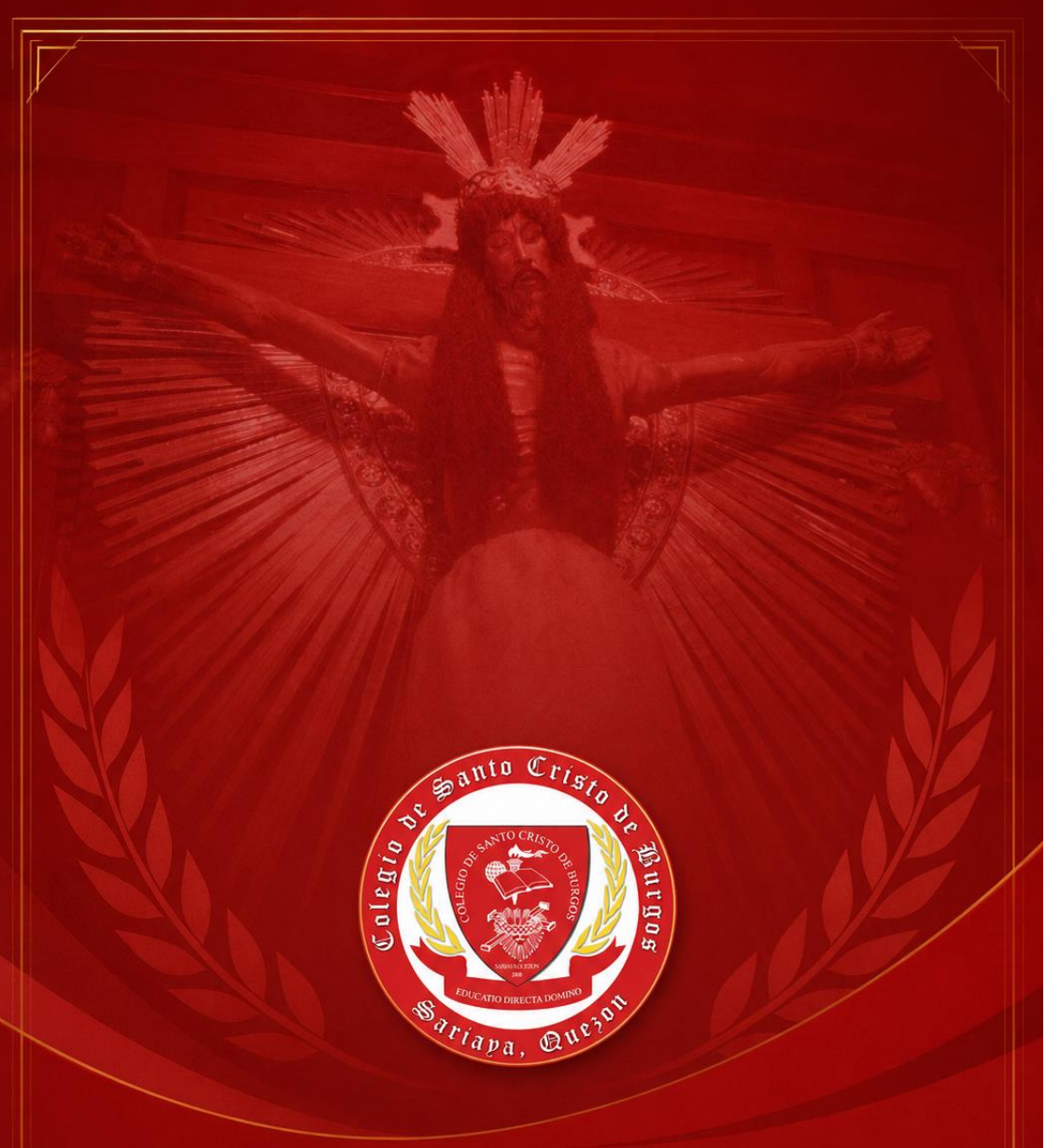
Common Institutional Student Welfare and Protection Manual of Colegio de Santo Cristo de Burgos.

TESDA System for TVET Accreditation and Recognition (STAR) Program guidelines, circulars, instruments, advisories, and subsequent issuances, as may be applicable.

TESDA quality assurance, program registration, assessment and certification, compliance audit, scholarship monitoring, graduate tracking, and related reporting requirements, as may be applicable.

Applicable industry standards, employer feedback, labor market information, and stakeholder inputs used for TVET program improvement.

Other subsequent TESDA circulars, memoranda, advisories, Training Regulations, Competency Standards, and lawful government issuances applicable to the program.



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EDUCATIO DIRECTA DOMINO